

EAC Project in Bulgaria during the year 2001

Three main areas were developed in the English Across the Curriculum Project in Bulgaria during the year 2001-2002: English Across the Curriculum for Young Learners; LAC materials and course design; Building the network across the region.

English Across the Curriculum for Young Learners

English Across the Curriculum for Young Learners began in the Antim I school, Sofia in October 2001 with 2B class. In collaboration with the class's English teacher and a Science colleague we worked on and piloted supplementary materials over the course of the first term. This resulted in the writing and publication of the Children's storybook 'The Blackbird and the Fox' accompanied by teacher's notes. This was the first initiative which brought the English Across the Curriculum project into the YLS classroom. With the book launch in March 2002 and subsequent workshop for 30 teachers of young learners from around the country the approach and materials received a wide audience.

LAC materials and course design

In 2001-2002 The Ministry of Education and Science invited the FACT Group and the British Council to collaborate in the writing of materials in inservice training courses for teachers of Language Across the Curriculum. With a small group of colleagues from the FACT network language and content materials were designed, produced and piloted in classrooms around the country.

The first impact of this initiative was the presentation the FACT Group made at the Biology Conference at the Faculty of Biology at Sofia University in December, 2001. Here, myself, Stefka Kitanova and Elka Goranova presented ideas for looking at the Bulgarian language in the Biology classroom. I also presented three Science Across the World (www.science.across.org) materials packages which have been translated into Bulgarian. The teachers were very interested in developing language support materials for the Bulgarian Biology classroom

and this led to an agreement to run two seminars for student teachers of Biology focusing on language in the Biology classroom at the University faculty of Biology. Mother tongue language support in the content classroom is an area which has great potential for whole curricular development as well as propagating good practice from the sphere of ELT.

Meetings were held with the director of the Teacher Training Institute, Sofia and the rector of the South Eastern University, Blagoevgrad in May. These meetings laid the foundations for Language Across the Curriculum courses to begin at these institutions in the Spring term of 2003. Both institutions will be partners in piloting and developing the courses over the next year.

Building the network across the region

The FACT Group received invitations to carry out workshops and present at conferences throughout the year.

A two-day seminar on content and language integrated instruction took place in the beautiful wintry medieval city of Tallinn from March 8-9. The event was hosted by Tallinn Technical University and was organized by colleagues at the department of English Language, managed by Monika Sepp. Lida Schoen represented the Science Across the World Project and I gave a Bulgarian perspective on the project and presented the FACT Network (Forum for Across the Curriculum Teaching).

It was an intensive two days which aimed at introducing the 100 participants to the Science Across the World Project (www.science.across.org) as well as presenting classroom ideas for developing cross-curricular instruction.

In April the FACT Group drove up to Croatia to carry out LAC workshops in Osijek and to present at the HUPE conference in Pula. This is part of the Ministry of Education initiative to begin LAC classes in the school year 2002-2003 in schools across the country.

One of the most significant events of the FACT year was the second conference of the "Bi-lingual Forum - FACT II" which met in Bratislava, Slovakia, 9-13 June 2002. It gathered 30 participants from 6 countries, Bulgaria, Croatia, the Czech Republic, Hungary, Poland and Slovakia and was a follow-up to the Science Across the Balkans workshop in Plovdiv, Bulgaria the previous year. As a result of this event the organization of FACT III has already begun, a host country identified and sponsors approached to secure the near future of the FACT network.

Finally, the English Across the Curriculum Summer School, Varna July 1-13, 2002 had as its aim to write a supplementary book for English, Ecology and Health - Ethical English. This involved participants from 5 countries (Romania, Bulgaria, the UK, Holland and Croatia) and tutors from a variety of disciplines across the cur-

riculum. The book is due off the printing press any day now!

All of these initiatives were most valuable for bringing people together. Wonderful materials were written, but the growth of the network and its long term development relies on people linking up with each other. This networking can best be seen in the 'factworld' email list at Yahoogroups (factworld@yahooogroups.com). We now have 300 teachers in the list from 35 countries around the world and the list keeps on going and doing such important work because these people know each other and feel they belong in the group.

It's their group.

Keith Kelly,
English Language Education Specialist
The British Council



DUSH (luck - fish)

Martin Blagoev, Oxted - Sofia

Report from Summer School – Varna 2002

(1.07. – 12.07.2002)

In the beginning of this report I know that I'll for sure miss many important points. The reason for this is the simple fact that I've met so many good people and countless nice ideas useful for teaching in the classroom. But in spite of that I'll try to say just a few words and try to make a sketch of Varna Summer School.

When I first heard about Varna Summer School I had no idea what kind of seminar it could be. Perhaps one of those with more rest and less work?! But I wanted to work hard, because my bilingual Ethics lessons are waiting for me in September and I knew I have to be prepared. Now I understand I made a mistake, because I see we were working hard.

When Jane Selaunich and I arrived on Varna airport, the first nice person there was Valya Angelova with her husband. They helped us change some money and took us to the hall of residence near University building where we were going to attend our classes. That place was empty and there weren't any of our future colleagues yet. The next day was Sunday and I watched World Cup finals with a few students and on Monday 1 July The Summer School Opening Ceremony took place.

When I usually meet a new class for the first time I do some notes or help myself in different ways to remember their names. Sometimes it is successful and sometimes is not.

