วารสารอิเล็กทรอนิกส์
ทางการศึกษา

การนำเสนอรายวิชาฝึกอบรมภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะสำหรับพนักงานสอบสวน
A PROPOSED ESP TRAINING COURSE FOR INVESTIGATION OFFICERS

นางสาวประภาพิศ ไชยวงษ์*
Prapit Chaiwong
อ.พันตรี ดร.ราเชน มีศรี**
Major Rashane Meesri, Ph.D

บทคัดย่อ

การวิจัยนี้นำเสนอกระบวนการในการพัฒนาหลักสูตรการฝึกอบรมภาษาอังกฤษเพื่อพนักงานสอบสวนมีจุดประสงค์เพื่อ 1) วิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสียและพนักงานสอบสวนเพื่อการออกแบบประมวลรายวิชาในการจัดอบรม 2) เสนอประมวลรายวิชาในการฝึกอบรมภาษาอังกฤษสำหรับพนักงานสอบสวน การวิจัยครั้งนี้เก็บข้อมูลทั้งเชิงปริมาณและคุณภาพ มีผู้เข้าร่วมทั้งหมด 48 คน ดังนี้ 1) ครูชาวต่างชาติที่สอนภาษาอังกฤษสำหรับตำรวจ 3 คน 2) ผู้บังคับบัญชาระดับชั้นนายพัน2 คน 3) ตำรวจที่เคยอบรมหลักสูตรภาษาอังกฤษสำหรับตำรวจ 3 คน 4) พนักงานสอบสวนจำนวน 40 คน เครื่องมือที่ใช้ในการวิจัยครั้งนี้มี 2 ประเภทคือแบบสัมภาษณ์และแบบสอบถาม

ผลการวิจัยแบ่งตามกรอบแนวคิดการวิเคราะห์ข้อมูลความจำเป็นได้ ดังนี้ 1) จากการวิเคราะห์ความต้องการของผู้มีส่วนได้ส่วนเสียและพนักงานสอบสวนเพื่อออกแบบประมวลรายวิชา พบว่าควรมีหัวข้อครอบคลุมในการจัดอบรมดังนี้ คดีทรัพย์สินสูญหาย คดีลักทรัพย์ คดีอุบัติเหตุ คดีทำร้ายร่างกาย คดีหลบหนีเข้าเมือง ทักษะการพูดและการฟังเป็นทักษะที่สำคัญและเป็นทักษะที่พนักงานสอบสวนต้องการพัฒนามากที่สุด และผู้เรียนส่วนใหญ่เรียนรู้ได้ดีจากการใช้สายตา 2) ประมวลรายวิชาในการฝึกอบรมสำหรับพนักงานสอบสวน ควรจัดการอบรมในรูปแบบของการเรียนรู้ก่อนแล้วจึงสอนทฤษฎีภายหลัง กิจกรรมต่างๆจัดในรูปแบบที่เหมาะสมกับผู้เรียนที่ใช้สายตาเป็นหลัก และเนื้อหาที่ใช้จัดเป็นหัวข้อที่เกี่ยวกับสถานการณ์ที่ต้องเจอขณะปฏิบัติงาน การจัดอบรมควรครอบคลุมเนื้อหาทั้งหมด 5 หัวข้อคือ คดีลักทรัพย์ คดีหลบหนีเข้าเมือง คดีอุบัติเหตุ คดีทำร้ายร่างกาย และคดีปล้น-ชิงทรัพย์ จัดการเรียนรู้ในการอบรมโดยยึดหลักการภายใต้ situational-based learning.

* Master's Degree Student, Department of Teaching English as a Foreign Language (International Program)
Faculty of Education, Chulalongkorn University, Bangkok, Thailand
E-mail Address: prapapitbelle@gmail.com
** Adviser and Lecturer, Department of Foreign Language Teaching
Faculty of Education, Chulalongkorn University, Bangkok, Thailand
E-mail Address: rashanemeesri@gmail.com

Abstract

This paper presents an English course for investigation officers. The purposes of the study were 1) to explore the needs of the investigation officers and 2) to propose an ESP training course intended for the investigation officers. The total number of participants was 48, including 3 foreign teachers teaching an English training course to police officers, 2 commanders, 3 police officers who had taken English courses for police officers, and 40 investigation officers. The instruments to collect the data were a semi-structured interview and a questionnaire.

