UNIVERSITY „Ss. CYRIL AND METHODIUS"

FACULTY OF PHILOLOGY

DEPARTMENT OF ENGLISH

SKOPJE

THE IMPORTANCE OF INCORPORATING ENGLISH FOR SPECIFIC
PURPOSES (ESP) IN THE CURRICULUM OF VOCATIONAL UPPER-
SECONDARY SCHOOLS IN THE REPUBLIC OF KOSOVO

Doctoral Studies

Doctoral Dissertation

Candidate: Mentor:

Osman OSMANI   Prof. Dr. Solzica POPOVSKA

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SKOPJE

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Abstract

Nowadays English is learned for different purposes. Some learn it because of their studies; the others learn it because they need it in their workplace. There are others who learn it for having easier access to the global market and having better opportunities in their career and future life. To these different purposes it is the contextual language which serves for, i.e. it is English for Specific Purposes. Being aware of its importance, western countries started to apply these courses both in vocational upper-secondary education and higher education. However, the same education policies in terms of ESP courses are not applied in Kosovo. Therefore, we intended to dig deeper into this issue and find out whether at any chance these courses are applied, if yes, to what extent they are used. In addition, this empirical study aimed at finding out what content is being used at vocational schools throughout 7 regions of Kosovo, or 17 cities/towns. Besides the current situation, teachers' perspective on ESP courses occupied a great place too. Moreover, we wanted to know whether current English teachers are enough competent and ready to teach ESP, the factors that prolong ESP teaching, the challenges to teaching it and the solutions. The study aimed at collecting both qualitative and quantitative data. The instruments serving for it were questionnaires, interviews, observations, and piloting. The sample of this empirical study included English teachers working at vocational education, national and international experts on ESP and education, and students of vocational education. After collecting the data, it was found out that vocational students are not exposed at all to contextual language related to their field of study. The Ministry of Education, Science, and Technology (MEST) has adopted one same curriculum both for general and vocational upper secondary education, which is composed of general English only, which consequently does not prepare an English student for entering the global market. Though the English teachers are provided autonomy of 15-20% to select supplementary material related to students' field of study, they do not use it. In fact, it is the English teachers who do not consider themselves competent and ready enough to tech ESP right now given that they have never attended any preparatory ESP courses in their studies and they did not have chance to attend a specific university program on ESP. Besides, no professional training related to ESP teaching was ever held by the ministry, neither conferences nor workshops on ESP. Therefore, English teachers did not have the chance to be prepared for handling ESP teaching. Due to these factors, they are not able to do needs analysis and consequently design a course which really meets students' needs and expectations.

ESP is very important and it must be part of English curriculum for vocational education. Teachers are aware of that and this is what ESP experts recommend and what the ground results prove. In fact, ESP plays great role in acquiring contextual language. Being aware that if learning today what they need to apply tomorrow motivated the students under the pilot study to acquire English much more and consequently their progress was present.

In addition to changing the English curriculum and apply ESP, MEST is encouraged to create conditions for preparing the English teaching staff for ESP teaching, by organizing ESP conferences, workshops, and training. MEST and faculties of English language are encouraged to provide a specific ESP program, ideally at MA studies. If this cannot be applied, the faculties of English language should at least provide a preparatory ESP course.

Keywords: ESP, vocational education, English course, curriculum, syllabus.

Апстракт

Во денешно време англискиот јазик се учи за различни цели. Некои го учат за потребите на нивните студии; други го учат затоа што им е потребен на работното место. Постојат и оние кои англискот јазик го учат за полесен пристап до глобалниот пазар со цел да имаат подобри можности во својата кариера и во идниот живот. За овие различни цели најприкладен е стручниот јазик, т.е. англиски јазик во функција на струката (АЈФС). Свесни за неговата важност, западните земји ја застапиле наставата по АЈФС како во стручните средни училишта, така и во високото образование. Но, ваквите образовни политики во однос на наставата по АЈФС не се применуваат и на Косово. Затоа, пристапивме кон едно посеопфатно истражување со цел да откриеме дали и во колкава мера постои можност за настава по АЈФС во средните стручни училишта на Косово и доколку одговорот е потврден, во колкава мера таа можност се користи. Покрај тоа, оваа емпириска студија си постави за цел да открие какви наставни содржини се користат во стручните училишта во 7 региони на Косово или 17 градови. Покрај увидот во постоечката ситуација, значајно место во истражувањето имаат и ставовите на наставниците во врска со наставата по АЈФС. Покрај тоа, сакавме да установиме дали сегашните наставници по англиски јазик се доволно компетентни и подготвени да предаваат АЈФС, како и факторите што го забавуваат процесот на воведување на наставата по АЈФС во средните стручни училишта, предизвиците поврзани со држењето на оваа настава како и решенијата на проблемите поврзани со ова значајно прашање. Една од главните цели на нашево истражување беше обезбедувањето на квалитативни и квантитативни податоци поврзани со овие прашања . Инструментите со кои се служевме вклучуваат: прашалници, интервјуа, набљудувања и пробна настава. Примерокот од оваа емпириска студија вклучи наставници по англиски јазик кои работат во средни стручни училишта, домашни и меѓународни експерти по АЈФС и ученици вклучени во средното стручно образование. По собирањето и обработувањето на податоците, заклучено е дека студентите од стручните училишта воопшто немаат настава по АЈФС. Министерството за образование, наука и технологија (МЕСТ) усвоило една иста наставна програма и за општото и за стручното средно образование, која се состои само од општ англиски јазик, што, следствено, не го подготвува ученикот за влез на глобалниот пазар. Иако на наставниците по англиски јазик им е дадена автономија од 15-20% за избор на

дополнителен материјал поврзан со стручното поле на учениците, тие не ја користат оваа можност. Всушност, токму наставниците по англиски јазик во овие училишта во моментов не се сметаат себеси за компетентни и доволно подготвени за изведување настава по АЈФС, со оглед на тоа што тие никогаш не посетувале никакви подготвителни курсеви за АЈФС во текот на нивните студии, ниту имале можност да следат одредена универзитетска програма поврзана со овој вид настава. Освен тоа, Министерството никогаш не организирало никаква стручна обука поврзана со наставата по АЈФС, како што се конференции или работилници. Затоа, наставниците по англиски јазик немаат можност да се подготват за изведување настава по АЈФС. Поради овие фактори, тие не се во можност да направат анализа на потребите и, следствено, да подготват настава која навистина би ги задоволила потребите и очекувањата на студентите.

АЈФС е многу важен и затоа мора да биде дел од наставната програма по англиски јазик во средното стручно образование. Наставниците се свесни за тоа, а ова го препорачуваат експертите од областа на АЈФС што е евидентно од резултатите на истражувањето. Всушност, АЈФС игра голема улога во усвојувањето на јазикот на дадената област. Фактот дека она што го учат денес ќе им биде применливо во иднина, позитивно ги мотивираше учениците вклучени во пробната настава при учењето и како резултат на тоа тие постигнаа евидентен напредок.

Со резултатите од ова истражување, покрај промената на наставата по англиски јазик во средните стручни училишта, упатуваме апел до МЕСТ за создавање услови за подготовка на наставниот кадар по англиски јазик за наставата по АЈФС, преку организирање конференции, работилници и обука од областа на овој вид настава. МЕСТ и факултетите за англиски јазик треба да обезбедат соодветна наставана програма по АЈФС, и за тоа најсоодветни би биле мастер студиите. Доколку во моментов тоа не е возможмо, филолошките факултети треба да обезбедат барем подготвителен курс по АЈФС за идните наставници.

Клучни зборови: АЈФС, средно стручно образование, наставни програми, наставни планови

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Table of Acronyms

AVETAE – Agency for Vocational Education and Training and Adult Education

BA – Bachelor's

CC – Core Curriculum

CCSEK – Core Curriculum for Secondary Education in Kosovo

CCUEK – Core Curriculum for Upper-Secondary Education in Kosovo

CEFRL – Common European Framework of Reference for Languages

ECTS – European Credit Transfer and Accumulation System

EAOP – English for Academic and Occupational Purposes

EAP – English for Academic Purposes

EBE – English for Business and Economics

EFL – English as a Foreign Language

EM – English for Mathematics

EMS – English for Medical Studies

EOP – English for Occupational Purposes

ESP – English for Specific Purposes

ESS – English for Social Studies

EST – English for Science and Technology

ET – English for Technicians

FLT – Foreign Lamguage Teaching

ISCED – International Standard Classification of Education

KAS – Kosovo Agency of Statistics

L1 – First Language

L2 – Second Language

MA – Master

NQF - National Qualifications Framework

SPSS - Statistical Package for the Social Sciences

UP – University of Prishtina

VE – Vocational Education

VET – Vocational Education and Training

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CHAPTER I:
INTRODUCTION

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Introduction

In order to advance in career and to be up-to-date with the science, individuals and nations need to get connected with each other. This connection is reached but through the communication, as the first leap in the endless path of knowledge and advancement. Only through communication they can interact with each-other. Given that the spread of the English language has already reached every corner of the world, and since this spread has been accepted everywhere and embraced by everyone, the countries of the Western Balkans too, including Kosovo did not stay immune to this spread either. Thus, being aware of the significance and immediate need for English acquisition, the Ministry of Education started to pay attention to English although only lately. This is better reflected by the fact that the English language has become a mandatory course right from the first grade.

In addition to learning English for pleasure and learning it to get acquainted with American and English culture, the last decades have also been characterized by learning English for Specific Purposes for everyday life's needs. Due to the need for mastering their expertise, people are aware that unless accompanying the current knowledge with English, it will be hard to enter the international market. Therefore, businessmen need it to sell their products; economists need it to deal with everyday transactions; doctors need it to keep up-to-date with the developments in medicine; fashion designers need English to be part of the world's fashion events, etc. These and other reasons and demands gave birth to what it is called English for Specific Purposes (ESP).

However, although has ESP occupied a great place in being researched worldwide, the same pace was not followed in Kosovo. Despite various researches undertaken over and over regarding the education system in general, it seems that ESP was not the concern of researchers that much. It is worth noting that in Kosovo, except for one single scientific paper, no detailed study on the current situation of the English language course in vocational schools has been conducted. Even that 7-page scientific paper (see Breznica, A. P., Pllana, Z., & Pllana, F. 2017) mentions only superficially the vocational upper-secondary school students' needs for ESP. Among other things, it was limited to one school only. Besides, only the prospect of the researcher is given there. Consequently, this research is not representative of all vocational

schools around Kosovo. At the regional level, in Albania for instance, only a few Ph.D. dissertations at the University of Tirana have been dedicated to ESP, mainly in the context of military schools and the overall aspect of ESP, but not on the context of vocational upper-secondary schools.

1.1. The identification and formulation of the research problem

Much has been invested in Kosovo education since the 2000. However, the main dedication and investment have been directed to the infrastructure. Providing a comfortable environment is important in facilitating both teaching and learning processes, but it is not the key element in learners' uprising and advancement. It is worth establishing a solid building, but it worthier if the focus in the context of investment is directed to providing education which meets learners' needs, and consequently makes them able to compete with other nations in every life domain. Not to deny, infrastructure has its own positive side, but it is not the only problem suffocating our education system. Nowadays, students, especially vocational ones aim to enter the global market. However, in order to do that they need to be prepared on the vocational domains they are attending. But this is not enough. The contextual English language, i.e. ESP is needed too. It is this course, in particular, that was not given its due attention. In fact, all upper-secondary students in the Republic of Kosovo, no matter the type of education they attend, the English course they are subjected to is the same. Obviously, this is not compatible with all upper-secondary level's needs, because the vocational education needs differ from general education needs in the context of English course. Thus, unfortunately, both a gymnasium student and an economy student are subjected to a course which in fact fits the needs of the former and not the needs of the latter. A vocational upper-secondary student attending economy classes, if intending to research or apply for a job abroad in order to work in a bank or international business company, s/he needs to know the vocabulary related to economy, banks, or transactions. But, under the current circumstances s/he will not be able to handle such an ESP situation, because all s/he learned was beyond this scope.

The non-application of ESP course, in fact, will be harmful to our generation's future. Kosovan students are being faced and will be faced with difficult situations, where, as a consequence of not attending the contextual English needed to them they may lose and lack many opportunities

for promoting themselves worldwide and finding a good job which would provide solid incomes to them.

In general terms, nothing has been done in regard to the vocational upper-secondary education in terms of applying ESP course. The so far conducted researches in ESP mainly addressed the general aspect of ESP development across different periods. On the other hand, what is left without being explored and researched is the English language course in the context of vocational upper-secondary schools in Kosovo. Such research has not been conducted by either local or foreign researchers. This is a further stimulus that encouraged us to conduct such research and fulfill this gap and eventually come out with an alternative and a possible solution to change the current situation in the vocational education in Kosovo's upper-secondary schools.

1.2. Aims and Objectives

This study aimed at finding answers to the questions raised under the heading 1.3. Moreover, we wanted to find out whether ESP is being applied at any vocational upper-secondary schools in the Republic of Kosovo. Besides, it was aimed to know the content of the course being applied at this level of education and its compatibility with students' domain. In addition, through the questionnaire, we aimed at finding answers whether the current English teachers are competent on handling ESP teaching. The obstacles toward ESP application, the solutions for overcoming the obstacles, the roles ESP teachers should have in case teaching ESP, were the aims the researcher wanted to achieve. In order to measure the success students achieve in case they are subjected to contextual language relevant to their field, the researcher aimed at conducting a pilot study with one classroom only and provide a sample of how an ESP course can be held. Moreover, we aimed at interviewing international experts too, in addition to national ones and have a broader view on the importance of ESP for vocational upper-secondary students and the negative impact non-incorporation of this course in the curriculum of English course has.

1.3. Research Questions

Our research is designed to give answers to the following questions:

1. Does the current English curriculum for vocational upper-secondary education meet students' needs and expectations?
2. What is the content of English courses offered at these schools?
3. What are English teachers' perceptions regarding the current English course and eventually the application of ESP at the vocational upper-secondary schools in the Republic of Kosovo?
4. What are the challenges for teaching ESP and which are the steps for overcoming these challenges?
5. Are English current teachers able to teach ESP courses at vocational upper-secondary education in the Republic of Kosovo?
6. What is the impact of ESP on enhancing learners' quality?

1.4. Research Hypotheses

To build up our research we focused on the following hypotheses:

- The current English curriculum for vocational upper-secondary education in the Republic of Kosovo does not meet students' needs and expectations.
  - ESP courses must be incorporated at vocational upper-secondary education, given that it is what students need for entering the global market.
  - Prior to incorporating ESP courses at the vocational upper-secondary education, the ministry of education should provide training to the English teaching staff.
  - ESP increases students' interest in learning English.
  - Failure to provide ESP courses at vocational upper-secondary education affects students' achievements towards the contemporary labour market negatively.

1.5. The Importance of the Research

At a time when English for Specific Purposes at vocational upper-secondary education in the Republic of Kosovo is just a term and its eventual introduction in the English curriculum has not been discussed at all, our research findings undoubtedly will offer a real overview of the current situation, which is then supposed to raise relevant educational institutions' consciousness and awareness. The significance of this research is so great, tremendous, multidimensional, and immediate that if its findings are taken seriously, there will be a curriculum change, which as a consequence will help students to strengthen and deepen their knowledge even more in their certain field. It is intended to create a way that would pour positiveness, engagement, encouragement, and facilitation towards the superior path of success in student's preparation for the international labour market. First and foremost, the student will be able to use the contextual language for his/her needs and requirements; s/he will be able to easily enter the contemporary international world, which will open his/her tomorrow's opportunities for gaining any international scholarship. Now, their English-language knowledge would go beyond the General English framework.

Secondly, MEST will be acquainted with the current situation and the negative impact the non-incorporation and the positive impact the incorporation the ESP course has on students of these schools. It is further intended to benefit teachers and pedagogues with the ways of designing specific English syllabus, their roles and the challenges and solutions for teaching ESP. Thus, educational mechanisms will be provided with insights regarding the importance of incorporating ESP in upper-secondary schools.

1.6. The Structure of the Research

This research consists of seven chapters.

CHAPTER I: The first chapter provides the identification of the research problem, aims and objectives of the research, research hypotheses, research questions, the significance of the research, and so on.

CHAPTER II: The second chapter deals with ESP, its origin, its development history, and its division. It sheds light on the historical development of ESP and provides the main movements

that influenced its birth and appearance. The basic and complementary features, concepts, approaches, and divisions and subdivisions of the English language according to the objectives of its use are not left aside.

CHAPTER III: This chapter addresses vocational upper-secondary education in the Kosovan context, the English curriculum of vocational education, the rulings, etc.

CHAPTER IV: The fourth chapter is the methodology chapter. It provides the implemented methodology within the study; the sample, participants, instruments, procedure, etc.

CHAPTER V: Findings, Analysis, and Discussion Chapter. It introduces both qualitative and quantitative data. The researcher introduces the collected data into charts and analyzes them in detail and thoroughly.

CHAPTER VI: Chapter five deals with the analysis and discussion of the pilot study, its steps, and the results achieved by control and experimental group students.

CHAPTER VII: This is the last chapter. Here the reader can find the general overview of the subject, including recommendations, limits of the study, suggestions for further research, and finally the bibliography.

CHAPTER II: LITERATURE REVIEW

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Introduction

This chapter is a nest of the theoretical aspect of our dissertation's topic. Following a chronological course, the chapter opens up with the very birth and development of ESP. The workflow continues with ESP divisions and subdivisions analyzed thoroughly. Herein, the differences between ESP and EGP are discussed. Given that the teacher is the main pillar of the teaching and learning process, surely his/her role and responsibilities toward students occupy an indisputable place in this wide land called dissertation. Tips, experiences, and guidelines on compiling and designing syllabi are found in this chapter too, i.e. guidelines on the chronology to follow when designing a productive course, the obstacles that come across during this process, the alternatives, and the pragmatic steps to overcome these obstacles and similar topics are enveloped in Chapter Two.

2.1. Definitions on ESP

Given that our dissertation focuses on ESP, it becomes imperative to start this chapter with the definitions of ESP. Before digging into specifications and details, first and foremost the course of scientific research requires the pursuance of a chronology to provide a detailed study from its very basis. To this methodology, we remain loyal throughout our study.

ESP is an area that has been widely researched; much has been written about it. If one does genuine research on the Internet, s/he will see the dedication it was given to either by dissertations, scientific papers, international conferences, or voluminous books. Among the greatest contributors to ESP are Tom Hutchinson, Alan Waters, Tony Dudley-Evans, Brian Paltrige, Helen Basturkmen, Pauline Robinson, Wright, Widdowson, Dan Kim, Anthony, Ronald Mackay, Mountford, Dan Douglas, Kennedy and Bolitho, etc. Among the best and most concise works available on ESP are *English for Specific Purposes - A Learning-centered approach*, *The Handbook of English for Specific Purposes*, *Ideas and Options in English for Specific Purposes*, *Assessing Language for Specific Purposes*, *Developing Courses in English for Specific Purposes*, etc. Also, many scientific journals covering its various aspects have been devoted to ESP. Among the most prominent ones are *English for Specific Purposes* and *The Journal for English*

for Academic Purposes with a relatively large impact (see Trace, J., Hudson, Th. & Brown, J. D. 2015: 4-5). All of these are indicators conveying the importance of ESP.

2.1.1. What ESP is

ESP stands for English for Specific Purposes. This acronym will be used throughout the entire course of our study. Although ESP was born early, it was defined only lately. Anyway, it was not that easy to define it considering its extension; it is not a narrow field. However, different definitions have been formulated by different authors in different ways. Given that ESP is spread worldwide, of course, the misinterpretations of its definition and usage can take place in the literature. Therefore, in order to dispel these misinterpretations and to provide a more crystallized and clearer picture on the ESP definition, we have examined abundant literature by selecting, specifically, the definitions provided by the most eminent authors of this field. At first, the definitions were not crystal clear. Heated debates among various authors prevailed. Such a situation continued until the 1990s, more specifically until 1997, when a conference on ESP was held in Japan. Herein, the definition of ESP was clarified, claims Anthony (1998). More specifically, it was Dudley-Evans who did a wonderful elaboration on ESP definition through its variable and absolute characteristics. This elaboration was given for an entire hour. Though ESP's final definition was given very late the first definition on it dates relatively early, namely in the 1960s. This definition was given in 1964 in *The Linguistic Sciences and Language Teaching* by the well-known authors Halliday, McIntosh, and Strevens. They defined ESP as English which serves for people of different professions: engineers, policemen, doctors, agriculture specialists, etc (See Sun, H. 2007: 36). In a word, English for different domains with different terminology fell under the umbrella of ESP. In the definitions provided later on, neither Tom Hutchinson nor does Alan Waters's definition is left aside. If reviewing their book *English for Specific Purposes - A learning-centered approach* written in 1987, more precisely if referring to page 19 of the same book, we find that the aforementioned authors argue that ESP is an "approach", where not only the content of what is to be learned, but also the methodology that the teacher has to adopt in order to convey that knowledge to his/her students is based solely on students' needs. So, ESP is not a "product" (ibid. p. 19), but an "approach", which focuses on addressing specific learning goals. Far (as cited in Andriani, G. p. 31) adds the evaluation

criteria; he claims that ESP is an activity within the English language teaching framework, which includes the syllabus design, the material, and the evaluation. Duan, P. & Gu, W. (2005) define ESP as pedagogy in which the syllabus, contents, and methods are determined according to the needs of learner's specialized subjects (p: 1). Thus, it is the material and syllabus design that characterize ESP. However, (Kim, D. 2008: 4) claims that ESP does not have any new methodology, material, or language other than the traditional EGP. A year after their definitions, Strevens came out with his famous classification on the distinctive features of ESP (which will be discussed later in this chapter). On the other hand, three years after Strevens' classification, namely in 1990, Pauline Robinson stated that ESP is "goal-oriented", and it is needs analysis that develops ESP course which aims to specify as closely as possible, what exactly is it that students have to do through the medium of English (see Kim, D. 2008: 3).

To Anthony (1997), the ESP definition given by Hutchinson and Waters was considered unclear, because it was not clarified where ESP course ended and where EGP started. In a word, he claimed that their definition had elements of weakness even though he did not contest its validity. According to its general definition (pp. 9-10), to some, ESP does not imply anything but teaching English for any purpose. However, such a definition leaves much to be desired as it is very generalizing. On the other hand, the others specified it with a narrower definition such as teaching English for professional or academic purposes, i.e. learning English - always aiming at achieving certain skills needed - to meet students' needs in their particular professions. This is best found in the definition of Mackay and Mountford (1978: 2): "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose."

In general terms, there has been a perception that most of the people learn English as a hobby, because of the prestige English-language has, the culture of English-speaking countries (specifically the USA and the UK), or any other reason but not because of the need that the latter may have for their future profession. However, Robinson (1991: 2) does not think the same way. Unlike this perception, he argues that students base their interest in learning English solely on the purpose of meeting their study needs and job requirements, rather than anything else. The same opinion is shared by Helen Basturkmen (2006). To her, ESP is what contributes to shaping certain but necessary skills for students' specific domain of study. This can be seen in the statement of the latter (p. 18), where among other things she states that people do not learn the

language simply to learn or to be equipped with general educational skills, but to have easier access to their academic and professional needs. Although with some minor differences, the ESP definition provided by almost all authors is centered on the same common axis, i.e. meeting students' needs with English that is specific to their particular domain of study.

Though in the definitions provided so far no specific language skill - that ESP intends to emphasize to its students - was given, in the definition of Swales (1992: 300) ESP is seen as a tool for meeting students' needs and expectations in the communicative context. He shares the view that it is precisely the speaking skill this course intends to develop to the students. Even Kennedy and Bolitho (1984: 3) assert that ESP focuses on identifying the goals the student has, and then based on the very same goals they set the communication needs. On the other hand, Minyawi (as cited in Bilokcuoglu, H. 2012) alongside the development of communicative skills, adds the reading skill as well, where, according to him, the student through this course should be able to read confidently and speak fluently the contextual language. Munby (1978: 2) too sees ESP as a course where student's preliminary communicative analysis builds the syllabus and determines the learning materials. So in short, Swales, Kennedy, Bolitho, Minyawi and Munby agree unanimously that ESP's main focus falls on communication skills. Moreover, in the same line with them are Vogt and Kantelinen (as cited in Storevik, M. 2015: 34). The dominant communicative language all around the world is surely English. Communication, even within this particular language, differs from domain to domain, from context to context, depending on where it is used. The communicative language of medical vocabulary differs from the technical one; so does the sport's domain from the law one. It is exactly the discourse of language within different contexts that define ESP.

2.2. Characteristics of ESP

It is Peter Stevens and Tony Dudley-Evans the ones who discussed ESP characteristics. Moreover, they distinguished two characteristics of ESP: absolute characteristics (where ESP meets students' needs) and variable characteristics (which according to El-Sakran, A. T. 2012: 1, can be designed for specific domains).

2.2.1. Absolute Characteristics of ESP according to Strevens

Peter Strevens (1988) distinguishes four absolute characteristics of ESP:

1. (English) teaching that meets students' needs, i.e. their specific needs;
2. (English) teaching that is based on the content encompassing specific activities and professions;
3. (English) teaching which focuses on lexicon, semantics, syntax, and discourse, and analysis, and
4. (English) teaching that is different from English for General Purposes (see also Dudley-Evans and St John 1991: 298; and Munoz, L. & Taillefer, L. 2018: 128).

2.2.2. Variable Characteristics of ESP according to Strevens

The two variable characteristics of ESP that Strevens (1988) distinguish are:

1. ESP can be defined only in one of the linguistic skills, e.g. in reading only, and
2. ESP may not be taught based on a certain teaching methodology (see also Dudley-Evans and St John 1991: 298; and Munoz, L. & Taillefer, L. 2018: 128).

On the other hand, if referring to the definition of Dudley-Evans and St John provided at the well-known Japanese conference in 1997 on ESP characteristics, it is noticed that the way how they defined ESP does not differ much from Streven's definition (1988). Moreover, a great influence on their definition was given by Streven's definition (9 years earlier), and it can be said to have only been modified with some indirect modifications. In this modification, their division contains three absolute characteristics (unlike four according to Strevens) and three variable ones (unlike two according to Strevens), which are elaborated below.

2.2.3. Absolute Characteristics of ESP according to Dudley-Evans and St John

The three absolute characteristics defined by Dudley-Evans and St John (1997) are as follows:

1. ESP is designed to meet the specific needs of students;
2. The methodology and activities used in ESP fit the domain they serve for, and
3. ESP focuses on language skills, discourse, and genre suitable for those activities.

2.2.4. Variable Characteristics of ESP according to Dudley-Evans and St John
The variable characteristics defined by these authors are as follows:

1. ESP is designed for certain areas;
2. ESP, depending on the circumstances, uses distinct methodologies from EGP;
3. ESP can be designed both for adults and young learners; for adults, usually in professional jobs or tertiary institutions, while for young people, at elementary schools, and
4. ESP is predominantly designed for a more advanced level of students, both intermediate and advanced. But it does not mean that other categories are excluded since it is also designed for beginners (Dudley-Evans and St John 1997).

If analyzing the absolute characteristics, it is found that by ESP, Strevens anticipated distinct teaching from EGP unlike Dudley-Evans and St John. Therefore, they do not see any primary difference between ESP and EGP. On the other hand, the other characteristics are the same as the ones defined by Peter Strevens.

In the variable characteristics defined by Dudley-Evans and St John the differences are more apparent. While Strevens does not define the level and the target of ESP course, Dudley-Evans and St John do. Strevens claims it is one linguistic skill that is emphasized on ESP, no matter which. On the other hand, in the four characteristics defined by Dudley-Evans and St John, none of them mentions any of the language skills.

2.3. What ESP is not
Not all authors have used the same approach in formulating ESP definitions. While the majority have given their opinion on what ESP is and what its characteristics are, Smoak (as cited in Tasevska, V. 2013: 4-5) used an opposite approach. She dealt with ESP from another angle: from what ESP is not and what its characteristics are not. According to this author, there are not two, three, or four characteristics. There are five. Among them, she mentions:

1. By ESP, it is not meant the vocabulary of a certain domain since that vocabulary is already known to students of that particular domain;

2. In addition to what is mentioned in point 1, ESP does not mean writing or reading about that particular profession, but writing and reading used in that particular domain;

3. Authentic language cannot often be what you claim to be. Therefore, you should not trust your and ESP textbooks authors' intuition. Consequently, you are required to offer students language teaching for special circumstances relevant to them;

4. Asking teachers what kind of English their students need does not reflect the reality of what the latter really need, so needs analysis should not be biased;

5. ESP teachers should be aware that the current practice does not correspond to what they had learned decades ago.

Such a reverse approach is also provided by Hutchinson and Waters (1987: 18) in chapter 3 *ESP: approach not a product* of his book through three main points:

1. ESP is not a special form of language, although there may be traits that are characteristic of a particular context;

2. ESP does not deal with scientific words or grammar for scientists, and

3. ESP is not a different form of teaching. Although the content of the course differs, the learning process between the student of ESP and EGP is the same.

It is obvious that there are no distinguished differences between teaching ESP and EGP. Moreover, it is the content and the contextual language that are distinguished in ESP but not in EGP. So, ESP is neither seen as a separate language nor its teaching is seen to be based on a certain methodology. In addition, it does not contain any particular type of material. Moreover, it is seen as an approach based on students' needs, where teaching content and methodology is based on these needs (Hutchinson and Waters, 1987: 19).

2.4. The emergence of ESP

A long time ago, people did not know why they needed to learn a foreign language, namely the English language. The lack of awareness faded the desire to absorb it. However, to Hutchinson and Waters (1987), mastering a foreign language was considered a skill, not a necessity (see

Kim, D. p. 6). It was the rise of civic awareness alongside the emergence of needs which changed this perception drastically. Among other things, the need for profiling English started taking it's first steps; it became a necessity. One may ask, 'When did this profiling or language specification (sheltered under the ESP acronym) take place? To Dudley-Evans & St John ESP dates back to the time of the Greek and Roman Empire. For its birth in the 1960s, we refer to the *Episodes in ESP* by J. M. Swale and *The Linguistic Sciences and Language Teaching* of M.A. Halliday, A. McIntosh and P. Strevens (as cited in Lesiak-Bielawska, E. D. 2015).

In the 1960s ESP was born after the emergence of needs for learning English out of general context. What in fact were the causes that contributed to its birth, and why and how did it emerge? WHAT, WHY, and HOW are the questions that prompt us to trace deeper into the early days of ESP's emergence. Only by approaching it from its genesis, we will be able to understand the importance that ESP has. Therefore, in the ESP section chapter we tend to study its birth in detail. To come up with the main reasons why ESP was born in just a few words, we will go back to what Hutchinson and Waters (1987) said. According to them, there were the new world demands, the language revolution, and students' needs the main causes that brought ESP into life.

2.4.1. New World Demands
Not always the end marks the end of everything. The ending is often the beginning of something greater. It was exactly 1945 which resulted in the end of World War II, and was also a good start for many international developments in various fields, which more specifically opened the doors to unprecedented economic, technical, and scientific development with a rapid and intensified spread. This, according to Hutchinson and Waters (1987: 6), contributed to the intensification of the two forces: the technological and the commercial one. This development and this extension created the need for domination of a common language, internationally. Since the United States of America had assumed the primacy of the most economically developed country and the dominant power in each domain, this power was, as a matter of fact, determinant and at the same time, the priority of revolving around a unified language globally was accredited to English. But that was not all. There was also another cause, more specifically the one of the 1970s characterized by the Oil Crisis (Hutchinson and Waters, 1987: 6), which resulted in Western

money and oil flow in rich countries with them. Hereto, the language of communication became English. So this aimed at making people focus on learning English beyond aiming to reach prestige, i.e. learning it so that they could enter more easily into the international market in the context of technology and the commercial market. However, English did not begin to be taught only after 1945; it was used even earlier, but without a well-defined purpose. Hutchinson and Waters in *English for Specific Purposes* claim that the impact was best seen in shaping students' goals. Thus, the latter was fully aware of the reason for learning English. Some began to learn because they were interested in expanding their business and selling goods overseas; doctors needed to attend symposiums and conferences, and exchange their experiences with doctors from different nationalities. This is because they had to be in trend with the most contemporary and recent developments in their field (Hutchinson and Waters, 2010).

2.4.2. Language Revolution

Such a global change led many linguists to focus their studies on everyday aspects of the language. Many revolutionary linguistic leaders had already emphasized the importance of communication and the attention it should be paid to. They put the focus on how to learn the language. In a word, the English approach (according to Widdowson 1978) changed from traditional (where grammar was given the main focus along with its rules) to another methodology focusing specifically on the specific areas of students' language skills.

Obviously, the language one uses differs not only from the way it is written but also depending on its context. Consequently, the perception that language differs from domain to domain commenced (see Hutchinson and Waters, 1987: 7). Therefore, teaching was based on certain domains. Now, the English of an agronomist and an economist differed from that of a linguist.

2.4.3. Students' Needs

Answering to the question, 'Does ESP deal with linguistics only, or does it go beyond it?' Hutchinson and Waters (1987: 8) held that ESP has much more to do with psychology than linguistics because through ESP students implement different learning strategies and skills, and consequently find motivation based on their needs and interest. So it can be concluded that their

needs are just as important as the very methodology. That is, one student's needs differed from the other. So by focusing on what they needed, they were encouraged towards language learning more rapidly and more efficiently.

2.5. ESP Development

In addition to it's emerging as a consequence of the already mentioned factors, ESP went through its development. With the rapid and intensified development that science gained after these years in the 1960s, there was also a need for better and more advanced communication between both developed and developing countries. It was this aim and this need that consequently accelerated ESP's development.

ESP went through three stages. Currently, it is in its fourth stage, and the fifth is expected to commence (see Hutchinson and Waters 1987: 9). These stages defined by the latter were also elaborated by Dudley-Evans and St John (1999, see Kim, D. 2008: 7). In order to have a clearer picture of these stages, the researchers will provide in-depth details for the development of each stage separately.
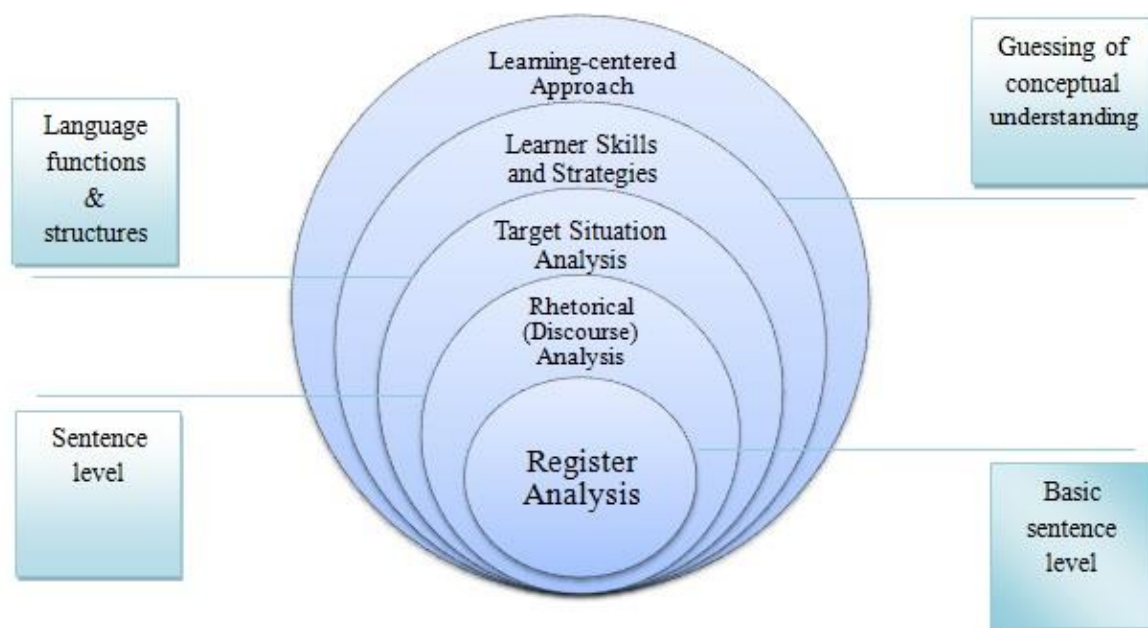
Figure 1: ESP development stages (Hutchinson and Waters, 1987)

2.5.1. The First Stage: Register Analysis

This stage lasted about a decade. Its starting point was in the 1960s and on the eve of the 1970s (Hutchinson and Waters 1987: 9). It was Barber (1962), Peter Strevens (Halliday, McIntosh and Strevens, 1964), Jack Ewer (Ewer and Latorre, 1969) Ewer and Hughes-Davies (1971, 1972), and John Swales (1971) the ones who represented this stage (see Kim, D. 2008: 7). When dealing with different linguistic variations, these authors asserted that there were differences within them, which they divided into two types: dialects (related to users) and registers (related to use) (see Garcia Mayo, P. 1999: 207). They share the view that ESP started with analyzing the language in sentence context, i.e. the grammatical as well as lexical structures of the sentence were taken into account (Hutchinson and Waters, 1987: 9), which was also known as Register Analysis. This is how teaching for specific purposes was first called. One may ask why register analysis? Different fields have different registers; it is a different register the one of medicine compared to one of electronics. As a consequence of such diversity, there was a need for each course domain to meet students' needs in that domain. However, the register analysis did not satisfy students' needs and expectations (Brunton, 2009), for it was the language at sentence levels the concern of register analysis. It is worth mentioning that the focus on students' actual needs was excluded, where difficulties in language acquisition became apparent (see Kim, D. 2008: 7). This also led Alan and Widdowson (1978) to declare that it was the lack of students' familiarity with the use of language that created the existing difficulties and it were not the defective forms as it was intended (as cited in Kim, D. 2008: 8). According to them, one should have learned how to use the language practically in the communicative context instead of learning the specific language rules, specifically grammatical ones. At this stage, there is also the first published book in 1965 entitled *The Structure of Technical English* (Dudley-Evans and St John cited in Tasevska, V. 2013).

2.5.2. The Second Stage: Discourse Analysis and Rhetoric

The first stage was not long-life. Consequently, it was shifted from the stage of sentence structure to the stage of analysis of discourse and rhetoric (Hutchinson and Waters, 1987: 10). So the failure of the first stage gave birth to the second one. This stage had a completely different

focus. According to Widdowson as one of the most prominent authors of this stage, this stage aimed the sentence in spoken and written context, i.e. various written texts, paragraphs, and dialogues/conversations in general. In the same line with them was Trimble, L. (1985) who proposed a rhetorical process, ranging from the total discourse in terms of specific and general rhetorical functions. So now, this stage focused on understanding how sentences were combined to give meaning (see Hutchinson and Waters, 1987: 11). However, ESP development stages were not restricted in two only.

2.5.3. The Third Stage: Target Situation Analysis

ESP was continuously evolving, moving each time to a more complicated stage, and consequently, at a more advanced one. The third stage is the correlation of analysis. This was also known as the analysis of the target situation (Hutchinson and Waters, 1987: 12; see also Tasevska, V. 2013). Doubtless, the need for designing courses based on the target situation emerged. According to Hutchinson and Waters (1987), this stage did not provide any pragmatic development either. Moreover, just like the previous stages, this stage too focused on the superficial level, i.e. the language use depending on students' situations. This stage is best addressed by John Munby (1978) in his *Communicative Syllabus Design* (see Tasevska, V. 2013), where his model, "brings forth students' needs' profile in regard to communication purposes in general, and structures, functions, and skills of language, etc" (Hutchinson and Waters 1987: 12).

Obviously, the three stages did not have any emphasized differences from each other. The three of them focused on sentence analysis: the first dealt with the sentence language analysis, the second dealt with the aspect of the sentence in the spoken and written context, and the third dealt with how the language is used depending on the situation.

2.5.4. The Fourth Stage: Skills and Strategies

Following stage after stage, we came to the stage that was mostly dealt with by the most eminent authors such as Francoise Grellet (1981), Christine Nuttall (1982) and Charles Alderson, and Sandy Urquhart (1984) (see Hutchinson and Waters, 1987: 13). This is otherwise considered the

fourth stage, which goes beyond what was said above in the three first stages. It "was perceived as an effort "to look below the surface and consider not the language itself, but the thinking processes that underline the language use" (Hutchinson and Waters 1987. p. 13). This stage includes strategies and skills that help students address the guessing of contextual meanings (ibid. p, 13). The focus on language needs only led to complete negligence on students' needs; no stimulating tasks were undertaken to develop their skills. There was a need to go beyond the framework of grammar. Why should not students be taught writing when it is known that they will face certain terminology in their field?

If one carefully observes and analyzes the four stages mentioned above, s/he can find out that all stages reflect no more than the use of the language (ibid. p, 14). One may rightly ask, 'Is this what ESP deals with?' Actually, the role of ESP goes far beyond this. Its main focus lies in language learning. It is precisely the language learning process that might be considered as the fifth stage, i.e. learning center stage.

2.6. Current Trends in ESP

Dudley-Evans and St John (as cited in Kim, D. 2008: 9) claim that based on the developments ESP had undergone, it became clear that different approaches and the zeal to mix both methodologies and materials is accepted by everyone. Unlike when EST was the main focus of ESP (ibid.), the focus now was shifted to EBP. This shift came as a result of the expansion of international business and dramatic economic development. In addition, the development of information technology had a major impact on ESP.

2.7. What EGP is

EGP stands for English for General Purposes. According to Hutchinson and Waters (1987: 54) EGP does not aim at identifying students' needs. Moreover, it includes a wider context rather than a specific one. Its width covers the basics of grammar, expressions, and phonetics, and provides potential capacity for future language studies (Kitkauskiene, L. 2006: 89). In what follows, we will provide the difference between EGP and ESP stands.

2.7.1. Differences between ESP and EGP

If addressing the acronyms in the very title, it becomes clear that differences must exist, as it is claimed by Cook (as cited in Basturkmen, H. 2010: 22). To provide these differences, we will review various authors' opinions and attitudes. Schleppegrell, M. and Browman, B. (1986: 7) detect the purpose of students for learning the language as the main differing point. If the question, 'What are the differences between ESP and EGP?' was to be put forward to Hutchinson and Waters, we would get this answer, "nothing in theory, but much in practice" (1987: 53). These differences will best be pictured in the following tables, which in turn make them much easier to be identified.

There are three main differences between ESP and EGP claims Hamp-Lyons, L. (as cited in Saadia, B. H. 2013: 12):

ESP	EGP
The student is in the center;	EGP deals with language features;
ESP deals with certain skills, and	EGP deals with four language skills (see also Schleppegrell, M. and Browman, B. 1986: 7), and
ESP deals with formal and academic aspect.	EGP deals with the communicative aspect.

Table 1: The differences between ESP and EGP according to Hamp-Lyons, Liz (2001)

Obviously, each has its own specifics. Firstly, it can be concluded that the ESP student is given greater space in using language, because s/he is in the center, and this space is mainly used by focusing on the contextual language (see Islam, M. p. 69) depending on their domain. On the other hand, EGP aims at providing students with an environment exposed to the characteristics of the language, either grammatical (morphological or syntactic) (ibid., p. 69) - which surely dominates - or lexical, or similar to them.

In the second distinction noted in Table 1, the author alludes to the fact that depending on students' needs and given domains, certain language skills are emphasized. Thus, based on the skills that best cover students' needs, the syllabus of that particular domain is designed. On the

other hand, the EGP student is subject to four language skills mainly and proportionally: writing, reading, listening, and speaking, without emphasizing one over the other.

ESP is more formal and academic since it focuses on certain areas and domains. On the other hand, the EGP course fits more to the aspects covering different topics from social, routine, and similar things, because the textbooks are designed on such bases.

These distinctions are not the only ones. Among other distinctive features that Hutchinson and Waters (1987) mention in their book, *English for Specific Purposes - A learning-center approach* are:

The purpose of learning and the students	
ESP	**EGP**
ESP usually gathers around itself adults (this is also found in Schleppegrell, M. and Browman, B. 1986: 7) (without excluding young learners), equipped with more advanced English. It gathers the ones who learn the language to meet their needs and develop their communication skill, namely the skills which would then be used in their own jobs.	EGP usually gathers around itself younger and older age group learners without any restrictions, and it is a course mainly attended in schools.

Table 2: The purpose of learning and the students

EGP course just like everywhere in the world (including Kosovo) is already being taught from an earlier age, i.e. 6-year-old students are exposed to general English learning. This course is attended both at schools and universities because it has the status of a compulsory course. ESP is mainly attended by university students (though not at all faculties), whereas it is neither mandatory nor it is an optional course at vocational upper-secondary schools. In a word, the ESP course is an inexistent course in the context of upper-secondary schools in the Republic of Kosovo.

Basturkmen, H. (2010: 23) classifies the distinctive points based on external goals (using the language outside school settings for the purpose of meeting daily needs) and internal goals

(developing thinking skills, analysis, and the like). While EGP mainly deals with the internal aspect, it is ESP that deals with the external one. In a word, here the language is not focused on language learning. Moreover, it is the professional and academic aspect that goes into the external aspect (ibid. p, 23). According to the same author, EGP's goals are the development of language skills, vocabulary enrichment, and the ability to use grammatical structures; those of ESP are to achieve specific "real world" objectives. Thus, for example, if an economist does not find the English language relevant to his/her domain, s/he can find it discouraging, and consequently, show no interest at all on acquiring it. That is why the ESP teacher, who at the same time is a syllabus designer, must consider students' needs so that the latter find the course very attractive and very engaging, where, even if the success is not fully guaranteed, it will be surely existent. It is the specific course terminology that essentially poses the main difference between ESP and EGP courses (Jendrych, E. 2013: 50).

Moreover, Helen Basturkmen (2010: 23) adds that "ESP focuses on 'when', 'where', and 'why' learners need the language, either in their study or workplace." On the other hand, Potocar (as cited in Islam, M. p. 69) argues that ESP is a special edition of EGP that has practical language skills in its composition, through which it prepares students to successfully carry their professional responsibilities and duties.

2.8. Types of ESP
ESP is divided into:

1. English for Academic Purposes (EAP), and
2. English for Occupational Purposes (EOP) (see Hutchinson and Waters, 1987).