Keith Kelly showed us something very simple and useful – he just said: «I am Kinesthetic Keith... imagine an adjective beginning with the same letter as your name and repeat all names and adjectives mentioned before!» After the first class I remembered all names from my: «Sea Flowers» group. We all kept repeating: «Kinesthetic Keith, Industrious Ildiko, Dear Drahen, Rational Rodika, Naughty Nadia, Sensitive Slavi, Lost Lyubov, Merry Maria...» Simple and wonderful.

It is very important to remember the name which sometimes carries the meaning of one's character.

During the first week there were very precious workshops by of John Clegg, Keith Kelly and Valya Angelova. John and Keith had Theory and Planning for Content and Language Learning and Valya had Multiple Intelligences and Poetry in the Science Lesson.

John and Keith's work were lessons + workshops. We had seen an idea and afterwards we were trying to include it in our own subject. When everything was

over we put basic ideas of the topic in A3 size sheet and presented it to our colleagues. I did a few Ethics lessons e.g. Freedom and Free will, Religion & Moral Values, World of Values. By the end of the week the A3 sheets covered one big classroom wall.

Valya's classes on Multiple Intelligences and Poetry in The Science Lesson were extraordinary. We were trying to write poems on different subjects according to some rules Valya had given us before. We were also listening to different poems with the missing words and were trying to fill in the gaps in the lines. I think that's the kind of class in which a student is creative, important subject and not just one who merely receives the content given by his teacher.

In the first week Stefka Kitanova and Elka Goranova were sharing their rich experience in Subject Teaching Issues and we had interesting discussion on their classes.

The daily schedule was very rich: from 8:00 – 16:30 on Tuesday and Wednesday, and 8:00 – 13:30 on Thursday, Friday and Saturday. Our work wasn't over by the end of that daily program, we always had some kind of homework for the next day, a preparation for presentation or some computer work.

Sunday was The Party Day. We made a Welcome Party for next week tutors: Lida Schoen, Nigel Heslop and Tim Webb. We bought some food and drink, sang all kinds of songs and played the guitar. Finally, we had been working hard all week and we deserved it.

Lot of interesting have happened the second week, but I'll mention just few of them. Lida's practical lessons were very interesting where we prepared bathing salts, shampoo's and hair gels following instructions given to us. Nigel taught us again to write a poem on a certain topic and we had interesting lesson Drama in the Science Classroom. Although we were very tired that morning because of some night activities and 32 degrees Celsius in the classroom, each of us was completely involved in our roles. Tim Webb showed us an interesting approach to history lessons, and we watched some interesting videos and we kept trying to fill the empty spaces in the tables connected with the video questions. That kind of video-watching with the questions given beforehand is far better than asking students about video facts after the watching. Students are far more concentrated on the subject.

That was the formal side of the program, but I've learned quite a lot from the informal side: talking at

the beach, in the canteen, or just singing in some nice place and continuing to share our visions about school, life, poetry...

And last but not the least - some new relationships have developed. It is strange how two weeks may seem like a few years and I wish God bless the work of those people who unselfishly strive in this field to share their knowledge, love and care.

P.S. Thank you Keith, one more time, for everything and for finding our new plane tickets from Varna to Sofia. Say hello to your dear mum! Thank you Stefka for your students who waited for us in Sofia and showed us the city and to your mother who took care for our luggage. Thank you, Valya, for your big heart for all of us. Thank you Maria, Elka, Lyubov, Jane, Ildiko, Ovidiu, Slavi, Lida, Nigel, Tim, John.....(I probably missed lot of names.)

And, see you again Bulgaria!

**Drazen Dragovic
Varasdin, July 2002**

Dear Stefka,

I want to thank you for everything you've done for us in Varna. Thank you, one more time, that your students waited for us in Sofia's aeroportairport and your mother's effort. She was sorry that we don't want anything but water. We were in a hurry and water was the best for us. She was afraid what will Medusa Stefka say. (Ha ha ha...)

I am sending you the same Varna report I sent to Jasna Jemersic in British Council Croatia. I think you have told me to do so. I am sending you one picture of my town by night.

All the best in your work and personal life!

**Drazen Dragovic
Gimnazija Varasdin
Preradoviæeva 14
42000 Varasdin**



Varna Summer School, July 2002

◆ ◆ ◆
The authors of 'Italy - A Track Through The Great History Of Europe. A Journey Around Italy' (page 12, FACT 9) are Petia Tsarvulanova and Jordanka Kavardjieva, SOU Sveti Knyaz Boris I, Asenovgrad
◆ ◆ ◆

**Hey, your friend, zhivka (zhnikolova@yahoo.com)
just sent you this funny joke from FunnyMail.com.**

The World's Easiest Quiz?

(Answers at the bottom. **Hey - no cheating!**)

- 1) How long did the Hundred Years War last?
- 2) Which country makes Panama hats?
- 3) From which animal do we get catgut?
- 4) In which month do Russians celebrate the October Revolution?
- 5) What is a canel's hair brush made from?
- 6) The Canary Islands in the Pacific Ocean are named after what animal?
- 7) What was King George VI's first name?
- 8) What colour is a purple finch?
- 9) Where are Chinese gooseberries from?
- 10) How long did the Thirty Years War last?