The key findings revealed that 1) The result of the needs analysis of the stakeholders and investigation officers to propose the syllabus showed that the syllabus should cover 5 different cases: loss, robbery, accident, fight, and immigration cases, which were considered important as target learning situations for the investigation officers. They were considered visual and audio learners because the most important skills they wanted to improve were speaking and listening. 2) The course syllabus was proposed based on the learners' needs with respect to this, the inductive method used as a teaching methodology to enhance their English proficiency, and the activities provided in a visual and audio format., the topics in the syllabus concerned with the situations that the investigation officers usually face in the workplace. The contents covered 5 topics: loss, robbery, accident, fight, and immigration cases and lastly, the learning content organized as situational-based learning.

คำสำคัญ: ภาษาอังกฤษเพื่อวัตถุประสงค์เฉพาะ/ประมวลรายวิชา/พนักงานสอบสวน

KEYWORDS: ESP/COURSE SYLLABUS/INVESTIGATION OFFICER

Introduction

Thailand is preparing to enter ASEAN, which will not only enhance the development of the country in terms of education or economy, but also attract criminals committing crimes such as rape, fraud, theft, battery, etc. The investigation officers must face them and use the English language to communicate. Therefore, the investigation officers' English proficiency should be critically improved.

In the workplace, many investigation officers come in contact with foreigners who arrive in Thailand for various reasons, such as business, education, family, and holiday, above all. The number of tourists has been increasing continuously year after year; it has gone up by nearly 16%, setting a new record for the kingdom. However, both non-commissioned and commissioned officers around Thailand lack English language

communication skills. According to the EF Education First English Proficiency Index, Thai English proficiency level is 39.41, which is considered very low, lower than that of the Japanese, Koreans, Indonesians, and Vietnamese (EF, 2001).

According to Robinson (1987), ESP has developed a new concern for needs analysis. Therefore, needs analysis is advantageous to ESP practitioners in special purposes course design and is also fundamental to planning any language courses. The aims of ESP are to meet the needs of particular learners. As Robinson (1987) states, an ESP course is purposeful and aimed at successful performance. This should be based on a strong analysis of the learner's needs. One ESP course may differ from another in its selection of skills, topics, situations, functions, and language. Learners are more often adults and may be at any level of language competence: beginner, post-beginner, intermediate.

English for Specific Purposes (ESP) is a broad diverse field of English language teaching with several subtitles including technology and science, medical, legal English and business English. In the 1960s, it was particularly associated with the notion of a special language or register. Through the growth of economy, technological developments and global mobility, there has been a need for learning and teaching English in these specific disciplines. Later developments have included a communicative view of language as applied to ESP, recognition of the importance of needs analysis procedures and an increasing focus on appropriate perspectives on language learning and language skills. Hutchinson and Waters (1987) see ESP is an approach rather than a product. They state that ESP is an approach to language learning which is based on learner need. It is true that ESP is specifically based on learner need or English in specific professional areas which comes from the demand of the learner.

The Investigation officers at the Provincial Police Division are to provide quality service to foreigners, which cannot be accomplished by using only general English. Robinson (1991) indicated that ESP is an enterprise involving training and practice and drew up three major realms of knowledge: language, pedagogy and the participants' special areas of interest.

Therefore, ESP should be employed to help the investigation officers to communicate with the foreigners because it consists of the language skills necessary in the workplace and they require special training. Specifically, English includes not only knowledge of a specific part of the English language, but also competency in the skills required to use this language, as well as sufficient understanding of the contexts within which it is situated (Brumfit, 1977).

Hutchinson and Waters (1987) distinguish between *target needs* (i.e. what the learner needs to do in the target situation) and *learning needs* (i.e. what the learner needs to do in order to learn). The target needs can further be divided into the following subcategories: *necessities, lacks and wants* (see figure 1)
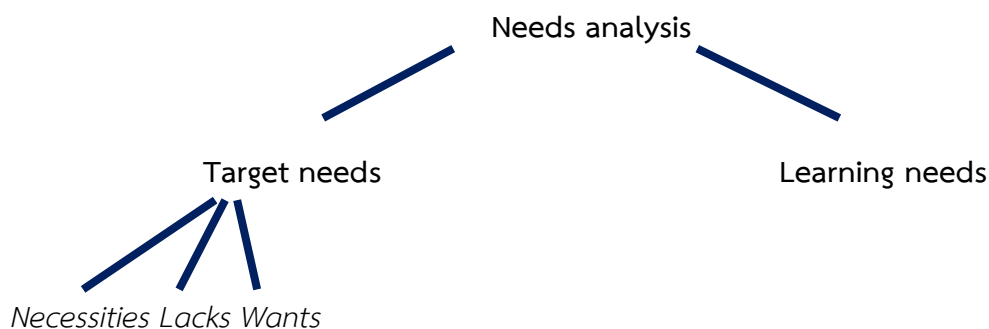
Needs analysis

