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УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY

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Fakultet za jazici, kultura i komunikacii

Faculty of Languages, Cultures and Communication

**POSTGRADUATE STUDIES- SECOND CYCLE**

**Thesis:**

**The challenges of designing an English for Specific Purposes (ESP) course for the  
Secondary Agriculture School “Arbëria” in Gjilan, Kosovo**

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Tetovë, 2021

## **Acknowledgement:**

Hereby, I would like to express my sincere gratitude to my mentor Veronika Kareva, Ph.D. Her guidance, remarks, effort, and comments have efficiently directed me in designing the thesis. Furthermore, I would like to thank her for supporting and introducing me to the topic.

Also, I would like to express my gratitude to my family members who supported me throughout the entire process. Moreover, I would like to thank my parents who motivated me to finish my thesis with the highest dedication.

Finally, I would like to thank the participants from **Agriculture High School “Arbëria”** in Gjilan, who were part of this research, in conducting the thesis. Their contribution crucially helped me gain reliable data and information.

## **Abstract**

Many studies show that before the ESP occurred, in spite of their General English language skills, students faced many difficulties of proper English register for their fields of studies and even more so for students with limited language skills. Consequently, in recent decades it became imperative to prepare a proper guideline for teaching, at least elementary, useful English register to students of various fields of studies. Teaching ESP to students is not the same as teaching EFL as its goal is not to make them fluent, in both written and verbal English, but to enable them to master “their needed” or specific English language register in order to function and carry on assignments in their respective field of study.

This thesis' main focus was mainly on providing a needed guideline for the agriculture high school “ARBËRIA” in Gjilan, Kosovo; specifically a certain guideline for the agriculture profile of this educational institution. Through this thesis and research, I tended to recommend guidelines for proper design and usage of this specific ESP course by respective English language teachers in the future.

The aim of this thesis was to develop and simplify as much as possible, ESP-based teaching of agriculture terminology usage, which differs from the general English. Through this thesis, I believe students will become way more efficient in proper understanding and usage of the English language related to their field of study. In this thesis work, I have conducted a questionnaire, in which students have shown their capabilities and the results based on the knowledge achieved so far, of course after several lessons preliminarily taught to them in agriculture English language terminology. In this research work, there have been involved 45 students of agriculture profiles of various grades: grade 10, grade 11, and grade 12 of High School “Arbëria”. An adequate questionnaire was prepared, and also an interview with their English teachers took place at the end of this research too. Due to the lack of proper teaching methods dedicated to the specific needs of their profile, the students were struggling with the agriculture-related English register. I believe that from now on students will benefit from the results and recommendations of this thesis. It is expected that their EFL teachers will also benefit from this thesis, specifically in ESP course design and teaching methodologies.

**Key Words:** ESP, agriculture, students, teaching, strategies.

## **Abstrakt**

Shumë studime tregojnë se përpara se të ndodhte AQP, pavarësisht nga aftësitë e tyre gjuhësore në anglishten e përgjithshme, studentët u përballën me shumë vështirësi në regjistrin e përshtatshëm të anglishtes për fushat e tyre të studimeve dhe aq më tepër për studentët me aftësi të kufizuara gjuhësore. Rrjedhimisht, dekadat e fundit u bë e domosdoshme përgatitja e një udhëzuesi të përshtatshëm për mësimin e regjistrin elementar të gjuhës angleze, të dobishëm për studentët e fushave të ndryshme të studimeve. Mësimdhënia e AQP-së për studentët nuk është e njëjtë me mësimin e gjuhës angleze si gjuhë e huaj, pasi qëllimi i saj nuk është t'i bëjë ata të rrjedhshëm, si në anglisht ashtu edhe në atë verbale, por t'u mundësojë atyre të zotërojnë regjistrin "e nevojshëm" ose specifik të tyre të gjuhës angleze në mënyrë që të funksionojnë dhe kryejnë detyra në fushën e tyre përkatëse të studimit.

Fokusi kryesor i kësaj teze ishte kryesisht në ofrimin e udhëzimeve të nevojshme për shkollën e mesme bujqësore “ARBËRIA” në Gjilan, Kosovë; konkretisht një udhëzim të caktuar për profilin bujqësor të këtij institucioni arsimor. Përmes kësaj teze dhe hulumtimi, unë tentova të rekomandoj udhëzime për hartimin dhe përdorimin e duhur të këtij kursi specifik të ESP nga mësuesit përkatës të gjuhës angleze në të ardhmen.

Qëllimi i kësaj teze ishte zhvillimi dhe thjeshtimi i mësimin të përdorimit të terminologjisë bujqësore të bazuar në AQP, e cili ndryshon nga anglishtja e përgjithshme. Nëpërmjet kësaj teze, besoj se studentët do të bëhen shumë më efikas në kuptimin dhe përdorimin e duhur të anglishtes në lidhje me fushën e tyre të studimit. Në këtë punim kam realizuar një pyetësor, në të cilin studentët kanë treguar aftësitë dhe rezultatet e tyre bazuar në njohuritë e arritura deri më tani, natyrisht pas disa orëve që u janë dhënë paraprakisht në terminologjinë e gjuhës angleze të bujqësisë. Në këtë punë kërkimore janë përfshirë 45 nxënës të profileve të bujqësisë të klasave të ndryshme: klasa e 10-të, klasa e 11-të dhe klasa e 12-të e shkollës së mesme “Arbëria”. Në fund të këtij hulumtimi u përgatit një pyetësor adekuat dhe gjithashtu u zhvillua një intervistë me mësuesit e tyre të anglishtes. Për shkak të mungesës së metodave të duhura të mësimdhënies kushtuar nevojave specifike të profilit të tyre, studentët kishin vështirësi me regjistrin anglez të lidhur me bujqësinë. Besoj se tash e tutje studentët do të përfitojnë nga rezultatet dhe rekomandimet e kësaj teze. Pritet që edhe mësuesit e tyre të EFL të përfitojnë nga kjo tezë, veçanërisht në hartimin e kurseve të AQP dhe metodologjitë e mësimdhënies.

**Fjalët kyçe:** ESP, bujqësi, studentë, mësimdhënie, strategji.

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## **Chapter 1**

### **1.1. Introduction**

According to Anthony, L (2018) needs analysis is the very first of four pillars of ESP, followed by “learning objectives, materials and methods, and evaluation.” (p 44). Therefore, this research is focused on conducting an analysis of the students’ needs with the aim of designing an ESP course for the students of the agriculture high school in the city of Gjilan, as additional curriculum which shall be implemented either in normal programmed classes (twice a week) or additional extra classes (as per time-space requirements).

Republic of Kosovo is a small country in the center of Balkans. Due to the lack of direct investments, its economy relies mostly on custom taxes and remittances from Albanian Diaspora, living mostly in Europe and America. According to European Commission Kosovo 2021 Report, Kosovo is still developing a functioning market economy and the youth unemployment remains high (pp. 51, 87). Furthermore, as noted in the Kosovo Education Strategic Plan 2017-2021(2016), compiled by MEST, in our country there is a great imbalance in meeting labor market demands by the current higher education system (p. 27). As per Kosovo Labor Market Barometer, skilled agriculture and fishery workers comprise only 2.6 % of the total employed workforce. It is not surprising at all as our government annually allocates only about € 50 million to support the agricultural sector development in the form of subventions and grants (Bujqësia e Kosovës në Numra, 2020, 22).

As Tony Dudley-Evans (1997), one of the leading authorities on ESP had pointed out at the Japan Conference on ESP, different learners may have different needs, be it educational or professional needs (8). In the case of “Arbëria” high school students, this need is both educational and professional as the ESP course will enhance if not fulfill their basic communicative needs. For designing such a course, students' "needs analysis" is the very first step where the actual knowledge of the language learners is analyzed, what kind of texts do they need to excel in their field of knowledge, which skills are necessary to be taught, which medium should be adopted, how many classes of the English course are needed, what is the time frame that they should be taught, etc. Due to the weak economy in our country and the overall

economic situation of our small society, the need for the proper and strict implementation of English for Specific Purposes courses, seem to be greater than ever, with a special emphasis in agriculture field of study and work in future, as well as in other fields of industry and economy. There is a significant requirement for finding working perspectives in other countries (precisely in English native speaking countries) among members of our society, and there is also an immediate need for establishing economic relations with other countries (or re-establishing the existing ones) in order to increase the national production and in order to successfully reach into these countries, develop their skills and knowledge and also become a working knowledgeable force, the proper implementation of English for Specific Purposes seems like an immediate need. For instance, if an English speaking country (or any other country for that matter), posts an official request for hiring skilled workers on various subfields of agriculture, then the strict role of English for Specific Purposes implementers, in this case (English language teachers), is crucial because we will necessarily have to combine our advanced knowledge of English language as a whole, with that of the experts in the respective field, for which the English for Specific Purposes course is being prepared. In other words, when preparing English for Specific Purposes course, be it for industry, electronics or agriculture field, as in our case in this thesis, we will necessarily have to consult the experts from the above mentioned fields.

### **1.1.1. Definition of English for Specific Purposes**

English for Specific Purposes (ESP) is a particular area of language teaching/ learning within the English language teaching field, and it is a learner-centered approach to ELT. As such, ESP approach refers to English language teaching and learning where the language instructor is focused in enabling foreign students of English to utilize their language skills in a specific field (Paltridge & Starfield, 2013, 2). As noted by Anthony (1997), in the second half of the last century, English for Specific Purposes had gained stature among universities providing courses and students attending them, which clearly attests to its importance and popularity (p.1). The same author back in 1987, reminds his audience about the establishment of a prominent international journal on ESP, quite an achievement in itself, which was dedicated solely to the discussion of ESP (p.1).

In the same venue Anthony (1998) notes that in spite of its success and popularity, there is only a vague idea about what ESP actually stands for and he recounts how at the Japan Conference on ESP a very spirited discussion among participants with different viewpoints took place concerning the nature, purpose, scope, and goals of the ESP, and whether EAP could be considered part of it; some of them were in favor of defining and describing ESP as a method for any specific purpose they could name, whereas others were in favor in defining it more precise terms, be it for academic, vocational, or professional purposes (pp.1-2).

Anthony (1997) relates that at the Japan conference, Tony Dudley-Evans, one of the leading authorities on ESP delineated its meaning and shared with the conference attendees his definition of ESP by distinguishing what he calls “absolute” and “variable” characteristics (p.2).

As can be seen, English for specific purposes is a discipline of general English that mainly deals with the strict needs of various learners and offers them a slight approach toward their skill goals. English for Specific Purposes can be set as a unique discipline always taking into consideration strict regulations and requirements of the English language in general because when created doesn't really vary from general English and its regulations, but in practice, it is a great deal on how it is going to be transmitted to the learners.

Thus keeping in mind the wide scope of ESP Anthony (1997) poses a question whether there are any differences between ESP and EAP approach and answers his own question by quoting Hutchinson and Waters (1987), according to whom in theory there is no difference between the two but in practice the differences are quite obvious (p. 53). Therefore when creating a teaching manual for ESP teacher, we should strictly be in a same path with general English regulations and rules, such as: register, grammar, genre, etc.

Thus, considering the above paragraph, we can conclude that, there should under no circumstances the above mentioned be avoided, when creating an English for Specific Purposes manual, because the result most probably is going to be, far away from the desired proper one. For example, English for Specific Purposes manual for mechanics, another one for medicine, or one for agriculture, if general English regulations and policies are avoided, will definitely not reach the target or even more likely, it will look funny.

### **1.1.2. The characteristics of English for Specific Purposes**

At the Japan Conference on ESP, in his paper titled “An Overview of ESP in the 1990s” Dudley-Evans (1997), listed the absolute and variable characteristics of ESP, as part of a comprehensive definition which would appear in a book the following year. The list of characteristics mentioned in his paper are given as follows:

#### **Absolute characteristics:**

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse, and genre.

#### **Variable characteristics**

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of general English. (p. 6)

As is obvious, each of the characteristics, both absolute and variable, are deemed very important and should be taken into account when designing ESP courses. In the same paper, Dudley-Evans (1997) lists a few other points such as the fact that:

ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system. (p. 6)

His assertions that ESP can be taught at secondary school level is important because it expands the target group of learners. The points mentioned by Dudley-Evans but not listed as characteristics, are incorporated as variable characteristics by Anthony (1998) in his paper titled “Defining English for Specific Purposes and the Role of the ESP Practitioner.”

## **1.2. Analysis of students' needs before creation of the ESP course**

When it comes to the needs of students in teaching English for specific purposes Hutchinson and Waters (1987) believe that the needs of students should be taken into account when planning course content. Robinson (1991) distinguishes two types of needs: subjective and objective. Objective needs are based on the information pertaining to the learners' demographic data as far as their language skills are concerned as well as the context in which the same skills are to be used. Subjective needs, on the other hand, have to do more with their outlook about the course and include but are not limited to expectations, attitude and so on (p.8). Dudley-Evans and St. John (1998) have made a division of needs: current (instantaneous) and delayed. Separating them is an important need for specific purpose English language courses. Courses are usually organized for students who know the specific situations in which English will be needed for specific purposes. Sometimes it is very important that the knowledge gained in the course is required in the English language course during the course, or in a period after the end of the course. Current (instantaneous) needs mean the needs that students possess during course attendance, while the term needs to be postponed to consider the needs of students that will be relevant later in a period after the completion of the course.

However, most English-language courses are consistently located between these two points. It would be good for English for specific purposes to be developed in the eleventh and twelfth grade, while the real needs of prospective students occur in the first and second year of study along with the professional subjects, whereas the needs of students are really in recent years of study for the use of literature for diploma thesis, or after they have also graduated to get a job. Therefore, Dudley-Evans and St. John (1998), believe that courses in the field of ESP should be placed in the last years of study in the first and second place. If this is not possible, they suggest, that the English language course for specific purposes starts in the first and second year, then continue until the end of studies. Hutchinson & Waters (1987) have defined ESP as the planned approach to the course which begins with the question: "Why ESP?" (p. 5).

