

Review research paper

## IMPLEMENTATION AND EVALUATION OF ESP COURSES FOR UNIVERSITY LIBRARIANS IN CHINA AND KAZAKHSTAN

Eva Reid<sup>1</sup>, Božena Horváthová<sup>2</sup>

Comenius University, Bratislava, Slovakia, Trnava University, Trnava, Slovakia

E-mail: [eva.reid@uniba.sk](mailto:eva.reid@uniba.sk), [bozena.horvathova@truni.sk](mailto:bozena.horvathova@truni.sk)

**Abstract.** *The discussed ESP module for librarians was one of eight modules developed and implemented within the DIREKT Erasmus+ project funded by the European Commission through the Capacity Building in the Higher Education Program. The aim was to improve, develop and modernise higher education systems in Asia through university cooperation. The idea behind teaching English to librarians was to equip them with an ability to provide support to academic staff and students concerning information resources, databases and research studies, which are available mainly in English. Librarians are the key link between the activities of academic staff, students and the library, therefore there is a need for librarians to reach at least an A2 level of the CEFR in English. The ESP module is aimed to develop a functional language for the library staff in authentic library situations, such as borrowing and returning books, using library jargon, providing assistance, guidance and advice in finding quality library sources and databases, referencing, citation and avoiding plagiarism. This research study aims to evaluate the implementation of the ESP module for librarians at five universities in China and Kazakhstan. Research methods applied in this study were observation, students' questionnaires and teachers' evaluations. To summarize the findings, it was discovered that even though the taught module was the same, there were differences in focus, teaching techniques, activities and used materials.*

**Key words:** *English for specific purposes (ESP), information literacy, library terminology, information resources*

### 1. INTRODUCTION

The objective of the theoretical part is to provide foundations regarding English for Specific Purposes focusing on library terminology and to discuss in detail an ESP module on library terminology within the Erasmus+ project DIREKT (Developing Trans-regional information literacy for lifelong learning and the knowledge economy) funded by the European Commission through the Capacity Building in Higher Education Program (2017-2019) to develop and modernise higher education in Asia through university cooperation. The DIREKT project aims to instil best Information Literacy practices in

---

Submitted February 7<sup>th</sup>, 2023, accepted for publication March 20<sup>th</sup>, 2023

*Corresponding author:* Božena Horváthová, Comenius University, Bratislava, Slovakia, Trnava University, Trnava, Slovakia

E-mail: [bozena.horvathova@truni.sk](mailto:bozena.horvathova@truni.sk)

higher education systems, to up-skill library and academic staff, specifically their transferable, pedagogical and lifelong learning skills in the Information Literacy field by developing capacity and affecting all stakeholders including students. It is targeted at improved, more relevant university services in the Information Literacy area leading to better awareness, modernization and improvements in teaching and learning. Further objectives are creation of curriculum-integrated Information Literacy programmes (embedded in the three cycle-system – bachelor, master, doctorate), quality assurance and recognition of qualifications for the development of lifelong learning in higher education and society, as well as incorporating appropriate electronic media (DIREKT, n.d.). The project consists of 7 modules:

- Module 1: English for Specific Purposes (ESP: library terminology)
- Module 2: Information Literacy: Marketing skills for Academic staff librarians
- Module 3: Information Literacy 1: (Finding and using information effectively and ethically)
- Module 4: Information Literacy 2: (Accessing information online and in print, liaising effectively with Library users and enhancing their pedagogical and teaching skills)
- Module 5: Information Literacy 3: (Innovative online library services for 21st Century Librarians)
- Module 6: Information Literacy and Academic Writing 1
- Module 7: Information Literacy and Academic Writing 2

Module 1 is aimed at mastering English for Specific Purposes (ESP) in the library context. It deals with the functional language of the library staff and natural language in authentic library situations and is designed for librarians working at academic institutions and universities. The module consists of 46 contact hours, 14 homework assignments, 6 presentations and 6 designs of library promotional flyers. It covers topics on a personal information calendar, dates, time and money, phone numbers, library collections, library space, library services, library opening hours, library jargon, rules of conduct in the library, library electronic resources, borrowing and returning books, finding books in the library, library communication, library staff and professional presentations.

