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### **INTEGRATION OF ENGLISH FOR SPECIFIC PURPOSES INTO APPLIED LINGUISTICS CURRICULUM: OVERVIEW OF LEADING UNIVERSITIES' EXPERIENCE AND A NEW APPROACH SUGGESTION**

#### **ABSTRACT**

*The aim of the paper is to prove the relevance and appropriateness of ESP for students studying Linguistics in tertiary education, design possible formats of its implementation and check its effectiveness by means of experiment. In the course of the research the experience and practice of leading universities of Great Britain, the USA, Canada and France have been analyzed, peculiarities and specificity of Applied Linguistics curriculum have been studied and the place of ESP in educational process has been defined. In the result of the conducted analysis a completely new approach to ESP in Applied Linguistics curriculum has been suggested. It has been defined that ESP course for linguists must be focused on the tasks corresponding to the types of professional tasks that linguists may perform in their future professional life. The idea of developing an ESP revision course has been outlined. Tasks within it are supposed to cover the main skills of professional linguists – doing research in linguistics, doing linguistic analysis of texts, processing information using IT and working with machine translation; translating and interpreting; editing and proofreading. 20 Bachelor's degree students of Khmelnytskyi National University (Ukraine) studying linguistics professionally in Applied Linguistics specialty took part in this research. The experiment took place in 2018-2019 and 2019-2020 academic years. The results of the experiment indicated significant dynamics in increase of students' academic performance (proficiency) in the experimental group. During the experiment, the students of the experimental group significantly improved their knowledge and developed ESP skills. At the beginning of the experiment only 5 students (17 %) had a high level of professional knowledge and skills whereas at the end of the experiment the number of students reached 6 (50 %). The originality and the value of the study lies in a new approach to ESP for future linguists (branch that has never been included to the list of ESL branches before). The value of the ESP revision course has not only been substantiated but demonstrated on the basis of designed lessons and samples of tasks that can be included into them.*

**Keywords:** English for Specific Purposes (ESP); Applied Linguistics; professional training; professional needs; foreign language; curriculum.

#### **АНОТАЦІЯ**

*Мета статті полягає в обґрунтуванні доцільності впровадження курсу спеціалізованої англійської мови для студентів, які вивчають лінгвістику у закладах*



вищої освіти, розробці формату її впровадження та перевірки ефективності шляхом експерименту. У процесі дослідження було вивчено відповідний досвід провідних університетів Великої Британії, США, Канади та Франції, вивчено особливості та специфіку побудови навчальних планів зі спеціальності «Прикладна лінгвістика», а також з'ясовано роль спеціалізованої англійської мови в освітньому процесі. У результаті проведеного дослідження запропоновано принципово новий підхід до впровадження курсу спеціалізованої англійської мови для лінгвістів. З'ясовано, що він має базуватися на завданнях, які імітують професійні завдання, з якими лінгвістам доведеться зіштовхнутися у їхньому професійному житті. Окреслено ідею розробки узагальнювального курсу спеціалізованої англійської мови, завдання якого відповідають основним компетентностям професійних лінгвістів – здійснення дослідження в галузі лінгвістики, лінгвістичний аналіз текстів, обробка текстової інформації з використанням інформаційних технологій, робота з машинним перекладом, письмовий та усний переклад, вчитування та редагування текстів. У дослідженні взяли участь 20 студентів Хмельницького національного університету спеціальності «Філологія. Прикладна лінгвістика» освітнього рівня «Бакалавр». Експеримент відбувався у 2018–2019 та 2019–2020 н.р. Результати експерименту показали значну динаміку зростання навчальної успішності та компетентності студентів експериментальної групи. На початку експерименту лише 2 студентів (17%) демонстрували високий рівень професійних знань та навичок використання мови, тоді як на завершення експерименту цей показник зріс до 6 (50 %). Новизна та наукова цінність дослідження полягає у принципово новому підході до спеціалізованої англійської мови для лінгвістів (галузі, яка раніше ніколи не відносилася до переліку галузей спеціалізованої англійської мови). Важливість дослідження полягає в обґрунтуванні та наочній демонстрації доцільності впровадження узагальнювального курсу спеціалізованої англійської мови для лінгвістів на основі розроблених уроків та зразків завдань для них.

