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Anna
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Challenging Ideas
and Innovative Approaches
in Applied Linguistics

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Contents

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Challenges of Ukrainian ESP

The world is rapidly becoming a very mixed global village. Mobility, both physical and virtual, is becoming an ever-increasing reality and this is having an impact on languages. […] In this globalized world of today there is a greater demand and desire to improve foreign language teaching and learning to increase coherence and competitiveness.

Mehisto *et al.* (2008, 10, 25)

1. Introduction

In the last few years there have been dramatic changes in the world, uniting people in all spheres of life. Changes have taken place in education too, where the Sorbonne (1998) and the Bologna (1999) Declarations prompted the creation of the European Higher Education Area. However, those global changes aimed at closer collaboration and cooperation between countries and peoples are inseparable from the promotion of language learning and teaching and the development of communicative competence in other languages:

> An enlarged Europe has led to radical changes in education. The creation of the European Higher Education Area has set challenging tasks in terms of greater mobility for students, more effective international communication, better access to information and deeper mutual understanding.
>
> Bakayeva *et al.* (2005, 32)

In response to societal expectations and requirements (see, for example, Ministry of Education 2015a), Ukrainian university administrators focused their attention on making teaching foreign languages at the tertiary level – in particular, ESP (English for Specific Purposes) – more effective. ESP reform has already led to particular success, with more and more university graduates being fluent English speakers who successfully represent Ukraine at the international level. Still, problems exist. They impede further progress, but, on the other hand, they also determine the directions for further development.

2. Prospects for ESP development in Ukraine

2.1. Research background

The traditional explanation for Ukrainian students' inadequate foreign language proficiency has been the reduced number of academic hours allotted to foreign language academic courses at Ukrainian universities. It was fixed at 5 credits by an Education Ministry Directive in 2009. The question arises whether students are able to master a language properly under such conditions. However, about 20–25 years ago, even though foreign languages were studied for 3–4 years, and the classes were held twice a week, nobody could speak English or German. Maybe the reason for poor proficiency is somewhat different and is connected with what is taught and how. What is more, it seems quite reasonable to reduce the hours of the university ESP course, since foreign languages are studied at secondary schools for a considerable period of time, and, according to the Ukrainian Secondary School Curriculum, the proficiency level of school-leavers should be B1+, the level of independent users in terms of the *Common European Framework of Reference for Languages* (*CEFR*, Council of Europe 2001). Therefore, the period of 5 credits should be quite sufficient for university students to reach the B2 proficiency level which guarantees students' academic mobility.

However, the language proficiency of those who become first-year students is much lower than B1+. Average results of initial (entry level) proficiency testing, which has been conducted with the help of the *Quick Placement Test* (UCLES 2008) at Donetsk National University for a number of years, are presented in Table 1:

Table 1. *Average results of initial proficiency testing (Donetsk National University, 2010–2013)*

A1	A2	B1+
30–35 % of students	50–55 % of students	7–11 % of students

The figures vary for linguistically more or linguistically less demanding specialisms.

The obtained results may be compared to the number of contact hours required for raising language proficiency to a higher level, which is presented in Table 2:

Table 2. *Estimated number of contact hours required for raising language proficiency (Bakayeva et al. 2005, 33)*

Levels	Required time (hours)
C2	250
C1	250
B2 (standard for Bachelor's Degree students)	200
B1 (standard for school-leavers – B1+)	200
A2	200
A1	200

2.2. Objectives

Taking into account the fact that the Ukrainian credit is awarded for 36 (at present, 30) hours of work (in Ukraine 1 academic hour equals 40–45 minutes) and consists of contact time and self-study (the proportion between them depends on the good will of the university administration), it is evident that the period of 5 credits of tuition of the basic, required university foreign language course may not be enough for students to reach the level of B2, which is the standard for those awarded a Bachelor's Degree. Despite this, even in such conditions, ESP teachers should help students make progress and achieve the required results. In this paper an attempt is made to provide an overview of certain achievements in the area of Ukrainian ESP, to identify reserves in its development and to present recommendations on incorporating them into language instruction.

