

EXPLORING ESP SYLLABI: SOME IMPLICATIONS FOR FURTHER PEDAGOGICAL CONSIDERATIONS*

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Abstract. The necessity of including syllabi research into current teaching practices is of utmost importance due to the fact that current job markets not only dictate the need for differentiated instruction but also call for novel approaches towards glotto-didactic and pedagogical goals within the tertiary educational level. The main aim of this paper is to examine the current status of English for Specific Purposes courses at one of the tertiary educational institutions in order to see whether English for Specific Purposes' practices are really implemented in language classrooms or whether they exist only on paper. The paper focuses on researching selected points in all the syllabi related to teaching English for Specific Purposes in order to establish the types of syllabi used, possible practices used prior to the syllabi design, focus in the syllabi on General English or English for Specific Purposes and the implementation of practices aimed at integrated skills. The research results call for viable systematic changes in the home department curriculum in the form of introducing courses at the 1st and 2nd cycle of studies, as well as master programmes in English for Specific Purposes, which will enable the provision of competitive teachers and practitioners in the current job market.

Key words: syllabi, tertiary education, English for Specific Purposes (ESP), needs analysis, job market.

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Introduction

The establishment of an English department at any university should mean the establishment of differentiated approaches towards teaching practices of English at the tertiary education level. Still, focusing primarily on teaching English for the purposes of educating future foreign language teachers, namely focusing on students who have English as their major, has resulted in having courses directed at teaching ESP less visible or hardly present in today's curricula. The need for introducing particular studies or, at least, a master programme directed towards preparing students for teaching English for Specific Purposes has been emphasised in a limited amount of published papers. This is true, at least, when one talks about universities in Bosnia and Herzegovina.

In order to change the existing state of affairs, the notion of syllabi design and research offered itself as a topic, being an inalienable part of every foreign language teaching practice. Whether the research is aimed at general or specific types of syllabi (Nunan, 1988; Richards, 2013), it is primarily based on the elaboration of a document, which is at hand both to practitioners and the general public, i.e. the actual consumers of the process of teaching. The most recent research on foreign language syllabus design, apart from the expected focus on communicative layers, insists on the usage of authentic texts and resources as the basis for linguistic data rather than fabricated ones. The reason for such an approach is obvious. Corpus and discourse analyses show that a successful instruction is based on the use of complex lexical units, which go beyond the level of words and of texts, which cover various genres and topics. This is vital in ESP practices, where the language content and the possibility of identification and usage of specific linguistic and lexical units are essential for future specialist in a particular language field. This is especially important in the design of courses in English for Specific Purposes, where the identification of the lexical, syntactic and textual structures of different features is a pre-requisite to teaching specialised genres. As Basturkmen (2010: 36) notices “[M]any courses are strongly focused on language content (as opposed to content of another nature, such as learning strategies)”, so that such an approach may lead to a lesser understanding of usage of language in the specialised field.

Richards (2013: 30–31) provides a historical overview of curriculum approaches and notes that all of them contain the same elements – syllabi, materials, teachers' and learners' roles – and differ only in the visualisation of these elements, prioritisation and ways of achieving curricular development and implementation. He concludes that none of the approaches (forward, central or backward design) can be named the best for “each works well but in different circumstances” (Richards, 2013: 28). Moreover, each approach has its own proponents, who vouch for its quality and usefulness.

The previously mentioned posits provide clues for a postulate that the definition of a syllabus and syllabus design also vary according to which path their authors take in advocating the necessity of their presence in contemporary glottodidactic and pedagogical practices. Nunan (1988: 6) provides an extensive elaboration of the issue of syllabus design within the scope of foreign language teaching studies and practices and proposes that “[...] traditionally syllabus design has been seen as a subsidiary component of curriculum design”, for its focus is much narrower and aimed at the selection and classification of content.