From its very birth, ESP expanded until it reached almost all professional areas. Belcher (as cited in Paltridge, B. 2013: 2) distinguishes the following areas of ESP:
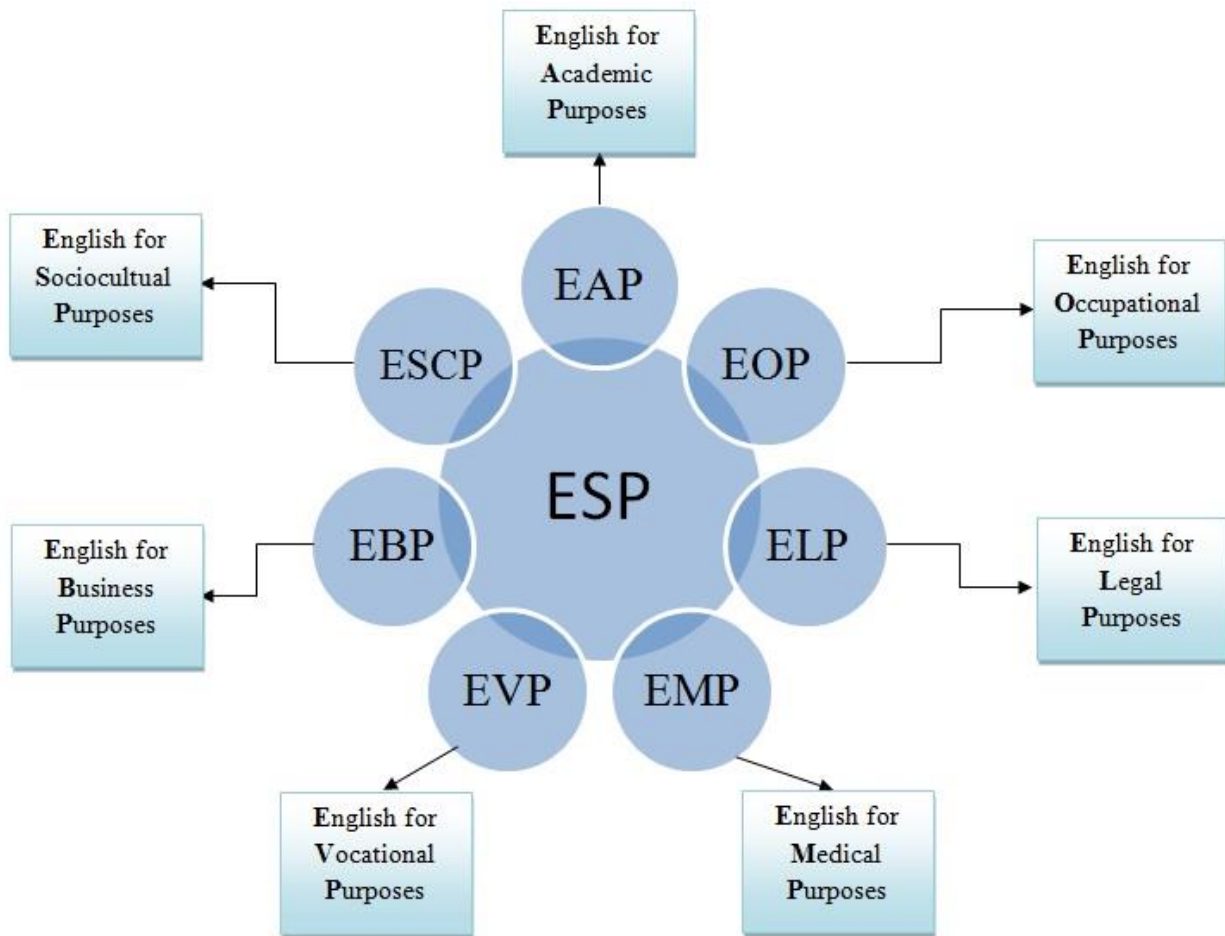
Figure 2: ESP areas according to Belcher (as cited in Paltridge, B. 2013: 2)

On the other hand, ESP branches according to Hutchinson and Waters (1987) are given in the following tree:
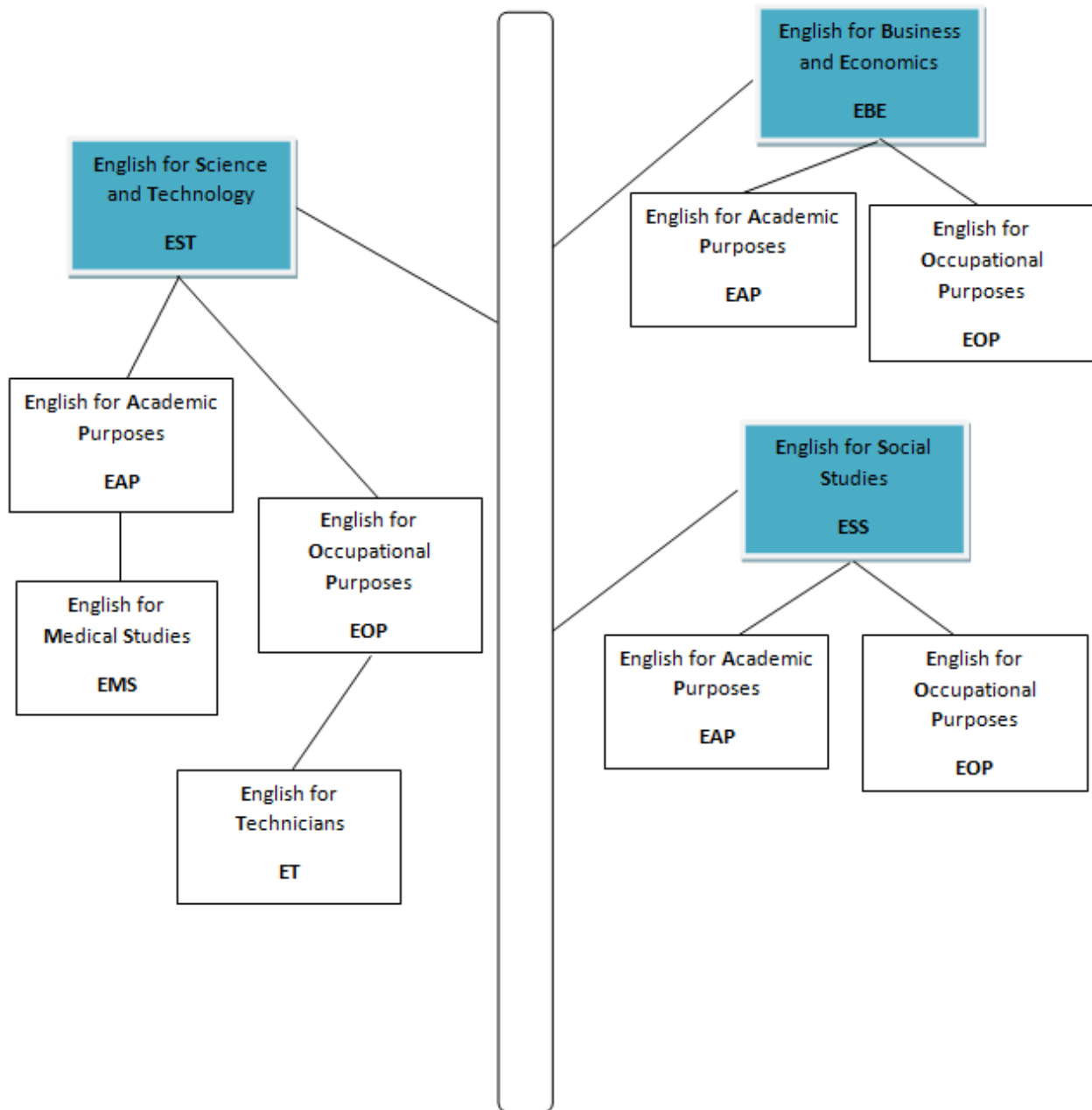
Figure 3: ESP branches according to Hutchinson and Waters (1987)

From the graph illustrated above, one can observe three main branches of ESP (marked in blue):

1. English for Science and Technology (EST);
2. English for Business and Economics (EBE), and
3. English for Social Studies (ESS).

If observed closely, it becomes clear that each branch has the same common denominator, that is, each has two subdivisions:

a) English for Academic Purposes (EAP), and
b) English for Occupational Purposes (EOP).

In the given tree, there is also an example of EST division into the sub-branch of English for Technicians (ET) through English for Occupational Purposes (EOP) branch, and another division through English for Academic Purposes (EAP) branch to English for Medical Studies (EMS).

In the course of our dissertation, it becomes imperative to discuss each of the ESP branches, though briefly.

2.8.1. English for Academic Purposes and English for Occupational Purposes
Dudley-Evans and St John (1999) consider ESP a wide field where Specific English is the focus of teaching with EAP and EOP belonging to it (see Kim, D. p. 4).

2.8.1.1 English for Academic Purposes (EAP)
With a relatively rapid trend this, ESP branch nowadays enjoys a sound status both in teaching and research context. Even the public University of Prishtina "Hasan Prishtina", particularly the Department of English Language and Literature applies the EAP course (though divided into two terms as EAP1 and EAP2 mandatory courses).

In reviewing the book *English for Academic Purposes - An advanced resource* written by Ken Hyland (2006: 1), we find that while defining EAP, he refers to previous authors Flowerdew and Peacock (2001: 8) and Jordan (1997: 1). According to them, EAP is English teaching designed to facilitate students' way of studying and researching in that language. Further, Hyland, K. (2006: 1) mentions the areas EAP deals with. Among them he mentions:
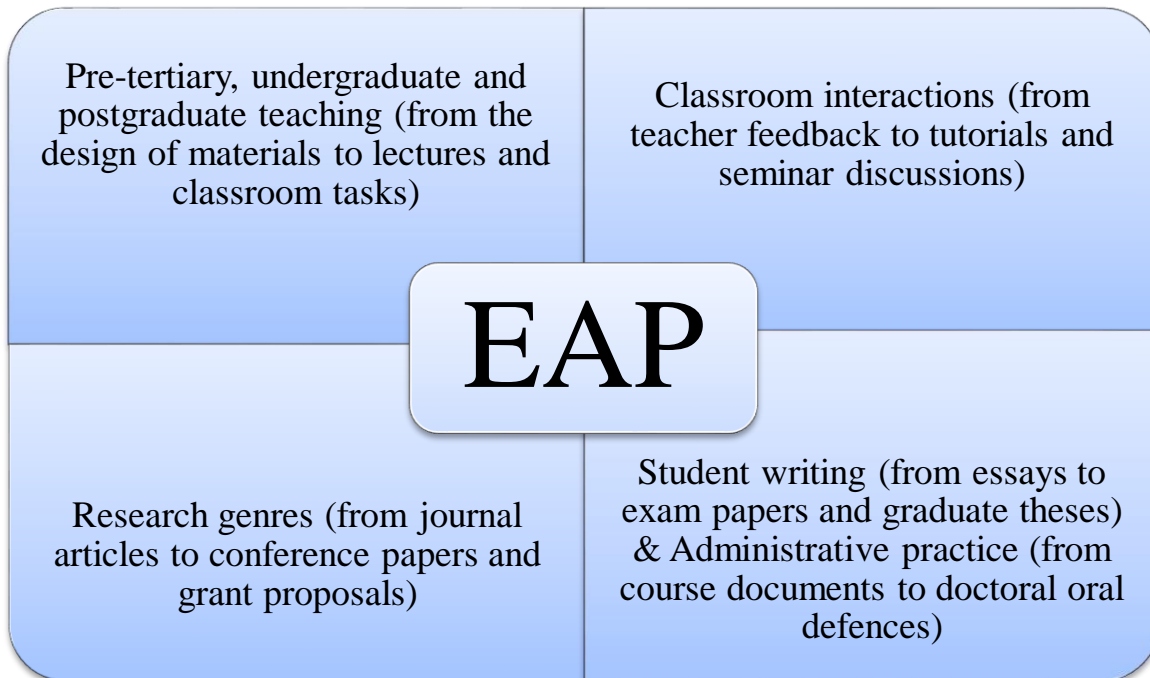
Figure 4: Areas covered by EAP (Hyland, K. 2006: 1)

Carter, David (as cited in Bilokcuoglu, H. 2012) introduces English for Academic Purposes and English for Occupational Purposes under the same term. Thus, he does not distinguish between the former and the latter, although the same view is not held by Hutchinson and Waters (1987). According to them, we cannot say that someone who studies cannot work or vice versa, and the language taught in both pre-university and university institutions cannot be used in the settings where their students can work in the future. Carter, who melts both of them into a single acronym i.e. EAOP, argues that it is taught for professional purposes, in other words, for various professional fields: medicine, economy, engineering, and the like.

2.8.2. EAP versus EOP

Given that people can study and work at the same time (see Hutchinson and Waters, 1987: 16), and put what they have learned into practice at the workplace, the differences between EAP and EOP are almost nonexistent.

While EOP prepares individuals for the workforce, mainly focusing on communication skills (usually when communication serves as a means for that domain), EAP, on the other hand, prepares them for study skills, including presentations, conferences, abilities to listen to academic discourse, writing different academic texts, etc.

Therefore, both EAP and EOP are related to ESP teaching, and both revolve around the same axis: the employment (Gatehouse, K. 2001).

According to Carter (as cited in Gatehouse, K. 2001; Negrea, V. 2010: 3; and Gatehouse cited in Munoz, L. and Taillefer, L. 2018: 129) there are not only two types of ESP (English for Academic Purposes and English for Occupational Purposes), as was traditionally claimed out. In fact, there are three: English as a Restricted Language i.e. language restricted to a particular profession, e.g. the language of international air-traffic control; English with Specific Topics (EST) that concentrates on topics rather than goals, and the so-called EAOP where the author melts EAP and EOP under a single term.
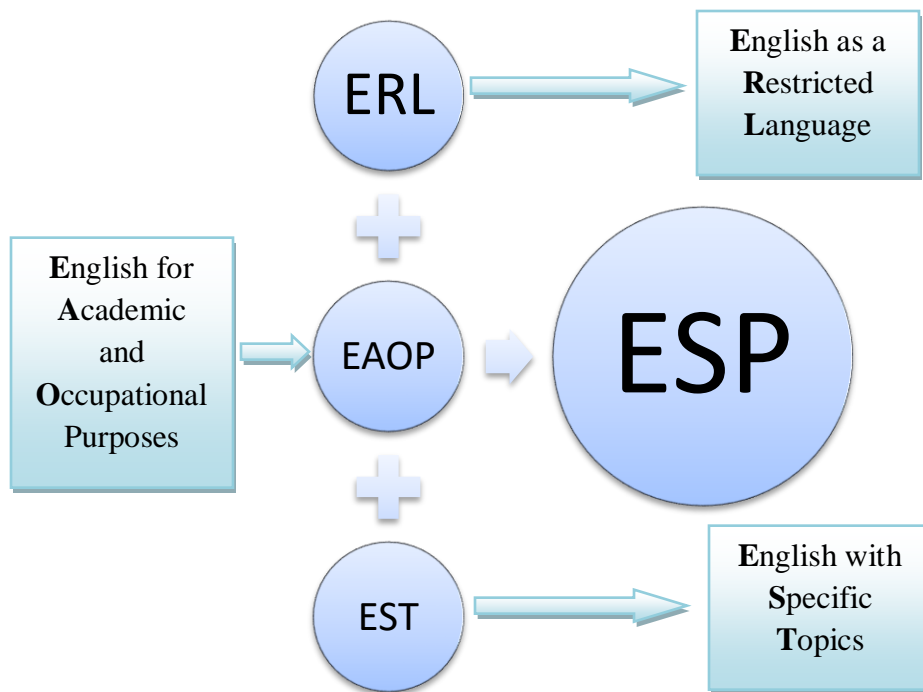
Figure 5: Types of ESP according to Carter (1983: 132-33)

2.9. ESP Teaching

According to Nunan (as cited in Basturkmen, H. 2010: 16) teachers no longer teach something from the English language just because it is part of a language. People's needs in different countries and different circumstances differ for sure. Consequently, everyone should learn what they need in their profession, as Nunan says, "one intending to be a tourist in England does not have to be subjected to the course an air controller takes in Singapore, etc." Thus, in order to meet these different needs, English-language teaching is required to be based on specific needs. This, according to Nunan (2004), could be achieved only by taking into account the following components:

a. Curriculum;
b. Syllabus Design;
c. Pedagogy, and
d. Testing.

On the other hand, Dudley-Evans and St John (as cited in Basturkmen, H. 2010: 17) argue that ESP focuses mainly on practical results such as:

a. Needs analysis;
b. Text Analysis, and
c. Communication.

The first step in applying the ESP course is the specification of goals. Based on it the English teacher can get a clue of what is to be taught, although it does not necessarily tell him/her what or how to teach it (Widdowson 1977: 23).

In the same line with Nunan and Dudley-Evans and St John is Velimirac (2013: 679). While counting some premises that should be considered in ESP teaching, she mentions the goals and objectives, the curriculum and syllabi, the information on students' level in the context of English, the level they intend to attend, and the type of language competence they are expected to achieve. So here, unlike what was said above, the level of students should also be taken into account. It is these premises, which if followed with increased responsibility and productivity, would help and at the same time direct the teacher in selecting, arranging, or modifying

productive material, although the fatigue of engagement is inevitable. It is the harvest of success that transforms the bitterness of fatigue into desirable tenderness. So by identifying students' prior knowledge, the teacher gains an overview of the prevalent situation in the given class. Therefore, if a very poor level is found, then one cannot escape from general elementary English, since specific English may be considered inaccessible for such a level. This is argued by Bernard and Zemach (as cited in Basturkmen, H. 2010: 18) who claim that if the acquisition of English by a student is of average level, then how can one design ESP? Moreover, EGP must dominate in these circumstances in order to meet those students' basic needs. All this responsibility falls upon the ESP teacher, who actually plays different roles in the teaching process.

Nunes, M. (as cited in Basturkmen, H. 2010) claims that it is not only the vocabulary that falls in the ESP teaching framework. It is students' preparation, which aims at improving their ability to generate information in a foreign language. Therefore, productive teaching should be based on the specification of the goals and objectives set for the specified course.

2.9.1. ESP teaching aims and objectives

Basturkmen, H. (2006) in *Ideas and Options book on English for Specific Purposes* on page 133, distinguishes five objectives of ESP upon which the learning process is developed and built:
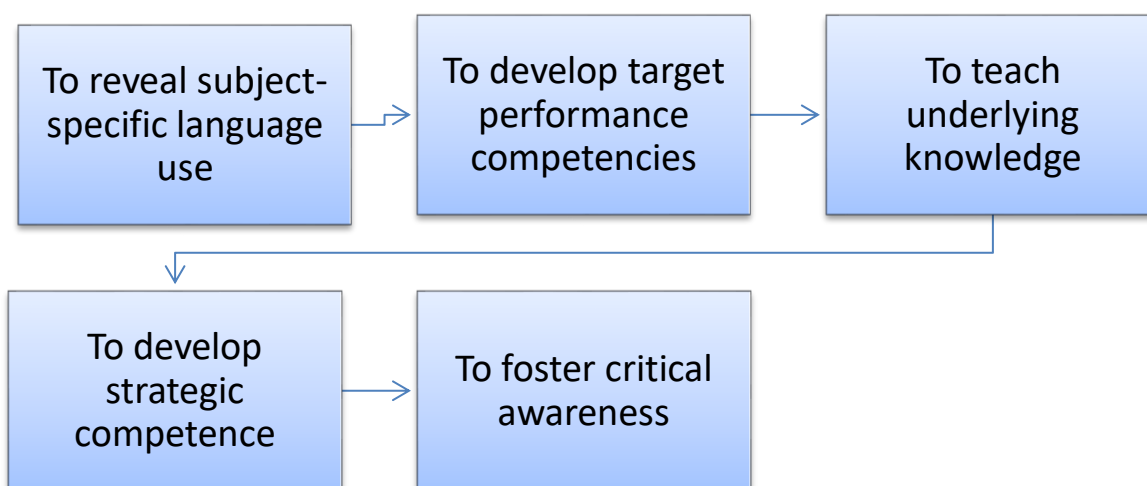
Figure 6: ESP teaching aims and objectives (Basturkmen, H. 2006)

2.9.1.1.   The first objective

Through the primary objective under the author's classification, students will be able to understand how to use the language on the target setting.

2.9.1.2.   The second objective

What students need to do to be competent, and which skills help them in this regard is aimed at this objective (Basturkmen, H. 2006: 135-136).

2.9.1.3.   The third objective

Developing students' skills in their specific fields and professions are the target of this goal (ibid., p. 137).

2.9.1.4.   The fourth objective

According to Basturkmen, H. (2006: 139), by developing strategic competence is meant the link between the context of the situation and the knowledge of the language, which contributes to efficient communication.

2.9.1.5.   The fifth objective

According to the classification of Stern (as cited in Basturkmen, H. 2006: 143) the fifth objective is to establish a link between knowledge on culture and affective objectives, which in turn, is aimed at raising students' awareness on the target situation.

2.9.2. ESP Teacher (Practitioner)

What is actually the role of an ESP teacher? Is it just a conveyor and carrier of information to students, or is it more than that? Does this role differ from the role of other language teachers, particularly from the ones of EGP course teachers? The following discussion is built upon these questions.

ESP course teachers are usually the ones who have taught EGP; ones who have found themselves in a position to teach ESP (see Strevens, P. 1988: 41). However, the responsibilities and the roles of ESP course teachers are different from the responsibilities and the roles of EGP ones in some respects. This is confirmed by Robinson (1991). According to him, ESP teachers are also charged with course designing in addition to teaching. That is, they have double responsibilities. ESP teachers' responsibilities are far more complex and at the same time more challenging (than EGP teachers). This is observed in Goonetilleke's argumentation (as cited in Javid, 2015), who shares the view that nowadays it is quite difficult to find a teacher whose competence in English is as good as their knowledge of the fields that students are studying (see Javid, Ch. Z. 2015: 23). It is this complexity in the role that led Dudley-Evans and St John (1998) to prefer referring to them as "practitioners" rather than "teachers", since the ESP teachers' role goes beyond teaching. They attribute to them several roles: teacher, course designer and material provider, researcher, collaborator, and evaluator:
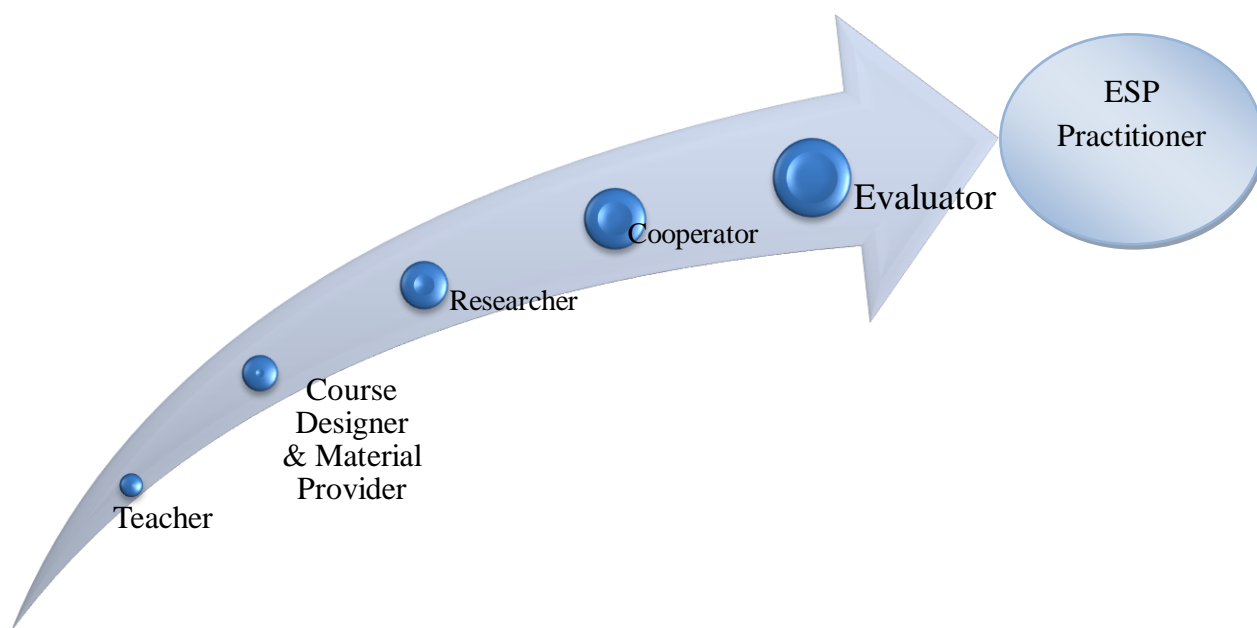
Figure 7: ESP practitioners' roles according to Dudley-Evans and St John (1998)

Following, we will outline these roles in detail in order to have a clearer view of the tasks assigned to the teachers of such a course.

2.9.2.1. *ESP Teacher's Role: Teacher*

Certainly, the most important and the primary role of the ESP teacher is to meet students' needs and expectations, i.e. to equip and wear students up with the garment of knowledge. In order for this garment to fit students, teachers should, basically and even necessarily, create a warm and appropriate setting within the classroom so that students' tongues speak and utter but English, and their ears listen and hear but English. This undoubtedly gives them the right to intervene (when needed) and advise (when necessary) students, so that they can practically and compulsorily put into practice what is being taught. This at the same time transforms the ESP teachers into productive and active observers with immediate intervention.

Since communication is among the most important pillars and skills, these teachers must be flexible and patient despite the mistakes their students may point out during the learning process. Teachers are aware that they are the ones shaping students' bright future. But since they teach English to students of different specific domains, then they may also face challenges. However, they must keep in mind that they are not familiar with the particular domain of students. Here, teachers are not considered primary knowers of the carrier content of the material (Bojovic, M. p. 490). Even Milavic (as cited in Javid, 2015: 22) maintains the same view, stating that, "ESP teachers are professionals in teaching, but not in the field." Further, according to Ms. Bojovic, if the course is designed based on the field the student is studying, it is the student who is considered the primary knower. However, their roles as teachers require them to examine students' needs through various instruments and find easy ways to students' professional development. If a particular activity is designed to develop the writing ability, for example, teachers should adopt methodologies that necessarily facilitate students' achievements and satisfactory results. It is extremely important to take into account students' attitudes on the qualities of the right teacher. According to Javid (as cited in Javid, 2015: 22) facilitation on learning and on students' success depends greatly on teachers' role. Only teachers possessing the right teaching qualities help students toward their great achievements. Moreover, Hull, M. (2004: 1) rather sees the role of an ESP practitioner as a facilitator of learning issues than a conveyor of

information to be taught (as cited in Javid, 2015: 23). This can be best achieved if s/he considers that the first step in this regard is the possibility that the communication context in professional environment be clothed with the vocabulary of the particular field where it is taught. The second step is the ability to use a more general set of skills, while the third step is the routine language in the informal context to be used independently of the profession (see Velimirac, S. 2013: 678). Therefore, according to her, all three steps should be integrated into the curriculum by the ESP designer.

2.9.2.2.   ESP Teacher's Role: Course Designer and Material Provider

Moreover, Dudley-Evans (1997: 10) refers to the teachers of ESP as *"material providers"*. According to him, the duty of selecting teaching material based on topics needed by exploring various books, and even by modifying or adding something when needed, falls on the ESP teachers' responsibility (as cited in Javid, 2015: 23).

Thus, the English teachers should design the syllabus based on the actual students' needs, based on their learning domain, and based on the usefulness that the material will have on students themselves within a short time frame. However, this puts teachers into discomfort and is considered quite challenging, because according to Jones, Gary M. (1990: 91), ESP teachers are faced with a situation where they are required to design a course that should coincide with the needs and expectations of students within a very limited certain time.

In order to design the ESP course adequately, Hutchinson and Waters (1987: 22) propose that the designer, in this case, ESP practitioner, should have in mind the following questions:
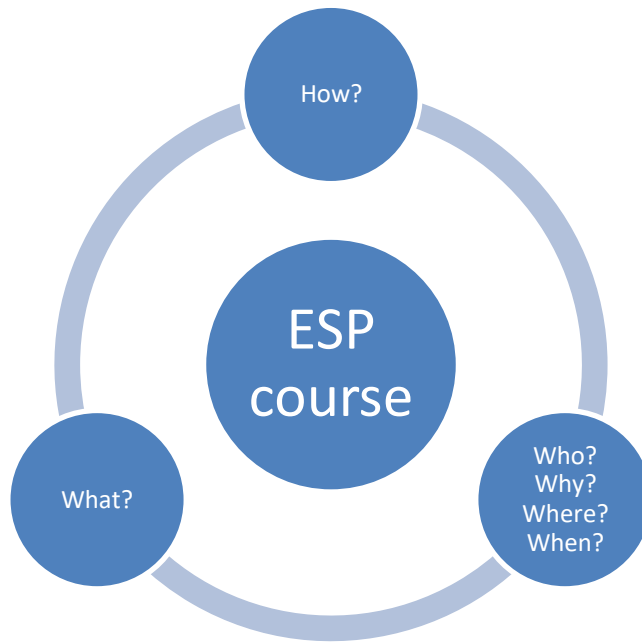
Figure 8: Factors to be taken into account when designing the ESP courses

By the question word 'what', the designer stops and thinks of what the ESP course syllabus must contain for the given field; what activities must be selected, what material, and what language must be used.

By the question word 'how', s/he tries to choose the methodology that best suits and is effective for students and their fields, so that success be present to both parties: to students to feel warmth in the learning process and consequently reflect upon the lecture, and to the teacher, whose performance can be measured by the success of his/her students.

By the question words 'who, why, where, when', the course designer detects needs analysis, who the attendees are, the reason they need English, and the like.

However, since the course design can be quite challenging for teachers, more specifically for teachers in Kosovan context given that the vast majority of them have not previously dealt with ESP course (to be discussed in chapter five), we shall provide some suggestions, namely the ones recommended by Hutchinson and Waters (1987: 259). The latter, moreover, suggest the following tips:

- Use the available material to base your ideas in;

- Prefer teamwork before the individual one;

- Do not aim to perfect the material right in the first draft; it can be improved gradually;

- Do not be discouraged from the time it takes to draft the material;

- With added attention, select the material.

So the ESP course designers should equip themselves with the attributes of seriousness and dedication to work so that the above steps are practiced, and consequently, the effectiveness in the course is present.

When designing the course, one must also see the other part of the medal. Teachers should not be neglected either; just like students have their own needs teachers' needs should not be avoided either. This is in line with what Tomlinson (1998) suggests, because if teachers are not satisfied with the selected material, students' motivation for learning will be significantly undermined, and consequently everything can be expected but success. However, teachers often have limited autonomy in this regard. This is because the course design has to be done based on the requirements of the respective institution, in relation to the needs of students; this is also the viewpoint of Gunawardena and Knight (as cited in Javid, 2015: 23). Therefore, based on this, we may conclude that genuine professionalism and commitment from the ESP teachers are required. ESP teachers should constantly follow the trend of development and update in any professional domain, given that students' needs evolve. Moreover, parallel to this evolution, the ESP teachers' role in selecting and compiling the material should evolve and develop too. This is also claimed by Dudley-Evans (1998: 15), who urges ESP teachers to undertake research in order to find out what discourse of textbooks students use, and further, it is recommended to include action research (Nunan as cited in Javid, 2015: 25).

In addition to the approach the English teachers adopt in designing the syllabus, they have to sequentially plan what to teach first, and then so forth (see Brown, J. D. 1995: 7).

2.9.2.2.1.   Productivity, a guarantee to success

For a successful language course, several criteria should be considered. Both teachers and students should:

- Feel comfortable in any aspect (be it psychological, physical, or social);

- Know each other to a certain extent, i.e. know the purpose of why they are sharing the same environment together;

- Know what they will learn;

- Have an idea of how to learn well;

- Accept that language is a mixture of different things;

- Know why they do the activities they do;

- Do things that are worthy of doing, etc. (see Woodward, T. 2001: 2).

2.9.2.2.2. Carefully selected material, a guarantee to success

Undoubtedly, teaching material plays an important role in ESP language acquisition. This is claimed by Brown (as cited in Alsagoff, L. 2012: 168). He lists the learning/teaching material among the six main curriculum components, along with needs analysis, goals and objectives, testing, teaching, and program evaluation. Hutchinson and Waters (1992: 107) argue that it is teachers who should reflect more carefully upon what students need to learn. But, what material should they actually select? Are there any instructions and tips on how and what to select? In fact, there are. For a material to be useful, various sources that take into account language skills must be considered (Schleppegrell, M. J. 1991). However, those skills can also be combined to suit students' needs and expectations. It is Graves (1999: 27) who argues that these materials may be shortened, in the figurative sense, into separate parts which can then be combined and consequently meet students' expectations, capacities, and interests in a certain course. Not only that, but those materials should also be enriched with new information without letting out what has already been taught by students (Hutchinson and Waters as cited in Bracaj, M. 2014: 45).

Although ESP teachers are responsible for selecting the teaching material, they should follow several criteria. The following criteria are suggested by Wallace (1992):

1. **Adequacy:** The material must be adequate and appropriate for the students' level. In addition, it must have adequate language;

2. **Motivation:** The content of the selected material should be attractive and interesting so to enhance students' motivation for learning to a satisfactory degree;

3. **Sequence:** Relevance should exist between the previous texts; not only that, the relevance must exist on activities so that the meaning of the lesson is not ruined;

4. **Diversity:** There should be different activities in the classroom, whether to teach students specific vocabulary or reading strategies, etc., and

5. **Eligibility:** The selected material must be open to different multicultural customs and traditions, even taboos.

In selecting the material, the ESP practitioners acting as syllabus designers may use books, various materials available on the Internet, and so on. Given that students' capacity varies, the materials have to adapt to these variations. Dudley-Evans and St John (1998: 15) advise ESP practitioners to select the appropriate material. If, however, they cannot find suitable material, they may compile it themselves. Carefully selected material, moreover, encourages the learning process (Hutchinson and Waters 1992: 107).

Therefore, with dedication and by following experts' suggestions and advice, the ESP course teachers can succeed in selecting the material that produces efficiency and success on students.

2.9.2.2.3.   Creating a warm working environment, a guarantee to success

Surely, an important role in ESP language teaching is played by a teacher's ability to create a working atmosphere, where the effective learning breeze pervades each student individually. In addition, this should also be the very teaching objective of each teacher in general and of the English teacher in particular. Such a setting is a guarantee to satisfactory learning and teaching (Bracaj, M. 2014: 45), where both parties involved in the learning process find satisfaction in achieving their goals: the teacher by being committed towards students, and students by learning. Therefore, it is teachers' vision that through their communicative skills can create a good classroom atmosphere (Schleppegrell, M. and Browman, B. 1986: 11). Although the limited time does not provide teachers much space, they must find ways to communicate with students as they might be the only persons the students can practice the language with (ibidem, p. 11).

2.9.2.2.4. Motivation, a guarantor to success

The environment described in the sections above generates motivation. If the seed of motivation is successfully planted in the soil of students' hearts and minds, its fruit will be professional development. What is really meant by motivation? What is the impact of motivation in learning and consequently in achieving success? To answer this question, we will approach the dictionary meaning. In the Merriam-Webster dictionary, motivation is defined as a force, influence, or incentive to achieve a certain goal. Who can motivate and how? Is this a task that falls on one category of people only? In the school context, the highest-burden falls upon the teachers, as they carry the banner of conducting knowledge. Dedication towards the course and the enthusiasm for working hard bring forth the motivation. The very fact that students are able to learn the specific vocabulary and at the same time use it in a contextual language increases their motivation to advance toward language acquisition (Schleppegrell, M. and Browman, B. 1986: 7).

Dorney as cited in Hutauruk, B. (2015: 14-15), among the motivating sources distinguishes three main factors:
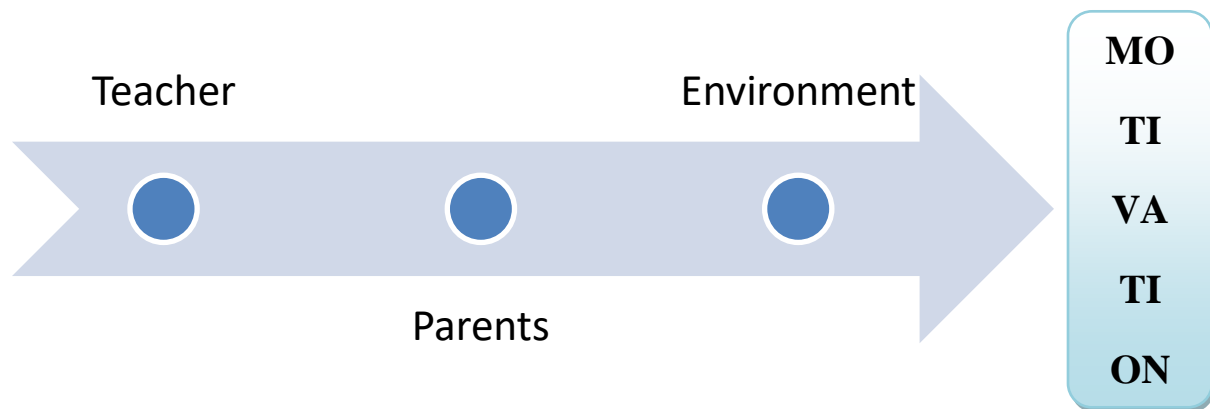
Figure 9: The sources of motivation (Hutaruk, B. 2015)

According to the author, in the first case, the positive attitude enveloped with enthusiasm and uncompromising willingness to teach English, parallel to the teaching attitude, produces motivation necessarily. Parents can motivate students for sure. Their role in this regard is manifested when they transmit the importance of language learning to their children. And in the third case, creating a working atmosphere in the classroom is, of course, facilitating and produces positive motivating energy in terms of learning.

2.9.2.3.   ESP Teacher's Role: Researcher

They are researchers too. Sierocka (as cited in Saadia, B. H. 2013: 20) argues that ESP teachers must be aware of students' aims in language acquisition. Of course, in order to be able to meet students' needs and expectations, teachers should first research various texts for selecting and compiling the material to be offered to (Dudley-Evans and St John 1998). They should also explore which of the four language skills is most demanding for the particular domain and, depending on that, modify their teaching methodology, and thus be more helpful in developing the potential and intellectual upbringing of their students. All this is achieved when these teachers observe students closely in order to explore the strategies that are most suitable for them (John and Price-Machado 2001, as cited in Saadia, B. H. 2013: 20).

2.9.2.4.   ESP Teacher's Role: Collaborator

When we say collaborator, we do not limit this collaboration to teacher-student binomials only. Their collaborative role includes other courses' teachers as well. To provide students with material relevant to market demands and to meet their needs, ESP teachers must collaborate with other subject course teachers (Dudley-Evans and St John 1998). This way, the fresh knowledge gained from other courses will be easily converted into English by students. As a result, things will be learned much faster and the results will be more accessible and more evident.

2.9.2.5.   ESP Teacher's Role: Evaluator

Their role as evaluators is of great importance too. Teachers are the ones expected to inform students about their progress consistently, so the formers must give the latter feedback (see

Dudley-Evans and St John cited in Saadia, B. H. 2013: 21) on the tasks and activities they have done in ESP language learning. Agustina Titik (2014: 59) argues that such an evaluation is double feedback both for student learning and teaching efficiency.

Evaluation exists in any language course, without exception, *"each with specific evaluation requirements"* (Hutchinson and Waters, 1987: 144), and on ESP course on the other hand, *"the evaluation is more specific"* (ibid., 144). There are two types of evaluation:
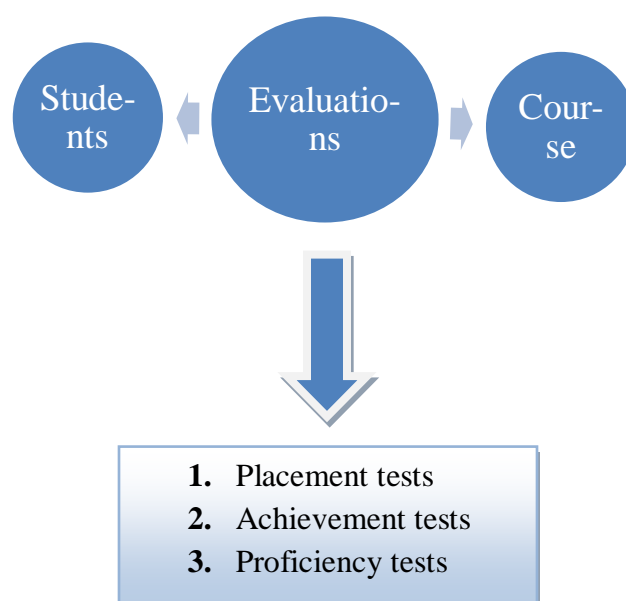
Figure 10: Evaluation according to Hutchinson and Waters (1987: 144-146)

By evaluation, we mean evaluating students' achievements throughout learning stages. This is achieved by the ESP teachers through different ways of evaluation. In addition, it is not limited to students' performance only, but also to the efficiency of the course (Hutchinson and Waters, 1987: 145). Bojovic, M. (2006) considers students' evaluation as a means of preparing and equipping them with the necessary knowledge and skills to access their career. One may ask, 'Does this evaluation differ from the ordinary testing, or is it the same thing?' The answer to this question is found in Dickins and Germaine (1992), who distinguish between the two. They see

the test as part of the evaluation and the evaluation as a class-oriented activity. Undoubtedly, teachers are considered "superior" to their students, meaning that when they are at school, the students are under their authority, and no one other authority is supposed to interfere in this evaluation, particularly when evaluating.

On the other hand, with the course evaluation, the authors allude to the evaluation of whether the course has met the objectives and goals for what it is designed (Hutchinson and Waters, 1987: 144).

As observed from the chart, Hutchinson and Waters distinguish three other ways of evaluations. Through the placement test, which is usually held at the beginning of the course, it is intended to identify the current state of students and eventually diagnose their language shortcomings. On the other hand, in the second case, the test (achievement test) which is not specified when to be held during the term, the objective is to test how students stay with the syllabus, while the proficiency tests are intended to diagnose if students can cope with the requirements of any particular situation (Hutchinson and Waters, 1987: 146).

One may ask, 'How can the evaluation positively influence, or how does the evaluation motivate students?' The answer to this question is quite simple: through the evaluation we can detect the spaces and gaps that the course has not met, and consequently reflect positively by reprocessing the materials that will necessarily enter students' intellect. Therefore, good teachers are at the same time good evaluators of what their students specifically need. If a student of economics was offered medicine material, this will be of no use to him/her, and consequently, such a selection is fundamentally wrong. But even if s/he is provided material related to the economy, yet again more specific needs for economy, students' level, and their capacity to acquire that knowledge should be evaluated too. Even those adopted materials should be further modified, i.e. differentiated instructions should be used, because not all students would acquire what is being taught equally and successfully, knowing that students' abilities differ greatly.

If the teacher does not identify and consequently evaluate learners' problems in order to find out a good strategy for avoiding and eventually overcoming those problems, progress will only be a theoretical desire that will not be able to find a place in practice at all.

2.9.3. Challenges faced by ESP practitioners and the strategies for overcoming them

ESP is not immune to challenges either. ESP practitioners often face a lack of confidentiality when it comes to teaching ESP course for certain areas (see Popescu, A. V. 2012: 4183). Thus, they are either reluctant to take on teaching this course or just feel embarrassed in the case of teaching it. This happens because they are already challenged with a discourse probably unfamiliar with; they are challenged with contextual language, which might be something new to them. Moreover, they might be exposed to things they hear for the first time. Such practitioners should persuade themselves that despite the domain they teach in, they are not supposed to teach about that certain domain of study. They are not supposed to teach economics students the definition of economy, its division, etc, but they should use the contextual language within any foreseen activity. This can be achieved by developing appropriate skills for students. For instance, in explaining the use of Present Simple Tense, instead of their daily routine, students can talk about the routine of a banker, where the contextual language is necessarily incorporated. Here the student might use economic terminology such as: bank, client, work, debt, cashier, ATM, etc. However, it is an individual factor that makes ESP teaching challenge (the role of actors in teaching such as teacher and student's role, the interaction between them, the student-student interaction, the teacher-student interaction, and the characteristics of both) (Suzani, S. M, Yarmohammadi, L. & Yamini, M. 2011), and the non-individual factors (such as books, lessons, syllabus, and the like) (see Andriani, G. p. 32). As a challenge in the ESP course teaching these authors further identify the incompatibility between the content of English course and the previous knowledge of students. This is seen as a challenge, because the communication and cooperation between ESP and specific fields' teachers are often almost non-existent. Additionally, another challenges identified by them were a large number of students within a classroom (ibidem. 32) and students found challenging the fact that they were asked to memorize terminology. Therefore, memorizing specific terminology is not the best way to learn a language.

If referring to Ms. Smoak's paper, '*What is ESP?*' published in 2003, it is found that ESP teaching is very challenging because of many factors. Among them, she mentions the divergences between students and the fact that it is time-consuming and demanding, as found in Johns (1991: 91), "The ones who teach ESP are usually found in a position where high expectations on producing a course compatible with students' needs rely on them, though no or very little time for such preparation is provided to them." But, professional enhancement is

almost guaranteed (Smoak 2003: 27). This should push us, in addition to the necessary professional preparation, to take into account the current circumstances and teach that language (see Velimirac, S. 2013: 6790). Jendrych, E. (2013: 55) when addressing the contemporary challenges of ESP course practitioners, counts the fact that they will learn many things they had not learned in their studies, and such a thing will continue. This in fact poses a challenge to learners.

2.9.4. The role of ESP learner in the classroom

Surely, if there is no mutual commitment by both teachers and students in the teaching and learning process, no satisfactory results will be expected by both sides. Only when each one does the duty with responsibility and commitment the success will be inevitable. Therefore, students should approach the ESP classroom provided with a specific purpose and with prior knowledge of the field they are studying (see Schleppegrell, M. and Bowman, B. 1986: 11). Enthusiasm towards learning must be parallel to the enthusiasm towards teaching. When these two forces meet together, they generate motivation. This binomial is also a formula that inevitably generates success and progress. But, as we said in the section above, students finds learning attractive when the material they learn meets their needs, i.e. if that material is attractive, interesting, and involving, even if they are average students. Thus, when students know the reasons why they need English for specific purposes, they will maximally focus on learning. They would even tend to convert the already accumulated knowledge from other courses relevant to the field of study into English.

2.9.5. ESP practitioner training

If vocational upper-secondary school teachers mainly teach EGP and do not attend any ESP training, they will find it difficult to handle the ESP course. ESP teachers must know that even if they have a specialization in English, they are not competent and specialized in the field they teach, so "their subject is English with focus on profession and not the profession in English" (Umera-Okeke, N. 2011: 72). Therefore, training is necessarily inevitable.

There are three types of training according to Umera-Okeke, N. (2011: 72) and Mebitil, N. (2010: 124):
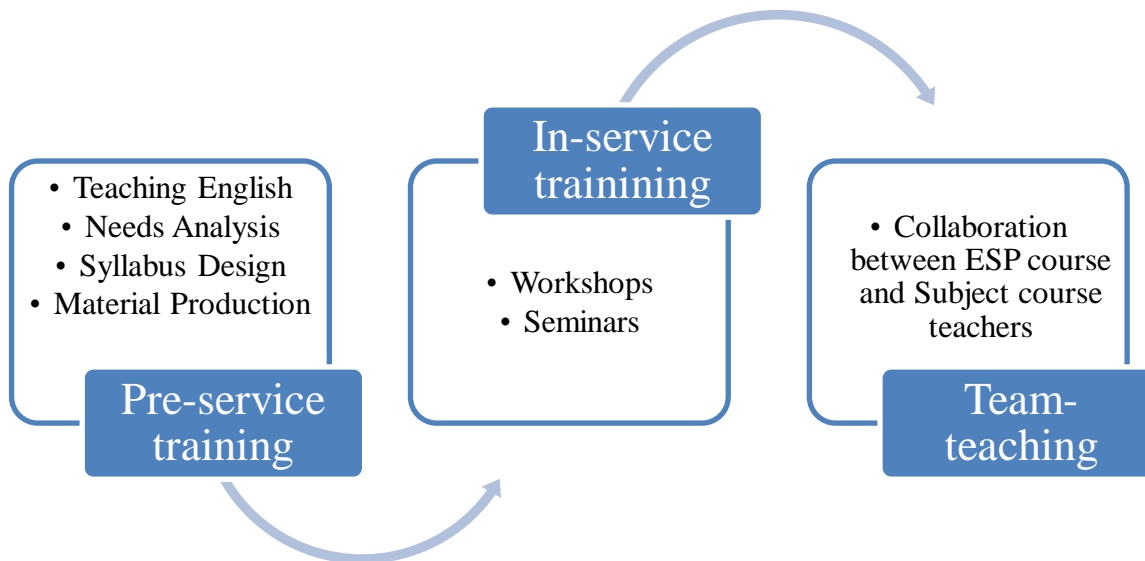
Figure 11: Teacher training

2.9.5.1. Pre-service teacher training

Given that Kosovo is a country under transition, and given that neither public nor does a private university offer a special program on ESP course, then ESP teachers should be offered professional training relevant to their course. This training should be offered by the Ministry of Education as the highest institution in one country. ESP teachers should priory attend general pre-service training related to teaching English as a foreign language including methodological, pedagogical, linguistic, and similar aspects, or even specialized training such as needs analysis, syllabus design, production material, etc. (Mebitil, N. 2010: 123). In a word, pre-service training refers to the professional preparation English teachers should undergo.

2.9.5.2. In-Service teacher training

This training consists of workshops and seminars, which contribute to the ESP teachers' development in a professional context (Mebitil, N. 2010: 123). Consequently, these teachers in

such training get much from the experiences of experienced teachers, whereby efficiency will not be missed at all (ibid. p, 123).

2.9.5.3.   Team-Teaching

Team-teaching is very efficient training. Starting from the name itself, this training implies the cooperation that the ESP course teachers may have with other subject teachers. When speaking about team-teaching, Jordan (1997: 121 in Mebitil, N. 2010: 124) argues that "Team teaching, a joint of teaching, or sharing of teaching, by both the subject specialist and the English tutor-has added another dimension to the teaching of ESP/EAP since the late 1970s." Whereas Buckley (2000: 4 cited there) says, "team teaching involves a group of instructors working purposefully, regularly, and cooperatively to help a group of students learn".

In addition to the abovementioned training, ESP course teachers should attend self-training programs on students' analysis (Master, 1997 cited in Ghafournia, N. and Sabet Sh. A. 2014: 5). It is precisely the lack of a training that consequently does not produce adequate effective programs.