2.3. Discussion

2.3.1. National ESP Curriculum

The first innovation was the development of the National ESP Curriculum (2002–2005) which aimed to reform English language instruction provided by higher education institutions in Ukraine to meet the real-life requirements of university students and to enable them to function effectively in culturally diverse academic and professional environments (Bakayeva *et al*. 2005, 7). It was a joint project of the Ukrainian Ministry of Education and Science and the British Council which is now recognized as one of the most crucial events in the area of Ukrainian TEFL-TESP (Teaching English for Specific Purposes).

The project was preceded by thorough preliminary research – a Baseline Study. It enabled the Curriculum developers, Ukrainian ESP teachers, to establish a firm foundation: to gain an overview of the real ESP situation in the country, to raise awareness of where to start, to define the content of the university ESP course and its duration in order to achieve the required outcomes. Within the framework of the ESP Baseline Study, interviews and questionnaires with the main stakeholders were conducted; that included students, graduates, young professionals, major subject and language teachers, faculty administrators, and employers from different parts of Ukraine. The study included students' language proficiency testing with the help of IELTS testing samples, and the analysis of job descriptors.

When national foreign language instruction was meticulously analyzed, it became evident to the Curriculum developers that it was necessary to take into account relevant experience from around the world and the existing requirements relating to communicative competence in academic and professional environments. So, there was a critical analysis of the *CEFR* (Council of Europe 2001) and its descriptors of communicative behaviour at different levels of language proficiency – internationally-recognized language performance scales:

> The introduction of these levels into Ukrainian ESP teaching / learning practice will increase the quality of language learning and teaching and make language proficiency evaluation both transparent and recognizable within the wider European framework.
>
>   Bakayeva *et al.* (2005, 32)

Thus, the National ESP Curriculum was the first one based on the analysis of students' real language needs, on national and international education qualification standards, and on societal expectations.

The Curriculum aims at developing students' professional and functional language competences which will enable them to function effectively in culturally diverse academic and professional, job-related environments:

> The ESP Core Curriculum is a professionally-oriented and skills-based one. Its content is organised according to generic job-related skills required in a variety of professional areas and situations. These job-related skills are manifested in different types of language behavior.
>
>   *op. cit.*, 32

As opposed to the traditional approach to TEFL (Teaching English as a Foreign Language), the *Curriculum* is based on generic job-related skills which require particular types of language behaviour. The Curriculum is generic by nature and transferable to a variety of specialisms – as the Baseline Study proved. Students from all specialisms need foreign language skills for doing the same things: for socializing, for extracting information from written sources and working with this information, for making presentations, participating in discussions, and communicating in writing. The Curriculum does not concentrate on the number of words or verb tenses that should be mastered by students as was traditionally the case in Ukrainian university curricula. Knowledge of grammar and vocabulary is the foundation of communication, but it should be practical knowledge, the ability to employ grammar and vocabulary in communication:

> The ESP Curriculum shifts the emphasis from language knowledge as a set of isolated constructs to the notion of language as an integrated system of skills and knowledge. This viewpoint reflects a change in educational philosophy where language teaching is viewed as a diversified education in language. Language learning is thus seen as the acquisition of both knowledge and integrated language skills as they are required for and interact in real-life situations.
>
> *op. cit.*, 32

The Curriculum establishes national standards in language teaching / learning which are consistent with the international ones – B2 for Bachelor's Degree level as it is this level that makes students' academic and professional mobility a reality.

What is more, the Curriculum adopts an innovative approach to syllabus design: needs – outcomes – content (competences) – assessment and is a useful resource with practical recommendations for practitioners. In particular, it is a valuable resource for "tailoring" syllabuses for different specialism areas at faculty level. That is why the final stage of the Curriculum Development Project was the dissemination of its results. Workshops were arranged in different parts of Ukraine at which Curriculum developers taught their colleagues to apply the Curriculum to syllabus design. Developing syllabuses which are consistent with the Curriculum definitely contributes to changing the attitude to foreign language teaching and learning in Ukraine and to enhancing the English language proficiency of Ukrainian students and university graduates (*op. cit.*, X).