However, this question can be asked for any other English language course, both general English and English for specific purposes, as all courses are based on the specific type of need. This raises the question: "What is the difference then?" (pp.16-19). The above mentioned authors

believe that in theory there is no difference, while in practice the difference is great. Also these authors further argue that every English language course should be based on an analysis of student needs. Following this principle, procedures that are developed for English for specific purposes can have a positive impact on the general English language. Based on these authors and the need to take the first step in acquiring English for specific purposes, in the technical high schools of Kosovo, an analysis of the needs of students for learning English should be made, and thus provide an education / quality learning. Robinson (1991) throughout her book emphasizes the importance of needs analysis to plan ESP courses, writing textbooks and choosing the appropriate teaching and learning methodology. She also recommends that needs analysis should be done constantly, because many participants deepen in the course, their views and approach may vary. During the needs analysis the questions which should be answered are: “who?”, “what?”, “when?”, and “where?” ...; who is actually the target audience (who should be trained), the task and content (what should be taught) and the context or environment for lectures (when and where the lecture will take place). The question to which needs analysis does not answer is, “how”. English language teachers, based on the data collected through the analysis of students' needs, must answer the question “how”, and successfully complete the course.

### **1.3. The contemporary concept of needs analysis**

To delve deeper into the concept of student needs analysis in the context of English for Specific Purpose, we will below provide a graphical representation of needs analysis. Graphic presentation gives us the opportunity to observe needs analysis as part of a larger planned process of an English for Specific Purpose language course. According to Dudley-Evans & St. John (1998), the main stages for ESP are:

- Needs analysis,
- Planning an English for Specific Purpose language course,

- Selection of materials,
- Teaching and learning and
- Evaluation.

Needs analysis should not be seen as a separate and independent process because it depends on and relies on other components of the foreign language course.

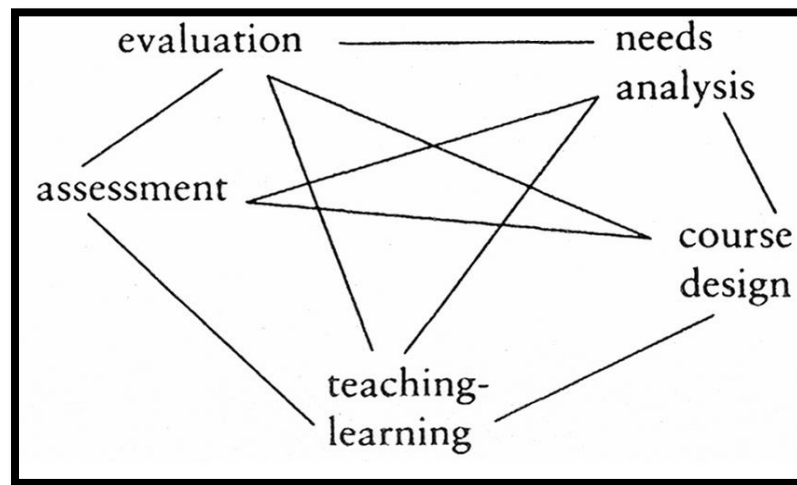


Figure 1. Stages in the ESP process (Dudley-Evans & St. John, 1998)

#### 1.4. The proper appliance of ESP

English for Specific Purposes is mainly based and focused on issues pertaining to the teaching and learning of specific register for specific study groups, be it in an academic or a professional context. Whatever the case might be, various topics and issues concerning English language acquisition can be studied from the perspective of English for specific purposes, such as: teacher training, needs assessment, course design, proper material usage, student assessment and evaluation, and so on. In addition to the above mentioned, it is also based on articles and discussions that identify aspects of ESP needing development, areas into which the practice of ESP may be expanded, possible means of cooperation between ESP programs and learners' professional or vocational interests, and implications that findings from related disciplines can have for the profession of ESP.

There is an abundance of sources dealing with this issue, be it books or articles such as: Richterich & Chancerel (1978), Munby (1978), Mackey & Mountford (1978), Cohen & Manion (1980), to name just a few. This example framework below outlines the kind of information that the course designer needs to gather from an analysis of target needs. (as cited in Hutchinson & Waters, 1987).

According to, Sari et al. (2019), who adapted a framework from Hutchinson & Waters (1987), the needs for a certain language are defined as below:

**Why is the language needed?**

- For study;
- For work;
- For training;
- For a combination of the above;
- For some other purposes.

**How will the language be used?**

- Medium: speaking, reading, writing, etc;
- Channel: telephone, face to face, etc;
- Types of text or discourse: academic texts, lectures, engineering, etc;

**What will the content areas be?**

- Subjects: medicine, biology, architecture, shipping, etc;
- Level: technician, craftsman, postgraduate, secondary school, etc;

**Who will the learner use the language with?**

- Native speakers or non native;
- Level of knowledge of receiver;
- Relationship;

**Where will the language be used?**

- Physical setting (office, lecture theatre, hotel, workshop);
- Human context (alone, meetings, demonstrations);
- Linguistic context (in own country, abroad);

Given the course of development of the discipline of English for Specific Purposes for the needs of different studying and working profiles, also considering the fact that English is a worldwide



language of technology, science, broad significant literature for all profiles of science and life, and also not bypassing the rules for using English for Specific Purposes for specific needs of any profile, then for creating an English for Specific Purposes manual for the needs of the field of agriculture, the same rules apply, and as it can be seen in the following chapters of this paper, we have tried to profile it in the right way.

## Chapter 2

### 2.1. Literature review

Hutchinson & Waters (2010) inform us that since its onset in the previous century, ESP has progressed through several phases of evolution with the fifth phase emerging gradually in the last decade and by noting that English for Specific Purposes is not an inflexible general occurrence, they set to describe each of its phases, where it becomes obvious that ESP occurrence and development rate varies from country to country (p 9).

Register analysis had focused on sentence grammar and attention pointed to understanding how sentences were combined in discourse to produce meaning. The concern of researches therefore was to identify the organizational patterns in texts and to specify the linguistic means by which these patterns are signaled. These patterns would then form the syllabus of the English for Specific Purposes course. The Rhetoric Process Chart below (from EST: A Discourse Approach by Trimble, L. (1985)), as cited in Hutchinson and Waters (1987, p. 11), is representative of this approach as reproduced and shown below:

Level	Description of level
A	The objectives of total discourse
Example	1. Detailing an experiment
	2. Making a recommendation
	3. Presenting new hypotheses or theory
	4. Presenting other types of EST information
B	The general rhetoric functions that develop the objectives of Level A

<b>Example</b>	1. Stating purpose
	2. Reporting past research
	3. Stating the problem
	4. Presenting information on apparatus used in an experiment:
	a) Description
	b) Operating
<b>C</b>	The specific rhetoric functions that develop the general rhetoric functions of Level B
<b>Example</b>	
	2. Definition
	3. Classification
	4. Instructions
	5. Visual – verbal relationships
<b>D</b>	The rhetoric techniques that provide relationships within and between the rhetoric units of Level C
<b>Example</b>	
	1. Time order
	2. Space order
	3. Causality and result
	II. Patterns
	1. Causality and result
	2. Order of importance
	3. Comparison and contrast
	4. Analogy
	5. Exemplification
	6. Illustration

**Figure 2. Rhetorical Process Chart (Trimble, 1985)**

## **2.2. Previous studies and research**

When it comes to previous studies and research, I believe a good starting point is provided by Clearinghouse (1988), who summarized a research paper written by Grosse (1988) according to which:

The historical background of the English for Specific Purposes (ESP) movement in the United States is recounted, and its relationship to contemporary trends in second language education is given. The ESP movement refers to the area of English-as-a-Second-Language education that focuses on the learner's purpose in acquiring the language, including English for Academic Purposes and Study Skills and recently, English for Teaching Assistants. The movement's early origins are traced to England in the 1920's with the initial growth surge of ESP course offerings occurring in the 1960's. Significant writings specifically on ESP and related developments in other fields of linguistics are reviewed, including aspects of sociolinguistic theory and practice, the evolution of a variety of language teaching approaches and methodologies, the use of authentic materials, integration of language and content instruction, special language needs of the workplace, and English language needs developing from rapid economic development in the Middle East. The reasons for differences between the British and American movements are examined briefly, and the form taken by the American movement when it caught on in the early 1980's is described. The growth, future prospects, and links of the ESP movement in the United States to trends in second language education are discussed.

### **2.2.1. Types of English for Specific Purposes**

As English for Specific Purposes has an important part in language learning, it also has many different types which are not similar with each other; each one has a distinct function in the language. There are a few types of it as can be seen from reading the paper titled “Some Propositions about ESP” by Carver, D. (1983), in which he sets out to characterize ESP by contrasting it with other approaches to English language learning and teaching.

Carver (1983) distinguishes the following types of English for Specific Purposes:

1. English as a Restricted Language
2. English for Academic and Occupational Purposes
3. English with Specific Topics (p 133)

English as a Restricted Language in ESP is delineated by Mackay & Mountford (1978) who describe its distinction from GE usage by remarking that the limited English language phrases and register utilized by vocational professionals such as international air-traffic controllers, waiters or similar service providers does not mean that they would be able to communicate properly with other English language speakers outside their professional domain, and thus, their limited and restricted register constitutes only working language skills (pp. 4-5). Concerning this issue, Halliday et al., (1964), based on their own research, similarly claim that limited and restricted register language usage models constitute English as restricted language (p.34). As is obvious such language systems and models are usually designed to be used in international professional environments be it a scientific or technical environment where the interlocutors use a highly specialized register (airspeak, seaspeak, etc.).

Halliday et al. (1964) make a very important observation when they discuss the varieties of language to be found in different contexts (register) by different users (dialects). By providing abundant examples from register usage by different people across the world, they point out that registers vary in form whereas dialects in substance (p 88).

Carver (1983) identifies English for Academic and Occupational Purposes as the second type of ESP, and what is more important, he claims that EAOP should be central to ESP teaching and learning (p 133). Thus, when discussing the history and development of ESP, Hutchinson and Waters (1987), provide a figurative representation of ESP divisions in a tree form: the first division is between EAP and EOP; the second division is the division of ESP according to learners' field of specialization such as English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social studies (ESS) (pp 16-18). Therefore we can say that English for Specific Purposes is divided into three major branches, as given below:

- English for Science and Technology (EST),
- English for Business and Economics (EBE), and
- English for Social Studies (ESS).

At this time, it is important to mention the fact that Hutchinson and Waters (1987) note that as far as EAP and EOP are concerned, it is impossible to make a clear delineation between them because materials and context from both sometimes overlap in study or work environments and situations (p. 16). Having this in mind, it is easier to understand Carver's reason for placing these

two types of English language teaching and learning approaches under the same classification of English for Specific Purposes.

The third and final type of English for Specific Purposes identified by Carver (1983) is English with specific topics; according to him, EST transposes the emphasis from purpose to topic and it is more a projected need for the future than a particular need in the present of the learners, as might be the case for scientist or postgraduates, who are expected to attend scientific conferences or work in foreign institutions (133).

Based on the statements above, we can summarize and conclude that the need and proper application of an English for Specific Purposes course would greatly help students of different study profiles in building their skills for the correct use of English for the needs of their studies, at the same time would advance and expand their knowledge in English and also their knowledge and expertise in their field of expertise or study, and we rightly think that this is quite consistent with the hypotheses raised in this research thesis.

## **Chapter 3**

### **3.1. Research methodology**

This research was conducted based on quantitative methodology through questionnaires for students and interviews with teachers. At this point, it is useful to note that this research was also beneficial to students as it became easier for them to use specific English register as part of a foreign language in their field of study, that is agriculture. All the students were involved in this application and it was collected enough information about ESP learning strategies. As is only to be expected, in this course the strict methodology of ESP has been applied, in clear combination with theoretical and practical part of agriculture field of secondary school studies. Participants involved in this research work were a total of 45 students of both genders of the Agriculture High School “Arbëria” in Gjilan. As part of research, the EFL teachers of the same school were interviewed with the aim of gathering information about their distinct background and knowledge, which have been incorporated in ESP.

### **3.1.1. Research aim**

As can be deduced from consulting the professional literature, for every ESP course designer/teacher, it is of paramount importance to identify the student's needs for their future working perspectives. Therefore, I encouraged the students to focus on learning as much as possible specific terminology related to their field of study, as envisaged by ESP approach. In the Agriculture High School "Arbëria" they have different professional subjects, such as: livestock, orchard-viticulture, poultry, beekeeping, etc. The goal is to combine the utilized teaching materials with the purpose of educating and enabling them to function independently in their future profession or further studies, and to do that the ESP instructors must keep in mind that, although they are part of a specific group, individual students have different interests and needs: some of them may opt to look for a job whereas others might continue further studies in college.

This research aimed to:

- Introduce proper strategies for teaching English for Specific Purposes;
- Provide a combination of proper strategies with students' needs;
- Enable students to master a specific register useful for their field of studies.

### **3.2. Research questions**

This research has had to answer the following questions:

- What benefits would students gain by learning English for Specific Purposes?
- How can teachers benefit of English for Specific Purposes designed course in order to easily facilitate students learning needs?
- How to combine and utilize miscellaneous teaching materials?

### **3.3. Research hypothesis**

This research has had three hypotheses:

**H1.** By applying English for Specific Purposes designed course, students of agriculture field of study will become more independent on using future materials in English related to their field of study.

**H2.** Students' general knowledge in English will also become expanded.

**H3.** A careful selection of materials, including textbooks, authentic texts, and sources from the Internet etc. would be more appropriate than sticking to a single course book.

### **3.4. Research design and methodology**

This research has included the qualitative and quantitative research methods. The research has been conducted through observations, questionnaires, and interviews. The research has compared the teacher's English for Specific Purposes use in the communicative language teaching classroom. During the period of the research the teacher has had the opportunity to gather data about students' language learning approach. After identifying the differences, the teacher has analyzed the performance of the learners in the classroom.

