

Professional English Language Teaching at the Latvia University of Agriculture

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Outline of Theories (1)

- 1) Professional foreign language study courses are goal-oriented and they are designed for intermediate or advanced students (Robinson in Dudley-Evans and St. John, 1998)
- 2) The competence of foreign language for specific purposes consists of **communicative, intercultural and professional** activity competences, the components of which interact in a definite socio-cultural context (Luka I. 2007)

Outline of Theories (2)

- Study courses of English for specific purposes or ESP (if a foreign language is English) should be designed according to the needs analysis and mostly are content-based (Dudley-Evans and St. John, 1998).
- Students at the university improve their language skills, acquired during secondary school, and gain new skills and the knowledge necessary for their future career and the academic environment (I.Ozola, 2003).

Foreign languages at the Latvia University of Agriculture (LLU)

Central Secondary School-leaving Exam

_____ **Entry into the university**

1st and 2nd years in undergraduate studies

1 term for Master students

1 term for doctoral students

Teaching/learning languages at the LLU is based on

1. Common European Framework of Reference for Languages;
2. Multilingualism: an asset for Europe and a shared commitment (European Commission, 2008);
3. The European Language portfolio;
4. The Bologna Declaration of the European Space for Higher Education;
5. Documents of the Republic of Latvia: National Occupational Standards,
6. Language teaching practice was investigated in the similar type of universities across Europe.
7. Needs' Analysis.

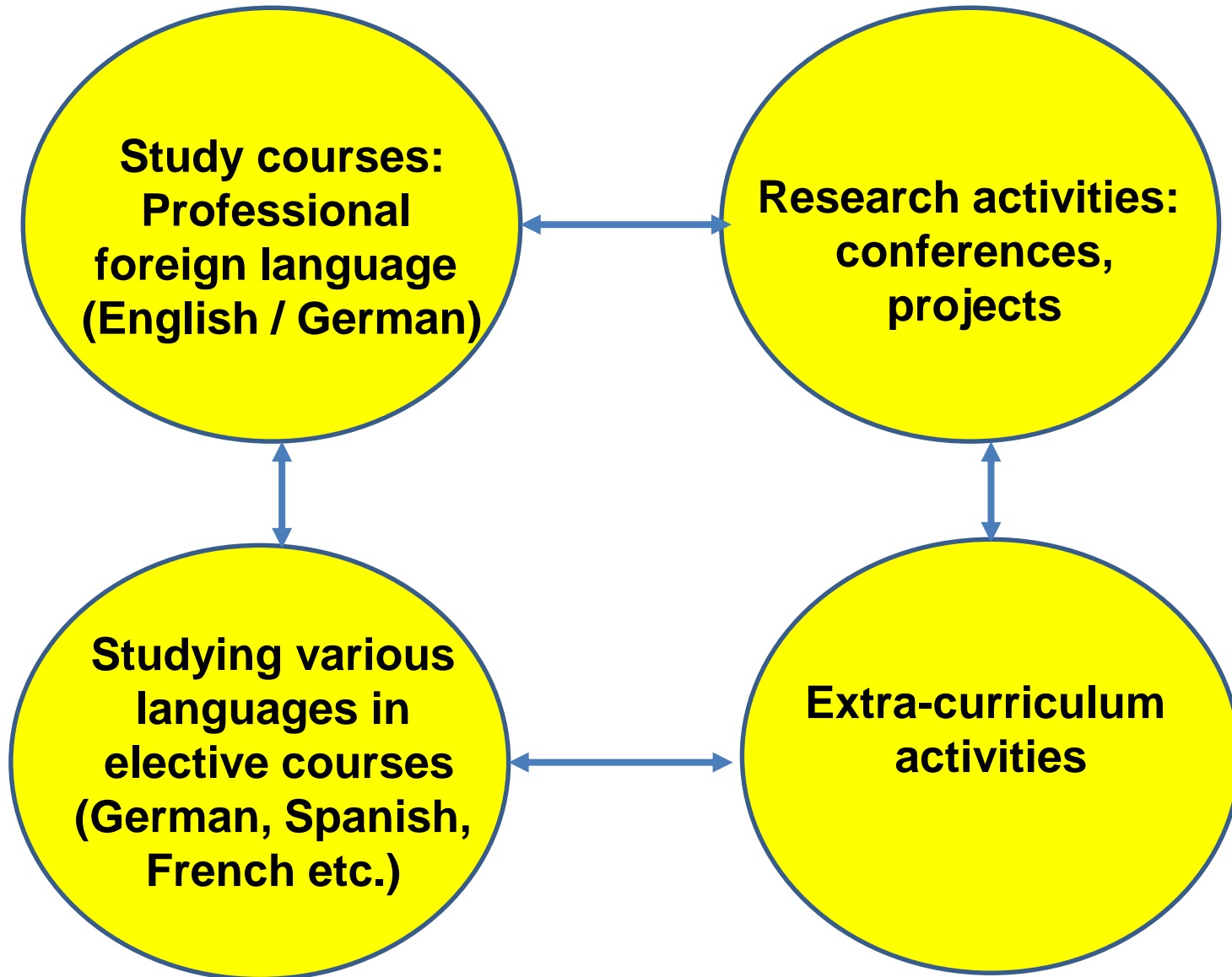
The Regulations by the Cabinet of Ministers