2.3.2. Shift to communication

It is impossible to say that the situation in TESP is now perfect, though it is evident that huge qualitative changes have been taking place concerning what to teach and how. The approach to language teaching and learning may be regarded as the keystone to "all learning methodology in the classroom" (Brown 1994, 84). There are many different ways of teaching and learning foreign languages. However, if a language is to be mastered for real-life communication, it should be adequately taught through interaction and doing communicative tasks which mirror real life – people master something by doing it; they learn how to communicate through communication. If in the 1960s–1980s the attention in teaching and learning was focused on grammar and vocabulary, then today, in the era of globalization, attention is focused on gaining a working knowledge of a language, on the ability to use this knowledge, i.e. on the development of communicative language competences "which empower a person to act using specifically linguistic means" (Council of Europe 2001, 9). Regretfully, even today, in spite of declarations about communicative language teaching, the grammar-translation method is still popular and is supported by some EFL-ESP tertiary syllabuses based on grammar or topics, and is closely connected with particular textbooks. One forms the impression that a textbook is taught, not communication skills. It is still the case that teaching concentrates on explaining grammar rules and learning words. Mastering grammar and vocabulary is not bad *per se*, since communication requires the acquisition of linguistic competence (language skills and knowledge). However, language knowledge does not automatically result in a high level of students' language proficiency. To master communication, students should be exposed to English and should use it in the classroom as much as possible in meaning-focused tasks. Then the grammar – what specific grammar item to analyze and "drill" – is chosen by difficulties in communication (Harmer 2007, 52–54). It may seem to be a paradox, but "if the language teacher's management activities are directed exclusively at *involving the learners in solving communicative problems in the target language, then language learning will take care of itself*" (Allwright 1979, 170). "Research […] suggests that task performance can significantly increase learner's awareness of the target structure and improve accuracy in its use, as well as providing opportunities for meaningful focused comprehension and production of the target language" (Fotos 1998, 307). Students "notice" a new language form, then process it, and learn it. – "They have noticed language which is relevant to them at a particular time; this kind of acquisition is

intrinsically superior to asking students to focus on a series of pre-determined forms" (Harmer 2007, 54).

2.3.3. Learner-centeredness vs. teacher-centeredness

Another aspect of ESP development, which also poses a problem, is the role of the modern teacher in the classroom. In spite of the fact that teachers are in favor of learner-centeredness, in reality teacher-centeredness is still practiced. In Ukraine the traditional role of the teacher has always been as a mentor, a strict disciplinarian, who is the supreme authority. Today the teacher's job is more about facilitating and creating a supportive, non-threatening atmosphere in the classroom than "pouring information" into students (the "jug-and-mug" model). A good learning environment, a positive one, is a very important component of successful teaching and is motivating for students.

Motivation is connected with A. Maslow's hierarchy of needs (Maslow 1970). The fact that human beings cannot pursue higher level needs if their lower ones are not satisfied is of key importance. It means that students will not strive for self-actualization – a state of reaching their fullest potential, which is at the top of the needs pyramid – if their lower needs are not met. For example, if students do not feel comfortable and safe in the classroom; if the class atmosphere is not encouraging, supportive, cooperative and friendly; if no team (not group-*sic!*) of students has been formed within an academic group. These factors are important for effective ESP as interaction in a foreign language always requires "a certain degree of risk of failing to produce intended meaning" or interpreting it. If students do not feel safe and encouraged in the classroom, their motivation disappears (Brown1994, 160). So, one of the principle roles of teachers is as the motivators of students, creating the right conditions for students to make as much effort as possible for their maximum benefit (Harmer 2007, 330). The teacher is more of a facilitator who sets the stage for learning, builds good student-teacher rapport, and treats students with respect (*op. cit.,* 100) rather than someone who constantly "delivers" information to students, always imposing and compelling (Brown 1994, 43). "All second language learners need to be treated with affective tender loving care" (*op. cit.*, 22) which may steer the classroom in a more positive direction. It may happen that, in spite of all of the teacher's best efforts, studying English has not been inculcated into the student's personal system of values and beliefs – no intrinsic motivation has been formed. Nevertheless, it is very important not to repel students from the

language and to present examples of kindness, wisdom, humanity and respect which in future may make them want to continue learning it.

