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DESIGNING AN ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSE FOR THE MINING DEPARTMENT AT UNIVERSITY ISA BOLETINI, MITROVICA, KOSOVO

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Abstract

This paper presents the design of an English for Specific Purposes (ESP) course for Albanian-speaking mining students at the University "Isa Boletini" Mitrovica (UIBM), Kosovo. The course was created following a systematic syllabus analysis of UIBM's mining program and aligns with Hutchinson & Waters’ learner-centered approach and Swales’ genre analysis to address gaps in technical vocabulary, professional communication, and discipline-specific writing skills in the Kosovo mining industry. The course aims to address gaps in technical vocabulary, professional communication, and discipline-specific writing skills in the Kosovo mining industry. The two-semester course uses task-based learning and authentic materials, to enhance graduates' chances of employability, workplace safety, and capacity to engage with global mining practices. The course also addresses limitations, such as reliance on syllabus analysis and evolving industry trends, through course updates and recommendations for future research. The study offers a replicable framework for ESP curriculum design in technical fields, underscoring the role of context-driven language education in fostering sustainable development and international collaboration in resource-dependent regions like Kosovo.

Keywords::English for Specific Purposes (ESP), Course design, Technical English, Curriculum development

1. INTRODUCTION

1.1. Background

The industry of mining is international in nature. It connects national and transnational borders in the modern interconnected world. People involved in mining such as mining engineers are not simply miners. Their role is also to communicate effectively, collaborate and start innovations in this field. English as the standard language has developed as the language that facilitates all such connections. It is also critical for tasks such as reaching agreements with global firms to understanding new safety procedures and technologies. However, there is a gap in some technical faculties between the field of study and the language that is mostly needed to prepare such students for the future in their professions. Such is the case with the department of mining at the University “Isa Boletini” in Mitrovica which would benefit mostly from such a course, as this department offers quality studies in this field and there graduate many future engineers. Since the English language courses taught currently—English Language I and II—are generic and do not cover the specialist language skills required in the mining industry.

Highly qualified engineers are expected not only to demonstrate academic excellence but also to understand an international safety guide or communicate creative ideas to an international team. A possible language barrier in this field not only interferes with individual career advancement, but can also lead to misunderstandings that severely influence security, work efficiency, and the ability to use the modern

technology effectively. The mining sector in its technical nature and frequently unstable environment makes accurate communication not only preferable but essential. English for Mining is not only about learning new words; this course also teaches students the ability to read and comprehend voluminous technical reports, to evaluate research papers and compare them, and present findings in a simple and convincing manner. It's the capacity to walk into a meeting space and be confident in the ability to speak with mining professionals all over the world. These skills benefit not just personal development, but also safer operations and more new approaches in the sector.

The multidisciplinary nature of modern mining activities emphasizes the importance of technical vocabulary training. Specialists are frequently working together with other experts from many different types of fields, such as environmental studies, engineering, and technology. Effective communication between them promotes collaborative work to the greatest degree, increases creativity, and keeps everyone involved on the same page.

1.2. Objectives of the Course

The primary objectives of the proposed English for Mining course are to:

1. Develop the ability to read and comprehend mining-related texts, technical manual documents, and safety regulations.
2. Enhance communication skills for professional contexts, including oral presentations, meetings, and collaborative discussions.
3. Equip students with advanced writing skills for creating technical reports, research papers, and workplace documentation.
4. Familiarize students with industry-specific vocabulary and discourse.
5. Improve listening skills for understanding lectures, safety instructions, and professional discussions in mining contexts.

By investing in this specialized training, instructors are not merely just teaching new vocabulary to our students; rather they are empowered to join the global community of mining. New doors to worldwide job prospects can be unlocked, establishing networks of professionals and leaders in the field, and developing contributions that can result in advancing mining practice around the world.

The inclusion of English for Mining course in the curriculum is part of motivation to graduate not just technically successful but graduates who are competent in the global world. This step underlines the importance of the new demands of this industry and so students can keep up with the newest trends in this sector even it this means that instructional approaches have to be changed as required. To conclude, by designing this course mining students will be given the essential skills to succeed in the mining industry and the gap between the technical demand of the mining sector and the linguistic demands of the global industry will be bridged, thus ensuring that mining graduates in the context of UIBM and Kosovo are prepared to meet the challenges of this field.

