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PREPARATION OF FOREIGN LANGUAGE GRADUATES TO TEACH ENGLISH FOR SPECIFIC PURPOSES AT THE ACADEMIC LEVEL*

Introduction: In contemporary educational, social and professional realities the knowledge of general English is insufficient for effective communication. Thus, foreign language teachers have to obtain a great deal of competences allowing them for teaching languages, including the competence to teach language for specific purposes.

Research Aim: The objective of the article consists in analysing the degree to which foreign language teachers are prepared to teach English for Specific Purposes (ESP) in educational institutions at the academic level.

Method: The study used the method of the analysis of documents.

Results: The graduates of philology are not sufficiently prepared to teach ESP, while graduates of applied linguistics are to a greater degree prepared to undertake such tasks. The main problem with teaching ESP concerns however, lack of the appropriate didactic materials. Thus, foreign language teachers are left with no other choice than to create their own materials, apply creative teaching methods, or to search for the materials loosely connected with a given discipline.

Conclusions: The practical solutions to the problem depicted in the article are suggested, and they are as follows: incorporation of “specialist foreign language methodology” into academic curricula, organisation of courses from a specific field for foreign language teachers, researching the scale of the problem, mutual exchange of experience and materials between the teachers, improvement of the hitherto created coursebooks and materials with account taken of the communicative approach towards language learning, creation of specialist coursebooks.

Keywords: ESP, foreign language (FL) teachers, FL teacher competencies, philological education in Poland

* Suggested citation: Linkiewicz, P. (2023). Preparation of Foreign Language Graduates to Teach English for Specific Purposes at the Academic Level. *Lubelski Rocznik Pedagogiczny*, 42(3), 71–87. <http://dx.doi.org/10.17951/lrp.2023.42.3.71-87>

INTRODUCTION

In contemporary times, the subject of English language is no longer an unwanted addition to the core subjects taught at a specific university course – in this case, the course of pedagogy. The classes devoted to English seem to be as essential as other key subjects, and the ability to communicate in English both in a written and oral form seems to be as significant as the command of Microsoft Office software. It is indisputable that English can be easily applied in nearly every sphere of human functioning, e.g. in tourism sector, IT branch, movie industry, mass media, research, business, fashion, politics, or even in everyday conversations via loanwords. Not to mention that a highly linguistically skilled university graduate gains an advantage over others on the labour market. The benefits linked to the comprehension of English and the studied scientific discipline can be noticed already in the course of studies. As a matter of fact, a good command of English on the part of university students allows for the enrichment of classes related to their disciplines with foreign audiovisual materials, foreign scientific literature or the debates in a foreign language, which adds an element of novelty to the routine classroom activities, makes English a commonplace thing, increases the prestige of the classes and the university as a whole. Eventually, moving towards the crux of the matter, the concept of English for Specific Purposes (ESP) comes to light, together with the appropriate competences of foreign language teachers to teach it.

ESP can be defined as an “approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (Hutchinson and Waters, 1987, p. 19). ESP is designed for specific disciplines, addressed towards adult learners who are either at an intermediate or an advanced level, plus it enables the use of different methodology from that of a general English (Dudley-Evans and Jo St John, 1998). Mangiante and Parpette (2004) accurately notice that ESP is characterised by a narrowly defined objective, focus on the selected communicative situations, short learning time, topics infrequently unknown or little known by the teacher, lack of ready didactic aids and the need to create them, the necessity to collaborate with other persons (e.g. with specialists from the appropriate professional area).