2.3.4. Learner autonomy

Motivation plays an important role in making students not only the objects but also the subjects of language acquisition. In this case, *CEFR-ESP Curriculum* descriptors and the acknowledgement of the training / learning gap become a valuable reference point for both teachers and learners and make students more accountable for the results of the process of language acquisition (Ellis and Johnson 1996). Students should adopt a kind of agency – become doers rather than passive recipients of learning actions (Harmer 2007, 394). *Though teachers are a very important component* of the teaching/learning process, learners study by themselves. *That is why students should be informed about their initial level* of proficiency, which can be established at the very beginning of the ESP course, for example, with the help of the *Quick Placement Test* (UCLES 2008). They should also be informed about the expected outcomes of their learning. Then students will be able to "bridge the learning gap", and teachers can help them develop their study skills (locating information, making presentations, writing various types of texts, developing study plans, using dictionaries and other reference resources, understanding assessment requirements and criteria, etc.), strategies (memory; cognitive, compensation, metacognitive, affective, social strategies) (Harmer 2007, 395–396) and find resources. "Can-do" statements of the *CEFR*, reading logs and students' language portfolios may be of great help in this respect.

The *CEFR-Curriculum* descriptors may also be used as the basis for developing Language Portfolios for Professional Communication (see, for example, Yagelska 2004), which are a tool for documenting, assessing, and self-assessing students' individual language skills. Unfortunately, Language Portfolios have not been widely used in Ukraine.

To compensate for the limits on classroom time and boost the chances for successful language learning and acquisition, students should be encouraged to use the language outside the classroom as much as possible. Classroom time is usually not enough to learn any language, which is too complex and varied. Therefore, there should be extended opportunities for students to use the language in the so-called "teacher-free' time" (Harmer 2007, 407). This prepares them for real-life communication. Language skills disappear without regular

practice, so students should know how to progress when the language course is over. Autonomy makes them ready for life-long learning.

Close attention to students' self-study organization – self-assessment, life-long learning, and developing learners' autonomy is innovative for the national TESP. It is another important aspect of language education.

2.3.5. CLIL

The principle of TEFL "learn now, use later" does not work any longer; it is time to replace it with "learn as you use, use as you learn" (Mehisto *et al.* 2008, 11). So, a new approach to language learning – CLIL, Content and Language Integrated Learning has come to the fore. Students master the language not for the language's sake, but for the language needed, "using language to accomplish concrete tasks and learn new content" (*op. cit.*, 11). It is a powerful tool to motivate students if some major subjects are taught in a foreign language (when a foreign language is the medium of instruction): "More specific and subject-related courses have been more successful in motivating students and really meeting their needs" (Dudley-Evans and St John 2003, 37).

It is evident that this new approach to language teaching is challenging, time consuming and requires effort. The need arises to develop new materials – which are not "off-the-shelf" – to train teachers who are willing to collaborate with subject teachers, to spend time on developing syllabuses and getting ready for conducting classes. It needs the support of the faculty administration, which strongly affects teachers' attitudes to language teaching. CLIL requires hard work, but it is worth doing:

> ESP aims to develop integrated language skills and is designed to cohere as closely as possible with the goals and content of the students' areas of specialisation. The teaching of macro-skills makes sense when they are viewed in their natural context of their respective professional settings. The market demand for such skills is illustrated by the growing trend of using English as a medium of instruction.
>
> Bakayeva *et al.* (2005, 36)

Work in this direction has already started at Ukrainian universities, taking into consideration the following factors; the increasing role of English in modern society, the internationalization of education, the mobility of labour, the very competitive labour market, expanded opportunities for studying abroad, accessing grants, participating in international projects. Courses of English for

subject teachers have been created, with major departments selecting subject teachers to take such courses to upgrade their English in order for them to be able to teach their subjects in English, and with teachers of departments of English teaching them English.