2. LITERATURE REVIEW

2.1. Introduction

This chapter provides a thorough analysis of the literature on English for Specific Purposes (ESP), with a particular focus on its definition, key principles, and the process of designing ESP courses. It explores at how ESP has evolved over time, emphasizing its learner-centered methodology and the value of adjusting language training to fit the unique requirements of students in academic and professional contexts. The chapter also looks at well-known ESP course design approaches, highlighting the steps involved in developing courses that correspond with students' areas of expertise. This review serves as a foundation for understanding the theoretical framework guiding the development of the English for Mining course presented in this study.

2.2. Background of English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is defined as "the teaching of English for use in a particular area of activity, for example, business or science" (Cambridge Dictionary, n.d.). Accordingly, it is a specialized form of English language teaching that tailors teaching to the specific requirements of the particular discipline or profession of the learner. ESP is distinguished by its learner-centered approach as it prioritizes the students' current language needs instead of their overall language proficiency. When defining ESP Stevens (1988) determined that ESP has these absolute characteristics that differ it from General English:

- ESP is designed to accommodate the unique demands of each learner
- ESP`s content has to relate to the specific field or profession of the learner
- ESP emphasizes language that is suitable for the tasks of the specific field in terms of conversational style, grammar rules, vocabulary, register and study techniques

In the realm of defining ESP Hutchinson & Waters (1987, p.19) described it as an "approach" to teach English in a specific way to meet the needs of the learners, and the method of teaching is based on the learners` reason for learning. They also mentioned the origin of ESP and they related its` emerge at the end of the Second World War due to the growing need for English language instruction at particular professions, which was later fueled by the Oil crisis of the early 1970s, which resulted in the knowledge flowing into the oil-rich countries. People in these countries needed English not only for business but also to understand technical documents, interacting with other people and be updated for the latest development in science and technology.

Other scholars have continued to define the ESP in general. According to Richards & Rodgers (2001, p. 107) ESP is a shift which seeks to accommodate the language needs of students who need English to perform specific functions (such as being a student, engineer, or nurse) and who must learn content and practical skills through it rather than mastering the language just out of motivation. This is also supported by another authors definition as he said that English that is learnt through ESP it is not learnt for learning the language in general but rather to facilitate entrance into specific fields Basturkmen (2006, p. 18). Collectively, these authors position ESP as a needed approach to language teaching. By prioritizing the learners needs over general linguistic proficiency, ESP makes learners linguistically proficient in their professional and academic environment.

When talking about the reasons of the emerge of ESP, Johns (2012) reported that the increasing need for English language proficiency that was directly relevant to certain academic and professional situations led to the development of ESP in the 1960s and 1970s. Professionals needed to be able to communicate effectively in English in their disciplines due to the expansion of science, technology, and business.

2.3. ESP Course Design

The development of an ESP course encompasses several stages in order for that course to meet the particular needs of the learners. Authors Dudley-Evans & St John (1998, p.121) describe the design of an ESP course as a set of phases. According to them, "The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation." ESP course design is the result of these elements which "are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent". They state that needs analysis helps to identify the following information about the learners: tasks and activities that English will be used for; previous language experience, reasons for enrolling in the course and their anticipations for the course; what is their current language use; language use regarding their profession; what exactly do they need to learn; details about the environment the course will be conducted.

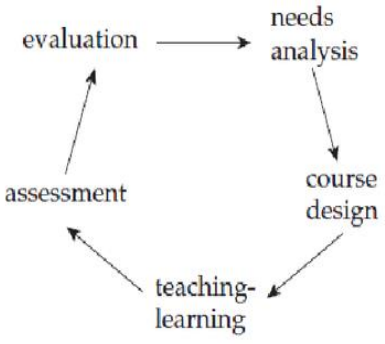

Figure 1.1: stages in the ESP process: Theory

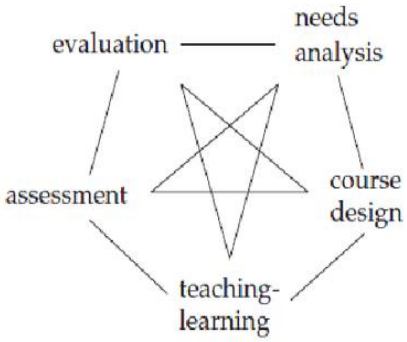

Figure 1.2: stages in the ESP process: reality

Similarly, according to another author, Graves (2000) the ESP course design involves the following six steps: 1. Needs analysis and needs assessment; 2. Setting the goals and objectives of the course; 3. Developing the content of the course; 4. Planning the materials and activities for the course; 5. Adjusting the activities in line with the content; and 6: Evaluation.