Teaching competence is, in turn, regarded as the “general skill” that the individual is equipped with, and this term stands in contrast with “teacher competencies”, which are known as “sub-skills that one needs to teach effectively” (Bardakçı and Ünalı, 2021, p. 122). The Turkish Ministry of National Education names four types of foreign language teacher competencies: “(1) content specific competences, (2) competences related to teaching and learning, (3) competences related to testing and assessment, and (4) complementary professional competences” (Bardakçı and Ünalı, 2021, p. 124). To provide further examples, Pfeifer (2001), the Polish researcher, enumerates five components of foreign language teacher competences: linguistic competences, methodological, country and culture related competences,

pedagogical, medial. Deregözü (2022) has even undertaken to carry out research to review subject matter competencies, however, the competencies referring to teaching specialist foreign language cannot be found in this paper. Meanwhile, the familiarity with special branches of knowledge in the profession of language educators is emphasized by Leban (2003, p. 79), and expressed in the form of “special world knowledge and skills”. In the Polish literature such competencies are, in turn, distinguished by Sowa (2016, p. 139), and formulated as the “knowledge from the target professional area”.

RESEARCH PROBLEM AND GOAL

The article is aimed at analysing whether foreign language teachers are sufficiently prepared to teach ESP to students of higher education institutions. It is worth highlighting that the analysis will be carried out against the backdrop of lively debates held in all the EU countries, not just in Poland. In light of the above, the research question shall be formulated as follows: What is the degree to which foreign language teachers are prepared to teach ESP to students at the academic level?

With this end in view, the following actions will be taken: 1) the educational path of becoming a foreign language teacher will be reviewed through the analysis of randomly selected general descriptions and detailed curricula of studies at English Philology and Applied Linguistics, starting from the reflections upon learning outcomes prescribed by the Common European Framework of Reference for Languages, 2) the case of teaching English to second-degree UMCS students of pedagogy will be presented, 3) other cases, reflections and solutions on the subject matter will be outlined based on the Polish literature. In reference to the second stage it should also be added that the main emphasis will be put on the analysis of different didactic materials used by FL teachers while teaching ESP to UMCS pedagogy students. Accordingly, in this article the method of the analysis of documents will be applied.

RESULTS

Preparation of foreign language teachers

In Poland, if one wishes to conduct foreign language classes at higher education institution, there is an obligation to complete Master’s degree studies either in the field of a specific philology (e.g. English, French, German), or in an applied linguistics, and yet to have the appropriate pedagogical preparation (Gajewska and Sowa, 2015). In practice, it is very common that students decide to procure pedagogical qualifications by way of a realization of specialisation dedicated specifically

for this purpose, most frequently known as “didactic specialisation”, “teaching”, “glottodidactic”, or “pedagogical” one. In this way they are equipped with both linguistic and didactic skills. It is quite clear that such subjects as, among others, psychology, pedagogy, professional internship, vocal pedagogy, subject didactics allow for the obtaining of pedagogical preparation. Nevertheless, what are the educational areas leading to the formation of the skills at the above-named studies? More importantly, to what extent are students being prepared at the studies to teach specialist English later as teachers?

Even without deeper analysis of the curricula, just scrutinizing the main characteristics of the first-cycle philological studies one may come across such wordings as “the aim is [...] to educate specialists [...] with an extensive theoretical and practical knowledge in the area of linguistics and literary studies” (Institute of English Studies of the Jagiellonian University, 2021/2022, p. 1). The description of the same studies made by the UMCS comprises reference to history, literature, culture of English-speaking countries, social phenomena occurring there as well as American and British language variation, let alone fluent use of English at the C1 level (UMCS Institute of Linguistics and Literature). The specialist classes are delivered, in turn, on literature, linguistics, culture, media and translation. One more information about the programme of studies, as drawn up by workers of Adam Mickiewicz University, covers such specialisations as general academic, teaching, translation and interpretation, theatre and drama in English. It follows that there are always two fundamental objectives of the philological studies: one of them is to acquire linguistic skills at the C1 level in accordance with CEFR and the other to deepen knowledge within various domains of knowledge, directly associated with the target language. Infrequently strictly professional skills can be mastered through the completion of teaching or translation/interpretation specialisations. Nonetheless, the most crucial information for us is that neither general descriptions nor detailed curricula of the philological studies mentioned above incorporate the subjects oriented towards the development of specialist vocabulary of students.