#### **3.4.1. Materials**

Discussing the various roles of the ESP instructor, Dudley-Evans (1997) listed as the second key role of the ESP teacher the responsibility to design courses and provide materials, which should be adapted from existing books and materials and if no such materials are appropriate for the specific purpose, then the teacher is to devise new ones as a last resort (7). In other words, if no

materials are suitable for the course and the students' needs, then we should come up with new learning materials, including using authentic materials. As recommended by Ellis and Johnson (1994), choosing materials for the English for Specific Purposes course was based on the students' needs in reference to their specific field of work, in this case field of study, with a special focus on agriculture terminology which was introduced and taught through suitable themes, assignments, and exercises (72). Also, as is only proper before starting a language course, a special attention has been given to the students' overall English language skills when choosing the materials. As adapted from Lewis and Hill (2003), Vicic (2010) lists some of the most important questions pertaining to the students when choosing materials, such as:

- Will the materials be useful to the students?
- Do they stimulate students' curiosity?
- Are the materials relevant to the students and their needs?
- Are they fun to do?
- Will the students find the tasks and activities worth doing? (112).

As is obvious, these questions cover the key issues when dealing with materials for an ESP course and provide a considerable help to teachers in accomplishing the goals of the specific course. Vicic (2010) underlines the interdependence of materials and students skills and points out the importance of selecting materials as a key requirement to help both teachers and students to achieve their goals (112).

### **3.4.2. Participants**

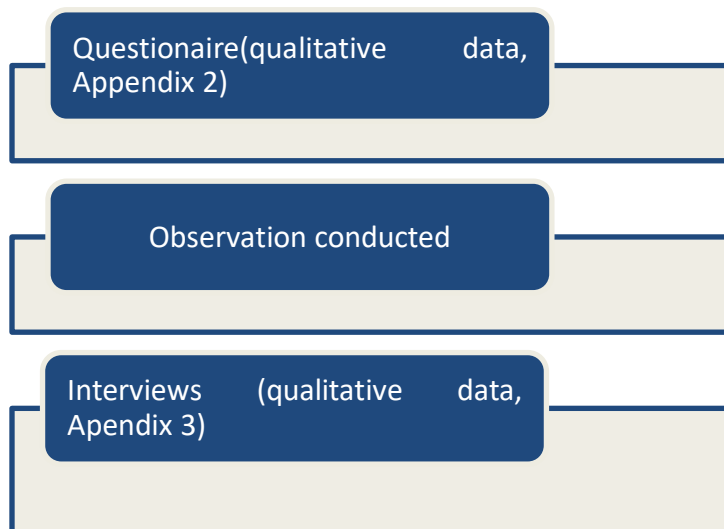
The participants of the study were 11<sup>th</sup> and 12<sup>th</sup> grade attendees of the High Agriculture School "Arbëria" in Gjilan. Participants' age group was 15 to 18. The total number of student participants was 45. Due to the nature of the school, the majority of the students are male, with just a few female students. Since the level of English language skills of the students was satisfactory enough, the questionnaire has been given to them in English language, in order to receive correct answers from them.



### 3.4.3. Instruments

There have been three instruments used for this research. The first was a student questionnaire (Appendix 2) that has enabled us to gather more information about their needs and targets. This questionnaire, which has also served as part of the needs analysis, was followed by an observation of students, conducted as a second instrument. As the third instrument there have been informal interviews with the English teachers and students in order to find out their opinion on this matter.

**Table 1. Chart presenting the research procedure**



### 3.4.4. Procedures

Important differences among learner's approach to the language and their preferred learning strategies makes teaching very hard. Difficulties are imminent when it comes to teaching different learners in the classroom and creating an equal teaching approach.

These data will serve as a tool for developing qualitative and quantitative teaching strategies with a special emphasis on teachers' register usage. The data gathered from the research aim to give thorough insights to all factors that influence learner's attitude about the register and guide teachers' towards a more successful path.

The first step of the research was in creating a guidance list of lessons with a field of study specific register for learners by providing a significant help that is required according to learners' needs for specific register in the classroom. In order to make them familiar within the most reliable way, the guidance list containing diverse useful information was provided for the learners.

The next step of the research was collecting information from learners by providing a questionnaire that required information on learners' approach to the guidance list previously offered to them. In order to get the information in the most reliable way, the questionnaire consisted of 15 questions which were delivered to the learners. This was followed by an observation conducted during the research.

Finally, two English language teachers were interviewed, in an interview consisting of 6 questions in order to get better insights of the learning English for Specific Purposes in the classroom.

All of these analyses have given responses to the research questions, being based on reliable results obtained from the research instruments.

The first instrument has been applied in this thesis is GUIDANCE LIST titled as below:

#### **“GUIDANCE ON CREATING ESP Course, BASED ON NEEDS OF HIGH SCHOOL AGRICULTURE FIELD OF STUDY “**

In order to provide a complete and easily understandable explanation on how the students of Agriculture High School “Arberia” in Gjilan, will learn the proper usage of specific English register for their future professional needs, we have designed (in close cooperation with other subject teachers of the study profile) a list of several significant and/or most relevant subject lessons of agriculture.

The first step was to establish and teach the students several additional English language classes. These classes focused on the below listed subjects, with a special emphasis in a specific register, of course by observing other general English language needs and teaching methodologies.

**Table 2. Guidance on creating English for specific Purposes course, based on needs of agriculture high school, field of study**

<b>SUBFIELDS LESSONS TO BE COVERED</b>	<b>FOCUS</b>
<i>FRUITS AND VEGETABLES</i>	<b>Agriculture field of study specific English language terminology and register</b>
<i>FLOWERS AND DECORATIVE PLANTS</i>	
<i>COMBINED CULTURES</i>	
<i>TEA PLANTS</i>	
<i>MATERIAL FOR REPRODUCTION OF PLANTS</i>	
<i>FISH, CRUSTACEA AND SHELLFISH</i>	
<i>VITICULTURE</i>	
<i>CATTLE AND SHEEP</i>	
<i>MILK PRODUCTS</i>	
<i>POULTRY</i>	

The second instrument in this thesis work has been questionnaire. The questions have been created in the source language in order to have students understand the questions and avoid confusion during responding to the questionnaire. The total number of questions was 15 and they have covered all needed aspects for gathering data in the research questions. The questionnaire has been distributed to the teacher (by the researcher) and confidentiality was guaranteed to the students. They were requested to provide answers individually. The time required for answering the questions was 45 minutes.

The third instrument in this thesis has been the interview. The interview lasted two hours at “Arberia” High School classrooms. Two English language teachers participated in the interview and each one of the teachers was interviewed separately. The interview contained 6 questions related to the research. Teachers answered each questions carefully and described their experiences based on the working place. We listened to the interviewers and have written their

answers in details in a required paper. Conducting the interview with the teachers helped us to find appropriate information about the research.

#### **3.4.5. Observation**

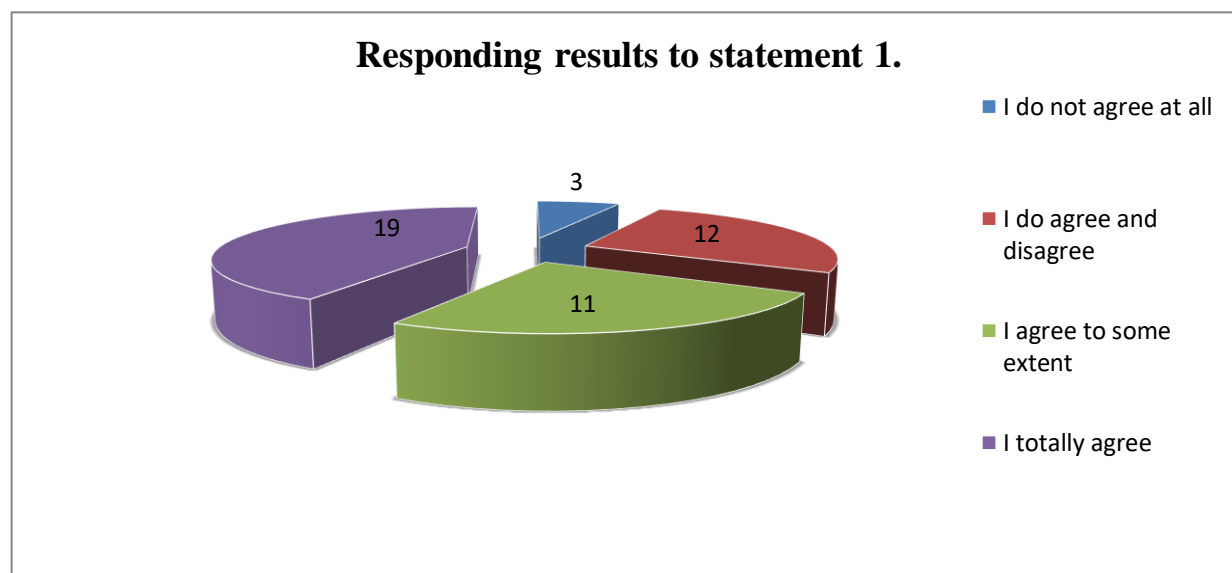
The observation has been conducted in 3 classes; during the observation special emphasis has been placed on the teachers' register usage in the classroom, with the purpose to monitor the actual understanding ability of the students.

In the class work students have been supervised on their individual understanding of the lessons' guidance list. During this time the teacher has been working with the students, with interactional explanation of meaning of specific terminology on the lessons' list and the specific register used (see Appendix 1).

The class work observation has lasted for 40 minutes in each class (several classes), in which the students have been particularly instructed with the meaning of each specific register word of the lessons' guide list, the register that they had not been familiar with until then. Different exercises have been done by the students and they have expressed their opinions based on the given answers. Students have completed the exercises and they have performed satisfactorily enough.

## Chapter 4

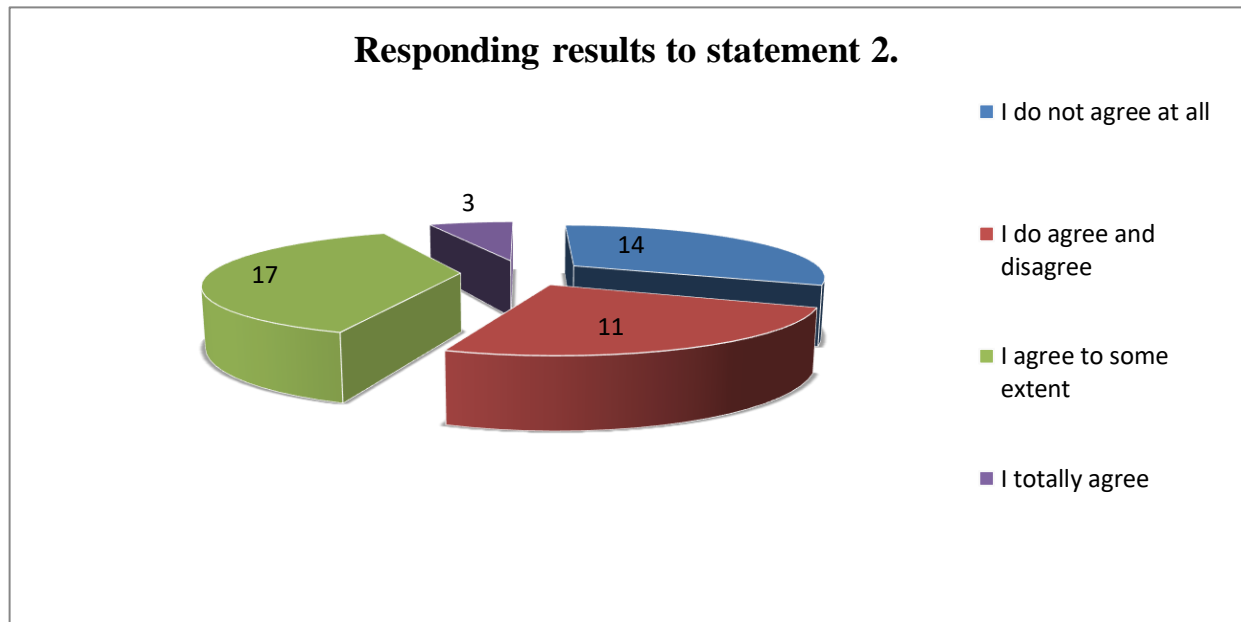
### 4.1 Analysis of research results



**Figure 3. English language teacher places emphasis on involving, as much as possible, agriculture teaching content**

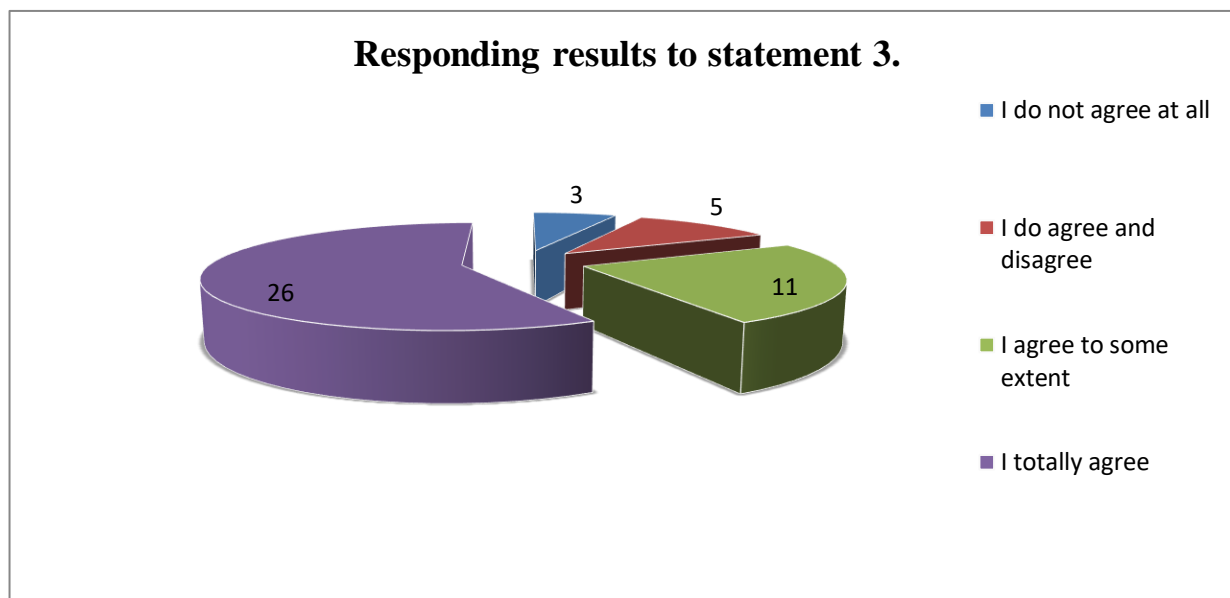
In the above statement that; the English teacher puts the emphasis on involving as much as possible agriculture teaching content while teaching English, the results we have gained from the respondents' answers are quite interesting, in which case 19 out of 45 respondents in the research have chosen the alternative "I totally agree", then 11 of the respondents have chosen the alternative "I agree to some extent" which gives us to understand that the English language teacher in the school we researched in this thesis work, pays attention to this form of teaching. On the other hand, we also have 12 respondents who have somehow turned out to be elusive in some form, selecting the alternative "I agree and disagree", and we also have a small number of 3 respondents who have selected the alternative "I do not agree at all". Considering the results obtained from the above statement, it is not that with high certainty we can conclude that in the respective school where we did the research, there is indeed a serious and successful attempt by English language teachers to develop and cultivate ESP designed English language lessons by

involving as much as possible the agriculture contents in lessons, but at the same time we cannot, by no means deny it!