It is evident that syllabus design opens various possibilities for research. A curriculum design, being aimed at much more general issues, is rarely available for changes according to individual needs of language learners. On the other hand, a syllabus design, especially at the tertiary educational level, allows for implementation of all the experiences practitioners gained during their work practice. It also allows for moulding and adjustment according to the needs analysis results, and, as such, opens opportunities for addressing its contents and validity from various perspectives which current glottodidactic research commits itself to.

Methodological overview on ESP practices

The Bologna Agreement has been an important issue for every tertiary education participant in the Western Balkans region for the last decade. The process, which committed to a harmonisation of practices with those in Western Europe, carried many unanswerable questions, which were promised to be answered during the implementation. Academic mobility among students, teaching staff and administration – a much needed and attractive proposition, promised the possibility of erasing boundaries between academics, the promotion of cultural and research diversity and cooperation as well as the introduction of healthy competition among institutions. One of the guidelines calls for “[A] substantial period of study abroad in joint degree programmes as well as proper provision for linguistic diversity and language learning, so that students may achieve their full potential for European identity, citizenship and employability”¹.

In their extensive research on the status of English for Specific Purposes within the frame of higher education in the European Union, Fortanet-Gómez and Räisänen (2008: 49) posit that there is no unanimous approach taken when implementing the Bologna Agreement practices within EU countries in almost all areas: in changing the syllabi and curricula, enabling mobility by establishing equivalence of credits and providing additional funding for the increased workload introduced via the implementation of the practice.

¹ http://www.bologna-bergen2005.no/Docs/00-Main_doc/030919Berlin_Comuniqué.PDF (p. 6)

They based their research on principal postulates on which the ESP practices were established. In the early days of its existence, when one put the equation mark between language for specific purposes and language for academic purposes, Dudley-Evans and St. John (1998: 1) emphasised the absolute characteristic of ESP, “[I]f ESP has sometimes moved away from the trends in general ELT, it has always retained its emphasis on practical outcomes. We will see that the main concerns of ESP have always been, and remain, with needs analysis, text analysis, and preparing learners to communicate effectively in the tasks prescribed by their study or work situation”.

The problem arising immediately when dealing with ESP issues is that of providing a comprehensive definition, for the width of area the discipline covers within academia is huge. The attempt at attaching a label to each specific level of usage within its scope resulted usually in the scrutinised criticism of researchers who kept on finding loose strings in the systems of grouping.²

If there is one connecting point for all the systematisations, it is the learners – as far as age is concerned, all learners are adults. Another distinguishing personal characteristics they possess are an awareness of goals they are to achieve for which they ought to possess some motivation. Among other things we can emphasise that as important and distinctive, is the level of the students’ knowledge of General English that particularly excels itself. Namely, that ESP courses are designed for intermediate and advanced students, which should infer that those students already possess some basic structural knowledge of the language. Such a presupposition would lead to a conclusion that methodology used should divert in some aspects from the courses the methodology of teaching of General English follows.

Research method and results

This paper presents a continuation of research into ESP practices at the tertiary level. In Babić (2012) and Babić (2013), the main focus was on establishing the existence or non-existence of problems at a targeted university, and on proposing some guidelines for improving already established practices. The re-accreditation process has again put into focus the previous need for establishing whether any of the proposed solutions and practices were considered or implemented.

The previously mentioned research recognised the need for introducing new practical steps, i.e. in the first phase, the introduction of obligatory ESP courses at the first cycle of studies and, afterwards, a proposed master programme(s) in ESP, both as courses offered as part of the studies at the Faculty of Philology’s own programmes, and as joint master programmes with other faculties from the University of Banja Luka. As far as establishing the role of teaching foreign languages for specific purposes in academia is con-

² See Belcher (2009): 3–4 for a proposed systematisation of ESP/EAP sub-disciplines.

cerned, the overall conclusion highlights the necessity to connect with every individual teacher of specific ESP sub-disciplines and jointly work towards changing not only curricula but also teaching and learning practices in general.