**Ключові слова:** спеціалізована англійська мова, прикладна лінгвістика, професійна підготовка, професійні потреби, іноземна мова, навчальний план.

## INTRODUCTION

Teaching English to students in tertiary education presupposes understanding that learners are adults who already have substantial knowledge of English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions that are connected with the qualifications they get upon graduation (Johns et al., 2010). Thus, it is clear that the whole academic study is focused not on a general course of English, but on English for Specific Purposes (ESP).

ESP is a part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. The ESP focus means that English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners (Belcher, 2010). It is highly motivating because students are able to apply what they learn in their English classes to their major field of study, whether it be computer science, accounting, business management, economics, or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases students' motivation (Hyland, 2007).



### **THE AIM OF THE STUDY**

The aim of the paper is to prove the relevance and appropriateness of ESP for students studying Linguistics in tertiary education, design possible formats of its implementation and check its effectiveness by means of experiment.

### **THEORETICAL FRAMEWORK AND RESEARCH METHODS**

The issue of ESP is not new in scientific literature and is widely covered in general aspects. Quite a lot of attention is paid to history of ESP (A. Johns (2010), B. Paltridge (2011). Theory and practice, methodology of ESP teaching are presented in works of D. Belcher (2010; 2013), J. Bloch (2013), A. Cheng (2011), A. Coxhead (2013), C. Feak (2013), K. Hyland (2007). An indispensable part of ESP teaching is the phase of needs analysis that is described in detail by D. Belcher (2011), L. Flowerdew (2011), L. Lukkarila (2011) and others. Numerous authors outline recommendations for teaching and academic courses development, e.g. H. Basturkmen (2010), L. Flowerdew (2013), D. Mohammed (2012), B. Patridge (2013), K. Schubert (2011)). Needless to mention the number of publications and researches related to definite branches of science, such as accounting, tourism, business management, banking, economics, social studies, psychology, ICT, medicine, PR, engineering, law and others. Nevertheless, little research has been done to explore the issue of ESP for professional linguists.

In the research we have used a range of general scientific methods (including study, analysis and synthesis of reference, scientific educational print and on-line sources), as well as systematization and generalization. Our research is qualitative (descriptive) and includes observation and narrative inquiry, as well as an experiment to test the effectiveness of the ESP revision course, mathematical methods of experimental data to determine the reliability of the obtained results, as well as to conduct qualitative and quantitative analyses of the obtained results.

### **RESULTS**

ESP for each branch of knowledge has specific requirements to its teaching and learning. But still there is one branch that needs special attention when dealing with ESP. This is linguistics itself. Students studying linguistics professionally face double demands. They must have good command of English in general to be able to deal with texts and information in different branches of science. At the same time, they also work with specific “professional linguistic” English, which is necessary to study the language itself, be able to do research in linguistics, analyze diverse texts from different linguistic approaches, translate and interpret, proofread and edit etc. To perform this range of professional activities students definitely need substantial knowledge of English for specific job-related purposes. But there arises one question: What form should it have? Do students need to have a separate academic subject of ESP when they have a number of specialized academic subjects which they study in the course of their training (Stylistics, Lexicology, Fundamentals of Applied Linguistics, Linguistic Analysis of Texts, Communicative Linguistics, Text Editing, Pragmatics, Sociolinguistics, Translation, Corpus Linguistics etc.)? All these subjects are an ESP course themselves. They are full of special vocabulary and terminology necessary for linguists in their future work.

So, is it appropriate to single out an ESP for linguists? To answer this question, we should analyze the definition of ESP.

Collins Dictionary defines ESP as the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose (Collins Dictionary, 2019).



According to University of Winnipeg, ESP is a learner-centered approach to teaching English, which focuses on developing communicative competence in a specific discipline and meets the specific needs of learners that focus on developing special language skills needed for success on the job (University of Winnipeg, 2018).

A. Johns states that ESP course is designed to meet learners' specific needs within their purpose for learning English (Johns, 1991).

We have cited definitions of ESP from a dictionary, university providing training in ESP and a researcher. All of them have one common idea that is related to the word "needs" – "need for a particular job, activity or purpose", "special language skills needed for success on the job", "specific needs within the purpose for learning English".