## 2. ENGLISH FOR SPECIFIC PURPOSES

According to Hutchinson and Waters (1987), English for Specific Purposes (ESP) refers to learning a language in the context of a particular English vocabulary, of a specific field such as medicine, business, aviation, etc. In the application of particularized vocabulary to the learners, whose general English language competencies in most cases, are reasonably sufficient and their subject of interest is the enrichment of the vocabulary in a specific area of the English language. According to Strevens (1988: 1-2), ESP meets “specified needs of the learner, related in content to particular disciplines, occupations, and activities, centred on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc”. Subject matters may include themes or topics governed by students’ needs, purposes, and interests, or any subject in their curriculum. Dudley-Evans and St. Johns (1998) state that ESP as a specialised category of the English language should reflect the fact that in the teaching process of ESP, where the majority of vocabulary learned is linked to a specific profession or discipline, the methodology differentiates from the methods used in teaching general English. Paltridge and Starfield

(2013) understand ESP as an umbrella term, demonstrating the teaching of a foreign or second language, where the students aim to use the language in a specific life field. According to Collins English Dictionary (Collins dictionary 2022), ESP specifies a particular genre of the teaching of the English language to students, whose native language is not English, but who need it for a specialised job, activity, or purpose. Bojovic (2016) believes that for learners of ESP, the age factor needs to be considered and claims that the majority of ESP learners learn this particular form of language for a specific reason, and at a particular time of their lives, primarily in adulthood. This is particularly true with librarians as learners of foreign languages.

### 3. LIBRARIAN ENGLISH AS A PART OF ENGLISH FOR SPECIFIC PURPOSES

The language used for professional communication (ESP) has led to the production of many materials and courses developed for specific fields such as Legal English, English for medical science and nursing, English for Tourism, Business English, English for Biology, English for Engineering, etc., but it is challenging to find materials and courses on English for librarians. Instead, teachers prepare their materials collected from different sources, and ESP courses for librarians depended much upon the teacher's background, experience, and knowledge. Indeed, not much attention has been dedicated to this particular field of ESP and there is little literature available on teaching English to librarians. Only two research studies on the topic were identified. They report on research carried out as a result of the need to make librarians more confident when communicating with foreigners (students and teachers participating in mobility programmes), and to make them able to benefit from the information on the internet and in e-resources, which is mostly available in English.

Fontanin (2008) described an English course for librarians using an in-service blended learning experience which received a positive response from the participants. The learning activities covered reading comprehension, listening activities from podcasts, speaking including a discussion and describing library services, and writing to prepare learners (librarians) for participation in international conferences, contributions to international journals and preparation of EU project proposals. The multimedia-based activities were successful in developing librarians' English proficiency and provided them with opportunities to learn English without leaving their work.

Mukminatien (2017) presented a model for developing a speaking syllabus for librarians using a CLIL (Content Language Integrated Learning) approach designed for the Blended Learning platform. The development of librarians' speaking ability was intended to be achieved by accommodating syllabus content to librarians' need to improve their professional competence. According to the author (*ibid.*), the syllabus can also be used by students of Library Science to develop their communication skills as a pre-service training course.

The ESP courses for librarians mentioned above represent individual efforts to help librarians practise English at work, so that they are able to give foreign language speakers the same qualified assistance they give those who speak their language. The research part of this paper is dedicated to an analysis of a particular ESP module on English for librarians developed within an international project aimed at developing trans-regional information literacy, fostering partnerships between faculty and librarians, and integrating the new and changed roles of librarians.

#### 4. RESEARCH

The research part introduces and describes research methodology. Firstly, research aims and questions are specified. Secondly, the participants are introduced and described. Next, research methods are presented. Finally, the results are analysed and interpreted, and conclusions are drawn.

##### 4.1. Research Aims and Research Questions

The paper has the following research objective:

1. To evaluate the implementation of the ESP module for librarians at five universities in China and Kazakhstan - Almaty, Astana, Kostanay, Nanjing, and Xi'an.

Based on the objective, the following research questions were established and explored throughout the study.

1. How was the ESP module implemented at five universities in China and Kazakhstan - Almaty, Astana, Kostanay, Nanjing, and Xi'an?
2. How did the teachers manage to deal with the module concerning their teaching techniques, activities, sources, etc?
3. How did the learners evaluate the course and their teachers?