The studies at the applied linguistics enable to, first and foremost, intensively acquire two foreign languages. What is interesting, the brief overview of the descriptions of first-cycle studies at several Polish universities discloses that final objectives vary from one another. The UMCS focuses on broadening students’ knowledge and skills in translation (including audiovisual translation), interpretation and analysis of specialist texts. Additionally, students are offered teaching specialisation. At this point it is worth mentioning that there are two subjects aimed at work with specialist terminology: analysis of a specialist text and translation of a specialist text, both carried out in the amount of 60 didactic hours once English is taught as the first foreign language. Next, Adam Mickiewicz University devotes half of the lessons to practical learning of foreign languages and the other half to the functioning of the language itself (descriptive grammar, contrastive grammar,

text and discourse linguistics, composition and proofreading) as well as subjects on culture and literature. More significantly, the curriculum reveals the module with optional Business English or English in Tourism in the amount of 120 contact hours. The Jagiellonian University in Kraków does not conduct such studies. Meanwhile, the University of Warsaw offers two specialisations connected with translation: translation and translation technologies as well as terminology and specialist translation, which is supposed to be a “bull’s eye” in the subject matter. Nevertheless, the further analysis of the curriculum of the latter specialization divulges solely the following subjects: introduction to terminology (30 hours), introduction to the translation of a specialist text (30 hours), introduction to the analysis of a specialist or a literary text (30 hours), specialist translation (30 hours), written specialist translation (30 hours), specialist interpretation (30 hours). There is no point in dwelling on this issue, since a general picture of the situation at such kind of studies has already been portrayed and relevant conclusions can be inferred: 1) studies at the applied linguistics touch upon specialist terminology, though most frequently the terminology is taught in the course of text analysis or translation, 2) the wording “specialist text/translation/interpretation” is too general and too comprehensive, which certainly results in the use of texts from miscellaneous fields of knowledge, depending on the expertise of a teacher, and obvious inability to prepare students for work in all the possible branches, 3) the individual subjects focused on English and other scientific disciplines than the ones related to target language are a rare phenomenon, and yet the insignificant one for the creators of curricula.

The question posed at the beginning of this part concerned the extent to which students studying philology or applied linguistics are prepared to teach specialist vocabulary. The analysis of the general descriptions of university studies and curricula showed that students graduating from philology are not sufficiently prepared to undertake such tasks – they lack thorough preparation in this area, whereas students graduating from applied linguistics are to a greater degree prepared to undertake such tasks, though still a final picture leaves much to be desired. In order to get hold of the complexity of the issue, the case of teaching specialist English to second-degree students of pedagogy will be presented.

LEARNING OUTCOMES AT THE UMCS STUDIES OF PEDAGOGY

One of the learning outcomes set for the students deepening their competences in the field of pedagogy at the Bachelor’s degree is to use foreign language at the B2 level of the Common European Framework of Reference (CEFR) (UMCS, 2019a). It stands for the fact that students commencing the studies at the second degree should already be the so-called “independent users” able to capture the

essence of sophisticated texts (comprising the ones from their field of specialisation), able to interact quite fluently and spontaneously, as well as to produce comprehensive texts on a plethora of topics, along with the capacity to clarify their standpoint on topical issues (Council of Europe, 2001). At the same time, the learning outcomes for Master's degree students encompass the competence to communicate in a foreign language at the B2+ level, and yet at a higher level as for the specialist terminology of research in the selected areas of pedagogy (UMCS, 2019b). Accordingly, not only should the students be able to communicate at a higher level in general foreign language, but they should also be able to use the language for specific purposes, i.e. for work with scientific research in the discipline of pedagogy.

Here the question arises: how well can foreign language teachers cope with the fulfilment of the outcome referring to the communication with the use of specialist terminology in the field of pedagogy? As I have proved above, such teachers are prepared only linguistically and didactically and have no other professional knowledge. The duty imposed on them seems to be, therefore, burdensome, stressful and, above all, undermining their hitherto qualifications. Herein below I will depict more details on teaching English to second-degree students of pedagogy with the main emphasis being put on the selection of materials.