2.9.6.   Methodology to be adopted by the ESP teachers

In the process of ESP teaching, a crucial and productive role is played by the selection of appropriate methodology during course teaching. Is there one certain methodology only, or is there a set of methodologies in teaching ESP? Several authors argue that there is no certain methodology to be adopted in the ESP course, since students' needs vary just as the ESP course itself varies from a domain to a domain. Thus, the most prominent authors of the ESP field (Hutchinson, 1998; Widdowson, 1983; Stern, 1992) consider that it is upon ESP teachers to select the appropriate methods for students. To build up a final conclusion, we say that depending on the activities, lessons, or even certain areas, ESP course teachers should choose certain methodologies.

In the explanation of Xiao-Young et al. (as cited in Javid, Ch. 2015: 27-28) on finding appropriate methods for ELT in China, many methods were used at different time periods. For example, after 1945, the direct method was applied. Anyhow, it showed no appropriate results. It

was later shifted to another method, which in the 1960s dominated. This was the Situational Approach. Just like the first one, it was not designed to live long. In pursuit of an efficient methodology, now teaching applied the newest methodology, which was known as Audio-lingual methodology. Yet again, this was not the appropriate methodology. In the 1980s, another methodology emerged. This was called the Communicative Approach but yet did not manage to meet ESP needs. This trend continued, but the story always remained the same. Therefore, the variety of methods is a step that should not be neglected so that success and productivity in the teaching and learning process never lack. We do not say that the methodology adopted by ESP and EGP teachers differs and should differ substantially given that ESP teaching shares many common points with that of EGP. This is found in Strevens (as cited in Chamberlain, D. & Baumgardner, R. J., 1988: 39) who shares the opinion that any model applicable to language teaching is applicable to ESP teaching too. This is because, according to him, basic teaching activities have a common denominator, i.e. encouraging and stimulating students for learning, managing strategies of learning, and promoting practices.

Three are the key elements that should always accompany the ESP teacher:
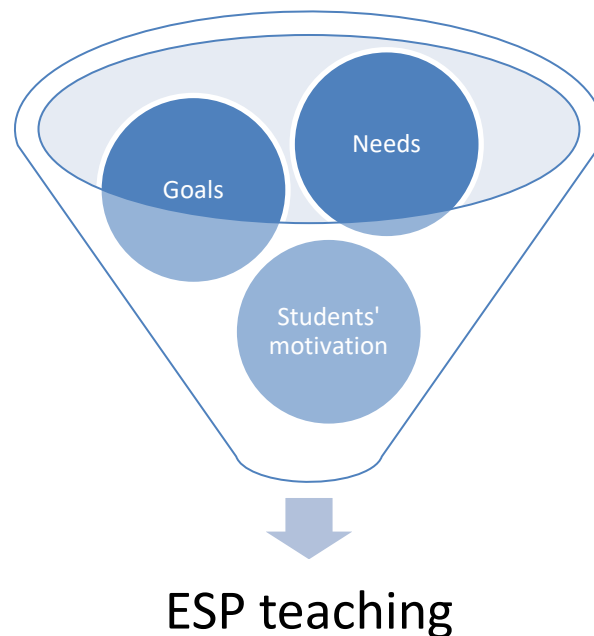
Figure 12: Key elements in ESP teaching

Just like in many other processes, ESP teaching has to go through several stages.

2.9.6.1. Stages that ESP teachers should follow in the teaching process

The main and the most important stages of ESP identified by Dudley-Evans and Johns (1998: 121) are:
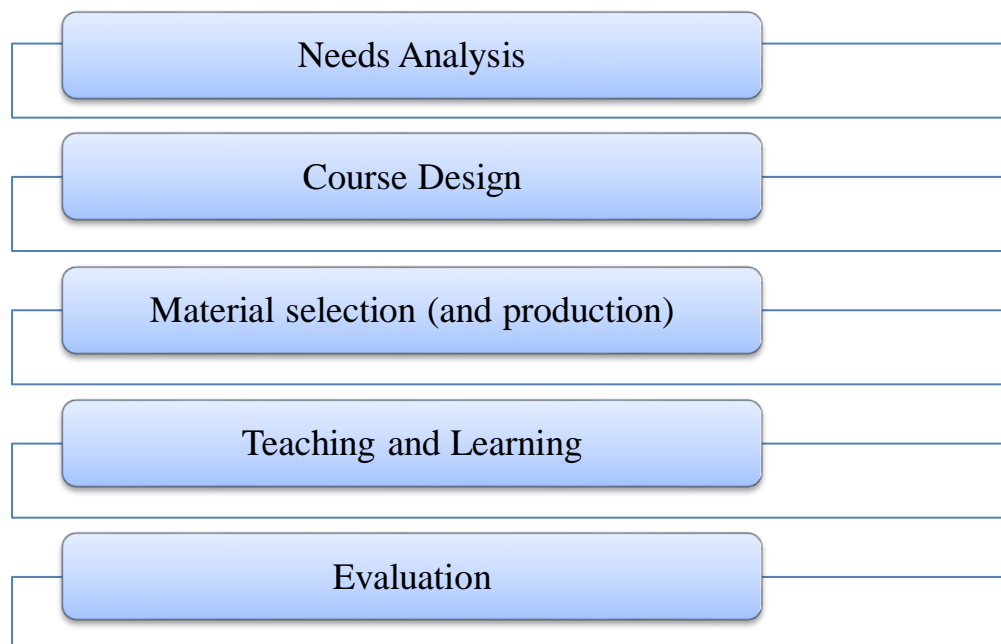
Figure 13: Stages of ESP teaching according to Dudley-Evans and St Johns (1998: 121)

The same stages are also described by Paltridge (2013: 325). Herein, the teacher has to undergo through each of them to find out answers to "what-s" and "why-s" in course designing. These stages are linked to each other cyclically and interactively.

2.9.6 1.1. Needs Analysis

Needs Analysis dates back to the earliest times, but has constantly been followed by different developments one after the other. West (as cited in Paltridge, B. 2013: 326) claims that in the beginning teachers observed needs analysis in an informal context, simply based on their

intuitions. This was before the 1970s; only during this period, needs analysis became a formal part of the ESP domain, which at that time was typically known as a target situation analysis.

2.9.6.1.1.2. What needs analysis is

The definition of needs analysis is provided by numerous authors. Among the most prominent ones were West, Hutchinson and Waters, Dudley-Evans and St John, Robinson, and Chambers in the 1980s and 1990s. With needs analysis (Basturkmen, H. 2010: 34) implies the process of developing the course of ESP. Under the umbrella of "process" term - given in this author's definition – lies language and skills that learners need in their professional domain, which are identified and taken into account in relation to the current situation in the context of their knowledge, their views on their needs, and the practical opportunities in teaching (ibidem. 34). Thus, by needs analysis is meant the identification of language forms that learners need in the target language, which must be identified by the course teacher given that s/he is responsible for his students. As Brown, James Dean (1995: 20) says, *"learners are, in a sense, clients and their needs should be served."*

Witkin and Alschuld (as cited in Bilokcuoglu, H. 2012: 84) define needs analysis as a series of processes aimed at identifying the priorities that contribute to the improvement of programs and their implementation. On the other hand, Chambers (as cited in Basturkmen, H. 2010: 33) in its narrower definition argues that the aim of needs analysis is to analyze the communication needs and their development, after analyzing the communication in the target situation. Hutchinson and Waters (1987), and Robinson (1991) define needs analysis as students' needs to efficiently communicate on the target language. This is in line with the statement, "The type of information sought during needs analysis is usually closely related to the approach to teaching and learning and to syllabus design followed by the analysts" (Robinson, 1991: 11-12). All of this, according to Brown (1995), is achieved by gathering information through various activities which will then serve as material for curriculum design, which is consequently expected to meet the needs of certain groups (see Bilokcuoglu, H. 2012: 84).

The most comprehensive definition is found in Hyland (2006: 73):

"Needs analysis is a technique serving to collect and assess information in regard to the designation of the course. The 'what' and 'how' of the course is established through it. Moreover, it is a repeated process given that modification is what follows our teaching once we get to know more about our students. In other words, encompasses students' goals, their backgrounds, the reasons why students attend the course, their preferences in terms of teaching/learning, and what they need to communicate. In addition, the things students know, the things they don't know, the things they want to know are involved in needs analysis" (cited in Paltridge, B. 2013: 325).

Unlike them, Benyelles (2009: 26) shares the view that not only learners' needs should be taken into account in (designing) ESP course. Moreover, even their level of language acquisition to specify the conditions of their learning should be taken into account too.

2.9.6.1.1.3. Needs analysis aims
Needs analysis serves a variety of purposes, including the ones classified by Richards, J. (2001: 52). Needs analysis aims at:

a. identifying learners' needs in the context of language skills to fulfill their role as university students, economists, etc;
b. finding out whether the current course, whatever it is, meets learners' needs;
c. identifying learners who need training in specific language skills;
d. examining closely what learners can do and need to do so to discover this lack, and
e. gathering information for the problems faced by learners.

2.9.6.1.1.4. Types of Needs
ESP researchers distinguish two types of needs:

1. Target needs, and
2. Learning needs.

2.9.6.1.1.4.1. Target needs

What learners need to do in a target situation is defined under target needs by Hutchinson and Waters (1987: 54) i.e. what is needed to accomplish specific communication goals. Robinson (1991: 7-8) dealt with target needs too. He argues that in needs are included both study and work requirements. Not only that, but also what the learner, the educational institution, or even society itself qualifies as necessary; what the learner needs to acquire by language falls here too. His definition of target needs includes what learners want to take and what they cannot do in English.

In the context of target needs, Hutchinson and Waters (1987) did not suffice with this division only. Moreover, within the framework of target needs they characterized three other subdivisions:
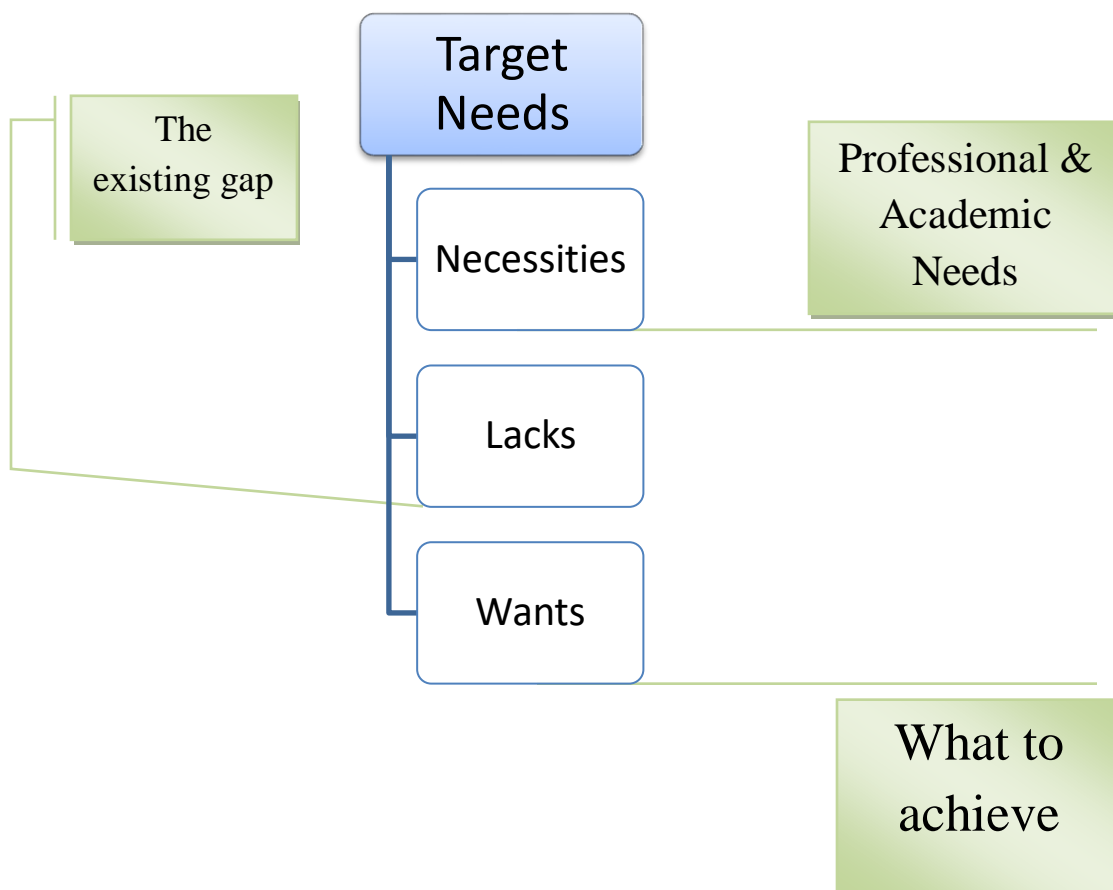
Figure 14: Target needs subdivision according to Hutchinson and Waters

2.9.6.1.1.4.1. 1. Necessities

Necessities allude to learners' requirements and academic needs, as well as professional ones: what knowledge they should master to be effective in the target situation.

2.9.6.1.1.4.1. 2. Lacks

Here it is aimed to identify the existing lacks which at the same time become obstacles to showing efficiency in language acquisition.

2.9.6.1.1.4.1. 3. Wants

Here is what the learner wants to achieve in the context of language from the course s/he attends (1987: 55).

However, West (1993) adds the fourth subdivision, that of 'constrains'.

2.9.6.1.1.4.1. 4. Constrains

When talking about constrains Benyelles (2009: 31) claims, "it includes non-pedagogical limits that control the course planning process such as national policy role and budget cuts for which analysts should be attentive once they begin the process of needs analysis."

2.9.6.1.1.4.2.   Learning needs

"What a learner should do in order to learn" is the description that Hutchinson and Waters (1987: 54) provide to learning needs. With the same description, but using another synonym, Robinson (1991: 7) describes learning needs as, *"what learners should do in order to learn the language."* From the above descriptions we can conclude that the learning needs analysis intends to collect information about learners and their level of knowledge in the context of English language, the prevailing materials, and everything else that contributes to the intended knowledge from the teacher to the student.

It is very important to know learners' learning styles and strategies, as this gives us a reflection of their concepts on learning (All Wright, 1982 as cited in West, 1994; see Lamri, Ch. E. 2016).

2.9.7. The information to be collected during the needs analysis stage

Well-known researchers and authors such as Hutchinson and Waters, Robinson, West and All Wright are unanimous in what needs to be collected during the needs analysis stage. They further suggest the following steps:

1. Determine the necessary language skills that the learner needs for studies or specific work;
2. The level of target language population should be evaluated; this is to compare the achievements at the end of the course;
3. Know the time needed for language instruction.

All this information are related to:

a. **Situation:** Target situation' needs should be taken into account through linguistic form and target performance.
b. **Learners:** Here the learners' gaps in the language context, what they want to achieve, and their attitudes towards the language should be identified;
c. **Learning situation:** Information about the learning environment, available materials, time, etc.

2.9.8. Participants in need analysis

Brown, J. D. (1995: 37) distinguishes four categories of people who should be part of needs analysis:

1. **The target group:** Those for whom the information is collected, i.e. learners in our case;
2. **The audience:** Here are included the ones involved in the analysis such as teachers, teacher aides, program administrators, etc.
3. **The needs analysts:** The responsible ones for needs analysis, and
4. **The resource group:** Anyone serving as a source of information about the target group.

In the collection of data, Richards, Platt, and Weber (as cited in Brown, 1995: 42) say that four things are required:

1. The state in which the language will be used;
2. Needs' objectives and purposes for that language;
3. Type of communication to be used (written, spoken, formal, informal), and
4. The level of proficiency that will be required.

Rossett (as cited in Brown, 1995: 43-44) lists five types of questions in gathering information:

a. **Problems:** The goal here is to identify problems that learners face;

b. **Priorities:** The goal here is to explore topics, language skills, using the language which learners need the most;

c. **Abilities:** Through tests or pre-tests are measured skills and weaknesses that learners have in the context of English;

d. **Attitudes:** Here the aim is to highlight learners' attitudes towards the course program, and

e. **Solutions:** Finding solutions to overcoming problems and obstacles.

After this comes the next stage, i.e. the syllabus design stage.

2.10. Syllabus Design

Syllabus design surely requires effort and dedication. Such a process is not easy at all. This is because not every syllabus is homogenous; each has its own specifics.

2.10.1. What syllabus is

In Robinson's (1991: 34) definition, a syllabus is a work plan with a content of what is to be taught, serving as a guide for teachers. In simpler terms, Hutchinson and Waters (1987: 80) define syllabus as a document composed of topics to be taught. The online dictionary of Merriam-Webster [1] provides the same definition too. Thus, the syllabus is a structure of sequential content composed of different topics for teaching purposes. However, a more detailed definition illustrated by seven characteristics is given by Basturkmen, H. (2006: 20):

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[11] Retrieved from http://www.learnersdictionary.com/definition/syllabus

CONSISTS OF A COMPREHENSIVE LIST OF:	IS A PUBLIC DOCUMENT	MAY INDICATE A TIME SCHEDULE
- content items (words, structures, topics)	HAS EXPLICIT DOCUMENT	MAY INDICATE PREFERRED METHODOLOGY OR APPROACH
- process items (tasks, methods)	IS ORDERED (EASIER, MORE ESSENTIAL ITEMS FIRST)	MAY RECOMMEND MATERIALS
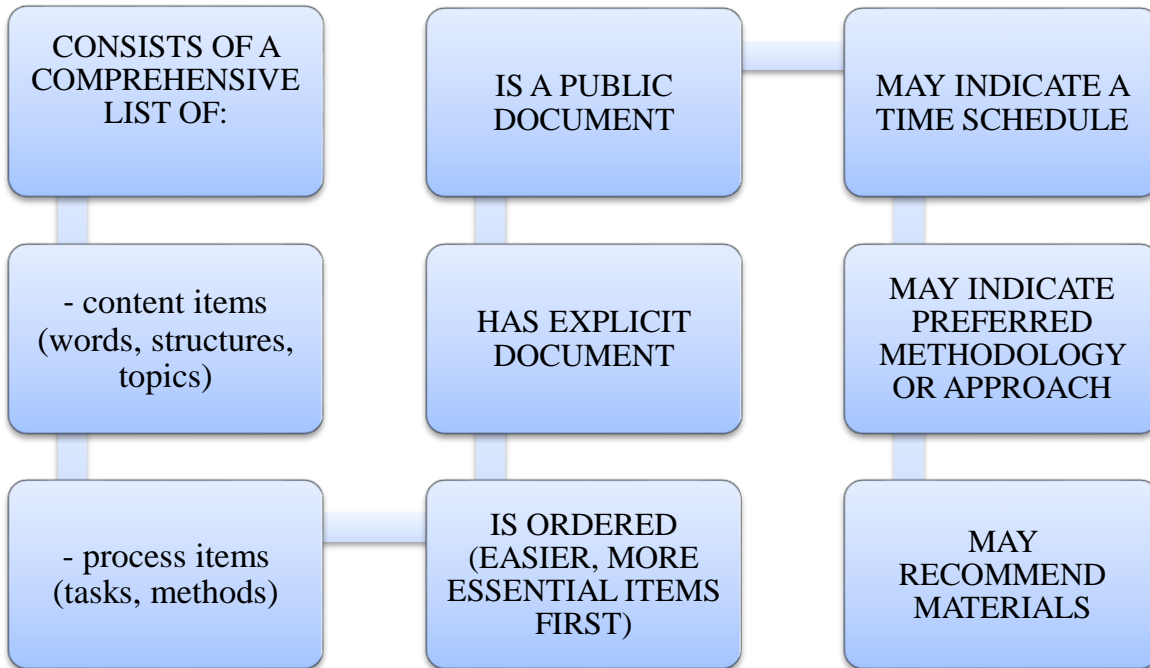
Figure 15: Characteristics of a syllabus (Basturkmen, H. 2006: 21)

The syllabus, outwardly, is but a formal piece of paper that can be published on the school/university website and consequently become available to anyone who has an interest in it, such as the principal of that educational institution, students, or even education inspectors. The course practitioners, within the framework of this document, can technically reflect the course objectives and expectations that the course has for its students. Students might have a visual look at the lessons they will have during that school year, the texts or materials they are required to use, the teaching methodologies that will be used by the teachers, the evaluation steps and procedures, and the rules they have to obey. All of these are incomparably light compared to the main section, i.e. space where the chapters and topics of what students are expected to learn during that school year are listed. It is this part that requires great effort and commitment. As said above, it is necessary to go through several stages of needs analysis before determining the content of what will be offered to learners. In a word, the syllabus eases and does not complicate the teaching/learning role.

2.10.2. Designing ESP course syllabus

The very complex role of the course makes the syllabus design difficult, and at the same time requires a higher dose of responsibility by the designer. This is because, in principle, many factors need to be taken into account in building such a specific syllabus - as we mentioned throughout our course of work. Complexity is added to the fact that it needs to be designed in a way that meets and satisfies learners' needs and requirements of the given field. This makes such a process challenging too.

In designing the language course, several components need to be considered (see Graves, K. 1999: 3), and for many of them both classical and contemporary models have been agreed upon. These components are objectives, content, materials, methods, and evaluation.

Figure 1. Graves' Model of Curriculum Development (From: Graves, 2000, p. 4)
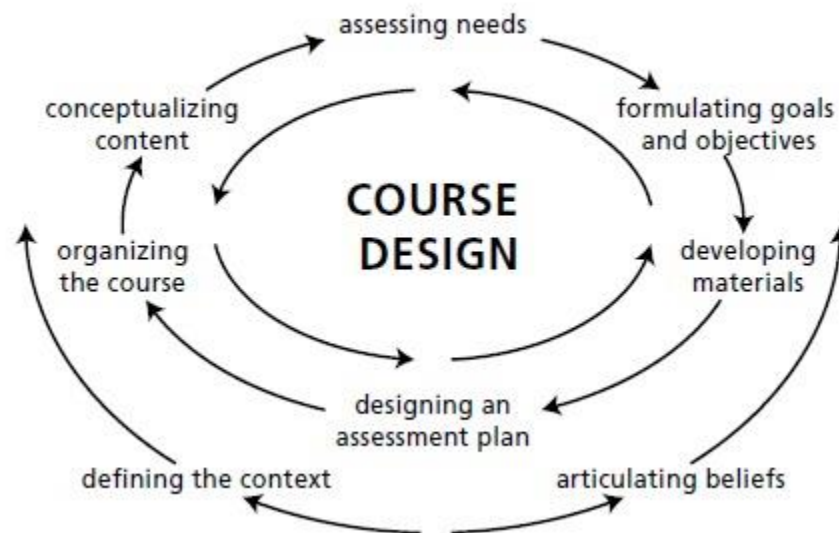
Figure 16: Course Design (Graves, 1999: 3)

According to Graves, there is no need to follow a hierarchy or a classification of components, i.e. the designers can start from any components they want depending on the appropriateness and priorities, since all of them, as can be seen from the figure, are interconnected cyclically. They are either influenced by or influence one another, and that this determination largely depends on

identifying challenges that the designer can more effectively address within the context (Graves, 1999: 3). Therefore, wherever the designers begin, they shift to the next point, and consequently, their contribution is not defined in one point only, but it extends to all points. However, it does not mean that they remain static and immutable. Depending on one's change, the others change too. Therefore, chain continuity should exist between them. Thus, if you decide to change the content of the course, consequently, you are obliged to change the objectives together with the material and the assessment plan (see Graves, K. 1999: 4).

At first, the language course design focused on grammar and mastering its forms. But since this attention and focus were shifted in the communicative aspect, the language was conceived as a means of communication in society and nothing else. While talking about the communicative aspect, one of the best models of a syllabus built on the communication criterion is that of Munby (1978). He argues that in designing the language course, a profile of communication needs should be considered before moving to other specifications. Furthermore, he adds that this profile should be built on the basis of the communicative purpose (i.e. based on communication needs), language skills, function, and structures (see Kim, D. 2008: 11). Thus, the main axis of designing such a course is revolved around the specific needs of learners centered on language skills. However, one thing is sure that designing takes time apart from effort. This is also found in Nunan (as cited in Velimirac, S. 2013: 679), who in addition to time also claims that designers need skills as well as support in this regard. However, despite the limitations of time, the course designers should not think of perfectly designing the course in their first draft. Graves, K. (1999: 7) argues that only in the formulation of objectives, designers may design many drafts, and the objectives though initially set may change even during the beginning of the learning process. So while ESP practitioners are teaching, they may find out that it is something else their students need, and consequently make changes they consider to be done within the course. Thus, it becomes clear to us that the objectives are not absolute since they can be changed, modified, or even adapted. This is normal because, after a lot of sessions, the language acquisition capacity of students develops, and consequently, there is a need to aim something more, so there are other goals. Taba (as cited in Agustina, T. 2014: 52) claims that the syllabus design undergoes three stages: needs analysis (discussed earlier), content specifications, and syllabus organization.

2.10.3. Terms/Conditions for Syllabus Design

For each syllabus design, one should consider certain terms and conditions. These criteria are best illustrated if referring to Harmer (as cited in Lamri, Ch. E. 2016). Among the conditions for a syllabus design, he mentions:
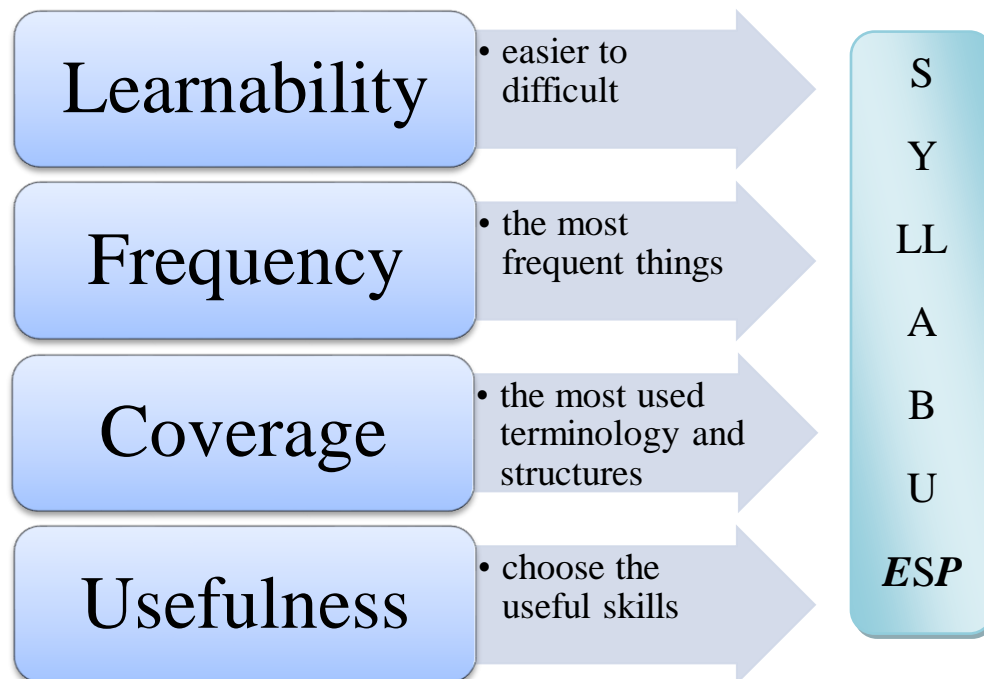
Figure 17: Conditions on Syllabus Design (Harmer, 2001: 259)

Course designers, who at the same time are ESP course practitioners, regardless of the content they select for their course depending on the appropriateness, must always stay within these fundamental frameworks and should not neglect any of them.

2.10.4. Key Issues in Designing the ESP Curriculum

In David Nunan's observations (1987), among other things, it is stated that if the course design is retained to teachers, then they need time to design syllabi. Not only time, but they also need to have enough skills and be supported. So, it is the support, which the author considers as prerequisites for providing curricular models. Therefore, such support is encouraged to be

offered to course designers, but at the same time, they should take the initiative in asking for that support. From Nunan's observations, one can conclude that there are three factors to be considered for curriculum design: time, skills, and support.

In this section, we will share Kristen Gatehouse's[2] experience on the key elements that she used to design the ESP course. She has already published her experience in a scientific paper, available to readers on the Internet. After completing the task she was charged with, she managed to distinguish three crucial skills, which according to her build a successful and solid communication:

1. Using a certain jargon alongside with the context of the given field;
2. Using academic skills;
3. Using the informal language of daily routine in the context of communication, without focusing on the specific context of the given field.

Thus, in order to have pragmatic results - which have already been proven in her work - she encourages ESP curriculum developers, when it comes to developing communication skills, to basically integrate and take into account her tips and conclusions. These tips, which have already proven to be effective, are recommended to be used by the teachers who recognize that their students' needs are developing communication skills more than any other skill.

2.10.5. A practical example of course design

Kathleen Graves (1999: 8) calls the course design work *"work in progress"*. In her paper, *'Designing Language Courses'* on page six, the author brings a practical example of course design. The character introduced is Iris Boudy, who reflects the stress of commitment to delivering the product before going to class. Among other things, she writes about spending lots of hours in reviewing course goals and objectives, consulting various books, and so on. Thus, she concluded that it is, "always a work in progress. So never complete. Never perfect. How could it ever be perfect? Students are not machines, predictable in their abilities and

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[2] Kristen Gatehouse in 1999 in Canada was asked to design a content-based curriculum for a course envisaged at Algonquin College of Applied Arts and Technology, and was funded by the Language for Employment Related Needs Project (LERN) for ten weeks for foreign immigrants in Ottawa.

responses. Each learning context is different. If my course design is to be refined, my objectives so detailed, my materials so elaborate that nothing is left to chance, then I am creating a teacher-centered environment in which the learners are just pawns to be moved about the game board curriculum."

She continues to elaborate:

> "At the moment, I am still wrestling with a performance demon that wants control – over the material and the students – in order to ensure a perfect outcome. I watched it happening [when I taught the course]... If I couldn't find an appropriate activity, I would design my own, often spending hours creating elaborate materials. These activities didn't always "work" according to plan, however. When they didn't, I found myself trying to steer the students to use them "properly" rather than allowing things to emerge from the material. And if a class wasn't a "success", I concluded that I wasn't either." (p. 9).

Therefore, if referring to her practice, it becomes clear that designing the course is not that easy; it is often very stressful and time-consuming. However, if course designers manage to recognize that course design does not require perfection and it is work in progress that constantly changes, then they will not face pessimism but will be willing to work so to be closer to the students' needs, aimed by the course.

CHAPTER III: VET AND ENGLISH CURRICULUM IN KOSOVO EDUCATION

CHAPTER III: VET AND ENGLISH CURRICULUM IN KOSOVO EDUCATION

Introduction

The current chapter focuses on Kosovan education in general and vocational pre-university education in particular, its levels, and the like. Furthermore, an overview of the current English curriculum for vocational upper-secondary education and its advantages and disadvantages elaborated concisely by adapting a critical, pragmatic, and constructive approach are dealt with. In short, the importance ESP has been given to, the MEST policies, and the Law in force for VET will be discussed in what follows.

3.1. Education in Kosovo

In general terms, much has been invested in education in Kosovo. Though a lot of money has been allocated to building up a proper and solid infrastructure, a considerable amount of money has been oriented to education quality too. Therefore, Kosovo education has been highly privileged financially by the European Union. In 2008, only in the context of enhancing education quality many donations reaching up to 10 million Euros have been absorbed by Kosovan institutions. In fact, this aid has been oriented to harmonizing Kosovo education with European standards, namely building capacity at vocational education by enhancing teaching/learning quality through various reforms (Bartlett, W. 2013). According to Ahmetaj, G., Ejupi, B., Abazi, D. & Hollaj, L. (2016: 17) despite this large amount of money, yet Kosovo failed to decrease the employment rate compared to each European country.

3.1.1. Education levels in Kosovo

Education in the Republic of Kosovo is divided into three levels (GAP Institute Analysis, 2017: 4).
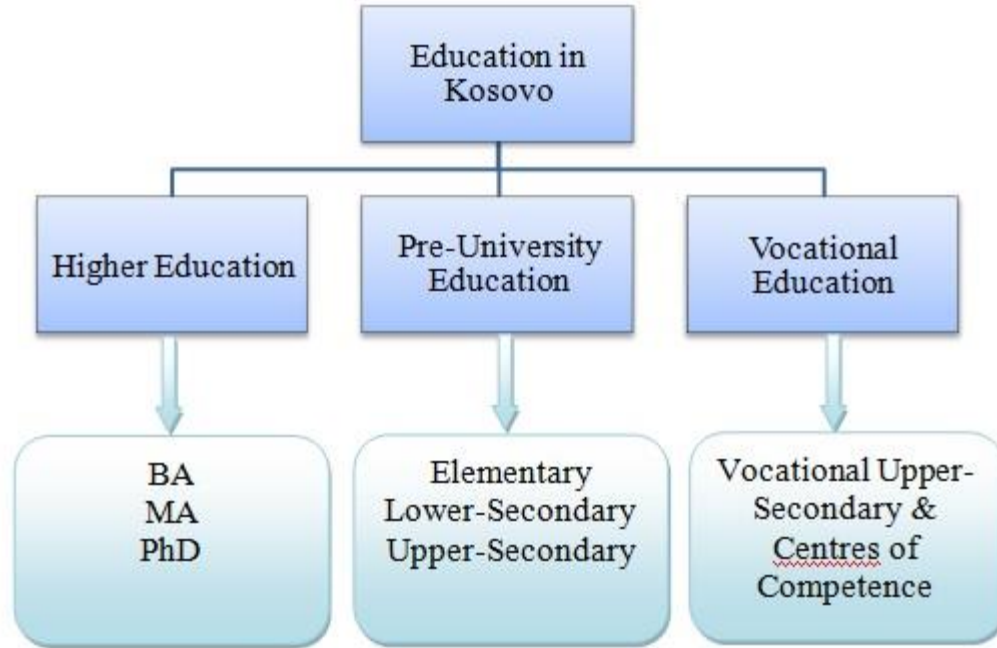
3.1.2. Higher Education in Kosovo

The higher education, also known as academic level or level 5 according to the National Qualifications Framework is further organized under three levels or cycles:

a. **FIRST CYCLE:** Bachelor studies consisting of three or four academic years, depending on the field of studies, where a successful student who completes it gains either 180 ECTS (three years of study) or 240 ECTS (four years of study).

b. **SECOND CYCLE:** Master studies consisting of one or two academic years, depending on the field of studies and the accumulated credits in BA studies, where a successful student who completes it gains 60 ECTS (one year of study) or 120 ECTS (two years of study).

c. **THIRD CYCLE:** PhD studies, which are usually based on scientific, academic, and independent research work, usually lasting for three years at least (Kosovo Agency of Statistics, 2018: 11-12).

The English language course in higher education enjoys the status of a compulsory course. Depending on the programs, this course differs greatly: some faculties apply EGP only while the others apply ESP (the researcher explored various English syllabi available on the websites of different faculties of the public University of Prishtina "Hasan Prishtina").

In the second cycle of studies, i.e. MA studies, the English course is not introduced in the curriculum of each program. It is worth pointing out that, despite the minimal role the English language course is being devoted to, in the second and third cycle competition all competitive students are subjected to a written examination in English. However, regardless of whether they attended English for specific purposes in their upper-secondary education and BA studies or not, they have to sit an examination composed of the English language, which encompasses certain studying fields, i.e. ESP.

3.1.3. Pre-University Education in Kosovo

The pre-university education in Kosovo is in compliance with the International Standard Classification of Education (ISCE) (see Core Curriculum for Secondary Education in Kosovo 2012: 10) and based on the NQF, pre-university education in Kosovo is divided into the following levels:

	LEVEL	EDUCATION	GRADE	English taught
1st level	01 & 02	Pre-School Education and Pre-Primary Education		No/Yes
2nd level	1 & 2	Primary Education & Lower-Secondary Education	(1-5) & (6-9)	Yes
3rd level	3	Upper-Secondary Education: General Education (Gymnasium) & Vocational Education	(10-12)	Yes

Table 3: Pre-university education levels in Kosovo according to ISCE (2018)

In the context of pre-university education, the English language is being taught in levels 02, 1, 2, and 3. The English course levels 02, 1, and 2 are subjected to is general English only, and enjoys

the status of a compulsory course. On the other hand, in the upper-secondary education though only lately this course has enjoyed the status of a compulsory course, in the context of quantity, English is equally introduced to both gymnasia and vocational education, i.e. students attend two English hours per week (CCSEK, 2012). So, if calculated, it turns that upper-secondary school students are subjected to 74 English sessions throughout a school year.

3.1.3.1. Vocational Education in Kosovo

Basically, general education is distinctive from vocational one, though they share some points of similarities as discussed in Chapter II. In what follows, we provide definitions of general and vocational education in order to have a clearer picture of each. If referring to the Law in force on professional education in the Republic of Kosovo, namely Article 2, point 1.1 under the heading of definitions (Gazeta Zyrtare e Republikës së Kosovës, 2013), it is revealed that vocational education aims at making learners able and competent of having good practical skills, which are profession and market demanded.

Merriam-Webster's online dictionary provides comprehensive definitions of both educations, where general education is "a separate program aiming to contribute to shaping students' personalities rather than focusing on making them trained specialists" (Merriam-Webster's dictionary online). Obviously, the target group i.e. the students attending gymnasia are exposed to a language, which focuses on developing and enabling them to cope with every-day situations. On the other hand, vocational education, according to the same online dictionary, is defined as "education which aims at training learners on a specific profession by combining both theory and practice" (Merriam-Webster's dictionary online). Unlike the gymnasia student, the vocational one is supposed to be exposed to a language that focuses on a specific domain relevant to his/her interests. The differences are quite obvious, just as are their aims. Basically, general education aims at preparing students for social integration to cope successfully with the daily challenges of life, while vocational education aims at preparing students for successful integration into the market (Mustafai, A., Dhima, L., Andoni, M. & Buci, A. 2008: 13).

3.1.3.1.1. Vocational upper-secondary education levels in Kosovo

Vocational upper-secondary education in Kosovo is divided into two levels:

a. **THE FIRST LEVEL -** includes grades 10 and 11, where learners are expected to gain basic knowledge, and as a consequence are provided with opportunities to get a job as half-qualified individuals.

b. **THE SECOND LEVEL** - is the continuity of the first level, i.e. after completing grades 10 and 11, the learner completes grade 12. Now, this learner enjoys the right to be fully qualified for working in a certain professional field (see Ministria e Arsimit Shkencës dhe e Teknologjisë [MAShT] (n.d.). & GAP Institute Analysis, 2017: 5).

Under the umbrella of the Professional Education in Kosovo operates the Vocational Education Division, whose main responsibilities are dealing with administrative stuff, planning, education enhancement, curriculum developing, and collaborating closely with relevant institutions - governmental or non-governmental ones - to do genuine research on labour market demands (State Portal of the Republic of Kosovo [SPRK] (n.d.)). Though their responsibilities are highly appreciated and evaluated, this Division body has not done anything in harmonizing the English course with the specific domains advancing vocational upper-secondary education.

3.1.3.1.2. Statistics on vocational upper-secondary education in Kosovo

Vocational schools are an option for a relatively large number of students. If referring to the Statistics of Education in Kosovo for 2017/18, (Ministry of Education, Science, and Technology, & Kosovo Agency of Statistics [KAS], 2018: 33), it is revealed that vocational education is attended by numerous students all over Kosovo:

Institution	Number
Vocational Schools	62
Centers of Competence	4
Students	46205
Teachers	2700
Teaching Fields	14
Teaching Profiles	130

Table 4: Statistics on vocational upper-secondary education in Kosovo (MEST)

If converted into a percentage, it turns that 47% of the overall upper-secondary students in Kosovo attend vocational education, whereas the other 53% is covered by general education. As expected, the majority of these students are males or 59.3% as opposed to 40.7% of females (KAS, 2018: 33).

Among them, there are four Centers of Competence and two professional upper-secondary schools operating under the Agency for Vocational Education and Training and Adult Education (AVETAE) (GAP Institute Analysis, 2017: 5). Four of these schools were part of our study. These schools which basically operate under the management of AVETAE differ in the very education they provide. While vocational schools belong to the level four as prescribed by NQF, the Centers of Competence actually go beyond that, meaning that they are approximate to level five (GAP Institute Analysis, 2017: 6), which is considered a tertiary level of education, i.e. it is in between pre-university education and university one.

3.1.3.1.3. Vocational education profiles in Kosovo

Profile	Number of schools	Number of students in total
Forestry and Wood Processing	5	411
Mining, Metallurgy, and Geology	7	1076
Machinery and Metalworking	22	5607
Electro technique	22	6512
Geodesy and Civil Engineering	13	2010
Traffic	13	4250
Textile and Leatherworker	7	637
Chemistry, Non-metal and Graphics	9	1432
Commerce, Hotelier, and Tourism	14	2863
Economy-Law	19	12375
Natural Mathematical	1	93
Health and Social Protection	7	6048
Culture, Art, and Public Information	6	904

Table 5: Teaching profiles in vocational schools and the number of vocational schools (Retrieved May 9, 2019 from https://masht.rks-gov.net/shkollat-profilet)

All the vocational fields and profiles mentioned above consist of both specific and general courses. The specific ones are predominant (and they vary based on the given field; English course is not included in this set of courses) and general courses (generally present in each field such as Albanian language, English language, Mathematics, and Physical Education).

3.1.3.1.4. Review of Legislation on Vocational Education in Kosovo

According to Torino Process Kosovo 2014, in 2013 the Government of Kosovo adopted the Law on Vocational Education alongside nine Administrative Instructions. Among other things, it was foreseen the review of the syllabi for each VET school in Kosovo, which then was supposed to be adapted to the market demands (pp. 3-4). However, yet again the English language curriculum remained the same, having general English only in its composure.

If carefully review the legislation in force in the Republic of Kosovo, one can find that in the Article 11, point 1, under the heading of curriculum, the curriculum of vocational education is developed under the standards set for professional education, always based on professional certain learning fields. Although MEST claims to have followed the trend of adapting the vocational subject courses to the standards described for vocational education, which under the Article 11.2 (see Gazeta Zyrtare e Republikës së Kosovë, 2013) is foreseen to be in line and harmony with the labour market demands, they have disregarded the English language course completely, like it is of no use to anyone. The English course is there, but it is not the English course which is supposed to be. The professional standards do not rely on the criterion of selectivity, i.e. dealing with some courses only and neglecting the others completely. The professional standards are inclusive for each course with no exclusion whatsoever. Perhaps, to the disregard of the ESP course contributed the fact that the English language in secondary education for a long time was qualified as an elective course. The other reason, and probably the most valid one is that the lack of experts on ESP in Kosovo has made it impossible to design such a course curriculum for vocational schools. Article 12, point 1, charges the Professional Training Council to propose curricula for programs, and it is this Council that did not find ESP appropriate for vocational education.

3.2. What curriculum is

The word curriculum is being used very often in our dissertation, therefore it becomes imperative for us to clarify it. Though many authors have defined the curriculum, we will provide only the most common ones, given that more or less they all revolve around the same axis. Going back to its genesis, it becomes known that the term 'curriculum' is derived from the Latin word 'currere', which means 'running'. In ancient Rome, this term was referred to "horses' running" (Mustafai, A. et al. 2008: 5). In general terms, Merriam Webster's online dictionary defines curriculum as, "a set of courses constituting an area of specialization" (Merriam-Webster's dictionary online). This implies the courses to be taught on a particular program. However, in a narrower definition, Kolomitro, K., Inglese, J. & Idzikowski, M. (2017: 6) perceive curriculum as a screen of complementary activities for achieving the set learning outcomes. So, given that each course has its specific curriculum, it means that there are objectives set, activities, the methodology, the assessment process, and the like. In order to develop it in a proper way, several steps are to be taken. Moreover, it is a cyclical process (already discussed in the previous chapter). When being completed, students are subjected to what is set on it.

In a more traditional sense, a curriculum is considered a content of an entity, to which learners are exposed during their learning process (Mustafai, A. et al. 2008: 5). The activities foreseen on this curricular document are usually provided under the guidance of teachers, in our case English language teachers. In the most recent definitions, the curriculum is seen as, "a whole set of formal and informal learning activities and experiences that students experience with the help and guidance of the school" (Mustafai, A. et al. 2008: 5). So, it turns out that the central focus of the curriculum is the very student. Just like every country designs the curricula for its education, Kosovo does not make an exception either. Furthermore, it was seven years ago when Kosovo adopted a new curriculum, otherwise known as the Core Curriculum.

3.2.1. The Core Curriculum

The Core Curriculum (CC) designed in 2012 aims at serving as the main regulating document for several performing factors, including both teaching and learning, evaluation, teaching methodology (Core Curriculum for Upper-Secondary Education in Kosovo [CCUEK], 2012: 16). This document serves for both upper-secondary education branches, i.e. gymnasia (otherwise

known as general education) and vocational education. The CC, among other things, aims at making students able and inclusive as skilled workers ready for labour market demands (CCUEK, 2012: 18).

3.2.1.1. English language curriculum for vocational upper-secondary education in Kosovo

It is the language curriculum that determines what material to be used. If designed improperly, it will affect the students. Consequently, teachers would be prevented from selecting, evaluating, adopting, or modifying the texts or materials they want their students to be subjected to, which, according to Aya Matsuda (2012: 169), puts the teachers in sort of *fait accompli* position. Very often, assigning objectives without proper needs analysis has led to inconsistency with the set program, thus failing to meet students' needs and expectations. The current English language curriculum for vocational upper-secondary education, which is available on MEST website, sets the topical content, the competency level, but not the material to be used. Consequently, this provides teachers with a kind of autonomy, namely in selecting the material only, but not in selecting the topical content too. Yet it cannot be considered as proper autonomy. Moreover, the course objectives and goals are set indiscriminately (between vocational and general education), without taking any proper analysis of students' needs. There is a great deal of generalization in developing cultural knowledge and the four skills equally with no exception at all (see Appendix A). This implies that without any prior analysis of the market demands, curriculum designers have set objectives for the English language course in Kosovo's vocational schools. Students' needs must be identified prior to the selection of teaching material, and according to Aya Matsuda (2012: 179) needs analysis should be carried out as part of curriculum development. Students' needs must not be assumed hypothetically. Moreover, to her, this must be done by raising three questions in advance: where, with whom, and why do they need English?

The law on vocational education in Kosovo, particularly Article 11.4 (Gazeta Zyrtare e Republikës së Kosovës, 2013) charges two actors with the duty of analyzing the market demands: the Ministry of Labour and Social Welfare and the relevant social partners, supported by MEST. According to Bajrami, K. (2018) the focus on domains has lately been shifted to the demands of western countries such as nursery, civil engineering, technology, and machinery, as it once used to be on economy and law. This is due to the fact that people do not see a bright

future in Kosovo, and at the same time they are being offered better job opportunities working abroad rather than in their motherland. This is a further indicator that English which focuses on context is needed indeed. It seems that the relevant Ministry is not aware of this fact; therefore no pragmatic steps have been undertaken so far in regard to the English course.

3.2.2. The philosophy of English course at vocational education

The philosophy of the current English language curriculum for vocational education in Kosovo seems quite promising and pragmatic (see Appendix B), given that the emphasis and focus fall on the contextual language. Basically, contextual language is what ESP is built upon. The predominant skill to be developed, as introduced in this document is the speaking skill (though enough space is provided to other skills too when needed). Moreover, in the context of communication, there are a series of 'sub-skills' that are targeted to be developed as interpreting, expressing, and negotiating meaning through oral and written texts (English Curriculum for grade 11).

3.2.3. The anticipated aims and objectives

Obviously, the current curriculum aims at developing the four language skills: speaking, reading, writing, and listening. Developing four skills equally is what general education typically aims, though the same might or might not be applied to vocational education (discussed in the previous chapter). Given that vocational education encompasses many domains with different requirements, after proper needs analysis, the English teacher would be able to find out which one is most demanding and consequently develop it. The current curriculum provides flexibility and autonomy. Although the aims in general terms are in the favour of students' development, yet again they give the impression that they are not set specifically for vocational education solely, but rather for general one. Moreover, the set of aims in the long-term context is meant to make learners more active thus providing solid independence, where even the progress is easily monitored by students themselves (see appendix A).

In terms of objectives, though set with no prior needs analysis, specific objectives, suggested activities to be used, and the achievements students are expected to reach for each skill, in

particular, are tabulated. It further provides specifications for each column, but the topical content is not in full compliance with the objectives supposed to be achieved. In fact, it is the content that should be developed based on the objectives. Therefore, with the class under the study, we used different topical content entirely, and consequently, the objectives were in accordance with the content of the course.

