

Ministry of Education and Science of Ukraine

In association with



English for Specific Purposes (ESP) in Ukraine

A Baseline Study

Kyiv 2004

4 The Current Situation of ESP in Ukraine: Stakeholders' Attitudes

Having analysed the parameters and practice of current ESP teaching/learning in Ukraine, in this chapter we view them from the primary and secondary stakeholders' perspective, i.e. to describe beneficiaries' attitudes towards the main parameters which constitute the current ESP teaching/learning process. These include the professional competence of ESP teachers, the language proficiency of ESP students, ESP methodology, materials, course organisation and assessment. The methodology of our research based on quantitative analysis and observations allowed us to draw some conclusions which illustrate general trends.

4.1 Research Methodology

This study aimed to gather and analyse information on ESP teaching in Ukraine. The team attempted to gain realistic insights into ESP teaching, learning and assessment in the country, to identify the stakeholders' needs and the readiness of the people involved in the process of ESP teaching and learning for the introduction of innovations in the field of ESP teaching, i. e. the transition to the New ESP Curriculum.

Thus, it was necessary to investigate stakeholders' attitudes and perspectives towards the current situation of ESP and the proposed changes.

The investigation is based on the results of questioning and interviewing both primary and secondary stakeholders¹³. The team developed the questionnaires on the basis of the agreed aims and tasks set out in Chapter 1. It was stressed that the information given in the questionnaires remained confidential. The team also referred to some of the findings of the classroom observation sheets.

The total number of stakeholders questioned is given below:

Primary stakeholders:

Students	—	334
Bachelors	—	323
Masters, specialists and other postgraduates	—	11
Young professionals	—	80
Teachers	—	67

Secondary stakeholders:

University/Regional administrators	—	37
Potential employers	—	43

The number of questionnaires distributed and returned was sufficient for the Baseline Study.

The questionnaires covered the following areas:

- Professional competence of ESP teachers
- INSET training in ESP
- Course designing
- ESP methodology
- ESP materials
- ESP course organization
- The system of assessment.

¹³ For research instruments see Appendices H – P.

In the context of the Regional ESP/BESIG Conference of the members of the All-Ukrainian IATEFL "Special purposes – Common purposes" held in Dnipropetrovsk on 7 February, 2003 ten teachers from different regions of Eastern Ukraine were interviewed by the team. The results of these interviews were also included to analyse the attitudes of teachers towards ESP teaching in Ukraine.

To get a realistic view of the professional competence of ESP teachers, a focused CV was designed. It included the following items:

- work experience as an EGP teacher
- courses and programs on ESP teaching
- years of ESP teaching.

The focused CV was distributed among the team-members and the information mentioned in it was included in the analysis of stakeholders' perspectives (for focused CV see Appendix H).

To analyse ESP students' proficiency on entry, additional structured interviewing was organised. Teachers were asked to define the average entry level of English of their students, according to the requirements of Common European Framework of Reference.

4.2 Professional competence of ESP Teachers¹⁴

In terms of qualification requirements English language teachers in Ukraine, once they have their Specialist or Master degree in Linguistics or Pedagogy are expected to be able to teach ESP. No other training or qualification is required. Thus, there is no objective way of assessing the professional competence of ESP teachers. Nevertheless, the data given below may be related to the competence of ESP teachers.

Table 7. Profile of Teacher Respondents

Respondents	Age (years old)			Teaching experience (years)			
	Under 30 (%)	31 – 40 (%)	Over 40 (%)	0 – 5 (%)	5 – 10 (%)	10 – 20 (%)	Over 20 (%)
ESP teachers of Non-Linguistic Universities	51.0	24.0	25.0	40.0	24.0	18.0	18.0

Table 7 shows the age and experience profile of teachers in the Non-linguistic and Classical Universities of Ukraine, based on the results of questioning. The figures tend to indicate the predominance of young teachers under the age of 30 (51.0 % of respondents) and wide range of experience. The levels of experience are: 64% of respondents have under 10 years teaching experience, 18% of the respondents have between 10 and 20 years experience and 18% - over 20 years. Ultimately, all the teachers have experience in EFL teaching. They have a basic knowledge of principles and practices of teaching, though there is a strong need to clarify the distinction between EGP and ESP and provide practical training in teaching ESP, its methodology, use of materials, course design, assessment, etc.

A majority of respondents (95.5%) use self-study to improve their teaching without any practical training in ESP teaching (see Figure 4). Some of the ESP teachers originally trained as teachers of general English have experience of working as managers, engineers, translators, interpreters, etc.

¹⁴ In the approach to interpreting results of questioning and interviewing, the team was guided by the modern approaches to ESP teaching and learning as reflected in the works by T. Hutchinson & A. Waters (CUP, 1996), T. Dudley-Evans & M. Jo St John (CUP, 1998) and others.

In their ESP teaching practice they are making attempts to combine their specialist knowledge and professional skills with teaching skills.