TEACHING ENGLISH TO SECOND-DEGREE STUDENTS OF PEDAGOGY

Albeit the scope of material for the first-degree students does not raise any doubts – all the foreign language teachers avail themselves of the coursebooks enhancing skills at the intended level of B2, the scope of material for second-degree students is not so obvious, and is very often contingent upon individual preferences of the teacher. As a matter of fact, the use of coursebooks for general English is no longer justified, as the imposition of such themes could be described as irrelevant from the perspective of the studied discipline. Thus, the only choice is to take advantage of the materials connected with pedagogy. The insight into syllabi created by the UMCS foreign language teachers teaching English at the second degree unveils such literature as:

- 1) *Academic Encounters: Life in Society* (Brown and Hood, 2002);
- 2) *Academic Encounters: Human Behavior* (Seal, 1997);
- 3) English-Polish dictionary of words, expressions, notions and specialist terms from the field of specialist pedagogical literature as created by the teacher;
- 4) *Special Education Vocabulary in Use* (Treger and Treger, 2018);
- 5) Articles from the Internet and other sources;
- 6) Teacher's own materials.

Is the use of such materials justified? Having looked at the list of topics put forward in the first two sources (Table 1) one may wonder whether they truly depict the essence of the scientific discipline of pedagogy. Without a doubt some of them are consistent with this social science, e.g. “adolescence”, “adulthood”, “marriage, family and the home”, “the power of the group”. The majority of them do not fit into the profile of this field, though. Pedagogy is, in fact, the discipline dealing with broadly understood educational processes (Kretek et al., 2020) and it comprises, among others, such subdisciplines as General Pedagogy, Pedagogy of Care, Resocialization Pedagogy, Pedagogy of Work, Social Pedagogy, Early School Pedagogy, Special Pedagogy, Comparative Pedagogy, Pedeutology, Andragogy, Didactics, Theory of Upbringing, History of Education and Upbringing, Management and Organization of Education, the exemplary topics of which can be found in Table 2 (Kretek et al., 2020). Nonetheless, the drawn up list of topics is open-ended and on no account comprehensive. Even a brief overview of the curricula of pedagogical studies supplements this catalogue with such thematic areas as assertiveness, empathy, mediations or interpersonal communication (UMCS, 2021). Hence, the reference of topics brought up during the English classes to the areas of interest of pedagogy brings to light the considerable gap between the two.

Table 1.
The list of topics contained in the coursebooks used as the main sources at the second-degree studies of pedagogy

<i>Academic Encounters: Life in Society</i>	<i>Academic Encounters: Human Behavior</i>	<i>Special Education Vocabulary in Use</i>
Marriage, Family and the Home	The Influence of Mind over Body	What’s in the Name? Disability
The Power of the Group	Preventing Illness	Hard of Hearing and Deafness
Growing Up Male or Female	Adolescence	Low Vision and Blindness
Gender Issues Today	Adulthood	Learning Disabilities
Mass Media Today	Assessing Intelligence	Speech and Language Impairments
The Influence of the Media	Accounting for Variations in Intelligence	Intellectual Disability
Crime and Criminals	Body Language	Educational or Behavioural Disorders
Controlling Crime	The Language of Touch, Space, and Artifacts	Autism Spectrum Disorder
Cultural Change	Friendship	Physical Impairments
Global Issues	Love	Low-Incidence Disabilities

Sources: (Brown and Hood, 2002; Seal, 1997; Treger and Treger, 2018).

