THE EXPERIENCES OF RUNNING "ADVANCED TECHNICAL ENGLISH" COURSES FOR ENGINEERING STUDENTS AT DONÁT BÁNKI FACULTY OF MECHANICAL AND SAFETY ENGINEERING, ÓBUDA UNIVERSITY	A MÉRNÖK HALLGATÓK „FELSŐFOKÚ MŰSZAKI ANGOL" TANTÁRGYÁNAK OKTATÁSI TAPASZTALATAI AZ ÓBUDAI EGYETEM BÁNKI DONÁT GÉPÉSZ ÉS BIZTONSÁGTECHNIKAI MÉRNÖKI KARÁN

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Abstract

This article aims to elaborate on the process of course design, material development, course implementation, student feedback and evaluation to provide recommendations for the planning of future ESP[2] courses dedicated to engineering and technical students with a high command of English in tertiary education. Courses bearing the name '*Advanced Technical English*' were run between 2015 and 2016 over two consecutive academic years at Donát Bánki Faculty of Mechanical and Safety Engineering. For the purpose of further future development, both theoretical and practical, it also lays down the fundamental elements of Mission-Oriented Preparation (MOP).

Absztrakt

Jelen cikk megírásával az a célom, hogy részletesen bemutassam a kurzustervezés, tananyagfejlesztés, tantárgy végrehajtás, hallgatói visszajelzés és értékelés folyamatát. Ez ahhoz szükséges, hogy javaslatokat fogalmazzak meg az angol nyelvet magas szinten bíró műszaki- és mérnökhallgatók számára a jövőben kidolgozandó angol nyelvű műszaki szaknyelvi képzés tervezéséhez a felsőoktatásban. A "Felsőfokú műszaki angol" nevet viselő tantárgy oktatása az Óbudai Egyetem Bánki Donát Gépész és Biztonságtechnikai Mérnöki Karán két egymást követő tanévben, 2015-ben és 2016-ban zajlott. A jövőbeli továbbfejlesztés, elméleti és gyakorlati kidolgozás érdekében lefektetem a Feladatorientált Felkészítés koncepciójának néhány meghatározó alappillérét, amelyet elsőként itt teszek meg.

Keywords

course design, ESP, language examination preparation, Technical English, impact

Kulcsszavak

kurzustervezés, szaknyelv, nyelvvizsgafelkészítés, műszaki angol, visszahatás

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[2] English for Special Purposes

INTRODUCTION

Óbuda University is a "dynamic and thriving institution" [1] with its focus on training students primarily in technical, engineering and business studies. 140 years old in 2019, the integrated university consists of six faculties, one central and three doctoral schools, offering training in all three cycles of EHEA[3], thus covering the full spectrum of higher education at bachelor, master and doctoral level, training both domestic and international students. (Students from the European Union come through the Erasmus Programme, while the state-financed Stipendium Hungaricum brings students mainly from Asia, South America and the Middle East.) Since the official terminology and technical language skills have been tested within a framework of accredited technical language examinations for decades in Hungary, the need to provide students with a suitable language examination preparatory to training naturally arose.

Having looked into the two available accredited Technical English language examinations [2], [3] and the current curriculum at Óbuda University and other engineer training institutions, it was clear that an existing gap occurred between the option to attain a certificate for Technical English language skills and the overall absence of a tailor-made language examination course at university level. This design began in the spring semester of 2016, and after working through the official forums of the university's relevant decision-making boards, a course under the name "Advanced Technical English" was introduced into the curriculum of the University. The significance of this is not just relevant for the provision of a high-level language learning option. The application of the acquired new language skills is more and more apparent in the changing industrial environment. [4]

GENERAL LEGAL REQUIREMENTS OF LANGUAGE EXAMINATIONS TODAY IN TERTIARY EDUCATION

Firstly, let me elaborate on the legislation regulating secondary school leavers' university admission. According to a government decree passed in December 2014, as of the beginning of the 2020/21 academic year, only applicants having obtained a level B2 complex language examination may submit their applications for any university major at bachelor level, in any training form (regular, correspondence, distance learning) [5]. Therefore, the law provided a six-year long 'breathing space' for students, secondary schools and teachers before the introduction of this measure.