Students studying Linguistics in tertiary education have their needs directly related to the qualifications and competencies they obtain in the result of their study. So, to talk about appropriateness of ESP for linguists and possible formats it may have, it is reasonable to hold a needs assessment for students undergoing educational program in Linguistics, to analyze their curriculum, to carefully consider the qualifications that students obtain in the result of their study.

Our research (namely, needs assessment) is conducted in Khmelnytskyi National University (Ukraine), which provides professional training of future linguists in "Applied Linguistics" speciality. According to their educational program, students will become bachelors of Arts with qualification in Applied Linguistics. This qualification presupposes the development of a number of competencies:

- having special knowledge of linguistic theories, applied linguistics, different branches of philological research;
- being able to use language in different communicative contexts, do linguistic analysis of texts, annotate scientific, publicistic, fictional and business language texts;
- being capable of processing language used in media;
- performing functions of a translator and interpreter; being able to perform translation in different branches of science;
- being able to work with electronic dictionaries and use different computer programs for translation and text processing;
- being able to edit texts;
- working with official documents and their translation;
- conducting research in linguistics and applying its results in professional activity;
- proofreading and editing;
- dealing with machine translation and information technologies in translation (Standart vyshchoyi osvity Ukrainy, 2019).

These competencies give a better understanding of the "Applied Linguistics" students' needs as English learners. Surely enough, they have specific needs in language and have to develop special language skills. Therefore, it is quite reasonable to talk about ESP for linguists. But how to integrate it into their academic study? What form should it have? It is clear that the focus should not be on the grammar, lexis or comprehension of the language, but on how it is used in the academic or professional context. It is obvious that ESP course for linguists cannot be built on four main aspects of academic activity that is reading, writing, listening and speaking, as they are substantial for them anyway. It should be focused on the types of professional tasks that they may perform in their future



professional life and correspond to their needs or competencies. To be more specific and precise about these needs, we have to outline basic skills of future linguists on the ground of their competencies. Upon careful consideration of the latter we have outlined the main skills that must be covered in ESP for linguists:

- 1) doing research in linguistics,
- 2) doing linguistic analysis of texts,
- 3) processing information using IT and working with machine translation;
- 4) translating and interpreting;
- 5) editing and proofreading.

At the same time, it is clear that these skills cannot be provided with only one course (academic subject) of ESP as there must be a range of academic subjects to cover all these needs. Having analyzed the curriculum of “Applied Linguistics” we defined a range of specialized academic subjects corresponding to the needs of students (Table 1):

Table 1

**Specialized Academic Subjects Corresponding to the Needs of Students**

Specialized academic subjects	Knowledge and skills acquired
Fundamentals of Applied Linguistics	History, development and modern trends in Applied Linguistics as a science
Communicative Linguistics	Analysis of different communicative situations and providing appropriate communication in different contexts
Theory and Practice of Translation	Knowledge of translation means and devices, translation process, its analysis and editing
Machine Translation	Processing machine translation
Linguistic Analysis of Texts	Analysis of texts in terms of standards of textuality, coherence, cohesion, linguistic devices etc.
Lexicology of English	Knowledge of types of lexical units, ability to analyze them.
Stylistics of English	Analysis of stylistic devices and their appropriate use in communication
Pragmatics	Knowledge of communication contexts
IT Provision of Linguistic Activity	Using IT to work with texts and translation
Editing and Proofreading of Translation	Editing and proofreading original and translation texts
Contemporary English	General skills in reading, listening, speaking and writing in different branches of contemporary English
Corpus Linguistics	Using corpora to analyze texts and apply their functions in professional activity
Fundamentals of Scientific Research	Knowledge of methodology of scientific research and main principles of its conduction

Thus, linguists have a set of different specialized academic subjects (curriculum) which fully correspond to their professional needs and are studied at different stages of bachelor’s degree program. But in fact, till the end of study, knowledge acquired at earlier stages of professional training may be partially forgotten and lost. That is why our idea is to



work out a special ESP revision course at the final year of students' study to enliven the professional knowledge and intensify the skills at the very threshold of graduation.

#### **Designing and implementation of ESP course for linguists**

We have come up with the idea that ESP revision course should include tasks that will cover the main skills – doing research in linguistics, doing linguistic analysis of texts, processing information using IT and working with machine translation; translating and interpreting; editing and proofreading. Each skill is provided with definite disciplines:

1. Skills in doing research in Linguistics are developed within Fundamentals of Applied Linguistics and Fundamentals of Scientific Research.