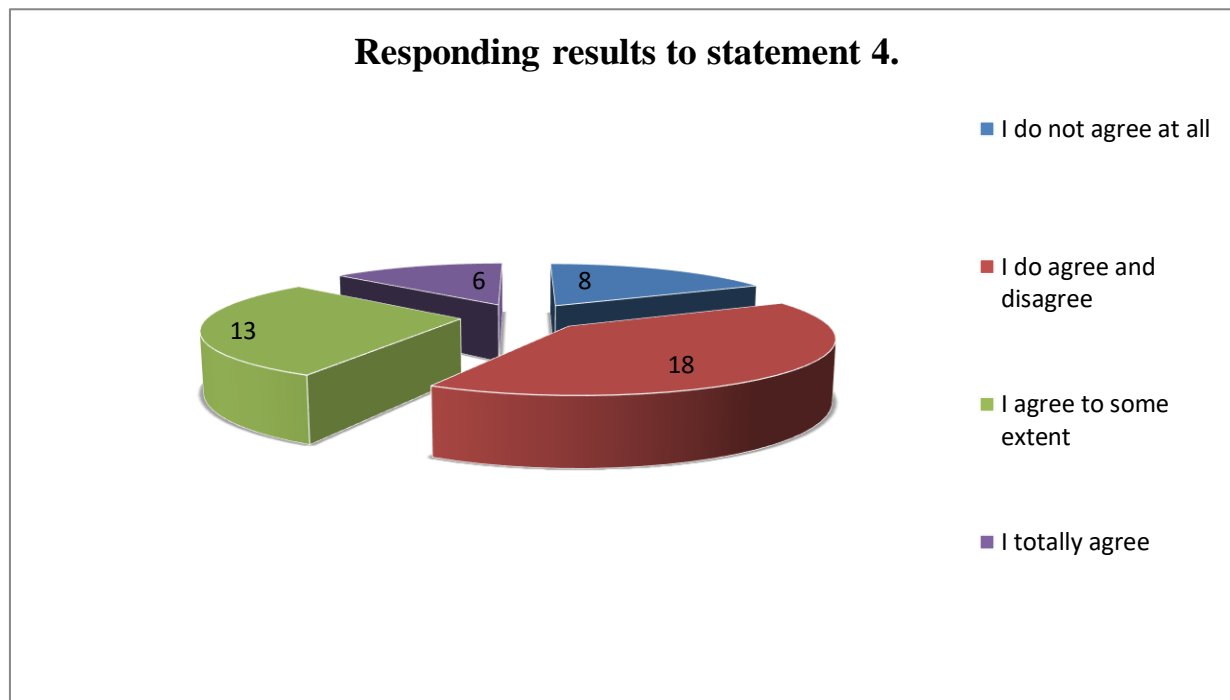
**Figure 4. English language teacher assigns tasks to students that encourage them to consider the additional content of teaching from agriculture field**

In the above statement which says; English language teacher assigns tasks to students that encourage them to consider the additional content of teaching from agriculture field, the results we have obtained from the respondents are as follows: 3 of the respondents have chosen the alternative "I totally agree", 17 of the respondents have selected the alternative "I agree to some extent", which brings us closer to 50% of respondents with a selection of positive acceptable alternatives. At the same time 14 respondents have chosen the option "I do not agree at all" while 11 respondents have selected the option "I agree and disagree". Looking at these results again we cannot be sure at the conclusion that, English language teacher assigns tasks to students that encourage them to consider the additional content of teaching from agriculture field as a method which would reinforce knowledge among students, getting them up to task. In fact, at the same time we can conclude, but without a high degree of certainty, that there are nevertheless attempts by English language teachers to do the same.



**Figure 5. English language teacher teaches students how to understand agriculture based English register**

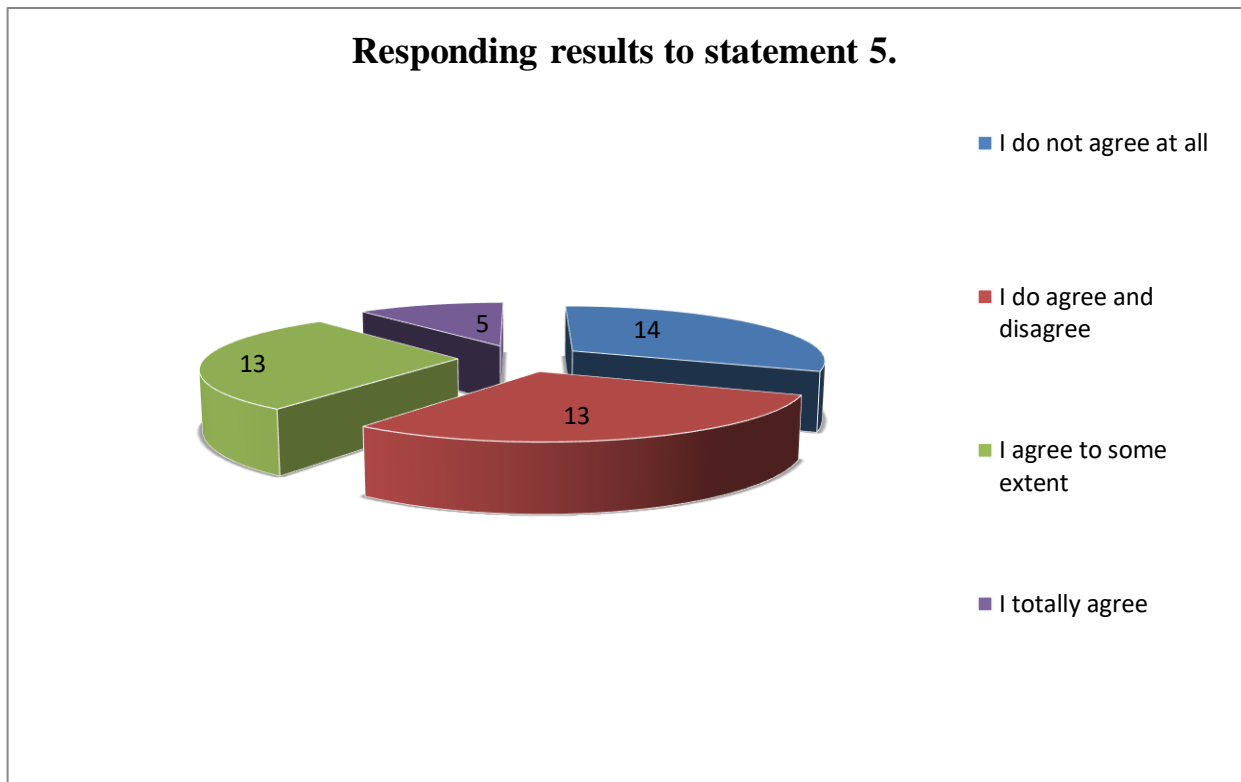
In the above statement; "English language teacher teaches students how to understand agriculture based English register", we received very interesting answers as follows: 26 respondents have chosen the option "I totally agree", while 11 respondents have selected the alternative "I agree to some extent" which gives us an unshakable basis to come to the conclusion that English language teachers in the respective schools where we conducted the research, help students to approach correctly in the solution of understanding certain register. At the same time, we have 5 respondents who have selected the option "I will agree and disagree" and we also have 3 respondents who have selected the option "I totally do not agree.". Considering the results obtained, we can freely conclude that in the respective school English language teachers, help their students to gain a certain agriculture register through the selection and application of appropriate methods, which turns out to be very helpful in the proper appliance of this English for Specific Purposes teaching technique.



**Figure 6. English language teacher encourages students to give their personal creative ideas based mostly on agriculture field of study**

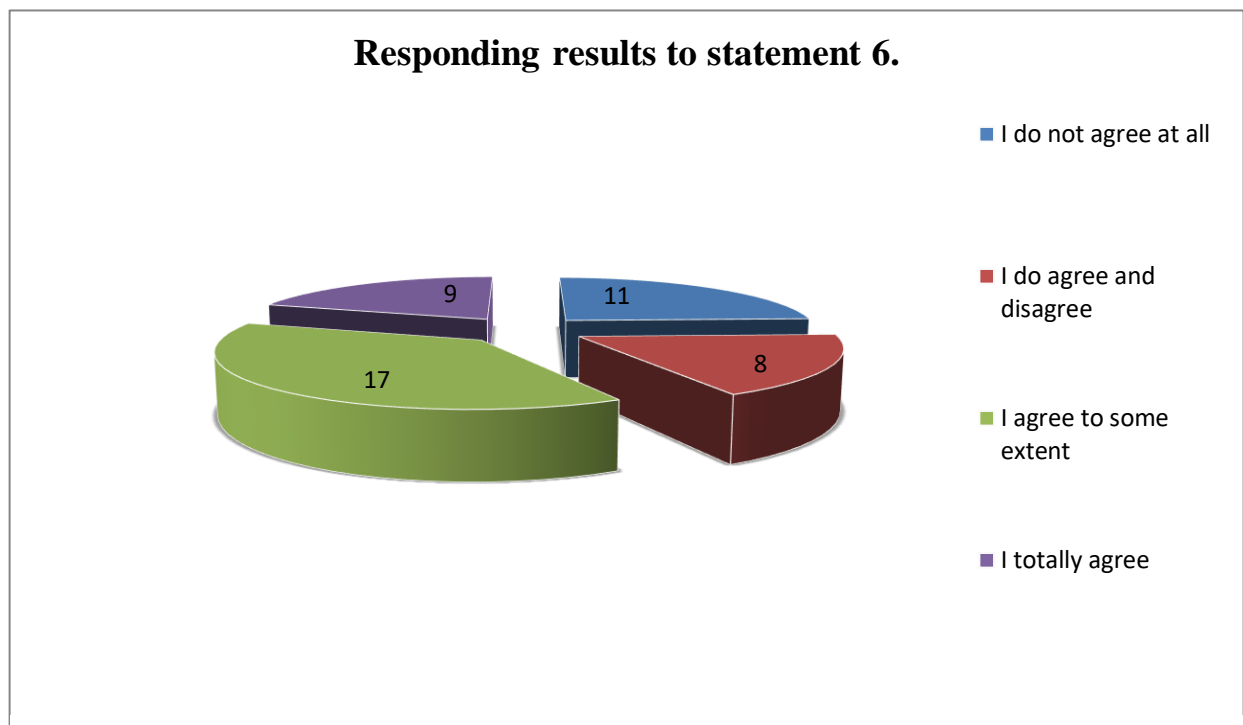
In the above statement, that the English language teacher encourages students to give their personal creative ideas based mostly on agriculture field of study, the results we obtained from the respondents' answers are as follows: 8 of the respondents have selected the alternative "I do not agree at all", while 18 respondents have selected the alternative "I agree and disagree". Looking at these results it turns out that 26 respondents out of 45 in total, which in percentage appears to be more than 60% of respondents, it turns out that in the respective schools there is no encouragement of students by English language teachers to push them to develop this form, but this does not give us a high certainty in the conclusion, because at the same time 6 of the respondents have chosen the alternative "I totally agree" and 13 of the respondents have chosen the alternative "I agree to some extent", which then reflects to us that there is nevertheless an attempt by English language teachers in the respective schools where we conducted the research to develop critical encouragement among students to give their personal creative ideas based mostly on agriculture field of study.