Before the regulation became effective, pressure from student government organizations, professional language teaching associations and parents had mounted on the educational department and the government. [6] In fear of losing approximately half of potential university students from September 2020, the government issued a new decree which annulled the B2 level language examination prerequisite as an admission criterion for any tertiary educational institution. [7].

Secondly, regulations on the attainment of diplomas and degrees in tertiary education needed to be discussed. Previously, output requirements to obtain any bachelor or master's qualifications had been tied to the attainment of a level B2 complex language exami-

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[3] European Higher Education Area

nation. [8] Controversies in Hungarian society have since lined the path of language learning and examination preparation, leaving thousands of graduates without a recognised diploma at the end of their studies in higher education. [9]

Although government funding was provided for programs to redeem unawarded degrees due to the lack of language examinations, figures demonstrate that they have only scratched the surface of the problem. Only a small portion of the previously unawarded degrees could be redeemed with a successful B2 examination result after the completion of the state-financed language learning course. [10] The sheer presence of an official prerequisite for the attainment of a degree in higher education has been looked into with a broader international overview, bringing about further discussions in relevant professional and social forums, where the conclusion often points to prior insufficient language teaching conditions. [11] It is also important to note that certain majors, in Hungary, create extra output requirements for qualification. Some of them (e.g. technical military training) demand specialized professional language examinations, others bind the attainment of a degree to general language tests in more than one language. [12]

The Hungarian government recently issued a new decree concerning unawarded degrees and output level B2 language examination requirements. This was done within the framework of emergency legislation amid COVID-19 protection as part of a series of measures. The decree was published on 10 April 2020. In a two-line paragraph, all students having passed their final state examination before 31 August 2020 must be exempt from the requirement to obtain a complex language examination pass. [13]

Having demonstrated the inadequacy of legislation governing input and output requirements with regard to obtaining a language examination certificate, it becomes clear how it all exemplifies the effects of testing at various levels. Compulsory nation-wide testing falls under the category of *impact*, as described by Shohamy. [14] Both their enormous *educational* and *social impact* may be observed. Because of their mandatory nature, these tests are highly important, which causes all test candidates, students and teachers alike to alter their attitude towards the learning and teaching process. As well as modifying the participants' behaviour, the arbitrary alternation between retaining and abolishing language test-bound admission and graduation preconditions on the government's part seem to exert a disproportional influence on a social scale. The number of applicants to tertiary education institutions hit an alarmingly low level in 2020, with only 91460 candidates having filed applications. [15] Further extended studies into its many potential causes must be conducted, yet the obvious link between these issues have been voiced by the representatives of the language teaching profession and the press. [16], [17]

Taking all the legal steps and this controversy into consideration, it is obvious that terminating the examination-bound obligation that kept higher education students studying languages even after leaving formal tertiary education will, sadly, discourage students from acquiring General English skills. Retaining the mandatory requirement after the said date will maintain the interest in and need for continuous provision of language teaching at university level. This must be strengthened to offer sufficient language learning options for the large number of high-school leavers who will continue to begin their further tuition lacking a proper high level examination in any major language.

THE REASONS FOR PREFERRING ESP TO GENERAL ENGLISH

Generally speaking, nearly half of the candidates admitted to universities in Hungary obtained a level B2 complex examination acceptable as a requirement for finishing their studies with a suitable certificate in recent years. [18] To investigate the specific situation at Donát Bánki Faculty of Mechanical and Safety Engineering, I have gathered data from the Registrar's Office.

