

COMMUNICATION SKILLS IN ESP: THE CASE OF TOURISM STUDENTS AND STUDENTS OF CRIMINAL JUSTICE AND SECURITY IN SLOVENIA

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Abstract This paper examines the communication skills in English for Specific Purposes (ESP) of tourism students and students of criminal justice and security in Slovenia. For tourism students and those of criminal justice and security, speaking foreign languages and mastering rhetoric skills in the English language is essential. In this survey, students' speaking skills during their oral presentations in English were analysed. The survey, carried out in the academic years 2019/20, 2020/21 and 2021/22, has shown that the majority of students of tourism enrolled at the Faculty of Tourism of the University of Maribor and students of criminal justice and security enrolled at the Faculty of Criminal Justice and Security of the same university, make pronunciation and grammar mistakes and that vocabulary is the language feature that is used most appropriately. The students' most common mistakes are the following: incorrect pronunciation of some nouns, verbs, and proper names, pronouncing the wrong syllable, and the incorrect usage of tenses.

Keywords:

speaking skills,
tourism,
criminal justice and
security,
English language,
communication

1 Introduction

In many professions, oral communication skills are essential for successful accomplishments of work objectives and individual's career development. Because they predominate at all levels of various activities at the workplace (Crosling & Ward, 2002), they are considered as fundamental in many different professions and fields. Communicative competence has, in fact, "become the cornerstone of an employee's curriculum" (González Ardeo, 2010, 59; Brumfit & Johnson, 1989; Ravesteijn et al., 2006; Riemer, 2007). Field-specific knowledge is important for every profession, but "technical know-how" should be upgraded with "an aptitude for communication" (González Ardeo, 2010, 60). It has been proven, in fact, that communication skills contribute to vocational skills in era 4.0 (Putro et. al., 2022), and Rus (2020, 2) emphasises that this is especially important in Industry 4.0 and Education 4.0, "where the utilization of technology relies heavily on the English language knowledge".

Communication skills help to overcome language barriers, as the disruption of the flow of information between speakers is called by Łuczaj et al. (2022, 3) and others. In this article, the communication skills of future professionals working in the fields of tourism, and criminal justice and security, are analysed. More specifically, the following research questions will be addressed: 1) What are the most common mistakes in the pre-prepared spoken language of students of tourism at the Faculty of Tourism, University of Maribor? And 2) What are the most common mistakes in the pre-prepared spoken language of students of criminal justice and security at the Faculty of Criminal Justice and Security, University of Maribor?

The tourism sector is picked because it is one of the most important sectors of the Slovene economy. In the period between 2015 and 2019 it represented around 13% of the country's GDP, and 2019 itself marked a record year with more than 6.2 million tourists (there were more than 440.000 tourism arrivals from anglophone countries to Slovenia) and over 15.7 million overnight stays (stat.si). However, in 2020, tourism in Slovenia saw a 50% decline in international arrivals and overnight stays due to the well-known reason – the COVID-19 pandemic. As far as the competitiveness of destinations is concerned, according to Gomezelj Omerzel (2006, 174), Slovenia is considered as "above average in all attributes on this dimension". Unspoiled nature, favourable climate, and traditional arts were accorded

the highest ratings in Gomezelj Omerzel's research (2006, 174), and since then to these attributes gastronomy was added. Since 2007, the country has been branding itself with the slogan "I feel Slovenia", which was created to improve the destination's visibility and competitiveness. As tourism is becoming increasingly important, especially heritage and culinary tourism (Poljak Istenič & Fakin Bajec, 2021), education and research into the tourism sector are gaining importance in Slovenia. In recent years, significant efforts have been made not only in the tourism industry, but also in upgrading tourism programmes at universities to educate and train the necessary personnel as the sector suffers due to its shortcomings. All this contributes to the successful and visible communication of the destination of Slovenia, and to the quality of tourism and tourism-related services. Graduate and post-graduate programmes together with teaching tourism specific subjects, including language and communication modules, have been improved, revised and some of them newly created at different universities, faculties and colleges in Slovenia. In addition, the language knowledge and education that are gained in the field of criminal justice and security, as argued by De Silva Joyce and Thomson (2015), are important in managing domestic and international roles that require proficiency in more than one language. As the fields of law enforcement and security also touch on tourism and other international activities, language knowledge and education, especially with regard to English, are becoming vital for career success (Joyce & Thomson, 2015).