Answers To The Quiz

- 1) 116 years, from 1337 to 1453.
- 2) Ecuador.
- 3) From sheep and horses.
- 4) November. The Russian calendar was 13 days behind from ours.
- 5) Squirrel fur.
- 6) The Latin name was Insularia Canaria - Island of the Dogs.
- 7) Albert When he came to the throne in 1936 he respected the wish of Queen Victoria that no future king should ever be called Albert.
- 8) Distinctivel crimson.
- 9) New Zealand.
- 10) Thirty years, of course. From 1618 to 1648.



Inspiring Music At Church

A minister was preoccupied with thoughts of how he was going to ask the congregation to come up with more money than they were expecting for repairs to the church building. Therefore, he was annoyed to find that the regular organist was sick and a substitute had been brought in at the last minute.

The substitute wanted to know what to play. "Here's a copy of the service," he said impatiently. "But you'll have to think of something to play after I make the announcement about the finances." During the service, the minister paused and said, "Brothers and Sisters, we are in great difficulty: the roof repairs cost twice as much as we expected, and we need \$4,000 more. Any of you who can pledge \$100 or more, please stand up." At that moment, the substitute organist played, "The Star Spangled Banner."



Sunbathing Nude On The Top Of A Hotel

A rather well built woman, Joan, spent almost all of her vacation time sunbathing on the roof of her hotel. The first day she sunbathed, she wore a red bathing suit. However on the second day, she felt a little more adventurous. She slipped out of it in order to get an overall tan figuring that no one could see her way up there. She'd hardly began when she heard someone running up the stairs. She was lying on her stomach, so she just pulled a towel over her rear.

"Excuse me, miss," said a flustered little (out of breath) assistant manager of the hotel. "The Hilton doesn't mind you sunbathing on the roof, but we would very much appreciate you wearing a bathing suit as you did yesterday!"

"What difference does it make", Joan asked rather calmly. "No one can see me up here on the roof and besides, I'm covered with a towel."

"With all due respect, not exactly ma'am," said the embarrassed little man.

"You are lying on the dining room skylight."

Speaking Up for Languages!
September 26th. – official European Day of Languages
More prizes to be won!!!!

To celebrate this day, SAW are asking for traditional (and not so traditional) sayings or phrases or quotes or nursery rhymes based loosely around diet and health, and our 'What Do You Eat?' and 'Eating and Drinking Around the World' topics.

These should be in your mother tongue but also translated into at least one other of our 6 main languages. Does the meaning get lost in translation? Is there another word or phrase in the other language(s) that has the same meaning?

Schools providing the most interesting (and colourful) contributions by September 26th. will have these displayed on our website and teachers will receive a copy of 'Science is Like a Tub of Ice Cream – Cool and Fun!'; a fun classroom stimulus book containing 100 winning science poems by students to celebrate 100 years of ASE.

All entries please to Karen Shoebottom on email saw@scienceacross.org or by post to Science Across the World, The Association for Science Education, College Lane, Hatfield, Herts.

AL10 9AA. UK.

Science Across the World provides a forum for students aged 8 to 16 years, to exchange facts and opinions with young people in other countries and cultures, through a unique series of compact resource topics, in at least six languages. The resource topics cover issues such as diet and health, energy use and biodiversity.

Currently we have 1700 active teachers and their 50000 students working on topics, from 60+ countries worldwide. To find out how you can join them, please contact Karen Shoebottom on saw@scienceacross.org.

Tel: +44 (0)1707 283000
Fax: +44 (0) 1707 266532
www.scienceacross.org

Science Across the World is an international education programme developed and managed by ASE in partnership with pharmaceutical company, GSK.



Dear colleagues

although 26 September 2002 has already passed language learning is a process that never finishes as well as feeding and diets. So we will continue to collect sayings, phrases - traditional and non-traditional and will try to spread them around in order to share and make fun. Good luck! Looking forward to the coming of European Day of Languages!

Stefka



**Some e-mail excerpts from the hot
summer 2002**

Hello FACT GROUP!! I'm writing from Norwich (UK) but I'm italian, I'd like to send to each member a big hello as a new one just joined! We'll keep in touch very often, Corrado Sacco

Stefka Kitanova wrote: Ciao, Corrado! I like very much the multinational and multilingual group we become! All the best. Stefka

Ciao, Stefka! I happen to be at work to check my e-mail although I'm officially on holiday! We have a postcard from Brasov from Carmen from Sibiu! Thank you Carmen! It's lovely to hear again from colleagues and friends! It's stifling hot here in Varna, but stormy and showery as well. Best wishes! Valya

ESP IN SLOVENIAN SECONDARY TECHNICAL AND VOCATIONAL EDUCATION

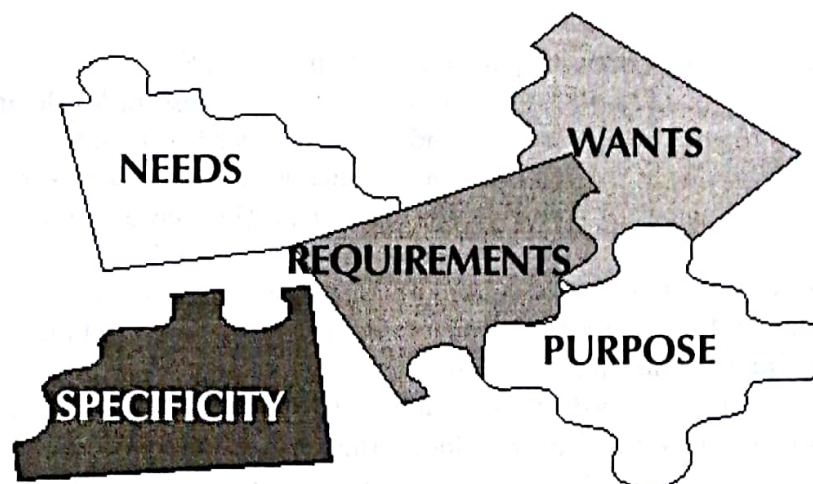


Figure 1: Key concepts in teaching English for specific purposes

Introduction

Students who attend secondary technical and vocational schools in Slovenia are 15 - 19 years old. 80 % of them take English as the first foreign language (18.7 % of them take German and 1.3 % Italian). Others (can) take it as their second foreign language according to the needs of the program. Their total workload of English is 420 (four-year programs) - 520 (five-year programs) hours.