The boundedness of the system researched, i.e. ESP syllabi used at an integrated academic institution, called for the use of a case study as the method of research. Pointing out that by using it, the case researchers have a variety of tools at their hands, Stake (1995: 14) stresses that “[C]ase study is not a methodological choice, but an object to be studied”. Hood (2009: 67-68) elaborates that “[A] bounded system is composed of an individual (or institution) and a site, including the contratextual features that inform the relationship between the two”.

The bounded research system focuses on the evaluation of ESP courses offered at the University of Banja Luka. Out of eighteen constituent organisational units of the University, clearly structured ESP courses were offered at only six faculties, i.e. the Faculty of Architecture and Civil Engineering (FoACE), the Faculty of Economics (FoE), the Faculty of Mechanical Engineering (FoME), the Faculty of Electrical Engineering (FoEE), the Faculty of Technology (FoT) and the Faculty of Law (FoL), so they were included in the evaluation process. Also, a decision was made not to include the Faculty of Architecture and Civil Engineering, for they were discussed in previously mentioned researches and obtained results were used as the starting point for establishing overall practices at the university. The exclusion of the above mentioned results did not influence the overall result of this case study.

So, all of the syllabi were accessed and downloaded from the University of Banja Luka’s webpage.³ The validity of the data was presupposed considering that the quality measurement inspection of the syllabi and the overall data presented at the UBL webpage are assessed and evaluated each semester by the Committee for Quality Assurance, the body appointed and selected by the UBL, whose role is to monitor and maintain the highest possible quality of academic teaching standards.

The research focuses on possible presence of the following selected points: types of syllabi used, visibility of practices used prior to syllabi design, the ratio of ESP and GE practices in syllabi and the amount of practices aimed at the use of integrated skills. In order to find traces of the previously mentioned points, the overall research points, which should entail the specific ones, were used as the assessment basis. After gaining the results from the overall researched points, it was noticed that some results needed further explanation, and, therefore, they were additionally broken down and elaborated. Results of elaborations are presented in table form (below) and discussed.

³ www.unibl.org

Overall researched points were:

1. Number of semesters in which ESP is taught
2. Number of classes taught per week
3. Status of the course –obligatory or elective
4. Choice of textbook and additional literature
5. Choice of topics
6. Number of students (grouping) and grouping procedure
7. Learning outcomes

Table 1: The results breakdown

Name of Faculty	FoE	FoME	FoEE	FoT	FoL
Number of semesters in which ESP is taught	2	2	2	2	1
Number of classes taught per week	6	2	2	3	6
Status of the course – obligatory or elective	o	e	o	e	o
Choice of textbooks and additional literature	m	m	m	m	elp
Choice of topics	n/a	n/a	n/a	n/a	+
Number of students (grouping) and grouping procedure	n/a	n/a	n/a	n/a	n/a
Learning outcomes	+	+	+	n/a	+

Table 2: Semesters in which ESP is taught

	FoE	FoME	FoEE	FoT	FoL
1st cycle studies	5&6	5&6	5&6	3&4	2

Table 3: Breakdown of number of classes taught per week

	FoE	FoME	FoEE	FoT	FoL
Lectures	3	0	2	3	4
Exercises	3	2	0	0	2

Table 4: Breakdown of textbooks and additional literature

	FoE	FoME	FoEE	FoT	FoL
General English textbook	+	+	+	+	-
ESP textbook	+	+	+	+	+
Grammar textbook in English	+	+	-	-	-
Grammar textbook in Serbian	-	+	-	-	-

Table 5: Breakdown of course content according to number of classes dedicated to each issue in %

	FoE	FoME	FoEE	FoT	FoL
ESP issues (lexis included)	25	30	30	15	60
Grammar	60	45	50	60	-
Lexis (other than ESP)	5	5	10	10	20
Receptive skills	5	10	5	10	10
Productive skills	5	10	5	5	10

Abbreviations: e=elective; n/a=information not available; elp=English for Legal Purposes; m=mixed; +=information available.