According to the existing regulations of Ministry of Education and Science, university teaching staff are entitled to in-service training every five years in the form of an upgrading course (Continuing Professional Development – CPD), specific training in Ukraine and/or abroad or participation in Conferences with presentations of their own investigations. However, individual universities interpret this according to their needs and priorities. One of the demands of these regulations is for teachers to present the certificate or diploma given by the institution, where the teachers were trained, to the University authorities and to make a presentation or organise a training workshop/seminar at the University and/ or regional level. At the workshop the teacher is supposed to share his/her experience and ideas on how the knowledge and skills gained during in-service training will be introduced into the teaching/learning process. Unfortunately, the figures show a low rate of using CPD (11.9 % of respondents) as an opportunity to improve ESP teachers' professional competence (see Figure 4).

Figure 4. Attitudes of Teacher Respondents to Professional Development

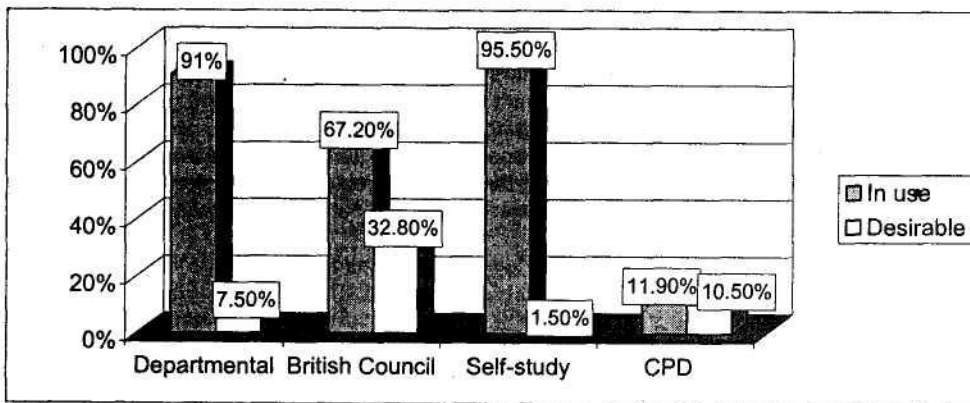
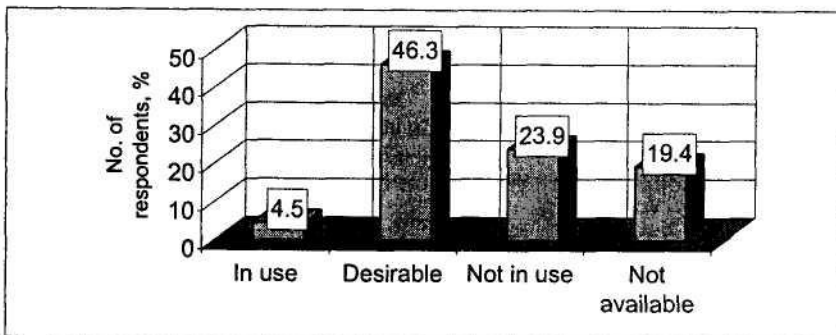


Figure 4 shows that the most popular and widespread form of staff development is workshops/seminars at the University level through departmental workshops/seminars. 91% of the respondents see them as the most common way of improving their professional competence.

The majority of respondents (67%) see the workshops and projects organised by the British Council of Ukraine as a good opportunity to improve their professional teaching skills.

Figure 5. Attitudes of Teacher Respondents to International Programs in ESP



A relatively high number of respondents (46%) indicate the willingness of the teachers to take part in international programs in ESP (see Figure 5). Some issues that emerged from the focused CV and the interviews include the development of positive attitudes towards various international programs they took part in.

Table 8. Documents used while preparing the ESP course¹⁵

Name of the document	Used (%)	Not used (%)	Not available (%)
Recommendations of the Council of Europe	14.9	19.4	31.3
Educational and Qualification Standard (EQS)	16.4	26.9	26.8
Departmental syllabus	97.0	0	1.5
Individual syllabus	91.0	6.0	0
A textbook content	71.6	3.0	0

The majority of teachers analyse the needs of students on the basis of their own experience and intuition. Generally, students are satisfied with their English classes (79.3% of respondents). Their satisfaction seems to be unrealistic because 52.0% of respondents consider the duration of their English course is insufficient. This diversity of opinion may be explained by the fact that neither teachers nor students are aware of what knowledge and skills students will need for their work. For instance, only 16.4% of teacher respondents use EQS (Education and Qualification Standard) when designing their ESP course plans, though EQS is considered to be a standard for training students in their specialism (see Section 2.3). The standard lists the professional skills students will need in their subject area. In fact, 20% of the teaching staff are unaware of the existence of EQS. The statistical evidence shows that the basic document regulating academic work is the Departmental syllabus (97%). Generally all the respondents (91.4%) use their own syllabus (see Table 8). This fact can be interpreted as evidence of the high degree of isolation exhibited throughout the surveyed sample. The universities seem to work in isolation because of the absence of any standard and/or National Curriculum in ESP for use by all universities.

The majority of teachers are very concerned about improving their teaching. 73.3 % of them think they should know more about their students' specialist subject.