Year	Number of students				Proportion of students [%]			
	N1	N2	N3	N4	P1	P2	P3	P4
2019	381	313	54	14	100	82,15	14,17	3,67
2018	419	339	66	14	100	80,91	15,75	3,34
2017	371	288	59	24	100	77,63	15,90	6,47

1. Table: Students with a final examination at BSc level (self-editing)

N1: Number of all students taking their final examination
N2: Number of students immediately receiving their diplomas holding a language certificate
N3: Number of students redeeming their diplomas with a delay filing their language examination certificates at a later date
N4: Number of students not having received their diplomas with a language certificate, though diplomas are to be granted after the government decree on language examinations
P1: Proportion of all students taking their final examination
P2: Proportion of students immediately receiving their diplomas holding a language certificate
P3: Proportion of students redeeming their diplomas with a delay filing their language examination certificates at a later date
P4: Proportion of students not having received their diplomas with a language certificate, though diplomas are to be granted after the government decree without a language examination

Year	Number of students		Proportion of students [%]
	N1	N2	P
2019	533	326	61,16
2018	643	432	67,19

2. Table: All students admitted and enrolled for BSc program (self-editing)

N1: Number of students admitted and enrolled for BSc programs
N2: Number of students holding a B2 English or German language examination at the time of admission
P: Proportion of students admitted and enrolled for BSc programs holding a B2 English or German language examination at the time of admission

General language teaching at tertiary level must not ignore but should target the considerable proportion (38-33%) of students not holding a B2 certificate at the threshold

of university entry. As in many other institutions, Óbuda University addresses the problem of language learning during formal tertiary studies in many different forms.

As part of the Ágoston Trefort Centre for Engineering Education, general language learning is provided in the curriculum in three languages: English, German and Russian. To cater for the basic needs, that is, students without a B2 examination, the Centre offers courses for beginners, pre-intermediate and intermediate learners with the ultimate aim, at the end of their courses, for students to have an examination pass. A lack of applicants may prevent a course from starting.[19] As I have explained above, general purpose language learning needs are addressed and student expectations are fulfilled through the courses run at Óbuda University.

The success of language learning at tertiary level does not only depend on officially provided in-house tuition. Extra-institutional, private and autonomous learning must also contribute to the final tangible requirement. With all these efforts, roughly 80 per cent of students are able to graduate and obtain their degrees by the end of the seven semester-long BSc program, as the figures cited above demonstrate, along with a year-on-year improvement in numbers. This means, that the 33-38 per cent gap at the entrance point is reduced to approximately 20 per cent at the exit. The judgement on this, whether it is a failure or success may be looked at later and in detail at all possible levels – institutional and national. However, the numerous and particularly the most recent governmental interventions through the law and regulations described earlier suggest that it is a situation which is far from being acceptable at a national level.

In my view, professional language teaching capacity at tertiary educational level must not be overwhelmed trying to tackle the problem of unattained intermediate language examinations. On the contrary, courses and professional teachers must focus on specific language teaching pertaining to the profile of the faculty and subsequent job needs. This was the reason why my attention has been focussed towards offering ESP courses at this institution.

THE MISSION OF ADVANCED TECHNICAL ENGLISH

To provide a meaningful and content-laden course for engineering students at Óbuda University, I had to take into consideration the various faculties and majors the institution offers. Mechanical engineering, safety engineering, economics, business and management studies are available in the two faculties on the premises on Népszínház Street, where I expected most students to enrol, however, as later occurred, information technology and electric engineering students also participated in the course from more distant campuses. All students completing either their bachelor or master training had to be accommodated. This meant that the course needed to be attractive to virtually the whole student population.

Administrative incentives were assigned to the completion of the subject, which in practice meant 3 credit values. After its second semester it was also made one of the criterion subjects, an English-language elective course, making it even more worth taking.

Since the elective course targeted the training of any engineering student, irrespective of their faculty, whether they were in their bachelor's or master's training stage, there

was a minimum entry criterion for the course. The decisive factor, to draw the line of admission, was the holding of a level B2 complex English language examination or its equivalent knowledge. This ensured the target level C1 - advanced language skills could be attained even from an intermediate or upper-intermediate plateau. 'In addition to this core vocabulary, there are another 1,000 or so words common to academic disciplines, sometimes referred to as the basis for an academic vocabulary. However, once learners reach the intermediate level, they often fail to make sufficient gains in their knowledge of vocabulary'. [20] The course took on the mission to overcome this barrier with this purpose in mind. Enriching the scope of academic terms with 1,000 or so relevant engineering vocabulary items may make a significant difference in language skills, enabling them to attempt and successfully pass an advanced complex language test.