National Occupational Standards

stating that most of professions and occupations require **the knowledge** of **one** or **two** foreign languages and **the terminology** of the subject field in **one** or **two** foreign languages.

- languages mostly are not specified
- in some English and Russian are demanded

Language Centre (1)



Identified Problems

- 1) the average foreign language entry proficiency level of the students was less advanced than in the country on the whole ,
- 2) the number of credit points were reduced in some study programmes,
- 3) the language proficiency levels were very diverse in one group, students autonomous learning skills could be more developed,
- 4) the academic staff did not have sufficient skills for the design of effective ESP e-learning course.
- 5) New information about the new generation of students «Z Generation» was found out

The results of Central School-leaving English Exam in Latvia (2016)

Level C1	1.9%
Level B2	38.3%
Level B1	39.4%
Not referred	20.4%

http://visc.gov.lv/vispizglitiba/eksameni/statistika/2016/dokumenti/ANG_limeni_2.png(pre-

Dr. Alfie Lyons: Division into Generations

- Traditionalists (born in 1922 – 1943) 1 %
- Boomers (born in 1943 – 1960) 22 %
- Generation X (born in 1960 – 1980) 20 %
- Millenials (born in 1980 – 2000) 50 %
- Z Generation (born in 2000 – pesent) 7 %

(US Bureau of Labour Statistics)

Language Centre (2)

provides **English/German** study courses for:

- **37** undergraduate academic and professional study programmes in all 8 faculties of the university
- **4** academic and professional Master study programmes (not in all faculties)
- doctoral students in all programmes.

Number of Credit Points

Number of credits is chosen by the faculties,
there is no single principle:

Undergraduate:

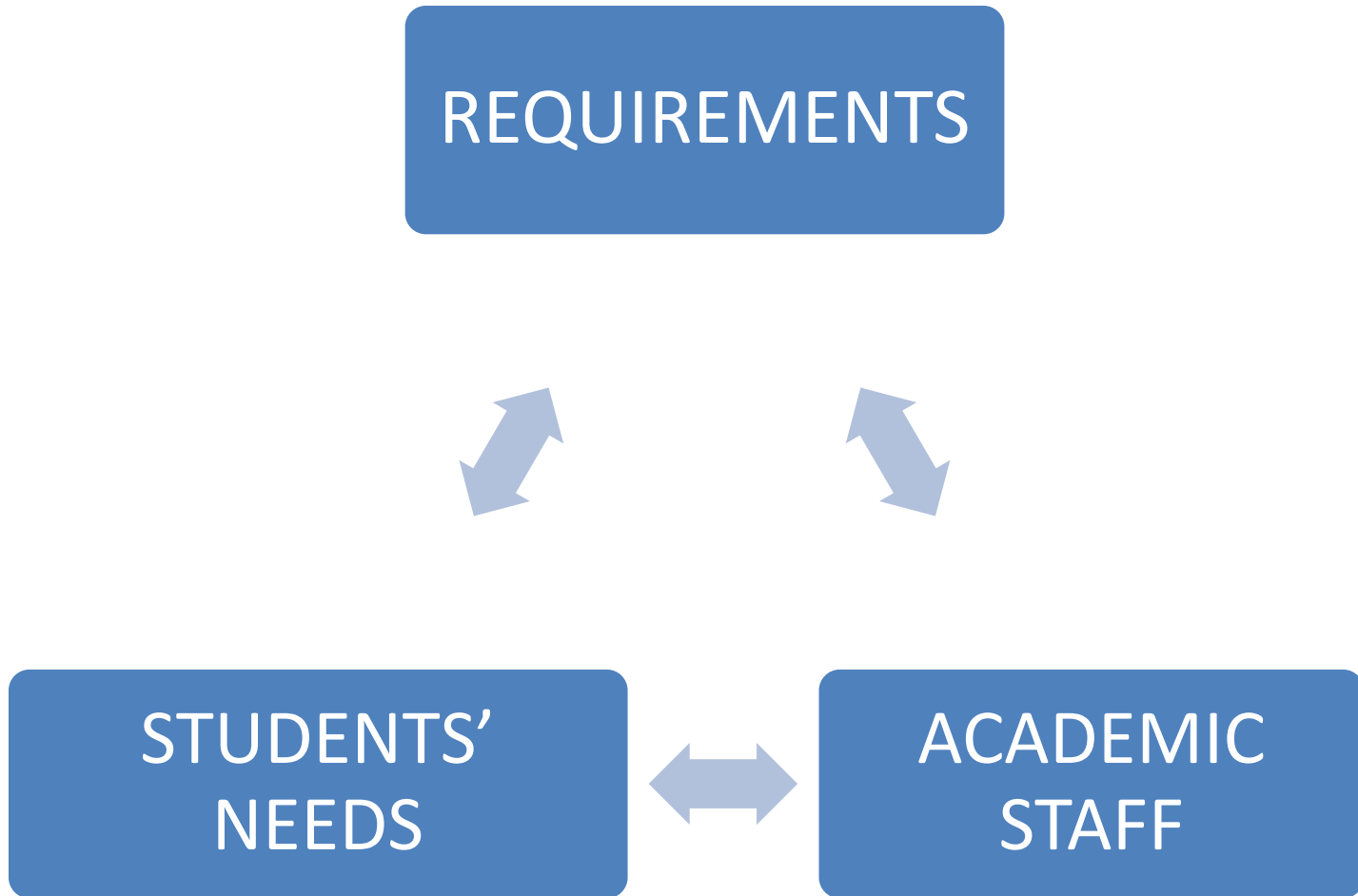
Academic programmes (6 CP – 2 CP)