There is also some evidence of interdisciplinary cooperation between ESP teachers and subject teachers, when the former help the latter in translating and interpreting articles from and into English. At the same time, subject teachers provide assistance to language teachers if asked for help in when complex specialism issues arise in ESP classes. This mutual cooperation has a positive influence on ESP teaching.

To summarise Stakeholders' attitudes and perspectives towards the current situation with ESP teachers' professional competence, it can be stated that:

- Ukrainian EL teachers have no special qualification for ESP teaching. There is a growing awareness that ESP teacher training should be afforded special attention within the system of initial English language teacher training.
- The majority of teachers are young, with a wide range of teaching experience.
- A strong need is expressed for in-service ESP teacher training within the existing regulations of Ministry of Education and Science and for teacher training at the University and/or local levels.

¹⁵ The percentage is based on the total number of respondents. A number of respondents omitted the answers to the questions, that is why the totals sometimes do not constitute 100%.

- There is willingness among teachers to take part in international ESP programmes and projects.
- Though ESP teachers generally possess most of the features which would characterise them as competent ESP professionals, there are trends that provide a challenge to their current professional competence:
 - EQS is a standard for training students in their speciality, but most ESP teachers do not use it when planning ESP courses
 - There is a high degree of isolation between the universities when designing ESP courses
 - There is no evidence of standards and/or National Curriculum in ESP to which all universities can refer.

4.3 The Teaching and Learning Process

This section deals with Stakeholders' perspectives on the current teaching and learning process which exists in Ukrainian non-linguistic higher educational institutions. The following parameters are covered: learners' language proficiency, methodology applied in ESP classes, materials' availability and effectiveness, and course organisation.

4.3.1 Language Proficiency of ESP Students

This section covers the findings on the language proficiency of ESP students from the viewpoint of the main beneficiaries of the ESP teaching and learning process. A combination of qualitative, quantitative and intuitive data sources was employed. The views of ESP learners, ESP language professionals, administrators, and potential employers are incorporated here (see Appendices I – L).

It was also deemed useful to hold structured interviews. The interview forms, which reproduce the self-assessment grid of the Common European Framework of Reference, were completed according to evaluations given by 11 ESP teachers representing 8 Ukrainian universities, who gave the information on the level of their students' proficiency on entry. This data was needed in order to make comparisons with their learners' levels on exit.

There are certain limitations in relation to defining the language proficiency of ESP students on entry: there are only a few universities where an actual examination paper is set, and they usually establish their own test bank. Placement tests are usually designed to measure the learners' general level of language mastery for the sake of streaming and are provided at the beginning of the academic year. There is no clear evidence in the Draft of the Secondary Education National Standards of a direct calibration against the Common European Framework of Reference for Languages as far as the "can do" descriptors for reception, interaction and production are concerned.

To avoid a purely intuitive method of assessment of language proficiency in terms of the classic division into basic, intermediate and advanced, ESP teachers were asked to consult the Council of Europe Common Reference levels (see Appendix G), which describe concrete degrees of skills in task execution. A common set of proficiency statements facilitated comparisons of levels for different language skills. However, teachers admit that they have evaluated their learners' main language skills and decided which level their students are at subjectively, to some extent as there are no objective criteria available to assess students' levels.

Fields of specialism have been included in the survey in order to substantiate our hypothesis that students of different specialisms, with different motivation on entry, and with different English language learning backgrounds may show different results (see Table 9).¹⁶

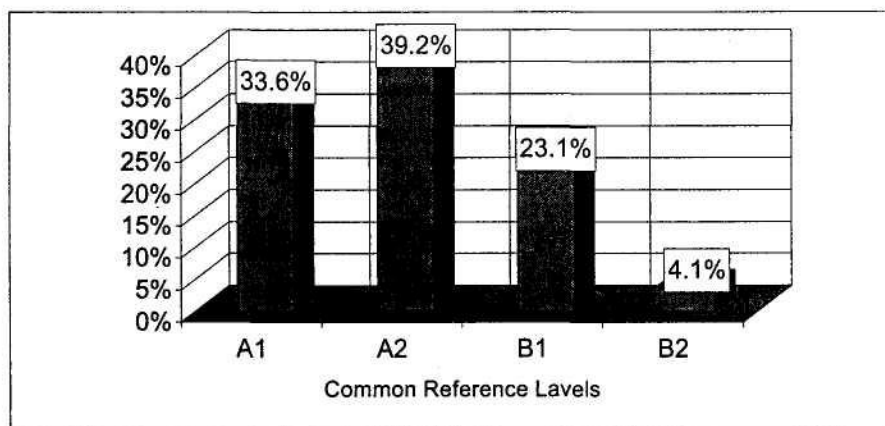
¹⁶ See Appendix G for Common European Framework Reference Levels Self-assessment Grid

Table 9. Language Proficiency of Students with Different Fields of Specialism

Fields of Specialism	Common Reference Levels			
	A1	A2	B1	B2
Business and Economics	35,50%	43,30%	18,70%	2,50%
Science and Engineering	42,50%	41,80%	13,40%	2,30%
Law	45,50%	42,10%	11,90%	0,50%
International Relations/Law	24,90%	34,70%	33,20%	7,20%
Humanities	21,40%	35,70%	38,40%	4,50%

It is worth mentioning that the ESP practitioners interviewed classified the proficiency levels of their entrants with reference to the Common European Framework and restricted the analysis to levels A and B.