THE PROCESS OF COURSE DESIGN

Attaining advanced language skills in a specific academic field presumes general higher-level thinking skills. In Bloom's taxonomy the latter are summarized in *analysing, evaluating* and *creating* stages in the order of thinking skills, which are further refined in sub-categories. [21] In a most recently revised new taxonomy, Marzano and Kendall set up and named the last three stages as *knowledge-utilization, metacognition,* and *self-system thinking.* [22] For learners to activate these high level thinking skills in the target language, they need to be exposed to a construct that is of high complexity regarding both its lexical and grammatical content and a methodology of instruction that is both challenging and varied.

With that in mind, when developing the course curriculum, I was forced to take into consideration the level of knowledge and skills description of the Common European Framework of Reference (CERF) for C1 level. Hungary as a European Union member state applies the CERF levels and criteria in its language testing. Even though high-stakes language testing has been widely reflected on and is constantly a subject of criticism by renowned academics of the field, [23] we have to be conscious of the backwash effect that Hungarian language examinations based on CERF descriptions exert on classroom procedures and learning and teaching processes. In the case of *Advanced Technical English,* the pressing compulsory nature of test taking has been diminished. One reason is that the course was chosen to be elective. Another is that, despite the availability of the two technical ESP examinations, Óbuda University does not compel their students to take advanced level examinations, neither at GE, nor at an ESP type as an output requirement. The course may not do that either, however, giving encouragement, ample preparation and recommendation, the option to enrol and pass a C1 test was realistic upon finishing the semester. The course objective, which was the first element of course design, was worded so that students see this opportunity as a potential benefit in the job market:

'The course objective is the preparation in fulfilling the requirements of both oral and written Technical English examination at level C1 that is accredited in Hungary. By improving their receptive, productive and mediation skills, not only will the course enable students to successfully pass a specified technical language examination at an advanced level, but it will also provide them with a competitive advantage in the labour market, since the course will be enriched with business and technical vocabulary based on students' needs.'

My assumption that this was sufficient to appeal to students such that they would enrol on the course was confirmed by the influx of applicants. The number of students immediately filling the available places, through online registration, within hours of enrolment opening.

The next step in course design was the in-depth study and analysis of the program, topics, tasks and officially provided online and paper-based test material by the two language examination centres offering the advanced technical language test. As for *BMEnyelvvizsga* (Language Centre at Budapest University of Technology and Economics), at the time of the course design, ESP language tests both in technology and economics were offered in a bilingual version. Hungarian used to be involved in testing. As in the case of many other language tests, oral and writing skills may be examined separately or in a complex way, but only in the written part was mediation as a separate skill embraced. At the oral part at *BMEnyelvvizsga*, there was an active performance test in front of a two-member committee with one candidate at a time as a form of oral interview with three task types: a personal and professional introduction, discussion of a topic prompted by a visual input and finally an argumentative presentation with a 5-minute preparation time allotted. At the listening test, two audio texts of various genres are provided coupled with note-taking and true/false statement task types. The written test included two reading tasks to measure global comprehension and elicit specific data in the task format of paragraph and paragraph heading matching. The other reading task was an integrated one with mediation, since it required a summary of an English text on a technical topic of approximately 1000 words in Hungarian. Two tasks to test and measure writing skills incorporated the format of formal letter writing on a technical or business problem, and a guided argumentative written essay based on a given title to be debated. Last but not least, three Use of English tasks completed the written part with the tasks of sentence transformation, cloze test and text completion with four content-word multiple-choice options. It must be noted here that since the running of the course, the language centre for *BMEnyelvvizsga* has transformed all of its ESP tests from bilingual to mono-lingual, which means that mediation as a skill to be tested formerly has been removed in favour of more monolingual tasks.