Professional programmes (6 CP – 2 CP)

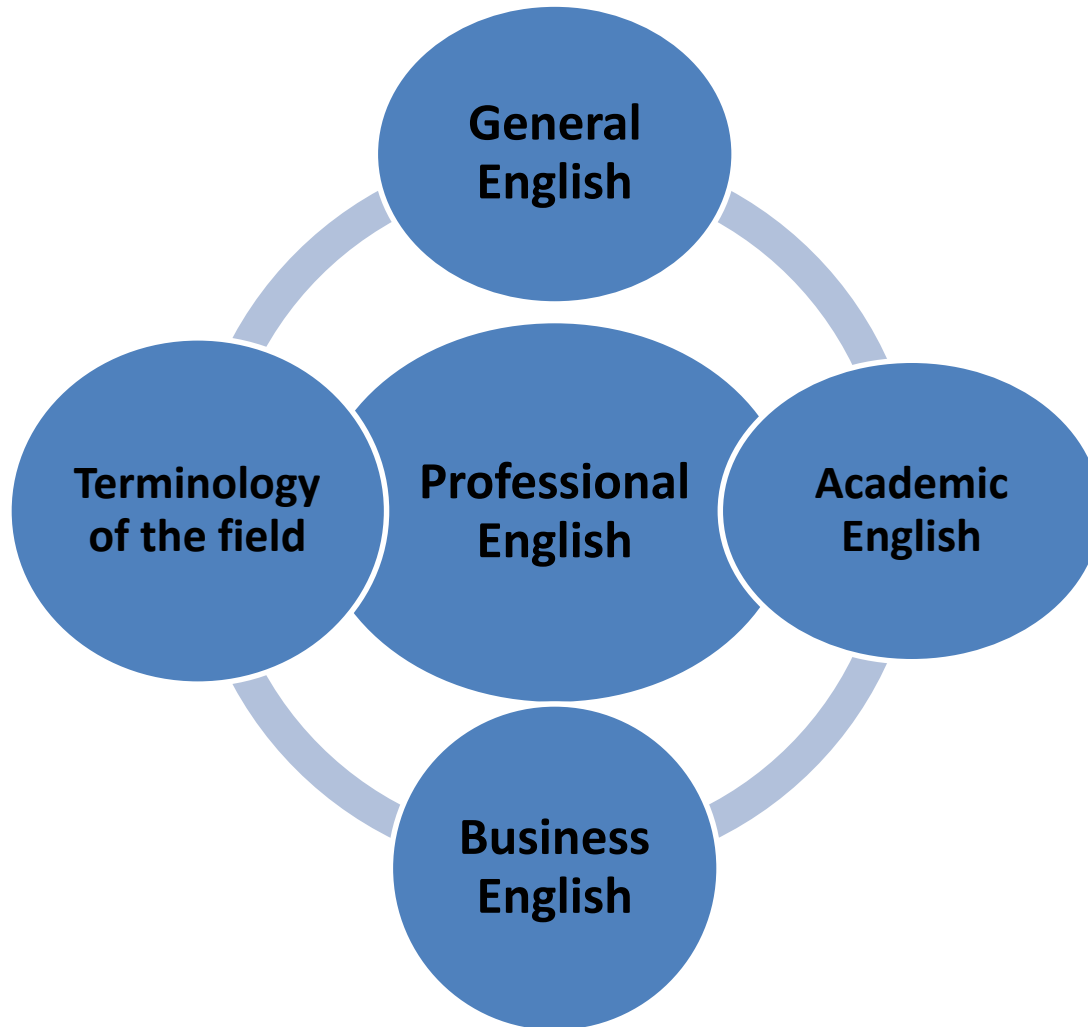
Master programmes (2 CP)