In 1996 a curricular reform started. Planning and designing new curricula for all levels and subjects of primary and secondary education was an important phase of this reform. The task was entrusted to the Curricular Committees which were appointed by the Ministry of Education. The Curricular Committee for English consisted of 7 members, teachers of English at different levels from primary to university.

In this paper I would like to describe the curriculum development process and present how ESP was introduced into our new curriculum framework for secondary technical and vocational schools.

Curriculum development

We started our work examining the existing curricula from 1992 (eg. ZRSŠŠ 1992) which reflected much of the previous social and political system within the educational policy called Career-Oriented-Education (Trbanc 1997). The curricula contents and their form were out-dated and needed to be renewed and redesigned.

Anyway, the 1980's represent the period when teaching language for specific purposes (TLSP) was present in our secondary schools. There were 60 (14.3 %) out of 420 hours of English lessons dedicated to ESP, but language teaching was too often remote from reality requiring short-term 'cramming' of vocabulary and grammar rules in artificial exercises with sufficient accuracy to pass the exam. The future use of student's language knowledge in real target situations was hardly considered (Seliškar 1990).

While researching our guidelines for the new curricula content we endeavoured to meet the needs of students, fulfil the ex-

expectations of teachers and demands of the Curriculum Council. Furthermore we followed - studied and considered the recommendations of the Council of Europe Modern Languages Project 'Language Learning for European Citizenship' (1996) and others (eg. Rüschoff and Fitzpatrick 1995, Egloff and Fitzpatrick 1997).

On this basis we were able to make an initial analysis and plan of the guidelines for the design of the new curricula. The following items became obvious :

1. A learner- and learning-centred approach - a move from teaching to learning
2. A communicative and task-based approach with authentic communication

tasks and learning tasks

3. Emphasis on **developing language skills and strategies**
4. Emphasis on **learning to learn**, encouraging **creativity**
5. **ESP in higher classes** - better preparation for work or study tasks
6. More intensive use of the **modern language** in the classroom developing **language awareness**
7. **Variety** in working methods
8. Use of **information technology**, multimedia, E-mail etc.
9. Encouraging learner autonomy, self-assessment, cross-cultural awareness
10. **Project work** (not only traditional tests)