Table 2.
The essence of some of the subdisciplines of pedagogy

Subdisciplines of Pedagogy	Exemplary topics
General Pedagogy	theoretical bases; the structure of pedagogy; contemporary directions and ideologies; philosophy of upbringing; research methodology; metatheory of pedagogy
Pedagogy of Care	problem of care over the young generation; organisation and functioning of institutions providing care; creation of the conditions satisfying the needs of children and youth
Resocialization Pedagogy	issues pertaining to the upbringing of socially maladjusted children, young people, adults; issues concerning members of the society committing offences; various negative social phenomena
Pedagogy of Work	human work, its determinants and educational impact on the human in the context of personality development; attitudes and social transformations
Social Pedagogy	influence of environment and its determinants on human development from birth till the end of life
Early School Pedagogy	theory and practice of early school education; upbringing process of children in the first three years of primary school
Special Pedagogy	educational and therapeutic problems of individuals deviating from biological, psychological and social norms to the extent obstructing proper social life
Comparative Pedagogy	education of different countries; comparison of different upbringing systems
Pedeutology	themes concentrated on teachers, their personality, training, self-development, professional development
Andragogy	possibilities and determinants of education of adults; the pedagogy of adults
Didactics	analysis of objectives, themes, methods, principles and organizational forms of learning processes, their psychological and social determinants
Theory of Upbringing	objectives, themes, methods and organization of moral, social, aesthetic and philosophical upbringing,
History of Education and Upbringing	development of theory and practice of education in the historical context
Management and Organization of Education	creation of the models of educational systems assuring optimal performance of tasks; improvement of assumptions, principles, methods and mechanisms of education functioning

Source: (Kretek et al., 2020).

The third source named above, i.e. the dictionary of specialist terminology, cannot be regarded as the material allowing for the conduct of regular classes inasmuch as it seems to be ridiculous that all the activities are built around the diction-

ary. It can be used exclusively once students are unsure of the meaning of certain terms, and this is the only justified reason for taking advantage of this material. However, it is a common practice that students are asked to learn all the specialist words and expressions included in the dictionary by heart so as to fulfill the learning outcome referring to the acquisition of specialist terminology. One could say that it is a brilliant solution on the part of foreign language teachers, a kind of token of resourcefulness, but I am more inclined to assume that it is an open cry for help. All the foreign language teachers are, after all, fully aware that they should adopt communicative approach in language teaching and that acquisition of separate words without any context is ineffective and undesirable. The attention should also be drawn to the fact that the learning outcome in advance presupposes “communication” with the use of specialist terminology, which entails oral and written communicative activities, and not artificial memorisation of specialist words and expressions. Consequently, the lack of a reliable source containing materials from the field of pedagogy favours return to the strategy of memorization – “the mainstay of education for almost all of recorded history” (Nasrollahi-Mouziraji and Nasrollahi-Mouziraji, 2015, p. 870), but at the same time “the most stupid method in the world” (Ding, 2007, p. 278).

The fourth source, *Special Education Vocabulary in Use* (Treger and Treger, 2018), by the name itself is specifically addressed towards those majoring in special education and is mainly concentrated on specialist vocabulary. Having learned that, one question is to be answered: is the content of the book finally in line with the communicative approach? As a matter of fact, the authors resorted to a task-based approach, which is confirmed by the authors’ themselves: “Each chapter contains a set of exercises and tasks enabling the improvement of language proficiency as regards English terminology of the Special Pedagogy” (Treger and Treger, 2018, p. 8). Some of the exercises that appear in the coursebook are as follows: true or false, multiple choice, word formation, gap filling, matching words with definitions, replacing general words with scientific terms, completing the whole texts with missing words, creating collocations. There are no such tasks that could stimulate communication in a foreign language with the use of specialist vocabulary. All the exercises boil down to dry operations on the language and the development of receptive skills, with no account taken of productive skills and real-life communication between the humans. Apart from that, it is still worth highlighting that this source is dedicated to a narrow target group. (For those interested: the list of topics contained in this coursebook can be studied in Table 1.)

The fifth and sixth source prove that foreign language teachers indeed experience the problem pertaining to the lack of appropriate coursebooks for teaching English to students of pedagogy. It is reassuring that they try to cope with this situation on their own creating “proper” materials and using authentic articles, however it is difficult to objectively assess how successful they are in doing so –

whether it is a communicative approach that they apply or rather the one based on the completion of consecutive exercises. Finally, the rhetorical question in this article has to be posed: are foreign language teachers qualified enough to create materials for the students of pedagogy once they are just specialists in the field of philology or applied linguistics?