The present survey concentrates on analysing the English communication skills of tourism students and students of criminal justice and security in Slovenia in order to detect the actual weaknesses of these students, and then to work on addressing these issues. Communication, and especially in English, is of great importance for students who are studying for the tourism or criminal justice and security sectors. In Slovenia, there are more than 10 bachelor's and master's programmes of tourism studies, available at many private colleges and at three Slovene universities, i.e. University of Ljubljana, University of Maribor and University of Primorska (www.nakvis.si). Despite the crisis in tourism due to the COVID-19 pandemic and the economic crisis because of the war in Ukraine, the forecasts for the future of this sector are very positive, and tourism courses remain among the most popular ones in Slovenia. With regard to the field of criminal justice and security, in Slovenia there is just one bachelor's, master's and doctoral programme in security and justice studies, and this is available at the Faculty of Criminal Justice and Security, University of Maribor.



Picture 1: A tourism student delivering an oral presentation.

Source: Photo by Jasna Potočnik Topler



Picture 2: A tourism student delivering an oral presentation.

Source: Photo by Jasna Potočnik Topler

2 A theoretical overview of linguistic concepts

To communicate and activate our communicational skills, the first prerequisite is the knowledge of a language, regardless of being it our mother tongue or a foreign language. Language is the basic means of communication, but also of mediation and the process of exchanging thoughts among different cultures. In today's globalised times international mobility is promoted (Schnek & Schmidt, 2018), as is – at the European level – greater intercultural understanding and the acquisition of a second or third language (Jaekel, Schurig, Florian, & Ritter, 2017). According to Gass and Selinker (2008), the Native Language (NL), also known as the primary language, mother tongue or simply L1, is the first language a child learns, while the Target Language (TL) is the language that is being learned. In relation to the TL, Gass and Selinker (2008) define Second Language Acquisition (SLA) as the process of learning another language after learning one's native language, which implies learning more non-native languages. In reference to the second language, or simply L2, we talk about any language learned after learning the L1. Gass and Selinker (2008) define another term, namely Foreign Language Learning, which comprises learning a non-native language in the environment of the learner's native language (e.g., Slovene speakers learning English in Slovenia). In relation to Gass and Selinker's (2008) classification we add some further definitions, namely Garcia Laborda's (2011) and Basturkmen and Elder's (2004) Language for Specific Purposes (LSP), which they define as the teaching a language as a second or foreign language in line to the communicative needs of speakers facing specific work-oriented contexts and a range of communicative events. In relation to LSP we define another linguistic concept that is crucial for the focus of our paper, namely English for Specific Purposes (ESP). Rahman (2015) and Gonzalez Ramirez (2015) prepared an extensive historical overview of the concept.

As a single field, English for Specific Purposes or ESP emerged in the 1960s (Rahman, 2015), and has been an especially fruitful field over the last three decades (González Ramírez, 2015). Rahman (2015) argues that ESP emerged due to many factors, such as the Second World War, the growth of science and technology, the increased use of English in science, technology, and business, but also the increase in international students. The early origins of ESP were traced by Hutchinson and Waters (1987) to the end of Second World War, when English became considered as an international language, or the new *lingua franca*. In simple terms, the greater use