As far as the other domestically available technical language examination is concerned, *Zöld Út Nyelvvizsga* (Green Path Language Examination), operated by Szent István University, also used to include testing mediation skills in its earlier available form. The task assigned to the skill was placed in the written part, candidates had to summarize a one-page long text in Hungarian into English on a technical topic. With later modifications to the test, this part has also been eliminated, thus transforming the examination into a mono-lingual type. Reading skills are tested through two lengthy texts with two tasks assigned to each text, with various reading task types, such as information-gap filling, note-taking, matching paragraph headings. Writing skills are examined through two tasks, mandating candidates to compose a written analysis of a table or chart provided. The other task is a guided composition in the genre of a reader's letter to the editor of a professional newspaper on a given technical topic. As part of the oral test, listening comprehension is tested by audio news samples with true/false statements and a lengthier and more complex spoken explanation of a technical problem, with an information-gap exercise attached. The speaking part, in form of a two-member committee involves two dialogues and one monologue.

The first dialogue is an introductory one related to a technical topic, a list being given on the official website. [24] What is very special about the speaking test routine is the presentation task and its preparation. Three weeks prior to the date of the speaking test, candidates are asked to submit an official form, in which they must send the draft and three reliable sources of three different presentations on a certain technical topic. At the examination, they are made to draw one title out of the three, after which they must deliver an 8-minute talk. Following this, candidates are asked questions and debate with the examiner.

While *Advanced Technical English* courses were running, the two language centres made their ESP tests in English available in their May and November examination periods. This meant that both in the spring and autumn semesters there was one available technical examination to take for those students who were interested. In my preliminary inquiries at the outset of each course, together with needs analysis in writing, I asked students for the reasons they took the elective course and their expectations from it, in an informal, open classroom discussion. Amongst these general reasons were foreign language improvement and an interest in the technical topics in the syllabus. There were typically three students of the maximum 15 allowed per course that showed interest in applying for the C1 examination. After the in-depth study, the task types and skills testing, I needed to design the course in such a way that it would grant sufficient time for in-class development and home practice of all the tested skills and task types at the examination detailed above. This is represented in the course syllabus as follows:

'Syllabus: Discussion of the most typical technical language examination topics on a weekly basis in the form of individual topic preparation, presentations, situational and simulation tasks and debates. Revision of grammatical structures combined with a refined vocabulary and set of idiomatic expressions incorporated into and active in oral and written productive tasks. Task-based approach to examinations: the introduction and practice in at least one oral or written task-type on a weekly basis.'

In practice, the two weekly contact lessons with three 45-minute sessions at a time gave ample opportunity to introduce and practice C1 examination task types in parallel with continuous skills development. Optional extra oral and written exercises were provided for students committed to applying for the technical language test. This also meant individual tutoring and consultation for the instructor and the student.

We should not overlook the evident backwash effect which preparation for a language test in itself entails. [25] On the one hand, by labelling the course 'exam-preparatory' in the academic registration system, I intended to capitalize on the obvious high prestige of language examinations both in the Hungarian educational system and in society. It was evident that the opportunity and potential output of the course in test-taking would draw students, since they felt that they might receive an official certificate, even if it was not a compulsory requirement. In our document-centred society, it is something which is not to be neglected, even though the majority of students are interested in gaining presently applicable and real-life knowledge. In case of other technolects, such as English for law enforcement, the practical application of this has also been highlighted. [26] Explicitly described by academics as '*impact*' [27], high-stakes language tests exert such an influence in society that it may be detrimental to minorities and impaired social groups. Unless high-stakes language tests are continually supervised and classroom procedures adopt the most advanced

learning and teaching methods, the teaching and learning activities may easily decline to a mere 'teaching to the test' and 'learning to the test'. [28]

Evidence to demonstrate the adverse and unintended effects of such preparation is amply provided by scholars. [29] To avoid this, in classroom activities, examination material should be used in way that it should create no pressure on the student. One visual 'trick' was the eradication of the official reference to examination centres on paper-based and online material. Therefore, students did not have the sense that what they were dealing with was preparatory material coming directly from the language centres. Another method was the leisurely pace and the lack of time constraints during in-class tasks. The aim was meticulous discussion and an indulgence in detail, therefore, only when students gained more practice and confidence with task types and their applicable learning and solution strategies could procedures be accelerated. Precise time based task solutions on both test parts were measured in case the students needed to apply to take the examination.

