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ESP DISCOURSE FROM CONFIDENT LEARNERS' PERSPECTIVE

Summary. The issue being in the focus of the attention in this paper is ESP discourse learning content considered from confident learners' point of view which is of primary importance both theoretically and practically for the would-be-specialists' professional activities.

ESP discourse learning content is based on the corresponding needs analysis which should take into consideration requirements of the educational and qualification graduates' characteristics as well as specific job descriptions developed and validated by institutions. Involving students into the process of their needs analysis is one of the means to bridge the gap between specialism area discourse study and its practical application. From the point of view of confident students ESP discourse study should be aimed at extending communicative skills concerning topics of professional interest by focusing on content learning rather than on specific language objectives.

Authentic integration of skills and processing of information from various sources reflecting real-life tasks which graduates will deal with in their future jobs lead to fostering confident and responsible ESP discourse learners. Hence, the latter should be involved in collecting data from authentic English language sources; processing, analysing and collating specialism-related information as well as in doing basic research, sharing experience and communicating the results to the target audience in the professional field.

ESP discourse training and mastering is a multiple stage process which by means of content learning, improving students' language skills and cognitive abilities results in developing learners' autonomy and confidence.

Confident ESP discourse learners are nurtured due to the development of: integrated professional language skills; learners' self-awareness and metacognitive strategies; positive interpersonal relationship including collaboration, interdependence and belonging to a learning community; active learning dialogue and feedback; students' autonomy and responsibility for learning decisions and outcomes.

Key words: authentic ESP discourse, confident learner, cognitive abilities, job-related language skills, professional environment.

The problem being under consideration and its practical application. The issue being in the focus of the attention in this paper is ESP discourse learning content considered from confident learners' point of view which is of primary importance both theoretically and practically for the would-be-specialists' professional activities.

Analysis of the recent publications on the issue. Ruth Deakin Crick (University of Bristol; University of Technology, Sydney, Australia), Shaofu Huang (University of Bristol), Adeela Ahmed Shafi (University of Bristol) and Chris Goldspink (University of Newcastle, Australia) in their article 'Developing Resilient Agency in Learning: The Internal Structure of Learning Power' dwell on a coherent pattern within the 'active learning power dimensions' and their relationship with desirable learning outcome variables with regard to data of the behaviour of people in virtual environments concerning effective practices which involve both teachers and students as 'co-researchers' viewing the learning contexts in which learners find themselves [1].

The book 'The Confident Student' by Carol C. Kanar describes practical skills and critical-thinking strategies necessary for students to become confident in their approach to learning in terms of self-management, self-assessment and individual responsibility [2].

The correlation between students' self-confidence and language learning has been analyzed in the article 'Self-confidence and its importance in learning languages' [3].

The aim of the paper. The paper is aimed at regarding ESP discourse learning content from confident learners' point of view.

The body of the paper. Carol C. Kanar treats students' confidence taking into account internal or external motivation as well as its level and source. The author of the book 'The Confident Student' [2] dwells on assessing students' strengths and weaknesses, on discovering their own learning style and preferred learning environment including new ways of thinking and learning. All the factors mentioned above contribute to students' confidence having a crucial impact on learning outcomes.

Stephanie Dimond-Bayir, a teacher trainer, writer, lecturer and tutor at Anglia Ruskin University, Cambridge, speaking about confident learners underlines that it is necessary to: (1) help learners understand their desirable outcome; (2) encourage them to think about their progress; (3) highlight what they have achieved [4].

According to August Flammer (Bern University) 'given the pervasive influence of positive beliefs in self-e-cacy, it is important to help individuals with establishing and maintaining self-e-cacy beliefs at a high level, and to guide failure-expecting persons to positive experiences' [5].