Target needs   Learning needs

Necessities Lacks Wants

Figure 1: Taxonomy of needs analysis

The aims of this needs analysis are three-tiered: firstly, to investigate the "necessities" that investigation officers at any police stations are generally aware of so as to function effectively at their locations, which include the situations where they need to function (communication events), the linguistic features identified in these situations, the language skills required in these situations, and other areas of knowledge (if any) needed to fulfill their duties; secondly, to elicit the learners' views on and experience associated with these "necessities"; additionally, to assemble the most basic information on the learners' background. To collect this information, the target learners are the most direct and convenient source.

Objectives

     1. To explore the needs of the investigation officers.
     2. To propose an ESP training course for the investigation officers.

Methodology

There are two phases in the process of designing an ESP syllabus for the investigation officers. Each phase was explained as follows:

Phase 1 – The process of conducting needs analysis to explore the learning needs of the investigation officers.

Participants

The study employed both quantitative and qualitative research methods to explore the needs of the investigation officers. The total number of participants were 48 including 3 foreign teachers teaching an English training course to police officers at the Nongkhai Police Station, 2 commanders , 3 police officers who had taken English courses for police officers for semi-structure interview and 40 investigation officers for questionnaire.

Instruments

The research instruments in this study were a semi-structured interview which was used for conducting a questionnaire. In this study, qualitative method was employed to

assess the two aspects of *target needs* (Hutchinson& Waters, 1987) – stakeholders' *necessities* and *wants*. Then, the quantitative method was used to explore the needs of the investigation officers using the need analysis questionnaire.

Semi-structured interview

The semi-structured interview consisted of 4 questions for the foreign teachers teaching an English course to police officers, 3 questions for the investigation commanders and 5 questions for the investigation officers who had taken English courses for police officer.

1) The semi-structured interview intended for the foreign teachers teaching an English training course to the police officers

The aim of the interview was to find out about the syllabus the teachers had followed while teaching general officers, as well as their students' proficiency and what other things should be included in the training course.

2) The semi-structured interview intended for the investigation commanders

The interview was designed to assess the lacks of the investigation officers. Lacks, here, refer to the existing English proficiency of the investigation officers and the desirable English proficiency in terms of functioning effectively in the target situations.

3) The semi-structured interview intended for the police officers who had taken English courses for police officers.

The interview was designed to determine the needs of the police officers working as investigation officers,

in the following aspects:

- their attitude towards English after taking the course

- the situations in which they need to use English. The question was asked in order to check for the frequent situations in their duty needed to use English language to communicate.

- the topics that should be included in the course in order to meet the missions and commission of their positions.

- the process of investigating foreigners in each case, it was asked in order that considering structure and vocabularies needed to be used during the process of investigation in each case.

- the English skills that should be emphasized to enhance their English proficiency in their daily work life. This was asked to check their need to fulfill their duty.

Needs analysis questionnaire

Questionnaire items were designed based on the collected data in the qualitative phase in order to assess target needs and learning needs of the investigation officers. Questionnaire was divided into four parts as follows

Part 1 : General information of the air cadets

This part included seven questions concerning general information of the investigation officers such as age, educational background, educational goals, experiences in learning English, skills need to be used in duty, and preferences English skill.

Part2 : Missions and responsibilities.

This part was asked the investigations to rate the cases do they face most with foreigners. The options to be rated were from the semi-structure interview's result which refers to fight, accident, immigration, loss and found, and robbery.

Part 3 : Topics and functions

The questions in this part were asked about the frequent and structures to be used in each cases.

Part 4: Learning related questions

It comprises with 6 questions concerning about their learning style and preferences, and included their available time to attend the training course.

The data collected from the semi-structured interview were used to propose a questionnaire data in order to assess the target needs and learning needs of the investigation officers. The questionnaire which is multiple choices included 4 choices in each question. It consisted of 4 parts: the first part asked for their personal information and consisted of 7 questions; the second part was about their missions and responsibilities: Part three consisted of 5 cases with 17 questions asking about their needs in each case. The last part contained 6 questions related to their learning habits. For instant, in robbery case comprises with the general questions about robbery such as 'where were you robbed?', 'what did he/she take?' then the investigation officers indicated their needs by putting a tick in the box they considered it is important for their duty.