2. Skills in doing linguistic analysis of texts are developed within Linguistic Analysis of Texts, Lexicology of English, Stylistics of English, Pragmatics, Communicative Linguistics, Corpus Linguistics.

3. Skills in processing information using IT and working with machine translation are developed within Machine Translation, IT Provision of Linguistic Activity, Corpus Linguistics.

4. Skills in translating and interpreting are developed within Theory and Practice of Translation, Contemporary English, Corpus Linguistics.

5. Skills in editing and proofreading are developed within Editing and Proofreading of Translation, Stylistics of English, Communicative Linguistics.

Development of these skills within one academic subject or course is very demanding in terms of teaching (as different specialists develop different skills). Our idea is that it must be carried out with the use of co-teaching that will help to combine different kinds of activities within one ESP course. Here the role of the teacher or lecturer (developer of the course) is a crucial one. This person has to:

1. Organize programs and lessons, that is set goals for the students and then translate those goals into an instructional program with hourly, daily, and weekly activities; manage, select and organize course materials, support the students in their efforts, and provide them with feedback on their progress.

2. Set goals and objectives, that is arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for student achievements; be aware of students' capabilities while designing a program with realistic goals that take into account students' contribution to the learning situation.

3. Establish a positive learning environment, that is to use communication skills in establishing the classroom atmosphere, provide interaction of students, model good communication skills in the classroom, support them and build their confidence.

4. Evaluate students' progress, that is to help students identify their language-learning problems and find solutions to them; identify the skills that students need to focus on, and take responsibility for making choices which determine what and how the students learn; serve as a source of information for the students about how they are progressing in their language learning (English for Specific Purposes, 1986).

Having outlined the skills which are to be developed within the ESP course and the role of its developer, it's the right time to design the program itself. It includes the process of setting goals, designing units, and preparing lesson plans (English for Specific Purposes, 1986). Setting goals is the first step in the development of the instructional program. These goals will reflect what a teacher intends for the students to be able to do at the end of the course of instruction. These goals encompass the skills needed for academic study in an ESP situation. In formulating the goals, it is necessary to set priorities for the development of language skills, and in doing so it is useful to bear in mind that reception



precedes production in language learning. In other words, students cannot learn something that they cannot understand. A manageable initial objective, then, is to improve the students' receptive competence. Having set long-term goals, teachers are ready to select materials and classroom exercises that lead to the development of appropriate skills (Basturkmen, 2010).

It is impractical to think of designing the entire semester or a year-long ESP syllabus in advance. It is impossible, at the beginning of the course, to know how quickly students will progress. Instead, it is better to try to outline one or two units of instruction before classes begin and then be flexible in adapting or modifying the syllabus. A unit in this ESP course cannot be developed by identifying a major theme or selecting a topic (due to the fact that one unit will include tasks from different academic subjects) but only by setting appropriate instructional objectives according to the skills defined. Activities can then be selected to develop the skills having been identified as needed by the students (Hyland, 2007).

Appropriate objectives for instruction should be identified not only to know the skills that are planned to be taught in each unit, but for the students themselves. Objectives should be written for each unit of instruction to address the specific skills that must be developed. It is necessary to evaluate the syllabus of ESP to determine whether the goals and objectives are met, and then make adjustments to it based on this evaluation (Johns, 2011).

Table 2

**Schematic ESP Lesson Designs**

Lesson 1		Lesson 2	
Skills to be developed	Tasks	Skills to be developed	Tasks
Doing scientific research in Linguistics	Define and describe linguistic competences and their connection with “non-language” disciplines	Doing linguistic analysis of texts	Students are given a sample of a text to be analyzed according to seven standards of textuality and a sample of text to be analyzed as to its coherence and cohesion
Processing information using IT	Using Prompt program create a list of words from a given text to further compile a thematic thesaurus and users' dictionary	Working with machine translation	Translate a text from English into Ukrainian using Prompt and Pragma. Then do comparative analysis of the quality of two translations
Translating	Some students translate from English and then other learners back translate; then they compare original and translated versions and discuss the differences	Interpreting	Using a recorded text of some conference delivery dramatize an interpreting practice for a pair of students (one reads an original text, the other one – interprets). The rest of the group should note mistakes and then make a group discussion
Editing	Students are given samples of some thematic blog texts. They have to imagine that the text of the blog is to be published in a magazine. They have to edit it to be ready for publishing	Proofreading	Proofread samples of CVs, application letters, formal requests, a piece of unpublished essay etc.