The aim of the Course of English for Subject Teachers is to make them acquainted with specific features of communication in academic and professional areas in English; and the course syllabus includes, in particular, such situations and topics as English in the classroom, English for academic communication, structural and semantic peculiarities of terminology. Teacher-students read specialized texts in English, develop and present lectures, participate in discussions, etc. As a summative assessment task they develop and present a lecture on their specific subject. Faculty and departmental administrative control, formal and informal questionnaires of participants, and regular feedback from learners help English teachers modify the teaching, making it match the needs of their colleague-students.

2.3.6. International academic exchange

There is one more question which is connected with TESP and efficiency. It is of the utmost importance for Ukrainian universities to popularize participation in programs of international academic exchange. To take only one example, namely the Fulbright Program, it should be mentioned that during the 20 years of the Program's existence in Ukraine, more than 900 Ukrainian researchers, academics, and students have taken part in it at US universities (the statistics of the official site of the Fulbright Program in Ukraine). However, if one compares the figures for other countries, the situation in Ukraine is not so rosy: in 2014–15 Bulgaria obtained 20 grants, Germany – 140, Poland – 15, Turkey – 80, Ukraine – only 2. Of course there are quite a few other programs and students, teachers, and universities may benefit from participating in them. Participation means gaining intercultural experience, the development of specialist knowledge and skills, opportunities to triangulate; it brings new ideas to Ukraine and improved English communication skills. Still, the number of Ukrainian participants is not very large, and the majority of Ukrainians who participate in the competition for grants and who finally get them are from Western Ukraine and Kyiv. What is more, the exchange is mostly in one direction: from Ukraine.

Despite the existing problems, the advantages of exchange programs for universities are quite evident. They are an improved quality of education

provided by exchange program alumni, attractiveness to foreign students of a university which offers courses taught in English (and those who have studied or done research abroad are just the people able to do that at the proper level), and, as a consequence, the benefits of competition and a higher position for the university in national and international rankings. Academic exchange programs present an opportunity for participating teachers and students to develop language, academic, and professional skills. At the same time, they are a kind of "public diplomacy" as they promote mutual understanding, friendly and peaceful relations between countries. Academic exchange fosters an interest in the cultures of other countries, develops democratic citizenship, an attitude of openness, tolerance and respect for "otherness" and difference (Bakayeva *et al.* 2005, 35).

2.3.7. International language proficiency examinations

Participation in an international exchange program competition is open to anyone, nevertheless there is a strong filter concerning selection – foreign language proficiency. Participants' foreign language proficiency must be high, not lower than B2 level (the required level depends on the host university), which should be certified by an international proficiency examination. However, the examination results obtained by Ukrainian candidates, presented in Tables 3 – 4 below, do not represent outstanding success for ELT in Ukraine (IELTS 2013).

The results of this comparison leave much to be desired and consequently there is much to be done by EFL teachers. It is necessary to raise students' foreign language proficiency and, at the same time, to make them acquainted with the international examinations format since a large number of students have not heard anything about international exchange or international examinations. So, one of the tasks facing language teachers is to popularize international language examinations as much as possible. What is more, it is desirable for language teachers themselves to pass international examinations, language proficiency examinations as well as specialized ones for teachers (TKT, CELTA).

Table 3. *Mean band scores for various places of origin (General Training) (IELTS 2013)*