of English was a response to the needs of the commercial and business world, as well as those for cross-cultural communication and information sharing (Teodorescu, 2010). Dudley Evans (2001) argue that the importance of English was recognised by the international community not only for transmitting knowledge, but also as a neutral language in international communication. Hutchinson and Waters (1987) argue that people across the globe wanted to learn English because it was considered the key language of science, technology, and commerce. As argued by González Ramírez (2015), economic changes from the 1960s resulted in the rise of ESP as a discipline and, as argued by Rahman (2015), the ESP teaching movement arose from the needs of the learners, who had specific reasons for learning the language in line with their professional needs. ESP thus functions as a learner-centred approach, and its main purpose is to fulfil the specific needs of target learners so that they can satisfy their professional needs (González Ramírez, 2015; Howatt 1984; Hutchinson & Waters, 1987). ESP as an approach to language learning it is based on learners' needs and does not involve a specific language, teaching material or methodology, but it primarily involves the learners, the focal language, and the learning contexts (Howatt 1984; Hutchinson & Waters, 1987). Rahman (2015) provides an outline of definitions of ESP according to different authors, and notes that Strevens (1980) makes a distinction between four absolute and two variable characteristics of ESP, while Robinson (1991) emphasises the use of needs analysis in defining ESP and is oriented towards two key defining criteria and a number of important aspects. Among the criteria she argues that ESP is goal-directed, an ESP course develops from a needs analysis which specifies students' involvement, and within the characteristics of ESP courses she talks about time limitations, homogeneous classes of adults, and the involvement of students from specialist subject areas. Robinson (1991) sees ESP as an enterprise of education, training, and practice, one that is oriented towards language, pedagogy and the specialist areas of students' interest. Dudley-Evans and St John (1998) define ESP within absolute and variable characteristics, following Strevens (1980). Among the absolute characteristics, ESP meets specific students' needs, uses the underlying methodology and activities of the disciplines it serves, and is focused on the language, skills, discourse and genres suitable for the activities. Among the variable characteristics, ESP is related to or designed for specific disciplines, it can be done using various methodologies, is designed for adult learners and generally for intermediate or advanced students. As argued by Hošková-Mayerová (2013), the ability to communicate and use a foreign language it is not limited just to grammar,

which is often abstract, but the use of a language implies the mastering various situations where it is used. This refers to things like customs and the cultural and social competencies which are all integral parts of teaching a foreign language, and are essential pillars of learning one. Both specialised language and professional communication are essential for communication and understanding in many contexts (Hošková-Mayerová, 2013).

2.2 English for Specific Purposes

The “ultimate goal” of ESP is to enhance the communicative competence of students (Rus, 2018, 150). Research into this specific field of English, which is influenced by ethnography, intercultural rhetoric, critical approaches, social constructionism, and discourse analysis (Hyland, 2019), helps researchers and teachers to better understand various specific purposes of English and to plan the future development of this area. And what exactly is ESP? Paltridge and Starfield (2013, 2) define it as “the teaching and learning of English as a second or foreign language, where the goal of the learners is to use English in a particular domain”. It is also described as “a field of practice and scholarly inquiry” (Liu & Hu, 2021, 113), which aims to meet the specific needs of learners of English (Tsao, 2011). A similar description of ESP is provided by Hyland and Jiang (2021, 13), who point out that is “based around the simple idea of researching and delivering specific, learner-centred language instruction”.

Hutchinson and Waters (1987) emphasise that learning based on purposes and intentions is the right approach to teaching and learning English. Among the various uses of ESP, tourism is definitely one of the most widespread, and English as a Lingua Franca contributes a lot to the tourist context (Wilson, 2018). Especially in non-English speaking countries, such as Slovenia, for tourism industry professionals and also for those in the field of criminal justice and security, English proficiency is of great importance “for the ethos of a globalised industry” (Hsu, 2014, 50). It is, in fact, essential for getting the messages across, and also, as Arnó-Macià and Mancho-Barés (2015, 63) point out, important in the process of “the internationalization of universities worldwide”. Therefore, it is significant that the experts in the field of tourism, especially in the field of tourism promotion and branding, and those in the field of criminal justice and security, are capable of utilising language as a fundamental tool in the tourism and criminal justice and security industries. In this

respect, teaching English for tourism and criminal justice and security, and, to be more precise, teaching speaking for tourism and criminal justice and security, is crucial.

3 Methods

The methods of participant observation and pronunciation assessment by listening have been employed for the purpose of this study that analyses oral presentations in an ESP Class of 101 tourism students enrolled at the Faculty of Tourism and 56 students enrolled at the Faculty of Criminal Justice and Security. Participant observation is “the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting” (Schensul et al., 1999, 91). It is a method that is used in a variety of disciplines for gathering data, and it enables researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It also provides a context for the development of sampling guidelines (DeWalt & DeWalt, 2002 in Kawulich, 2005). Listening, according to Worthington and Bodie (2019), involves many skills, not only perceiving sound. According to the International Listening Association (ILA; 2012), it is defined as “the process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages”. Weger et al. (2014, 14) point out the following three characteristics of active listening, noting that it: “1) demonstrates moderate to high nonverbal involvement, 2) reflects the speaker's message using verbal paraphrasing, and 3) may include asking questions that encourage speakers to elaborate on his or her experiences.”