##### 4.2. Participants

Research subjects included 104 learners (librarians) and 8 teachers. The research was conducted in 2019 during which twenty-four lessons were observed, teachers' evaluations and self-reflections and learners' questionnaires were collected and analysed. Purposive (selective) sampling was used in this study, which is common in qualitative research and mixed research (Flick, 2010). This sampling method relies on researchers' judgement when selecting the individuals (librarians) that can provide the best information to achieve the aims (learning ESP). In this case, the participants were selected by the project leaders at each participating university.

All the participating learners (104) were qualified librarians at five different universities in two Asian countries of Kazakhstan and China. Librarians' age was between 23 and 58, the average age was 36. An interesting fact was that the majority of librarians in Kazakhstan were female, where only one male was in Astana and one male was in Almaty. All librarians in Kostanay were female. On the contrary, the majority of librarians in China were male, with only five females in Nanjing and four females in Xi'an.

Participating teachers (8) were either qualified English language teachers or highly qualified librarians with a very good command of English. Three teachers in Almaty were qualified English language teachers, two teachers in Almaty and the teacher in Kostanay were librarians. The teacher in Nanjing was a library director and the teacher in Xi'an was an English language teacher. These teachers were selected by the project leaders at each university.

Table 1 Participants

	Almaty	Astana	Kostanay	Nanjing	Xi'an
Learners (librarians)	30	28	10	15	21
Teachers	3	2	1	1	1

Table 2 Observed lessons

	Almaty	Astana	Kostanay	Nanjing	Xi'an
Observed lessons	9	6	3	3	3

### 4.3. Research Methods

The research methods used in this study were observer-as-participant observation, teachers' evaluations and self-reflections and learners' questionnaires consisting of 12 questions based on a Likert scale (1-5 from strongly disagree to strongly agree). The obtained data were processed through categorisation and triangulation. Triangulation attempts to map out the richness and complexity of situations by studying them from more than one standpoint. In this case, the whole picture is gained by combining observation, teachers' self-reflection and learners' evaluations.

In the observer-as-participant observation, researchers are more detached, where objectivity and distance are key characteristics. All participants (teachers and learners) were informed about the aim of the research. Observed data were collected, categorised, and compared on common features and differences (Flick, 2010). In this research study, 24 lessons of ESP were observed in five different universities in Kazakhstan and China.

Evaluations and self-reflections are commonly used in qualitative research in education. Self-reflections are written in the first-person point of view (in this case by the teachers). The purpose of self-reflection is to broaden the teachers' perspectives and discover new thoughts and teaching practices (Ortlipp, 2008). The eight teachers were given semi-structured forms which included questions for evaluation of the course and learners. Self-reflection questions focused on examples of good/innovative practice, other appropriate issues, updated booklists, and ideas/actions for future deliveries.

The third research method used was a Likert scale questionnaire, in which learners choose the option that best supports their opinions. Likert scale are closed questions testing to measure beliefs, attitudes and opinions. The questions use statements and respondents indicate how much they agree or disagree with that statement (Cohen, Manion, Morrison, 2007). The questionnaire in this study included 12 statements and used a five-point scale (1-5 from strongly disagree to strongly agree). The questionnaire was filled out by 104 learners to evaluate the ESP course and their teachers. The questionnaire included a column for further comments.

## 5. RESEARCH RESULTS

### 5.1. Observation analyses

The method of observer-as-participant observation was carried out, where the researchers were known to the participants, but did not have much contact with them. Twenty-four ESP: library terminology lessons were observed in five universities in Kazakhstan and China that were following the same module developed within the DIREKT Erasmus+ project Capacity Building in Higher Education. The modules were further implemented in all participating non-European countries. The researchers were project participants responsible for the evaluation of the implementation of the modules. Data from observations were noted in a semi-structured observation schedule, which

included information on lesson aims, activities and methods, materials, assessment, subject expertise, and learning outcomes.