Figure 6. Language Proficiency of ESP Students on Entry



Starting from the broad levels, A and B, we can see that the majority of University applicants (72.8%) are Basic Users (A level) (see Figure 6). The figures indicate a shortage (27.2%) of University applicants with B level (Independent User). B2 level of language proficiency is represented by only 4.1% of students on entry.

Table 10. ESP Students Language Proficiency on Entry for Different Language Skills

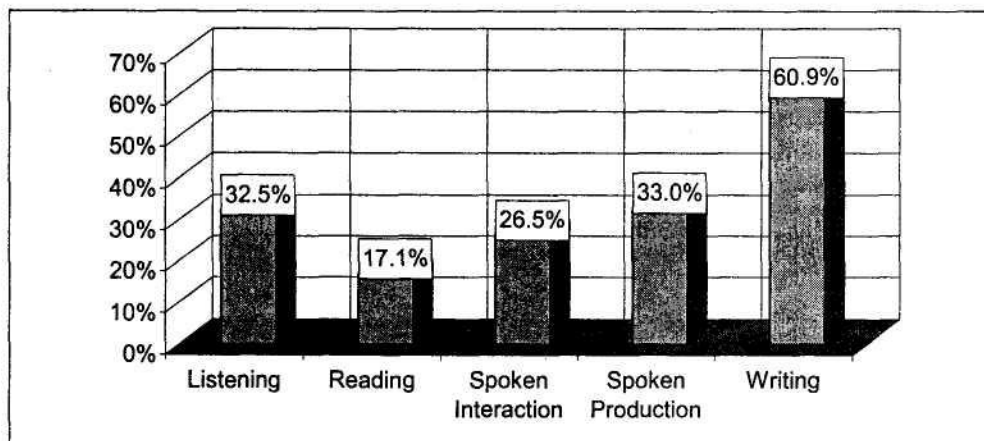
Language Skills	Common Reference Levels			
	A1	A2	B1	B2
Listening	32.50%	40.20%	25.40%	1.80%
Reading	17.10%	40.40%	31.60%	9.70%
Spoken Interaction	26.50%	50.20%	22.00%	1.30%
Spoken Production	33.00%	38.20%	26.70%	2.10%
Writing	60.90%	28.30%	10.00%	0.80%

Table 10 provides us with an overview of ESP students' language proficiency levels for different language skills. As the figures demonstrate, the majority of students (72%) have reading skills that correspond to A2 and B1 levels, i.e. they can understand texts that consist mainly of high frequency everyday language and find specific, predictable information in simple everyday material.

The figures show that the listening, speaking, and writing skills of the majority of students on entry correspond to levels A1 and A2, i.e. they can understand the highest frequency vocabulary related to areas of most immediate personal relevance, can catch the main point in short, clear, simple messages; can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters, and can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need, etc. But only 10% of the students can write simple, connected texts on topics which are familiar or of personal interest. Students with the B2 level for writing are a notable exception.

The data obtained leads us to the recognition of uneven profiles and partial competences. We can take level A as an example (see Figure 7).

Figure 7. A1 Level on Entry for Different Language Skills



The results on exit are discussed in depth in Section 3.8 and show progression in the three skill areas tested: listening, reading and writing.

For comparative purposes, the views of the administrators and the potential employers on the language proficiency of graduates were sought (see Table 11).

Table 11. Evaluation of Language Proficiency of ESP Graduates on Exit

Level of proficiency	Administrators' and Potential Employers' Opinion
High	1.35%
Intermediate	43.55%
Low	55.1%

As the figures testify, the majority of administrators and potential employers do not consider the language proficiency level of ESP students on exit to be sufficient, whereas the majority of learners assess their language proficiency for the target situation highly. For example, 82% of ESP students think they are ready to use English in their future jobs. It seems as if the learners assess their language proficiency according to their immediate academic needs: they want to improve their language proficiency through increasing the number of academic hours studied per week (62,6%) and per course (52%). It may be appropriate to expect a change in learners' attitudes and perspectives once they are asked to communicate in English in real life situations and are able to make reasonably consistent distinctions between their professional and academic needs, and language skills necessary for studying, and their real jobs. The discrepancy between the opinions of administrators and potential employers and those of learners may be rooted in the absence of practical criteria which would help in a realistic assessment of ESP learners' proficiency. On the other hand, learners' overestimation of their ESP level stems from an absence of concrete descriptors which they could use for realistic self-assessment, which can be provided by the ESP language portfolio.

ESP teachers think learners should be increasingly called upon to carry out self-assessment, whether to chart and plan their learning or to report their ability to communicate in English. It will also be crucially important for learners to be aware of the European Language Passport within the Council of Europe European Language Portfolio. This is a record of language skills, qualifications and experience intended to encourage learners to be highly motivated in terms of improving their language proficiency.

