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**DESIGNING AN ESP COURSE IN MILITARY UNIVERSITIES:
A LEARNER-CENTERED APPROACH**

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Abstract: *The paper discusses the problem of designing an ESP course for military university cadets in the context of the learner-centered approach. A unique feature of the ESP courses is their dual nature – they combine teaching the language with teaching the content. This means that such a course is different from the general English course and is supposed to meet certain criteria in terms of the learning materials and classroom activities. The advantages of creating a learner-centered environment for better acquisition of the language and the content are described.*

Key words: *collaborative learning needs analysis, project-based learning, self-directed learning, skills, cadets' expectations.*

Аннотация: *В статье рассматривается проблема разработки курса ESP для курсантов военных вузов в контексте личностно-ориентированного подхода. Уникальной особенностью курсов ESP является их двойная природа: они сочетают обучение языку с обучением содержанию. Это означает, что такой курс отличается от общего курса английского языка и должен соответствовать определенным критериям с точки зрения учебных материалов и занятий в классе. Описаны преимущества создания среды, ориентированной на учащегося, для лучшего усвоения языка и содержания.*

Ключевые слова: *анализ потребностей совместного обучения, проектное обучение, самостоятельное обучение, навыки, ожидания курсантов.*

The importance of teaching English for specific purposes (ESP) at military university is increasing as it is becoming an integral part of professional competence. Globalization and internationalization of education open up new opportunities for military university graduates, and at the same time put higher demands in terms of skills that they are expected to possess in order to compete in the job market.

One of the specific features of ESP courses is their integrated nature – teaching the language is combined with teaching content relevant to students' future career. When designing and teaching an ESP course, higher educational institutions have to take into account students' needs and expectations as well as the relevance of the learning materials. One of the issues of teaching ESP courses is that teachers focus too much on the content, trying to “equip” their students with the maximum amount of “knowledge”. This paper discusses some of the problems related to designing a well-balanced ESP course for military university cadets and describes some of the activities for a learner-centered ESP class.

A learner-centered environment

Over the past few decades, most educators have shifted from the teacher-centered classroom to the learner-centered one. The learner-centered approach focuses on the learners and their development rather than transmission of content. It balances learning and teaching and makes it possible for the learners to build up their own knowledge and take responsibility for the learning

outcomes. The learner-centered approach is in line with the theory of learner autonomy or self-directed learning. The concept of self-directed learning was first introduced in 1975 by M. Knowles, who explained it as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” [4]. The basic principles of self-directed learning can be expressed in the following abilities of a student:

- the ability to set learning goals and work out ways to achieve them;
- the ability to reach the desired learning outcomes;
- the ability to assess the learning outcomes and monitor their own progress;
- the ability to work independently without excessive guidance;

In other words, self-directed learning is a method of organizing the learning process in an effective way that makes it possible for the students to reach their targets. It is often associated with the development of higher order thinking skills such as creativity, problem solving and critical thinking. Besides, academic success depends a lot on self-directed learning.

One of the ultimate goals of teaching ESP is the development of students' abilities and skills of using the language for professional communication in a variety of job-related settings. Teaching ESP involves reaching proficiency in a foreign language for professional purposes, developing personal qualities, raising cultural awareness and acquiring special skills based on professional and linguistic knowledge. In other words, the essence of learning a foreign language for specific purposes lies in its integration with special disciplines in order to acquire additional professional knowledge and the form professionally significant personality traits. In this case, a foreign language acts as a means of increasing the professional competence combined with personal and professional development of students.

The role of technology for teaching and learning ESP

Obviously, successful learning of a foreign language depends on a wide range of factors, including social environment, learning environment, instructional strategies, students' personal qualities and attitude to learning, the previous experience of learning a foreign language, the existing learning skills and many others. One of the ways of enhancing students' self-directed learning is the use of educational digital tools, especially information and communication technologies.

Research into the role of information and communication technologies started back in the early 1990s, when it was shown that electronic media can be used to improve the acquisition of a foreign language [2; 5]. It was suggested that asynchronous learning can boost students' progress, and at the same time reduce anxiety and raise motivation for learning. The rapid development of the Internet created new opportunities for both teachers and students. While in the past teachers had to virtually “hunt” for authentic materials, today they no longer need to do this. With unlimited access to a variety of different sources, including mass media, movies and books online, teachers can create interesting learning materials using different tools. For ESP teachers this is especially important as their students have special needs.

Needs analysis

When planning an ESP course, a lot depends on understanding students' needs and expectations. The most popular ways of finding out what students want to learn in the course is to conduct a survey. It helps ESP teachers to understand what and how to teach. According to

Hutchinson and Waters, ESP is defined as 'an approach to language teaching which aims to meet the needs of particular learners' [4, p.21]. It means that teachers have to explore what students want to achieve in a particular course. The same idea was expressed by Ellis and Johnson, the course objectives are 'the goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do' [3, p.221].