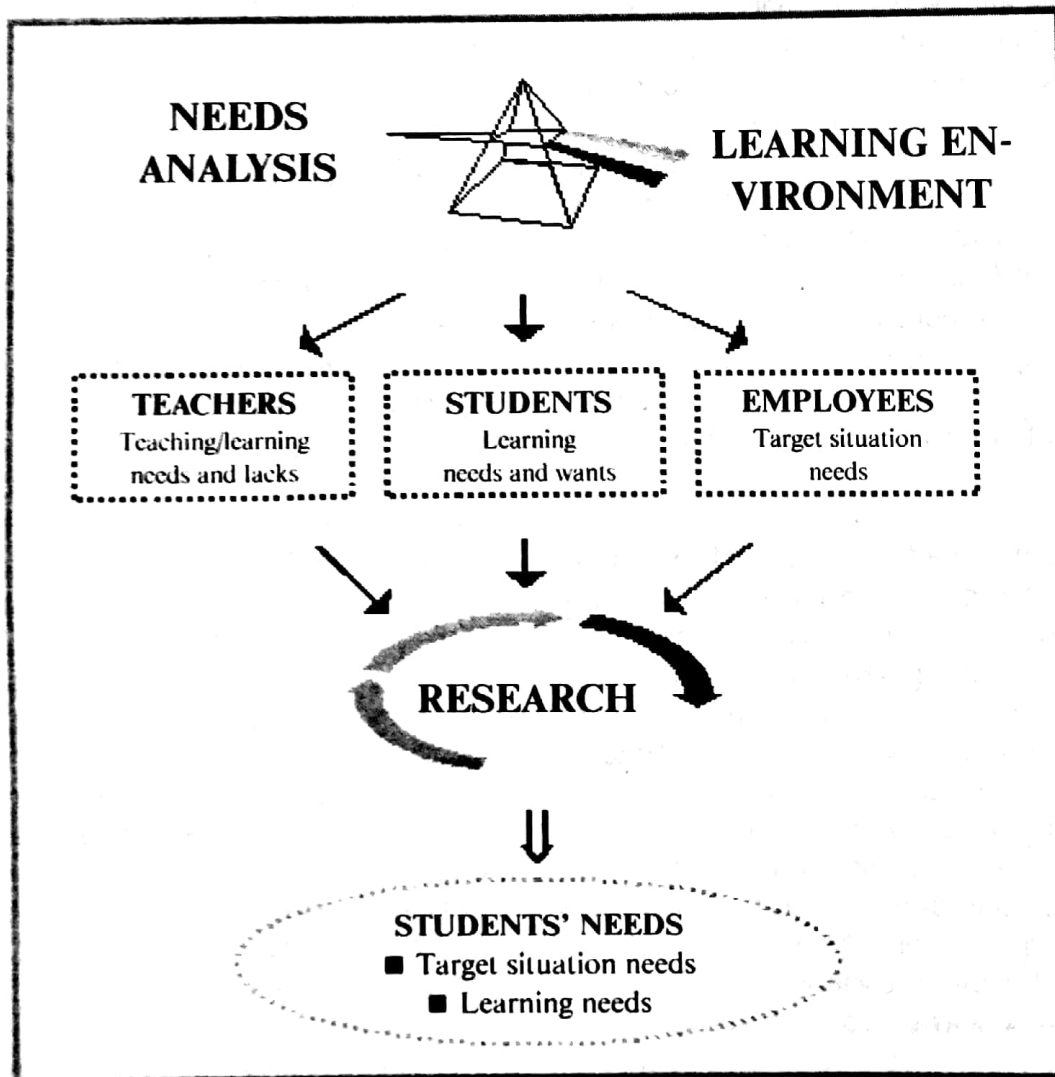


Figure 2: Needs analysis within the curriculum development process (Potocar 1998)

The members of the Curriculum Committee were all teachers, researchers and curricula developers at the same time. This enabled us to bridge the gap between educational researchers and teachers. As students of teaching and planning we were inspired primarily by the desire to understand the unique characteristics of a particular situation and the needs of the individual group of students in that situation. We were doing our regular jobs in different schools with different level programs between our meetings. So we had enough opportunity to observe, discover and define problems, to reflect on them, think of alternatives of solving them and share them.

At the beginning of our work we were all involved in all levels of primary and secondary education. After a few months, our work became so complex that we divided our tasks according to our regular teaching engagement. Since I was involved in ESP teaching, and also additionally deeply interested in it, the curricula for secondary vocational and technical education became my priority. Knowing how important the **needs analysis** is in designing an ESP curriculum I decided to do the research. The following diagram demonstrates how the analysis was carried out.

I was convinced that not only students but also teachers and people already employed in different professions would have interesting things to say about students' needs: teachers as facilitators of learning and employees as former students using their acquired knowledge in real situations. When viewed from different perspectives, needs can better be recognised and defined and thus provide a more objective data base. So I designed three different questionnaires: **Learning needs and wants for students, ESP - teaching /learning needs and lacks for teachers, Target situation needs for employees.**

Over 4000 students (20.71 % of the whole population of students in the higher classes of secondary vocational and technical education), 166 teachers of English and many people with different qualifications employed in different occupations were involved in the survey. The purpose of this research was to establish a common core of needs, wants, attitudes and areas of deficient knowledge among students which were compared with the target needs of people already working in those professions. Students' reasons for learning English, from study to work purposes, should represent the starting points which determine the language to be taught (Robinson 1991, Dudley-Evans and St John 1998). The research questions were:

1. What could be specific about ESP learning process, both in general and particularly in the Slovenian context?
2. How should this specificity be reflected in terms of curricula content, its general aims and objectives?
3. How should this specificity affect the assessment criteria to evaluate the benefits of learning?
4. In what way and to what extent should the curricula reflect the above mentioned specificity?
5. What, if any, are the special problems of Slovene learners?
6. How can the curriculum provide for systematic language build-up on the level of 'creative' language use?
7. What aspects of language learning seem to be common to all students within secondary vocational education?
8. What is the relationship among individual language skills within language use in different disciplines?
9. Is it possible to establish 'common core' frameworks for the curricula according to different disciplines?

The above issues were studied in terms of target situation needs and language learning needs and the research findings had

to be sandwiched between the immediate work. After a year the curricula appeared in draft forms and were discussed and evaluated by teachers in study groups. Their comments and opinions were taken into account at our further work on them.

From EFL to ESP within the new curriculum framework

Throughout the development of the curriculum framework the Curricular Committee endeavoured to design curricula which would provide support and guidance as working documents as well as leave room for the individual experience, creativity, and initiative of teachers. These principle concepts of the curriculum refer to ESP and EFL teaching in general. 'What distinguishes ESP from general English is an awareness

of the need (Hutchinson and Waters 1987: 53).' Teachers move into the area of ESP when teaching for a purpose that suggests they should be concentrating on one group of language topics, skills and genres rather than another. At the same time different subject-areas are governed by the same linguistic themes or the same skills issues or even provide access to one another (Holme 1996: 3-4). One of the significant research findings of the needs analysis was therefore the recognition of disciplines that are related in this sense. According to the language skills needed to achieve communicative competence in specific contexts four major groups of disciplines or occupations were identified (e.g. for secondary technical schools: Retailing and services, Catering and tourism, Technical disciplines and science, Business and administration) as shown below.