Doctoral programme (4CP)

Relations within the Study Process



ESP TEACHING MODEL AT LLU



Learning outcomes (Knowledge)

Terminology of a respective professional area, systematic and conceptualized professional information in the English/German language; the knowledge of the language system and its functions.

Learning outcomes (Skills)

- to apply communication skills in their professional activities, participating in discussions, creating dialogues, making presentations,
- to use professional terminology in various communicative situations (telephone talks, job interviews, business correspondence, electronic documents, etc.),
- to find necessary information in a foreign language on-line, to structure and to classify the information, work with dictionaries of terminology and industry,
- they are aware of the importance of intercultural issues.

Learning outcomes (competence)

Students will have improved the competence of professional foreign language, communicative and intercultural competence in order to apply foreign language creatively in spoken and written communication for professional activities, student mobility and academic environment.

Language Centre (3)

offers elective courses:

Spanish A1,

German A1,

French A1,

Business Russian (A2-B1),

Latvian A1 for international students,

Chinese as extra-curriculum activity.

Language profile
of an average undergraduate student in the LLU

- Pre-work learners, without in-depth academic knowledge of their subject area)

Teaching approaches

- Content-based learning
- Focus on the terminology in the subject field
- Blended learning (materials in the Moodle)
- Teaching materials
- Extra-curriculum activities

Research activities: conferences

- Turusheva L., Civzele O. Something Old, Something New, Something Borrowed, Something Blue. // Proceedings of the 8th International Scientific Conference "Rural Environment, Education, Personality - REEP-2016":
- Trofimovich P., Turuševa L. Ethnic identity and second language learning (Review). Annual Review of Applied Linguistics. Volume 35, 2015, Pages 234-252 – Indeksēts Scopus:
- Turusheva L. and Civzele O. Foreign Language at the University: What to Teach and How. // Journal of Teaching and Education (JTE), 2014 Volume 03, Number 01, pp. 157-166. ISSN: 2156-6266. Indeksēts UniversityPublications.net

Research activities: conferences

Iriste Sandra, Pētersone Aija. Practice as Professional Development Promoter of Hospitality Students // Rural Environment. Education. Personality. (REEP) (2014). Proceedings of the International Scientific Conference. Volume 7. (CD-ROM) 7th-8th February, 2014, LLU, Jelgava, pp.50-57. ISSN 2255-808X,

Inese Ozola. Corpus-based Comparative Analysis of English and Latvian Terms of Land Administration. REEP 2015.

Anna Jurčenko. Applying Task-based Language Learning Method for Teaching Vocabulary

Student conferences

Student international scientific conference

«**Students on Their Way to Science**».

Student conferences being extra-curriculum activities form the environment where foreign languages play an important role being not only the languages of the contributions, but also they are used in the process of communication among the conference participants from different countries.

Students on Their Way to Science – 2012, 2013



Students on Their Way to Science - 2016



Extra-curriculum activities

- Annual international student scientific conferences for undergraduate, graduate and doctoral students.
- Culture Days of Francophone countries.
- Culture days of different countries.
- English club meetings.

Francophone Culture Days - 2012



Francophone Culture Days - 2014, 2015



Francophone Culture Days - 2016

Canada – one of the Francophone countries



USA Culture Afternoon - 2016



Japanese Culture Days - 2016



Thank you for the attention!