Students will feel most comfortable and secure in their learning situation if the designed program is well structured and when expectations for the students are clear. Extra time must be taken in the initial class to explain how each exercise should be approached and why it should be done (Mohammad, 2014). Lessons cannot be organized in such a way as to cover all skills, but these skills should be practiced at regular intervals in a “cycle” format, which is recommended to provide review and reinforcement of skills.

Here we are going to suggest two approximate schematic ESP lesson designs. The first type is aimed at one set of skills and the other one is aimed at the other set of skills. All skills are covered within these two sets (types) of lessons. So, these lessons must alternate each other. The tasks may vary but they are aimed at practising and developing the defined skills (Table 2):

These two types of lessons should alternate each other all the time providing diversity of activities at the lessons but ensuring the regular development of all the outlined skills (“cycle” of skills). If in the course of the work, a teacher understands that there is not enough time to do 4 tasks during a lesson, then the skills (and tasks correspondingly) can be divided into a cycle of three or even four types of lessons (with three or two skills to be trained during a lesson accordingly).

To check the appropriateness and practicality, as well as effectiveness of such an ESP course, we carried out an experiment.

#### **Experimental verification of relevance and effectiveness of ESP course for linguists**

##### **Experiment methodology**

##### **Participants**

23 Bachelor’s degree students of Khmelnytskyi National University studying linguistics professionally in Applied Linguistics specialty took part in this research. The experiment took place in 2018-2019/2019-2020 academic years. The participants were divided into two groups (experimental and control).

##### **Apparatus and materials**

The experimental teaching resources and materials consisted of 1) tests to assess students’ academic performance and professional skills in ESP revision course; 2) the syllabus of ESP revision course.

##### **Procedure**

The research comprised studying, analysis and generalization of scientific literature dedicated to the problem; collecting, organizing, and evaluating data; making deductions and reaching conclusions; testing the conclusions to determine whether they fit the formulated hypotheses. Comparison and analysis of previous theoretical studies, monitoring of the educational process allowed formulating primary and secondary research hypotheses.

Primarily, it was hypothesized that the use of ESP revision course can increase the development of skills needed to increase the level of students’ academic performance in general. To further explore the primary hypothesis, the researchers assumed that the development/improvement of skills influences the level of students’ proficiency in Linguistics necessary for successful taking of certification exam.

The stages of the experiment were as follows: 1) hypotheses formulation, 2) ESP program (syllabus) design, 3) experimental groups selection, 4) experimental studying, 5) research data analysis.

The levels of students’ professional performance and skills development among the participants were measured by the formula  $K=A/N$  where K is learning outcomes index, A is the number of scores received for correct answers, and N is a maximal number of scores assigned for correct answers (Bespalko, 1968). The learning outcomes index of 0.7



and higher was considered acceptable according to Cronbach's alpha coefficient of reliability (Cronbach, 1951).

The experiment was conducted at Khmelnytskyi National University. During the experiment, two assessments were made in control (11 students) and experimental (12 students) groups. The first assessment in the control and experimental groups was made at the beginning of the semester to identify the levels of students' academic performance and skills development. The second assessment was made at the final stage of the experiment, at the end of the semester, to determine the dynamics of students' skills development and the level of their academic performance in control and experimental groups. In our research students' academic performance has been characterized as low (poor identification of skills), medium (sufficient) and high (highly developed skills). The results of students' assessments at the beginning and at the end of experiment as well as dynamics of formation of skills that must be developed within the course of ESP for linguists are presented in table 3.