Being the most important stage in course design, needs analysis is absolutely necessary for the formulation of learning outcomes. The role of the needs analysis is not reduced to finding out what language, skills and knowledge students need. It also helps students to identify their weaknesses and focus on the areas that need improvement. Another advantage, which a teacher can take in analyzing learners' needs, is prioritizing the goals they want to achieve and making sure the course will help to fulfill this task.

However, there are some issues related to the needs analysis. For example, some students might find it difficult to formulate clearly what they expect to learn due to insufficient knowledge of the subject area since they have no professional experience or they are not aware of what their future job will involve yet. Another problem is that they might be reluctant to share their real needs or wants, by giving the expected answers about the needs for work. Also, some of them might not trust the whole process of needs analysis because they have had some bad experience in other courses they were taught at military university.

Since questionnaires are more efficient for gathering information on a large scale than any other approach [1] and help to avoid possible negative implications of the needs analysis performed in the form of a class discussion or interview, the most suitable approach to identify students' expectations from the course is an anonymous questionnaire given to the students before the course commences. Below is a sample questionnaire to find out students' needs and expectations.

It is significant to note that the purpose of this questionnaire is not to determine the importance of learning English for ESP, although it is supposed to raise students' motivation for learning English for professional communication and set their own goals and objectives. The aim is to support the needs analysis findings, and therefore help to determine what elements to include in the course and select the appropriate teaching materials.

Learner-centered activities for an ESP class

It should be noted that activities integrated into the course are based on the communicative approach to language learning and include role-plays, discussions, simulations as well as exercises that help to build up learners' vocabulary necessary for both spoken and written communication.

Collaborative tasks

One of the ways to improve students' communication skills and build up their confidence when using the language is to organize collaborative learning activities in the class. These include pair work or group work. Since the goal of learning is acquisition of the 21st century skills – communication is one of the 4 Cs to be developed – it is absolutely necessary to encourage students to work either in pairs or in small groups. For example, you can set your students a task to do interviews in order to find out their attitude to a certain problem.

Creative tasks

Another important thing to do in class is to get students involved in activities that enhance their creativity. With the development of the Internet and technology, the number of ways of achieving this has increased. Take for instance some tools for creating content in different formats, such as video and audio podcasts, or Google-docs to create files that can be edited by multiple

users. When studying the topic “Jobs and interviews” you can ask students to create a group project giving some tips to prospective candidates on doing well in a job interview. By giving access to the file, you can see the amount of each student’s contribution to the final score.

Personal details (optional)		
Gender		
Age		
Number of years learning English		

1 Do you think English will be important in your future job? Circle the correct answer.
Very important To some extent important Not important

2 Which English skills will you need most? Rank the skills in the table in the order of importance, giving 1 to the most important skill and 4 to the least important?

	for your studying	for your future job
Reading		
Listening		
Speaking		
Writing		

3 What type of learning environment is the most suitable for you? Tick the answer which suits your learning style.

A class with lot of activities, pair/group work and projects	
A class taught by a teacher with little interaction among students	

4 How much do you expect to use English in the following contexts where 1-5 correspond to: 1 Never 2 Rarely 3 Sometimes 4 Frequently 5 A lot

EAP	ESP
reading texts in English	reading reports, correspondence etc.
listening to lectures	reading instruction manuals, technical articles
writing examination papers	making telephone calls
participating in group discussions	participating in formal meetings
	taking notes during meetings, conferences etc.
	writing business letters, emails, reports
	addressing an audience - giving presentations
	working with others who speak English

Fig.-1. Needs analysis questionnaire

Presentations and role-plays

Military university cadets are expected to develop a number of skills that can be easily acquired in a learner-centered class through a number of activities, such as doing role-plays or giving presentations on a variety of topics. Such activities help to develop public speaking skills that are important not only in academic settings, but also in the job-related environment.

Cognitive tasks

These require learners to mentally process new information (acquire and organize knowledge/learn) and allow them to recall, retrieve that information from memory and to use that information at a later time in the same or similar situation. Organizing debate or discussion that includes brainstorming on the topic that is relevant to the students is an example of cognitive task. For example, you can ask students to find a solution to a real-life problem that exists in their industry. Such activities raise motivation for learning as they are relevant to the students and make the learning process more meaningful.

Conclusion

Designing an ESP course is an elaborative and challenging task. It comprises a number of stages, such as needs analysis, formulation of the learning objectives selection of content and designing activities and assignments for the course. It is important to bear in mind that creating a learner-centered environment can facilitate the process of acquisition of both the target language and skills that learners want to develop.

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