Table 3 Observation data

	ALMATY	ASTANA	KOSTANAY	NANJING	XI'AN
Aims	In correspondence	In correspondence	In correspondence	Partially	In correspondence
Activities and methods	Communicative teaching approach	Effective activities combining English and library ESP	Suitable activities for beginners developing basic English in a library context	Old fashioned – lecturing, GTM, filling-in exercises, teacher-centred. No connection between parts of the lessons.	Old fashioned – lecturing, GTM, filling-in exercises
Use of materials	Mainly course book exercises, handouts, speaking activities, videos	A lot of extra materials, creating own materials, use of websites, videos	Course book, handouts, videos	PowerPoint presentation, handouts	Handouts based on English – Chinese fill-in exercises, translation practices
Assessment	Attendance, participation, final test, presentation, role-play, flyers	Participation, attendance, assignments, test, presentation, flyers, role play	Attendance, participation, home assignments, final test	Attendance, test, homework assignments	Attendance, homework, test
Subject expertise	Teachers were qualified English language teachers. More focus on general English, and not enough library ESP. No connection between different courses.	Individual parts of each course were interconnected. Teachers (librarians) were professional and well-prepared.	All learners were beginners, and the young teacher (librarian), struggled with motivating learners and respect.	Teacher was the library director, who was lecturing and using individual work: doing exercises unrelated to the library vocabulary introduced in the lecture part.	The teacher was an English language teacher and was prepared. Teaching was old-fashioned, with no-interaction – lecturing and individual filling-in exercises.
Learning outcomes	Partially achieved, need for continuation and more library ESP	Achieved, learners wanted to continue. Positive attitude, useful learning	Achieved, but the teacher had hard work to motivate learners	Limited achievement. Minimal interaction, and very little use of English.	Partially achieved – individual work, no interaction, a lot of translation.

To summarise the findings from the observation (Table 3), it can be noted, that even though the same module was implemented, the results were not the same. The aims of the observed lessons were generally in correspondence with lesson plans from the module, just the lessons observed in Nanjing had very limited correspondence with the aims of the lessons. Each lesson had the same structure: lecturing about library terminology and individual filling-in exercises which were not even in correspondence with the first half of the lesson.

Most universities used course books for general English. Own materials, handouts, exercises for library English, presentations, websites and videos were used too. The two Chinese universities used very old-fashioned teaching techniques such as grammar translation method, and individual work filling-in exercises with no interaction and communication. Teachers at universities in Almaty and Astana used a more communicative approach, however, the qualified English language teachers focused more on general English, whilst the librarians from Astana tried to integrate a lot more library English.

Assessment at all universities was done via attendance, test, homework assignments and participation. Role plays and participation were also assessed by Kazakh universities. The most creative approach was taken by the university in Astana, where learners were creating posters and flyers in English.

Concerning subject expertise, the teachers were either qualified English language teachers or librarians. It was observed that English language teachers focused more on general English, whilst librarians integrated more library ESP. However, the teacher in Nanjing was the library director, who was not a teacher and his teaching methods were neither engaging nor effective. Learning outcomes were achieved at different levels. It was very difficult to assess achievements by Chinese universities, as there was mainly teacher centred approach observed with very little English and no interaction. Lecturing was a common teaching technique. No use of English was observed by the learners. On the other hand, all three Kazakh universities made a lot of effort, mainly the university in Astana with very motivated young teachers (librarians), who managed to motivate learners (majority females aged over 40). The teachers in Almaty were all English language teachers and focused mainly on general English and included very little library English. There was no evident connection between the different courses. The teacher (librarian) in Kostanay was well prepared and tried hard, but struggled with the motivation of learners.

## **5.2. Analyses of self-reflections**

Teachers of the observed lessons were given to fill in semi-structured forms containing statements evaluating the taught courses and statements self-reflecting their teaching. Together, there were eight teachers. Four were qualified English language teachers and four were qualified librarians with a very good command of English.