REVIEW OF OTHER CASES, REFLECTIONS AND SOLUTIONS

Gajewska-Skrzypczak and Sawicka (2016, p. 53) in the reflections on teaching technical English to university students indicate that the problem concerning coursebooks and extra materials “presents an enormous challenge both for the teachers and publishers”. According to them, even if coursebook for a technical language is released by a well-known foreign language publishing house, it is not a guarantee of success, as it is written artificially, schematically and infrequently with the erroneous substance-related content. As a result, foreign language teachers decide to write scripts themselves, which after a lapse of time require continuous updates due to rapid changes in science and technology. The authors also point out that teachers are very often afraid of teaching specialist language and believe it to be “almost an unfeasible task” (Gajewska-Skrzypczak and Sawicka, 2016, p. 54). Although this fosters their self-development, broadens knowledge and skills, favours open-mindedness, “a heavy responsibility for the words and the conveyed knowledge” lies with them. Another valid point made by Gajewska-Skrzypczak and Sawicka (2016, p. 53) is that the teacher is no longer the only specialist at the class, since both parties are the specialists: the teacher – in the field of linguistics and methodology, and the student – in the field of studies. A foreign language teacher is hitherto a moderator, a guide, a helper and a facilitator, enabling the dialogue between the student and the teacher. Last but not least, it is worth pinpointing an unfriendly and disrespectful attitude of scientific workers towards foreign language teachers who request for help with materials or with the creation of syllabi.

Machała (2020) again discerns that teaching English to second-degree students of physics represents a serious challenge for the teachers on the grounds of the lack of materials. As a consequence, teachers are obliged to rely on the texts and recordings independently adapted to the needs of the target group. The additional difficulty for them is “insufficient knowledge of the field of study that students are involved in” (Machała, 2020, p. 75). In this specific case English teacher allocated more than half of the didactic hours to the development of academic skills, with a strong focus on academic writing and art of giving presentations. The remaining didactic hours consisted in work on the comprehension of authentic reading and listening sources, plus the enrichment of specialist vocabulary. Eventually, Machała

(2020) shares her three original lesson plans: “Roller coaster physics”, “The fizz-ics of champagne”, “The truth about Santa”, though just the first two are inextricably linked to physics. The lesson plans are constructed with the consideration of communicative approach.

Yablonsky (2016), in turn, analyses the use of multimedia presentation as a method of teaching specialist language to students of English language courses at the Pedagogical University of Kraków. As part of this method students have to prepare in pairs a 10–15 minute presentation on any topic related to their field of study, approximately 5 questions to the audience, article thematically connected with their presentation, glossary of specialist terms, dictionary of difficult expressions, exercises on vocabulary for the rest of the group. The role of the teacher consists in providing students with presentation guidelines, the language bank, consultations, evaluation of the task as well as the performance of the final test on the acquisition of specialist vocabulary. The survey conducted by the author among the students showed that 74% recognise this method as the effective one, 64% state that it significantly contributes to vocabulary learning, 61% admit that it broadens knowledge from their discipline, 58% indicate that the delivery of the presentation in English and stress related thereto constitutes the main difficulty of this method.

Next, Gajewska and Sowa (2015, p. 225) ponder upon Polish educational reality of the training of specialist teachers based on the example of Romanist teachers and they conclude that “there are no subjects on specialist glottodidactics” in the curricula of teaching specialisation of higher education institutions, subject to two university entities, where such subjects are no longer taught (KUL, 2022/2023). The authors chaotically put forward certain systemic solutions, identifying the most pivotal viewpoint that foreign language teachers should be prepared in such a way so as to gather the samples of a specific discourse and determine its characteristic features to be imparted later on with the target group. They should be acquainted with the basic concepts on discourse analysis and genre typology as well as to be able to create a corpus of written and/or oral texts. As Gajewska and Sowa (2015, p. 232) claim, “from the perspective of a general foreign language teacher, the knowledge going beyond the sentence analysis may seem to be useless”, hence teachers should not acquire a specific variation of the foreign language – the specialist/the vocational language. The problem in question should be addressed through the introduction of a specialist methodology into the curricula of teaching specialisation, having regard to the areas of knowledge mentioned above.