Peter Clutterbuck in his book 'Positive Reinforcement Activities and Strategies for Creating Confident Learners' states that 'to develop a positive self-image students must experience

many successes which then reinforce the beliefs they hold about themselves. These successful experiences will emanate from the safety and encouragement students sense within their classroom' [6]. This is the result of the teachers who listen attentively to students and treat their contribution as valuable one.

Effie Maclellan (University of Strathclyde, Glasgow, Faculty of Humanities and Social Sciences) in her review study 'How might teachers enable self-confidence?' defines self-confidence as 'a dimension of every individual's self-representation which will play out in a range of performance indicators and is associated with the individual's impression of his/her competence in a specific domain, context or situation' [7].

ESP discourse learning content is based on the corresponding needs analysis which should take into consideration requirements of the educational and qualification graduates' characteristics as well as specific job descriptions developed and validated by institutions. Involving students into the process of their needs analysis is one of the means to bridge the gap between specialism area discourse study and its practical application. From the point of view of confident students ESP discourse study should be aimed at extending communicative skills concerning topics of professional interest by focusing on content learning rather than on specific language objectives.

It should be noted that though "specified curricular content can be important, it will not become integrated into the learner's thinking unless the learner engages in cognitive and metacognitive processing" [7].

Authentic integration of skills and processing of information from various sources reflecting real-life tasks which graduates will deal with in their future jobs lead to fostering confident and responsible ESP discourse learners. The latter should be involved in collecting data from authentic English language sources; processing, analysing and collating specialism-related information as well as in doing basic research, sharing experience and communicating the results to the target audience in the professional field with special regard to professional codes of behaviour in English-speaking countries.

Relevant ESP discourse materials "should be learner-centred, provide for self-study opportunities and develop not only language skills but also transferable professional skills" [8, p. 54].

The work [1] reveals the deep structure of learning power and its more articulated model, "placing mindful agency at the centre of the active learning power dimensions" to regulate "the flow of energy and information over time in pursuit of a particular purpose". Mindful agency as internal structure of the active learning power dimensions (Fig.1) comprising (1) agency, (2) managing feelings and (3) managing processes has been analysed in terms of sense-making, being a core part of learning, (i.e. making meaning and making connections), creativity (i.e. imagination and intuition as well as risk-taking and playfulness), curiosity, optimism and hope.

The authors of the article **"Developing Resilient Agency in Learning: The Internal Structure of Learning Power"** Ruth Deakin Crick, Shaofu Huang, Adeela Ahmed Shafi and Chris Goldspink mention five significant processes, namely:

1. forming a learning identity and purpose;
2. developing learning power;
3. generating knowledge and know-how;
4. applying or performing learning in authentic contexts;
5. sustaining learning relationships.

Thinking about learning as a complex system and testing a holistic understanding of learning they have developed a complex
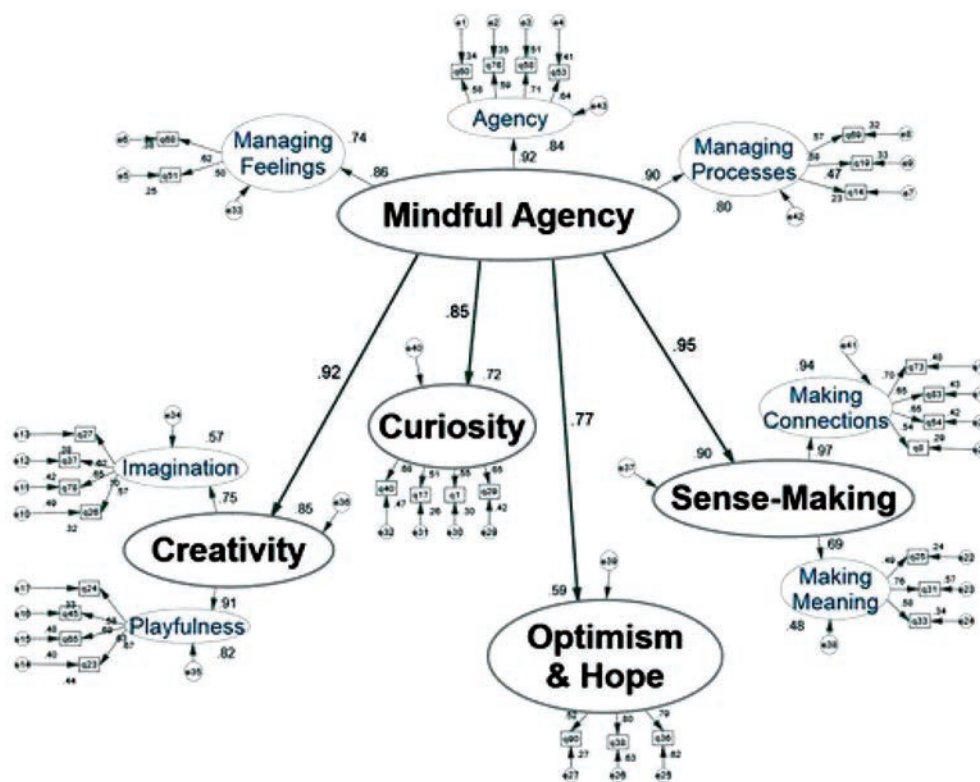