Table 3

**The Results of Students' Assessments at the Beginning and at the End of Experiment**

Skills	Levels	CG				Difference, %	EG				Difference, %
		Beginning of experiment		End of experiment			Beginning of experiment		End of experiment		
		total num.	%	total num.	%		total num.	%	total num.	%	
Doing research in linguistics	Low	6	55	5	46	-9	6	50	3	25	-25
	Medium	3	27	3	27	0	4	33	5	42	+9
	High	2	18	3	27	+9	2	17	4	33	+16
Processing information using IT and editing machine translation	Low	5	46	4	36	+10	5	42	2	17	-25
	Medium	5	46	5	46	0	5	42	4	33	-9
	High	1	8	2	18	+10	2	8	6	50	+42
Doing linguistic analysis of texts	Low	5	46	4	36	+10	5	42	1	8	-34
	Medium	5	46	5	46	0	6	50	6	60	+10
	High	1	8	2	18	+10	1	8	5	42	+34
Translating and interpreting	Low	5	46	3	27	-19	5	42	0	0	-42
	Medium	3	27	4	36	+9	4	33	7	56	+23
	High	3	27	4	36	+9	3	25	5	42	+17
Editing and proofreading original and translated texts	Low	6	55	5	46	-9	6	50	1	8	-42
	Medium	3	27	3	27	0	6	50	5	42	-8
	High	2	18	3	27	+9	0	0	6	50	+50



The data available show that at the beginning of the experiment the level of development of students' skills in EG and CG is almost identical, but after the experimental studying the number of students with high level of skills development in EG is higher. Consequently, the comparative analysis of the levels of skills at the beginning and at the end of the experiment shows a positive increase of the index in both the experimental and control groups after the experiment.

Besides, correlation analysis revealed that there is a close functional interrelation between these ESP skills and the level of students' academic performance. So, we can claim that the development of any of these skills will increase the level of students' proficiency in general (Table 4).

Table 4

**Dynamics of Students' Performance Level**

Levels	CG				EG			
	Beginning of experiment		End of experiment		Beginning of experiment		End of experiment	
	quant.	%	quant.	%	quant.	%	quant.	%
High	2	18	3	37	2	17	6	50
Medium	3	27	3	37	3	25	4	33
Low	6	55	5	46	7	58	2	17
Total	11	100	11	100	12	100	12	100

The results of the experiment indicated some significant dynamics in increase of student' academic performance and professional skills in the experimental group. During the experiment, the students of the experimental group significantly improved their academic performance and developed their professional skills. In particular, at the beginning, only 2 students (17 %) had a high level of academic performance and professional skills, at the end of the experiment the number of students reached 6 (50 %).

To confirm the results obtained during the experiment, we have compared the average grades and the learning outcomes index in control and experimental groups (Table 5).

Table 5

**Difference in Average Grade and Learning Outcomes Index of EG and CG**

Groups	Beginning of experiment		End of experiment		Difference	
	Average grade	Learning outcomes index	Average grade	Learning outcomes index	Average grade	Learning outcomes index
EG	3,16	0,6	4,16	0,83	1	0,23
CG	3,27	0,66	3,45	0,69	0,18	0,03

The experimental data from the table indicate that the level of academic performance and professional skills of EG and CG students at the beginning of the experiment is insufficient. For example, the learning outcomes index in EG was 0,6, in CG – 0,66. After conducting the experimental studying, EG students reached and exceeded the minimum level of learning outcomes index – 0,83, while the students of CG hardly reached the minimum level – 0,69. The increase of learning outcomes index in the EG was 0,23 (the average grade of the group increased by 1), and in CG – 0,03 (the average grade of the group increased by 0,18). So, students of EG are more prepared to taking the certification exam than the students of CG. This leads to the conclusion that the difference in the indexes



of the experimental and control groups is not accidental but caused by effective experimental studying. In the control group no significant results were obtained. Therefore, the effectiveness of the designed course of ESP for linguists has been proved. This is confirmed by the positive changes in the level of students' professional skills that must be developed within the course of ESP.

### CONCLUSIONS

The conducted experiment testifies that ESP for linguists proves to be effective in terms of the level of students' academic performance and skills development as well as in terms of their preparedness to taking a certification exam aimed at giving a Bachelor's degree in Applied Linguistics.

It has been substantiated that ESP for linguists can be implemented into the study of students with consideration of skills that have to be developed, not aspects of learning activity (reading, writing, listening, speaking). This course presupposes the use of co-teaching that provides effectiveness of ESP. Besides, the outlined course can be effective provided it has good designing and syllabus. The role of the teacher of the ESP course is crucial as this person is a developer, organizer and evaluator.

The prospects of further research include teacher professional development for teaching ESP for applied linguists as well as the development of skills for co-teaching in ESP.

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