The questionnaires were analyzed by using the Index of Item-Objective Congruence (IOC) to have the panels check the validity of the content and the objectives of the questionnaire, to see whether they are well constructed as well as to provide comments for further revising process. The validity of the questionnaire items was evaluated by at least 3 experts in the field of language teaching. After the questionnaire was validated and revised, it was distributed to the participants to collect the data.

Data Collection

Data collection was carried out using semi-structure interview and questionnaires. The interview was conducted with 8 stakeholders in the first phase in order to design the

questionnaire. Then, the questionnaires were distributed to 40 investigation officers and all data collected would be employed to create the course syllabus in next step.

Phase 2 – The process of developing an ESP training course for the investigation officers included three steps. The first step was reviewing the literature and frameworks needed to develop an English training syllabus for investigation officers. The next step was exploring and collecting the data obtained from needs analysis to find out the most preferred and important cases they have to know about. The last step was designing the syllabus.

Results

This paper had two objectives. The key findings revealed that 1) The result of the needs analysis of the stakeholders and investigation officers to propose the syllabus showed that the syllabus should cover 5 different cases: loss, robbery, accident, fight, and immigration cases, which were considered important as target learning situations for the investigation officers. They were considered visual and audio learners because the most important skills they wanted to improve were speaking and listening. 2) The course syllabus was proposed based on the learners' needs with respect to this, the inductive method used as a teaching methodology to enhance their English proficiency, and the activities provided in a visual and audio format., the topics in the syllabus concerned with the situations that the investigation officers usually face in the workplace. The contents covered 5 topics: loss, robbery, accident, fight, and immigration cases and lastly, the learning content organized as situational-based learning.The taxonomy of needs analysis (Hutchison & Waters, 1987) was employed to assess the stakeholders' needs. The triangulation of data was employed to obtain the data. In the first phase, qualitative data were obtained through secondary sources and the semi-structured interview. With respect to this, *target needs (necessities and lacks)* and *learning needs* were conceptualized.

In the process of proposing the course syllabus, the results from both qualitative and quantitative methods were applied to design the investigation officer course syllabus.

Course content

The objectives of the course were conceptualized from the experience of all stakeholders. The content and topic areas were chosen based on the semi-structured interview that was concerned with their commission – the steps to be taken in the investigation. All of the content chosen was the target situations that the investigation officers encounter in their daily work life.

It is necessary to choose the content of a course before a syllabus could be designed for the course, for "choosing course content" means to consider what the learners should learn, what the course should include or exclude, and how different elements link to

one another, given who these learners are, what their needs are and what the course is aimed at, so as for the decisions on the syllabus to be made (Graves, 2000). The content of the course in this paper was chosen according to the needs analysis findings, the course objectives and the course designer's beliefs about language and learning.

Skills emphasized

The two skills would be taught in the course in order to improve the English proficiency of the investigation officers. The results of the questionnaire indicated that speaking and listening skills were the most important skills for their job (37% – listening and 30% – speaking). Moreover, they are the top skills that the investigation officers encounter in their work life. In the commanders' point of view, speaking and listening skills were the investigation officers' lacks. Additionally, the investigation officers who had taken the English course for police officers indicated that the problem they encountered was the inability to ask specific questions in each case. Another interviewee indicated that "when I have any doubts about the procedures when asking foreigners questions, I need to call the tourist police to help me, which I have to wait for so long". Moreover, one of the interviewees said that listening to foreigners speaking was very difficult.

The results of the questionnaire showed that listening and speaking skills were the ones that they wanted to improve most (55% – listening and 36 % – speaking) as well as to study most (27% – listening and 43% – speaking).

Provided activities

In this course, the provided activities corresponded to the learners' learning styles and their preferred activities. Most of the participants were considered as visual learners, auditory and kinesthetic, respectively. As a result, the activities would be, for example, watching movies and video clips, listening to audio CDs, the English news and reading magazines.

Methodologies

The teaching methodology is based on communicative language teaching (CLT). With respect to this, basic structures in meaningful situation-based activities are practiced in the course. The class is structured around tasks (especially in the field of investigation cases), with the completing task forming the backbone of the course curriculum. Students would develop their second language competence.