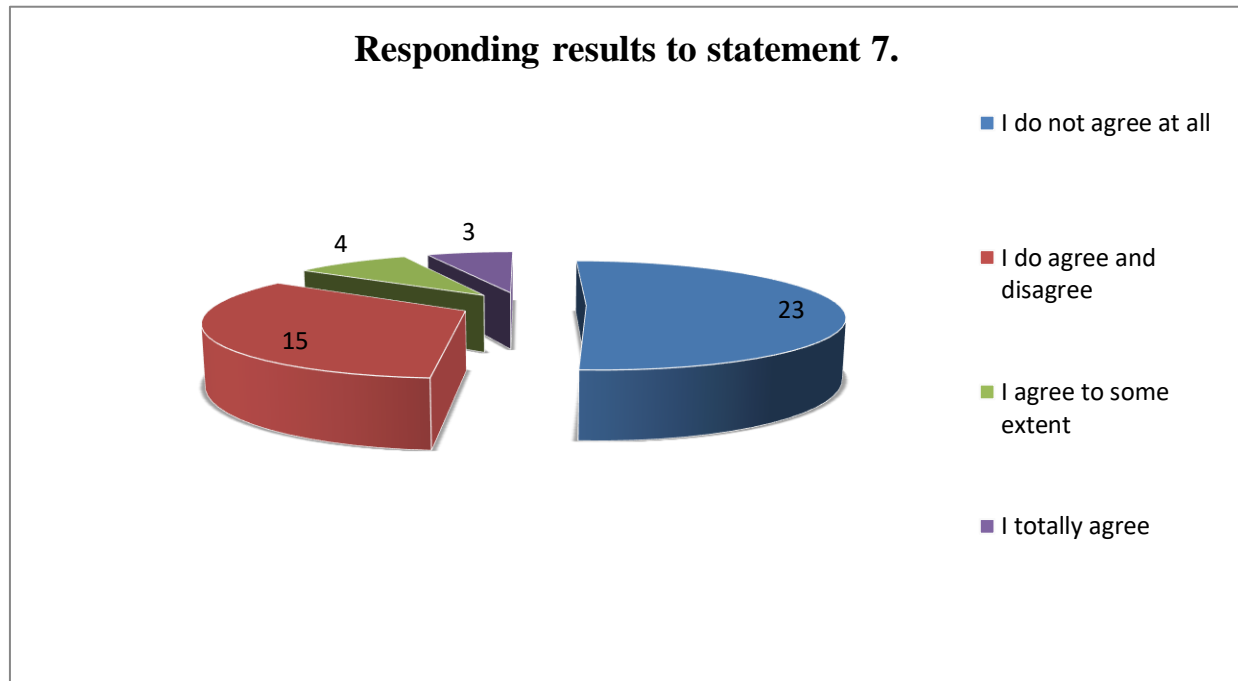
**Figure 7. English language teacher encourages students to learn contents from different sources that are linked to agriculture**

In the aforementioned statement that students are encouraged by English language teachers to learn contents from different sources that are linked to agriculture, the answers we received from the respondents are as follows: 14 respondents selected alternative "I do not agree at all" while 13 respondents have selected the alternative "I do agree and disagree" results these which give a fluctuation in determining that teachers choose this form to encourage critical thinking among students. On the other hand we have 5 respondents who have selected the option "I totally agree" while 13 respondents have selected the option "I agree to some extent" which gives us a good basis to see that the English teachers of the respective schools researched from us, select this form to encourage students to learn content from different sources that are linked to agriculture.



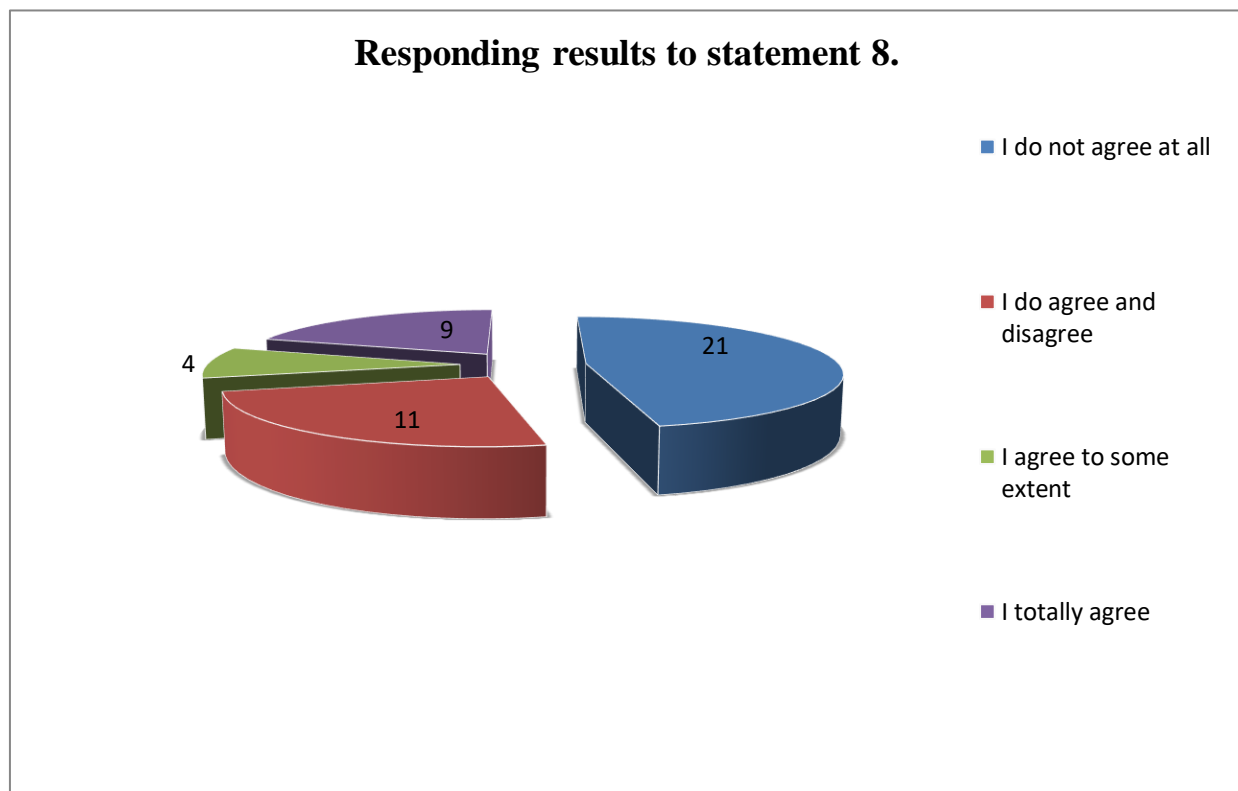
**Figure 8. English language teacher links assignments with contents from everyday life and students' previous knowledge and experiences on agriculture**

In the above statement which had to do with the statement which says: “English language teacher links assignments with contents from everyday life and students' previous knowledge and experiences on agriculture”, the answers we received from the respondents turned out to be quite interesting, as follows: 11 respondents selected the alternative "I do not agree at all", while 8 respondents have selected the alternative "I do agree and disagree", while on the other hand with the selection of alternatives in a positive aspect by the respondents, we have the following results: 17 respondents have selected the alternative "I agree to some extent” while 9 respondents have selected the alternative “I totally agree”. The result of the answers to this statement turns out to be interesting, because the selection of positive alternatives by the respondents gives us some certainty through which we can state that, to a certain significant degree the English language teacher links assignments with contents from everyday life and students' previous knowledge and experiences on agriculture, a form which is quite appropriate to develop certain English for Specific Purposes teaching/learning technique.



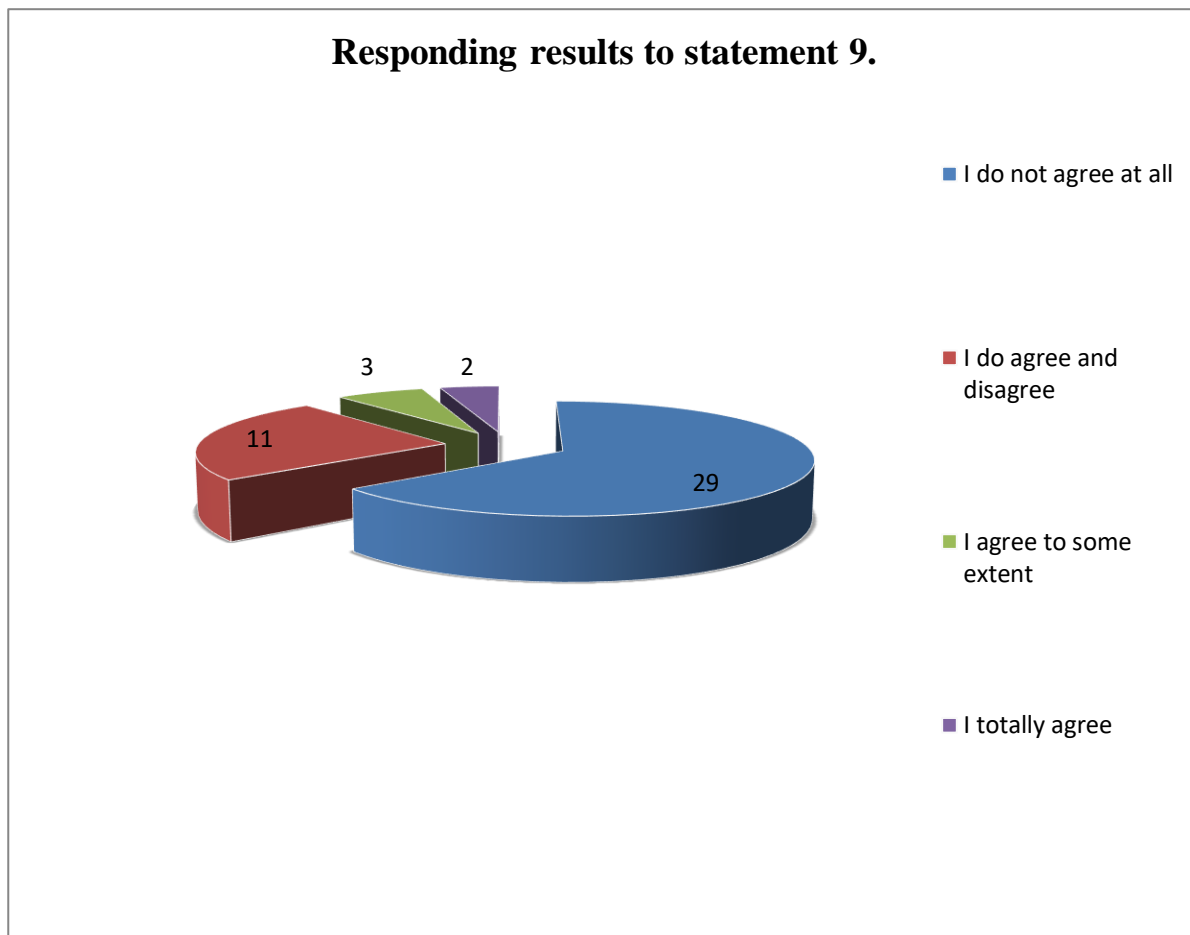
**Figure 9. English language teacher encourages students to place the emphasis on the difference between general English register and ESP (agriculture) register**

In the above statement, which says: "English language teacher encourages students to place the emphasis on the difference between general English register and English for Specific Purposes (agriculture) register", the answers from the respondents are as follows: 23 respondents chose the alternative "I do not agree at all", while 15 respondents chose the alternative "I do agree and disagree", and only 4 respondents chose the alternative "I agree to some extent" respectively 3 respondents chose the alternative "I totally agree". Considering the results we have received from the respondents in this statement, it is clear that English language teacher encourages students to place the emphasis on the difference between general English register and English for Specific Purposes (agriculture) register, which then somehow thwarts any attempt to motivate or stimulate English for Specific Purposes learning based among students!



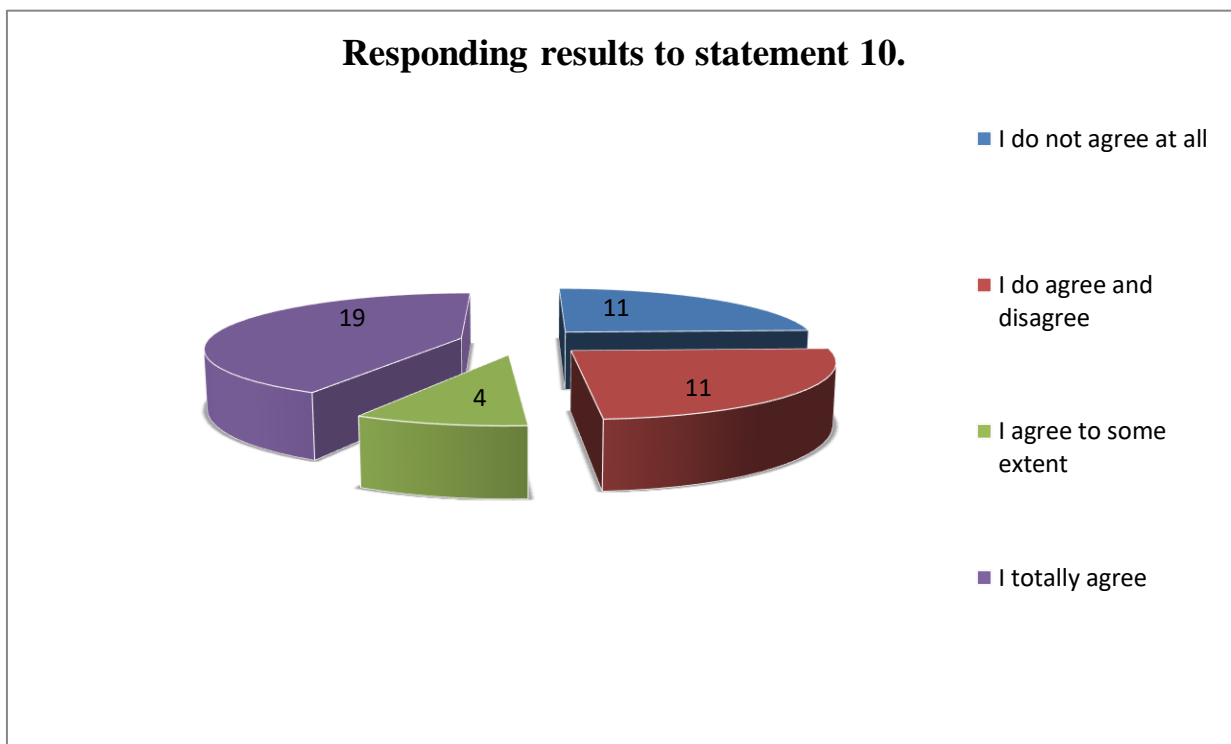
**Figure 10. Our English language teacher applies additional study profile based lessons**

In the next statement which says: "Our English language teacher applies additional study profile based lessons" the respondents answered strangely as follows: 21 respondents chose the alternative "I do not agree at all" while 11 of them chose the alternative "I do agree and disagree" which expresses a kind of indignation regarding the evaluation of students' critical thinking by teachers in English language lessons. On the other hand, a relatively small number of respondents chose the alternative "I agree to some extent", an alternative which was selected by 4 respondents, while 9 respondents chose the alternative "I totally agree", but which is a non-significant number to give us the opportunity to freely conclude that the English language teacher applies additional study profile based lessons!