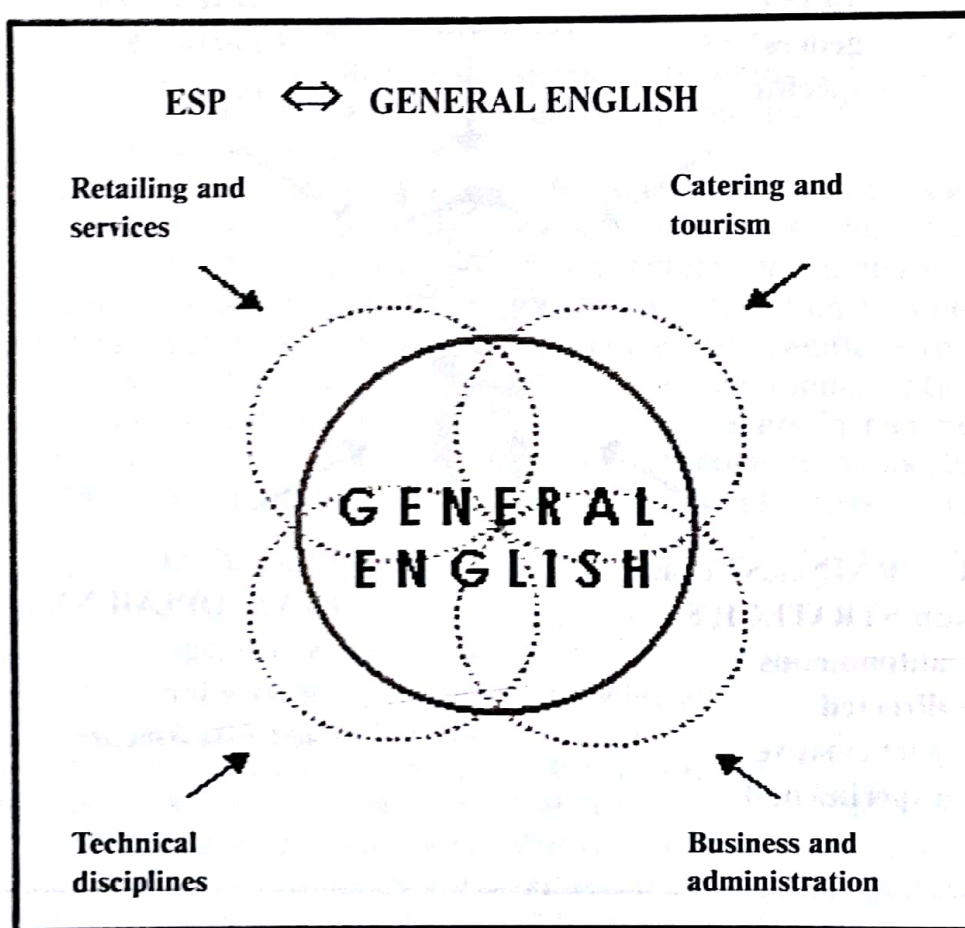


Figure 3: Major groups of ESP topics, skills and genres overlapping each other and the area of general English (Potocar 1998)

These four groups of disciplines are included in the curricula in the form of tables in order to help teachers to choose an appropriate teaching and evaluation technique. Trying to find suitable activities for each specific situation is like taking the first steps towards a recognition of needs for a particular group of students and 'ESP can be viewed as a narrowing of these needs' (Holme 1996: 3). Therefore, some kind of 'needs analysis' is always a necessary part of an ESP endeavour and we should constantly ask ourselves 'Who are our students?'.

With the new Slovenian curricula, vocationally oriented language learning has become a systematic part of instruction in higher classes of secondary vocational and technical education. At this level most students are 17 - 19 years old. At the end of secondary vocational or technical education students are at the beginning of their specialism. On the other hand they have already learnt enough general English to start with ESP. In this situation teaching and learning ESP represent a continuum of general English on a higher, more specified level, integrating occupational, linguistic and so-