Before the actual discussion of the results obtain, it is vital to mention that the researcher was aware of possible obstacles, which the literal interpretation of this limited research might provoke. Moreover, the caveats, which the implementation of proposed practices may bring could evoke other pedagogical research implications and considerations, and they can be attached to various

levels of research, such as target language complexity, limits of background knowledge or time available for the implementation of all the necessary practices (to name but a few). Nevertheless, the research aim was to establish the current status of connection between the theoretical posits which lay beneath the syllabi design and the actual field practices, i.e. in classrooms and suggest possible solutions and changes needed for the improvement of pedagogical practices aimed at the acquisition of vocational language specificities.

Discussion

Let us consider some important implications noticed during the research of the syllabi. Flowerdew and Peacock (2001) listed types of the syllabi used in teaching English for Academic Purposes: lexico-grammatical, functional-notional, discourse-based, learning-based, skills-based, genre-based and content-based. In order to label the types of syllabi used at the researched corpus, one would have to introduce a new, eclectic type or a combination of two or more types in the line of practices teachers implement during class. Knowing that the major proposed type of instruction of General English is task-based teaching, I am prone to calling these syllabi task-based as well. Long and Crookes (1992) emphasise that task-based syllabi bear in themselves the notion of “real world tasks”, and such tasks can be found in most syllabi. Still, it is unclear as to whether the textbooks themselves offer possibilities for such tasks, or the syllabi creators exerted the effort in putting them there because of the previously completed needs analyses.

It is evident that only one syllabus offers practices that are moulded according to the needs of each new generation taught. Others follow the lexical and grammatical units proposed in the course books without applying changes according to the needs of their own students. Interestingly, the majority of syllabi focus on the presentation of grammatical structures. One understands that the syllabi presuppose a total lack of existence of grammatical units, which are deemed “complex”, even though a casual glance at the curriculum of General English practices at the level of secondary education shows that all of these structures have already been dealt with. One has to wonder what made the creator of the syllabi opt for such an approach, for there is no evidence whatsoever that any needs analysis survey was done. Moreover, there is no evidence in the syllabi that teachers conduct placement tests in order to apply some structural systematisation into the participants’ grouping of the course.

As seen from Table 1, there are no restrictions or limitations, even for elective courses, as far as the number of participants in the classroom is concerned. The reasons for such an approach may be manifold, but one can only guess as to why. The syllabi present no plausible reason(s) for such an attitude, nor offer any insight into what made their creators pursue such policies. The perils that lurk behind such an attitude are obvious. There are very

few possibilities made for implementation of a learner-centred approach, at least not the one based on specificities of the grouping according to learner levels. Nevertheless, teaching mixed classes is not uncommon, even when one talks about ESP in academia. Still, taking into consideration the fact that most of the courses are elective, and that there exists a high demand for such courses, more attention should be paid to enabling grouping prior to entering the course. One of the solutions should be a restriction on numbers of enrolled students. Another, more commendable one, the employment of an additional lecturer, is still not feasible, and is not going to be feasible in the foreseeable future due to administrative and budgetary restrictions.

One good thing is the mere fact that there *are* syllabi, which are actually focused on teaching ESP and not GE. Still, one has to pause and consider the amount of workload put into dealing with structures presented at previous levels of education. Namely, English is taught as the obligatory subject both in primary and secondary schools, so all students should have mastered it during seven years in primary and four years in secondary school. ESP proposes that learners should be at either an intermediate or upper-intermediate level in General English before embarking on learning the particular jargon of each of their professions. None of the researched syllabi, even those that do not attempt to implement any of the ESP practices, gives any notion on the level students should be to take the courses in the first place. Such practices were awaited at least with the students who took ESP elective courses.