3.2.4. The anticipated methodology

Nothing could be easily transmitted unless followed by a proper methodology. In order to get a clear view of what methodology is, first and foremost we will deal with its definition. In most recent definitions, a methodology is anticipated as, "a procedure or a process generally accepted, which is usually conveyed by a teacher, a student, or both of them aiming at raising effectiveness in learning" (Mustafai, A. et al. 2008: 64). If further narrowing down the given definition and produce a briefer and comprehensive wording of it, it would be paraphrased as a facilitating learning process, no more than that. Furthermore, Mustafai, A. et al. (2008: 65) claim that every teacher, including English one, must be aware of the variety of different methodologies that exist; they must be familiarized with them as much as possible; they should know which one to apply at certain times; they must know which methodology is applicable for the given lesson. Moreover, according to them (p. 65) in order to apply some certain methodologies, modern tools are needed, which in our case might not be applicable at all considering the basic elementary lacks in the infrastructure of the majority of schools in Kosovo.

In terms of methodology, the available English curriculum for vocational upper-secondary education provides flexibility and pragmatic opportunities for English language teachers. It means that they can use different methodologies, depending on the intended skills to be developed. Actually, this is a positive indicator particularly for ESP teachers and learners considering that they will be exposed to different things, which need to be visualized, touched, and rather simplified (see Appendix C). In this context, they are given the freedom of choice.

Among other things, the English curriculum highly encourages English teachers for escaping from the traditional methodology (which in fact is widely applied in Kosovo), thus putting learners in the center (refer to MEST under the heading Planet dhe Programet e rregullta 1-13

(n.d.)), which consequently would provide them with much more autonomy within the classroom. Having learners in center is what ESP course methodology requires, as already mentioned in Chapter II. In this context, the ESP teacher's role is rather perceived as a supportive observer. Actually, this approach promises students' higher development, since better opportunities are provided when responsibilities are shared with other classmates, and the discussion to take place would be more effective and successful in terms of contextual language usage.

Given that not everything can be received and caught by all students right in the first place, especially in contextual language, students sometimes need their mother tongue as an alternative to get things properly. In the same line with this consideration is the current English Curriculum for vocational upper-secondary education (refer to MEST under the heading Planet dhe Programet e rregullta 1-13 (n.d.)). In today's contemporary teaching approach, using the mother tongue in a foreign language classroom tends to be very useful. However, though both teachers and learners are allowed to use L1 when needed, yet they are not supposed to use it too much. These teachers should better find other options. In case students find something unclear and are unfamiliar with, the ESP teachers would probably explain things through drawings, pictures, more simplified definitions, and the like. This is actually quite reasonable because this way they can get things better, especially when the explanation is provided visually.

3.2.5. Grammar or…

The curriculum provides evidence on the importance that grammar has on developing students. As discussed in the previous chapter, grammar is not and should not be the focus of ESP. Grammar's importance is undeniable, but it is not of prime importance to vocational learners. The curriculum developers did not specify whether it is the meaning to be taught first then the form or vice versa. They provide flexibility to find out which one is most appropriate for the students. Massively, Kosovan students are exposed to grammar rules only, which is an approach to be criticized. In fact, teachers should have included grammar in different contexts, but not teaching the rules. Though grammar might be used, it should not dominate the whole English teaching at this level of education. This approach should be changed.

3.2.6. Grade eleven – Topical Content

The following table (retrieved from MEST website) is a skeleton of the topics, which are considered to best fit each and every learning profile at vocational education.

UNIT 1: WHAT A WONDERFUL WORLD	UNIT 5: WELCOME
• The town where I live • The world around us • Rules and freedom of behavior	• Make yourself at home • Hospitality and hostility around the world • Making Friends
UNIT 2: ENVIRONMENT	UNIT 6: HOME SWEET HOME
• Is there a future for us? • Tomorrow's world • Escape from the big city	• Do's and don'ts • What home means to people in different countries • My neighborhood
UNIT 3: FOOD AND DRINKS	UNIT 7: ENTERTAINMENT
• Following a recipe • Typical meals • Mind your manners	• Weddings, parties and invitations • National celebrations • Special occasions
UNIT 4: HEALTH	UNIT 8: NEWS AND MEDIA
• Don't smoke, eat apples! • Drugs and alcohol damage your health • Computer games and health	• Cultural events • Mass media • A matter of taste

Table 6: Grade eleven topical content (adapted from GRADE ELEVEN ENGLISH LANGUAGE CURRICULUM FOR VOCATIONAL EDUCATION; retrieved May, 2019)

Despite the specification of the topical content, which includes various topics, yet again it is not a wise and appropriate choice for each domain of studies at vocational education. Vocational education includes different teaching fields: machinery, civil engineering, law, etc. The current topical content is not appropriate, given that it does not correspond to the market demands fully for a specific domain. Certain parts of it might match with what students must learn, while the others might not. If something is applicable to a certain learning profile, it does not mean that it

is applicable to the others. To the students under the pilot study (i.e. students attending informatics filed), the topical content given above did not provide anything appropriate and relevant to their needs. Therefore, we designed entirely a new list of topics and subtopics, after having done proper needs analysis first.

To apply and achieve the objectives set by MEST, and to cover up the provided topics properly and fully, the source of materials to be used should be of intermediate level. MEST does not limit the source to course-books only. In addition, the English teachers are provided with autonomy of material selection, given that the book title upon which the topical content is based is not given at all. In a way, this assured flexibility to choose whatever they wanted, which in most cases was not used properly by the vast majority of teachers as will be discussed in the chapter of findings. The autonomy is limited in the context that although teachers might select and use the material which is compatible with their domain, it must serve as supplementary material only, no more than that. This in fact is paradoxical given that it firstly sets the topical content which seems to be general, and then provides teachers with limited autonomy in using alternative professional domain material.

Only in 2018, based on Article 4, 21, 22 of the Law No. 03/L-189 for state administration of the Republic of Kosovo MEST officially issued a decision for English textbooks for grades 1, 2, 6, 7, 10, and 11. For upper-secondary 10 and 11 grades, the textbook entitled *New Success* of Pre-Intermediate level is supposed to be used both for general and vocational education. Till then English language teachers have enjoyed some sort of autonomy in selecting and designing the course they taught. As it will be discussed in the chapter of Findings and Analysis, it is *New Headway* the book mostly used to teach English at vocational schools. It is obvious that MEST has not specified whether these books are used for general education or vocational education, which is consequently interpreted that both educations are included in this decision.

Moreover, the current curriculum allows teachers to use 15-20% of the material related to certain domains in order for learners' needs to be satisfied and the domain requirements to be met (English curriculum for 11th grade, p. 9).

3.2.7. Assessment section

The section of assessment and evaluation includes the very elements as suggested by eminent authors (provided in Chapter II). Here, in addition to assessing students' progress and comparing their performance with other classmates, English teachers are required to assess the teaching program in terms of whether it has met the set objectives or not. The current curriculum foresees several types of assessment (refer to MEST under the heading Planet dhe Programet e rregullta 1-13 (n.d.)). They are introduced in the figure below to be better understood.
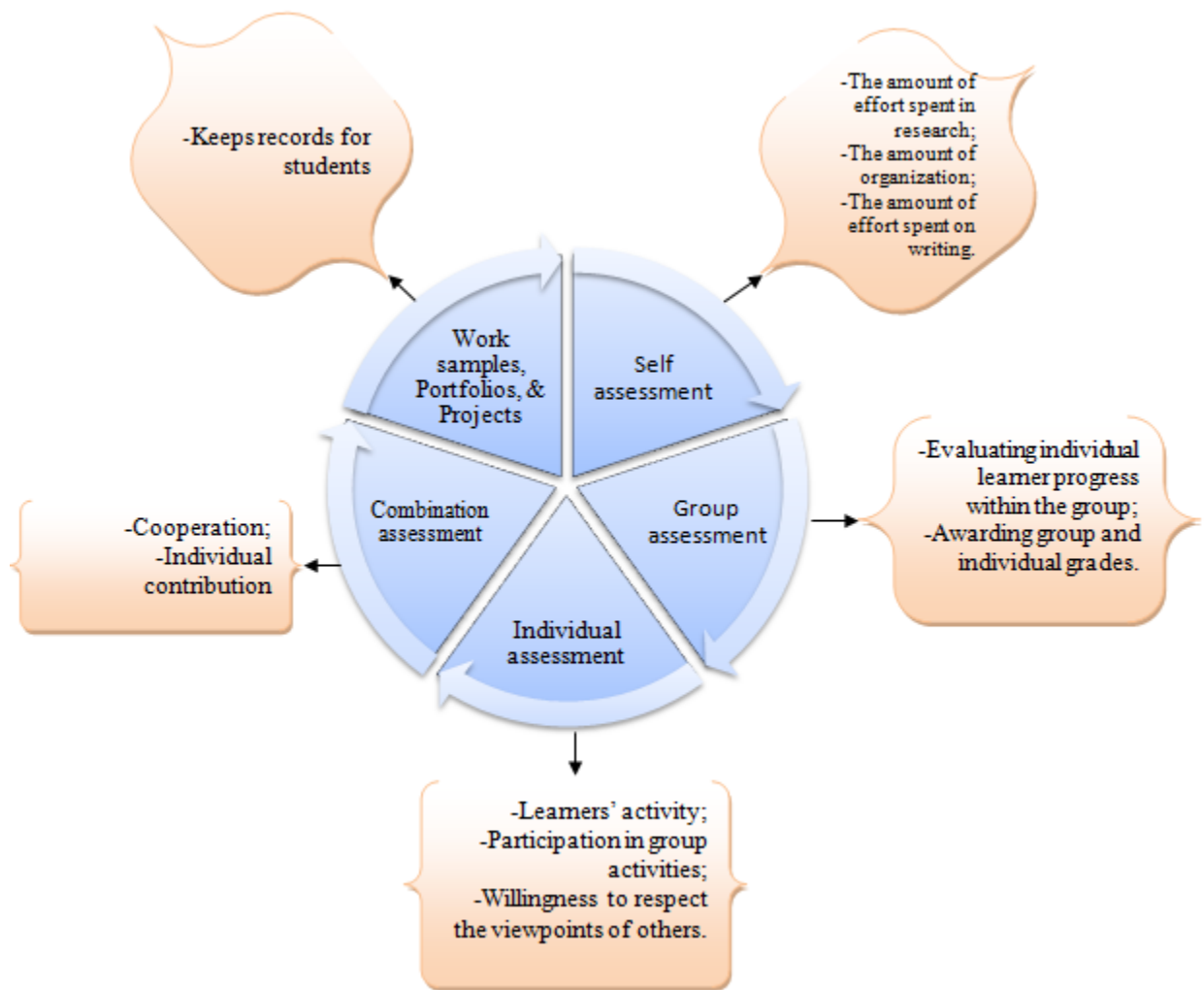
Figure 19: Evaluation based on the criteria set by the English Language Curriculum (MEST, 2019)

This figure illustrates the schema for assessing students and the English program for vocational upper-secondary education. Actually, the curriculum includes five types of assessment: self-

assessment, group assessment where progress within the group is evaluated and the students are graded both individually and as a whole group, individual assessment where students' engagement into different learning activities is evaluated alongside their readiness to respect others' attitudes, and the like, combination assessment where individual contribution and cooperation with other stakeholders is evaluated, and evaluation through portfolios, projects and the like is assessed, where the teacher keeps records for his/her students continuously.

3.3. ESP Scope in Kosovo

Actually, there is no specific institution or study program in Kosovo, which prepares ESP teaching staff with its particularities. The University of Prishtina "Hasan Prishtina", as the highest public educational institution in Kosovo, at the Faculty of Philology, English Language and Literature Department provides two courses of ESP only. If referring to the curriculum of English Department available on the website of the Faculty of Philology (see the University of Prishtina "Hasan Prishtina"), it is revealed that in the third and fourth terms of BA studies, two elective ESP courses are offered only: English for Specific Purposes 1 (Business and Economy) and English for Specific Purposes 2 (Law, Medicine, Engineering), and two compulsory courses: EAP 1 and EAP 2 provided in the seventh and eighth terms. However, neither of them focuses on producing individuals capable of designing an ESP course (including the steps to be undertaken for proper needs analysis, the material selection, the methodology, etc). Therefore, the graduated English individuals after getting a potential job as teachers at vocational upper-secondary schools will have adopted General English only. These graduated English students who will be tomorrow's English teachers, are not even subjected to professional ESP training or workshops (to be discussed in chapter five).

CHAPTER IV: THE METHODOLOGY

CHAPTER IV: THE METHODOLOGY

Introduction

This chapter introduces the methodology used throughout the research. The participants, the instruments, the place, and the procedures used to collect the data are provided below, each introduced in details into separate subheadings. Given that there is no strict single research methodology, which is universally perceived and accepted for realizing the aims and the objectives of a certain study, we used a combined approach i.e. qualitative method by conducting interviews with experts of education, both international and national and quantitative method conducted through questionnaires with English teachers teaching at vocational schools. According to Thomas (2003) and Mathews & Ross (2010), the combined approach is realized through both methods, i.e. qualitative and quantitative ones, where the role of each approach is vital in providing answers to the raised questions. This approach has many advantages and is broadly used by researchers.

To complete the study we used both primary and secondary sources. The internet served as a great means for finding and downloading different books, thesis, and papers related to our topic.

4.1. Participants

This study was a nest of 140 subjects: 109 English language teachers teaching at vocational upper-secondary education, 23 students, eight experts, namely ESP experts out of which three were national and five international ones. The students were 11th graders and their ages ranged from 15 to 17. They were selected as a whole class. The domain of their study was informatics. We chose informatics given that it is a vocational branch, which is given great attention in the era of globalization. The students were divided into two groups, where 12 belonged to the experimental group and 11 to the controlled group. Students having odd numbers on the recording diary were selected for the experimental group, whereas the ones having even numbers were appointed for the control group.

The English teachers as the subjects to the questionnaire came from different urban and rural schools all around Kosovo, namely from seven regions. This selection was done purposely so that the findings are more representative and the results are more reliable.

The interviewees both national and international were very much interested and enthusiastic about contributing to this yet unexplored issue in the Republic of Kosovo.

4.2. Instruments

To provide answers to the Research Questions provided in Chapter I, we used various instruments, namely questionnaires, interviews, observations, and piloting.

4.2.1. Questionnaire

The questionnaire was not a standardized one. It was designed it in a way coherent to the hypotheses and research questions, and to better gain recommendations and conclusions on the topic under the study. The questionnaire was conducted with vocational upper-secondary education teachers only. It served as an instrument for gathering data, namely quantitative ones. It was composed of three parts: the first part required demographic data only. The second part aimed at gathering data on the current situation prevailing at vocational upper-secondary schools in the context of English course, thus covering the topics like the appropriateness or inappropriateness of English curriculum, to teach ESP, MEST policies, the material they used to cover this course, their readiness to dealing with ESP teaching, their current ability to tech ESP, etc. The third part required teachers' attitudes on the ESP course. In addition to questions, the questionnaire contained statements mainly introduced in the Likert Scale, and no answer was qualified invalid. The majority of questions/statements asked or required answers both on the current situation and on teachers' perception of that very same question/statement. But there were also questions/statements which required answers either for the current situation or teachers' perception only.

The data derived from the questionnaire were introduced in different graphs such as column-charts, bars, and tables to better reflect the achieved results.

4.2.1.1. The piloting of the questionnaire

Although the target population of the questionnaire was English teachers only, the questionnaire was designed in Albanian. It was composed of three parts and contained questions and statements. It was designed in a way that no more than 20 minutes would take them to fill it in. Basically, we wanted the questionnaire to be framed professionally not only in its content but also in its technicality. Thus, we took great care about its font, size, margins, etc, in order to be as easily readable as possible.

For the sake of acquiring more objective responses and making the respondents feel encouraged, thus leaving aside their individuality, they were informed by a short text at the top of the questionnaire that their identity is not required and under no circumstances, it will be revealed. We let them know that their responses were highly appreciated, and they contribute greatly to our thesis. Of course, the participants participated on a voluntarily basis.

Normally, as it is a practice in scientific terms, we piloted the questionnaire in order to make sure that it is applicable and to check their validity. This took place with ten English teachers at two vocational upper-secondary schools in Viti. The results showed that the questions/statements were clearly read and understand by the respondents; the time it took them to answer to the questions/statements ranged between 18-23 minutes, which is quite reasonable, its technicality was suitable, and it covered their domain. It was found out that no question/statement was out of their domain. It is worth mentioning that the results of these questionnaires were not saved in the database the researcher created for keeping the data for his research.

4.2.2. Interviews

Given that the quantitative data only is not sufficient to contribute to this issue, and in addition to having a deeper understanding and different approaches from different angles, our empirical research included qualitative data too. This research is further augmented by adopting a critical and analytical approach, and by having national and international experts' viewpoints.

In order to collect qualitative data, interviews were unavoidable instruments. The interviews were conducted in three ways: with national experts we arranged meetings and conducted the interviews verbally. They were recorded by a mobile device and then the interviews were transcribed, analyzed, and finally discussed. On the other hand, with international experts, we conducted interviews via Skype and via email. The international experts were interviewed in English, whereas two national experts were interviewed in Albanian and the third one was interviewed in English. The international experts were provided with the researcher's email in case they had to add something meanwhile or withdraw something later on. Whereas, the national experts, in addition to being provided with the researcher's email, they were provided with his phone number. I, as a researcher, having in mind the ethics and the rules for conducting the research, first thanked the interviewees for agreeing to be interviewed, then informed them about the importance this topic has for vocational education in Kosovo and kindly asked them to give permission for recording the interview. In addition, I kept notes when important and necessary. The interviews were composed of different questions, which required elaborate responses, namely open-ended questions (which dominated) followed by follow-up questions, yes/no questions, etc. When compiled the questions, I made sure they are open in order to make the interviewees feel comfortable to elaborate and express their opinions freely. The interviews were interrelated to the study problem, to the teachers' questionnaire, and to the piloting. The interviews were conducted from September 2018 to February 2019, depending on the availability of the subjects to be interviewed. All this was done in order to get more detailed answers.

4.2.3. Piloting

The researcher aimed at going to another level, i.e. piloting ESP course for one semester and see even practically the possibilities of its application, its influence on students, the challenges faced towards teaching it, the alternatives to overcoming those challenges, the steps to designing the course, the results produced at pre-tests and post-tests, and the like. This way, we aimed at providing English teachers with the strategies to be implemented, thus coming up with a sample of an ESP teacher. Piloting in this regard is of great importance since ESP at vocational upper-secondary education in Kosovo has never been taught. After having MED and school principal's permission for proceeding with the piloting process, the English professor (J. Rexhepi) in charge

of teaching the class under the pilot study accompanied the researcher in each session with each group, i.e. both experimental group and control group. Piloting took place at the vocational upper-secondary school "Jonuz Zejnullahu" in Viti by the researcher himself. It lasted for one term during less than a four-month period and was conducted in one classroom only with 23 students. The progress, the role, the challenges, and the recommendations on the ESP course are discussed in details in Chapter VI.

Students under the pilot study attended 30 sessions. The control group students attended EGP only whereas the experimental group attended ESP. Each session lasted for 35 minutes, given that sessions at this school last for 35 minutes. Students attended two classes per week as foreseen by the curriculum. The classes with the experimental group were held on Mondays from 08.00-09.15 consecutively, whereas the classes with the control group were held on Wednesdays from 10.45-12.00.

The table below introduces the schedule for each session held:

ESP sessions with the experimental group		EGP sessions with the control group	
11/02/2019	2 x 35 = 70 min	13/02/2019	2 x 35 = 70 min
18/02/2019	2 x 35 = 70 min	20/02/2019	2 x 35 = 70 min
25/02/2019	2 x 35 = 70 min	27/02/2019	2 x 35 = 70 min
04/03/2019	2 x 35 = 70 min	06/03/2019	2 x 35 = 70 min
11/03/2019	2 x 35 = 70 min	13/02/2019	2 x 35 = 70 min
18/03/2019	2 x 35 = 70 min	20/03/2019	2 x 35 = 70 min
25/03/2019	2 x 35 = 70 min	27/03/2019	2 x 35 = 70 min
08/04/2019	2 x 35 = 70 min	10/04/2019	2 x 35 = 70 min
15/04/2019	2 x 35 = 70 min	17/04/2019	2 x 35 = 70 min
22/04/2019	2 x 35 = 70 min	24/04/2019	2 x 35 = 70 min
29/04/2019	2 x 35 = 70 min	02/05/2019	2 x 35 = 70 min
06/05/2019	2 x 35 = 70 min	08/05/2019	2 x 35 = 70 min
13/05/2019	2 x 35 = 70 min	15/05/2019	2 x 35 = 70 min
20/05/2019	2 x 35 = 70 min	22/05/2019	2 x 35 = 70 min
27/05/2019	2 x 35 = 70 min	29/05/2019	2 x 35 = 70 min
TOTAL	15 weeks / 30 sessions / 1050 minutes / 17.5 hours		15 weeks / 30 sessions / 1050 minutes / 17.5 hours

Table 7: Pilot study schedule

4.2.4. Classroom observations

Observation added value to this study. To get firsthand data regarding the prevailing situation, we conducted classroom observations too. Given that our study focuses on the English course at vocational education, the target were English teachers acting the role of teaching at vocational education only. Three English teachers were observed in the second term of 2018/19 school-year for a period of one month and a half, though not on a daily basis. These schools, namely "Jonuz Zejnullahu" and "Kongresi i Manastirit" were located in the region of Gjilan. The reason we did the observation in one region only is that the researcher comes from the same region, and it was easier for him to have access in his hometown. With the consent and approval of the MED, school principals, and the voluntary teachers themselves, we started the classroom observation. In general, each of these teachers was observed five times. During the observation, the researcher did not focus at all on the pedagogical aspect of teaching, which although important, was not the focus of his research. Rather, his focus was on the aspect of the English language; he wanted to find out whether the English course lectured to the students was correlated to the domain students were attending. It is worth mentioning here that the results of observation are not to be generalized, given that only two schools in a certain region were observed. Observations were done in order to compare the data gained through observations with the data collected through questionnaires.

4.3. Place

The Republic of Kosovo is divided into seven regions, and all regions were involved in this study. From these regions, 17 municipalities were involved in our study. Out of 66 operating vocational upper-secondary schools, approximately half of them, namely 29 contributed to our findings. The regions, cities, school types, the number of teachers, the collected questionnaires, and the visiting dates are introduced in the table below.

REGIONS	PLACES	SCHOOLS	No. OF SCH.	No. OF TEACHERS PER SCHOOL	COLLECTED QUESTIONNAIRES (… OUT OF…)	VISITING DATE
PRISHTINË	Prishtinë	-Professional	2	4+4	06/08	Oct. 2018
	Drenas	-Professional	1	5	03/05	Nov. 2018
	Podujevë	-Professional	1	4	04/04	Oct. 2018
		–Economic	1	4	04/04	
GJILAN	Gjilan	-Professional	1	5	04/05	Sept. 2018
		-Medical	1	5	03/05	
		-Agriculture	1	5	03/05	
		-Economic	1	4	03/04	
		-Arts & Music	1	2	02/02	
	Viti	-Professional	1	5	05/05	Sept. 2018
	Pozharan	-Mix.	1	2	02/02	Sept. 2018
PRIZREN	Prizren	-Medical	1	5	03/05	Dec. 2019
		-Professional	1	4	04/04	
		-Centre of Competence	1	5	03/05	
		-Economy	1	5	04/05	
	Suharekë	-Professional	1	3	03/03	Dec. 2019
FERIZAJ	Ferizaj	-Medical	1	6	04/06	Sept.
		-Military	1	4	04/04	

		-Centre of Competence	1	3	00/03	2018
	Kaçanik	-Professional	1	4	03/04	Sept. 2018
PEJË	Pejë	-Professional –Medical	1 1	5 5	05/05 04/05	Nov. 2018
	Istog	-Professional	1	5	05/05	Nov. 2018
MITROVICË	Mitrovicë	-Professional –Economic	1 1	5 4	03/05 03/04	Dec. 2018
	Skenderaj	-Centre of Competence	1	4	04/04	Dec. 2018
	Vushtrri	-Agriculture	1	4	04/04	Dec. 2018
GJAKOVË	Gjakovë	-Professional -Medical -Economic	1 1 1	5 5 5	05/05 04/05 03/05	Nov. 2018
7 regions	17 places	8 vocational domains	29 sch.	134	107/134	Sept. / Oct. / Nov. / Dec. 2018

Table 8: Quantitative data collection scheme

It is worth pointing out that 134 questionnaires were distributed, but only 107 were collected. 27 English teachers from different schools did not deliver the received questionnaires for unknown

reasons. Among the 107 questionnaires, many were those who did not provide answers to each question/statement.

It took the researcher three months to distribute and collect back the questionnaires, given that all the regions of Kosovo were covered, and it was impossible to cover them all in a shorter period of time. The professional domains dominated, given that it is the target of the majority of Kosovan students.

4.4. Procedures

The realization of formal interviews was done in several ways. After agreeing with some national experts we managed to arrange meetings on certain dates. The mobile phone device was mainly used as a means for recording the interviews. On the other hand, with international experts, the interviews were mainly conducted via Skype communication platform and in some cases via emails, because they were from different countries. It is worth mentioning that the researcher himself conducted the interviews. We managed to have contact with the international experts after researching for their contacts via the Google search machine. The reason for involving international ESP experts was to have more straightforward and comprehensive results. Experts who have ESP scientific degrees, those who teach ESP courses in various world universities, and the ones who are highly cited by various relevant scientific papers were contacted. Undoubtedly, their readiness was welcomed and appreciated by the researcher.

4.5. Data Analysis

Statistical Package for the Social Sciences and Microsoft Word programs served as means for introducing the analysis of the questionnaires.

We categorized the variables into three categories:

1. **FIRST CATEGORY:** the demographic data;
2. **SECOND CATEGORY:** the current situation in regard to the English language course at vocational upper-secondary education in the Republic of Kosovo, and

3. **THIRD CATEGORY:** the attitudes held by the current English language teachers about the current English course and ESP implementation.

Dealing with these categories of the questionnaire, we adopted an objective, pragmatic, constructive, analytical, and critical approach in addition to the descriptive one. So, as mentioned above, the demographic data came first. Then we analyzed the current situation and then carried on with the respondents' perceptions.

4.6. Ethical consideration

4.6.1. Ethics to the research

Each questionnaire had its white blank page cover. In fact, the majority of the participants were informed even verbally with the aims of our research in addition to the text provided in the very introduction of the questionnaire. At the same time, they were reassured that their personal identity would remain unrevealed and everything would be confidential. By reading a statement under the aforementioned terms, the participants, namely English teachers, agreed to be as objective as possible in their answers.

4.6.2. Research demand

Basically, we pursued a hierarchical order, asking first for MEST's permission to carry on with the research. After our demand's approval, we proceeded and required permission from MEDs at 16 locations and from 29 schools' principals. Prior to that, they were informed about the aims and objectives, and the importance this research shall have in the long-terms context for vocational pre-university education in Kosovo. Thankfully, all these relevant stakeholders unanimously encouraged and supported the researcher morally, which in fact was highly appreciated.

4.6.3. Missing data

Missing data is something that accompanies every researcher, no matter the field s/he researches. In fact, there might be different reasons why the respondents of our studies left some questions/statements unanswered:

a. it might happen that while completing the questionnaire the participants forgot to answer certain questions/statements;

b. it might be that they did not understand the question clearly;

c. perhaps some questions/statements looked non-sense to them, or

d. maybe they did not find some questions/statements relevant to their expertise and therefore left them blank intentionally.

The missing data for each question/statement in our study is provided in the chapter that follows.

CHAPTER V: FINDINGS, ANALYSIS, AND DISCUSSION

CHAPTER V: FINDINGS, ANALYSIS, AND DISCUSSION

Introduction

This chapter introduces the findings, analysis, and discussion of both quantitative and qualitative data, as well as observation results.

5.1. Quantitative data

The quantitative data are introduced in bar charts and column charts. The findings are described and analyzed thoroughly, and when needed the recommendations were provided.

5.1.1. Demographic data

Out of 134 questionnaires delivered, we managed to collect 107 only. The respondents of quantitative data were vocational English teachers only teaching at upper-secondary education. Below are introduced the data on their gender, age, education, and working experience.
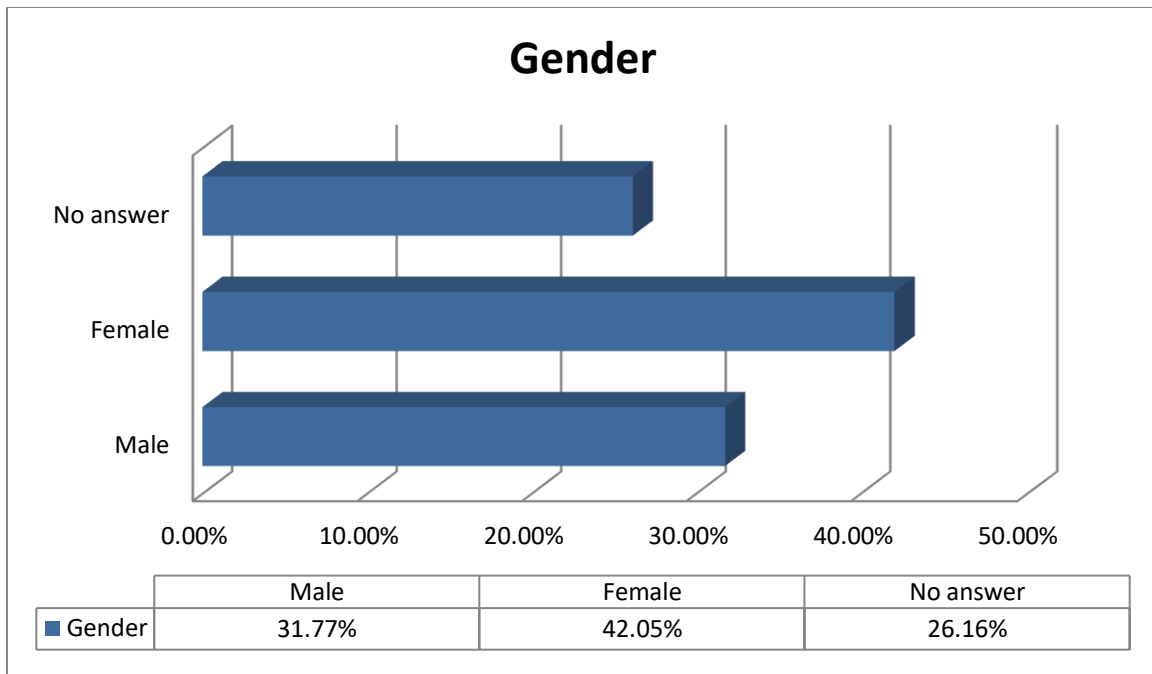
Figure 20: Vocational upper-secondary education English teachers' gender

Not every participant subjected to the questionnaire considered gender specification as an important option, which might affect the results anyhow. Therefore, 26.16% of them did not provide an answer in this regard for unknown reasons to the researcher. Perhaps they might have skipped it unintentionally. In fact, the majority of missing data are noticed in the first section of the questionnaire, i.e. in the demographic section. On the other hand, amid the 73.82% positive responses to this variable, it is the female gender that dominates. Furthermore, if this figure is specified into genders, it turns that 42.05% of the respondents belonged to the female gender and 31.77% belonged to the male one. Anyway, gender is not a variable (at least in our research), which could eventually affect the results. Moreover, we were not able to include equal gender representation in our study given that many English teachers refused to be part of it. So, we welcomed any English teacher, who willingly and voluntarily wanted to help regardless of their age.
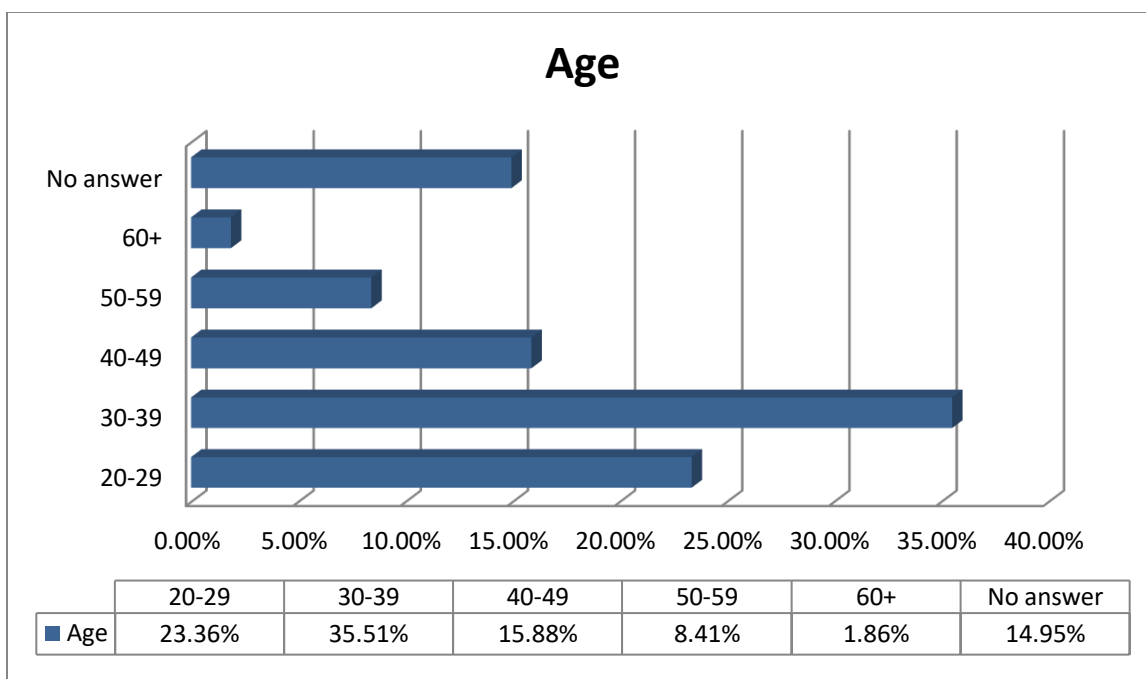
Figure 21: Vocational upper-secondary education English teachers' age

	20-29	30-39	40-49	50-59	60+	No answer
■ Age	23.36%	35.51%	15.88%	8.41%	1.86%	14.95%

This survey participants' age varied greatly. It ranged from 20 to 60 and more. The vast majority of English teachers are of a relatively young age, namely 61 or 58.87% range from 20-39. This young age might be a promising source for better approaching teaching materials and methodologies considering that young aged teachers, particularly in Kosovo are inclined to have more access to different resources, namely online ones. The other 15.88% ranges from 40-49. Thus, in 17 towns of Kosovo the age of 74.75% of English teachers teaching at 29 vocational upper-secondary schools is below 50. If this age is productively and fruitfully used, then both teaching and learning processes will be easily accessed and approached, the methodologies will be easily updated so to be in trend with globalization, and at the same time, students' opportunities to getting what they are supposed to get will be easily achieved. Therefore, this vital age is a great asset our country has, and if the education policies in terms of English course are modified or changed, they might be easily adopted, and consequently, in short terms, ESP might be incorporated in the curriculum and English teacher would be able to teach it with no

difficulties at all. On the other hand, 10.27% of the current English teachers teaching at vocational upper-secondary education are above 50, whereas to 14.95% the researcher has no information, given that this question was skipped by them.

Education

	BA	Four years system	MA	Ph.D. Candidate	No answer
■ Education	11.21%	19.62%	56.07%	0.93%	12.14%
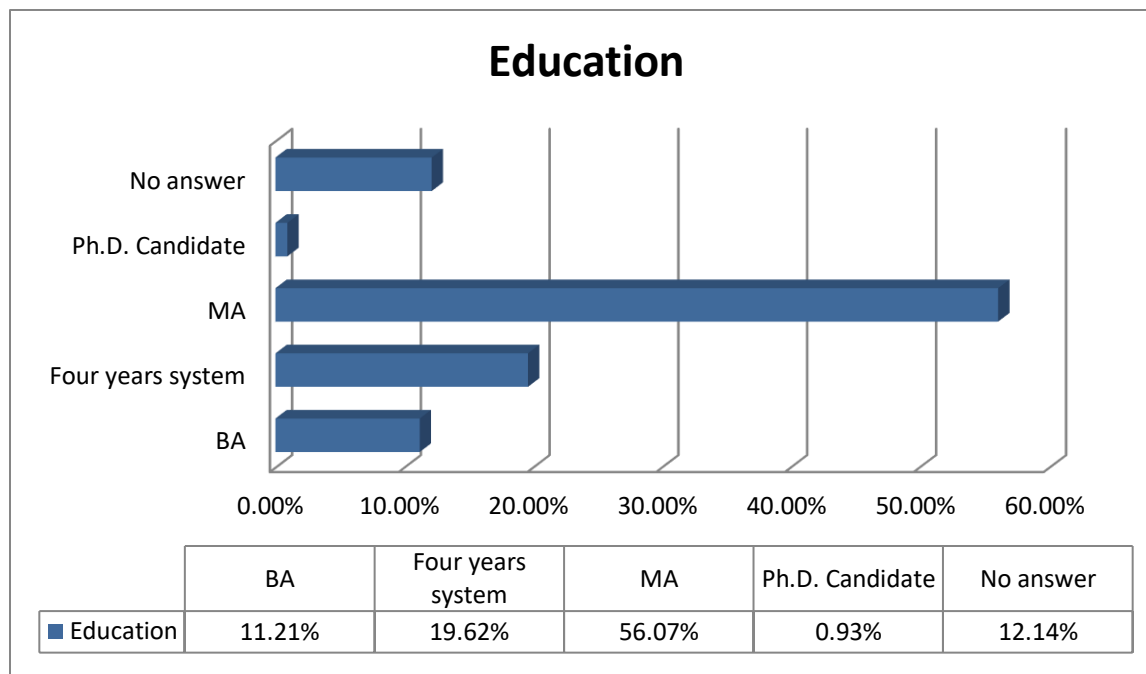
Figure 22: Vocational upper-secondary English teachers' highest education

According to the collected demographic data, the English language teachers working at vocational upper-secondary education in Kosovo are greatly qualified for the position they hold. Very few, namely 11.21% have completed Bachelor's (BA) studies or 180 ECTS-credits only, which according to the MEST is not enough for teaching at upper-secondary education. Obviously, the above bar chart reflects vocational English teachers' solid education, which is an indicator that Kosovo has a high potential in terms of English teachers. Actually, 56.07% of current English teachers have superior education, i.e. they have accumulated 300 ECTS-credits, which qualify them for an MA diploma. In fact, MA is the highest degree needed for teaching at upper-secondary education (see Administrative Instruction MEST no.10/2018 for Normative

over Professional Staff of the General Education, Article 6, higher secondary school, point 5.1)[3]. In addition, 20 other teachers or 19.62% have accumulated 240 ECTS-credits, which according to the same Administrative Instruction qualifies them for teaching English at upper-secondary education, whereas only one English teacher from the vocational schools throughout seven regions of Kosovo is attending Ph.D. studies. Just like in every question or statement, missing data were present here too. For 12.14% of this study's respondents, education is unknown because of the missing data in this regard.

Experience

	1 to 10	11 to 20	21 to 30	31 to 40	41 +	No answer
■ Experience	19.62%	18.69%	12.14%	8.41%	0%	41.12%
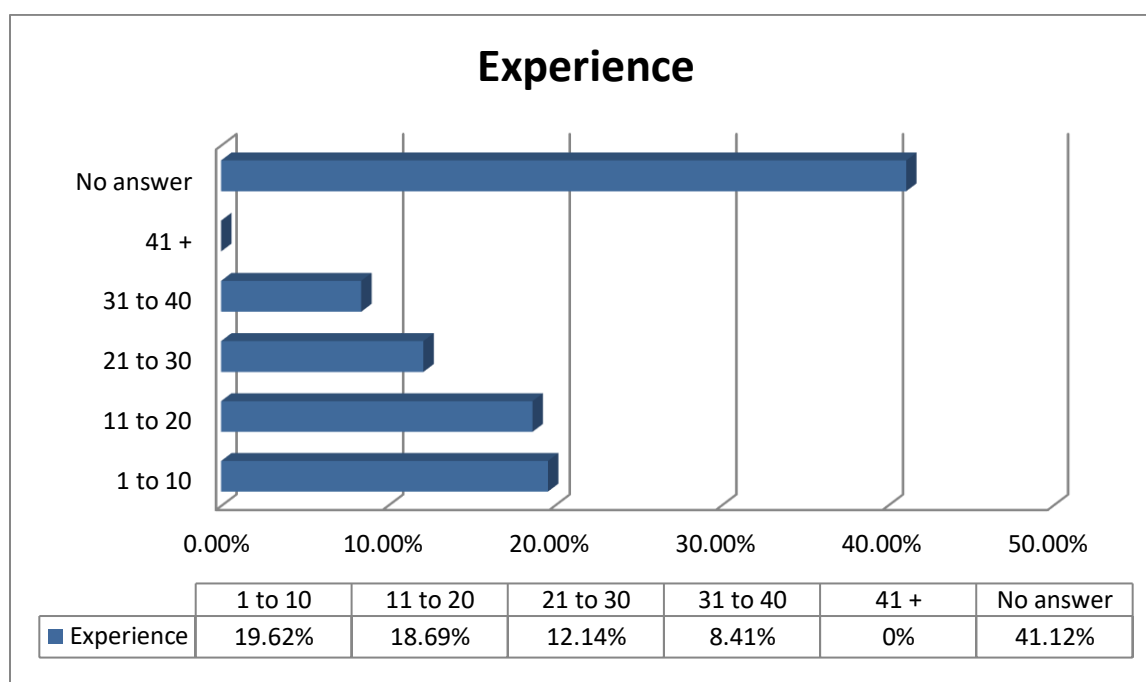
Figure 23: Vocational upper-secondary education English teachers' working experience

Actually, the question with the highest percentage of missing data was the one demanding English teachers' working experience. In fact, approximately the half of respondents or 41.12% gave no answer at all. On the other hand, among the 63 responses, it becomes obvious that experience is what accompanies quite a lot of teachers. 18.69% of them have had a teaching

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[3] Retrieved from https://masht.rks-gov.net/uploads/2018/07/ua-masht-10-2018-per-normativin-mbi-kuadrin-profes-te-arsimit-te-pergjithshem-x.pdf

experience of up to two decades, whereas 19.62% have been teaching English for up to ten years. The other 20.55% of English teachers are more experienced, where to 8.41% of them, English has been an inseparable part of their lives, while to the rest it is quite an experience for almost three decades. Experience is perceived as an indicator that teachers' attitudes should be taken seriously whenever they provide any recommendations and suggestions in our study.

5.1.2. Main findings

As already mentioned in the previous chapter, the second section of the questionnaire aimed at collecting data on the current situation in the context of English course at the vocational upper-secondary education in Kosovo, whereas the third section aimed at collecting data on English teachers' perceptions and attitudes on the current English course and ESP incorporation at this education level. In fact, for almost every question/statement, which demanded a response to the current situation, there was its counterpart question/statement on teachers' attitudes. Therefore, for the sake of avoiding too many charts, we have included both sections in one chart only. Thus, the blue colour represents the actuality whereas the brown one represents English teachers' perceptions. It is worth mentioning that sometimes only one part is introduced in the chart given that the other counterpart was not required at all.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer
■ The English language course at vocational upper-secondary education is quantitative enough to meet students' needs and expectations.	0.93%	21.49%	17.75%	47.66%	5.60%	6.54%
■ The English language course at vocational upper-secondary education should be more quantitative in order to meet students' needs and expectations.	42.05%	35.51%	12.14%	6.54%	0%	3.73%

Figure 24: English language course at vocational upper-secondary education in terms of quantity

As discussed earlier, upper-secondary school students are exposed to two English learning hours on weekly basis. The findings do not find it quantitatively enough. As a consequence, it might have negative impact and implication on students themselves. If referring to the statistics above, we find that 53.26% of the respondents deem two classes per week as an obstacle towards English learning, particularly in the context of vocational education. Moreover, 17.75% of the English teachers under the study neither agree nor disagree with the current English working hours. Thus, this, in a way, is an indicator that their response is closer to the disapproval. On the other hand, two hours per week, according to 22.42% of respondents do not pose any problems on making students competent on English. To them, quantity is just a number that does not make much change. However, quantity is very often the key factor towards a great achievement. Any other way, English teachers' perceptions in the favour of increasing English sessions quantitatively to more than two hours is indeed encouraging given that their view is based on their experience. The figure of 77.56% of respondents holding this view is a great indicator that

English language course at vocational upper-secondary education should be enhanced quantitatively so that better results in English acquisition are present, i.e. the more students are exposed to English the better the chances to acquire it faster and easier. This in fact might produce effective results, although to 6.54% of the respondents, effectiveness might not depend on numbers. Therefore, judging from the ground findings, the English course should at least be taught three times a week as it once used to be.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer
■ The English language course at vocational upper-secondary education is qualitative enough to meet students' needs and expectations.	3.73%	21.49%	12.14%	37.38%	11.21%	14.01%
■ The English language course at vocational upper-secondary education should be more qualitative in order to meet students' needs and expectations.	31.77%	42.99%	14.95%	1.86%	0%	8.41%

Figure 25: English language course at vocational upper-secondary education in terms of quality

This poses a serious issue. The statistics reveal that the majority or 48.59% of the respondents are actually dissatisfied with the quality of English course the vocational students are being exposed to. In fact, this stresses two sides of the medal. This is viewed positively in the sense that English teachers are being objective in their responses, which is good because the problem is revealed by the ones who observe progress and regress within their English teaching sessions.

On the other hand, it is viewed negatively in the sense that something is going wrong in this education level. However, this might also be interpreted in two other ways. It might be the course composure, which is not actually producing quality or it might be the lack of teachers' dedication that is actually affecting this quality. Anyhow, both of them affect students' success negatively in acquiring English. Since the other part of respondents constituting 12.14% of the English teachers was neutral, it means that obviously the dissatisfaction with the current quality of English language course provided in vocational schools is further deepened. Contrarily, to 25.22% of English teachers quality exists and is actually manifested in students' success.

The attitude the vast majority of respondents have (i.e. 74.76%) is very encouraging, given that in general terms, they agree for enhancing English teaching quality by all means. Moreover, these statistics should raise English teachers' awareness and education relevant bodies to encourage hard work, dedication, and attempts to develop students' potentiality in the English language context. On the other hand, the attitudes of 14.95% of the respondents of the questionnaire are unknown due to their neutrality responses, whereas 8.41% skipped this statement.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer
■ The Ministry of Education, Science, and Technology currently drafts appropriate education policies for vocational upper-secondary education in the context of English course.	0.93%	4.67%	17.75%	44.85%	25.23%	6.54%
■ The Ministry of Education, Science, and Technology should draft appropriate education policies for vocational upper-secondary education in the context of English course.	54.20%	34.57%	2.80%	1.86%	0.93%	5.60%

Figure 26: MEST education policies in the context of English language course

The findings introduced in the above column chart reveal that the Ministry of Education, Science, and Technology by its current policies is not contributing positively to the vocational upper-secondary education in terms of English course. In fact, it has not drafted an appropriate English curriculum for this level of education. Actually, the unsatisfied participants constitute the largest number, namely 70.08%. The fact that the English course at vocational upper-secondary schools is not being paid its due attention by the ministry of education itself will doubtless have a negative impact on students attending vocational education. Moreover, it is MEST's improper policies regarding the English course that might give English teachers the right to excuse themselves and address the fault to the MEST only.