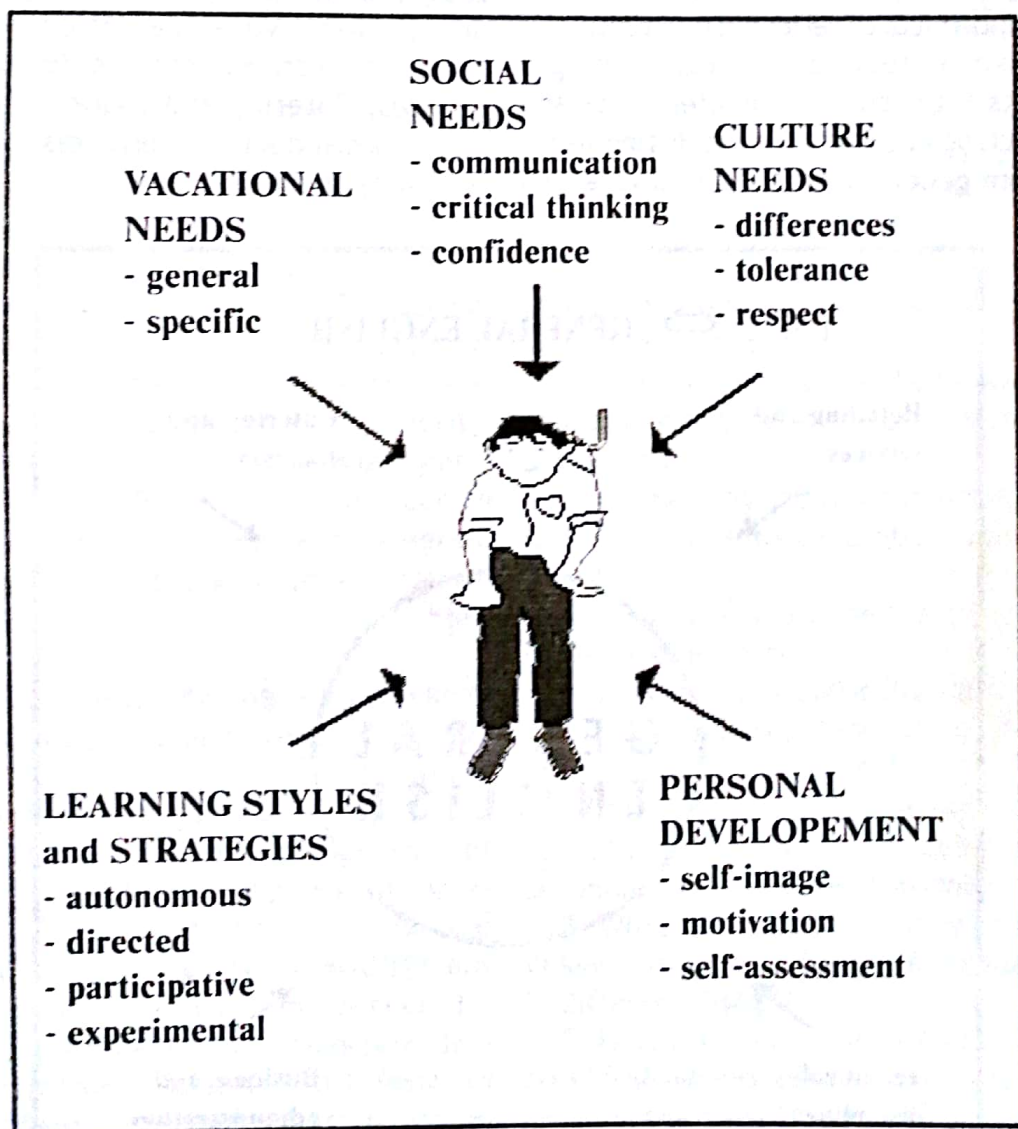


Figure 4: Who are the students in Slovenian secondary vocational and technical education? (Potocar 1998)

cial skills in order to prepare students for work and life. Thus the aim of ESP teaching is to introduce students to the kind of English they will meet in real situations in their future professions or need for their further education. In the language teaching and learning process students should combine directly work-related skills with personal growth and social awareness - this instruction should offer them the necessary tools to deal with their knowledge (e.g. Grosman et al 1998).

All this should increase students' general language awareness, monitoring skills, perception of the value of reflection, their willingness to hypothesise, guess and take risks, as well as their self-awareness - linguistic and personal. In this way teaching and learning are seen as an important step towards the development of learner autonomy which should help students 'to transfer school knowledge into action knowledge' (Little 1995, 1997, Krijgsman 1997). If school knowledge cannot be transferred into action knowledge it will always be the knowledge of someone else and cannot be integrated into students' own personal constructs. In teaching LSP teachers should aim at 'freedom' in language use in terms of 'how' and 'what'. They should be looking for ways to move the students from a role as a 'consumer' in the classroom towards a role as a 'producer' (Littlejohn 1997: 29). At the same time teachers must realise that they are not expected to become experts in any occupational area, but should merely open their minds and acquire a certain interest in how things work. Present TLSP can be characterised as a **dynamic process-oriented approach**. The emphasis is not on the activities themselves, but on the process of how to use techniques and activities teachers are familiar with from general English also in ESP. In this sense the role of the language teacher has changed: this takes her/him out of the centre of the learning process. Language learning thus

becomes a collaborative effort where the teacher's role is that of a facilitator. The non-linguistic information brought to the language learning should be viewed as an enrichment and as a step towards learner independence (Bauer 1997, Köster 1997).

Our new curricula gradually began to be implemented in 1998 and were completely adopted in the following three years. Teachers were offered training workshops on ESP syllabus, course and materials design as well as testing. To support and complement the methodological changes of the new curricula an expert team of teachers from different secondary technical schools was appointed in 2001 by the Institute of Education in order to design a standardised professional school-leaving exam - **Professional Matura**. In its draft version Professional Matura consists of three components: non-profession specific reading comprehension and language knowledge sub-test, and writing and speaking/listening sub-tests which are partly profession specific.

Based on the analysis of target language use situations, from which characteristics of test content and method are derived, as well as an interaction between language knowledge and specific purpose content knowledge, our fundamental goal is to engage test takers in **communicatively purposeful activities**. As Douglas (2000: 71) argues LSP test tasks should offer interactional authenticity in order to involve negotiation for meaning or creation of discourse.

Conclusion

It is not an easy job to be a teacher of ESP, but it is a very challenging one. And that is the reason why creative, flexible and self-aware teachers find it interesting, exciting and rewarding. TLSP enables teachers to come closer to the very heart of what students really need in order to communicate and be successful in their near

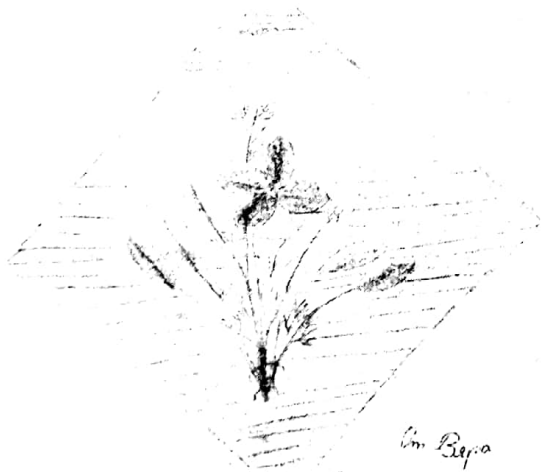
future professions or studies, and students know that. Language is most certainly easier to learn when it is real and natural, when it is whole, sensible and relevant. It is easier when it belongs to the learner, has purpose for him/her, when the learner chooses to use it and has the power to use it (Goodman 1986).