Table 4 Evaluations and self-reflections

	Evaluation of the course	Examples of innovative practice	Other issues	Updating booklist	Recommendations for future deliveries
Almaty 1	Lack of resources, lack of practice in real-life situations.	Student-centred approach, activities: a job interview, a system of library services in English	Different age groups with different educational background	Websites: British council, YouTube videos on ESP	Cooperation with subject specialists in the development of library ESP materials, establishing speaking clubs
Almaty 2	Balanced module with good teaching materials.	Activities organised in a form of a game (did not specify)	Evaluated the course as highly successful.	Teaching methodology course books (Scrivener, Swan, Walter).	Use YouTube tutorials on ESP in the library context. Involve librarians with good English in teaching.
Almaty 3	Appreciated the need for everyone to know English.	Focus on conversational skills in everyday and professional communication.	Need for librarians to gain access to original scientific resources.	Course books for general English and YouTube videos.	Development of further exercises, recommendation for the cooperation of teachers with librarian specialists.
Astana 1	The Module focused more on language in context than on teaching grammar.	Online interactive materials, videos, and discussions.	Learners understood the need to learn ESP.	ESP course book, Headway online materials, British Council online materials	Continue to work with librarians in more specialised fields, further creation of flyers, and posters for the presentation of the library in English.
Astana 2	Well planned module, provided librarians with the necessary skills for working in online databases, sources, etc.	Online interactive materials, videos, and discussions.	Librarians were interested in learning English – a requirement for every modern librarian.	ESP course book, Headway online materials, British Council online materials	Continue to work with librarians in more specialised fields, further creation of flyers, and posters for the presentation of the library in English.
Kostanay	Understand the necessity to have English competencies for librarians.	Individual approach, created own exercises addressing specific difficulties.	Mixed native languages of learners (Russian and Kazakh), which caused difficulties. Problems with motivation.	Further English language course book, YouTube videos, Headway online.	Recommendation for all librarians to absorb this module to be able to work with library resources in English.
Nanjing	Appreciation of English competences for the need to work with international resources and working with international students.	Phone-based learning tool: Intelligent classroom, online platform: Speak English fluently, Tutor ABC.	Use of technology, software and online tools.	Online tools and applications.	Recommendation to enlarge the target group to all librarians and also the academic staff.
Xi'an	Good module for improving librarians' English which helped them to deal with foreigners.	Role-plays in the class – practising English and their daily work.	None.	None.	None.



To summarise evaluations and self-reflections of teachers, it can be said that all teachers agreed with the need for librarians to have at least basic knowledge of English to be able to work with international resources, databases, international students, academic staff, etc. English language teachers in Almaty focused more on general English and struggled with library terminology and topics. They complained about the lack of resources for library ESP. Teachers who were librarians found it easier to focus on the working needs of librarians. Especially the teachers in Astana were highly qualified, knowledgeable and progressive librarians with a very good command of English. They managed to motivate their learners to learn and use English during their library duties, they were creating posters, flyers and presentations in English and were motivated to speak English. The university in Astana appreciated the need for librarians to know at least the basics of English and added ESP to their annual development plan for the library. The situation in Kostanay was specific because of several reasons. Librarians lacked motivation and had different backgrounds and native languages. Issues with different native languages caused difficulties, as the teacher had to work in three different languages (English, Russian and Kazakh). Teachers at Chinese universities had a very different approach. Both teachers used lectures as a main teaching technique, but claimed to use role-plays too. The teacher in Nanjing included a lot of online, phone-based tools and applications for learning English. The teacher in Xi'an did not express any ideas for further materials or recommendations for future deliveries. Based on the evaluations and self-reflections of Chinese teachers it can be assumed that there was not such a motivation to learn English at Chinese universities as it was at Kazakh universities.

### 5.3. Analyses of learners' questionnaires

One hundred and four learners (librarians) from three Kazakh and two Chinese universities were participants in the implementation of a project module focusing on librarian ESP. All participants filled in a five-point Likert scale questionnaire consisting of 12 statements (teacher: well-prepared, gave interesting and informative classes, explained the subject clearly, was effective in leading the class, was receptive to students' questions, stimulated interest in the subject, demonstrated a deep knowledge of the topics discussed during the session, applied all types of assessment set in the module overview, worked effectively with all module materials, followed consequently the aims of the module, focused on achieving the learning outcomes). The questionnaire was to evaluate the teachers. Learners also had a chance to write further comments about the teacher or the course.

The evaluation score by all 104 participants was very high, where the majority of learners marked most statements as 'strongly agree' or 'agree'. It can be concluded that most learners enjoyed the classes and appreciated the opportunity to learn English during their working time and free of charge. Many learners said that the courses were too short and they expressed their desire to continue learning. Some learners admitted that it was hard to motivate themselves to learn and find time to learn outside of the classrooms and do their homework. Feedback from Chinese learners was somehow different, as they either did not give any comments or commented about 'lectures', which also proves that teaching was carried out mainly by teachers lecturing with very little interaction. An interesting fact was that only one out of all Chinese learners expressed his/her wish to continue learning English.