Place of Origin	Listening	Reading	Writing	Speaking	OVERALL
Bangladesh	6.1	5.6	5.8	6.2	6.0
Brazil	6.4	6.3	6.2	6.7	6.5
China (People's Republic)	6.1	6.1	5.7	5.8	6.0
Colombia	5.7	5.7	5.7	6.0	5.8
Egypt	6.3	6.0	5.9	6.4	6.2
France	6.8	6.8	6.3	6.7	6.7
Germany	7.1	6.8	6.5	7.3	7.0
Mauritius	6.7	6.3	6.4	6.8	6.6
Mexico	6.0	6.0	5.8	6.3	6.1
Nepal	6.2	5.6	5.8	6.2	6.0
Nigeria	5.9	5.8	6.5	6.9	6.3
Pakistan	6.3	5.8	6.1	6.5	6.2
Philippines	6.2	5.7	5.9	6.3	6.1
Poland	6.4	6.1	5.9	6.5	6.3
Russian Federation	6.4	6.4	6.0	6.4	6.4
Taiwan	6.0	5.8	5.7	6.2	6.0
Ukraine	5.8	5.6	5.6	5.9	5.8
Vietnam	5.9	5.8	5.8	5.8	5.9

Table 4. *Mean band scores for various places of origin (Academic Training), 2012 (no formal statistics available for 2013–2014) (IELTS 2013)*

Place of origin	Listening	Reading	Writing	Speaking	OVERALL
Brazil	6.4	6.8	6.1	6.6	6.5
China (People's Republic)	5.7	5.9	5.3	5.4	5.6
Colombia	6.2	6.5	5.8	6.4	6.3
Egypt	6.4	6.2	5.9	6.4	6.3
France	6.9	7.1	6.0	6.5	6.7
Germany	7.5	7.3	6.6	7.3	7.2
Greece	7.2	7.0	6.1	6.6	6.8
Malaysia	7.2	7.0	6.2	6.7	6.8
Mexico	6.6	6.8	6.0	6.5	6.5
Nepal	6.2	5.7	5.8	6.0	6.0
Nigeria	6.1	6.1	6.2	7.0	6.4
Philippines	7.1	6.7	6.3	6.9	6.8
Russia	6.6	6.6	5.9	6.5	6.4
Spain	6.7	7.0	6.1	6.6	6.6
Sri Lanka	6.6	6.2	5.9	6.6	6.4
Turkey	5.9	5.9	5.5	6.0	5.9
Ukraine	6.6	6.6	6.0	6.6	6.5
Vietnam	5.9	6.1	5.6	5.7	5.9

2.3.8. Language proficiency assessment

Another issue worth considering concerns language proficiency assessment. An assessment system is an integral and essential part of any ELT course. Though national testing for school-leavers includes the testing of English proficiency, there is much work to be done: to develop a reliable specification behind the test, to validate it internationally, to include all language skills, to create a national school of experts in testing, and to train national EFL assessors. Ukraine should join world testing organisations, such as the ALTE. As world practice proves, proficiency tests usually have a backwash effect on teaching – change the examinations and consequently the teaching will change. However, this has not happened in Ukraine. It seems that schools have been insulated from independent testing so far.

Moreover, there is no officially recognized instrument to measure the proficiency level of university graduates:

> The exit proficiency level B2 for Bachelors should be assessed by the final qualification examination at the end of the course. The graduates' language competences should be checked according to […] standards of achievement, compiled on the basis of Specialism Standards of Higher Education with the reference to the level B2 descriptors of CEF.
>
> Bakayeva *et al*. (2005, 34)

Despite the fact that having a command of a foreign language is a prerequisite for the existence of the European education area and for the mobility of academics and students postulated by the Bologna process, there are no reliable ESP tests with a convincing construct, transparent criteria of assessment, rules and procedures which will guarantee their quality.

2.3.9. ESP Materials

Another potential area of ESP development is the design of materials. For years there have been discussions and arguments among teachers about the actual role that materials play in ELT, whether to use textbooks or reject them completely (Allwright 1979, 81). There are a number of teachers who design their own materials for each class, the so-called DIY approach. It seems to be dynamic, motivating, flexible and easily adaptable to learners' precise needs. Course books are said to be straitjackets (Harmer 2007, 181) as they impose learning

styles and content on classes and teachers. On the other hand, the vast majority of teachers all over the world "reject a course book-free approach and instead use them [textbooks] to help their learners and [...] to give structure and direction to their own teaching". They use the textbook "as a springboard for their lessons and reserve the right to decide when and how to use its constituent parts" (Harmer 2007, 182).