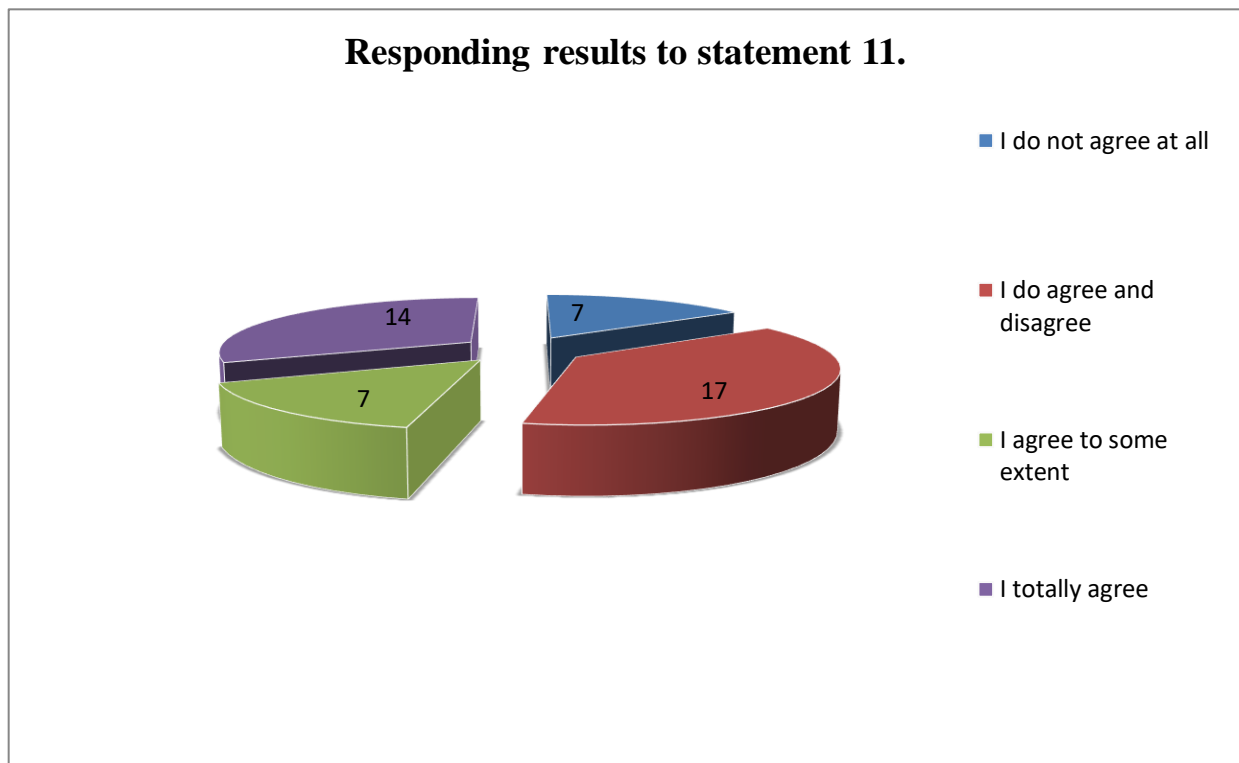
**Figure 11. English language teacher accepts students' different argumentative, study profile based ideas**

In the above statement which had to do with the acceptance by teachers of different views from students on study profile based ideas, the results are as follows: 29 respondents selected the alternative "I do not agree at all", 11 respondents selected the alternative "I agree and disagree", 3 respondents chose the alternative "I agree to some extent" while only 2 respondents chose the alternative "I totally agree". Considering the results in relation to the assertion in question, we can freely conclude that the teachers of the respective schools researched in this paper, to a large extent clearly do not accept, the study profile based ideas. This consequently gives us to understand that in this particular form of English for Specific Purposes teaching/learning technique, there is clearly a lameness in this researched school.



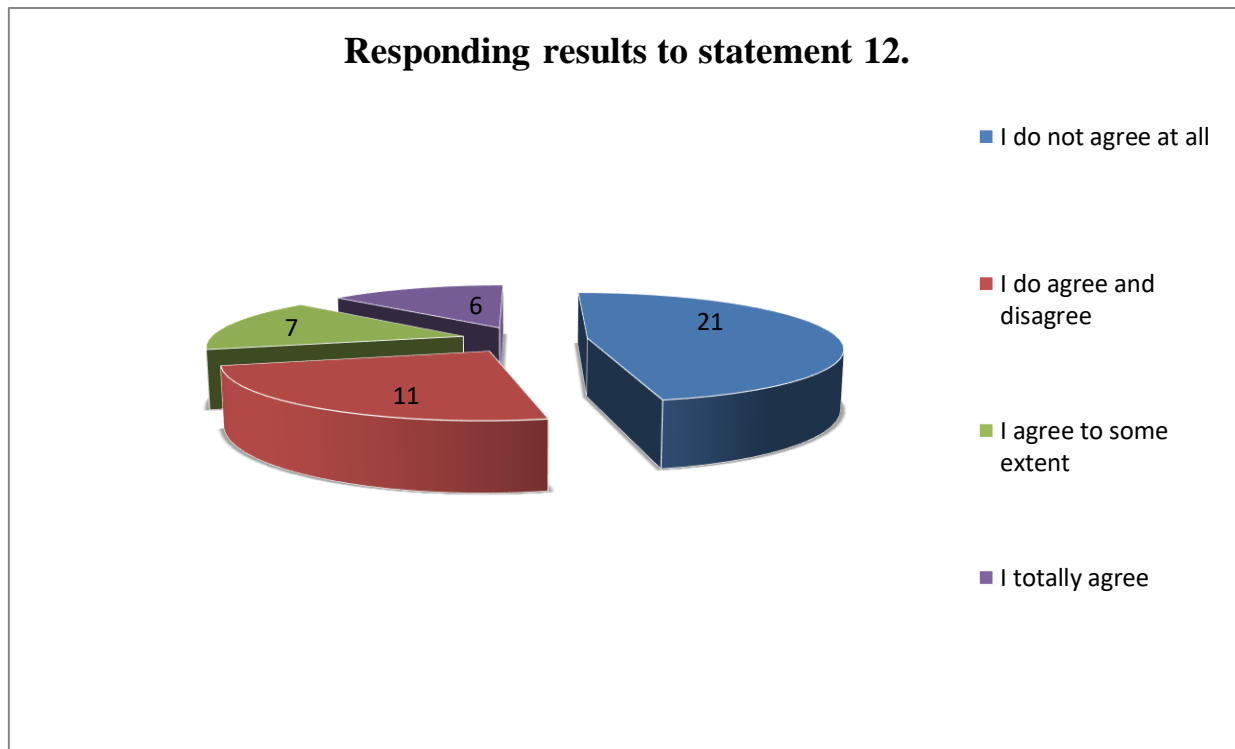
**Figure 12. Students and English teacher along with accordingly agriculture subject teacher, often conduct visits outside school, in farms, factories, etc**

Regarding the above statement which stated, "Students and English teacher along with accordingly agriculture subject teacher, often conduct visits outside school, in farms, factories, etc", the answers we received from the respondents are as follows: 19 respondents have selected the alternative "I totally agree", 4 respondents have selected the alternative "I agree to some extent", 11 respondents have selected the alternative "I do not agree at all " while 11 respondents have selected the alternative " I do agree and disagree ". These results again make it hard to reach a definite conclusion, because while we want to conclude that the students and English teacher, along with agriculture subjects teachers, often conduct visits outside school, in farms, factories, etc, at the same time we do not have sufficient certainty to conclude a such thing, taking into account the results obtained by the respondents



**Figure 13. English teacher applies various active teaching methods in teaching (ideas, introduced method, study profile register, etc..)**

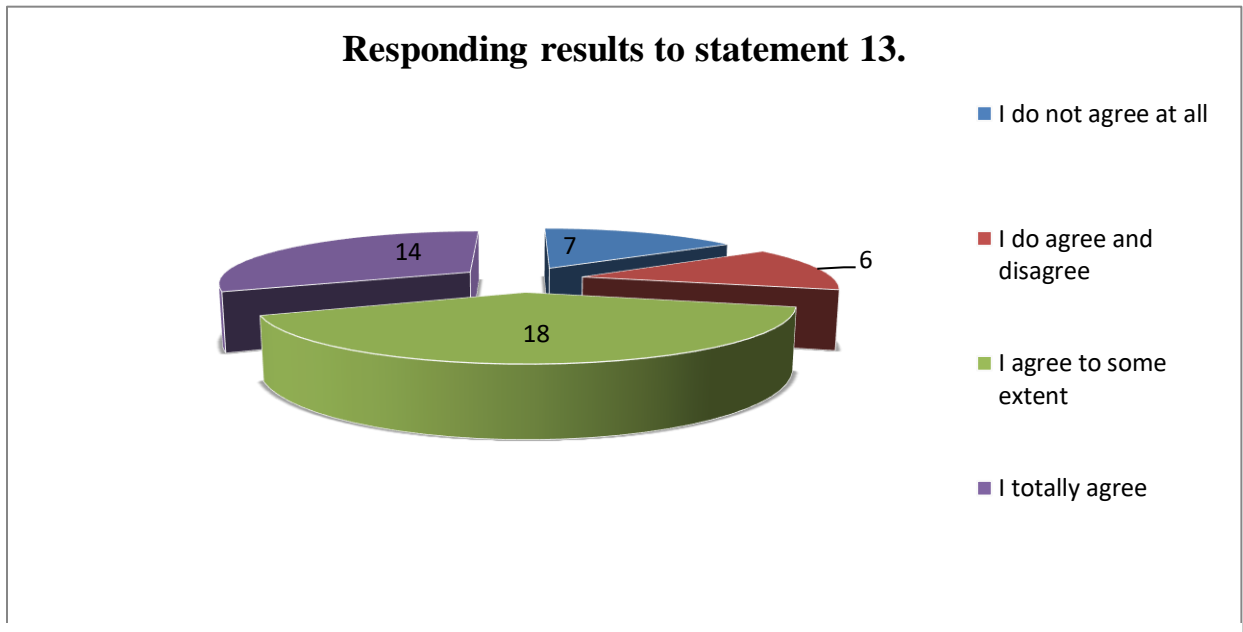
In the above statement, the answers we received from the respondents are as follows: 7 respondents chose the alternative "I do not agree at all", 17 respondents chose the alternative "I do agree and disagree", while 14 respondents selected the alternative "I totally agree" and 7 respondents have selected the alternative "I agree to some extent". Consequently, the results obtained by the respondents in the above statement, give us to understand that, to some extent the English language teacher applies various active teaching methods in teaching (ideas, introduced method, study profile register, etc...). Concerning this question we can't say for a fact that there are no attempts by teachers to do the same, but the results obtained do not give us the certainty to conclude positively about the same.



**Figure 14. English language teacher places emphasis on preparing students for further studies in agriculture**

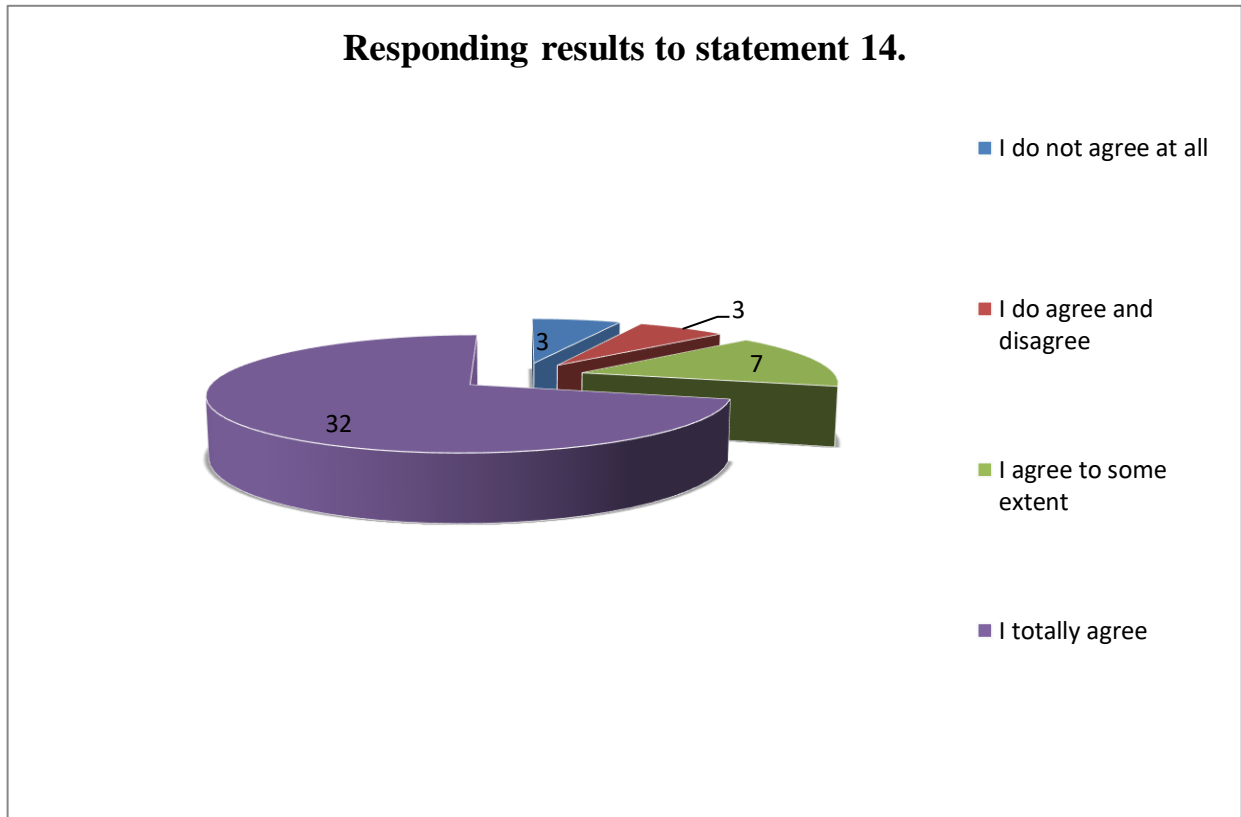
In the above statement, the results obtained by the respondents, however, give us relatively high certainty that we can conclude that the English language teacher places emphasis on preparing students for further studies in agriculture, a method known as quite effective of fostering ESP based teaching and learning. We state alike considering the fact that: 21 respondents have chosen the alternative "I do not agree at all" and 11 of them have chosen the alternative "I agree and disagree"! At the same time, 7 respondents have selected the option "I agree to some extent" and 6 respondents have selected the option "I totally agree", a result which does not give us the certainty to conclude positively regarding the above statement.