Basically, these findings should be taken seriously given that it is the bearers of the English course themselves that are in fact defining this impropriety in regard to English course. As it is evident from the demographic data, the current English teachers exercising the role of teachers at vocational upper-secondary education have a solid experience in teaching English, which means

that their views should not be taken for granted. Very few, namely 5.6% of respondents are satisfied with it, whereas 17.75% chose the neutral option. On the other hand, the attitudes of 88.77% of respondents who expect better policies for the English course are quite promising and encouraging. This is a sufficient indicator for undertaking pragmatic steps towards changing English policies in relation to vocational upper-secondary education. Therefore, MEST is recommended to act upon the ground findings and closely cooperate with English teachers of vocational schools when drafting this education's policies, which consequently would meet students' needs and expectations.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer
English curriculum for vocational upper-secondary education currently meets students' needs and expectations.	1.86%	11.21%	14.95%	43.92%	19.62%	8.41%
English curriculum for vocational upper-secondary education should meet students' needs and expectations.	36.44%	47.66%	5.60%	0%	0.93%	9.34%
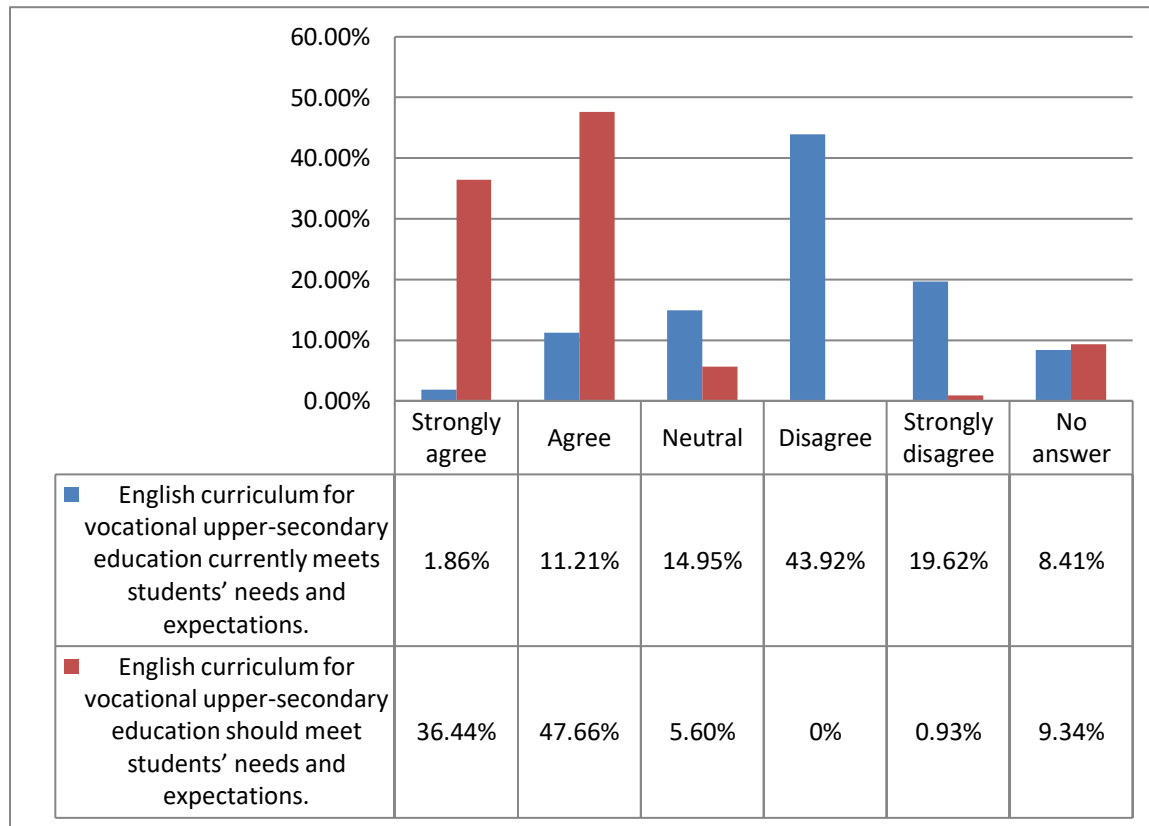
Figure 27: English curriculum for vocational upper-secondary education's appropriateness/inappropriateness

The very low percentage of respondents – (namely 13.07%), who are satisfied with the current English curriculum for vocational upper-secondary education and 63.54% who completely deem the current curriculum as inappropriate – are obvious indicators that immediate steps must be

undertaken right away in redesigning a curriculum compatible with students' needs and expectations. These results, in a way, hold the so far curriculum designers and curriculum developers accountable for the current curriculum which excludes vocational students' interests. Similarly, if referring to Chapter III, particularly the topical content set to be developed to vocational upper-secondary students, it becomes clear that these students' specific needs are not and cannot be met by the actual English curriculum. At the same time, English teachers' inability to make any changes and their non-reaction in this regard did not only contribute to deepening the issue, but it also prevented students from their own right to learning what is actually demanding. Obviously, English teachers disapprove of such a curriculum. The vast majority or 84.1% of them foresee a curriculum which provides appropriate content relevant to students' needs. Consequently, this would be the only way for making students competent in their particular domain in the English context. The lack of cooperation between MEST officials responsible for designing curricula and ESP experts or English teachers (as claimed by Mr. Buleshkaj, to be discussed later on) is the main reason why English curriculum for upper-secondary education has always been designed the same way both for general and vocational education.

On the other hand, 8.41% of respondents did not respond at all about the prevailing reality, whereas 14.95% were uncertain about it.

However, we must be aware that failure to meet students' needs undermines their interests in learning, which as a result brings forth irreparable consequences in their future career and academic lives. So, in a word, the statistics that manifestly show English teachers' dissatisfaction with the current education policies, which at the same time are in favour of pro-curricular changes should be taken into account with added seriousness. The responsible actors should be alarmed and begin to reflect, as ultimately they are obliged to contribute to quality improvement and enhancement and to be in line with market demands.

	Yes	I do not know	No	No answer
■ Does the current English language course being taught at vocational upper-secondary education differ from general education?	10.28%	7.47%	79.43%	2.80%
■ Should the English language course at vocational upper-secondary education differ from the general education?	87.85%	1.86%	6.54%	3.73%
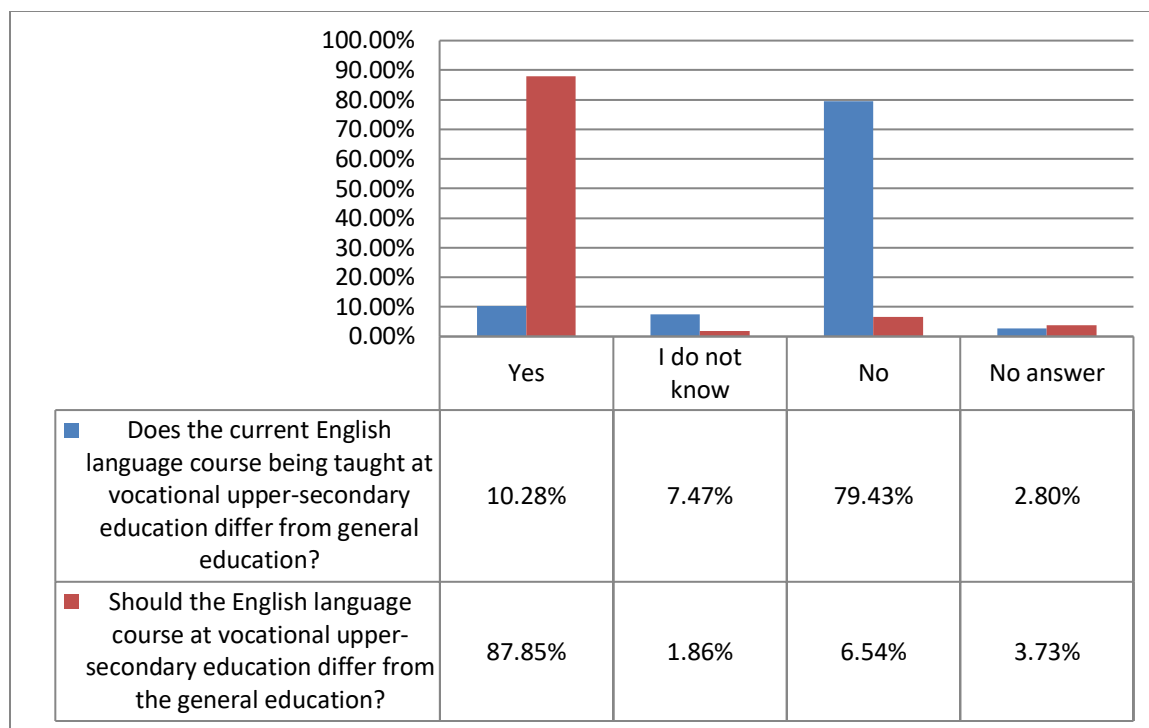
Figure 28: The English language course at vocational upper-secondary education vs. general education

This question intended to find out an answer on whether there are differences between the English course taught at vocational upper-secondary education and general education in the Republic of Kosovo. What this question revealed was rather surprising. The vast majority or 79.43% of respondents claimed no difference at all at this level of education in the context of the English courses. Even though vocational education differs from the general one substantially, and they mainly have different aims yet again English at both education levels remains the same. Though this course is characterized by general content (as discussed earlier), English teachers, on the other hand, are aware of its unfit to vocational students. Fortunately, this can be fixed, given that the awareness of the majority or 87.85% of respondents is highly in favour of teaching other than general English. But, this view is not held by every respondent. 10.28% of them disagree with other 79.43% of respondents, and see no similarity between the English courses at vocational and general education. On the other hand, to 6.54% of them, the English course should be the same despite the education level.

Thus, in short, no matter the education level, either general or vocational, no matter the branch of vocational education students attend, currently they are all subjected to the same English course, i.e. general English, though they attend classes to different domains. Obviously, this is not in harmony with the students' needs and expectations. Ideally, these figures should be read carefully by English teachers as well as curriculum developers, and hopefully, they would produce an English course corresponding to vocational upper-secondary education students' needs, i.e. different from the general English course.

	...is as important as indispensable for vocational upper-secondary education	...is not very important	...is not important at all	No answer
■ ESP course...	81.30%	11.21%	0%	7.47%
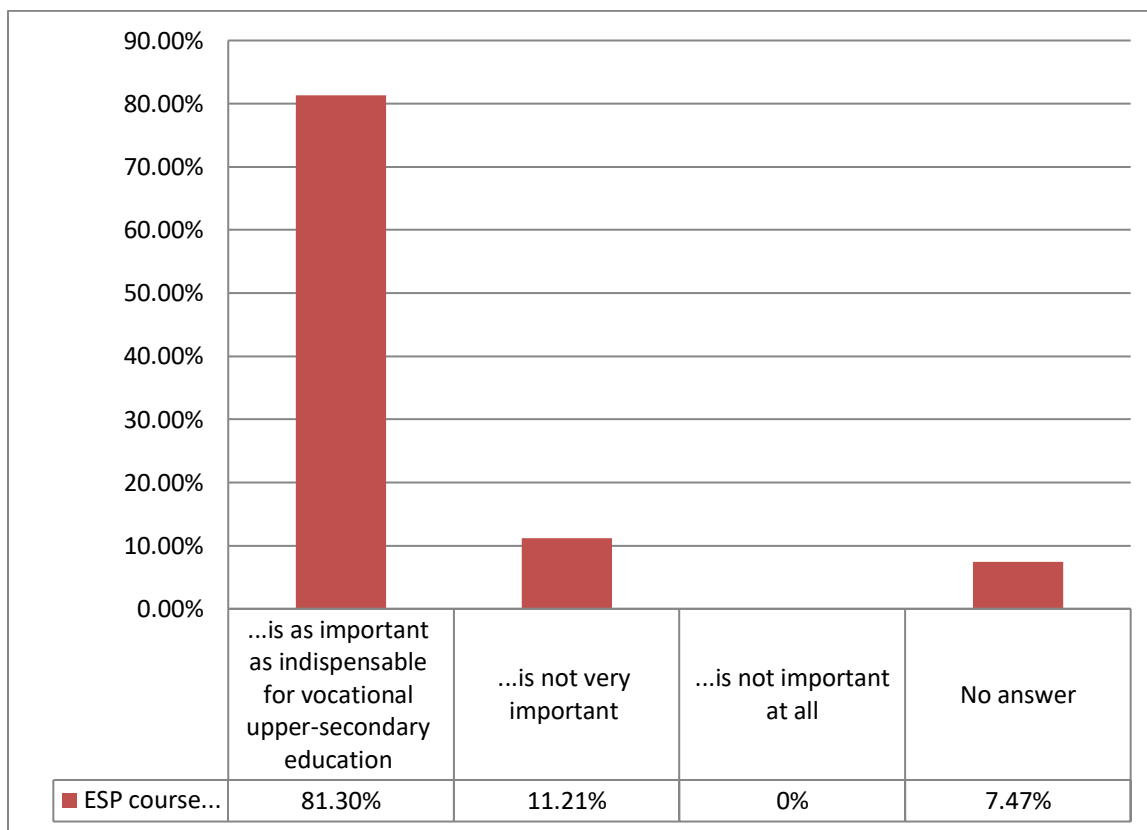
Figure 29: Vocational upper-secondary education English teachers' views on the importance of ESP

The importance of ESP course is highlighted both by foreign and local educational experts (as will be discussed in the section of qualitative data), as well as by the vast majority of the survey respondents. In addition, its importance has already been discussed in the previous chapters.

Though ESP has not yet found fertile spread in the curriculum of vocational upper-secondary education in Kosovo, it is considered a must and a necessity by 81.30% of the respondents. Such a coherent perception and attitude is a clear indicator that English teachers of upper-secondary vocational education are aware of the negative impact the non-incorporation of ESP might have for Kosovan students in general. Their positive perceptions in the favour of ESP foresee its incorporation as the best possible choice. However, not everyone shares the same opinion. To 11.21%, ESP does not necessarily contribute positively to students' development, which means that it is not incontrovertibly important to their future life and career. On the other hand, 7.47% of respondents rather hesitated to answer; therefore, this indecisiveness is reflected in giving no answer at all. Since neither teachers nor the experts of education deny the importance of applying this course to the English curriculum for vocational education, there remains no better other option but to put it into practice.

	...attended preparatory courses for teaching ESP.	...not attended any preparatory courses for teaching ESP.	No answer
■ During university studies we have…	21.49%	71.96%	6.54%
■ During university studies we should have…	83.17%	5.60%	11.21%
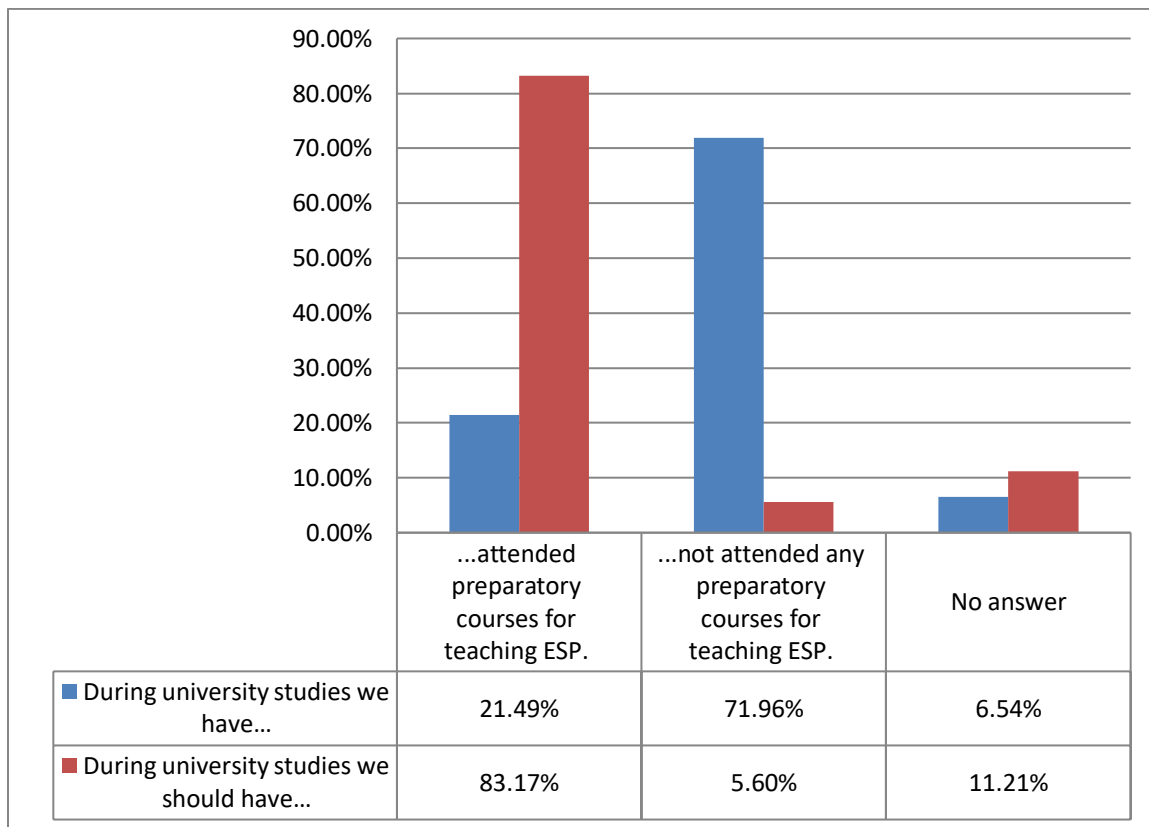
Figure 30: ESP courses at university studies

Are these teachers ready and competent to teach ESP? The above statement is paraphrased to this question. One factor that contributed to teachers' current unreadiness or incompetency to teach ESP has come as a result of never being subjected to any preparatory university course for designing and teaching ESP. While 71.96% of English teachers have never attended any such courses during their university studies, the other 21.49% have. Probably, these 23 teachers might have been referring to two courses provided at the University of Prishtina "Hasan Prishtina", the English Department. However, neither of these two courses (already discussed in Chapter III) is designed to prepare today's English students – tomorrow's English teachers – for dealing with ESP situations at vocational upper-secondary education. Currently, no preparatory course, which would make them competent on designing an ESP course, getting them acquainted with the steps to be undertaken in needs analysis, the methodology to be adopted, and the like is applied at Kosovan universities. Though never had the chance to attend an ESP preparatory course, 83.17% of this study's respondents hold the attitude that they should have attended it. Since to them, it is impossible going back to their university time, at least their attitude should serve to MEST and universities as an indicator for taking seriously the possibility of providing a preparatory course at the English Departments. On the other hand, to 5.60% of current English teachers, there is no need at all for it, whereas 11.21% of the respondents probably did not find this statement relevant, therefore skipping it was the best choice.

	...attended professional training on ESP course teaching.	...never attended professional training on ESP course teaching.	No answer
■ As English teachers we have...	9.34%	82.24%	8.41%
■ As English teachers we should have...	88.78%	3.73%	7.47%
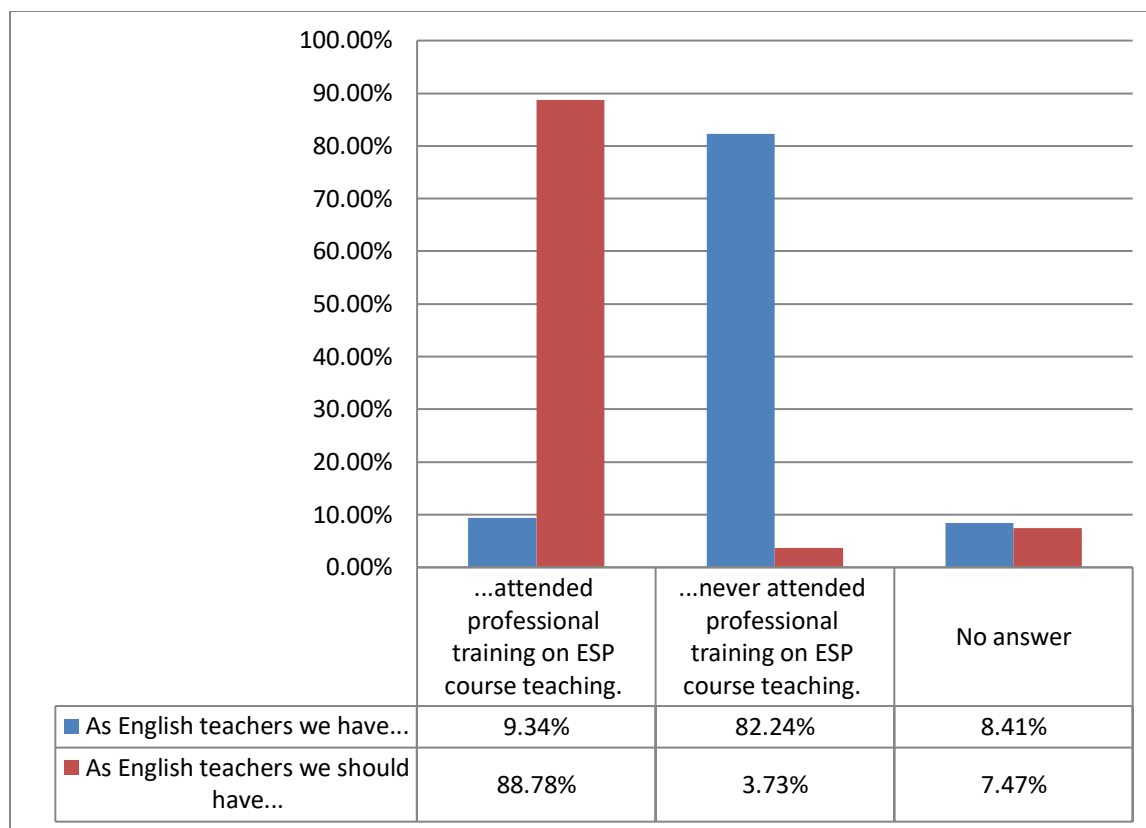
Figure 31: ESP course training

The lack of professional training on ESP to the staff is a further obstacle towards ESP course application. Regrettably, only 9.34% of respondents have ever attended professional training on ESP, whereas to 82.24% of them these training have never existed. Given that MEST is the public institution responsible for organizing different training for teachers, then it is MEST to be held accountable for this carelessness. Although according to the Strategic Plan 2017-2021 (see Analiza e sistemit arsimor in Kosovo, p. 23) pre-university teachers have to attend several training in order to be licensed as competent teachers, yet again English teachers teaching at vocational schools were not asked to sit any ESP training. However, as stated earlier, even those few teachers who claimed to have been subjected to ESP training might have attended the training privately, and not under the call of MEST because if the Ministry of Education organized them, all English teachers of vocational schools would be obliged to attend ESP training as it happens with other training. 82.24% is a large figure. Above all, it should not be seen as a figure only.

Though no such training have been organized by MEST under the status of mandatory attendance, English teachers are in favour of ESP training. The perception of 88.78% of them expressing their need of becoming competent on ESP through training is very encouraging. Therefore, MEST is highly recommended taking these findings seriously and consequently organize training and oblige each English teacher teaching at vocational upper-secondary school to attend them. In fact, ideally, the ministry of education should issue certificates and no English teacher could be employed to teach at vocational upper-secondary education unless having such a certificate.
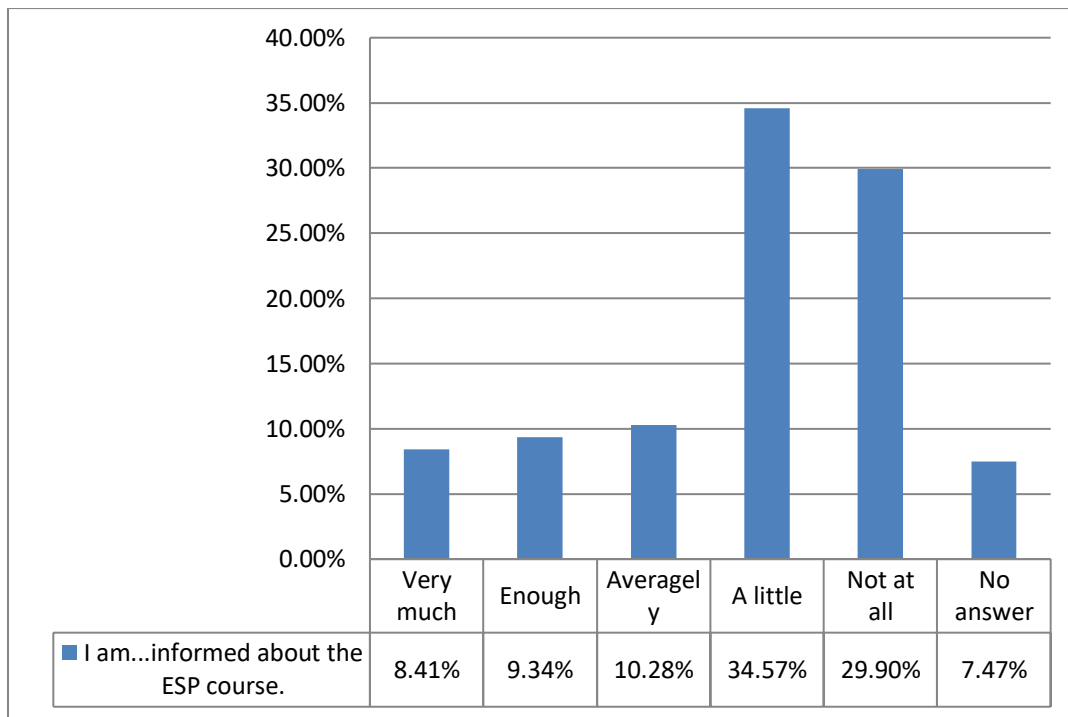
Figure 32: Vocational upper-secondary education English teachers' information on ESP

Basically, English teachers are in favour of incorporating ESP course at vocational pre-university education, but are they able to handle it properly? How much are they informed about the ESP course? This is the question we aimed at finding an answer. Although they have been working at vocational education and consequently have a solid experience in teaching, their awareness of ESP course is only minimally. By the term 'informed' about ESP we did not mean the

definitions of ESP. It was meant the steps and procedures to be undertaken for proper needs analysis, material selection, course designing, and proper methodology to be used, etc. as great means for teaching contextual English. It is regrettable that quite many active English teachers teaching at vocational upper-secondary schools in the Republic of Kosovo are completely uninformed of the demands for teaching contextual English. Unfortunately, 29.90% of them have no idea at all on how to deal with the ESP course, despite the fact that they are teaching at a vocational school, wherein normal terms ESP is supposed to be taught. In what follows, we will analyze and discuss the reasons why current English teachers feel rather incompetent in teaching ESP.

The fact that 34.57% of the respondents have limited information in this regard might further contribute to prolonging the ESP course's incorporation into the vocational upper-secondary curriculum. If the current English teachers are in fact unaware or averagely aware of teaching ESP, then this course's incorporation into the curriculum of English without proper preparation will be accompanied by several deficiencies. On the other hand, very few, namely 8.41% of respondents claimed to be very much informed about ESP, and the other 9.34% are enough equipped, and consequently ready to handle ESP teaching within a classroom. Anyhow, these figures are solid indicators that the MEST has no luxury to be inactive towards this issue because their inactiveness and carelessness in relation to ESP course is indeed only deepening this issue furthermore.

	Very challenging	Challenging	Averagely challenging	A little bit challenging	Not at all challenging	No answer
Teaching ESP course currently (i.e. without being trained at all) is…	44.85%	16.82%	22.42%	2.80%	3.73%	9.34%
Teaching ESP course should be…	4.67%	5.60%	17.75%	11.21%	53.27%	7.47%
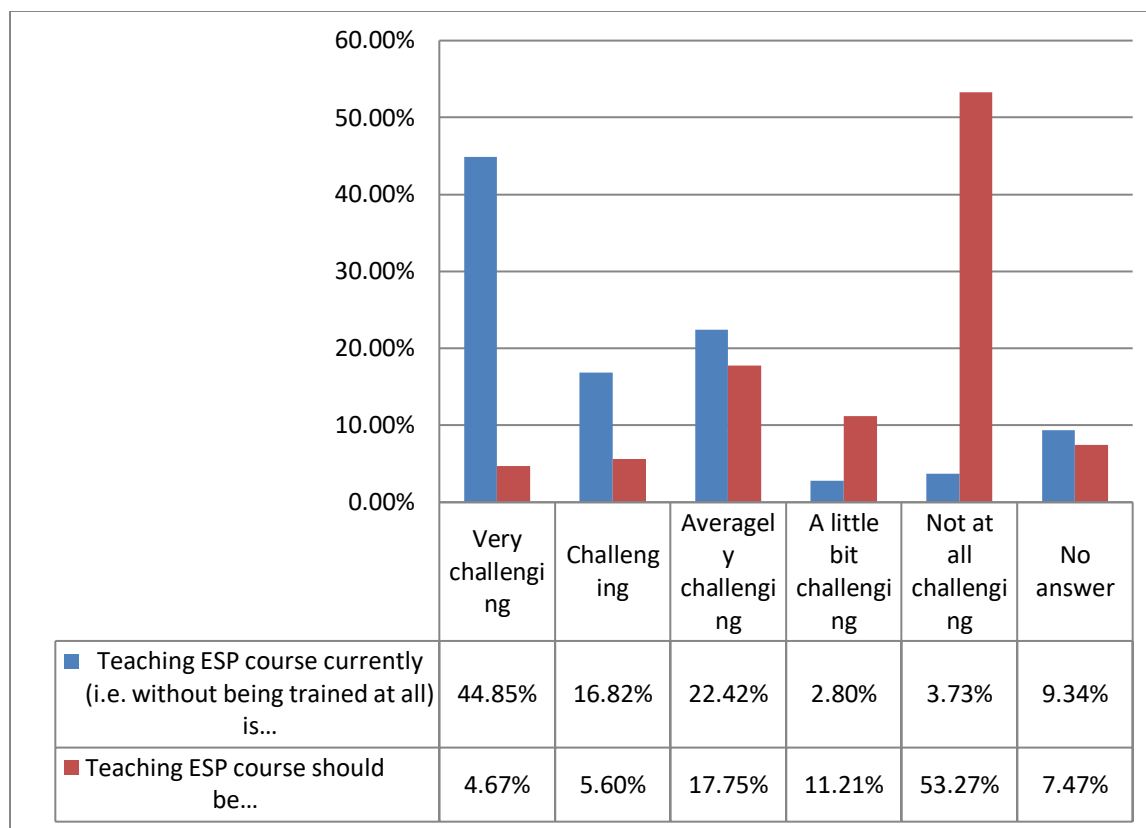
Figure 33: The challenges on teaching ESP

Under the current circumstances, teaching ESP is seen and perceived as highly challenging. This is in fact very discouraging and needs to be analyzed and discussed thoroughly. Is it the lack of experience and information on the course that is creating such uncertainty to teachers, or is it the lack of self-esteem a teacher has in order to deal with the contextual language due to several circumstances? Are there any other factors contributing negatively to this issue? These are the questions this statement raises. Actually, the percentage of 61.67% of questionnaire respondents who deem ESP course as challenging reveal the fact that the majority of English teachers are not currently prepared to handle an ESP teaching situation in their classroom settings; they lack self-esteem On the other hand, 22.42% of respondents exercising the role of English teacher consider ESP teaching averagely challenging, while to a few, namely 3.73%, this course does not put them in uncomfortable positions in case they are asked to teach it.

However, ESP should not pose any problems whatsoever with regard to teaching it. This is the attitude held by 53.27% of the participants. The actual fear and uncertainty on dealing with ESP

must vanish once and for all. The best means towards this is by providing training, by organizing workshops and scientific conferences on ESP teaching, and the like. This step should be undertaken by MEST, and each English teacher of vocational upper-secondary education must necessarily attend them. Only then, this trend of perception will change for sure.

Surprisingly, yet again 10.27% of the English teachers think that ESP teaching should be challenging, whereas to 17.75% it should be averagely challenging just like it happens when teaching EGP. On the other hand, 7.47% provided no answer at all.

	Yes	No	No answer
■ Have you ever taught ESP?	18.69%	73.83%	7.47%
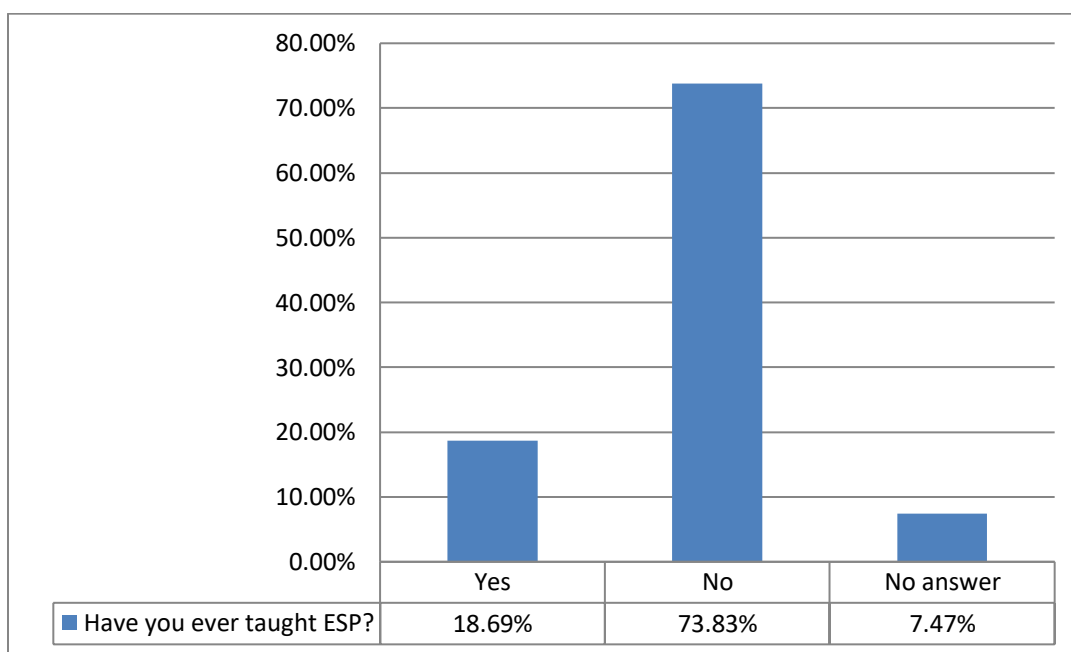
Figure 34: Vocational upper-secondary education English teachers' experience with ESP

This question aimed at collecting data on the current situation only. Although 18.69% of respondents claimed to have dealt with teaching ESP in their professional life, the number of ones who have no experience at all in this regard is far greater. 73.83% of the current English teachers teaching at upper-secondary education might not have been engaged in ESP teaching at least for two reasons: either they have not been asked to teach it, or they were not confident about having enough competences, already discussed. Currently, although vocational schools all around Kosovo are equipped with qualified and experienced English teachers in terms of university education, yet again the majority of them are not experienced in dealing with ESP

course. As a consequence, they cannot fully rely on these teachers in case MEST intends to incorporate ESP on vocational curriculum. Actually, neither MEST nor any other relevant stakeholder can ask English teachers to teach ESP, when no training on ESP were ever organized and no preparatory course or relevant university program on ESP exists. Moreover, these English teachers lack experience in teaching ESP.

The 18.69% of participants who ever dealt with ESP teaching might have not exercised this duty at the public schools they are currently working, as it has been observed that ESP was not taught both in the English curriculum for vocational upper-secondary education and at every vocational upper-secondary school in the whole territory of the Republic of Kosovo.

	Yes	No	I don't know	No answer
The current English language teacher is well-prepared to teach an ESP course.	21.49%	59.81%	16.82%	1.86%
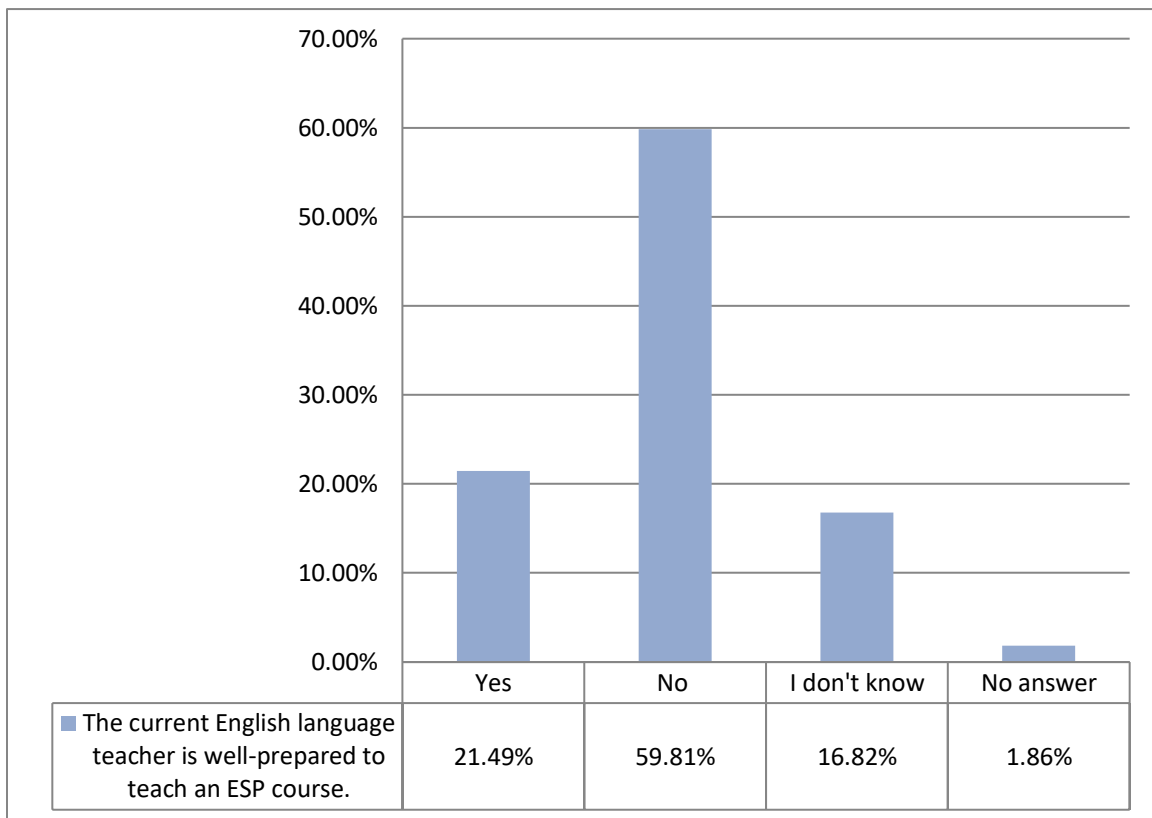
Figure 35: Vocational upper-secondary education English teachers' current competency on teaching ESP

To be competent in whatever field, education, training, and experience are a necessary means. In fact, no satisfactory results can be expected if these three crucial elements are missing. The fact

that 59.81% of the English teachers under the study do not deem themselves as competent on preparing their students for ESP situations is a great indicator that prior to or parallel to incorporating the ESP course in the English curriculum for vocational upper-secondary education, MEST must take every required step to develop English teachers professionally.

On the other hand, 21.49% consider themselves ready and well-prepared to teach contextual language, whereas 16.82% of them neither denied nor affirmed their competency in this regard.

Obviously, it is the English teaching staff that must be prepared first. Any other choice, overcoming teachers' preparation is destined to produce poor results, and consequently the expected aims will not be fully achieved. Therefore, it is training, workshops, and conferences related to the role of ESP teacher and the like that would contribute positively to preparing teachers for such a course, as will be discussed in what follows.

	Yes	I don't know	No	No answer
■ Do you analyze students' needs prior to designing the syllabus?	41.12%	6.54%	43.92%	8.41%
■ Should you analyze students' needs prior to designing the syllabus?	90.65%	3.73%	0%	6.54%
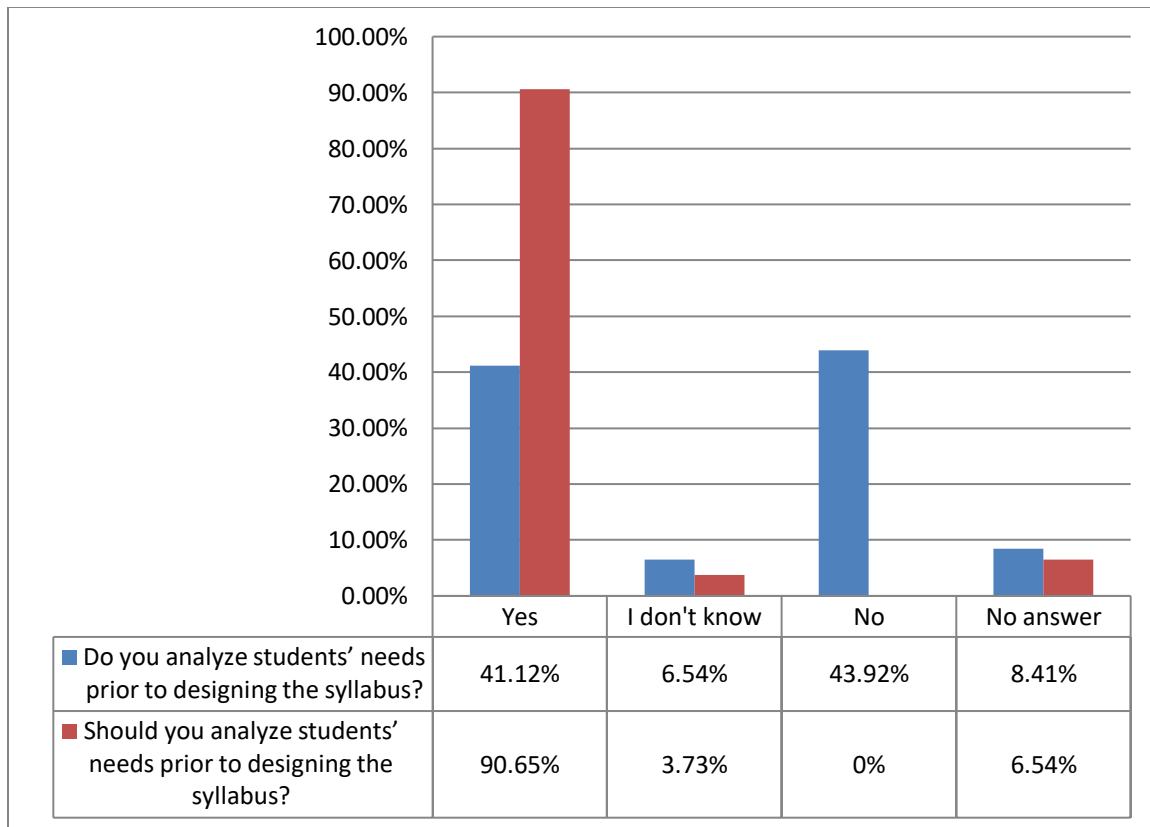
Figure 36: Students' needs analysis

It is paradoxical that 41.12% of these English teachers claim to have analyzed students' needs, while their syllabi and the books they used with different vocational domains are composed of EGP only (to be discussed later). A proper needs analysis for vocational education domain would definitely produce a syllabus based on contextual language, typically aiming at developing the most demanded skills for that certain domain. However, even those who do not undertake prior analysis (claimed by 43.92% of respondents) are aware that needs analysis is needed. Therefore, the perception of the vast majority of respondents, namely 90.65%, who are in favour of undertaking students' needs analysis in the future is highly encouraging, because such a coherent attitude clearly indicates that English teachers of vocational pre-university education are familiar with the solution for meeting students' needs and requirements. The very fact that no teacher was in disfavor of needs analysis is great evidence that needs analysis is a great means for having a clear picture of what students really need for being competent and consequently have no fear of being exposed to any ESP situation in their future life and career.

	…my personal autonomy	…the school demands	…MEST demands	Others: (Please specify……)	No answer
■ The English course syllabus I currently design is based on…	24.29%	22.42%	57.94%	0%	4.67%
■ The English course syllabus I design should be based on…	41.12%	24.29%	30.84%	0%	7.47%
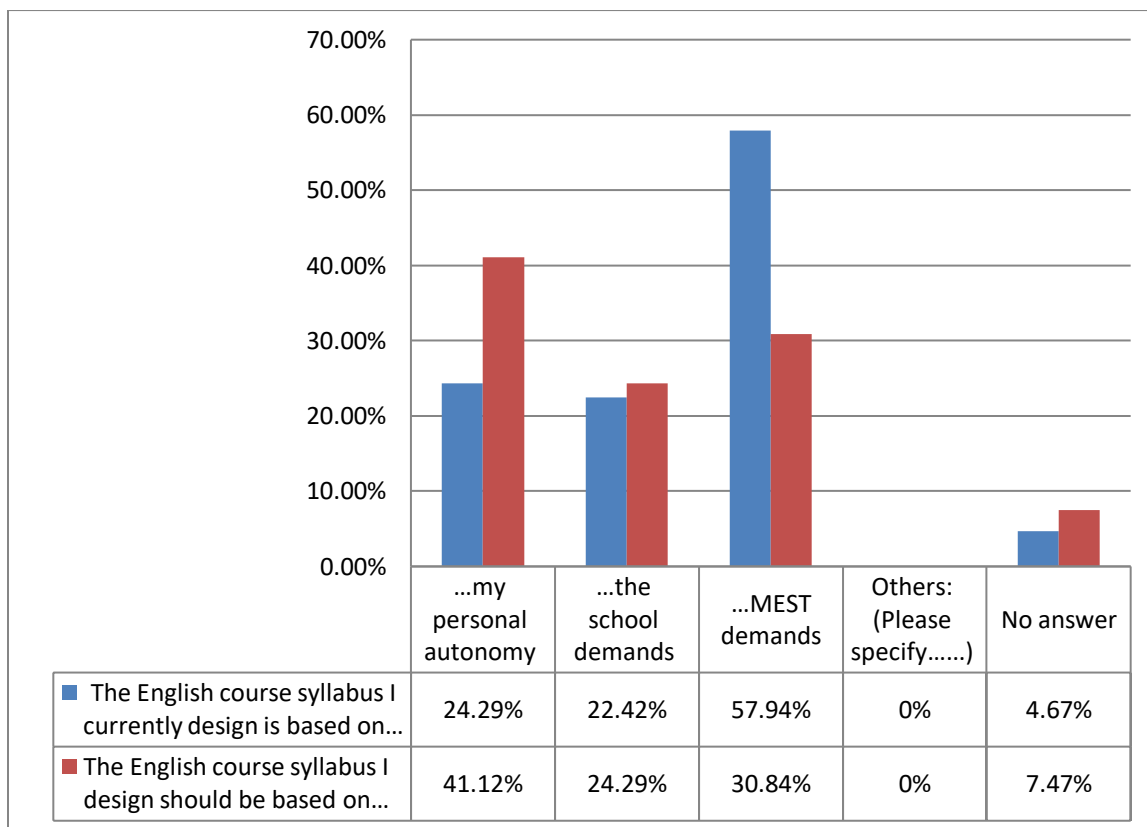
Figure 37: English current syllabi designation

To this statement, the respondents could choose more than an option. Therefore, the percentage of this chart goes beyond 100%. Based on the gathered data, as evident from figure 18, it is revealed that not every teacher uses that 15-20% autonomy provided by the curriculum in designing their syllabi. No more than 24.29% of English teachers teaching at vocational upper-secondary education exercise this autonomy. Surprisingly, although it was used by some, yet again contextual language was left aside, given that as discussed earlier their syllabi were based on EGP only. Thus, they did not take the step of incorporating something demanding for vocational students. The autonomy must exist; it is the teachers' right. In fact, it is 41.12% of English teachers, who foresee autonomy as their right when designing the syllabi. On the other hand, to 80.36% of English teachers, autonomy did not mean anything, therefore when designing the course they relied on other factors. Thus, they adapted the program originally designed either by the school institutions they work in (namely 22.42%) or based on MEST demands, where 57.94% used the topical content provided on Chapter III. These are the only three factors English current teachers use; no other factor is used or foreseen to be used. However, 30.84% of English teachers still hold the view that MEST should be the only authority in designing the content to be taught, while to 24.29% of them, this authority should be left on school hands. Actually, the three factors play a great role and are perceived positively by teachers. Therefore, MEST is encouraged to provide a curriculum which involves specific English, but at the same time provide space both for teachers' autonomy and school institutions' demands.