When Ukrainian EFL teachers, as participants of exchange programs, have an opportunity to observe English classes at colleges and universities abroad, they are sometimes surprised at the absence of textbooks in the classroom. Instead, native teachers give numerous handouts to students. The explanation is the following: when teaching is based on scrupulous needs analysis, it is impossible to have a single textbook for each and every specialism. Though EFL in Ukraine has undergone dramatic changes, and today teaching is preceded by a kind of needs analysis, large academic loading, limited photocopying facilities, a high student-teacher ratio, and the influence of the traditions of the grammar-translation past make Ukrainian teachers use textbooks. At the same time, additional materials are always added to connect classes with students' major subjects and to make teaching and learning more interesting and motivating. In this case, teachers have to design materials (although they have never been formally trained for this task) which are used in addition to an appropriate course book selected from the ones available on the market.

About 20 years ago English and American EFL-ESP course books were introduced to Ukraine. As a rule, they contain authentic information; they are bright, accompanied by CDs, DVDs, Internet support; they contain a guide for teachers, tests, games, role-plays, case studies, supplementary material, etc. They are adapted to particular levels of students' proficiency and present valuable cross-cultural, academically and professionally relevant information. More than that, they develop all language skills and are really communicative – they aim at communication and doing communication tasks similar to those that people do in real life (Astanina *et al*. 2004, 23–24). Today there is a wide range of high-quality general English course books, e.g. *Inside Out, New English File, Headway*, etc. It is not a problem to find international examination preparatory textbooks (for IELTS, CAE, FCE, TOEFL). The market is overwhelmed with books for those who study business and economics. However, other specialisms deserve attention too.

Not long ago, Cambridge University Press published a textbook on legal English – *International Legal English. A course for classroom or self-study* (Krois-Lindner 2006). Despite the fact that the textbook is primarily aimed at

students preparing for the ILEC examination, it may be used to perfect legal English for work in the international legal community. The textbook allows one to master the actual English used in legal contexts. It contains authentic materials exemplifying situations encountered by lawyers in their everyday professional communication. The texts, exercises, and tasks, oral and in writing, are of a communicative nature and aim at the development of all language skills: reading, writing, speaking and listening. The course book is supported by the Internet. Each unit contains tasks that require online legal research – a very important skill for modern lawyers. Besides, there are law case studies which make it possible to apply language skills to solving real legal problems. There are CDs, a glossary of legal terms, a sample ILEC test and tips on how to get ready for the test and pass it successfully. With the presence of keys to tasks and exercises, the book may be used for self-study.

While interesting ESP textbooks have appeared for doctors, IT specialists, engineers, and journalists, regretfully there is nothing for mathematicians, historians or political science students. Moreover, course books published abroad do not take into account local Ukrainian factors and the specific needs of students. That is why, to fill the gap, teachers, when they have accumulated some experience, want to share it with others and try their hand at writing course books.

Ukrainian EFL material developers have gained some success. For instance, interesting and useful textbooks have been published by T.V. Yakhontova and O.B. Tarnopolskiy *English Academic Writing for students and researchers* and *Business Project* respectively). However, on the whole, course books designed by Ukrainian teachers have a number of weak points. They are inferior in quality when compared with their foreign counterparts. There is neither a teacher's guide nor audio support. They are, as a rule, a compilation of texts accompanied by some questions, and grammar and vocabulary exercises. They are based on the grammar-translation method and are mostly aimed at developing analytical reading skills, learning vocabulary and analyzing grammar. They are not based on an analysis of students' needs and do not meet their academic and professional requirements. Students' specialism is indicated only in specific vocabulary, though, in compiling it, the books' authors never take word frequency into consideration. These course books lack communicative, task-solving exercises, and they are intended for the average student, that is, all students in general, without indicating their initial and target language proficiency levels (*op. cit.*, 23–24).