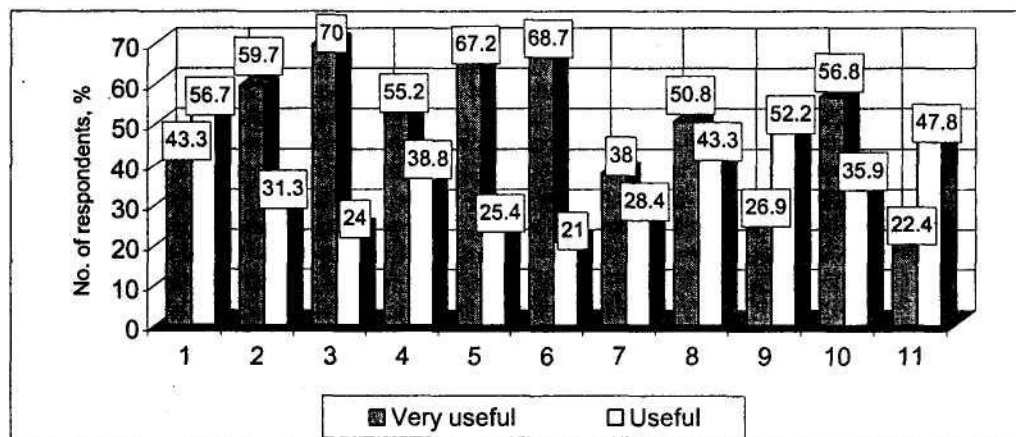
We should admit subjectivity and reliance on intuition as some of the main weaknesses of the survey. Some data are difficult to interpret and need further examination, but we hope that some valid comparisons have nevertheless been made. These comparisons lead us to the following conclusions:

- Statistical analysis and interpretation of experience show that almost all the stakeholders are concerned mainly with improving students' language proficiency.
- Neither primary nor secondary stakeholders cannot realistically evaluate the current levels of language proficiency of ESP students in Ukrainian universities, as they are not fully aware of objective criteria for assessing that proficiency.
- ESP students tend to overestimate their language proficiency as they are deprived of concrete descriptors which they could use for realistic self-assessment and have no self-assessment guidelines, which can be provided by the ESP language portfolio.

4.3.2 ESP Methodology

Attitudes to Classroom Activities. The teachers were asked to evaluate a list of activities with reference to the following criteria: *usefulness* and *applicability* (for Teachers' Questionnaire see Appendix I). The list covers 22 most typical activities used in ESP teaching, which were determined by piloting the first version of Teachers' questionnaire among ESP teachers. It includes the activities aimed at developing generic and learning and/or study skills. When analysing data and interpreting attitudes of teachers and students towards activities and patterns of interaction we based on the learning-centred and process-oriented approaches to ESP teaching proposed by Tom Hutchinson and Alan Waters who see learning "as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it." (Hutchinson & Waters, 1996:72).

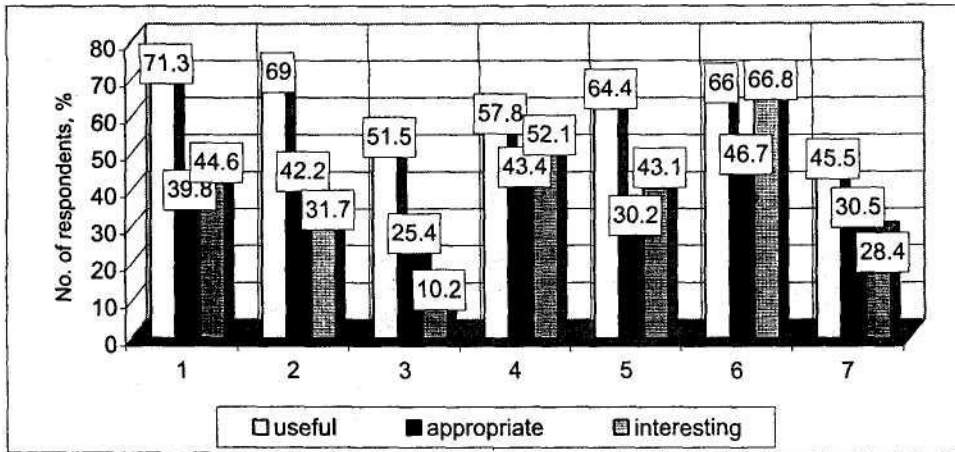
Figure 8. Teachers' Attitudes to Classroom Activities



- Activities:
1. Reading for general information
 2. Reading for specific information
 3. Summarising
 4. Listening for general information
 5. Listening for specific information
 6. Discussion/debates
 7. Making presentations by students
 8. Brainstorming
 9. Predicting
 10. Role-playing
 11. Mind mapping

Figure 8 shows that a majority of teacher respondents give priority to reading for general information, listening for general information and summarising (items 1, 4 and 3 respectively). They are unanimous in viewing reading as the most useful activity for learning (100% of respondents: 56.7% of teachers consider it useful and 43.3% - very useful). In terms of listening for general information and summarising they are not so unanimous, but nevertheless, the overall percentage is very high: 94% of respondents are positive about each activity. The shift to "very useful" in summarising (item 3) (70% of respondents consider it very useful) may be interpreted as teachers' focus on skimming the texts and other materials, which according to Dudley-Evans and St John is a useful first stage for determining whether to read a document or which parts to read carefully (Dudley-Evans & St John, 1998:98). Figure 8 shows that teachers consider listening for specific information (item 5) and discussions/debates (item 6) a little bit less useful than reading. 68.7% of respondents consider discussions and debates very useful.