	School textbooks composed of EGP (set by MEST)	Books composed of ESP	Different materials I choose myself	Others: (Please specify……)	No answer
■ The topical content of the English course I teach is based on…	87.85%	2.80%	3.73%	0%	5.60%
■ The topical content of the English course I teach should be based on…	17.75%	85.04%	7.47%	0%	6.54%
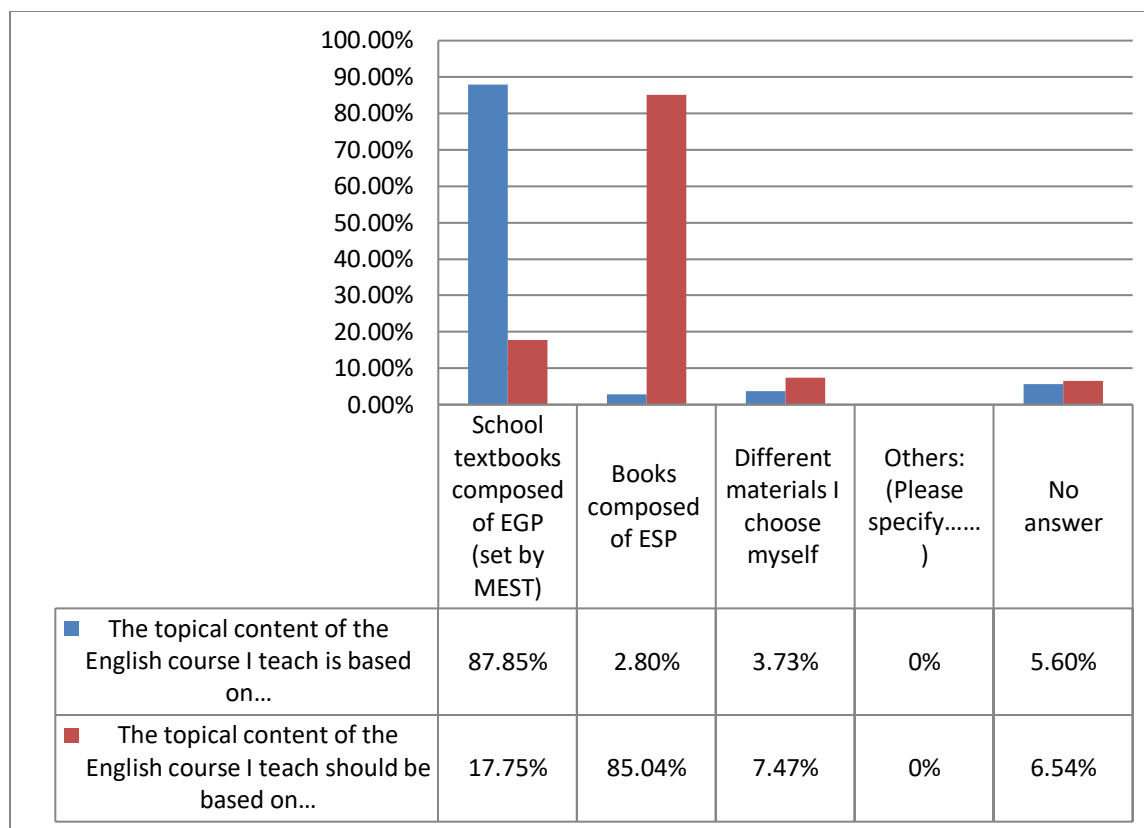
Figure 38: The English material used/should be used at vocational upper-secondary education in Kosovo

Here too, the respondents could choose more than one option. Therefore, in the context of their attitudes' section, the percentage reaches beyond 100%. Currently, English for specific purposes at vocational upper-secondary education in Kosovo is almost non-existent. Its minimal use by 2.80% only is not good at all. Though it is vocational education, General English is what dominates. This is what 87.85% of English teachers claimed. In fact, the topical content provided and defined by the Ministry of Education itself puts the teachers before a finished act. Sometimes, such an approach is warmly appreciated by some teachers, because as education experts claim (to be discussed in the qualitative data), this puts them into a comfortable zone, given that it is far effortless to handle an EGP situation compared to an ESP teaching situation.

It is very discouraging that very few teachers choose material autonomously. It is noticed that sometimes respondents provided controversial and paradoxical answers. This, somehow, is perceived as a non-objective approach towards responding to the questionnaire. As discussed in the previous chart, even the 24.29% of those who used their autonomy in syllabus designing, did

not use it in choosing ESP material given that the material they use is based on MEST's demands. On the other hand, only 3.73% of them choose the material themselves, although unknown whether it is ESP or EGP.

The variables that measure English teachers' attitudes reveal that 85.04% of respondents are aware that what they actually provide their students with is inadequate, and it is the contextual language that is supposed to be chosen. On the other hand, to 17.75% of respondents, General English is sufficiently enough for meeting vocational upper secondary students' needs. Thus, according to their view, EGP should serve for both levels of education: general or vocational. However, this view is rejected as already discussed.

In a way, the English teachers want to omit their responsibility by transferring it to the Ministry of Education. But, they must know their vital role, mustn't they? They are there to contribute positively to the professional development of students, which is primarily their role and responsibility. The renunciation of this responsibility in addition to reflecting their incorrect approach and the lack of professionalism in the first place contributes to students' failure of becoming competent to master the contextual language relevant to their domain of study. Thus, the failure of the latter results ultimately in the ineffectiveness of the former too. Here too, the responsibility is equally shared between the MEST and English teachers of vocational upper-secondary education. MEST is responsible for not including the teaching/learning material for each domain, and teachers are responsible for not using that 15-20% provided autonomy in selecting the material composed of the contextual relevant language.

	Always	Often	Sometimes	Seldom	Never	No answer
Prior to designing the syllabus I...have collaborative professional meetings with other professional subject course teachers.	6.54%	11.21%	22.42%	15.88%	41.12%	2.80%
Prior to designing the syllabus I should...have collaborative professional meetings with other professional subject course teachers.	41.12%	42.99%	12.14%	0%	0%	3.73%
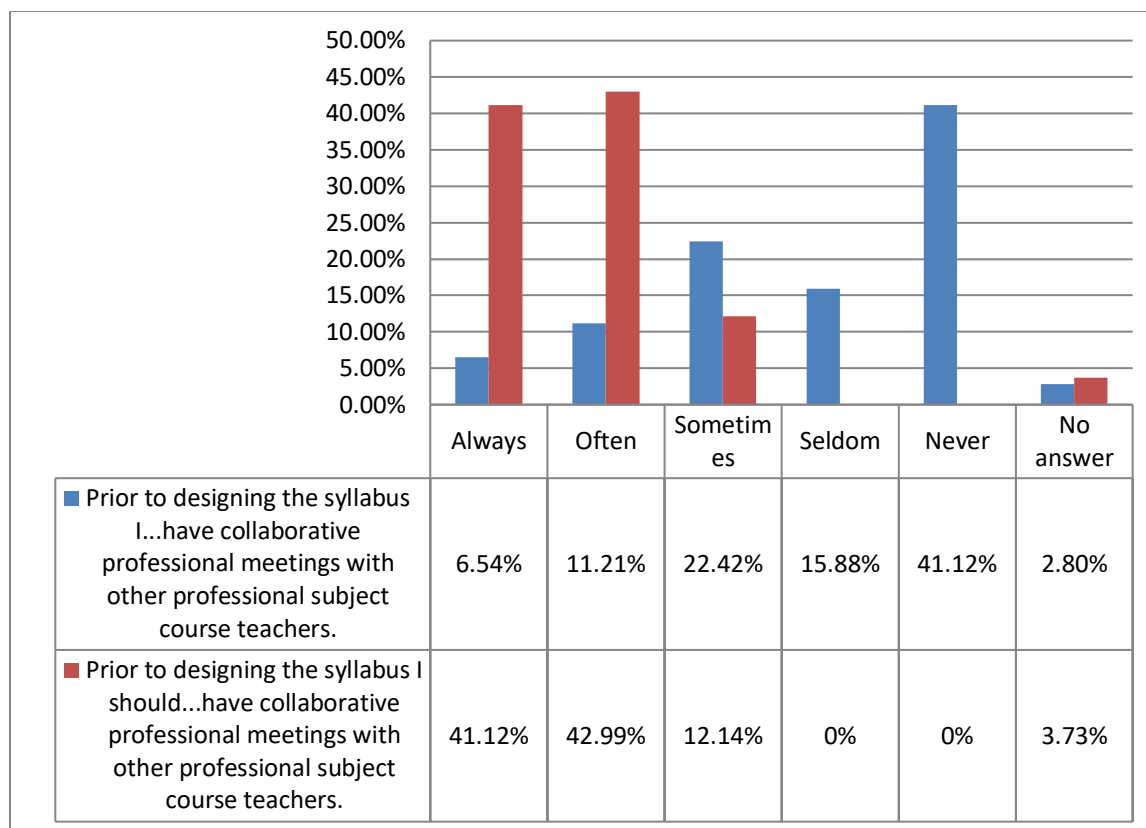
Figure 39: Vocational teachers' collaboration with other subject course teachers

Collaboration, in most cases, is the key to success. It usually makes things easier and more productive. As already discussed in Chapter II, in order for the English course to be as productive as possible, the English teachers should have close collaboration with other subject course teachers for the given domain. Besides, one of the roles the ESP teacher has is a collaborator (see Dudley Evans). In fact, the collaboration proved to be useful and successful with one of the participant teachers of Sagli, Sturla's study (2017). That English teacher collaborated systematically with subject course teachers and it was them who helped him in designing the course. This collaboration is highly recommended, although in Kosovo it is not applied at a satisfactory level. Collaboration between English language teachers and other subject course teachers of vocational upper-secondary schools in the Republic of Kosovo exists, although its rate differs. While 11.21% of the current English teachers do often arrange professional meetings with other subject courses, the other 22.42% collaborate only sometimes. On the other hand, to 6.54% of respondents it is something that always takes place. But there

emerges a question, 'What collaboration are they actually observing?' If they collaborated under the terms of building up the English syllabus compatible with other subject courses, then it would not be general English. In fact, ESP is not currently being offered to vocational upper-secondary education. Actually, this 'collaboration' might have taken place for other reasons, and consequently deviated from its very aim, i.e. producing a course which in a way is in accordance with the main subject courses of a certain domain. To 15.88% other English teachers, this collaboration is not that useful; therefore, it seldom takes place.

Basically, the lack of collaboration diminishes the expected effectiveness that the material and the syllabi are supposed to have. On the other hand, 41.12% of respondents have never taken steps on establishing professional collaboration with other teachers, which is to be criticized, because the collaboration whatsoever typically intensifies, increases, or further improves the quality of teaching.

English teachers' awareness of the importance of this collaboration is a positive indicator. In short, they are aware that when designing an ESP syllabus, they have to go through collaboration. If viewed statistically, we find that 84.11% of them encourage collaboration on a regular basis, be it often or always. On the other hand, 12.14% of them chose the option 'sometimes' in this regard. Therefore, collaboration is highly recommended given that it proved to be very beneficial to the researcher when he acted the role of collaborator when applying the pilot study, which will be discussed in the forthcoming chapter.
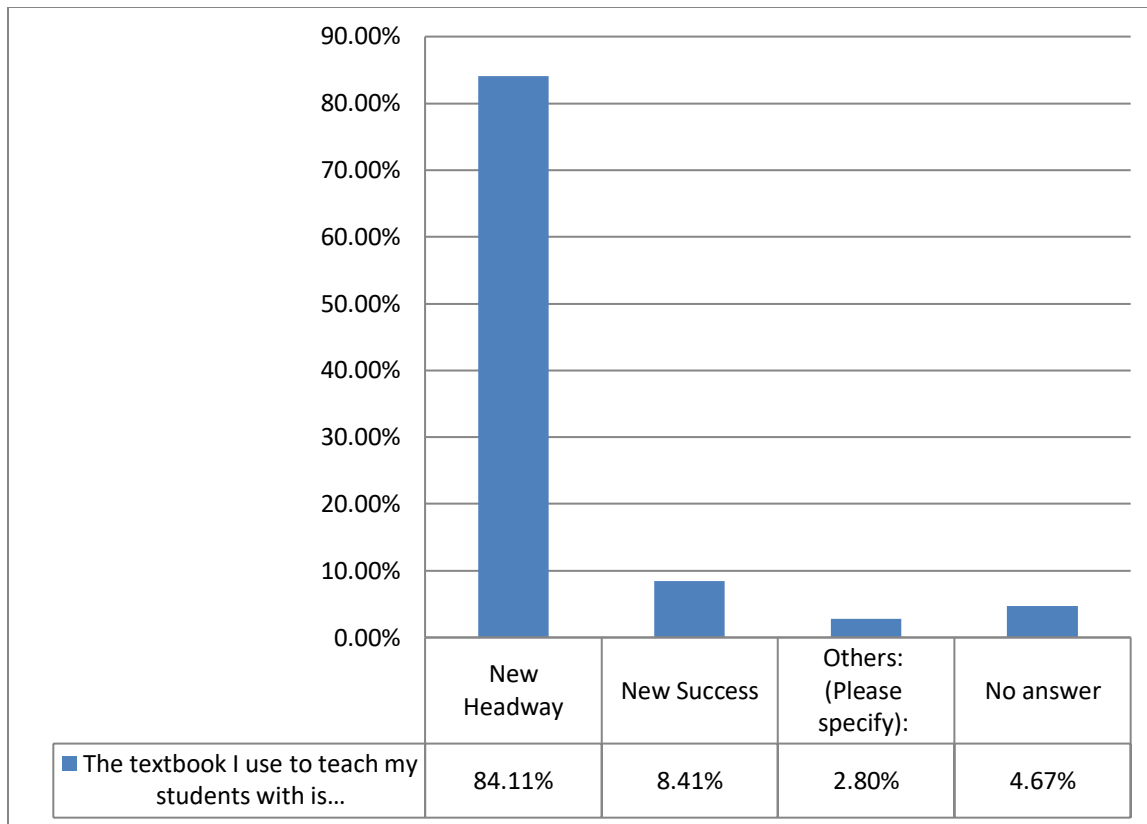
Figure 40: The English book/s currently used at vocational upper-secondary education in Kosovo

We mentioned these two books specifically after being informed about their usage. *New Headway* is the book that has been widely used since 2000. In 2018, MEST issued an Administrative Instruction, where *New Success* was supposed to be used further on (already discussed in Chapter III). However, if observed statistically, it becomes clear that it is *New Headway* that dominates vocational upper-secondary education. In fact, although the Ministry of Education has recently set the books to be used at upper-secondary education (i.e. *New Success*, which are pretty much the same with the *New Headway* given that both of them are based on General English), it is still promoting *New Headway*, given that the topical content provided in the curriculum of English for upper-secondary education for both general and vocational schools is based on this book. In a way, this might have confused the English teachers. If they chose to adopt the topical content provided in the curriculum, then they would not be able to use *New Success*. If they chose to use *New Success*, it would mean that they were not respecting the topical content set in the curriculum. Thus, MEST issued an Administrative Instruction in

discrepancy with the curriculum, thus putting English teachers in a bad position. Moreover, even this new initiative in terms of quality enhancement is not promising for vocational upper-secondary education. They are asked to replace a book composed of general English with another book composed of general English too.

Actually, the English teachers chose to stick to the English curriculum provided by the ministry, otherwise, they might have been penalized for not respecting the curriculum. Probably this led every teacher to focus merely on *New Headway*, thus neglecting the Administrative Instruction. However, *New Headway* was not the best and the first choice to 11.21%. They used other books. While 8.41% started using *New Success* right away, the other 2.80% used another book called *Access*. However, even though they are written by different authors, essentially, they do not differ that much from each other. This shows that in spite of the differences in books' titles and books' authors, ESP material is not used at vocational pre-university education.

	The Internet	Different books	Others: (Please specify):	No answer
In addition to the current English book, the additional material I use with my students is usually retrieved from…	71.02%	28.03%	0%	6.54%
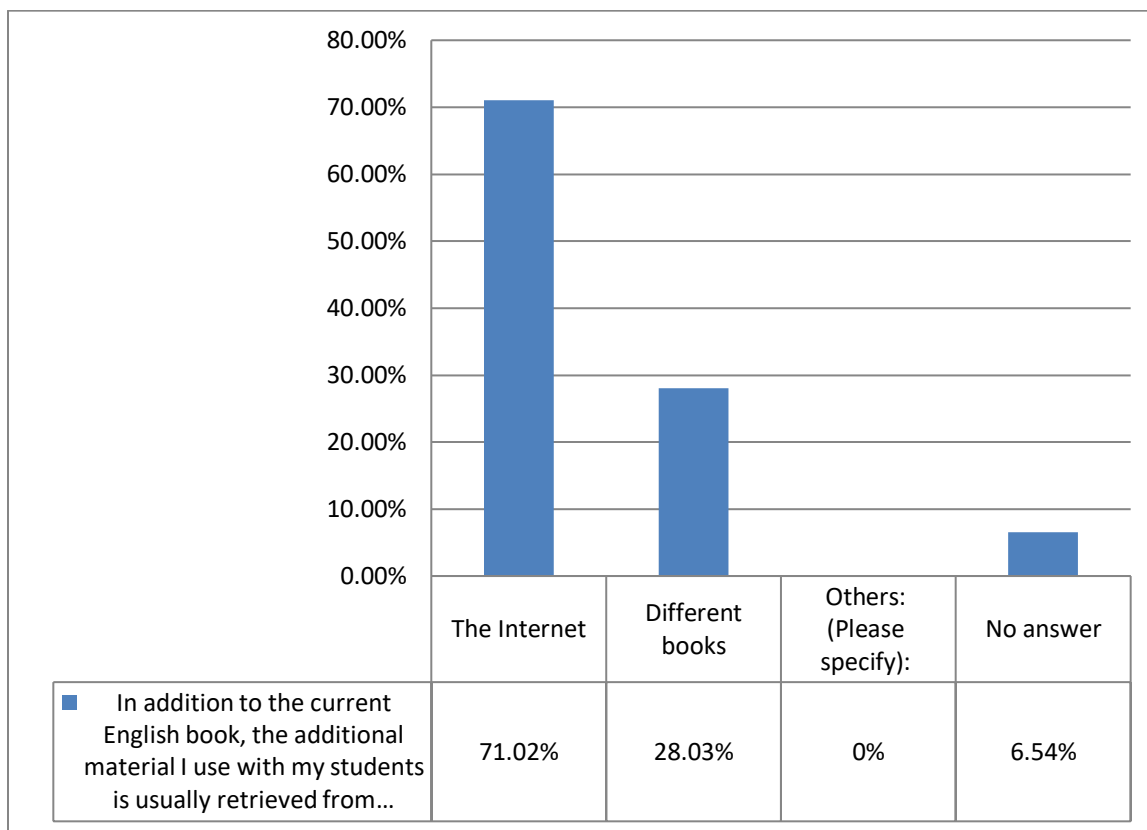
Figure 41: The additional material used at vocational upper-secondary education in Kosovo

Even this statement provided opportunities for choosing more than one option. Obviously, the textbooks introduced in the previous chart were not the only source used by the English teachers. In fact, Internet is the second most used source. 71.02% of the current English teachers use internet for retrieving different teaching material. However, despite the unlimited professional and vocational opportunities the internet provides, yet again the downloaded and used material by English vocational teachers seems to be based on general English composure. In addition to, they further enrich their teaching by using other source books too. It is 28.03% of the vocational English teachers who use different other books. Using other additional books is highly recommended, but since the target learners are vocational students, then it is preferable that the supplementary material be relevant to students' domain.

In this regard, we may conclude that the English teachers teaching at vocational upper-secondary education have exercised a kind of autonomy in the context of selecting supplementary teaching material, although as discussed already, they might have adapted it to the topics set by MEST, given that they declared that their syllabi are based mainly on MEST's demands.

	Very much	Well	Averagely	A little	Not at all	No answer
A vocational school student who is not subjected to ESP course is...prepared for the international labour market demands.	5.60%	6.54%	7.47%	27.10%	52.33%	0.93%
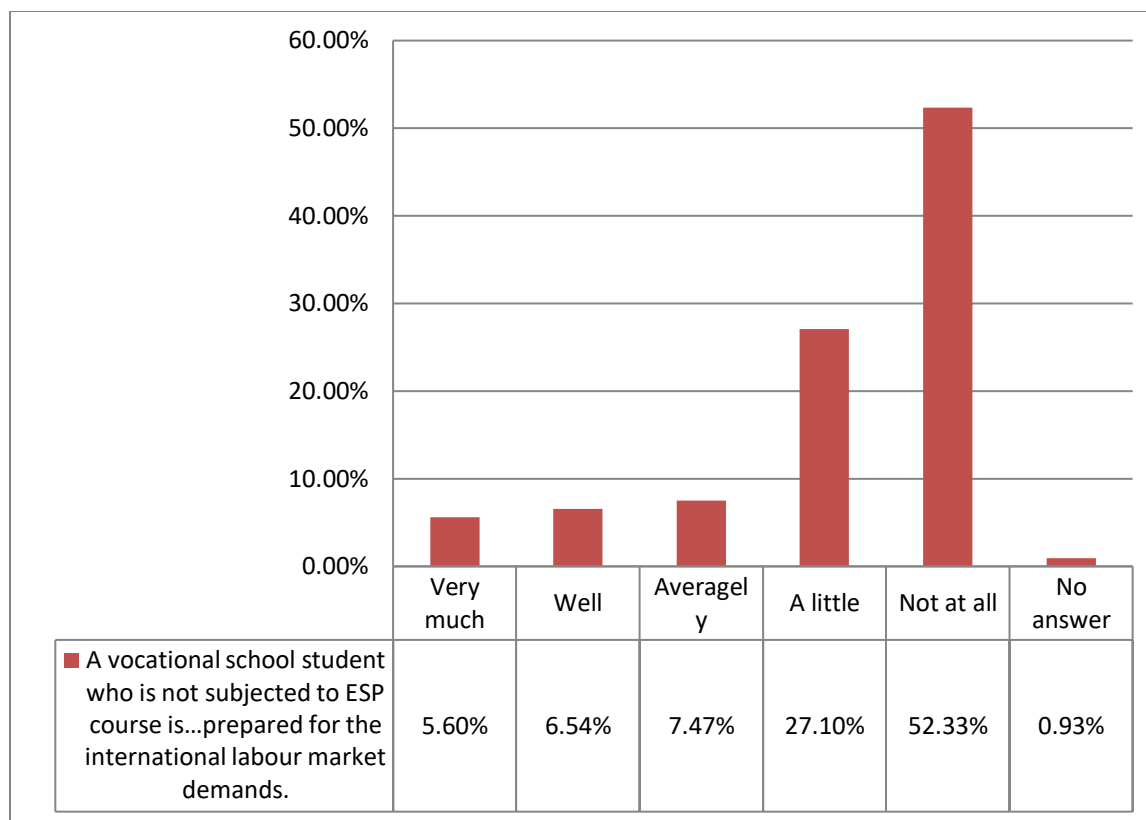
Figure 42: Students non-subjected to ESP courses

The empirical data show that the current English program offered at vocational education does not prepare students for meeting any international market demands. Such an attitude is supported by the majority of respondents, otherwise 52.33%. Though the rest or 47.74% is rather optimistic about its positive impact on students, only a few, namely 12.14% qualify the current English curriculum as good enough for well-preparing students for the international labour market demands. To 27.10% of teachers, this impact is felt only minimally. On the other hand, only 7.47% of the questionnaire respondents claim that under the current circumstances, where vocational upper-secondary students are subjected to EGP only, they are averagely prepared for handling ESP situations in their future workplace. In fact, EGP is not promising fruitful and productive entering the international market. Despite the benefits General English has, yet it cannot meet vocational education students' demands. Therefore, EGP's role at vocational classroom settings should be rather minimized and it is ESP's role that should be maximized. In

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short, MEST should take its due responsibility and offer students proper and demanding professional development compatible with the international labour market demands.

	Very much	Well	Averagely	A little	Not at all	No answer
■ A vocational school student who is subjected to ESP course is …. prepared for the international labour market demands.	45.79%	40.18%	9.34%	0%	0%	4.40%
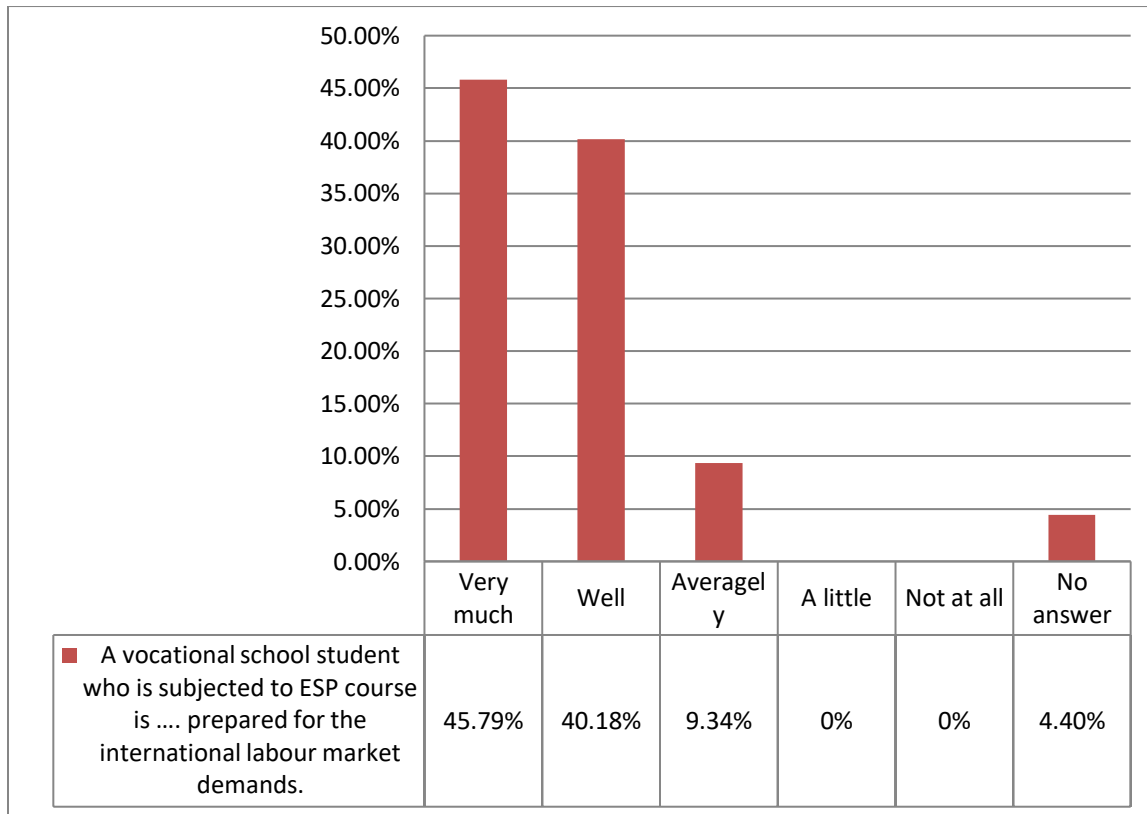
Figure 43: Students subjected to ESP courses

Almost all respondents or 85.79% hold the view that if students are exposed to an environment where contextual language is relevant to their certain domain, they will be well-equipped with English, thus never finding themselves in an uncomfortable position either in their further studies or their workplace. Obviously, ESP is perceived as the course that properly serves for vocational upper-secondary students. It is the attitudes of the ones who are in constant contact with students that foresee ESP as the best and only option for these schools. On the other hand, 9.34% of the respondents believe that even if vocational students are exposed to ESP classes, they will be only averagely prepared for the international labour market demands.

Speaking in general terms, the English course must be characterized by ESP given that ESP is seen as the most adequate, valid, and at the same time the best choice in this regard. Thus, in the current curriculum there is much to be improved in order to omit the negative implications that might arouse due to its lack.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer
ESP must necessarily be incorporated in the curriculum of English language course for vocational upper-secondary education.	59.81%	33.64%	3.73%	0%	0%	2.80%
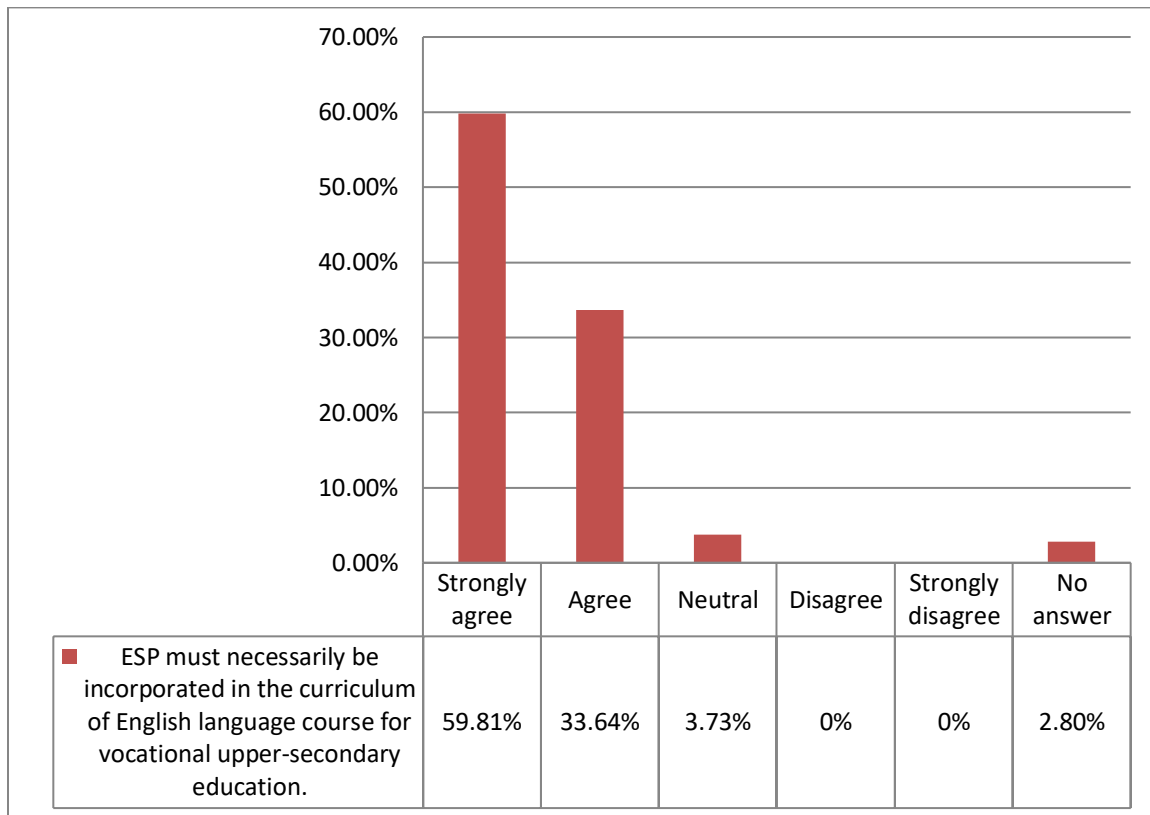
Figure 44: The necessity of ESP

Obviously, all findings lead to the necessity of incorporating ESP once and for all. 93.45% of positive responses deem ESP as a must for vocational students. These respondents' views are very convincing figures for raising the awareness of the relevant Ministry, English teachers, students, and their parents on the importance the ESP has. Furthermore, this is a powerful indicator that should encourage us to initiate scientific debates and discussions on applying this course in the English curriculum of vocational upper-secondary education, and then all

stakeholders contribute to drafting adequate policies that are compatible with teachers' views. In coordination with the experts in this field, the ministry officials and English teachers have to work in every possible way to provide students with this inevitable need as soon as possible.

It is evident that Kosovo English teachers currently lack the required competencies to teach ESP, which consequently deprives students of their elementary right to be taught what they have to be taught. But the good news is that this situation can be changed if all stakeholders give their contribution and work hard in bringing positive changes right away. The sooner we get ready, the better chances to change the curriculum earlier, and consequently, the better and quicker the chances to contribute positively in the context of the English course.

5.2. Qualitative Data

5.2.1. The importance of ESP: Experts' viewpoints

Surely the incorporation of ESP course at the vocational upper-secondary education curriculum is of vital importance. Although the advantages of this course are not denied by anyone, not everyone is actually in favour of qualifying it as a compulsory course. According to Professor Musikhin[4] it is important and at the same time, it will be more efficient to offer ESP as an elective course to those who really want to improve their skills in the field. Though elective, learners may be able to have a larger scope in their professional area and access to many more resources of scientific research, which must lead to an increase in innovations and larger well-being. On the other hand, it is Jones[5], Pirsl[6], Beshaj[7], Lyudmila[8], Mustafa[9], Rexhaj,[10] and Buleshkaj[11], who disagree with such a view and foresee this course to be compulsory.

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[4] Igor Musikhin has a PhD in Education. Currently he is Vice-Rector for International Affairs at Siberian State University of Geosystems and Technologies (SSUGT). He has published several scientific papers on ESP. The interview with him took place on November 12, 2018. His e-mail address is: igor_musihin@mail.ru

[5] Gary Jones is an Associate Professor at University of Brunei Darussalam. He teaches Bilingualism, Language planning, Language acquisition, and Sociolinguistics at the Faculty of Arts and Social Sciences. His main interest is in Language in education, Language and planning, and ESP. He is Director & Visiting Professor UBD-FPT Global Centre, DaNang, Institute of Asian Studies, UBD. The interview with him took place on September 3, 2018. His email address is: gary.jones@ubd.edu.bn

Incorporating ESP course at the vocational upper-secondary education curriculum in Kosovo is very important given that it better prepares students for the labour market demands. Besides, ESP nowadays is being paid great attention worldwide. According to Ms Pirsl, ESP has been attracting tremendous attention in academia and in the industry as well. If following the worldwide recommendations that academia should contribute to the industry and businesses, then ESP should be introduced into the vocational schools' curricula because one cannot educate nurses, clerks, business administrators without the proper, functional professional language that they would use in their workplaces. Given the fact that within the framework of upper-secondary school curricula General English language is taught till the upper intermediate level, English teachers should insist on the same level of proficiency of the profession-oriented English language. In Ms Beshaj's view, the importance of ESP is a double fold one. One relates to the benefits students get from knowing English in order to expand their academic knowledge in the field they are studying; all the innovative and novel breakthroughs are in English and the literature the students consult is in English. The second relates to their ability to communicate in English for their practical works and exchange of ideas if they will work in an international organization, or some who cannot make it to work in international organization might go abroad

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[6] Danica Pirsl is an international expert of ESP. Currently she works as an English Professor at the University of Nis, Serbia. Danica has a PhD in applied linguistics. The interview with her took place on October 10, 2018. Her email address is: danicapirsl@gmail.com

[7] Lediana Beshaj is an international expert of ESP. She has PhD on English language and Literature. Currently she holds the position of an English Professor at the University of Tirana. The interview with her took place on October 22, 2018. Her email address is: beshajlediana@hotmail.com

[8] Иванова Людмила (Ivanova Liudmila) is a Professor at Bauman Moscow State Technical University. The interview with her took place on September 13, 2018. Her email address is: isi_53@mail.ru

[9] Blerta Mustafa is a national expert on education. She has a PhD in English and is a Professor at the public University of Prishtina "Hasan Prishtina", Kosovo. The interview with her took place on February 6, 2019. Her email address is blerta.mustafa@gmail.com

[10] Xhavit Rexhaj is a national expert on education. He has a PhD in English and currently works as an Associate Professor at AAB College in Prishtina, Kosovo. The interview with him took place on February 9, 2019. His email address is: xhavit.rexhaj@aab-edu.net

[11] Osman Buleshkaj is a national expert on education. He has a PhD in education. Currently he is a Professor at the public University of Prishtina "Hasan Prishtina", Kosovo. The interview with him took place on January 11, 2019. His email address is: obuleshkaj@gmail.com

and use English as a lingua franca. Obviously, no one, including education experts, ESP experts, English teachers, and students themselves oppose the importance ESP has. Therefore, no further excuse is valid for denying this course's incorporation into the curriculum of vocational upper-secondary education.

5.2.2. Irresponsibility towards ESP course

Neither MEST policies nor English teachers of the very same education level are excluded from the irresponsibility. However, it is its quantity which distinguishes one over the other. Actually, this quantity is more emphasized to the relevant ministry, which despite the very limited flexibility it has provided the English teachers with, yet again it failed to create a solid professional base for English, harmoniously to the field the teacher is teaching. The Ministry of Education has provided English teachers a kind of autonomy in designing their syllabi - although limited because it has prescribed the content to be taught - but the teachers were neither taught nor trained about ESP and its applicative values (as discussed earlier). Therefore, teachers are not able to transfer something they do not know into their respective teaching situations and settings. This view supported by Ms Pirsl is very logical and reasonable. For, how can one expect teachers to teach something when they have neither been subjected to any training (pre-service or in-service training) nor they were subjected to any undergraduate course (as they claim), which would develop them professionally in the context of teaching ESP? However, this autonomy - that exists and must exist - should be used on a positive context and never misused in any form. When we say misused, we allude to the fact that irresponsible teachers can use it "in favour" of continuing a trend that makes them feel comfortable from getting prepared for each specific domain they teach. So, if teachers themselves try to avoid ESP, then who should introduce it? ESP is usually introduced by English teachers. It is them who can definitely raise the necessity and the importance of ESP. Ms Beshaj considers the teacher as the one who must strongly emphasize the benefits deriving from introducing ESP at vocational education. But all this should not be left without supervision, which in this case falls under the responsibility of the Ministry of Education. This should be done so that the curriculum and the syllabus are examined to see whether teachers are teaching comprehensive, general English only or specific English,

and to find out whether they are productive in their teaching. Applying some monitoring mechanisms would be wonderful and also recommended.

On the other hand, decades of silence by the English teachers are to be criticized indeed. Towards creating an ideal curriculum, it is teachers who are considered the main actors. Therefore, Mr. Buleshkaj holds teachers accountable for not having raised their voice on the importance of this course. According to him, they should have defined the need for designing such curricula in the curricular policies. Their persistence, consequently, could have pushed the curriculum developers to involve in their team at least a few experts from these education teachers. These teachers then would have defended the students' right through the incorporation of the ESP course in accordance with their specific fields. However, this negligence can be excused by each party. The Ministry on one hand might blame teachers for they haven't used that autonomy properly, while teachers, on the other hand, might excuse themselves by the fact that they have been constantly trying to provide students with useful materials, but it was hard to find relevant material, and they have never attended professional training in this regard. To Mr. Rexhaj, the center of this entire defect is not in training at all. Furthermore, it is the teacher's approach itself to be blamed. He argues that teachers in Kosovo have a minimalist and improvised approach, because they never adopt a specific approach relevant to the field, they work in. He further blames teachers for not giving their best to teaching, and this should not be overwhelmed by the lack of training. In addition, Mr. Buleshkaj blames the companies that engage, hire, and finally fire the employees because of their inability to speak contextual English. Moreover, according to him, the Ministry should not be blamed for policy making, as autonomy already exists. All they can be blamed for is that they did not implement monitoring mechanisms towards this autonomy. Ms Mustafa holds MEST responsible for considering the various needs of learners. According to her, they should have considered integrating ESP more specifically in the Grade Syllabi. Teachers are to be blamed too, claims she. They should have been the ones to identify what students need and help them achieve the set objective in the Curriculum. Moreover, they should have been included in the process of compiling syllabi, and receive more assistance by both MEST and labour market community. Obviously, experts have different opinions in this regard. It is observed that both MEST and English teachers are responsible, though the greatest fault falls upon MEST as the highest institution of education.

Given that MEST is the highest authority in the education context, every deficiency that takes place by any parties under its umbrella, necessarily holds them accountable too.

The national expert, Mr. Rexhaj approaches this issue from another angle. He sees this as a political problem. According to him it is the misuse of publishing houses the main problem. This is due to the impact the publishing houses have in Kosovo education. Therefore, it is hard to change the businesses and agreements that publishing houses have with the Ministry.

5.2.3. The most important factors to a productive ESP course

There are many factors that contribute to a productive ESP course, and they typically follow a horizontal chain order. The interviewed experts range different factors in this regard. To Ms. Pirsl, MEST should set the standards, teachers should be inventive and create the best possible ESP programs, providing adequate learning materials and assessment tools, and the society in general, should value and respect the ESP teachers' work. More or less, the same view is held by Ms. Mustafa too. No one factor can determine the successful learning of ESP. Every stakeholder is equally responsible: there needs to be a well-designed program, a teacher who knows the subject matter, and s/he is updated with the most recent trends in teaching and learning, attractive learning resources, and policies that support the successful implementation of ESP in schools. On the other hand, Mr. Mukhsin narrows it down to a single factor only, which is the teacher's profile. So, it is the teacher who can make the course both interesting and useful. The success of the course depends on an ESP teacher's charisma and professionalism (for more refer to chapter two under the subheading 'teacher's role'). Unlike him, Ms. Beshaj finds out two other important factors: learning materials and program. The carefully selected relevant materials will definitely enhance the students' skills. The program that the teachers follow must be student-oriented and students must be at the center of the teaching and learning, not the teachers. In addition to the factors given above, Mr. Buleshkja finds the market as an important factor too. According to him, if the market policies were to function properly, then their roles would be equivalent to the role of ministry itself. Their decisions are very crucial for teachers' profiles.

Multimedia is of great importance. Both Ms. Ivanova and Mr. Rexhaj hold the attitude that it is the multimedia learning materials with the focus on the specialist area which contributes much to language acquisition. It is media which helps to read and learn more about specific field of

occupation. This way, texts should be taken from journals and the assignments and exercises must be designed well. Besides, much attention should be paid to the terms and collocations used to be in one's major. Similarly, Mr. Rexhaj holds that the basis of reformation would be to focus on educational technology, because teachers neither have materials, nor they have tools.

Therefore, to establish a positive and fruitful ESP teaching within a classroom, the English teacher cannot rely on one factor only. Moreover, s/he should bear in mind that several factors, each playing its due role are a necessary means towards a promising success. Among these factors are the ESP program, learning material, assessment tools, multimedia, professionalism, well-though policies, etc.

5.2.4. EGP teacher teaching ESP

Although there are some English language teachers who admit they are able to teach ESP course, ESP experts have different opinions in this regard. It takes a lot to create a good ESP teacher. But, to Ms. Pirsl, being an EGP teacher is a solid base to start with. This solid base needs to join ESP proper training as Mr. Jones claim. By attending professional trainings, the ESP teacher might be able to teach ESP properly. However, this view is totally rejected by Mr. Mukhsin. He has never met an EGP teacher who would be able to become an ESP teacher. This is due to their background; therefore, they are not able to explain the learners the things they do not know or understand properly themselves. In addition to training, Ms. Lyudmila thinks that such a teacher needs experience too. Therefore, it doesn't matter what level of English a teacher is involved in at the beginning. According to her, those who start instructions in ESP should gain experience in two years at least. But they should be technically minded a bit. They should be good at English. Furthermore, she claims that they should accept and share their challenges. A different opinion is held by Ms. Beshaj. She claims that EGP teachers can teach ESP because they know the rules of language teaching and learning. A person who does not graduate in English but in IT will not be able to teach students the correct use of the sentence formation, grammatical aspects, morphological ones, etc. but the only thing s/he can teach is the right vocabulary. Whereas a knowledgeable and clever English teacher can teach English very well, by making adequate use of the specific field, oriented vocabulary. Ultimately the teacher must be willing and motivated to do this!

This depends on the teacher, claims Ms. Mustafa. A teacher with the right attitude, high motivation, and willingness to learn can teach ESP. However, other factors could impact teaching too: a lot depends on the teaching resources they have available (well-planned and attractive textbooks for example can help teachers learn how to teach more effectively) and the syllabus. Mustafa has met EGP teachers teaching ESP in vocational schools and to her surprise, they were doing a great job. They were teachers who were open to learn and try new things. They were teachers who have been attending various training, but not ESP ones. In other words, they were highly motivated teachers, who were creating opportunities for themselves and for their students. On the other hand, she knows teachers who claim to teach ESP, but their teaching is very traditional, hence it does not prepare students for the needs of the labour market. So, a teacher can make a difference, but to have an overall impact, learning resources and well-planned syllabi are also important components. As already discussed, the current English teachers teaching at vocational upper-secondary education in Kosovo, though specialized in EGP, despite the challenges they feel they can face in case they teach ESP, are willing to teach ESP if they first attend training in this regard. Therefore, an EGP teacher will be able to teach ESP, because EGP and ESP have many things in common although they have differences too. ESP training might be considered the only barrier of making them competent for ESP teaching.

5.2.5. The difficulties EGP teachers might face in case they teach ESP course

Surely, the difficulties in this regard are inevitable. Experts list a number of challenges. To Mr. Jones, a teacher who has specialized for EGP is not able to do proper needs analysis in the first place, and as a consequence, s/he cannot even do proper selection of the material relevant to students' expectations and market demands. Therefore, this would undermine productive learning and students' motivation at the same time. In fact, he is right. Although quite a number of questionnaire respondents claimed to have identified needs analysis to their students, the results revealed the opposite (already discussed in the quantitative data section). Obviously, the inability to identify proper needs analysis is considered the greatest obstacle. To Mr. Pirsl, doing proper needs analysis following the steps provided in Chapter II is a good start of becoming a good ESP teacher. In addition, identifying and then teaching students a set of skills that go beyond the vocabulary of the specialized vocabulary is a great challenge too. To do that, the

teacher needs to have knowledge about the content to be taught and s/he needs to be very creative in helping students achieve their needs. This can be very challenging in a multilevel classroom. Thus, probably the lack of basic knowledge on the domain being taught creates difficulties. This, as we have said earlier, psychologically undermines teachers' enthusiasm to contribute to the students' desired achievements. Mr. Mukhsin provides a solution to all this. He argues that because of their background EGP teachers will need to simplify an ESP course, thus making it equal to their level of competence and understanding of the subject. Otherwise, practically all of EGP teachers will feel rather unsure during the lesson, which usually leads to self-dissatisfaction formal teaching, which makes the learning a routine and, as a result, kills learners' motivation. In addition to that, teaching ESP takes much more pre and after lesson activities, requires regular updating the course, especially in technical sciences. Even Ms. Beshaj holds that the difficulties encountered are related to the specific vocabulary and this is due to the coining of the new words. This phenomenon very probably happens as there are no words to describe something in the native language, so they borrow it from English, then it is difficult to translate, but still at least the students know the meaning which is explained by a definition. Ms. Ivanova too agrees that such a professor faces difficulties in contextual language. In addition to terminology, she claims that they usually face sentence structure. Before teaching ESP it is required to learn some notions on term structure (morphology) and to have the list of ESP dictionaries and Internet resources to look for meanings and explanations.

5.2.6. Training in ESP teaching

Training is a process that should constantly and continuously accompany the teacher in the first place. However, despite its advantages and the great impact it has on preparing certain individuals, this surely differs from domain to domain. To Ms. Pirsl, training is important but this is just the beginning. One has to be developed, to keep abreast of the modern research methods, use of multimedia, innovative teaching methods, and to attend conferences, seminars, summer schools, use any chance to upgrade their knowledge. Mr. Mukhsin does not see the training as the ultimate way and the most appropriate choice in the preparation of such a teacher. He claims that all of us had some negative experience with getting in touch with professionally trained specialists (teachers, doctors, etc.) who let us down. It means that training is not the only

factor that makes any learner a professional. The same applies to ESP teachers. Many can be trained, but not all of them will become true ESP teachers. Personality is quite important. On the other hand, Ms. Mustafa in addition to training adds two other factors. To her, training, motivation, and experience are three components that can make one suitable to teach ESP. If a teacher is willing to learn, s/he will attend specialized training and will implement the learned skills and knowledge in his classroom. However, attending training without the right mind-set is not an indicator that one is suitable to teach. So, motivation is a key element. Moreover, experienced teachers have the knowledge, skills to teach and hence they can easily adapt to a new way of introducing ESP content. Jones claims that a good teacher needs many skills that are not part of any course.

Unlike them all, Mr. Rexhaj has a completely different view. He argues that ESP teachers do not need ESP training at all; all they need is multimedia training. In this way, they should be trained in using media in teaching, more specifically, in the selection of relevant materials for the field of study. Doubtless, training is the first major step. We are aware that training cannot have the same impact on all English teachers, but at least it provides them with the necessary procedures on how to design the course, how to select the material, and so on. However, there should also be a mechanism, which monitors the teachers' job. In case it is found that yet again ESP is not being implemented into vocational schools, or there are many deficiencies, then the ministry of education should retrain teachers on the procedures they consider difficult to be adopted. In addition, if the very same teachers have problems in using proper methodologies or assessment tools, they should attend other specific training on what they are not competent.

5.2.7. A university program for ESP
If there existed a university program, would it be considered the best way to prepare the teaching staff, which as a consequence would result in teaching ESP course at vocational upper-secondary education? Or, would a few examinations only be just enough?