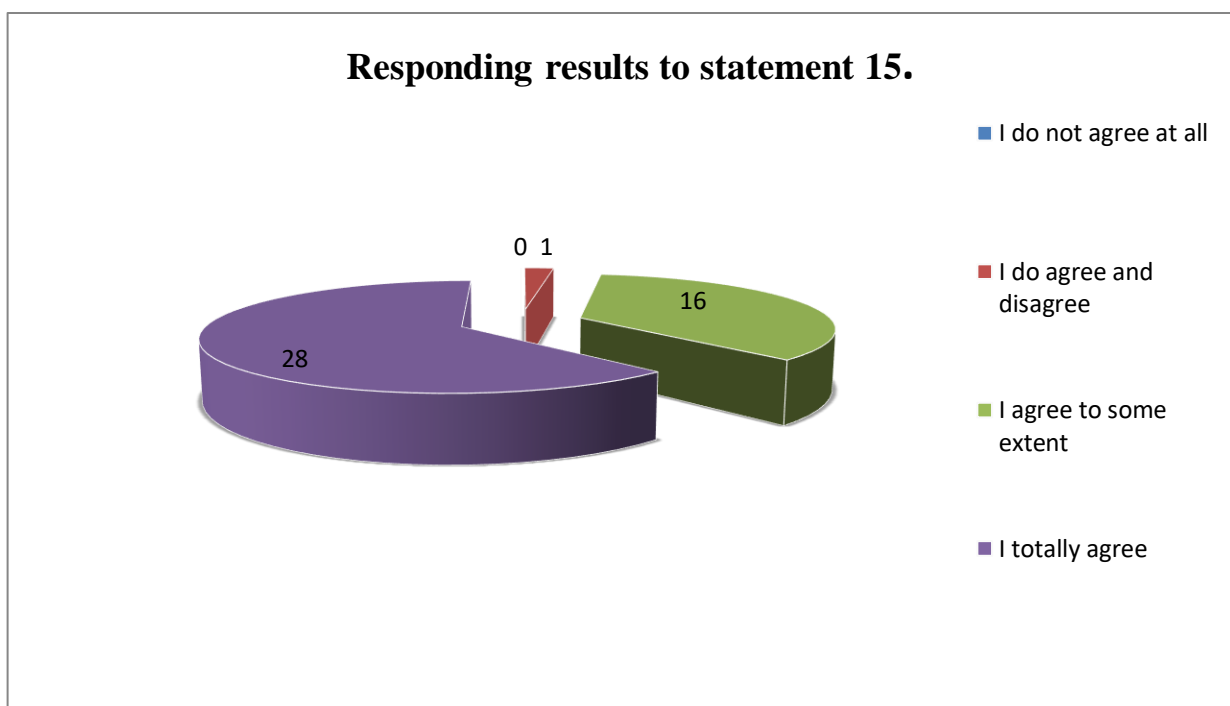
**Figure 15. English language teacher places emphasis on ESP based interactive teachig and active learning**

In the above statement which says: “English language teacher places emphasis on ESP based interactive teaching and active learning, the results obtained are as follows: 18 respondents have selected the option "I agree to some extent" and 14 respondents have selected the option "I totally agree", which gives us the right or sufficient reason to positively conclude that, English language teacher places emphasis on English for Specific Purposes based interactive teaching and active learning, a very prominent form of developing ESP learning among students. At the same time 7 respondents have selected the option "I do not agree at all" and 6 respondents have selected the option "I do agree and disagree.



**Figure 16. Students needs and study profile acquisitions are taken into account**

In the above statement that: "Students needs and study profile acquisitions are taken into account", the results from the respondents are as follows: 32 respondents have chosen the alternative "I totally agree" while 7 respondents have chosen the alternative "I agree to some extent" which gives us real assurance to freely conclude that the teachers of English and other profile subjects of the respective school give enough time to their students to explain their opinions and at the same time to justify their views, needs and study profile acquisitions, while this appears to be a very important form of English for Specific Purposes based learning and teaching. On the other hand a number of 3 respondents have chosen the alternative "I do agree and disagree" while 3 respondents have selected the alternative "I do not agree at all".



**Figure 17. English language teacher strictly cooperates with other agriculture subjects teachers, in designation of ESP course for students needs**

In the last statement given in our research questionnaire in the school we researched which says: "English language teacher strictly cooperates with other agriculture subjects teachers, in designation of English for Specific Purposes course for students needs", the results we received from the respondents are as follows: 28 respondents have selected the alternative "I totally agree", 16 respondents chose the alternative "I agree to some extent", while only 1 respondent chose the alternative "I do agree and disagree". No respondent selected the option "I do not agree at all". Looking at these results in relation to the assertion in question, then we firmly conclude that the English language teacher cooperates with other agriculture subjects teachers, in designation of English for Specific Purposes course for students needs, which obviously encourages English for Specific Purposes based learning among students.

Given the results obtained in the first statement of our research, "English language teacher places emphasis on involving, as much as possible, agriculture teaching content", it is not that with a high certainty we can conclude that in the respective school where we have done the research, there is indeed a serious and successful effort by English language teachers to develop and

cultivate English for Specific Purposes in the design of English language teaching, including as much as possible agricultural content. In the research statement which says; "English language teacher assigns tasks to students that encourage them to consider the additive content of teaching from agriculture field", seeing again the results obtained from the alternatives selected by the respondents, we can not be sure of the conclusion that the English teacher assigns students tasks that encourage them to consider additional content from the field of agriculture as a method which would reinforce knowledge among students! In fact, at the same time we can conclude, but without a high degree of certainty, that there are nevertheless attempts by English language teachers to do the same. In the research statement "English language teacher teaches students how to understand agriculture based English register", taking into account the results obtained, we can freely conclude that in the respective school English language teachers, through the form chosen to help in certain cases of certain register of agricultural expressions, where students can potentially have difficulty, helps them to be reinforced correctly through the selection of appropriate methods, which turns out to be a kind of help in the proper implementation of this teaching technique of English for Specific Purposes.

In the research statement "English language teacher encourages students to give their personal creative ideas based mostly on agriculture field of study", the results we obtained from the respondents' responses reflect that there is nevertheless an effort by English language teachers in the respective school where we conducted research to develop critical thinking among students to give their creative personal ideas based primarily in the field of agricultural study. In the research statement "English language teacher encourages students to give their personal creative ideas based mostly on agriculture field of study", the answers obtained by the respondents give us a good basis to see that the English language teachers of the respective school researched by us, choose this form to encourage students to learn content from a variety of agriculture-related sources. In the research statement which says: "English language teacher links assignments with contents from everyday life and students' previous knowledge and experiences on agriculture", the answers we received from the respondents turned out to be quite interesting, resulting in being interesting, because the selection of positive alternatives from correspondents give us a reassurance through which we can conclude that, to a considerable extent, the English teacher relates tasks to events from everyday life and students' previous knowledge and experiences on agriculture, a form which is quite suitable for developing certain ESP teaching / learning

techniques. In the research statement which says: "English language teacher encourages students to place the emphasis on the difference between general English register and English for Specific Purposes (agriculture) register", taking into account the results we received from the respondents in this statement, it is clear that the teacher of English encourages students to emphasize the difference between the general English language register and the English for Specific Purposes (agriculture) register, which then somewhat hinders any attempt to motivate or stimulate English for Specific Purposes based student learning. In the research statement: "Our English language teacher applies additional study profile based lessons we can freely conclude that the English language teacher applies additional lessons based on the study profile. In the research statement "English language teacher accepts students' different argumentative, study profile based ideas", taking into account the results related to the statement in question, we can freely conclude that the teachers of the respective school researched in this paper, clearly do not agree to a considerable extent about ideas based on the study profile. This consequently gives us to understand that in this particular form of English for Specific Purposes teaching / learning technique, there is clearly a lag in this researched school. In the research statement, "Students and English teacher along with accordingly agriculture subject teacher, often conduct visits outside school, in farms, factories, etc", the results again make unclear the idea of a real conclusion, that in this school visits are made as such, which would go in favor of students in terms of reinforcing English language learning for the needs of their study profile. In the research statement "English language teacher applies various active teaching methods in teaching (ideas, introduced method, study profile register, etc ...)", from the results obtained by the respondents we understood that in this matter there is no effort from teachers to do the same.

In the next research statement in our research "English language teacher places emphasis on preparing students for further studies in agriculture", the results obtained by the respondents, we can conclude that the English language teacher emphasizes the preparation of students for further studies in the field of agriculture. In the research statement: "English language teacher places emphasis on English for Specific Purposes based interactive teaching and active learning", based on the results obtained from the respondents, we can safely conclude that the English teacher puts the emphasis on interactive learning based in English for Specific Purposes and in active learning, a very prominent form of English for Specific Purposes learning development among students.

In the research statement: "Students needs and study profile acquisitions are taken into account", we freely conclude that teachers of English and other subjects of the respective school profile give enough time to their students to explain their thoughts and in the same time to justify the views, needs and requirements of the study profile, as this seems to be a very important form of English for Specific Purposes based learning and teaching. In the last research statement: "English language teacher strictly cooperates with other agriculture subjects teachers, in designation of English for Specific Purposes course for students needs", given the results from the respondents, we firmly conclude that the English teacher cooperates strictly with other teachers of agricultural subjects, in determining the English for Specific Purposes course for the needs of students, which undoubtedly encourages English for Specific Purposes based learning among students.

However, if we make a summary of the results obtained by the respondents in all the research claims of this thesis, we see that it is not possible for us to conclude with unequivocal certainty that, that the school we have chosen to conduct the research of our thesis has a clearly designed curriculum based on the rules of English for Specific Purposes and depending on the requirements and needs of the study profile in the field of agriculture to realize English language teaching and learning. On the other hand it is clear that, to a certain extent, there are efforts to realize ESP. Consequently, it is obvious that in this school there is an immediate need to design an English language teaching course based on the study needs of the agricultural profile in full compliance with the English for Specific Purposes rules.

## **4.2. Results from the observation**

### **Class work observation**

The class work observation has been used to determine if the students have been particularly able to understand the exact meaning of certain register used in lessons list provided and to determine if they have become able to use the same in future studying/working perspective.

**Table 3. Students' ability to use proper according to agriculture related lessons created guide list**

<b>Class 1</b>	<b>Group 1</b>	<b>Group 2</b>
<b>High ability</b>	√	
<b>Average ability</b>		√
<b>Low ability</b>		

**Table 4. Students' ability to use proper register according to English for Specific Purposes agriculture related lessons created guide list**

<b>Class 2</b>	<b>Group 1</b>	<b>Group 2</b>
<b>High ability</b>	√	√
<b>Average ability</b>		
<b>Low ability</b>		

**Table 5. Students' ability to properly use the specific register of agriculture related lessons created guide list**

<b>Class 1</b>	<b>Group 1</b>	<b>Group 2</b>
<b>High Ability</b>		√
<b>Average ability</b>	√	
<b>Low ability</b>		

**Table 6. Students' ability to properly use the specific register of agriculture related lessons from the created guide list**

Class 2	Group 1	Group 2
High ability	√	
Average ability		√
Low ability		

High ability: 40 students

Average ability: 3 students

Low ability: 2 students

### **Individual work observation**

The result presented below has reflected the students' ability to learn certain lesson with proper register usage.

**Table 7. Students' performance in individual work, on exercise portion give to them**

Students	High	Average	Low
Student 1	√		
Student 2	√		
Student 3	√		
Student 4	√		
Student 5	√		
Student 6	√		
Student 7	√		
Student 8	√		
Student 9	√		
Student 10	√		
Student 11	√		
Student 12	√		
Student 13	√		
Student 14	√		
Student 15	√		



<b>Student 16</b>	√		
<b>Student 17</b>	√		
<b>Student 18</b>	√		
<b>Student 19</b>	√		
<b>Student 20</b>	√		
<b>Student 21</b>	√		
<b>Student 22</b>	√		
<b>Student 23</b>	√		
<b>Student 24</b>	√		
<b>Student 25</b>	√		
<b>Student 26</b>	√		
<b>Student 27</b>	√		
<b>Student 28</b>	√		
<b>Student 29</b>	√		
<b>Student 30</b>	√		
<b>Student 31</b>	√		
<b>Student 32</b>	√		
<b>Student 33</b>	√		
<b>Student 34</b>	√		
<b>Student 35</b>	√		
<b>Student 36</b>	√		
<b>Student 37</b>	√		
<b>Student 38</b>	√		
<b>Student 39</b>	√		
<b>Student 40</b>	√		
<b>Student 41</b>	√		
<b>Student 42</b>		√	
<b>Student 43</b>		√	
<b>Student 44</b>		√	
<b>Student 45</b>		√	

High ability: 41 students

Average ability: 4 students

Low ability: 0 students

Based on the results presented in the table #3, table #4, table#5, table #6 and table #7 above, which reflect the progress of students in the school where we conducted our research, in improving their skills to use the appropriate register of the field of agriculture, after applying several lessons in the classes held with them according to the English for Specific Purposes - framework based teaching, we can conclude that with a syllabus organized in accordance with

the English for Specific Purposes needs and requirements of the respective study profile, success is not lacking.

Consequently, based on these data we have gained, it appears a natural imperative that in the same school as soon as possible the implementation of an additional course of learning English within an English for Specific Purposes course should be implemented, based exclusively in the needs and requirements of the study profile of agriculture.

### **4.3. Results from the interview with teachers**

In the third instrument of the research, we have interviewed two English language teachers and ten students from both classes. The interview consisted of six questions, and all of the questions specifically have had to do with English for Specific Purposes teaching strategies and register through appliance of agriculture specific register lessons' guide list.