Course Syllabus

1. **Course Hours**	12 hours
2. **Course Title**	English Communication for Investigation officers
3. **Instructor**	Miss Prapapit Chaiyawong
4. **Hour / week**	2 hours / week

5. Course description

The course is aimed at practicing communication in different situations with an emphasis on having a conversation. The training course comprises 5 units with 5 different situations: the lost and found case, immigration case, accident case, fighting case, and robbery case. The skills emphasized are speaking and listening: speaking includes greeting and offering help, checking, confirming, and denying, giving directions, advice and instructions; listening covers the identification and explanation of different situations given; Communication skills cover communication situations (within the framework of the Breakthrough level).

Course Outline

Goal

To help the investigation officers to use English to communicate, be able to reach the objectives mentioned above and pass the final test gaining more than 80%. 70% of the participants are expected to pass the test.

Learning Objectives/ Behavioral Objectives

At the end of the course, the learners will be able to:

- recognize the patterns of the given cases

- use the appropriate expressions, grammar structures and lexis in the given situations

- use the appropriate intonation and paralinguistic features to help others understand what is being said

- recognize the ways of opening, continuing, and closing a conversation

- use the language and skills specified in objective 1 and 2 while doing role-plays

Activities

Lecture	30%
Lecture and discussion	25%
Brainstorming and discussing the given activities	15%
Giving your performances	30%

Media

Adapted materials will be used in class, linked to the topic areas studied. Authentic prints, audios, and videos will be used to let the students face real communication.

Methods of assessment:

Assessment

Final exam	- Role-play	30**%**
	- Paper-based test	10**%**
Coursework	- "What have you lost?"	10%
(Pair or group presentation)	- "Where is your visa?"	10**%**
	- "What happened to your car?"	10**%**
	- "Did you fight back?"	10%
	- "Where were you robbed?"	10**%**
Classroom participation	- Class attendance	10**%**

Course Evaluation

Role-play	30%
Paper-based test	10%
Coursework	50%
Classroom participation	10%

Course schedule

Unit 1: "What have you lost?"

Monday, 2 December 2013

8.30-9.00	Registration
9.00-9.20	Introduction to English for investigation officers and taking the course and unit pre-test
9.20-10.00	Lost and Found case lecture (tag questions, greetings, offering help, checking and confirming, denying, and some general and specific questions related to the Lost and Found case)
10.15-10.30	Completing worksheets and doing activities
10.30-11.00	Preparing and doing a role-play related to the Lost and Found case in groups
11.00-11.15	Wrap-up and taking the unit post-test

Unit 2:"Where is your visa?"

Wednesday, 4 December 2013

8.30-9.00	Registration
9.00-9.10	Taking the unit pre-test
9.10-9.20	Introduction to the Immigration case conversation
9.20-10.00	Immigration case lecture (command statements, giving advice and instructions, general and specific questions related to the Immigration case)
10.15-10.30	Completing worksheets and doing activities
10.30-11.00	Preparing and doing a role-play related to the Immigration case in groups
11.00-11.15	Wrap-up and taking the unit post-test

Unit 3:"What happened to your car?"
Friday, 6 December 2013

8.30-9.00	Registration
9.00-9.10	Taking the unit pre-test
9.10-9.20	Introduction to the Accident case conversation
9.20-10.00	Accident case lecture (command statements, giving advice and instructions, general and specific questions related to the Accident case)
10.15-10.30	Completing worksheets and doing activities
10.30-11.00	Preparing and doing a role-play related to the Accident case in groups
11.00-11.15	Wrap-up and taking the unit post-test

Unit 4:"Did you fight back?"
Monday, 9 December 2013

8.30- 9.00	Registration
9.00-9.10	Taking the unit pre-test
9.10-9.20	Introduction to the Fighting case conversation
9.20-10.00	Fighting case lecture (past participle and past participle pronunciation, complaining and showing sympathy, describing people, general and specific questions related to the fighting case)
10.15-10.30	Completing worksheets and doing activities
10.30-11.00	Preparing and doing a role-play related to the Fighting case in groups

| 11.00-11.15 | Wrap-up and taking the unit post-test |

Unit 5:"Where were you robbed?"
Wednesday, 8 December 2013

8.30-9.00	Registration
9.00-9.10	Taking the unit pre-test of the unit
9.10-9.20	Introduction to the Robbery case conversation
9.20-10.00	Robbery case lecture (Wh-questions, general and specific questions related to the Robbery case)
10.15-10.30	Completing worksheets and doing activities
10.30-11.00	Preparing and doing a role-play related to the Robbery case in groups
11.00-11.15	Wrap-up and taking the unit post-test

Unit 6:"Give your performance"
Friday, 10 December 2013

8.30-9.00	Registration
9.00-9.30	Preparing for the role-play
9.30-10.30	Giving performances
10.30-11.00	Wrap-ups and discussing the performances
11.00-11.15	Taking the final test