A special program on ESP would be the ideal solution, specifically at post-graduate studies. This is seen as a solid foundation by Ms. Pirsl, Mr. Buleshkaj, and Mr. Mukhsin. To this, Ms. Beshaj's proposal seems very pragmatic: a categorization would solve the situation. When English students (who later become English teachers at vocational education) finish bachelor's

studies and major in the English language, they can decide to further their studies either by choosing Master of Science in English Language and Literature or Translation, or ESP Teaching (which she suggests being added). However, to Mr. Jones, such a program is not necessarily needed, be it BA or MA, since incorporating modules on a general program would be sufficient, which is claimed by Ms. Pirsl too. That is, any course devoted to ESP teaching would also be beneficial and just enough. General English only cannot prepare an English teacher for ESP teaching. This has been proven to me, as has been proven to Mr. Pirsl. General knowledge did not manage to prepare us for our career, because we had to learn first all about translating then about teaching and so on. On my personal experience as a graduate student from the University of Prishtina, I have never attended any courses which would prepare me for any of the peculiarities of ESP. On the other hand, everybody expects you to know everything and can serve their purposes. In examining the case in Kosovo, we find out that currently there are no resources to have a BA in ESP. In an ideal world perhaps, that could be the solution. Having several courses in ESP is not enough but good enough for one to develop further after gaining a BA. If these ESP courses teach students how to do needs analysis, how to design a syllabus, how to use authentic resources to meet students' needs, how to differentiate in the classroom, then students will be able to modify these skills and knowledge any time they are faced with new specific language and content. But, if neither the first nor the second is applicable due to ministry policies, then Ms. Ivanova suggests that these teachers should take part in ESP conferences, read journals on ESP issues, and publish articles and ESP handbooks. It seems that there is no place where ESP teachers are prepared.

5.2.8. The possibilities of proper needs analysis

While at gymnasia, an English teacher usually teaches at two or three domains only, and typically the required language is general, English teachers at vocational schools have to teach English at least to five or ten different domains. But, are they able to do a proper needs analysis for each domain separately? Well, experts' attitudes differ. According to Mr. Buleshkaj, needs analysis for one single domain only requires a lot of time let alone if the same is supposed to be carried out for more than one domain within a short time frame. The process of needs analysis requires time. He holds that needs analysis should take place at least six months before the

school year begins. This way, English teachers do not have to hurry, and consequently, take into consideration every single step so that to perfect their syllabi.

However, this view is not supported by Mr. Jones. According to him, all of this depends on the teacher's role. So, the teacher, that is the competent teacher and the experienced one with the right training, despite a short period, would be able to produce productive syllabi based on needs analysis. Even Ms. Mustafa bases this ability on the characteristics of the teacher. Although it is unlikely that something will work well if one does not spend time analyzing data, talking to labour market representatives, and considering the big picture. A certain time is needed for planning for sure, but a good teacher is a flexible one, in other words, teachers can adapt syllabi while teaching in order to meet students' needs.

For a productive syllabus, time is needed, indeed. However, time is not always seen as a means for productivity. Ms. Beshaj claims that teachers have enough time since they are given a lot of time ahead to prepare the syllabi for the coming academic year and this happens before the academic year begins, therefore they don't have anything to do but be prepared and teach effectively. This is not that simple. Rather, it is a complex situation. Surely, an English teacher is not going to be equally successful in all areas, that is why MEST should understand the burden and responsibility of an ESP teacher and therefore allot descent number of classes for each particular department. However, there are many buts and exceptions here. To Ms. Pirsl a lot depends on the teacher, his/her professional experience, communication skills, the time s/he works at that school, the students of which year s/he teaches, professional field of the taught, and so on. Therefore, a good and dedicated English teacher can and is able to do proper needs analysis, but s/he needs time.

5.2.9. The consequences of disregarding ESP course
All interviewees unanimously agree that the trend of disregarding the ESP course should be stopped once and for all. To Mr. Rexhaj, we are already living these consequences. Furthermore, he criticizes the entire education system in Kosovo: there is stagnation not only in the contextual language but also in general English and in certain fields. He blames both the ministry policies and teachers, claiming that the latter are very unskilled and still do not adopt contemporary modern methodologies.

The students when finishing vocational upper-secondary school and pursue their career will encounter many issues that might be relevant to their area of expertise. Knowing Specific English and the terms used in their occupation will be a relief because they might find information on the internet, social media, literature, etc. In addition, there might be misinterpretation if they do not know the right meaning used in their profession, and consequently, this might lead to serious problems. Ms. Ivanova thinks that students would be limited in gaining information and restricted in skills of professional communication. These are not the only consequences the learners will face. Moreover, Mr. Mukhsin specifies some eventual consequences that could be followed by such a student. He highlights them in three main points. According to him, students will:

1. Have limited scope of information in their professional field;
2. Have narrower opportunities in getting better jobs, making professional carries, and
3. Not have a large circle of professional communication and exchange experience with foreign colleagues/business partners.

According to Ms. Pirsl, disregarding the ESP course will only be to their damage, and they will have to compensate tomorrow what the school missed providing to them today. So both teachers and students are losing ground and such schools will lose their reputation too. An alternative solution is seen by Mr. Jones, who foresees that they may have to take further courses. Many private companies often employ staff to run such courses. This might be applicable to other countries, but not here in Kosovo, since there is no such company here.

5.2.10. Can a vocational student be enough prepared for tomorrow's jobs demands if s/he is taught but EGP?
A student who is not exposed to English relevant to the field s/he studies may not be sufficiently prepared for tomorrow's job demands. Ms. Pirsl illustrates this brilliantly through a metaphor: It will be just like he or she is walking through the dark. Moreover, she provides the example of her sports students who have the following needs: to read, write, listen, and speak. They have to know how to write seminar papers, how to read sports literature, how to listen to lectures, how to speak and debate after each completed lesson and if they go to some tournaments, they have to know everything about that particular sports event. Therefore, it is not easy to feel competent

about your linguistic needs if not properly trained by an ESP teacher. The same opinion is held by Ms. Ivanova, who claims that students attending EGP are not well-prepared to be competitive in the labour market.

However, Ms. Mustafa is not in the favour of this attitude. She has full confidence in the English language teachers' work. According to her, teachers play a great role: a motivated teacher will do the impossible to help his/her students meet their needs. So motivation is the key that goes beyond the material and the course composition of training/preparation in any specific field. But, however, if the student has a very good command of English it shouldn't be too much of a problem, but to someone at an intermediate level, s/he might struggle. On the other hand, Mr. Mukhsin claims that all this depends on the domain in which the student intends to be hired. This is because a domain from a domain differs. It may be enough for journalists, managers, and so on. But in the absolute majority of cases, it will not be enough. We share the view that the progress in the general context of English will not be missed by students. However, the students will know only the common language, but for sure s/he will have to learn the language used in the profession s/he might be doing or likes to do.

According to Mr. Rexhaj, the current education system in Kosovo does not prepare the student either for the market or his/her profession. The student gets prepared only for the grade, i.e. s/he is offered to learn only to get a grade and to complete the book. This approach is extremely restrictive.

Although such a student benefits from an EGP course to some extent, yet again s/he will not be fully competent and enough equipped for his/her domain so to enter the international labour market successfully. Teachers' dedication surely plays its role, but if the student is not exposed to what is demanded to his domain, s/he will not find it attractive and consequently the negative impact might be felt in the future.

5.2.11. Experts' recommendations

In this section, we asked for experts' recommendations on MEST and English language faculties regarding the ESP.

Although discussed in the previous chapters, the university professor Ms. Blerta Mustafa claims that the University of Prishtina "Hasan Prishtina" currently offers two undergraduate courses, ESP 1 and ESP 2 (already discussed the nature of this courses). According to her, with the new Curricula, which is under revision, English Department students will be offered two more courses in ESP in their fourth year by the staff that is completing Ph.D. in ESP. Therefore, to her, the English Department at this university is already giving a great importance to ESP. She further encourages other English Language and Literature Departments to follow the same model - to invest more in their staff so that their students can benefit more. According to her, MEST could be more active in terms of supporting ESP programs and teachers in vocational schools. They have put a lot of effort, and they have made great investments in making vocational schools attractive for students, but they should consider that the language component is very important too. MEST in cooperation with universities and other stakeholders can provide training opportunities for teachers. On the other hand, there are/have been some opportunities for ESP through KETNET (Kosovo English Teachers Network) but unfortunately, teachers do not make use of it - bringing us back to the point discussed above, a lot depends on teacher motivation.

However, to Ms. Ivanova, the University of Prishtina is responsible for all this, specifically the English Language Department for not introducing ESP into the curriculum. Ms. Beshaj recommends grouping ESP teachers first and training them then. By grouping she means if there are English teachers teaching ESP in a particular domain, they must be trained in that specific domain. Whereas, Mr. Mukhsin recommends that there be an optional program at the university level BA or MA which would enable teachers to teach the ESP course. Incorporating an ESP module into the English language program is the best possible alternative in Mr. Jones's views.

So, the recommendations are of different kinds. From MEST, teachers expect better policies, training, and ideally, a university program, which would provide English teachers with solid expertise on ESP.

5.3. Observation
The observation took place in two schools from the region of Gjilan. Three teachers were observed only. They agreed to be observed on voluntary basis after being informed verbally about the importance this study has. The observation lasted for a month and a half, and each of

the three English teachers teaching at two different vocational upper-secondary schools, "Jonuz Zejnullahu" "Kongresi i Manastirit" were observed on five non-consecutive sessions. They were of different gender, had different background education and different working experience, as provided below:

Name	Gender	Background	Experience
Teacher 1	F	MA of English	7-year experience
Teacher 2	F	BA of English	2-year experience
Teacher 3	M	MA of English	11-year experience

Table 9: English teachers subjected to observation - background

While observing and serving the role of an observer, after making a brief introduction to the students and informing them about his duty, the researcher sat at the back desk and observed. In addition, he kept notes on a journal which then was supposed to be discussed and included in the research. His role as an observer was not to initiate any interactions with students at all. All he wanted to was to collect firsthand information about the topics they discussed and whether ESP was part of teaching. The table below introduces the observation held per each domain.

Name	ESP	EGP	Domains	Session
Teacher 1	✗	✓	Informatics	2
			Agriculture	1
			Auto mechanic	1
			Economy	1
Teacher 2	✗	✓	Law	1
			Informatics	1
			Machinery	1
			Telecommunication	1
			Fashion design	1
Teacher 3	✗	✓	Economy	2
			Informatics	2
			Law	1

Table 10: Information on observation

During these sessions, the researcher observed the teaching that took place at eight different classrooms and consequently eight different domains, namely: law, informatics, economy, telecommunication, machinery, auto mechanic, fashion design, and agriculture. Though each domain has its specificities, what the researcher could observe was general English only. The students of informatics during these sessions dealt with no single paragraph related to informatics. The same applied to all other domains. Vocational students are dealing with general English only and it is grammar and its structures that these teachers mainly dealt with. Except for a few words that could be found into different paragraphs related to the economy in the economy sessions, nothing else was dedicated to English for the economy. Besides, even the autonomy these teachers are allowed to use in material selection was not related to a specific language. The books they used were New Headways as claimed by the vast majority of English teachers in the questionnaire.

In short, all these teachers had one thing in common. Despite the fact that they were teaching students of different domains, the content of the course was the same. Their syllabi were the same, although students were attending different professional domains.

CHAPTER VI: THE PILOT STUDY

CHAPTER VI: THE PILOT STUDY

Introduction

This chapter provides the practical steps the researcher undertook and the roles he played during the piloting process. Each step is introduced thoroughly and for each step, the researcher provided the challenges he faced and the recommendations for overcoming the challenges. This is applied only with the experimental group, given that only they were subjected to the ESP course. In addition, the results for each student in each section of tests they sat, i.e. pre-tests and post-tests are provided, analyzed, compared, and discussed. They are introduced in tables and line charts.

6.1. The pilot project with the control group

The control group consisted of eleven students only, given that the classroom to be piloted consisted of 23 students, and students with even numbers (chosen to belong to the control group) were eleven. It was the researcher who played the role of the teacher, but he was always accompanied by the English course teacher of those students, Mr. J. Rexhepi. [12] Unlike the experimental group, with the control group, the researcher did not have to play many roles like he had to play with the experimental group. He did not have to design the syllabus, because he adopted the syllabus designed by MEST. At the initial phase, students had to sit pre-tests composed of specific English related to information and technology. The same applied at the end of the pilot study, where students sat post-tests again in four sections: listening, speaking, vocabulary, and writing. The book the researcher used with this group of students was New Headway. It was composed of general English only, as provided in Chapter III. Mr. Rexhepi kept records for each student of both groups, but at the end of the school year, he graded the

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[12] Mr. Rexhepi is the English professor who was in charge of teaching the students we chose to do the piloting with. With the MED and school' principal instruction, he had to accompany the researcher in every piloting session. His role with the experimental group was observer only. In addition, he kept notes for each student, and finally after finishing the post-tests with the experimental group, the researcher recorded the points to convert, measure, and compare the percentages for each student, whereas Mr. Rexhepi used those results in addition to the journal he kept to grade students.

experimental group based on the results achieved in the post-tests results, whereas with the control group students, a week after the researcher finished the pos-tests, he made students sit a general English test based on the material they were subjected to in order to grade them.

6.2. The pilot project with the experimental group

While designing the ESP course, the researcher followed the step-by-step suggestions and advice provided by various authors, mainly the most eminent ones generally introduced in the second chapter of the dissertation. Basically, and substantially, the ESP course was designed based on the absolute and variable characteristics defined by Strevens and Dudley-Evans and St John (for more refer to the subheading 2.3.3.).

As already mentioned, the ESP course was piloted during the 2018/19 school year, namely on the second term starting from the second half of February to the end of May, i.e. during a lesser than four-month period.

The material provided to the students under the pilot study was of B1 level according to the Common European Framework of Reference for Languages (CEFR). The control group received general-based language instructions, whereas the experimental group received content-based language instructions. All the participants sat the same tests. This was done in order to avoid any possible unfairness. The researcher never meant to provide one group with an easier assignment compared to the other group, therefore, the tests they sat each time were designed the same way for both groups. The researcher was fair and unbiased, and never let his opinions or points of view influence the experiment. Both groups were assessed by pres-tests and post-tests as a means of assessing their progress and comparing it between the groups in order to find out the impact, effectiveness and acceptance the ESP course has.

6.2.1. Researcher's experience in the role of ESP course teacher

Great importance was devoted to English speaking in both groups. However, given that not all students were able to understand English at the expected level, the researcher exercising the role of the teacher used different strategies (visualization, simplification, etc.). If, however, the

students still did not get the expected message, the English teacher used L1 (see Ministry of Education, Science, and Technology [MEST], 2012) though minimally. He did this based on the principles set by Phillipson (as cited in Alsagoff, L., et al., 2012: 36) where a crucial factor in English acquisition is using English as much as possible. This was taken seriously because such an approach promised unavoidable productivity and was satisfactorily proved. However, the productivity would not find complete spread unless providing an environment where both psychological and social comfort within the classroom as claimed by Woodward, T. (2001: 2) is present. Thus, giving enough space to the students, encouraging teacher-student and peer-peer interaction, and letting them know that even if language structures are not properly used their courage and self-confidence would be highly evaluated, the researcher inspired proactive learning. Now, in the ESP classroom setting established to the experimental group students the majority of learners dared to express themselves using informatics contextual language. To facilitate English learning, the researcher used the most contemporary methods, thus utilizing audio-visual tools. Moreover, during various sessions, the students of the experimental group were provided with printable materials relevant to informatics. If, however, things still did not seem that easy and contextual language was unreachable to some of the students, the teacher used differentiated instructions.

The aim of the researcher carrying the role of ESP teacher was to establish a climate where each student would dare to fail and express no hesitation at all for being active. This way, he wanted to make students able to understand and speak the contextual English language to a greater level. At the very sessions, different activities mainly warm-up ones enveloped with informatics vocabulary were used. Most importantly, the students of the experimental group were often sent to the informatics lab to be exposed to the kinesthetic learning style. There they could see the computers both inwardly and outwardly, they could have access to different platforms related to IT and programming, and they could exercise role-play activities and discussions.

6.2.1.1. The challenges faced

Students' inability to acquire English language structures properly at the same time and in the same manner, given that their acquisition level of linguistic structures varied significantly, was detected as a great challenge. This in fact led the researcher to convey the target message through

descriptions and simplifications, mainly in L2. If however this still did not work out to some students, the researcher used L1. He did this because he did not want to be selective and work with good students only leaving the average ones out.

The lack of facilities to accomplish contemporary teaching methodologies was a challenge too. Due to it, the researcher had to use his personal tools to develop the English session, namely his own laptop and projector. Likewise, the lack of a photocopier at school to print material created limitations, as the researcher had to print the material for students at his own expense, and consequently students had to share that material, usually worksheets with each other. However, this does not reflect the prevailing situation of all vocational schools in Kosovo.

6.2.1.2. Recommendations

ESP course teachers serving the role of teachers are recommended to:

- Use the English language as much as possible in their lectures, without mixing it with the mother tongue unless required. Even then, they should use it minimally only;
- Provide as much space for interactivity as possible;
- Create an environment where students feel both psychical and social accommodation within the classroom;
- Use information technology given that students' learning styles vary greatly,
- Send students to the labs or workshops relevant to their domain, and
- Use differentiated instructions by modifying the materials in accordance with the students' level.

6.2.2. Researcher's experience in the role of course designer and material provider

Driven by ESP experts' guidelines (already provided in Chapter II), the very step was to identify students' needs (the case with the experimental group). The target group under needs analysis was experimental group students themselves. The suggestions provided by Hutchinson and Waters (1987: 22), namely the WH-questions accompanied the researcher throughout this process. Here we gathered information on students' needs. At the same time, the experimental

group students were asked to express the aims they chose to study informatics. In addition, based on Dudley-Evan's classification of needs analysis, we identified students' "wants". It turned that their "wants" differed greatly: some wished grammar and its structures to dominate the course, others expected to develop their communication skills, but most of them were in favour of English based on the IT domain, i.e. ESP. It is worth mentioning that many of their "wants" fell under the "needs" too. Among the immediate "needs", it was identified the contextual language built upon three main skills: listening, speaking, and writing. This was derived from the informal interviews the researcher conducted with the heads of three IT and programming companies. To the determination of designing the course on these three main skills contributed to students' "wants" too. Most of them claimed they aim at becoming IT programmers and program designers, given that these were the most demanded jobs both nationally and internationally.

On the other hand, in accordance with the five types of questions suggested by Rossett (as cited in Brown, 1995: 43-44 [see Chapter II]), the researcher identified the problems that fell under the section of "lacks". The course designer, in this case, the researcher himself, noticed that students' inability to deal with contextual language and its use in various language structures was the greatest lack. Therefore, focusing on vocabulary was necessary. This in fact clarified our vision and purpose for course material selection, to which the material provider paid extra attention. In this context, we followed the suggestions of Wallace (1992). Initially, after having a clearer picture of students' competences we were dealing with, we made sure that the selected, compiled, and rearranged materials are adequate and appropriate, always compatible with the informatics domain. This actually encouraged us to adorn activities with attractiveness, given that teacher's role comes to a stage when enhancing students' motivation, thus making the course content both interesting and engaging. Basically, the internet served as a source for taking different samples as a guide for redesigning the material, which in fact proved to be very helpful. In designing the material, relevance is a crucial factor to be followed, that is why the researcher paid it its due attention and made sure that the units to be taught had relevance with each-other, the activities had relevance too, and also a sequential trend was followed, always starting with the easiest things first then shifting to the difficult ones as suggested by Harmer (2001: 259). Here, the students were able to reinforce what they have already learned; they could involve different linguistic structures from previous ESP sessions, and consequently produce better language outputs. The sequential order played a great role since the students were first exposed

to simple things then moving to more complex ones. Actually, the activities were not the same. Diversity in activities is what followed us throughout the teaching process.

To reach the most appropriate design, we consulted different materials. *English for Information and Technology 2* (see Appendix D) served as a primary source. Moreover, we used two other books, namely *Oxford English for Information Technology* and *Computers and Information Technology* (see Appendix D). In addition, the researcher reviewed various relevant materials from different websites. It is worth mentioning that he also downloaded various videos, mainly from the YouTube Channel (see Appendix E), which were well-perceived by the majority of students and helped them develop both their listening and speaking skills and enriched their contextual vocabulary.

6.2.2.1. The challenges faced

To be a full-time English teacher (teaching 20 hours) at vocational pre-university education in Kosovo, one may have to teach English up to ten different domains, taking into account the number of teaching hours per week (i.e. two hours per week as discussed earlier). One teacher alone will not be able to identify properly students' needs for each class separately and then design certain syllabi within a short time frame, if not sharing the responsibilities with other English teachers, i.e. working in a team.

Though the internet provides plenty of material for each and every domain, yet again the duty of selecting the adequate teaching material and then modifying, shortening, combining so to fit students' level of ability, is a great challenge in itself. Also, adapting the material to each student based on their level of acquisition and using differentiated instructions is time-consuming.

6.2.2.2. Recommendations

The ESP teachers acting the role of course designer and material provider are highly recommended to:

- Select easily adaptive material for students;

- Use the Internet as a source for downloading different worksheets, which are mainly designed by experienced English teachers worldwide and then redesign when necessary;

- When designing the course and the material go from easy things to difficult ones;

- Keep the relevance of the course;

- Select content-based material, which is more demanded and engaging and produce motivation for students;

- Select the material which best suits students' "needs", "wants", and meets students' "lacks", and

- Collaborate with English teachers in the process of course designing, as a teacher alone will not be able to design proper syllabi and provide material for many domains s/he teaches in a short time.

6.2.3. Researcher's experience in the role of a collaborator

The course taught to the experimental group was built upon the contextual content premises. Coordination and collaboration with other subject field course teachers played a tremendous role in this regard. The researcher collaborated with three informatics and technology teachers. After explaining the importance and the immense role they can play in ESP course development, he asked for their two-month and annual plans. Coordination and collaboration with them served as a map that generally defined the boundaries and the content of our course. The collaboration proved to be efficient given that now students could easily transfer the fresh contextual informatics knowledge into contextual English at a satisfactorily level. In addition to that, the researcher was also closely acquainted with the syllabi of informatics and technology, thus becoming more familiar with the domain s/he was about to teach at, considering that it is of utmost importance to know at least the basics of the domain supposing to teach.

6.2.3.1. The challenges faced

Collaboration with individuals who want to help is easy made and fruitful. However, in our case, there were times when collaboration with some subject course teachers was barely possible. Despite clarifying the purpose of this study and the positive impact it may have on students'

bright future, the researcher was often disregarded by some informatics and its branches teachers without any valid excuse. Only after persistent efforts, we managed to make collaboration with three of them. They were teachers teaching at two different vocational schools in Viti. It is worth noting here that the researcher tried to create a link of collaboration with two English teachers as well, but it was impossible. They claimed they had no time to deal with ESP course designing because they were already busy with their stuff.

6.2.3.2. Recommendations

The ESP teachers acting the role of a collaborator should:

- Collaborate closely with subject-course teachers and English language teachers; this helps him/her towards the course design process;
- Be persistent in establishing collaboration with the course subject colleagues if they refuse, and never give up given that the aim of perfecting the ESP course is nobler than quitting on the first failure to achieve the collaboration.

6.2.4. Researcher's experience in the role of the researcher

After the prior specification of the goals, the researcher moved to other stages. He researched IT labour market demands, both in the national and international contexts. This was achieved in two ways: firstly, the researcher managed to arrange meetings with three national companies who hire IT programmers, and secondly he researched different websites related to IT, namely international ones. It was found out that to be an IT developer or web designer, among other professional skills, listening, speaking, vocabulary, and writing were required too. The leaders of these companies stated that they cooperate with other international IT companies, so teamwork is among the key factors in achieving better results. By speaking skill here it was meant to develop listening skills too because living in the era of globalization means being continuously updated so as to adapt to the demands worldwide. Thus, according to them, IT programmers and web developers were supposed to learn from the experiences of different international IT experts, and therefore they were required to watch different videos, and also when necessary to contact international customers and make deals regarding their requirements. This helped the researcher

a lot, and based on the informal interviews he conducted with these company leaders, he included what was needed in the syllabus.

6.2.4.1. The challenges faced

Researching the labour market demands is indeed challenging, as the researcher had to do the job MEST was supposed to do. If trying to research the labour market demands alone, not like an official institution, the private companies do not take you seriously. In our case, the researcher contacted them via email but had to wait a long time before getting a reply. Only after being persistent, he managed to arrange meetings with them, though they refused categorically to be interviewed formally.

6.2.4.2. Recommendations

The ESP teachers in the role of the researcher should:

- Research closely students' goals;
- Research labour market demands in case the relevant institutions fail to do so, although s/he is not obliged to;
- Thoroughly and seriously research various resources and then select only the materials that are demanded for the given domain;
- Research and detect the skills required for the students;
- Research and select the appropriate methodologies, and
- Find out which learning style(s) is/are the most appropriate one(s), and consequently adapt the material to the foreseen styles.

6.2.5. Researcher's experience in the role of evaluator

Assessment is a process necessarily integrated into education. Its role actually encompasses every stakeholder engaged in the process of education. By being assessed students get to know their English acquisition level, teachers get to know how their teaching is progressing, and the institution is provided with feedback on the process of teaching/learning (MEST, 2012: 146).

During these 30 sessions, students were evaluated continuously. This evaluation was twofold (Titik, 2014: 59): feedback on both learning and teaching efficiency, or as claimed by Hutchinson and Waters (1987: 144), feedback on students and course evaluations. This way, the researcher wanted to make sure whether he was on the right track, whether the teaching methodology was the proper one and whether students were making any progress. It was this evaluation that helped the researcher to redesign and adjust the material when necessary. Here the researcher found out that much more attention should be paid to vocabulary and speaking skill, given that in these two sections at first, the progress was not as expected. In what follows, we will focus on pre-tests and post-tests evaluation results and discuss them thoroughly.

6.2.5.1. Recommendations

English teachers serving the role of ESP evaluator are recommended to:

- Evaluate students continuously;
- Provide students with feedback on their achievement;
- Sit students on the achievement test.

6.3. Analysis of the pre-test results

The pilot study was conducted with the 11th graders attending classes at informatics domain at the vocational upper-secondary school "Jonuz Zejnullahu" in Viti. One whole class was part of the research. There were 23 students, 12 belonged to the experimental group and 11 to the control group. Prior to carrying out the implementation of ESP syllabus we designed, students of both groups had to sit a pre-test. Pre-tests are the tests usually held at the beginning of the course to measure the actual knowledge learners have, which then are related to other tests at the end of the course in order to measure the added knowledge students got during the course (see Berry, Thomas, 2008). By the pre-tests, we wanted to find out how good students were in the context of English for informatics. In addition, we wanted students to get a clue of what they were going to learn and finally we aimed at having them sit post-tests in order to measure and compare the results achieved at these tests. The students were examined in the context of vocabulary, writing skill, speaking skill, and listening skill. The results and percentages for each student in each

section are provided in the tables below. For the sake of unrevealing their identity, we referred to each student by the diary numbers they had such as 'stu. 1', 'stu. 2' till 'stu. 23'. Students with even numbers belonged to the control group, whereas the ones with odd numbers belonged to the control group.

The material students were to be exposed to during forthcoming sessions was categorized into different sections; therefore, a test was devised for each section of the material. Basically, the tests, i.e. pre-tests, each held separately for each section in order not to overburden the students by having them sit all pre-tests at once, were composed of different assignments: they had to fill in the blanks, match words, complete the charts, listen to the audio, discuss, etc. A successful student could reach up to 100 points for each test. Prior to delivering the tests, the students were briefly informed about the content of the test and the time allotted for them was 30 minutes. After 30 minutes, the researcher collected the tests and checked them at home. In the following session he distributed the corrected tests among students. Though the students were not graded by the researcher, the points of each student, later converted into a percentage, were kept as serving evidence for the research, i.e. the results were recorded.

One may rightly raise the issue that if students are aware that they will not be graded, they will take the test for granted and complete it just for the sake of completing, without paying serious attention, and consequently, this would affect the results. Therefore, prior to sitting it, students were informed about its importance, as Berry Thomas (2008) remarked, that pre-tests serve for their own good towards their scores and their seriousness in this context contributes to the efficiency of the study.

The focus on these specific skills was based on the findings of informal interviews conducted with three leaders of programming and IT private companies.

6.3.1. The analysis of pre-tests results of the experimental group

Number	Listening	Speaking	Vocabulary	Writing	Mean
(E)[13] Stu. 1[14]	22%	19%	13%	25%	**19.75%**
(E) Stu. 3	21%	19%	15%	23%	**19.5%**
(E) Stu. 5	33%	35%	28%	41%	**34.25%**
(E) Stu. 7	15%	11%	09%	19%	**13.5%**
(E) Stu. 9	33%	27%	21%	32%	**28.25%**
(E) Stu. 11	19%	16%	12%	24%	**17.75%**
(E) Stu. 13	31%	29%	24%	41%	**31.25%**
(E) Stu. 15	26%	32%	27%	31%	**29%**
(E) Stu. 17	18%	15%	13%	21%	**16.75%**
(E) Stu. 19	27%	22%	19%	30%	**24.5%**
(E) Stu. 21	29%	31%	24%	35%	**29.75%**
(E) Stu. 23	16%	12%	15%	20%	**15.75%**
Mean	**24.16%**	**22.33%**	**18.33%**	**28.5%**	**23.33%**

Table 11: Pre-tests results of the experimental group

The table above introduces the results achieved by the experimental group students prior to attending ESP classes, i.e. specific language on information and technology. The pre-tests were held on the sections upon which the course was designed. Just like in every group, the level of the experimental group students varied too, therefore the results varied from student to student and from section/skill to section/skill. The average progress for each student of the experimental group, in general, was 23.33%. Obviously, students lacked informatics vocabulary. Therefore, the vocabulary test seemed to be the most difficult one. The average percentage of each student reaching no more than 18.33% showed the least success comparing to other sections. Slightly better performance with an average of 22.33% was achieved in the speaking skill, where students' responses to several oral questions related to information and technology were hardly

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[13] E – Stands for Experimental.

[14] Students are listed according to the numbers they have on the registration diary. Students with the odd numbers belong to the experimental group.

composed in a way they were supposed to. The researcher noticed certain hesitation and reluctance in the students. They seemed to lack self-confidence in using and building up English structures with the focus on informatics. Anyhow, even here students' ability on handling a question related to their domain varied, and the results achieved in this section ranged from 11-35%. Better performance with 1.83% higher than the speaking skill was showed at the listening skill, whereas writing seemed to be their favourite skill to them, therefore the average mean for each student reached to 28.5%. Here two students, namely students with numbers 5 and 13 achieved more than 40% in a test of 100%. On the other hand, the least success with 19% was shown by the student with number 7.

Though better results were wishful, this is what the lack of ESP course in the 10th grade produced to these 11th graders.

6.3.2. The analysis of pre-tests results of the control group

Number	Listening	Speaking	Vocabulary	Writing	Mean
(C)[15] Stu. 2[16]	19%	24%	17%	27%	**21.75%**
(C) Stu. 4	24%	21%	15%	23%	**20.75%**
(C) Stu. 6	38%	46%	27%	50%	**40.25%**
(C) Stu. 8	22%	31%	19%	24%	**24%**
(C) Stu. 10	27%	36%	21%	31%	**28.75%**
(C) Stu. 12	11%	09%	11%	08%	**9.75%**
(C) Stu. 14	20%	24%	18%	28%	**22.5%**
(C) Stu. 16	42%	60%	44%	62%	**52%**
(C) Stu. 18	22%	36%	17%	32%	**26.75%**
(C) Stu. 20	39%	42%	29%	52%	**40.5%**
(C) Stu. 22	18%	12%	09%	14%	**13.25%**
Mean	**25.63%**	**31%**	**20.63%**	**31.90%**	**27.31%**

Table 12: Pre-tests results of the control group

[15] C – Stands for the control group.

[16] Students with even number belong to the control group.

The table above introduces the results of eleven students having even numbers in the classroom recording diary. These students were selected to belong to the control group. This group too sat the same pre-tests as the experimental group, but at different times. It was the experimental group first to sit the tests, then the control group. The pre-tests results varied greatly among control group students. Though some showed lesser results than the others, compared to the experimental group, control group students achieved greater results in general terms with an average of 3.98% each. The average result for each student in all sections reached to 27.31%. Even with this group of students the greatest results were achieved in the writing skill with an average of 31.90% for each student. Almost as good was the performance showed to the speaking skill, with less than 0.90% compared to the writing skill. Pretty much the same hesitation and lack of confidence in producing language structures enveloped with specific words of informatics accompanied the control group, students, too. Contextual language seemed to create difficulties in having good competence in it. Consequently, the lowest average among the four sections students sat the pre-tests were showed in vocabulary. Here, students' success ranged from 09-44%; the total average for each student in the context of having competence on information and technology vocabulary reached up to 20.63%. On the other hand, better results were achieved in the listening pre-test. The results of the listening section ranged from 11-42% among the 11 students. In general terms, the poor ability to handle an ESP situation accompanied control group students too. The above figures indicate the consequences students of vocational upper-secondary education are already having. Although these students, who have one more school year to finish are far behind in the context of acquiring contextual language related to their domain due to the education policies in Kosovo, at least they have one year ahead to attend ESP classes. Though they have been deprived of ESP so far, it is not fair to deprive them of this much-needed course anymore.

6.3.3. The comparison of pre-tests results between experimental group and control group

Pre-test results

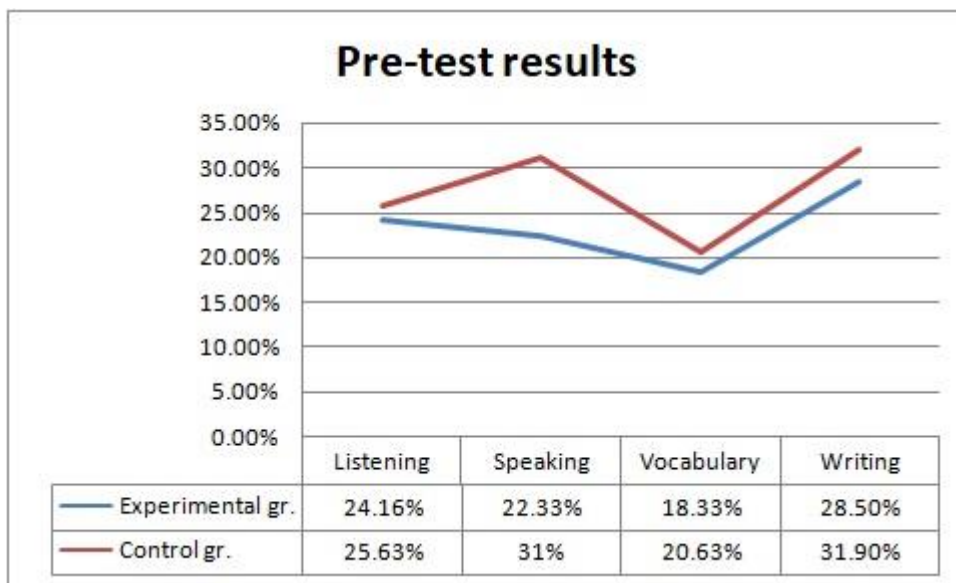|	Listening	Speaking	Vocabulary	Writing
Experimental gr.	24.16%	22.33%	18.33%	28.50%
Control gr.	25.63%	31%	20.63%	31.90%

Figure 45: Pre-tests results of experimental group and control group

The results did not vary between students only, or between sections / skills; they varied between groups too. Though the students of both groups came from the same classroom, and the sample was randomly selected, the results reveal that in each skill or section students belonging to the control group were more productive and successful than the experimental group students for an average of 3.98% in general. As evident from the line chart above, in some sections the difference was more emphasized whereas in others it was less emphasized. The difference in the section of listening was very minimal, namely 1.47% only in total average. The control group proved to be more proficient in the context of speaking skill too, therefore the highest difference was achieved in this section with an average of 8.67% for each student in general. The control group seemed to find vocabulary as difficult as the experimental group, though they had a slightly higher average percentage of 2.3%. Even in the last pre-test they sat, i.e. the one dealing with writing, the experimental group was less productive for an average of 3.4% in total compared to the control group. Basically, the results of both groups say much about the very low incompetency of students to deal with the contextual language. Neither group achieved at least30%.ESP is very much needed for vocational upper-secondary school students. It is revealed that it is hard to be learnt and acquired by students if all they are subjected to is but general

English only. If not fixing this issue today, lots of disadvantages will follow our students tomorrow, both in terms of study and in terms of entering the global market.

6.3.4. The analysis of post-tests results of the experimental group

Number	Listening	Speaking	Vocabulary	Writing	Mean
(E) Stu. 1	52%	51%	49%	55%	51.75%
(E) Stu. 3	52%	61%	49%	50%	53%
(E) Stu. 5	79%	83%	69%	93%	81%
(E) Stu. 7	68%	71%	65%	84%	72%
(E) Stu. 9	55%	58%	51%	65%	57.75%
(E) Stu. 11	57%	52%	48%	60%	54.25%
(E) Stu. 13	74%	69%	66%	88%	74.25%
(E) Stu. 15	61%	59%	53%	70%	60.75%
(E) Stu. 17	48%	45%	39%	51%	45.75%
(E) Stu. 19	59%	62%	57%	70%	62%
(E) Stu. 21	66%	72%	64%	71%	68.25%%
(E) Stu. 23	46%	41%	44%	50%	45.25%
Mean	**59.75%**	**60.33%**	**54.5%**	**67.25%**	**60.5%**

Table 13: Results of the post-tests of the experimental group students

After a period of three months and two weeks of ESP course attendance, the experimental group students achieved the results introduced in the table above. At the end of the pilot process, namely in the last week of May, students sat once again tests, but this time it was post-tests. The post-tests assignments were designed under the same framework as pre-tests (see Appendix F). Just like at the very beginning of the piloting, students were the same, sections to be evaluated were the same, but the results differed in positive terms.

In the general context, each student achieved results on an average of60.5%. In fact, no section recorded results below 50%. With the exception of two students (the ones under the coding 17 and 23) who failed to reach 50% and more, the others achieved satisfactorily results compared to

the results achieved on pre-tests. The highest scores were achieved by the student no. 5, who reached 81% followed by the student no. 13 and the student no. 7 who achieved more than 70% in general terms. The skill with the highest development was writing skill. The average for each student was 67.25%, and the results among students ranged from 50-93%. Only 0.33% above 60% was the average success showed in the section of speaking. After 1050 minutes of exposure to the ESP course, students' competence to uttering sentence structures correctly ranged from 41-83%. 59.75% was the average result achieved in the section listening, whereas the least performance in the post-test was achieved in the section of vocabulary. 69% was the maximum success achieved by the student no. 5, whereas the lowest performance in this context was achieved by the student no. 17 with 39% only. However, the average result for each student in this section was above 50%, namely 54.5%.

ESP course helps students develop professionally. In addition, it motivates English acquisition since it is correlated to other subject courses. This way, when exposed to this course each student gives his/her best and consequently progresses in every demanding skill. These figures and this progress achieved from the pre-tests to post-tests are great indicators that once vocational upper-secondary students are subjected to ESP material, the progress is what follows. This progress achieved during 15 weeks should be taken seriously by the Ministry of education and serve as a great means for applying the ESP course to vocational education.

6.3.5. The analysis of post-tests results of the control group

Number	Listening	Speaking	Vocabulary	Writing	Mean
(C) Stu. 2	27%	31%	25%	32%	28.75%
(C) Stu. 4	39%	30%	24%	36%	32.25%
(C) Stu. 6	45%	54%	37%	54%	47.5%
(C) Stu. 8	28%	36%	26%	33%	30.75%
(C) Stu. 10	36%	43%	34%	40%	38.25%
(C) Stu. 12	16%	15%	13%	14%	14.5%
(C) Stu. 14	32%	29%	27%	33%	30.25%
(C) Stu. 16	49%	66%	53%	68%	59%
(C) Stu. 18	28%	44%	27%	32%	32.75%
(C) Stu. 20	47%	56%	45%	58%	51.5%
(C) Stu. 22	25%	23%	21%	23%	23%
Mean	**33.81%**	**38.81%**	**30.18%**	**38.45%**	**35.31%**

Table 14: The post-tests results of the control group

The above figures introduce the results achieved by each student of the control group after sitting post-tests. Unlike the post-tests results of the experimental group students, the situation with the control group students is different. Both groups have one thing in common only: progress. However, progress has several levels. If highlighting the general progress, the term 'minimal progress' would in fact fit the control group. The greatest success these eleven students encoded with even numbers achieved was found in the section of speaking. The average achievement in the speaking skill for each student was 38.81%. Nearly the same results were found in the section of writing with a slight difference of 0.36% lesser compared to the speaking skill. This time, it was not writing skill the most developed one. On the other hand, just as it happened with both groups and in both tests, in the post-test too control group students showed the lowest results in the section of vocabulary with an average of 30.18% for each student. Doubtless, the difficulty and the minimal progress showed by control group students in terms of English for information and technology came as a result of being deprived of the ESP course. Therefore, the fruits of this deprivation are just there, on each student on the table above. Consequently, our students are not

and will never be competent in handling ESP situations in their classroom settings today and in their workplace tomorrow if no steps are taken to change the English curriculum for vocational upper-secondary education in the Republic of Kosovo. On the other hand, better results compared to the vocabulary section were showed in the listening skill with an average of 33.81% for each student. Speaking in general terms the total average in the four sections for each student reached 35.31%.

6.3.6. The comparison of post-tests results between the experimental group and the control group

Post-test results				
	Listening	Speaking	Vocabulary	Writing
Experimental gr.	59.75%	60.33%	54.50%	67.25%
Control gr.	33.81%	38.81%	30.18%	38.45%
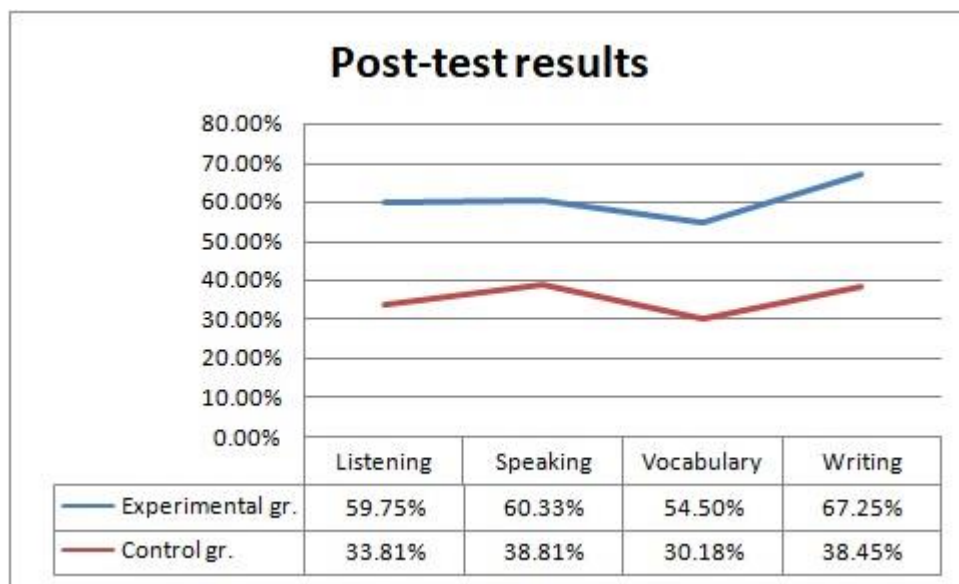
Figure 46: The comparison of post-tests results between the experimental group and the control group

The difference between the post-tests results in the context of progress in the general average for each student was 25.19% in the favour of experimental group.

Basically, in each section, the experimental group showed superiority over the control group. The listening skill recorded a difference of 25.94% between the two groups. To the experimental group students, the assignments in the listening section post-test, though the same with the control group students seemed easier, because of dealing with specific contextual language. The

highest difference was found in the writing skill. The experimental group students were more successful than the control group for 28.8%. In speaking context the students of the experimental group were able to answer successfully to the questions related to contextual language for an average of 21.52% compared to the control group. A higher difference was shown in the context of vocabulary acquisition with an average of 24.32% for each student.

Obviously, students being subjected to ESP course showed better results compared to the ones who were not subjected to it. If attending general English classes only, specific English cannot be acquired. They are two different things and produce results for what they serve. Therefore, an EGP student cannot be competent in ESP. We cannot prepare vocational upper-secondary students for the global market if all we offer to them is but EGP. It is worth mentioning that these results have been achieved after ESP's implementation for a short period, namely less than a term. Had the ESP course been applied for the entire school year, and consequently for three years of study, based on this trend, this course would hypothetically have found a greater spread and the results would be greater.

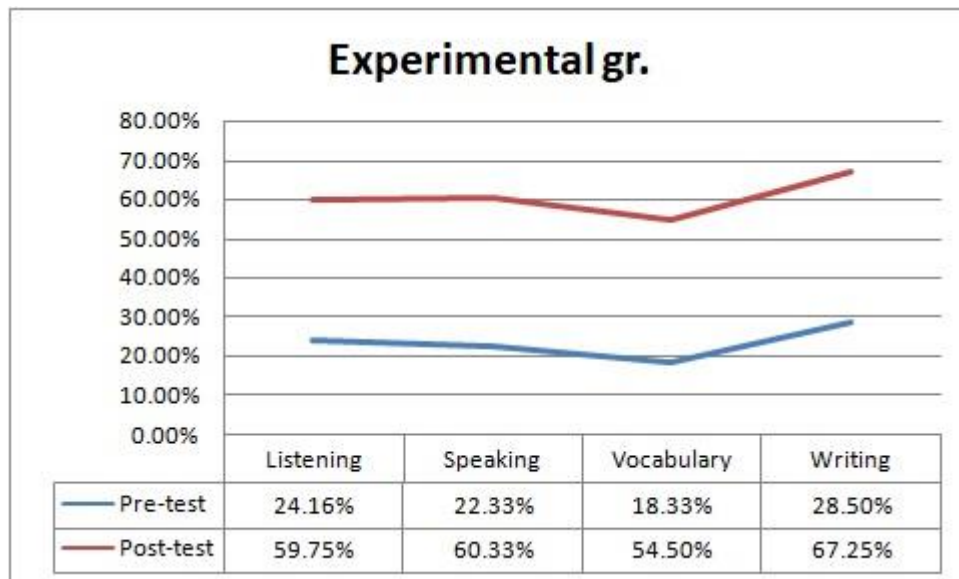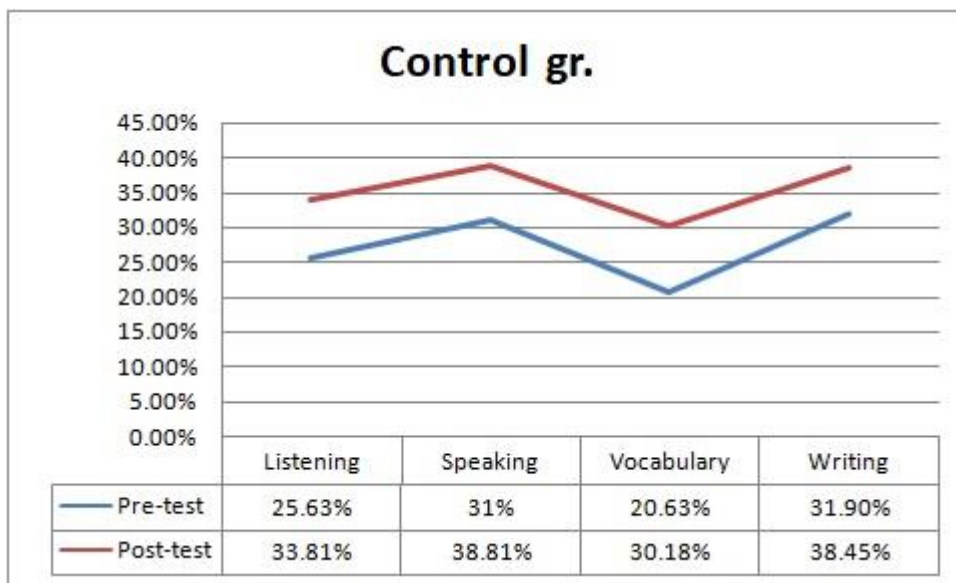**6.3.7. The comparison of pre-tests and post-tests results of the experimental group**

Figure 47: The comparison of pre-tests and post-tests results of the experimental group

At the very stage of ESP course implementation, the experimental group students were able to handle an ESP situation on an average of 23.33% each. After 15 weeks, things changed for the better. The progress and contextual language acquisition increased for an average of 37.17% in a general context for each experimental group student. Could this progress be higher? – might ask one. Well, given that this is the first time students are dealing with specific contextual language and taking into account the limited time we had at disposal for piloting ESP course, yes it might be considered a satisfactory result. 38.75% was the progress achieved between two tests, i.e. pre-test and post-test in the context of the writing section. Students' opportunity to be exposed to several texts related to information and technology, their continual writings using informatics vocabulary helped them a lot to improve their writing. Compared to the pre-test results, now students were able to write reports, emails, make orders on IT stuff, reply to a client related to creating his/her personal website, ask them about things related to it, and so on. Experimental students' vocabulary was enriched for an average of 36.17% each when exposed to ESP. At the beginning of the pilot study, students' performance on the assignments related to vocabulary was very poor reaching averagely to 18.33%. Students' exposure to the material related to information and technology only made it possible to get acquainted with new words, new terminology, and the like. This contributed to reaching up to 54.5% in total average in this context. Speaking and discussing informatics matters was not good. Though the pilot study was being conducted with the 11th graders, which means that this was their second year attending classes in the informatics domain, the consequences of being deprived of the ESP were reflected in figures. Only 22.33% was the average for each student prior to starting ESP classes. ESP course once applied during 30 sessions increased students' ability to deal with ESP in an average of 40% for each student, thus reaching the average result in the post-test to 60.33%. In the context of the listening section, the experimental group students were more successful compared to the pre-test for 35.59%.