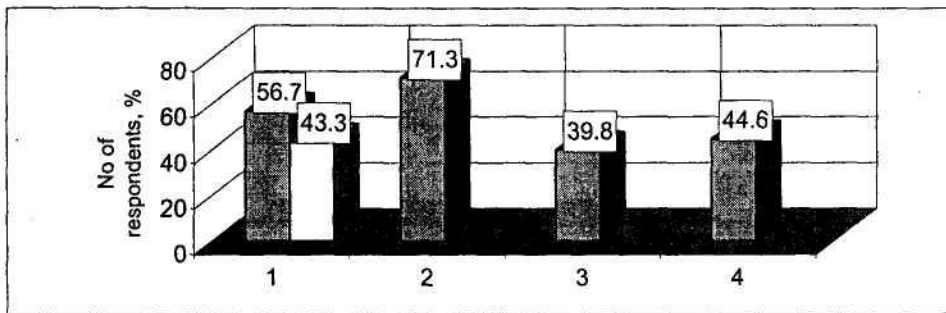
Figure 9. Students' Attitudes to Activities



- Activities:
1. Reading for general information
 2. Reading for specific information
 3. Summarising
 4. Listening for general information
 5. Listening for specific information
 6. Discussion/debates
 7. Making presentations by students
 8. Brainstorming
 9. Predicting
 10. Role-playing
 11. Mind mapping

The students' attitudes to reading for general information (see Figure 9) confirm its relevance to students' needs, their language proficiency level, as 71.3% of student respondents consider this type of activity useful, 40% - appropriate to their level. In addition, slightly less than 50% of students consider reading interesting, which is a sign of levels of motivation in reading.

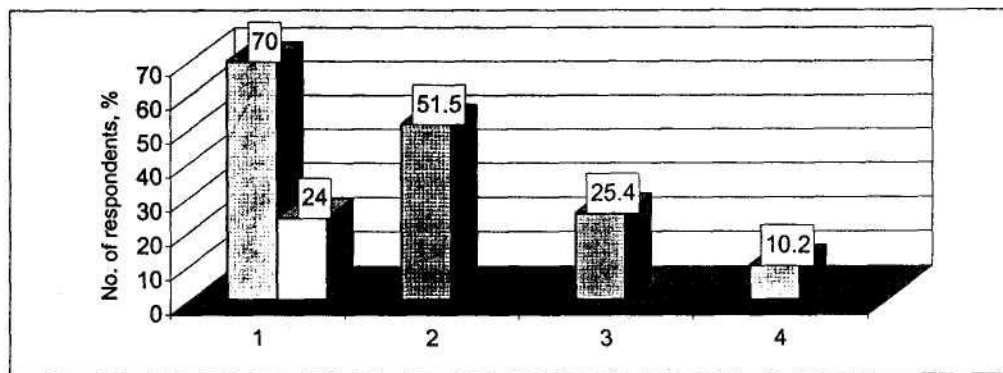
Figure 10. Attitudes of Teachers and Students to Reading for (General) Information



Teachers' Attitudes	Students' Attitudes		
1 - useful/very useful	2 - useful	3 - appropriate to their level	4 - interesting/enjoyable

If attitudes of students towards summarising are compared with those of teachers, the results seem to be less optimistic. Only 10.2% of student respondents consider this type of activity interesting, which may be evidence of their low intrinsic motivation¹⁷ for summarising. As only 25.4% of respondents consider summarising "appropriate to their level", the relevance of this activity to learners' proficiency level also does not seem to be high. Nevertheless, students realize that this activity is useful for them. This can be explained by the students' experience in summarizing in their mother tongue (L1) in other subjects and can be considered as extrinsic motivation¹⁸.