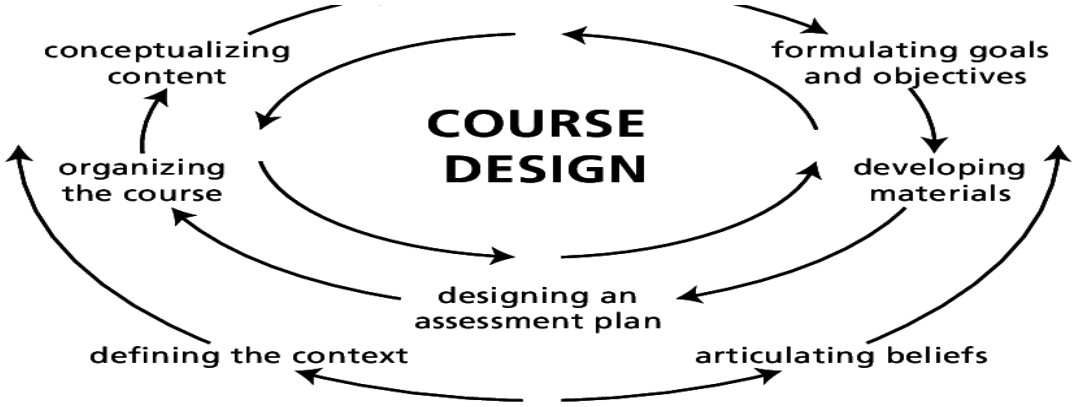

Figure 2 Graves` model of Curriculum Development (From Graves, 2000, p. 4)

In conclusion, the literature reviewed in this chapter emphasizes the critical importance of ESP in meeting the individual language demands of learners in various academic and professional situations. These findings provide the groundwork for the development of specialist courses like English for Mining, which will provide students with the linguistic tools they need to succeed in their chosen fields.

3. METHODOLOGY

3.1 Research Design

This paper employs a qualitative, curriculum design approach where the literature review and the mining syllabuses are analyzed, serving as a needs analysis for the design of this course. The methodology centers the curriculum of the Mining department to identify the language needs that mining students need for this specific field. The complete set of program syllabi was collected from the university`s webpage and each syllabus were collected to identify subject areas, terminology and communication needs of the students. The language skills required for the technical field based on the program description are presented against the existing General English courses. This methodological approach is chosen because the syllabi offer a comprehensive picture on the technical and language demands placed on the mining students, which help to understand their specific language needs. The documents collected include descriptions of the content, course objectives, teaching methods, and expected outcomes of learning for six semesters. By this kind of document analysis, the author gathered relevant data without the need for direct interaction with students or faculty which can serve as a pilot project for this ESP course, and in the next phases other participants can be part of other studies in this field. The content of the syllabi was examined to identify recurring themes for key language use indicators and communication tasks, such as report writing, technical vocabulary or presentation skills. For the purpose of this study, 41 courses in UIBM's Bachelor of Mining program were analyzed, including mandatory and elective subjects across six semesters.

3.2. Analytical Framework

This research uses the English for Specific Purposes (ESP) theory and genre analysis to analyse language use in the mining industry. Hutchinson and Waters' (1987) ESP framework emphasizes a learner-focused approach, tailoring teaching to meet specific linguistic and professional requirements. This helps identify tasks and language forms specific to the mining curriculum, such as understanding safety protocols or creating feasibility studies. Swales' genre analysis (1990) focuses on the rhetorical organization and communicative intention of texts in professional settings. The research analyses linguistic characteristics of mining-related texts, such as environmental impact assessments and technical reports, to identify the language proficiency students need to have in order to understand these documents proficiently. The course design addresses practical language use and genre expertise, matching the teaching with the communicative conditions of Kosovo's mining industry. This combination of theoretical ESP concepts with practical, context-oriented teaching allows Albanian-speaking students to gain language skills that are directly useful for their academic and career paths.

4. RESULTS

The complete analysis of the mining department curricula displayed a complex range of language obstacles that mining students encounter during their studies. The identified gaps—varying from inadequate technical vocabulary instruction and limited practice in technical writing to an absence of opportunities for oral

communication—present an urgent requirement for specialized language assistance. These challenges are interconnected; they directly illustrate the inherent requirements of the mining sector where clarity, accuracy, and expert knowledge are crucial. In analysing these results, it is clear that the existing general English classes do not provide students with the communication skills needed to thrive in a technical setting. The analysis highlights that language abilities are not just supplementary to technical training but are essential to professional proficiency. This interpretation strengthens the reasoning for developing an ESP course that is closely connected to the distinct academic and industry needs of mining.