6.3.8. The comparison of pre-tests and post-tests results of the control group

Figure 48: The comparison of the pre-tests and post-tests results of the control group

Obviously, the progress the control group students showed was not of the same level as the progress showed by the students of the experimental group. The average progress was only minimal. The difference between the average results of pre-tests and post-tests was only 8%. This is what the lack of ESP produces to vocational upper-secondary students in case they are not exposed to contextual English language. The maximum progress was achieved in the section of vocabulary with an average of 9.55% in total to each student. The other sections recorded an increase of more than 5%, but in no section, students reached 10% and above. The students who were not subjected to ESP found it difficult to produce essays, reports, and the like using contextual language. Therefore, the least progress was achieved in the section of writing. The average percentage for each student was 6.55%. As a consequence of ESP's lack, students' ability to convert the ideas, and the fresh knowledge they gained in the subject courses into English was at its very low level. That is why, in the context of speaking, students' progress in general in May was increased to an average of 7.81% compared to the pre-test held in February 2018. On the other hand, in general terms control group students progressed for an average of 8.18% as it used to be 25.63% in the pre-tests.

6.3.9. The achievements of students of the experimental group

Below is provided a table that introduces the progress only each student achieved on each section between pre-tests and post-tests.

Number	Listening	Speaking	Vocabulary	Writing	Mean
(E) Stu. 1	30%	32%	36%	30%	**32%**
(E) Stu. 3	31%	42%	34%	27%	**33.5%**
(E) Stu. 5	46%	48%	41%	52%	**46.75%**
(E) Stu. 7	53%	60%	56%	65%	**58.5%**
(E) Stu. 9	22%	31%	30%	33%	**29%**
(E) Stu. 11	38%	36%	36%	36%	**36.5%**
(E) Stu. 13	43%	40%	42%	47%	**43%**
(E) Stu. 15	35%	27%	26%	39%	**31.75%**
(E) Stu. 17	30%	30%	26%	30%	**29%**
(E) Stu. 19	32%	40%	38%	40%	**37.5%**
(E) Stu. 21	37%	41%	40%	36%	**38.5%**
(E) Stu. 23	30%	29%	29%	30%	**29.5%**
Mean	**35.5%**	**38%**	**36.16%**	**38.75%**	**37.12%**

Table 15: The achievements of students of the experimental group

The period of attending 30 sessions on the ESP course was successful to each attendee, though the general progress from the pre-tests to post-tests ranged from 29.5-58.5%. The highest progress in the context of listening section was achieved by the student no. 7 with more than 50% of points. Two other students, namely the student no. 5 and the student no. 13 progressed with more than 40%, namely 46% and 43%. Student no. 9 made the least progress with 22% only, whereas the other eight's progress ranged from 30-38%.

In the speaking skill, the progress between the two tests ranged from 27% to 60%. In fact, the average progress for each experimental group student here was almost 40%. Just like in other sections, here too students' progress varied. However, unlike the listening skill, in the speaking skill both the minimal and the maximal progress is greater.

Very minimal higher progress of 0.66% compared to the listening skill was achieved in the third section, i.e. the section of vocabulary. The average progress for each student reached 36.16%. Not every student enriched the specific vocabulary the same way. Students with numbers 15 and 17 managed to demonstrate higher progress of 26% from their previous tests, i.e. pre-tests, whereas the highest progress in this section was achieved by the student no. 7 with 56%.

The writing skill is the most developed one, and consequently, the average progress by almost every student was higher compared to other sections. Here the progress among students ranged from 27-65%, whereas each student in general context progressed for 38.75%.

The figures above reflect practically the impact the ESP course has on vocational upper-secondary students once it is applied. Though the motivation was not a measured variable, the fact that the progress from pre-tests to post-tests increased at a satisfactorily level, indicates that ESP motivates each student to learn much more.

6.3.10. The achievements of students of the control group

Number	Listening	Speaking	Vocabulary	Writing	Mean
(C) Stu. 2	08%	07%	08%	05%	7%
(C) Stu. 4	15%	09%	09%	13%	11.5%
(C) Stu. 6	07%	08%	10%	04%	7.25%
(C) Stu. 8	06%	05%	07%	09%	6.75%
(C) Stu. 10	09%	07%	13%	09%	9.5%
(C) Stu. 12	05%	08%	02%	06%	5.25%
(C) Stu. 14	12%	05%	09%	01%	6.75%
(C) Stu. 16	07%	06%	09%	09%	7.75%
(C) Stu. 18	06%	08%	10%	05%	7.25%
(C) Stu. 20	08%	14%	16%	07%	11.25%
(C) Stu. 22	07%	11%	12%	07%	9.25%
Mean	8.18%	8%	9.54%	6.81%	8.13%

Table 16: The achievements of students of the control group

A far lesser progress was showed with the students of the control group, who were subjected to the EGP course only. The only time they were exposed to ESP was when sitting the pre-tests and post-tests. Though the control group students showed greater results in pre-tests compared to the experimental group students, things changed drastically when the post-tests took place at the end of the pilot study. The average result achieved for each student in each section was 8.13%. Obviously, this progress was minimal. In the section of listening, the maximum progress compared to the pre-test was achieved by the student with number 14 with 12%. In general, this section was the second most progressive after the section of vocabulary, where the average for each student was 9.54%. In the vocabulary section, the progress ranged from 2-16%. On the other hand, the least progress from the two tests was in the context of writing skill. The increase was only 6.81%, thus indicating that unless being subjected to ESP course, it is hard to write a text properly in case addressing to an international IT company and so on.

The results found in the pilot study confirm education experts and English teachers' opinions and perceptions that ESP must necessarily be applied to the English curriculum of vocational upper-secondary education if the Republic of Kosovo aims at preparing vocational upper-secondary students for the global market demands.

CHAPTER VII: CONCLUSION

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Introduction

This is both a theoretical and empirical study, unique of its kind in the Republic of Kosovo. It aimed at exploring the curriculum of English language course at vocational upper-secondary education. In addition, it aimed at finding out what syllabi are being used at these schools, the material the English teachers base their teaching on, their readiness to teach ESP, the challenges for teaching ESP, what current English teachers need in order to teach ESP, and the like. The research included both quantitative and qualitative methods. To gather ground data we used questionnaires, interviews, observations, and piloting as research instruments. The sample included 107 English teachers teaching at 29 different vocational schools from 17 cities/towns, otherwise 7 regions, 23 vocational 11th-grade students, 8 English language, and ESP experts. The questionnaires were conducted with English teachers only, the interviews were conducted with ESP and English language experts, a few English teachers were observed, and only students were subjected to piloting. The study in general covered 43.9% of total vocational upper-secondary schools in Kosovo, and the pilot study in particular took place in one school only, "Jonuz Zejnullahu" vocational school in Viti in a period of fewer than four months. These students were divided into two groups, 12 belonging to the experimental group (subjected to ESP classes) and 11 belonging to the control group (subjected to EGP classes).The researcher himself exercised the role of the ESP teacher with the experimental group and the role of the EGP teacher with the control group.

This study is so important and unique because the issue of English course at vocational upper-secondary education has not been explored so far. Therefore, its findings provide significant ground information, which eventually will serve for raising relevant actors' awareness and make a change on the English curriculum at vocational upper-secondary education.

Education in Kosovo is both general education and vocational education. Vocational upper-secondary education is compulsory and is frequented by a large number of students. More than 46000 or 47% of total upper-secondary students in Kosovo attend classes at 66 vocational schools operating all-around Kosovo. Basically, vocational education unlike general education is

meant to make learners able and competent of having good practical skills, which are profession and market demanded.

But, the current policies MEST applies to vocational education in the context of English course do not meet at all the requirements for such a level of education. In fact, although the English course at vocational education should be different from the English course in general education the ministry of education in Kosovo does not distinguish between the two. Therefore, it designed one same English curriculum for both. The education policymakers and English curriculum designers for vocational upper-secondary education seem not to be sufficiently aware of the importance the ESP course has for vocational students and the negative impact the non-application of this course will have in their future life and career. English today cannot be learned just to complete the exam and get to know the culture of other countries. Such limitation is non-sense. English, particularly in contemporary times goes far beyond this. It is needed in each and every life domain. This is what characterizes contextual language.

ESP is indeed a necessity for vocational education due to the benefits it provides for the students of a specific area. ESP in itself aims at helping students become familiar with the vocabulary used in their study program. It has many advantages, but among the key ones is the fact that it would make the learning of the language more meaningful for the learner. In other words, students would be more motivated to learn what they are going to apply in the labour market. Basically, its advantages are numerous. Freshmen will have a solid basis for upgrading and improving their English language which they will immediately need for real-life purposes. Furthermore, it is significant for shaping professional communication skills. It is important because those who develop ESP skills also have higher chances to apply and get better jobs and positions. Besides, students will have better opportunities to approach literature and material that does not exist in the first language; in addition, they will have the ability to create/establish professional relationships with individuals and companies operating abroad, or companies that potentially are interested in our market. Moreover, the market's demands for individuals' ability to master contextual English language are continuously increasing globally. This adds importance to ESP teaching/learning processes, as well as to the role that teachers play in spite of challenges in the use of contextual language, challenges in finding and adapting relevant materials for students.

Though important, acquiring contextual English to a greater extent requires more than two classes per week. 83% of the English teachers are in favour of increasing English teaching/learning hours per week. However, worse than that is the fact that the current English course is not being offered at a satisfactory level in the context of quality. The very fact that almost half of the study respondents, namely 47.84% of them are dissatisfied with the quality of the English course is very alarming.

In order for the quality to improve, the continuous development of teachers should be encouraged in the professional context. The professional development of teaching enhances the efficiency of the latter, make their job/profession loved and raises the morale to work. Even though the need for involving ESP in the curriculum of vocational upper-secondary education is inevitable and current English teachers' willingness to teach ESP is highly emphasized, yet again they are not fully competent to teach it properly. Thus, under the current circumstances, all academic units aiming at preparing English language teachers prepare them for EGP teaching only. Currently, there is neither a certain ESP university program nor any ESP preparatory course operating at Kosovo universities. Actually, the UP provides a few ESP courses, but neither of them aims at preparing English university students to design an ESP course, do proper students' needs analysis, select the relevant material, play the roles one is supposed to play when teaching specific English, etc. Besides MEST's demands for carrying on with general English at vocational education, it is the current English teachers' uncertainty and their lack of self-confidence which is further contributing to continuing with EGP teaching only. Therefore, 66.15% of them do not consider themselves well-prepared to dealing with ESP in classroom settings.

Even worse is the fact the MEST has not organized a single professional training for English language teachers teaching at vocational upper-secondary education on ESP. Though lacking basics in teaching ESP and the chances for returning at university studies are impossible, attending training is a good start, to begin with. Professional development is what teachers need in order to be in line with modern and innovative teaching methods, multimedia usage, conferences, seminars, summer school's attendance, etc. This led more than 68% of English to claim no or minimal information on ESP in the context of designing the course and being competent in teaching it. Actually, the current English teachers though prepared for EGP

teaching, have a solid base to start with in order to be ESP teachers. This solid base needs to join ESP proper training. In fact, if attending some training on how to teach ESP, EGP teachers can teach ESP, because they know the rules of a language teaching and learning. But, given that there is no university program on ESP in Kosovo, training only will not produce a highly competent and qualified ESP teacher. Therefore, challenges in this regard will be present for sure. First and foremost, a specialized teacher on EGP will not be able to do proper needs analysis; therefore, the material s/he selects cannot fully meet students' expectations and needs, because s/he will not know which skill to cover most. Moreover, something which goes beyond his/her vocabulary will be hard to teach. But, if such teachers have the right attitude, great motivation, and willingness to learn the steps and procedures for designing and teaching an ESP course, they can teach ESP. In addition, other factors could impact teaching: the teaching resources play a great role; the well-planned and attractive textbooks can help teachers learn how to teach more effectively, and the syllabus. But, in case the ESP courses are applied, and all these prerequisites are met, in addition to providing teachers with relevant professional training: pre-service training, in-service training, and team-teaching, MEST should monitor ESP's application. This way, they would make sure teachers are sticking to the right plan, and find out whether they are competent in handling ESP teaching or whether they need extra training. Unless these prior steps are taken into account, the application of ESP will be followed by several problems. This view is held by both experts and English language teachers. Therefore, the lack of a university program, the lack of ESP professional training, the lack of conferences and workshops make the application of ESP challenging and further contributes to prolonging its application.

Though the English curriculum is composed of general units, it provides autonomy of 15-20% to vocational English teachers for selecting supplementary material relevant to the teaching domain. In spite of that, yet it has been used only by a few teachers. To the majority, that autonomy for selecting specific material is either not important or they are not competent in selecting it first and then teaching it, therefore they carry on with the curriculum composed of general English only. The book the English teachers at vocational upper-secondary schools in Kosovo rely on is *New Headway*, which at the same time is used in general schools too, and it is composed of EGP only. In fact, this book is still being used given that the topical content set by the English curriculum is based on it, despite the fact that MEST, in 2018, issued an Administrative Instruction where *New Success* was supposed to be used.

A crucial step prior to teaching the ESP course is identifying students' needs. Needs analysis serves for course designing and material selection. In fact, English teachers are in favour of identifying needs analysis, but given that ESP is not what is offered to these schools, no such process was undertaken properly. On the other hand, MEST has neither researched the labour market demands nor has consulted companies when designing the topical content (which is very important) in the curriculum of the English course. Though to do proper needs analysis time and effort is needed, to this process a lot depends on teachers themselves, i.e., on their professional experience, the time dedicated to their school, the professional domain they teach, etc.

Similarly, although collaboration is a very constructive means for achieving objectives more productively and more easily, particularly when designing the English course for vocational education it is not valued that much by English teachers. Currently, such collaboration with the focus on meeting the demands for designing the course compatible with students' needs is not achieved at a satisfactorily level, particularly with subject course teachers, though necessary. In fact, the process of designing an ESP course is time-consuming and requires great efforts, and collaboration with subject course teachers, but this tiredness turns into pleasure when it is known that it has a positive impact on the professional upgrading of students.

A vocational student being exposed to EGP classes only, cannot be prepared for ESP situations. S/he may acquire and know basics or more in the context of general aspects of English but will be poor in English of certain fields. Moreover, s/he would be limited in gaining information and restricted in skills of professional communication. In addition to the limited scope of information in a certain field, his/her opportunities in getting a better job, making professional career will consequently be deprived of exchanging experience with foreign colleagues or business partners. The minimal progress showed by vocational students (under the pilot study) who were not subjected to ESP is an indicator that if students are not offered English which is demanded and compatible with their field of study at school, they are not going to dig and find other sources for learning it. Consequently, their future career is affected negatively and many opportunities to them will be blocked. If they are not exposed to what they need to apply in the labour market, they are not motivated to learn it. In fact, we cannot expect our students to be ready and compete with other nations' students in the global market if we do not create suitable conditions and provide them a program which is market demanded and consequently meets their needs.

On the other hand, students being exposed to ESP are far more successful in acquiring contextual language relevant to their field of study. This was empirically proved during the pilot study. In each skill and category among the four categories the experimental group students were assessed, they showed significant results and were quite ready for handling ESP situations in the context of informatics. The students subjected to ESP classes were rather motivated to learn much more because they knew what they were learning now would be relevant for them later on.

However, one may rightly wonder, "Who is responsible for the lack of ESP?" Well, the responsibility for the non-application of ESP should not be addressed to one address only. Rather it should be shared between each stakeholder, although it might not be of the same level to each party. For implementing the ESP course, a well-designed program, a teacher who knows the subject matter and s/he is updated with the most recent trends in teaching and learning, attractive learning resources, and policies that support the successful implementation of ESP in schools are needed. In addition, the market is considered an important factor too.

Finally, both the theoretical and empirical data prove that the current English curriculum for vocational upper-secondary education in the Republic of Kosovo does not meet students' needs and expectations, and ESP is what needs to be applied to this level of education. Moreover, it is ESP that increases vocational students interests in learning English, otherwise, the negative impact of its non-application will result in problems for their future career.

7.2. Recommendations

Several recommendations derive from this study. They are mainly directed to the main stakeholders who are responsible and are expected to make changes in the context of the English curriculum for vocational upper-secondary education in Kosovo. These are derived from the empirical study conducted by the researcher, and are namely highlighted in what follows:

7.2.1. Recommendations for MEST

- MEST must design a new English curriculum for vocational upper-secondary education and incorporate ESP courses;

- Providing a specific ESP program at university level would be the ideal choice. It would consequently produce cadres, who meet not only the needs of vocational upper-secondary schools but also university ones. Moreover, this would not only produce satisfactory results within the territory of Kosovo but eventually, it could also produce staff for regional countries or even beyond, where the demands for such staffing are high.

- In case this is not applicable due to several circumstances, then certain courses should be introduced which prepare staff for ESP for vocational upper-secondary schools;

- MEST should organize ESP training, ESP workshops, ESP conferences where teachers will know more about ESP courses design, methods, activities, material, and exchange experiences, etc;

- When designing the English curriculum for vocational schools, ESP field experts, English teachers of vocational education should be part of the developing team;

- ESP courses must vary in their content, depending on the field of the study they are being applied;

- ESP courses should be designed in a way that includes attractive activities, which consequently stimulate the acquisition of language in a given context;

- MEST is encouraged to establish a certain office, which would constantly deal with monitoring the application of ESP courses in schools' level and develop strategies for raising the quality of students and advancing teachers in the context of the ESP course, and encourage them to carry out different action research or empirical research in the ESP aspect;

- MEST should set the standards, teachers should be inventive and create the best possible ESP programs, providing adequate learning materials and assessment tools, and the society, in general, should value and respect the ESP teachers' work.

7.2.2. Recommendations for English teachers

- English teachers should design attractive and relevant ESP materials;
- They must attend various training and workshops sharing ESP teaching experiences among teachers;

- They should use the most sophisticated teaching tools such as video, audio, PowerPoint slides, etc., suitable to certain ESP subjects;

- They must avoid selectivity and work with all students without isolating anyone regardless of his or her level of ability, because there is a practice in different schools, as observed by the researchers, where the teacher works only with active students, totally neglecting those with an average level;

- They should not focus on teaching grammar rules, rather they should teach grammar by applying it to contextual language relevant to students' domains;

- ESP teachers are not required to be subject-field experts in the teaching field they teach, but it is good if they know the basics about the study field they teach;

- A good means for making things easier for the English teachers to teach ESP would be to let them have access to the workshops/labs of different domains. This would normally be very beneficial for both students and teachers, given that things related to specific domain would be apparent to them, and students would be exposed to kinesthetic and visual learning environment;

- In order for the ESP teacher to be competent for the course s/he teaches, s/he should first be flexible, as the nature and the abilities of students differ, and not everyone can obtain that knowledge in the same way. So, flexibility should be his/her feature.

- Among other things, s/he should constantly be updated with the latest developments in different fields, etc.

- English teachers should attend ESP conferences regularly, read ESP journals and ESP handbooks, and the like.

7.3. Limitations of the study

This empirical study although covered vocational upper-secondary schools from all seven regions of Kosovo, it did not cover every city and every school. Besides, the number of English teachers was limited to 107 only. Also, the fact that students were not subjected to questionnaires is considered a limitation too.

The piloting process was limited to time and space. It lasted less than four months, and it was held with informatics students only and in one school only.

7.4. Suggestions for further research

The researchers who potentially would undertake such research are recommended to cover more vocational schools and extend their research to more than 17 cities. In addition to extending the study in the context of places, the number of teachers is suggested to be increased. In the process of the questionnaires, students too should be subjected.

In case the researchers want to conduct a pilot study, they are encouraged to conduct it for an entire school year, and possibly extend to more than one domain.

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Appendices

Appendix A: Aims of the current English language curriculum

Aims

Following the long-term aims of the English Language Curriculum, in order to communicate effectively and increase their cultural understanding, in grade eleven learners should:

- Develop and apply the four language skills;
- Broaden their linguistic knowledge;
- Use the target language for real-life purposes in order to make and apply connections within and between learning areas;
- Develop respect and tolerance for cultures other than their own by increasing their awareness with regards to cultural similarities and differences;
- Become active participants in the learning process;
- Take responsibility for their own learning;
- Gain the capability to learn with an increasing independence and to monitor their own progress.

Appendix B: The philosophy of the current English language curriculum

Philosophy

The program for English language will emphasize the importance of experiencing language in context. Learners' background knowledge, skills and attitudes will be used as means of developing communicative abilities: interpreting, expressing and negotiating meaning through oral and written texts. As the learners develop communicative skills, they also increase their linguistic awareness and develop language learning skills and strategies.

In the English language program students will acquire various kinds of knowledge, skills and attitudes about:

1. Interpreting, expressing and negotiating meaning (communication).
2. Patterns of ideas, behaviours, manifestations, cultural artefacts and symbols (culture).
3. Sounds, written symbols, vocabulary, grammar and discourse (language).
4. Cognitive, socio-affective and meta-cognitive processes (general language education).

Learners will learn to communicate in English through the processes of 'reception', 'comprehension', 'production' and 'negotiation'. **Reception** is receiving the information and decoding the message. **Comprehension** involves deriving meaning or significance from an oral or written text. **Production** is expressing meaning by creating oral and written texts to suit different participants, topics, purposes and reasons for communication. **Negotiation** is the *interaction process:* participants in the communication process must adjust to the needs and intentions of others. Integral to all three processes are the communicative intents or communicative functions, inquiring, reporting, or describing and so on, which are developed in the experience / communication component. Students will also learn about the language and how to use it: the sound – symbol system, vocabulary, structures and discourse elements that are needed to convey ideas and enhance communication in an oral or written context.

Appendix C: The methodology set by the current English language curriculum

Methodology

### The Communicative Approach and Task – Based Learning

The overall aim of the English Language Curriculum is to enable learners to communicate successfully. Successful communication means getting our message across to others effectively. The communicative approach to language learning aims at facilitating genuine interaction with others, regardless whether they live in the neighbourhood, in a distant place, or on another continent.

In language learning, the attention of the learners may be focused on particular segments, or on the language as a whole. In cases when we want to focus learners' attention on particular segments, then a segment may be a grammatical structure (a tense), a language function (expressing gratitude), a vocabulary area (food and drinks), or a phonological feature (stress or particular sounds).

On the other hand, when attention is focused on the language as a whole, learners, through a wide range of language activities, use the language for practical and realistic purposes. In other words, they act as genuine users of the language. Participating actively in communicative language activities, they in fact play roles, simulate situations related to real life, and learn through personalisation. In the earlier stages of learning, learners should be allowed to use gestures, body language, facial expressions, mime, drawings and so on. When they *learn by doing,* they realise that language is a powerful means of communication and will use it as such.

Since communication basically means sending and receiving messages, learners should develop the four language skills, which are the core of communication. Development of *receptive skills,* that is of *listening* and *reading* skills, will enable learners to receive messages and, depending on tasks they are expected to fulfil, select essential information. However, since language skills do not occur in isolation, but are normally integrated for communicative purposes, after having received a message, learners should be able to make decisions, and respond appropriately. In a situation which involves language, their response is a communicative function, which is performed by one of the *productive skills*-either by *speaking* or by *writing.*

Appendix D: The textbooks used with the students under pilot study
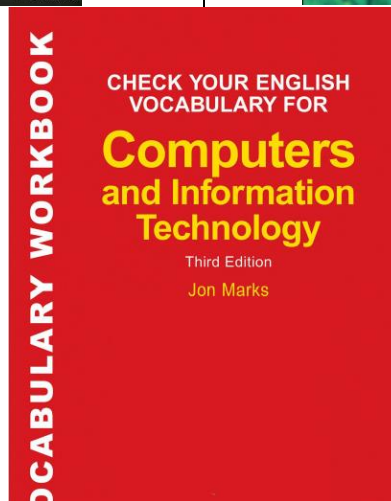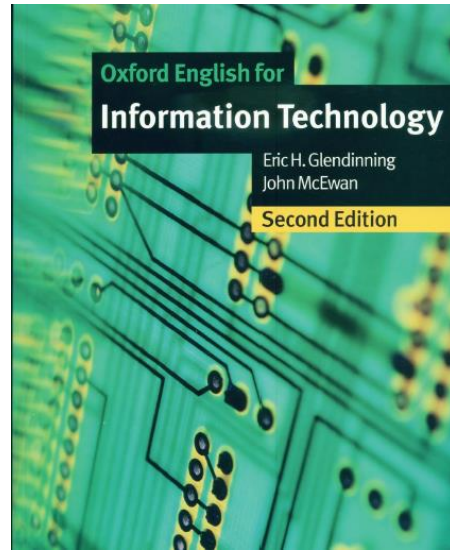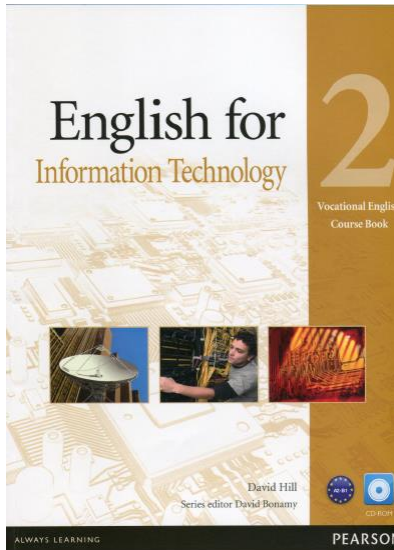
Appendix E: Some visual activities done with students under pilot study
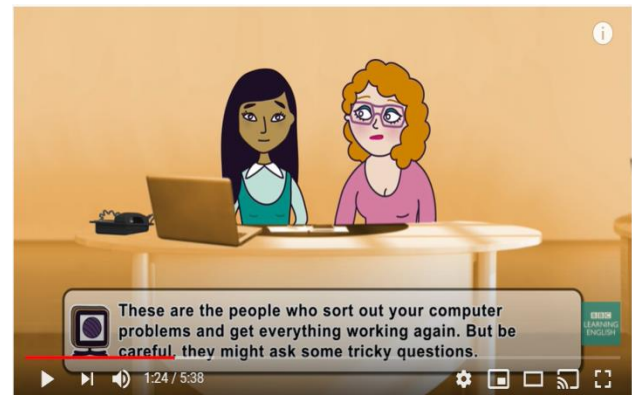
Appendix F: Pre-tests and Post-tests the students sat

Student's name: _____

VOCABULARY PRE-TEST

1. *Complete these collocations relating to IT hardware and services with the words below.*

Battery	Card	Extended	Internet	Memory	Purchase
Software	Spare	Technical	Training	USB	

1. _____ service
2. _____ reader
3. _____ cables
4. _____ course

5. _____ battery
6. _____ charger
7. _____ cost
8. _____ support

9. _____ card
10. _____ license
11. _____ warranty

2. *Match verbs 1-8 to nouns a-h to make the collocations for things you can do on the internet. For some items, there may be more than one possible answer.*

1. follow	a. video
2. take part in	b. a password
3. stream	c. your status
4. update	d. a webinar
5. post	e. photos
6. download	f. web pages
7. browse	g. a comment
8. enter	h. a link

3. *Choose the best verb.*

1) To turn on the computer, _____ the "Start" button.
   a. touch   b. press   c. switch
2) The printer has _____ of ink.
   a. finished   b. ended   c. run out
3) Unfortunately, my scanner isn't _____ at the moment.
   a. working   b. going   c. doing
4) Please _____ the CD ROM.
   a. insert   b. introduce   c. inject
5) The projector isn't working because it isn't _____.
   a. plugged   b. plugged in   c. plugged into
6) The batteries in my digital camera are already dead. They need _____.
   a. to change   b. exchanging   c. changing
7) I have to _____ a computer screen for eight hours a day.
   a. see   b. look at   c. watch
8) Switch off your computer, and _____ it from the wall socket.
   a. de-plug   b. unplug   c. non-plug
9) I turned off the photocopier and _____ the plug.
   a. pulled out   b. extracted   c. took away
10) _____ any key to continue.
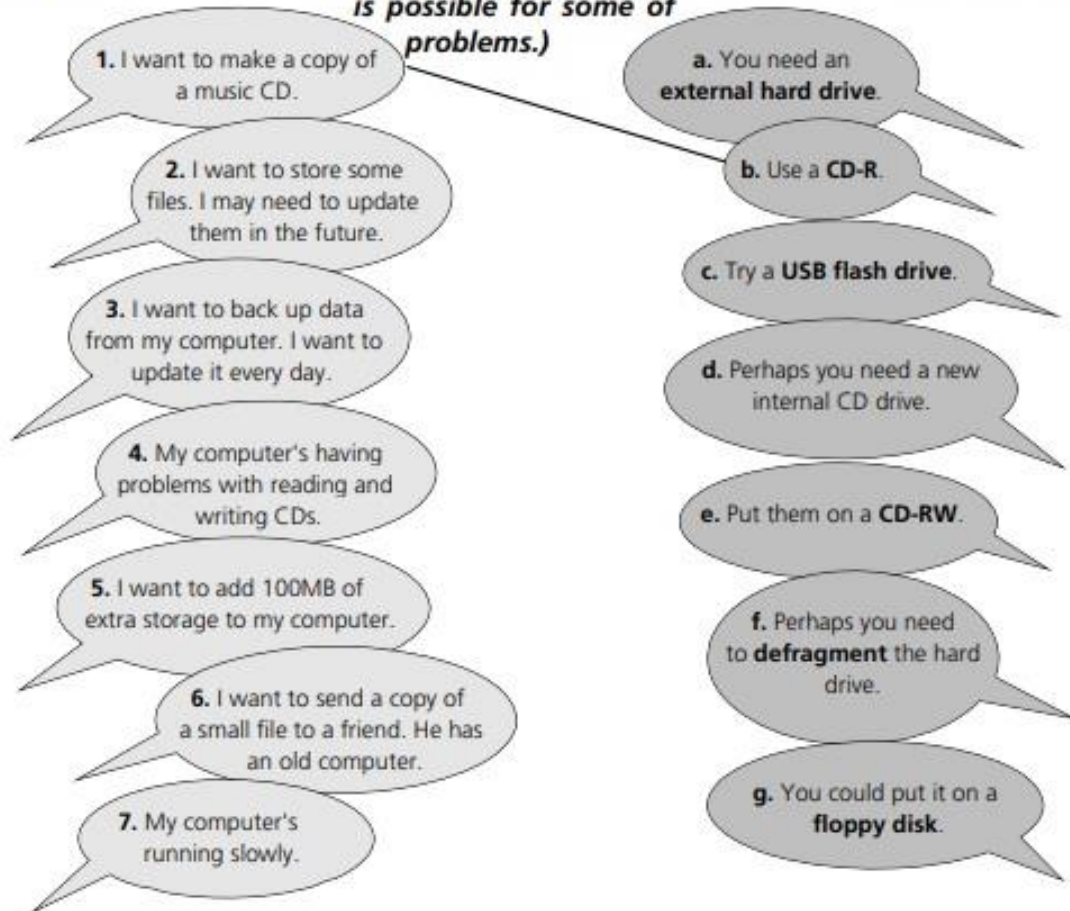   a. kick   b. smash   c. Hit

4. *Fill in the blanks.*

> **Bluetooth®**
>
> | | | | |
> |---|---|---|---|
> | data | developed | devices | enabled |
> | signals | wireless | telecommunications | |
>
> Bluetooth® technology enables ¹_____ communication between ²_____ such as laptop computers, mobile phones and PDAs. Bluetooth® ³_____ devices use short-range radio ⁴_____ to exchange ⁵_____ quickly and easily. The technology was ⁶_____ by a group of computer and ⁷_____ companies including IBM, Intel, Nokia and Ericsson.

5. *Which is the best solution?*

Which do you think is the **best** solution for each problem? (More than one solution is possible for some of problems.)

1. I want to make a copy of a music CD.

2. I want to store some files. I may need to update them in the future.

3. I want to back up data from my computer. I want to update it every day.

4. My computer's having problems with reading and writing CDs.

5. I want to add 100MB of extra storage to my computer.

6. I want to send a copy of a small file to a friend. He has an old computer.

7. My computer's running slowly.

a. You need an **external hard drive**.

b. Use a **CD-R**.

c. Try a **USB flash drive**.

d. Perhaps you need a new internal CD drive.

e. Put them on a **CD-RW**.

f. Perhaps you need to **defragment** the hard drive.

g. You could put it on a **floppy disk**.

6. *Match actions 1-7 to their results a-g.*

1. Double click on the title bar	a. to open new menu
2. Click on a menu	b. and the window fills the screen
3. Right-click on an icon	c. if you want to move the window
4. Slide the scrollbar down	d. to hide the window
5. Click the 'Minimise' button	e. to scroll the window down
6. Drag the title bar	f. to open it
7. Select the icon	g. and its background changes colour.

Student's name: _____

VOCABULARY POST-TEST

1. *Complete this manual with the words in the box.*

Fields	Form	objects	primary key	query the database
Record	Report	retrieve a record	Unique	

A database has several parts. These are called (1) _____ . The simplest of these is a table; most databases have at least two. Tables look like a spreadsheet. Each row in the table is a(n) (2) _____ , containing information about one item, such as a person or something that the company sells. Each of these contains several (3) _____ with information about the item. For example, in a company's employee database, these might be family name, given name, phone number and so on. One important point is that one field in each record must be (4) _____ – the same data must not be in any other record. We call this field the (5) _____ . It can be a staff ID number, for example, but it can't be a given name because many people have the same given name.

Another type of object is a(n) (6) _____ , which is used for entering data into tables. A third object type is a(n) (7) _____ . This can show data from more than one table at the same time, looks good and is suitable for printing.

There are several ways to get data out of a database. One is simply to (8) _____ – for example, if we want to check the data in a single record, such as an employee's phone number. If we want to combine information from several tables or to do something with the data such as add up financial information from several records, we can (9) _____ .

2. *Match words 1-8 to a-h with a similar meaning.*

1.	cable	a.	push
2.	plug (into)	b.	put (into)
3.	insert	c.	connect
4.	power socket	d.	connector
5.	turn on	e.	turn off
6.	press	f.	electricity socket
7.	unplug	g.	switch on
8.	switch off	h.	disconnect

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3. *Complete the flowchart with steps a-f in the correct order.*

a. Admin staff print out work instructions

b. Admin staff send invoice asking for payment

c. Client signs paperwork

d. Technician finds client and installs system

e. Technician picks up instructions

f. Technician takes paperwork back to office

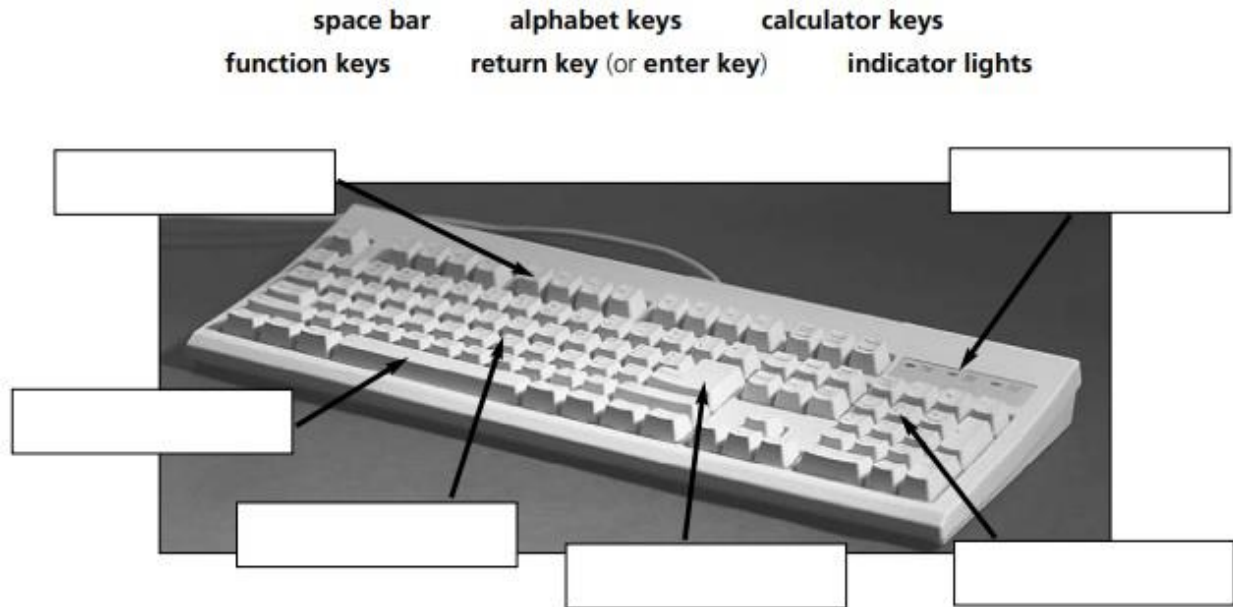Entertainment systems installations workflow

4. *Are these items internal **components** (1), **peripherals** (P) or **storage** (S)? For some items, there may be more than one possible answer.*

1. ___External drive
2. ___Hard disk drive
3. ___Headphones
4. ___Optical drive
5. ___Keyboard
6. ___Solid state drive

7. ___Mouse
8. ___Memory
9. ___Monitor
10. ___Power supply unit
11. ___Printer
12. ___Screen

5. *Fill in the blanks.*

space bar   alphabet keys   calculator keys
function keys   return key (or enter key)   indicator lights

shift key   alt key   control key   escape key
delete key   tab key   caps lock key   backspace key

1. To go back one space, hit the _____.
2. To change to capital letters, press the _____.
3. To change the capital letters permanently, hit the _____.
4. To insert a tabulation, press the _____.
5. To activate the "Ctrl" functions, press the _____.
6. To activate the "alt" functions, hit the _____.
7. To stop the computer doing something, you can press the
_____.
8. Select the text you want to remove, and hit the _____.

You can
say "key" or
"button"

6. *Fill in the blanks.*

LAN

intranet	Local	log onto	network card
satellite	server	terminals	WAN (Wide Area Network)

LAN is pronounced "lan", and stands for 1_____ Area Network. In a typical LAN, there is a central network 2_____ which supports a number of 3_____. Users have to 4_____ the network server. Pages of information that can be viewed within a LAN are called an 5_____. A number of LANs connected to each other via 6_____ or other form of __communication are called a 7_____. To be used as network terminals, each computer needs to have a 8_____ installed.
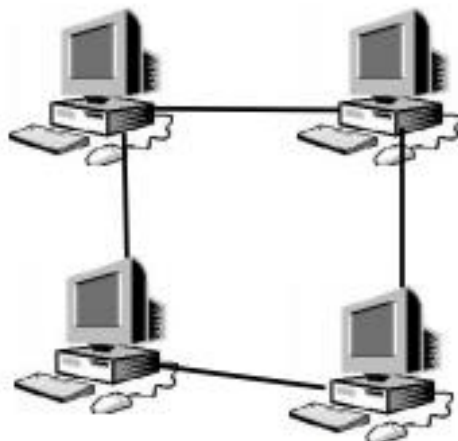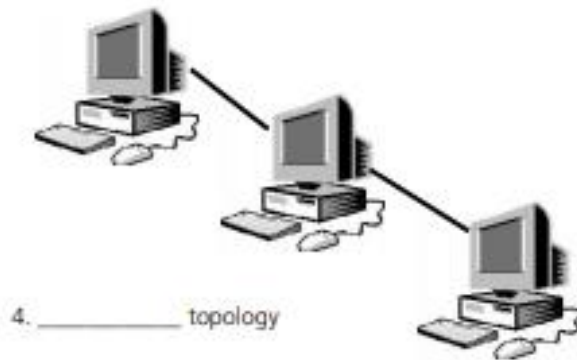
Network topologies

line (or bus)   ring   star   hierarchical

1. _____ topology
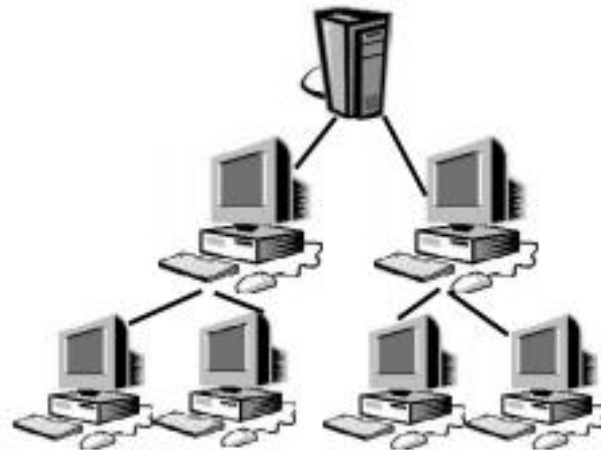
2. _____ topology

3. _____ topology

4. _____ topology

Student's name: _____

WRITING PRE-TEST

1. *Describe your computer? Answer the following questions in English.*

   a. What kind of computer do you have?

   _____
   _____
   _____
   _____
   _____.

   b. Do you know the technical specifications of your computer?

   _____
   _____
   _____
   _____
   _____.

   c. Would you like to upgrade your computer? If so, what kind of computer would you like to get?

   _____
   _____
   _____
   _____
   _____.

   d. What peripherals do you use most often? Why?

   _____
   _____
   _____
   _____
   _____.

   e. Do you use computer networks? If so, how do you connect to the networks you use?

   _____
   _____
   _____
   _____
   _____.

2. *The description of the Mac OS X is drawn from the table below. Write a similar description of Linux.*

Mac OS X is a Unix-based operating system designed for use on Apple Mac computers. It includes memory-protection, pre-emptive multitasking and symmetric multiprocessing support. Graphics are provided by a graphics engine known as Quartz. It has advanced-PDF standards support, OpenGL and Quicktime integrated into the OS. The operating system features are accessed through a graphical user interface called Aqua.

	Mac OS X	Linux
type	Unix-based	Unix-based
computer	Apple Mac	wide variety
features	memory-protection, pre-emptive multi-tasking, symmetric multiprocessing support	variety of distribution kits available
graphics engine	Quartz	XFree86
standard support	advanced-PDF, OpenGL, Quicktime	
user interface type	GUI	command line, GUI
user interface	Aqua	KDE, Gnome
source code availability	not available	freely available

_____
_____
_____
_____
_____
_____.

Student's name: _____

WRITING POST-TEST

1. *Describe how you use computers in your study and in your free time? Answer the following questions in English.*

a. Which application do you use most often? Why?
_____
_____
_____
_____
_____.

b. How does it help you in your work?
_____
_____
_____
_____
_____.

c. Which features do you find most useful?
_____
_____
_____
_____
_____.

d. Does it have any limitations which annoy you? What are they?
_____
_____
_____
_____
_____.

e. Is there any application you'd like to learn to use? What would you use it for?
_____
_____
_____
_____
_____.

2. *Study this description of a computer course. Then write a description of your own computing course, or one of its components, in the same way.*

Computer Use and Applications

AIMS:

1 To introduce complete beginners to computer systems.

2 To give a basic foundation in computer technology and to introduce appropriate terminology.

3 To give a description of the major components (hardware and software) which make up a computer system.

4 To show how computer systems are used in commerce and industry.

5 To give practical experience in using various systems.

DESCRIPTION:

The course is in four parts.

Part 1 Introduction to college computer science facilities, including how to access the computers, the Unix filestore, using email, the editor and simple network commands.

Part 2 The basic structure of computer hardware and systems software. Topics include compilers vs interpreters and memory management.

Part 3 Introduces some more advanced software tools, documentation tools and language processors.

Part 4 Discusses various uses of computers including spreadsheets, databases, communications and impacts on society.

STAFF:

Dr Peter Jones

METHOD AND FREQUENCY OF CLASS:

Two lectures per week with practical exercises once every two weeks.

ASSESSMENT:

Three formal coursework assignments.

_____
_____
_____
_____
_____ .

Student's name: _____

LISTENING PRE-TEST

1. *Listen to a technician describing the motherboard to a new trainee. Match the words A-G in the photo below.*

   1. Audio socket _____
   2. CPU socket _____
   3. DIMM slot _____
   4. Ethernet connector _____
   5. Graphics car socket _____
   6. SATA socket _____
   7. USB port _____

2. *Listen to an IT manager and assistant talking about a problem with a delivery of new computers. Correct the delivery slip to show what was ordered.*

Order for: Wood Publishing

Dingle Digital Hardware Supplies

5 × Expression 5710 laptop computers with the following specifications:
- Entel 2.73 GHz dual-core CPU
- 1 × 390 GB SDD
- 8 GB dual-channel DDR3 1666 MHz RAM
- Ladeon 3850 1 GB graphics card
- No optical drive
- 15.6-inch WLED 1920 × 1080 screen
- 4 × USB ports
- No operating system installed
- 1 year next business day on-site service

10 × Domination 8720 desktop computers
- Entel 3.4 GHz quad-core CPU
- 1 × Eastern Digital 2 TB 7200 rpm SATA HDD
- 16 GB 2000 MHz memory
- Ladeon 7950 2 GB graphics card
- 6 × Blu-ray combo optical drive (Blu-ray, DVD+/-RW & CD)
- 4 × USB ports
- 802.11n WLAN wi-fi mini card
- No operating system installed
- 1 year next business day on-site service

3. *Listen to a help desk technician talking to an IT used. What information is the technician looking for? Then number the instructions in the order you hear them.*

___ Choose 'Properties' from the menu.
___ Just select 'Manage'.
___ Select 'Install date'.
___ Choose the 'Details' tab.
___ Just right-click where it says 'Disk 0'.
___ Can you scroll up to the top?

4. *Listen to six people describing problems. Complete the sentence about each speaker's problem with the words in the box.*

connection error	Crashes	failure
Fault	Hanging	running slowly

   a. The application is _____.
   b. The computer _____.
   c. There is a _____.
   d. The computer is _____.
   e. The speaker had a disk _____.
   f. The speaker's mobile phone has a _____.

Student's name: _____

SPEAKING TEST

1. *Discuss the following questions.*

a) Which websites do you visit most often?
b) Which browsers do you use? Which is your favourite? Why?
c) What kind(s) of device(s) do you use to access the internet?
d) What database programs do you know?
e) What do people use database for? Give examples.
f) What electronic devices do you own?
g) What electronic devices would you like to have?
h) Are they cheap or expensive?
i) What accessories can you buy for them?

2. *How are these mobile device features and functions useful?*

Calculator	Calendar	Camera	E-book reader	GPS	Long battery life	Torch	USB recharger

Example: If the phone has a GPS, we can use it to find places. If the battery life is long…

3. Ask questions.

Example: Have you ever had a problem with any of these? What happened?

Cable or connection	Computer	Database	Email client	Internet connection
LAN connection	Monitor	Password	Peripheral device	

4. *Read this scenario and discuss possible solutions for each problem.*

A company has these problems:
- Information on paper takes up too much space in the office.
- It is difficult to find information on paper.
- Admin staff spend a lot of time entering data. Surely computers can do this?
- They enter the same data into different spreadsheets.
- Copying and pasting data from spreadsheets into word processor documents is very slow and doesn't look very good.

Possible solutions:
- scanning
- optical character recognition (OCR)
- set up a database
- run reports

By scanning all your documents, you will use less paper.

5. *Work in pairs. Find out this information from your partner. Make sure you use the correct tense in your questions. For example:*

download music from the Internet   [what site]
A   *Have you ever downloaded music from the Internet?*
B   *What site did you use?*

1	send a video email attachment	[who to, when]
2	fit an expansion card	[which type]
3	replace a hard disk	[what model]
4	fix a printer fault	[what kind]
5	make your own website	[how]
6	have a virus	[which virus]
7	watched TV on the Internet	[which station]
8	write a program	[which language]