One more key article: Żebrowska and Idźkowska (2016) carried out SWOT analysis of teaching specialist English to students of the Department of Foreign Language Studies at the University of Warmia and Mazury in Olsztyn. Among the strengths the authors identified: higher motivation and interest of students, the possibility to design original courses, the experienced team of foreign language teachers, efficient organization of classes, whereas among the weaknesses: lack of

expertise on the part of foreign language teachers, lack of didactic materials, a small amount of didactic hours, too large groups of students, insufficient equipment of classrooms. The enumerated opportunities cover: the development of specialist scripts and interactive teaching aids, grants for teachers for the trainings boosting their professional qualifications (e.g. foreign internships), increasingly higher requirements of employers as for the command of English language (including the specialist one). The threats are as follows: insufficient knowledge of general English by the students, poor condition of Polish science and underfunding of higher education institutions. The predominance of strengths over weaknesses as well as opportunities over threats implies further strive towards the development of teaching specialist English, in particular due to the competitive advantage of higher institutions over private language schools, and yet the satisfaction of students and employers' needs regarding insufficient knowledge of the general English.

SUMMARY

The article concerns foreign language teacher competences to teaching specialist language for students of higher education institutions. The overall picture of the situation is quite worrying inasmuch as academic curricula of philological studies omit the module of specialist language, whereas curricula of applied linguistics usually enhance specialist terminology through the translation and interpretation. Once the teachers are assigned the task of teaching specialist language, they have to cope with it in the best possible way, despite their inner feeling of incompetence. In fact, they are fraught with the problems of different nature, for instance: lack of specialist materials and strictly specialist coursebooks designed just for a given field of study, lack of specialist knowledge (e.g. in the area of physics, geography, pedagogy), lack of understanding for their situation on the part of other academic subject teachers and negative attitude towards their requests for help, lack of readiness to collaborate with students who are from now on the only specialists in their branch of knowledge.

CONCLUSIONS AND IMPLICATIONS

In the first place the conclusion should be drawn that foreign language teachers are only to a certain degree prepared to teach ESP to students at the academic level. They are usually not equipped with specialist vocabulary from the field that is essential in their day-to-day working practice and do not have thorough knowledge in this field. Furthermore, they are not instructed on how to create didactic materials in accordance with the communicative approach, how to properly select

and easily adapt the found materials, and how to deal with this difficult situation on their own, i.e. how to teach ESP to students from various scientific fields. Another problem is of a psychological nature as, in fact, they have to assume the role of a partner to the learning process as well as to cooperate with other specialists in the capacity of students. These are the things that Polish FL teachers are not mentally prepared for. Above all, there are no available coursebooks and materials to teaching specialist language on the market, which exacerbates the situation of FL teachers.

The general picture that this article portrays calls into question the appropriateness of the inclusion of specialist language into the curricula of academic language courses. Even though the learning outcome is ingenious and, above all, future-oriented in itself, the effective solutions to the problem of teaching specialist language to academic students have to be successfully implemented in the first place. The solutions should concern both the preparation of teachers to the performance of a job of a specialist foreign language teacher and the creation of coursebooks aimed at the development of communicative skills with the use of specialist vocabulary in a given field of science in that, just to underline this point, the absence of specialist materials constitutes teachers' biggest worry.

Herein below various practical implications are presented:

1. All the foreign language teachers teaching specialist language in higher education institutions should be requested to write a report on their coping with the performance of a job in this regard, with account taken of the materials used. The reports of individual teachers should be carefully examined, and the most significant conclusions should be inferred by the representatives of an educational institution. The next step would consist in the national conference on the subject matter with the presentation of conclusions and arrangements following therefrom. It would allow for better understanding of the scale of the problem, and better response to the encountered problems in the practical dimension.