Yet, one should emphasise that a syllabus ought not to be considered a guideline to practices to be followed to the letter, or, in the words of Hutchinson and Waters (1987: 94) “[A] syllabus is not divine writ. It is a working document that should be used flexibly and appropriately to maximise the aims and processes of learning”. Still, since syllabi are the usual sources for students when deciding which elective course to take, it would be advisable to provide as much information as possible as to which benefits students would gain if they chose to take any particular course.

The other notable discrepancy is the number of classes per week dedicated to ESP practices. Institutions that allotted more classes have opted for ESP as an obligatory subject, thus enabling their students with competences directed at usage in present-day job markets. These positive trends are something other faculties should follow, for the diversity of competences the market is looking for, is one of the major tasks every academic institution should strive to fulfil. The ability to communicate in a foreign language, in a spoken and a written form, is no longer a question of choice for a future specialist; it is a must and everyday need.

Furthermore, it has been noted that the proclaimed focus at inclusion of integrated skills exists in the syllabi, for they all mention it, mostly as individual issues. Again, the actual focus on a merger between the integrated skills instruction and ESP issues is clearly seen in only one syllabus. Namely, the visibility of usage of ESP texts aimed at either overt or covert integrated

skills practices is blurred by the insistence on the presentation of grammatical structures. Three of the syllabi strongly support focus on receptive skills (listening and reading), and they are mostly used as support for presentation of grammatical units or a selected amount of lexis. One of the syllabi consists of a systematic presentation of a line of grammatical issues followed by a line of vocational texts given without any strong connecting link or even a hint or suggestion for the use of such practices. There is a prevailing feeling that the presentation of ESP issues via integrated skills is still insufficiently used in practice. The insistence on lexical and grammatical points in syllabi and the exclusive supportive role which integrated skills play may, as a result, avert focus from acquisition towards learning, which, in foreign language methodology, undoubtedly means yet another step back in the achievement of course aims.

The presence of learning outcomes in four syllabi can be attributed more to the fact that the academic authorities insisted on putting them there than on the need to provide learners and interested parties with thorough information. To be more precise, the entire syllabi matrix was redesigned in order to make the issue of learning outcomes an obligatory part. Still, the outcomes presented are basically generalisations and do not show any differentiation or scaffolding according to the semesters or types of ESP courses taken, i.e. it is highly unlikely that one can discern any difference in learning outcomes of two consecutive syllabi. Moreover, what is lacking is the actual pinpointing at ABILITY, which is to be achieved after the successful completion of each course.

One thing has to be repeated and emphasised again, and that is the need for the implementation of needs analysis into both the preparation and the execution phases of ESP practices. If one turns back to the history of ESP, namely its creators, one just has to browse randomly through the characteristics they proposed to justify this position. Dudley-Evans and St. John (1998: 4–5) provide a list of absolute and variable characteristics, where the absolute include meeting learners' specific needs, the use of methodology and activities of the discipline it serves, and being language and genre centred, and the specific presume usage of methodology different from GE and design for specific discipline, its professionals or academics of an intermediate and advanced level.

Needs analysis, therefore, stands at the very beginning of the implementation of practices. The guessing game approach has to stop. Namely, if there is no needs analysis, teachers act as if they are clairvoyants and know how to read their students' minds. Even though needs analysis can be seen as not an entirely objective approach, because it relies on teachers' evaluation of data produced by students, there are more sustainable things present, which target the very essence of the teaching process, i.e. students. By understanding teaching as a process, needs analysis can be used as an excellent way of determining priorities and identifying the constraints and opportunities the teaching process offers to every cross-sectionally researched group. It is not

likely that any course developer is able to perceive the present state knowledge of the learners, so the changes in implementation of both placement tests and, particularly, needs analysis establishment need to be introduced as an obligatory part of tertiary ESP practices. Otherwise, teachers will be left to guessing both the content and method(s) that best suit their students.

The effort of dealing with teaching practices of English for Specific Purposes at the tertiary educational level always provides versatile opportunities for personal and general insight into implementing contemporary approaches to foreign language teaching. However close they are to practices used in teaching General English, and however, ultimately, they derive from them, it is nevertheless crucial for every foreign language teacher for specific purposes to go through some training before embarking on such a challenging venture.