MATERIAL DEVELOPMENT AND TEACHING STRATEGIES

Regarding the technical ESP nature of the preparatory course, high student expectations were expressed for cutting-edge content at the beginning of the semesters, manifested in written needs analyses and informal conversations with the tutors. The material that comprised 'trait', [30] that is *what* to teach, had to fulfil several requirements. First and foremost, it reflected the majority of the oral topics listed online on the websites of the language centres. By touching upon the topics at C1 level oral examination, it was guaranteed that during the 14-week long semester, students gained an overall insight of the most relevant technical issues. The weekly plan of the syllabus with its theme deployment was as follows:

- automation
- ergonomics, environmental issues
- energy
- virtual reality
- communication, computers
- space research
- quality or quantity
- safety technology
- transportation
- from wheels to space shuttles
- auto industry
- recycling

Recognizing students' interests and the end-of-the-course feedback, one or two topics were replaced per semester taking into consideration students' wishes, thus allowing classroom time for special individual and group interests. These included artificial intelligence or welding technologies for instance.

Secondly, as regards the availability of the course material, various sources had to be incorporated. I obtained all the official paper-based and Internet-based publications issued by the language examination centres themselves. [31] Limited resources allowed only

a test sample on both of the websites and a practice booklet issued by *BMEnyelvvizsga*. The lack of such material urged me to seek other technical or engineering textbooks designed for ESP classrooms and learning. [32] Only after thorough content-revision did I select units or sub-topics that could be incorporated as material for the lessons, naturally, with necessary modifications, additionally designed exercises or omissions. Besides engineering ESP textbooks, I also revisited advanced level course books and language examination preparatory test booklets in General English, searching for special technical themes that would incidentally be featured in them, with exercises ready for classroom use. [33]

Finally, the most important material to be used was always the up-to-date topics sourced from recent online publications. This meant the application of at least one topical issue per weekly theme. Any online material featured in the lessons went through a process of material design, where the length of texts, video or audio were cut, edited and received individually tailored exercises to fulfil the purposes of advanced skills practice that included mediation, reading, writing, listening and speaking. [34], [35] Skills practice was in accordance with the task format of the model exercises provided by the test centres. Undoubtedly, the latter part of the process of course material development, which fundamentally requires a rigorous and systematic approach, [36] is the most challenging and responsible aspect for any ESP teacher.

Along with vocabulary and skills improvement, the course took on the important mission to elevate students' structural awareness and level of understanding in the target language. Therefore, lessons embraced grammatical revision as well. The selection of structures to be included had previously been carried out. Looking through a number of advanced level General English course books, [37] the preferred grammatical topics were those that are complex and sufficiently refined for that level, thus receiving less attention in teaching English at lower levels. Also, these are the structures that are more frequently used in academic environment. Advanced structures featured in class were

- passive forms,
- reduced relative clauses,
- noun clauses,
- gradable and non-gradable adjectives,
- modals with perfect infinitives,
- conditional base and mixed types with alternatives to '*if*',
- past tenses for hypothetical meaning,
- patterns after reporting verbs,
- gerunds and infinitives as verb compliment,
- using fronting for emphasis.

As for teaching structures, the challenge of linking the vocabulary to the topical technical content was unavoidable. Besides turning to readily available high-level English grammar exercises, teachers also had to compose structural drills and exercises of their own to suit the actual learning needs and the ESP content. Additional drills were provided at the students' request and for those who had some weakness in the field. Correction and feedback were offered individually in form of a tutorial.