Each teacher has stated strongly that they have been extremely grateful with new English for Specific Purposes applied strategies that they have been unfamiliar with until then, and also they have expressed their willingness to one day get the additional training on English for Specific Purposes application, in order to start teaching the same to the new generations, as it seems as really beneficiary and necessary subject. They have also stated to us that if the same doesn't get successfully realized, then they will get together with other English language colleagues in order to at least do necessary reformulation on existing English language teaching plans for trade high schools. In the same time students have stated that, when they have first started to deal with new English for Specific Purposes learning strategies they have been really skeptic that they will achieve any enrichment of their English language knowledge they have had until then, but afterwards each one of them has been absolutely grateful with English for Specific Purposes slightly implemented strategies, register enrichment and widened understandability of new English vocabulary.

Below are listed questions and answers of the interview.

- What was your opinion when you first faced with this English for Specific Purposes strategy?

When we first presented with new English for Specific Purposes strategy, we were really skeptic that the same is going to function as it was presented to us, because it didn't really differ from regular teaching methods, of course except the use of specific register for their field.

- Did you think that this English for Specific Purposes strategy was going to give any significant results?

Honestly we were really skeptical that this English for Specific Purposes strategy was going to give significant results due to several issues, such as: usage of brand new methods and implementation instruments such SEPARATE SUBFIELDS OF AGRICULTURE are, and also usage of new register which the students were unfamiliar until.

- After implementation and the targets reached, what is your opinion now?

For the first time in our English language teaching experience, we are happy to admit that our previous opinion about this project was totally wrong.

Now we see that our students and we as well can freely with not many difficulties manipulate with various terminology, phraseology, register, methods, techniques and also can surf the Internet and absolutely understand certain issues, that we didn't before. Therefore this English for Specific Purposes strategy helped us to completely understand what we are dealing with and how we are going to deal with it in the future.

- Have you ever heard about similar strategy before?

We have never heard about similar strategy before due to the fact that the same was not included in our English language learning plan. For the first time we heard about this strategy through English for Specific Purposes learning strategy, implemented in our school.

- Were you familiar with specific register used on new English for Specific Purposes strategy, before?

We were familiar with some of the words from our general English learning program, but we were not truly aware about the potential of ESP concerning our school, until the new English for Specific Purposes strategy made us truly familiar with it.

- What's your opinion regarding English for Specific Purposes strategy, and should the same continue to be learned in the future?

This and many other futures English for Specific Purposes learning strategies should definitely be taught in every high school specifically in such schools as ours is. English for Specific

Purposes new strategies should absolutely be developed in the future in order to prepare our students for future work perspectives.

## **Chapter 5**

### **5.1. Conclusions**

In the research methodology chapter of this thesis we have raised the above listed questions, and after the detailed elaboration of this thesis, we have separately answered them based on the results obtained from this research.

Based on the collected data from the research, the application of specific English for Specific Purposes strategy that we have applied with students of High Agriculture School “Arbëria” in Gjilan, precisely with students from agriculture profile, has made significant changes on their further way of using English language knowledge for fulfilling their skill needed tasks. Now as elaborated in details above, most of them have been able to use specific register of agriculture sub-fields for performing better in their learning routines.

Based on the collected data from the research, the definition of students’ level of knowledge and their needs has been normally defined through general English as the pre-phase of complete determination and further planning of eventual English for Specific Purposes strategy implementation, as our course has been. In our course, teachers have been guided how to do so by strict appliance of specific English for Specific Purposes lessons guide list and specific register.

Generally the English for Specific Purposes planning should’ve taken into consideration, students’ needs in full compliance with a contemporary learning and working side of science.

Based on collected data, materials had to be mixed from general English and English for Specific Purposes, by complementing each other when combined, and always strictly observing English language grammar regulations and/or policies.

Also, when we have created this English for Specific Purposes course material that has been implemented on this thesis, we have strictly considered the above listed facts by choosing materials especially from various sources of the Internet and combined the same with students general English language knowledge level and situational needs, and the results have shown, that the general improvement of their English level, has been increased.

## **5.2. Conclusions from the questionnaire**

When we have applied the questionnaire consisting of fifteen questions prior to implementation of our English for Specific Purposes strategy on this thesis, the results have not really been encouraging, due to the fact of students being unfamiliar with English for Specific Purposes at all, until then. After the proper elaboration and strict implementation of English for Specific Purposes details, steps, specific register, certain lessons, etc... the overall results significantly have improved, as observation conclusions have shown.

## **5.3. Conclusions from the observation**

As the observation phase has shown, we have applied two various types of observation, when the exercises portion of work has taken place. The first one has had to observe implementation of gained knowledge from applied English for Specific Purposes strategy by separately observing students in two classes.

The third type has had to deal with observing students individually one by one performing certain task by using gathered knowledge from the applied English for Specific Purposes strategy.

## **5.4. Conclusions from the interview**

After the implementation of this English for Specific Purposes strategy in this thesis, and after gathering the overall results, an interview has been conducted containing several questions

regarding English for Specific Purposes, previous and subsequent opinions from teachers. The questions were designed to find out about their perspective toward the application of ESP in this thesis, and possible continuous application of English for Specific Purposes in English learning in the future. The results have clearly shown the need for future appliance of ESP, especially in professional secondary educational level.

According to the hypotheses raised in this thesis, the conclusion from the research thesis sounds as below:

Based on the collected data, as it can be seen, the final results of English for Specific Purposes course usage prepares students to improve their performance toward their profile needs. Now as the final result shows in this thesis, these students are able to easily understand and freely use specific register for their study and work needs and also surf the internet for their further study field needs.

According to the collected data and obtained results, through English for Specific Purposes appliance, students have definitely expanded their knowledge in general English, due to better understanding of the meaning of specific register which leads them to a new and a better stage of their professional development which contemporary technology offers.

In order to finally determine if these hypotheses are proven, we just have to refer to all the instruments used in this thesis, that are clearly conclusive that each one of them is proven.

Based on the results of our research in this paper, as a result of research questions or answers obtained from the respondents of this research, we can clearly conclude that the first hypothesis of this research paper which says: H1. By applying English for Specific Purposes designed course, students of agriculture field of study will become more independent on using future materials in English related to their field of study, is valid. If we look at the achievements of research participants in class work observation, which was used to determine if the students have been particularly able to understand the exact meaning of certain register used in lessons' list provided and to determine if they have become able to use the same in future studying / working perspective, where the results show very satisfactory achievement, as the results presented has reflected the students' ability to learn certain part with proper register usage, then it turns out that the first hypothesis is fully validated.

The same conclusion applies to hypotheses two and three of this research, which say:

H2. Students' general knowledge in English will also become expanded. H3. A careful selection of materials, including textbooks, authentic texts, and sources from the Internet etc. would be more appropriate than sticking to a single course book. We conclude with high certainty that both hypotheses two and three have been validated, as they are in complete continuity and cohesion with the verification of the first hypothesis, always based on the achievements of students during class observation.

## **Chapter 6**

### **6.1. Limitations of the study**

This research has been conducted with the highest dedication for giving insights into the key issues related to teaching ESP. However, the shortcomings of the research will be demonstrated, so that the future researchers will take them into consideration in order to increase the chances for more qualitative research.

The unfortunate situation with COVID-19 pandemic has unavoidably prevented us from conducting a wider research; also, although the research was conducted very carefully, again obstacles were unavoidable. It should be mentioned here that a limited number of researches have been conducted in this field due to the fact that English for Specific Purposes is a new discipline of English teaching in Kosovo. There is a very small number of data and results which vary because of the relatively small sample. A need for a study in this field is an imperative, especially in professional secondary educational level. This research will, at least slightly, enrich the data for future research of ESP in Kosovo. The results of this research can be generalized, because the number of sample does allow bringing conclusions for the entire school, although the same cannot be generalized due to the fact that other profiles from other professional schools were not treated in this thesis.

## 6.2. Recommendations

Important factors that should be taken into consideration for a better flow of the research are: the number of students within the same class; opinion on English for Specific Purposes usage in the classroom; the benefits of implementing English for Specific Purposes; and register instructions within language teaching in EFL classrooms. During the research, prior to our appliance of specific agriculture subfield lessons, there was a lack of knowledge and lack of group work in the classrooms, therefore based on this, students did not have the opportunity to perform as needed and accurately. Moreover, the teachers did not mix the materials and also did not mix the students with each other, such as advanced with less advanced students during the teaching period; thus this strategy resulted in different level of participation of various students. We recommend that teachers should be aware of using better instructions in the classroom and they have to motivate students more. It was notable that students and teachers participated and responded to each instrument with the fullest transparency. The instruments helped in gaining reliable and truthful results. On the other hand it is strongly recommended that, due to the contemporary worldwide needs for advanced knowledge on every field, and in our case of English for agriculture needs, English for Specific Purposes courses should be designed and implemented more frequently in order to improve our students' knowledge of English language register of respective fields, in order to better prepare them for their future perspectives. Questionnaires, observations, and interviews as part of completed needs analysis provides the confirmation that English for Specific Purposes agriculture course is a must as it was beneficial to the students in the researched school. Moreover, it should also be noted that increasing the number of English classes in general, and ESP classes in particular, is both a necessity and a need for the students of agriculture high school. According to the market needs, there should be created a combined teaching program of General English and ESP for these students. As a matter of fact, the teachers, municipal education department, and Ministry of Education, should design a strategy to make English for Specific Purposes agriculture part of the core curriculum for this type of schools all over Kosovo. I sincerely hope that future researchers, ESP teachers and other ELT professionals, shall work on designing an ESP Agriculture course for the benefit of ESL learners at the Agriculture High Schools in Kosovo.



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## APPENDIXES:



UNIVERSITETI I EVROPËS JUGLINDORE  
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY

### Appendix 1:

#### ESP course lessons design list:

SUBFIELDS LESSONS TO BE COVERED	FOCUS
<i>FRUITS AND VEGETABLES</i>	<b>Agriculture field of study specific English language terminology and register</b>
<i>FLOWERS AND DECORATIVE PLANTS</i>	
<i>COMBINED CULTURES</i>	
<i>TEA PLANTS</i>	
<i>MATERIAL FOR REPRODUCTION OF PLANTS</i>	
<i>FISH, CRUSTACEA AND SHELLFISH</i>	
<i>VITICULTURE</i>	
<i>CATTLE AND SHEEP</i>	
<i>MILK PRODUCTS</i>	
<i>POULTRY</i>	

## Appendix 2:



UNIVERSITETI I EVROPËS JUGLINDORE  
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY

### Research questionnaire

The research questionnaire for the diploma thesis of master in English Language Teaching second cycle studies, by the candidate: **Egzon Xhelili**

Name of researched institution: Agriculture High School: **“ARBERIA” in city of GJILAN.**

**General data about respondent:** 1. Genre: a) female b) male

**Respondent's name:** \_\_\_\_\_.

**Note:** Please make sure you circle only one alternative, out of four.

### QUESTIONS

<b>1. English language teacher places emphasis on involving, as much as possible, agriculture teaching content.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>2. English language teacher assigns tasks to students that encourage them to consider the additional content of teaching from agriculture field.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>3. English language teacher teaches students how to understand agriculture based English register.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>4. English language teacher encourages students to give their personal creative ideas based mostly on agriculture field of study.</b>	

I do not agree at all <input type="radio"/> I do agree and disagree <input type="radio"/> I agree to some extent <input type="radio"/> I totally agree <input type="radio"/>
<b>5. English language teacher encourages students to learn contents from different sources that are linked to agriculture.</b>
I do not agree at all <input type="radio"/> I do agree and disagree <input type="radio"/> I agree to some extent <input type="radio"/> I totally agree <input type="radio"/>
<b>6. English language teacher links assignments with contents from everyday life and students' previous knowledge and experiences on agriculture.</b>
I do not agree at all <input type="radio"/> I do agree and disagree <input type="radio"/> I agree to some extent <input type="radio"/> I totally agree <input type="radio"/>
<b>7. English language teacher encourages students to place the emphasis on the difference between general English register and ESP (agriculture) register.</b>
I do not agree at all <input type="radio"/> I do agree and disagree <input type="radio"/> I agree to some extent <input type="radio"/> I totally agree <input type="radio"/>
<b>8. Our English language teacher applies additional study profile based lessons.</b>
I do not agree at all <input type="radio"/> I do agree and disagree <input type="radio"/> I agree to some extent <input type="radio"/> I totally agree <input type="radio"/>
<b>9. English language teacher accepts students' different argumentative, study profile based ideas.</b>
I do not agree at all <input type="radio"/> I do agree and disagree <input type="radio"/> I agree to some extent <input type="radio"/> I totally agree <input type="radio"/>
<b>10. Students and English teacher along with accordingly agriculture subject teacher, often conduct visits outside school, in farms, factories, etc.</b>

I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>11. English language teacher applies various active teaching methods in teaching (ideas, introduced method, study profile register, etc...).</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>12. English language teacher places emphasis on preparing students for further studies in agriculture.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>13. English language teacher places emphasis on ESP based interactive teaching and active learning.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>14. Students needs and study profile acquistitions are taken into account.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>
<b>15. English language teacher strictly cooperates with other agriculture subjects teachers, in designation of ESP course for students needs.</b>	
I do not agree at all	<input type="radio"/>
I do agree and disagree	<input type="radio"/>
I agree to some extent	<input type="radio"/>
I totally agree	<input type="radio"/>

### Appendix 3:



UNIVERSITETI I EVROPËS JUGLINDORE  
УНИВЕРЗИТЕТ НА ЈУГОИСТОЧНА ЕВРОПА  
SOUTH EAST EUROPEAN UNIVERSITY

#### Interview

1. What was your opinion when you first faced with this ESP strategy?

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2. Did you think that this ESP strategy hardly was going to give any significant results?

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3. After implementation and the targets reached, what is your opinion now?

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4. Have you ever heard about EPC before?

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5. Were you familiar with specific register used on new ESP strategy, before?

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6. What's your opinion regarding ESP strategy, and should the same continue to be learned in the future?

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