4.1 Technical Vocabulary Gaps

The lack of teaching technical vocabulary in mining syllabi is a significant challenge. Many mining courses familiarize students with specialized terminology, but these terms are not systematically covered in current English classes. For example, Rock Mechanics I students learn about "ground control" and "shear strength" which are related to mine stabilization and rock resistance, while Mineral Processing students learn about "flotation" and "tailings management" which are related to extracting minerals and waste disposal in mining. Without special instruction, students struggle to understand academic writings, engage in conversations, and create technical papers. This lack of vocabulary may affect their ability to follow safety protocols, understand documents related to mining industry, and excel in their professional environments.

4.2 Writing Skills Gaps

Students in mining courses often struggle with writing skills, particularly when writing technical reports. As they lack formal instruction on how to organize and present these documents, this may lead to difficulties in structuring reports. This is particularly obvious in the Technical Report Writing (Semester VI) and Mining Economics (Semester IV) sections, where students must conduct cost-benefit analyses and develop project proposals. Written reports that are not written accurately can lead to data misinterpretation, inaccurate decision-making, and potential risks in mining strategy and environmental oversight.

4.3 Speaking Skills Gaps

Effective verbal communication is essential in the mining sector, but students get limited training in professional English speaking. Courses like Basics of Mine Design (Semester VI) require students to present proposals for mine layouts, while Mining Economics (Semester IV) includes simulated meetings where students discuss budgets and project plans. Nevertheless, in the absence of focused language teaching for presenting technical information, students find it challenging to express their thoughts with confidence. This vulnerability is especially worrisome since inadequate communication abilities may result in misinterpretations, project denials, and inefficiencies in collaboration.

4.4 Listening Skills Gaps

Mining department professors often rely their teaching on lectures, videos that are instructional by nature and software tutorials that are often in English. Students in this department attend courses such as Mining Safety and Health in their sixth semester, while Computer applications in the second semester uses English language programs such as AutoCad. Since mining students are not very familiar with technical vocabulary of the mining industry this may lead to misunderstanding directions and not complying with safety procedures or mining design.

The proposed English for Mining course

Course Syllabus

Semester III: Foundations of Mining English

Module	Focus	Key Activities	Learning Outcomes
1. Mining Terminology	Core vocabulary	Flashcards, glossary creation, context-based exercises	Accurately define and use mining-specific terms in writing and speaking.
2. Reading Skills	Technical manuals, safety guidelines	Guided reading, text summarization, group discussions	Extract key information from dense texts; apply skimming/scanning strategies.

Module	Focus	Key Activities	Learning Outcomes
3. Writing Basics	Technical descriptions, safety protocols	Drafting short reports, peer reviews	Write clear, concise technical documents using formal conventions.
4. Listening Skills	Safety briefings, technical lectures	Audio comprehension tasks, simulated scenarios	Identify critical details in spoken English; follow complex instructions.
5. Speaking Skills	Presentations, group discussions	Role-plays, mock safety briefings	Deliver coherent presentations; articulate technical ideas in group settings.

Semester IV: Advanced Mining Communication

Module	Focus	Key Activities	Learning Outcomes
6. Report Writing	Feasibility studies, environmental assessments	Structuring reports, integrating data visualizations	Produce industry-standard reports with logical organization and clarity.
7. Advanced Reading	Research papers, case studies	Critical analysis, synthesizing sources	Evaluate methodologies; interpret statistical data and diagrams.
8. Professional Communication	Emails, meetings, negotiations	Writing formal correspondence, role-playing negotiations	Compose professional emails; navigate workplace discussions confidently.
9. Workplace Scenarios	Crisis communication, safety protocols	Simulated tasks (e.g., drafting emergency plans)	Apply language skills to real-world problem-solving.
10. Industry Interaction	Guest lectures, fieldwork discussions	Networking with professionals, presenting projects	Engage with experts; translate academic knowledge into practical insights.

5. DISCUSSION

This chapter discusses the implications of the findings from the syllabi analysis, placing them within the framework of ESP theory and illustrating how the suggested English for Mining course fills the recognized gaps. The suggested English for Mining course is based on a needs analysis from the syllabi of the mining courses.

The proposed course is based on essential ESP theories, especially those formulated by Hutchinson & Waters (1987), Swales (1990) and Ellis (2003). These frameworks highlight that ESP teaching must be focused on the learner and tailored to specific genres and tasks guaranteeing that language education addresses the exact requirements of students within their academic disciplines.