Basturkmen (2006: 133) proposes five objectives an ESP course must aim at:

1. To reveal subject-specific language use
2. To develop target performance competencies
3. To teach underlying knowledge
4. To develop strategic competence
5. To foster critical awareness

The syllabi researched have shown that the first task is completed in all of them, especially when usage of register-specific vocabulary is in question. Still, the main perception after insight into practices is that grammar teaching prevails as the focus of language instruction, and only on one occasion was grammar instruction incorporated in the scope of specific language teaching. Four course designers opted for using additional General English textbooks.

The other four objectives proposed by Basturkmen can be found only in traces, moreover, they can be found only in some of the syllabi. Such an approach may lead a researcher to doubt whether any of them are actually implemented in classes, for the learning outcomes lead one to understand that the aim of the courses is to present grammatical units with incorporated lexical data. Nowhere in the syllabi can one find any information on how lexical items were chosen, so one can suppose that the course designers followed the lexical units prescribed by the authors of the textbooks they used.

Still, there is no presumption made that any offered curriculum or syllabus can solve all the problems. It can, and should, rather be aimed at achieving some short-term goals, which ought to be both attainable and adjustable. Toth and Kristin (2016: 153) argue that “[...] the conflict between an overtly ambitious curriculum and the assumption that ‘covering’ it all means autonomous use of its targeted structures ends inevitably with various kinds of supported performance as the most that can be accomplished in the time available”. Language practitioners have always been particularly aware of the fact that their subject is only one of many in the academic curriculum. And language

practitioners of languages for specific purposes are even more aware of the previously mentioned issue, for they frequently find their courses are cut because some other course needs 'more' classes per week.

Conclusion

The aim of the research of syllabi was to pinpoint how the practices were dealt with in order to see whether something should be done to change or improve them so that they follow the path which foreign language teaching always does – the path of language acquisition.

The most notable finding is that there ought to be viable systematic changes made in the curriculum of the English department at the University of Banja Luka, for the core institution which educates the future ESP practitioners does not offer any ESP courses whatsoever. It is not feasible to expect the implementation of practices, which are not offered as a part of the basic training. One cannot leave teachers to find resources on their own, additional training of their own and ways of designing courses of their own, and not try to introduce some kind of networking.

The coinciding results with the research conducted by Fortanet-Gómez and Räisänen (2008: 49) are not surprising, they just prove that the situation is not localised. Teachers are burdened with extra work for which no extra funding exists and their courses are reduced in numbers and credits. Moreover, the uncertainty of the existence of the discipline is felt, for reductions call for fewer and fewer courses dedicated to foreign language teaching for specific purposes at the majority of European universities. In Serbia, there is a positive trend felt, for two ESP oriented journals, *Journal of Teaching English for Specific and Academic Purposes* and *ESP Today – Journal of English for Specific Purposes at Tertiary Level* appeared in the last couple of years, providing the basis for networking. It is evident that ESP practitioners in the Western Balkans region share the same aims and the same obstacles in their effort to promote the discipline. Not only do they consist of problems in regards to the implementation of ESP practices but also in their organisation. Namely, research on syllabi design shows that we still have to achieve the full institutional commitment to ESP practices, which should ensure the quality of English-language teaching, which is, yet again, in line with the Shaw et al. (2008: 280) findings. The diversity of approaches towards addressing the ESP issues in syllabi researched definitely present a viable contribution to glot-todidactic and applied linguistic research in general, especially in constant emphasis on the importance of implementation of needs analysis as a precursor for successful syllabus design.