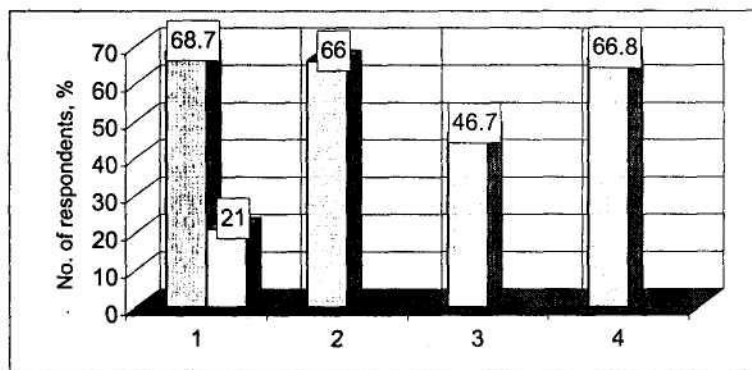
Figure 11. Attitudes of Teachers and Students to Summarising



Teachers' Attitudes		Students' Attitudes	
1 – useful/very useful	2 – useful	3 – appropriate to their level	4 – interesting/enjoyable

In comparison with teachers' attitudes to listening for general information (Item 4 Figure 8) 43.4% of students respondents consider it appropriate to their level and 57.8% - useful. Interest in this activity (52.2% of respondents see it as "interesting/enjoyable") can be evidence for high level of motivation among students towards listening for general information. This can be explained again by the previous life experience of students.

Figure 12. Attitudes of Teachers and Students to Discussions/Debates



Teachers' Attitudes		Students' Attitudes	
1 – useful/very useful	2 – useful	3 – appropriate to their level	4 – interesting/enjoyable

¹⁷ Gardner, R.C. & W.E. Lambert (1972) *Attitudes and Motivation in Second Language Learning*. Rowley, Mass: Newbury House
¹⁸ see Glossary

Students' attitudes towards discussions/debates are highly positive. 66% of respondents consider them useful, 46.7% - appropriate to their level and interesting (43.1%) (see Figure 12). The high level of motivation can be explained by students' desire to show their knowledge and skills, and to express their own ideas on the topic discussed. The fact that 68.7% of teacher respondents consider that it is very useful for students demonstrates that teachers realise the importance of discussions and debates in developing speaking skills.

Students are motivated to read for specific information (item 2 Figure 9) and to listening for specific information (item 5 Figure 9) (31.7% of respondents and 43.1% relatively). They also consider these activities useful (69%) and appropriate to their level of language proficiency (64.4%).

As for the teachers, they seem to be less positive about these activities than students. 59.7% of teacher respondents consider reading for specific information very useful and useful, 31.3% and 59.7 % respectively. In all, 92.6% of teacher respondents consider listening for specific information useful (item 5 Figure 8) (very useful – 67.2% and useful –25.4%)

Students are also motivated to make presentations in English (item 7 Figure 9). They consider presentations appropriate to their level (30.5%) and useful (45.5%). But 33% of teacher respondents consider this kind of activity "not useful". The high level of negative attitudes towards presentations stems from the fact that either teachers do not see presentations as a classroom activity or they do not consider them crucial or important for their students.

According to the data shown in Figure 8 (items 8 – 11), which concern such activities as brainstorming, predicting, role-playing, mind mapping, teachers give priorities to brainstorming (item 8 Figure 8) (94.1% of teacher respondents consider it useful) and to role-playing (item 10 Figure 8) (92.7%). This can be explained by comparatively low awareness of the value of predicting (item 9 Figure 8) and mind-mapping (item 11 Figure 8), which "enable the teacher to discover where the gaps in knowledge are and activate the learner's mind and prepare it for learning" (Hutchinson & Waters, 1996:140). Negative attitudes to these activities from 7.5% of teacher respondents who consider them "not useful" and not applicable (7.5% as to brainstorming and 12.0% - to mind maps) confirm our prediction.

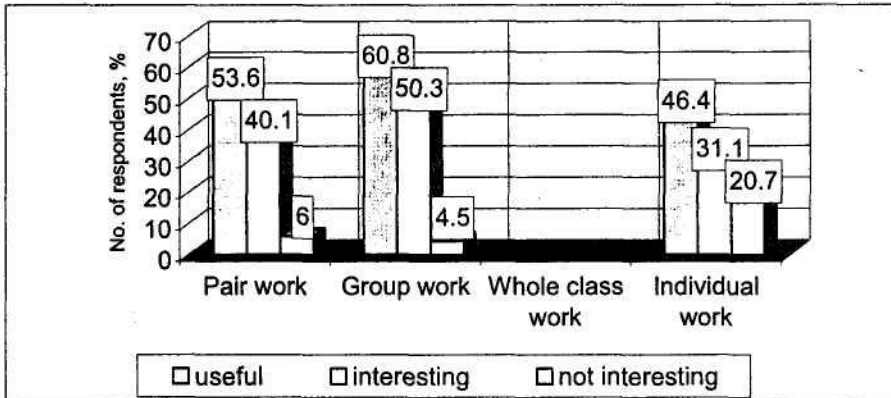
Unfortunately there is no data about attitudes to these learning-oriented activities by students. This can be explained by the fact that students are not necessarily aware of the activities which teachers use to help them to learn. (Hutchinson & Waters, 1996). It is up to the teacher what activity to choose to make the process of learning by students easier and more interesting/enjoyable.

Attitudes to Classroom Interaction Patterns. The process of ESP teaching and learning cannot be effective without cooperative patterns of class organisation. The ways of class organisation and attitudes of both students and teachers towards classroom interaction patterns are given in Figure 13 and Figure 14 respectively.