During the implementation of subsequent courses, several teaching strategies were adopted. As a result of its popularity, the number of participants necessitated that two

courses be operated simultaneously. Inviting more colleagues to teach *Advanced Technical English* was done with the emphasis on an ESP teaching background. Sharing the *trait* ensured mutual compliance with the syllabus. Naturally, all four colleagues taking part in teaching *Advanced Technical Englis*h enjoyed the liberty in utilizing various teaching approaches, strategies and methodology. With a maximum number of 15 participants, students were allowed to work in various groupings during the lessons: with chosen or randomly assigned pairs for special tasks or for the whole duration of a lesson. Group work was facilitated by more complex and time-consuming exercises. There were lesson-length projects assigned to teams of students, when they had to come up with a common project product, for instance, designing a trade fair stall. Preparing for and giving a presentation was a major part of oral language test training. Therefore, students took on the task individually or working in pairs, making a final oral contribution enhanced with visual aids. They received feedback from both fellow students and the teacher with suggestions for further improvement. Classroom teaching procedures influenced student behaviour outside the classroom, where they prepared in cooperation with others, shared common knowledge through informal online channels and applied forms of autonomous learning, demonstrating their abilities to organize their studies independently. [38]

To conclude, the material development for this specially designed course was a momentous piece of work prior to and during its operation. Although the syllabus and structure remained, its content was constantly updated and renewed. This was crucial for several reasons. On the one hand, the technical nature of the ESP course calls for maintaining the pace alongside rapid technological development, affecting the content to be put on the table. On the other hand, students had ample opportunity to satisfy their own interests and needs, which also prompted greater resilience on the teachers' part. Finally, examination preparation was decisive in both task selection and the application of the various teaching and learning strategies.

STUDENTS' FEEDBACK AND CONCLUSION

The experience of running *Advanced Technical English,* an examination-preparatory course of ESP at Óbuda University, has highlighted considerable implications for the future of ESP teaching. Students were asked to give anonymous written feedback at the end of each course. They were requested to name both favourable and unfavourable elements and experiences they had over their semester-long involvement in the course. Unlike the generalized course feedback available in the online university registration questionnaire, students were asked to compose their own ideas, therefore, the answers I received were far less cliché ridden. On the contrary, the course feedback sheets mirrored the most important and urgent ideas students had to reflect about their complex experience of the classroom procedure, teaching and learning process they underwent. Among the positive things they mentioned were the colourful material and general devoted teaching attitude, the possibility to prepare for a level C1 technical examination and the opportunity to upgrade their overall language skill to match their requirements. However, a number of students expressed their wish to learn more specialist vocabulary and topics pertaining to their studies, the major that they have chosen and the future profession they are about to pursue after graduation. Such expectations point beyond the original purpose of *Advanced Technical English*. Even

so, the ideas students worded expressed their immediate need for the kind of English they would most willingly learn at university level and that undoubtedly points towards more field-specific language use.

RECOMMENDATIONS FOR FUTURE ESP COURSES: MISSION-ORIENTED PREPARATION

Capitalizing on students' calls for more field-specific language knowledge, I have devised the foundations of a teaching concept that I wish to elaborate in more detail in its theory and practice. I named it '*Mission-Oriented Preparation' (MOP)*. It comprises common knowledge and experience in ESP teaching, ushering in more innovative changes in classroom procedures, teaching and learning processes.

Mission-Oriented Preparation commences with defining a mission for a learner that will govern the whole learning process. Students must articulate and proclaim their immediate short-term and mid-term goals of their language learning. To achieve these goals, the teaching and learning processes must be conducted in close cooperation with the teachers, tutors in the field the student studies, including future job market representatives and potential employers in the area. Cooperative course design and implementation is an essential element of MOP, where the participants of certain domains collaborate in order to map and develop students' general professional abilities and English language synchronically. (The use of similar methods of needs analysis for ESP course design, involving non-linguist domain experts is on the increase in a number of professional fields [39], [40].) With regard to diverse student ambitions, MOP intends to focus both on English for Academic Purposes (EAP) and English for Vocational Purposes (EVP). However, especially in the case of EVP, courses may operate to embrace students with a wider scale of language proficiency, including lower level speakers to motivate learning professional English and a prompt application of the language. MOP is also characterised by taking advantage of various modern teaching and learning approaches, such as using the Café method, [41] portfolio assessment, dynamic assessment, cognitive assessment or autonomous learning, since the experts of such methods generally call for more empirical gain. [42] In future course designs and implementations, *Mission-Oriented Preparation* will be further refined in both theory and practise.

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