Table 5 Questionnaire data

	Average score	Further comments
Almaty 1	81% of answers were 5 19% of answers were 4	Most feedbacks were in Russian, a few were in English: <i>"I liked our teacher. I would like to continue my studies. I think the courses were too short."</i> <i>"We had an experienced teacher. I want to study more. I want to use English in my work also."</i> <i>"I want to study English for free and to continue learning courses at our university."</i> <i>"I want to continue. Because there was a too short time for studying."</i>
Almaty 2	88% of answers were 5 12% of answers were 4	Most feedbacks were in Russian, a few were in English: <i>"I liked our teacher. We studied English courses every day. I want to study more."</i> <i>"It was difficult for me to study and work at the same time, but I really liked the teacher. I really want to continue and improve and learn how to speak."</i> <i>"I want to have more intensive courses in English."</i> <i>"I want to study English in connection with library studies or searching systems used in the library."</i>
Almaty 3	86% of answers were 5 14% of answers were 4	Most feedbacks were in Russian, a few were in English: <i>"Course was well organised. I liked these courses. But it was short, I want to prolong my studies."</i> <i>"I want to study English more. Time was short for 2 months."</i> <i>"I improved my language level, but the length of the course was too short."</i>
Astana 1	81% of answers were 5 18% of answers were 4 1% of answers were 3	<i>"At the beginning it was hard...I will continue learning the language."</i> , <i>"Every lesson was useful and interesting."</i> , <i>"I fell in love with English."</i> , <i>"I am a little lazy, but teachers helped me to stimulate."</i>
Astana 2	81% of answers were 5 18% of answers were 4 1% of answers were 3	<i>"It was a desirable atmosphere thanks to our girls [teachers], for the high level of professional instruction."</i> , <i>"Our teachers explained the material, illustrated it with entertaining examples and supported our interest throughout the course."</i>
Kostanay	63% of answers were 5 36% of answers were 4 1% of answers were 3	There were no comments in the evaluation form at all.
Nanjing	85% of answers were 5 15% of answers were 4	<i>"Well said and excellent speech."</i> , <i>"I like this speech very much."</i> , <i>"I love your speech."</i> , <i>"The speech is very good."</i> , <i>"It was a great speech."</i>
Xi'an	83% of answers were 5 17% of answers were 4	<i>"She is a good teacher, she explained the subject clearly."</i> , <i>"Interesting and informative classes."</i>

## 6. INTERPRETATION OF THE RESEARCH RESULTS

To maximise the validity of the findings, the triangulation of methods was used: observation, teachers' self-reflections and learners' evaluations. In triangulation, there are three types of results: converging, complementary and contradicting results. In this research, comparing all three research methods in triangulation, findings converged in unified results. Findings from observations were complemented with findings from self-reflections and learners' evaluations.

Five universities, three in Kazakhstan and two in China, were taking part in the Erasmus+ DIREKT project. Module 1 ESP was focusing on the development of English in the library context. The module was developed by the project participants and it was

implemented in these five university libraries. Generally, the implementation of the module was successful at all five universities.

Findings from the three research methods showed that Kazakh universities had a high interest in developing ESP among their library staff. All Kazakh teachers and learners understood the need to have English language competencies for being able to work with international resources and databases, work with international students and create propagation materials in English. The only difference was that English teachers focused more on general English, whilst the librarians focused more on English in a library context. Almaty was a former capital city and the participating university is the highest-ranked university in the country. It has many international students and the importance of English is well understood. This could be seen in their approach and motivation to the implementation of the course. A similar situation was in Astana, today's capital of the country. The teachers, who were themselves librarians, had a very good command of English and a profound understanding of modern librarians' needs, and this was very well transferred to their learners. Even though there was also an understanding of the importance of English at the university in Kostanay, there was a struggle with the motivation of learners. We assume that it was because it is a regional town with a small university which does not attract many international students or academic staff.

In comparison, findings from research done in China showed quite different results. The enthusiasm, motivation or need for learning English, which was very strong in Kazakhstan, was not visible in China. Teaching techniques and activities were teacher-centred, using GTM with very little interaction and communication. Most teaching was done by lecturing or individual filling-in exercises. Teachers did not comment much about improving and updating the courses and only very few learners express a desire to continue.