The time has come to raise the awareness on the necessity of a comprehensive plan for the establishment of general foreign language for specific purposes practices at all foreign language departments. This will enable students at the tertiary level to partake in courses they opted for – ESP courses

instead of General English ones clothed in presumed ESP apparel. At present, academia produces teachers who were not taught how to teach ESP for the job market, and who were left to their own devices either to drown or float in the drift. Such a situation exists, in a higher or lesser degree, in most academic institutions where ESP is offered either as an obligatory or elective course. By accepting the importance of introducing courses aimed at teaching English for Specific Purposes at the home department, there ought to be a possibility made available for further work with students who are more interested in these types of teaching practices than the ones present at the moment – the teaching of General English. I strongly believe that such practices are no longer left for mere consideration – they are present and needed because the global job market impels us to produce competitive teachers and practitioners able to assume a wider variety of roles than those of ten years ago. The data collected and the results presented will hopefully initiate some further research, which should result in the development of a conceptual framework that would be wide enough at least to account for the basic needs of the twenty-first century foreign language practitioner.

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ИСТРАЖИВАЊЕ СИЛАБУСА ЕНГЛЕСКОГ
КАО ЈЕЗИКА НАУКЕ И СТРУКЕ: НЕКЕ ИМПЛИКАЦИЈЕ
ЗА БУДУЋА ПЕДАГОШКА РАЗМАТРАЊА

Анстракт

Истраживања садржаја студијских програма веома су значајна, због чињенице да садашње тржиште рада не само да диктира потребу за диференцираном наставом, него и захтева увођење нових приступа остваривању глотодидактичких и педагошких циљева универзитетског образовања. Циљ рада представља испитивање тренутног статуса студијског програма *енглески као језик науке и струке* (English for Specific Purposes – ESP) у једној од институција терцијарног образовања не би ли се видело да ли се праксе предвиђене програмом ESP заиста остварују или су оне само декларативног карактера. У раду се усредсређујемо на истраживање одређених проблема који се појављују у свим силабусима ESP студијских програма како бисмо утврдили: које врсте силабуса се користе, евентуалне поступке који су коришћени пре креирања силабуса, да ли је фокус у силабусима на настави општег енглеског или енглеског као језика науке и струке, и да ли су имплементирани праксе усмерене на интегрисане вештине. Резултати истраживања указују да су потребне системске промене унутар наставног плана и програма на матичном одсеку у виду увођења датог студијског програма у првом и другом циклусу студија, као и на мастер студијама ESP програма. На тај начин би наставницима била омогућена конкурентност на садашњем тржишту рада.

Кључне речи: силабуси, универзитетско образовање, енглески као језик науке и струке (English for Specific Purposes – ESP), анализа потреба, тржиште рада.

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ИССЛЕДОВАНИЕ СИЛЛАБУСА ПО АНГЛИЙСКОМУ
КАК ЯЗЫКУ НАУКИ И СПЕЦИАЛЬНОСТИ

Резюме

Включить исследование силлабусов в современную учебную практику является большой необходимостью, поскольку современный рынок требует не только дифференцированных видов учебы, но и новых подходов в осуществлении лингводидактических и педагогических целей в рамках третьего уровня образования. Цель настоящей работы – исследовать статус коллегии ESP (английский как язык науки и специальности) в одном из учреждений третьего уровня образования, чтобы установить, применяется ли на самом деле практика ESP в аудитории, или же она существует лишь на бумаге. Работа направлена на исследование определенных проблем во всех силлабусах, касающихся преподавания ESP, чтобы определить вид употребляемого силлабуса, возможные подходы, употреблявшиеся до момента создания силлабуса, фокуса в программе на преподавание GE (общий английский) или ESP, а также на введение практики, относящейся в первую очередь к упомянутым умениям. Результаты исследований указывают на необходимость практических системных изменений в рамках учебного плана и силлабуса на главном отделении в виде введения коллегия на бакалавриате и в аспирантуре, чтобы таким образом преподавателям и практикантам обеспечить конкурентность на современном рынке.

Ключевые слова: силлабусы, третий уровень образования, английский как язык науки и специальности ESP, анализ потребностей, рынок.