The English for Mining (EFM) course at the University of Mitrovica “Isa Boletini” in Mitrovica (UIBM) is a two-semester program designed to equip Bachelor of Mining students with the necessary linguistic skills to navigate academic and professional settings. During Semesters III and IV, the course covers ten modules, each designed for a specific area within the field of mining. The course uses a task-based language teaching (TBLT) approach, which involves the integration of language and content through tasks. The course covers the dimensions of language used in technical communication, reading, writing, and even speaking in interprofessional settings.

5.1 Challenges, Limitations and Recommendations

This study provides valuable findings for the mining field in the context of UIBM, but as many other studies it has challenges and limitations. The need analysis for the design of this course focused primarily on the mining department syllabi, which may limit students` perspectives and preferences regarding this course. Other difficulties include possible student resistance to specialized ESP classes, especially if students find technical complexity difficult or believe general English is more widely applicable. Implementation may be further complicated by logistical obstacles like faculty workload (e.g., educating teachers while keeping current teaching obligations) and time limits (e.g., balancing ESP coursework with core technical subjects). These could be alleviated by implementing a modular structure for the course that permits flexible scheduling and incorporating blended learning (such as online courses) to shorten class periods. Identifying and addressing resistance early on would also be aided by asking for comments and conducting a small cohort pilot test of the program.

Future studies should use other methods such as surveys, interviews, and classroom observations for a more detailed study of this topic. The successful application of this course is dependent on various factors, such as qualified instructors, institutional support and students' motivation. It is important to note that English language instructors may not be fully knowledgeable in the mining terminology and the practices related to mining industry which could affect the effectiveness in delivering such courses. For this course to succeed, training for the language instructors on mining related language is necessary so even the authentic texts can be used more effectively.

These particular strategies are suggested to close the knowledge gap in instructors' mining-specific knowledge. First, workshops on basic mining concepts (such as mineral extraction procedures and safety measures) and terminology should be included in professional development programs created in partnership with UIBM's Mining Department. Second, industry partnerships might include mentorship programs or guest lectures where mining experts co-teach modules, delivering real-world exposure to communication in the workplace. Third, educators should have access to a common digital library that contains mining-specific linguistic materials, including mining engineering textbooks and carefully selected technical corpora (such as collections of feasibility studies and environmental impact reports). These strategies would reduce reliance on faculty competence alone while combining disciplinary and teaching expertise.

To address these limitations a number of recommendations are proposed. Recommendations include a mixed methods approach, integration of technology into ESP classes and assessing the impact of this course in the long term on students' performance and on their career. Close collaboration between the language instructors and the mining professors are needed to enhance the impact of this course on students' technical and linguistic skills. Moreover, universities should prioritize collaboration with international mining industry to enable students to apply their language skills in practical industry settings.

To enhance the effectiveness of this ESP course, the use of technology would add greater value to this course. The use of virtual simulations such as VR that are used nowadays in education would engage mining students in a realistic context that is relevant to their field. Moreover, by using this, students are able to practice their industry specific tasks and vocabulary without the risk involved in these operations. Technology also facilitates individualized learning by allowing students to examine complicated terms at their own speed via AI- quizzes or multimedia materials. These innovations, which combine classroom training with industry methods, not only improve language memory but also equip students with the ability to communicate fluently in mining contexts.

6. CONCLUSION

The designed course English for mining represents a strategic response to the identified linguistic gap in the mining curriculum. By using learner centred instruction and genre-based approaches the learning outcomes of such language course may be enhanced. The integration of task-based instruction, authentic materials, and interactive learning methods, this course prepares students with both the linguistic and the professional skills required to succeed in the mining industry. While there are challenges in the implementation of this course such as the lack of direct learner input, complexity of the technical terminology, faculty expertise – the strategic improvements such as the flexible design of the course and emphasis on real - world tasks ensure its relevance in the mining industry that is rapidly evolving. Ultimately, this specialized English course emphasizes again the importance of ESP in bridging language with specialized professional fields, ensuring that students are proficient in English and also able to navigate in their professional fields. In order to evaluate the course's effect on workplace readiness and compare its efficacy across various student groups, future research ought to investigate into follow-up research. By adapting the content to domain-specific genres and activities, the framework created here could also be used for other engineering disciplines (such

as civil engineering). The concept could be further improved by cooperation with local businesses and foreign academic institutions, to guarantee its ability to expand and applicability in technical environments.

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