In an ESP classroom, selection of specialist text can not and should not in itself make a course an ESP course. What is more important is a demonstrated need, which may be for specialist text or for some other kind of material. What we are really involved in as ESP teachers is teaching English to specified people. In this way teachers should follow student's target situation needs and learning needs, or as Ellis and Johnson (1994: 26) say we are supposed to focus on the systems, procedures and products that are at the heart of what the students do in English and to be able to deduce from this knowledge the language needs of each type of learners.

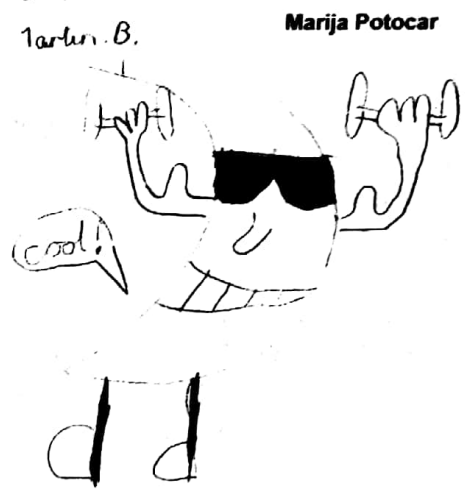
References

- Bauer, H. J. 1997. Teacher Training in Business English. In Egloff, G. and Fitzpatrick, A., eds. Council of Europe 1996. Common European Framework of reference for language learning and teaching - Language learning for European citizenship. Strasbourg: Council of Europe Publishing.
- Douglas, D. 2000. Assessing Language for Specific Purposes. Cambridge: CUP.
- Dudley-Evans, T. and St John, M. 1998. Developments in English for Specific Purposes. Cambridge: CUP.
- Egloff, G. and Fitzpatrick, A., eds. 1997. Language for work and life: The Council of Europe and vocationally oriented language learning. Strasbourg: Education Committee, Council

- for Cultural Co-operation, Council of Europe Publishing.
- Ellis, M. and Johnson, C. 1996 [1994]. Teaching Business English. Oxford: OUP.
- Goodman, K. 1986. What is Whole in Whole Language. New Hampshire: Heinemann.
- Grosman, M., Kukovec, M., Gostiša, B., Potocar, M., Šaubah-Kovic, D., Tomašic, N., Kogoj, B. 1998. Angleščina: Predmetni katalog za srednje tehniško oz. strokovno izobraževanje (predlog). Ljubljana: NKS - PKK za poklicno in strokovno izobraževanje - PrKK za angleški jezik.
- Holme R. 1996. ESP Ideas. Edingburgh Gate: Longman Group UK Limited.
- Hutchinson T. & Waters R. 1987. English for Specific Purposes: A Learning Centred Approach. Cambridge: CUP.
- Köster, A. 1997. Materials for Teacher Training in Business English. In Egloff, G. and Fitzpatrick, A., eds.
- Krijgsman, A. 1997. Learner Autonomy, Workshop No. 10/97. Council of Europe, Graz.
- Little, D. 1995. New approaches and attitudes towards learning and assessment. In Modern Language Learning in the New Europe, Graz: European Centre for Modern Languages, 13-9.
- Little, D. 1997 [1996]. Strategic competence considered in relation to strategic control of the language learning process. In Holec, H., Little, D. And Richterich, R. eds., Strategies in language learning and use. Strasbourg: Council of Europe Publishing.
- Littlejohn, A. 1997. Making good tasks better. ENGLISH TEACHING professional, Issue Three.
- Potočar, M. 1998. From EFL to ESP in View of the Curricular Reform. Vestnik, Ljubljana: Faculty of Arts.
- Richards, J.C. 1994 [1990]. The language teaching matrix: Curriculum development in second language teaching. Cambridge: CUP.
- Robinson, P. 1991. ESP Today: A Practitioners Guide. New York: Prentice Hall.
- Rüschhoff, B. and Fitzpatrick, T., eds. 1995. The use of new technologies in learning and teaching of modern languages in vocationally oriented education upper secondary 16-19 and adult education. Strasbourg: Council of Europe.
- Seliškar, N. 1990. ESP/LSP. In Zbornik radova, Prva konferencija "IVI JEZICI: Učenje/nastava jezika - komunikativni pristup i obrazovanje nastavnika. Novi Sad: Univerzitet u Novom Sadu, Filozofski fakultet.
- Trim, J. 1997. Preface to Languages for work and life: the Council of Europe and vocationally oriented language learning (VOLL). In Egloff, G. and Fitzpatrick, A., eds.
- Trbanc, M. 1997. The VET System in Slovenia: Recent Changes, Challenges and Reform Needs. Ljubljana: National Observatory Slovenia.
- ZRSŠŠ 1992. Štiriletni programi tehniških in drugih strokovnih šol. Ljubljana: ZRSŠŠ.



Viara Georgieva. 148 SOU. Slatina - Sofia



Martin Blagoev. Oxted - Sofia