2. The foreign language teachers in charge of teaching specialist language to students of a specific discipline should participate in workshops oriented towards the exchange of learning experience and mutual support in the performance of professional tasks pertaining to teaching foreign language for specific purposes.

3. The database with the materials prepared by specialist foreign language teachers should be created in order to immediately address the problem of the absence of didactic materials in a given discipline. This would represent at least a temporary solution to the problem.

4. The critical analysis of the materials and coursebooks hitherto prepared by the foreign language teachers should be conducted so as to improve them. For example, *Special Education Vocabulary in Use* (Treger and Treger, 2018) is a valuable source of information, but lacks activities boosting communication, which can be easily supplemented.

5. The coursebooks for teaching specialist English and other specialist foreign languages to students of different scientific disciplines should be written in close collaboration of foreign language teachers with specialists in a given field (e.g. pedagogy, archaeology, sociology, chemistry, biology, physics, geoinformatics, spatial management, geography, mathematics).

6. Specialist foreign language teachers, prior to the commencement of their work with students of a specific discipline, should compulsorily take part in the courses organised specially for them by the competent university workers, with a view to familiarising them with the most important topics characteristic of a given scientific discipline. If possible, such courses should be conducted in a foreign language.

7. The curriculum of the teaching specialisation should comprise subjects helpful in teaching specialist foreign language – the so-called module of “specialist foreign language methodology”. The examples of the obligatory skills to be developed as part of this specialisation are as follows: obtainment of teaching resources, adaptation of written/oral sources to the needs of a target group, evaluation of the didactic materials, creation of specialist materials, strategies of the communicative use of specialist terminology, practical teaching of a specialist foreign language (allocation of practical tasks to the students, preparation of lesson plans), practical internship in the field of teaching specialist foreign language.

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PRZYGOTOWANIE ABSOLWENTÓW STUDIÓW FILOLOGICZNYCH DO NAUCZANIA SPECJALISTYCZNYCH ODMIAN JĘZYKA ANGIELSKIEGO NA POZIOMIE AKADEMICKIM

Wprowadzenie: We współczesnych realiach edukacyjnych, społecznych, zawodowych znajomość tzw. ogólnej angielszczyzny jest niewystarczająca do skutecznej komunikacji. Lektorzy języka angielskiego muszą zatem nabyć kompetencje pozwalające na kształcenie językowe w takim kierunku, wśród tych kompetencji jest m.in. nauczanie języków specjalistycznych.

Cel badań: Celem niniejszego artykułu jest przeanalizowanie stopnia przygotowania nauczycieli języków obcych do nauczania języka angielskiego specjalistycznego w instytucjach edukacyjnych na poziomie akademickim.

Metoda badań: W badaniu wykorzystano metodę analizy dokumentów.

Wyniki: Absolwenci filologii nie są wystarczająco przygotowani do nauczania języka angielskiego specjalistycznego, podczas gdy absolwenci lingwistyki stosowanej są w nieco wyższym



stopniu przygotowani do podejmowania takich zadań. Główny problem w nauczaniu języka angielskiego specjalistycznego dotyczy braku odpowiednich materiałów dydaktycznych. W rezultacie nauczyciele języka angielskiego muszą opracowywać własne materiały, wdrażać kreatywne metody nauczania albo korzystać z materiałów luźno powiązanych z daną dyscypliną.

Wnioski: Przedstawiono praktyczne rozwiązania problemu zarysowanego w artykule, takie jak: włączenie modułu „specjalistycznej metodyki języka obcego” w program ścieżki nauczycielskiej, organizowanie kursów z konkretnych dziedzin dla nauczycieli języka obcego, zbadanie skali problemu, wzajemna wymiana doświadczeń i materiałów pomiędzy nauczycielami, udoskonalenie dotychczas stworzonych podręczników i materiałów z uwzględnieniem podejścia komunikacyjnego, stworzenie podręczników specjalistycznych.

Słowa kluczowe: język angielski specjalistyczny, nauczyciele języków obcych, kompetencje nauczycieli języków obcych, edukacja filologiczna w Polsce