Unit	Title	Situational Conversation	Key vocabulary	Language Focus
1	"What have you lost?"	Lost and Found case	Bag, cheques, belongings, brand, cash, complaint form, complaint, describe, how many, lose, lost, loss, stole, suspect	- Tag questions - Greetings - Offering help - Checking and Confirming - General and specific questions related to the Lost and Found case
2	"Where is your visa?"	Immigration case	Citizenship, contact, having entered Thailand, holding a passport number, nationality, occupation, residence	- Command statements - Giving advice and instructions - General and specific questions related to the Immigration case
3	"What happened to your car?"	Accident case	Time, date, days of the week, location, traffic, far, fast, passenger, another car, collide, driving license	- Polite requests - Giving directions - General and specific questions related to the Accident case
4	"Did you fight back?"	Fighting case	Fight, weapon, witness, happen, evidence, hit, knife, stamp on, stranger, physical appearance, terms	- Complaining and showing sympathy - Describing people - General and specific questions related to the Fighting case
5	"Where were you robbed?"	Robbery case	Dressed, case, happen, incident, notice, recognize, robber, robbery, suspect, take, understand, cost, drug addiction, approach, belongings, brand, model	- Wh-questions - General and specific questions related to the Robbery case
6	Give your performance	Giving performances		

Discussion and recommendations for future research

The key findings revealed that 1) The result of the needs analysis of the stakeholders and investigation officers to propose the syllabus showed that the syllabus should cover 5 different cases: loss, robbery, accident, fight, and immigration cases, which were considered important as target learning situations for the investigation officers. They were considered visual and audio learners because the most important skills they wanted to improve were speaking and listening. 2) The course syllabus was proposed based on the learners' needs with respect to this, the inductive method used as a teaching methodology to enhance their English proficiency, and the activities provided in a visual and audio format., the topics in the syllabus concerned with the situations that the investigation officers usually face in the workplace. The contents covered 5 topics: loss, robbery, accident, fight, and immigration cases and lastly, the learning content organized as situational-based learning.

To propose the ESP training course, conducting need analysis is crucial, it is important to choose and apply the appropriate framework and principles. In this study, the researcher used the taxonomy of need analysis by Hutchinson and Water (1987). The aims of this needs analysis are three-tiered: firstly, to investigate the "necessities" that investigation officers at a police stations are generally aware of so as to function effectively at their locations, which include the situations where they need to function (communication events), the linguistic features identified in these situations, the language skills required in these situations, and other areas of knowledge needed to fulfill their duties; secondly, to elicit the learners' views on and experience associated with these "necessities".

Learner-centered inductive approach can be implemented in various ways depending on the course level and the students' language proficiency. The advantages of the training course designed inductively by having the students explore the language are: 1) they can develop a deeper level of understanding of the content, 2) their critical thinking skills can be developed by evaluating the information (Killen, 1988). However, according to the findings of the questionnaire, the activities based on the topics discussed were done in pairs and groups. Spratt and Leung (2000) argue that group work increases opportunities for the negotiation of meaning.

This paper does not deal with teaching materials, so further studies could be focused on designing them. Additionally, since the course was designed based on the task-based approach, authentic materials are needed in the classroom because of the wide disparity often found between materials developed specifically for English language teaching. Moreover, both authentic conversations and authentic materials can greatly benefit problem-solving, project-based learning, case-based learning, role-play, and simulation and gaming methodology. Students and teachers can use authentic materials as a means to "link the formal, and to some extent artificial, environment of the classroom with the real world

in which we hope our students will eventually be using the language they are learning"
(House, 2008).

References

Brumfit, *(1997). Theoretical practice: Applied linguistics as pure and practical science.*

Graves, K. (2000). *Designing language courses: A guide for teacher,* Boston: Heinle and Heinle.

House, S. 2008. «Authentic materials in the classroom». In Didactic approaches for
teachers of English in an international context. Sonsoles Sánchez-Reyes Peñamaría
and Ramiro Durán Martínez, 53-70. Salamanca: Ediciones Universidad de Salamanca.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-
centred approach*. Cambridge: Cambridge University Press.

Killen, R. (1988). Effective teaching strategies. Katoomba, New South Wales.

Robinson, P. (1980) ESP Today. A practitioner's guide, Prentice Hall.

Spratt, M. & B. Leung (2000). Peer teaching and peer learning revisited. *ELT
Journal*, 54: 3, 218-234.