Fig. 1. Internal structure of the active learning power dimensions [1]
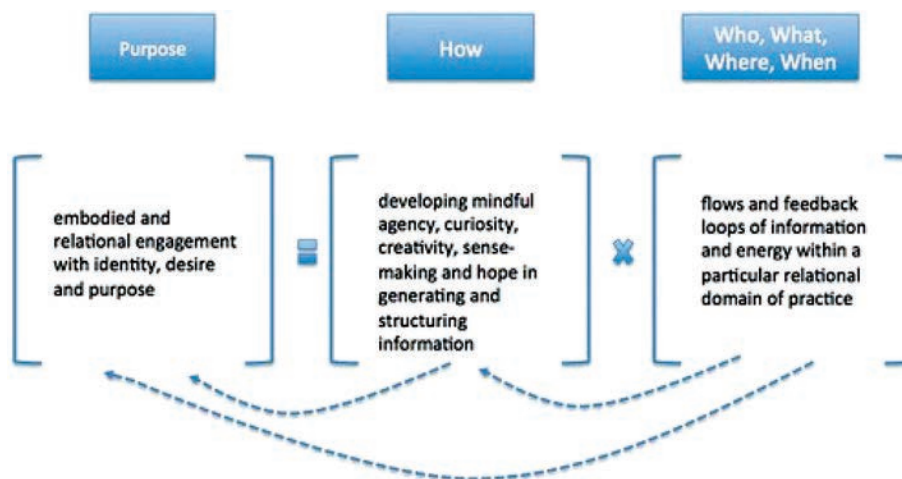
Fig. 2. A complex systems architecture with purpose as a key driver of learning by Deakin Crick [1]

systems architecture (Fig. 2) "for learning journeys which valorises the identification of a *personally chosen* purpose, that is integrated and internalised by the learner as a prerequisite for meaningful learning" [1, p. 158].

A complex systems architecture offered is a conceptual framework setting out the key parts of a system, for the learners to make clear what they do and how they fit and work together. This is of particular importance for ESP discourse learning context the latter serving as the foundation of students' efficient job-related activities in their future professional environment.

The conference paper "Leading and Changing Learning through Engaging Students in Research-Based Experiences" presented at Melbourne Conference: ISSOTL (2015) by Lilia Mantai (The University of Sydney) and Angela Brew (Macquarie University, Sydney, Australia) is dedicated to the study of implementing "research-based experiences for undergraduates both within and outside the curriculum offering new insights about the experiences, value, benefits and challenges" of implementing research-based experiences for students [9]. The authors also point out students' personal and professional skills such as: increased confidence; intellectual development; critical thinking and problem solving.