2.3.10. ESP teacher training

The above mentioned challenges should be addressed in the ESP teacher education program, for which a system of in-service training should be developed. The existing one is formal and not effective. Teachers develop their teaching skills episodically, intuitively, on their own initiative and in their own format. Unfortunately, on-line courses have not gained wide popularity yet. Participation in international exchange programs is not available to all teachers. So far the British Council and the American Councils in Ukraine with their resources, workshops, and summer schools have been the main source of methodological support for the majority of teachers.

The usual practice is for teachers to pick up some new techniques after observing other teachers' lessons or participating in conferences and typical 'jug and mug' workshops where tactics and minor details are often analyzed, such as the speed of reading, how many sentences a student's monologue should contain, what listening tasks should be employed in a communicative classroom, and so on.

However, real development is voluntary. Whether a teacher will change their teaching or not depends mostly on their willingness to do so.

There is a need to introduce an in-service teacher training and upgrading system based on the reflective model of professional development, a more effective system than the traditional one – when, first, teachers, being students, receive theoretical background and then develop practical skills imitating "good teachers". The reflective model, which integrates research and practice, involves teachers' experience and supplies teachers with the required theoretical input, is completely new in Ukraine.

As change and reforms are often imposed from above, many university teachers can feel that they have been coerced, and then it is quite natural if reforms cause resistance. Besides "some teachers are comfortable with the teaching strategies they have previously employed […] and see no real reason to alter them" (Hayes 1995, 256). They may accept the change, but only superficially. Accepting change by the EFL community requires changes of "deep-seated" beliefs, values, and behaviour (Kennedy 1987, 164; Ribisch 1999, 115) "which cannot be altered by decree" (Pacek 1996, 335). More than that, change is a slow process. In order to accelerate the change, to turn it into an organic one, the process of reforms should be facilitated. Teachers at the grass roots must have a sense of ownership of the ESP reforms they are involved in (Hayes 1995, 261). In order to achieve this there must be an in-depth analysis of

innovations (Hayes 1995, 258), reflection (Murdoch 2000, 55) and a forum for sharing experience, knowledge and ideas on the part of teachers. It will provide opportunities for continuing personal professional development which can lead to a continuing interest in further change and innovation (Kennedy 1987, 164). This result may be achieved by explaining the benefits to all stakeholders of the innovation, by discussing it, creating a sense of solidarity among them, thus developing a sense of ownership of the innovation.

Professional development takes place in a climate of mutual trust and respect (Ribisch 1999, 117). According to Underhill (1989), teacher development that will bring change and growth is a "continuous process of transforming human potential into human performance" (Head and Taylor 1997, 12). Trainers should value participants' existing knowledge and classroom experience and focus on sharing experience, not impart "wisdom from experts". ESP teachers should be given the opportunity to talk about the change with colleagues in the atmosphere where insights, ideas, and experiences can be generated and shared (Morrow and Schocker 1993, 48).

3. Conclusions

It is difficult to overestimate the role of English in today's Ukraine, especially as the country has pronounced its firm desire to follow European values and to integrate into the democratic world. That is why efficient English instruction at the tertiary level is on the agenda.

In spite of the shift to communicative teaching, there are certain areas – "niches" which should be filled on the way to turning English into a working language for university graduates. These niches are connected with classroom work organization – real learner-centeredness, enhanced motivation of students, development of their autonomy and readiness for life-long learning, perfection of assessment, development of reliable national ESP tests, and the design of appropriate teaching materials. Some factors are connected with the environment beyond the English course – launching CLIL courses and the promotion of students' participation in various programs of academic exchange.

If the above problems are addressed by those involved in national TESP, Ukrainian students will get an opportunity to develop competences and strategies needed for functioning effectively in the study process and in the professional situations they encounter. As a result, higher levels of student language proficiency will facilitate individual mobility, competitiveness on the

job market, and the prestige of Ukrainian universities in the world academic community.

The need for perfection is evident and has attracted the attention of the Ukrainian governments, whose members know English and are ready to employ it, for the first time in the history of the country. The new language policy pursued by the National Ministry of Education, the latest decrees on academic mobility and amendments to the Education Act (Ministry of Education 2015a) instill optimism.

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