According to Hutchinson & Waters (1996), ESP teaching is a learning-centred process, which is why it is important to start with an analysis of students' perspectives on classroom interaction patterns.

Students were asked to evaluate the class-work patterns from the point of view of their *usefulness* and *interest* to the students, which for the teachers may be viewed as *relevance* and *appropriacy* to students needs.

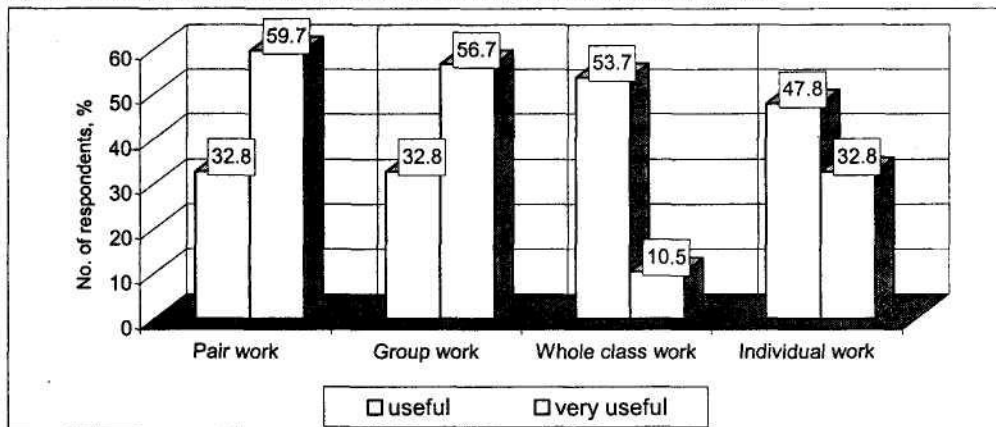
Figure 13. Students' Attitudes towards Classroom Interaction Patterns



The results of questioning show that 60.8% of student respondents consider group work useful and 50.3% interesting, but the majority of teacher respondents (92.5%) give priority to pair work, which only 53.6% of students consider useful and 40.1% - interesting.

The teachers' preference for pair work is confirmed by the results of classroom observation (see Section 3.5). It can be explained by the fact that teachers prefer more controlled patterns of class work while students may be more interested in shared control of teaching/learning. As to group-work, teachers are less enthusiastic about it in comparison to pair work and whole-class work (see Figure 14). Thus, 56.7% of teacher respondents consider group work very useful and 32.8% - useful. But in practice only 7% of them use group work in their daily work (see Section 3.5 Figure 1). However, 53.7% of teacher respondents see whole-class work as useful for learning/teaching ESP and 10.5% - very useful, that is confirmed by classroom observations (for details see Section 3.5). There is no evidence of students' attitudes to this pattern of class work, which is explained by the fact that this item was excluded from the students' questionnaire after piloting among students. The reason was the very low percentage of positive answers in comparison with attitudes towards other class work patterns. This diversity of opinion can be interpreted as evidence of gap in students' needs analysis and a preference for strictly controlled class work patterns among teachers. Nevertheless, 20.9% of teacher respondents realise that whole-class work is not very useful and 9% of respondents are more categorical in their attitude towards it, claiming that it is useless.

Figure 14. Teachers' Attitudes towards Classroom Interaction Patterns



Both students and teachers realise to some extent the significance of individual work in ESP learning/teaching. This can be confirmed by the fact that 46.4% of students consider it useful and 31.1% - interesting. 47.8% of teachers see individual work of students as useful and 32.8% - very useful. The occurrence of the "not very useful" answer among teachers (19.4%) may be attributable to insufficient analysis of students' needs by the teachers. The results of classroom observation show that in reality the percentage of individual work in the classroom is very low. (For details see Section 3.5 Methodology in ESP Classes).

The analysis shows that there is a slight contradiction between teachers' and students' attitudes towards class work interaction patterns. This contradiction is reinforced by the fact that 50.6% of students consider team work useful and 49.7% interesting, but any evidence about teachers' perspectives on it is absent as the items on team work and project work were excluded after the teachers' questionnaire was piloted.

Thus, stakeholders' attitudes towards ESP methodology show the following trends:

- there is high motivation among students towards the activities they are familiar with in other subjects and/ or in their previous learning experience
- there is high motivation among students towards the activities which allow them to exhibit their knowledge, life experience and ideas (e.g. discussion/debates)
- there is evidence of low awareness among teachers of learning-centred activities (e.g. predicting, mind mapping, etc.)
- teachers seem to prefer more controlled classroom interaction patterns which allow them to dominate in class
- students prefer cooperative learning to teacher controlled interaction patterns and to be independent while learning.

English for Specific Purposes (ESP) in Ukraine. A Baseline Study :
Англійська мова спеціального вжитку в Україні. Допроєктне
дослідження [Text] / Г. Є. Бакаєва, О. А. Борисенко, І. І. Зуєнок [та
інші] / Ministry of Education and Science of Ukraine. – К. : Ленвіт.–
2004. – С. 30-43