## 7. CONCLUSION

The aim of this research study was to evaluate the implementation of the ESP module for librarian learners at five universities in Kazakhstan and China. To reach reliable and valid findings, three research methods were used and results were concluded by triangulation (comparison of findings). Based on this objective three research questions were stated:

1. How was the ESP module implemented at five universities in China and Kazakhstan - Almaty, Astana, Kostanay, Nanjing, and Xi'an?

All five universities followed the same ESP module developed by project participants. Even though it was the same module, the implementation was quite different concerning the main focus, teaching techniques, activities, materials, and a will to continue. Overall, all five universities claimed that the outcomes of the ESP module were successful.

2. How did the teachers manage to deal with the module concerning their teaching techniques, activities, materials, etc?

Depending on the main qualification of the teachers, the focus varied. The English language teachers focused more on general English and the teachers who were librarians focused more on English in a library context. The teaching techniques, activities, and materials differed depending on the country. Whilst the teachers in Kazakhstan tried to use more modern communicative teaching techniques, the

Chinese teachers used old-fashioned GTM, lecturing, and individual filling-in exercises.

3. How did the learners evaluate the course and their teachers?

All learners in both countries were highly satisfied with their courses and teachers. Most Kazakh learners were enthusiastic, enjoyed the opportunity to learn English, and wanted to continue. Chinese learners did not show such enthusiasm, even though they evaluated the course and teachers very highly. Noteworthy is that they did not express any desire to continue.

Module 1: English for Specific Purposes (ESP: library terminology) was developed by project participants and implemented at three Kazakh and two Chinese universities. The idea was to equip librarians with the ability to provide support to academic staff and students with international resources and to help international students and academic staff. For this reason, librarians need to have English proficiency at least at the A2 level according to CEFR. As the results show, there was a different approach between the universities in Kazakhstan and China. The reason might be that Kazakhstan shows a more pro-European attitude, following the official policy of three languages (Kazakh, English and Russian). On the other hand, China does not appear as open to the world and is very much more self-centred. Concerning the academic world, China is largely self-sufficient with thousands of scientific journals published in Chinese, indicating they value the need for international journals, or publishing in international spheres less.

#### REFERENCES

- Bojovic, M. 2006. *Teaching Foreign Language for Specific Purposes: Teacher Development*. 487-493. [online] [Accessed on 2022-02-25] Retrieved from: <http://www.pef.uni-lj.si/atee/978-961-6637-06-0/487-493.pdf>
- COLLINS DICTIONARY. 2022. [online] Retrieved from: <https://www.collinsdictionary.com/dictionary/>
- Cohen, L., Manion, L., Morrison, K. 2007. *Research Methods in Education*. Routledge.
- Council of Europe. 2001. *Common European Framework of References for languages: Learning, Teaching, Assessment*. [ed.] Cambridge University Press. Strasbourg: Language Policy Unit.
- Developing Trans-regional information literacy for lifelong learning and the knowledge economy [DIREKT]. n.d. [online] Available from: <https://tu-dresden.de/gsw/slk/lisk/ressourcen/dateien/projekte-nationale-und-internationale/DIREKT-Summary-Brochure.pdf?lang=en>
- Dudley-Evans, T. and Saint John, M. J. 1998. *Development in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge University Press. Cambridge.
- Flick, U. 2009. *An introduction to Qualitative Research*. SAGE Publications.
- Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes*. Cambridge University Press. Cambridge.
- Fontanin, M. 2008. Developing an English course for in-service librarians: The advantages of blended learning. *Library Management*, 29(8/9), 777-788. <https://doi.org/10.1108/01435120810917378>
- Mukminatien, N. 2017. Developing Life-Based Speaking Syllabus for Librarians in A Blended Learning Platform. *Advances in Social Science, Education and Humanities Research*, volume 164, 152-156.

- Ortlipp, M. 2008. Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695-705.
- Paltridge, B. and Starfield, S. 2013. *The handbook of English for Specific Purposes*. John Wiley & sons, Inc. Chichester.
- Piccardo, E. 2014. *From Communicative to Action-Oriented: A Research Pathway*. [online] Available from: [https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED\\_DOCUMENT\\_CSC605\\_Research\\_Guide\\_English\\_01.pdf](https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf)
- Stevens, P. 1988. *ESP after twenty-years: A re-appraisal*. In M. Tickoo (Ed.), *ESP: State of the art* (1-13). Singapore: SEAMEO Regional Language Centre.