A review study "How might teachers enable self-confidence?" by Effie Maclellan reads, "curriculum implementation which includes online communications, social interactions and out-of-hours activities is reported to contribute to increased knowledge sharing and consequent learner confidence" [7] which is of particular importance under current circumstances of online education.

Effie Maclellan argues that students' confidence being of psychological nature is gained due to teachers focusing on:

– the students' expertise development in a particular curricular area which will eventually interact with their academic self-concept for that domain and result in self-efficacy strengthening;

– promoting critical thinking activities for the students to be able to support their line of reasoning by reliable evidence in order to make it clear how they interpret their arguments;

– incorporating self-regulative/metacognitive activities into both online and offline practical classes;

– ensuring dialogic feedback with students to enable them to become aware of the importance of taking control of their own learning.

ESP teachers should adjust classroom activities to their students' professional interests paying at the same time special attention to motivation, personality, intergroup climate, and self-confidence since all these factors "underlie willingness to communicate and the factor of self-confidence – including overall self-confidence in L2 and situational self-confidence in communication – play an important role in determining the learner's willingness to communicate" [3].

Confident ESP discourse learners are nurtured due to the development of:

– integrated professional language skills;

– learners' self-awareness and metacognitive strategies;

– positive interpersonal relationship including collaboration, interdependence and belonging to a learning community;

– active learning dialogue and feedback;

– students' autonomy and responsibility for learning decisions and outcomes.

Conclusions. ESP discourse training and mastering is a multiple stage process which by means of content learning, improving students' language skills and cognitive abilities results in developing learners' autonomy and confidence. The latter may be enhanced by implementing research-based experiences.

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Байбакова І. М., Гасько О. Л. Дискурс англійської мови фахового спрямування з точки зору впевнених студентів

Анотація. Стаття присвячена проблемі вивчення дискурсу англійської мови фахового спрямування, розглянутого у взаємозв'язку із впевненістю студентів, оскільки вивчення та опанування дискурсу є першочерговим завданням як із теоретичного, так і з практичного погляду для професійної діяльності майбутніх фахівців.

Освітній контент дискурсу англійської мови фахового спрямування ґрунтується на відповідному аналізі потреб, який має враховувати вимоги освітньо-кваліфікаційних характеристик випускників закладів вищої освіти, а також конкретні посадові інструкції, розроблені та затверджені інститутами, підприємствами та установами. Залучення студентів до процесу аналізу їхніх потреб є одним із засобів подолання прогалини між вивченням дискурсу в галузі спеціалізації та його практичним застосуванням. Із позиції впевнених студентів вивчення дискурсу англійської мови фахового спрямування має бути спрямоване на вдосконалення комунікативних навичок щодо реальних питань та актуальних тем, які становлять професійний інтерес, концентруючись на вивченні змісту, а не конкретних мовних одиниць.

У процесі вивчення фахового дискурсу обробка інформації з різних джерел та комплексні інтегровані навички, набуті у процесі виконання конкретних практичних завдань, з якими випускники матимуть справу на своїх робочих місцях, призводять до виховання впевнених та відповідальних студентів. Таким чином, майбутні фахівці мають вміти здійснювати збір даних з автентичних англомовних джерел, обробляти та аналізувати інформацію, пов'язану із галуззю спеціалізації, а також проводити базові дослідження, обмінюватися досвідом та доводити результати до відома цільової аудиторії в професійному середовищі.

Впевненість студентів у процесі вивчення дискурсу англійської мови фахового спрямування виховується завдяки розвитку інтегрованих професійних мовних навичок, самосвідомості та метакогнітивних стратегій, позитивних міжособистісних стосунків, активного навчального діалогу та зворотного зв'язку, самостійності та відповідальності студентів за рішення і результати навчання.

Ключові слова: автентичний дискурс англійської мови фахового спрямування, впевнений студент, пізнавальні здібності, мовні навички, пов'язані з роботою, професійне середовище.