In the current survey, 101 students of tourism delivering their presentations in the English language were observed using active listening. The sample consisted of 72 female and 29 male students, aged between 18 and 56, of Slovene, Croatian, Serbian, Russian, and Bosnian nationalities. Female students prevail in tourism studies in Slovenia, as reflected in the sample. Participant observation took place during the ESP obligatory students' oral presentations (face-to-face lessons) from October 2018 until November of 2021. Students were told that their speaking skills were being observed and graded. In the survey where 56 students of criminal justice and security delivered their presentations of a linguistic analysis of a scientific paper in the English language, the presentations were observed by the instructor. The sample consisted of 32 female and 24 male students, aged between 18 and 29, of Slovene,

Croatian, Serbian, Iranian, and Macedonian nationalities. The observation took place during the winter semester of 2021 and 2022, within the obligatory course Terminology in the English Language, where students presented the results of their seminar papers that included the linguistic analysis of a scientific article from the field of criminal justice and security. In their seminar papers the students had to prepare a linguistic analysis of noun-noun collocation by filtering the scientific article using the Sketch Engine tool (<https://www.sketchengine.eu/>). After the preparation of the seminar paper the students were asked to deliver a presentation, one composed of a summary of the paper, their opinion on the topic discussed, and the results of the analysis and presentation of some representative examples of collocations. The presentation lasted about 15 minutes per candidate.

4 Teaching Speaking Skills in English for Tourism and English for Criminal Justice and Security

Communication skills are crucial, especially in the light of professionalism of the tourism sector (Mak et al., 2011; Weiler & Black, 2014), and also in the sector of criminal justice and security. Moreover, contemporary education should adequately address the challenges of Industry 4.0 and even 5.0. With regard to this Rus (2020) mentions hybrid teaching, combining online and on-site instruction, blended learning, flipped courses, “bring your own device” (BYOD) to the classroom, online activities, personalised (teaching objectives are tailor-made) and project-based learning, and points out that the English language teachers should reconsider their roles in this context: “We are no longer providers of information; this is so easily accessible nowadays. English grammar or technical vocabulary and the discrete point exercises practicing them in the language class are now rendered obsolete by the new realities: endless glossaries of extremely specific terminology, grammar explanations, and online translation tools at the tip of anyone’s little finger. The traditional ‘handout-based’ approach is useless when there are huge resources of online material of the most diverse types. The once-fashionable emphasis on the traditional language skills and the adjacent subskills is only a good starting point, and a means to a higher end.” (Rus, 2020, 3).

In English for tourism, speaking skills are essential (Ardiyansah, 2019). They are, in fact, “one of the core elements of ESP” (Dzięciol-Pędich & Dudzik, 2021, 58). And at the same time often regarded as “the most challenging to develop” in the process of foreign language acquisition (Dzięciol-Pędich & Dudzik, 2021, 57). Thus, training a future tourism worker and provide them with all the proper skills is a significant and at the same time challenging task. Weiler and Walker (2014) also point out the importance of public speaking skills in the tourism sector, the quality of voice, diction. Moreover, good communication skills, especially oriented towards the knowledge of field specific terminology for the field of criminal justice and security (Kompara, Lukančič, 2020; Potparič and Dvoršek, 2012), are also crucial in the working environment of future police officers and inspectors. This article focuses on presentation skills, which represent a significant part of teaching speaking skills. Borisova et al. (2019, 218) define presentation competency as “the personal ability to deliver an effective, engaging and persuasive message to various audiences through verbal and non-verbal communication in order to achieve specific objectives”. In addition, research also shows that presentation skills are vital as they increase employment opportunities (Borisova et al., 2019).

According to Dzięciol-Pędich and Dudzik (2021, 58), ESP courses should involve tasks that enable students to practise speaking for various activities, including the following: communicating in typical situations in a workplace or educational context, discussing research data, giving presentations or talks, participating in seminars, lectures, discussions, communicating specialised knowledge to non-professionals, and communicating in culturally diverse contexts. In the present research the oral presentations of students from the Faculty of Tourism and the Faculty of Criminal Justice and Security (both of the University of Maribor) are observed and analysed in the frame of linguistic correctness. The two fields, namely tourism and criminal justice and security, were selected and analysed because the language instructors teach the English language at the related faculties.

ORAL PRESENTATIONS

At the Faculty of Tourism, students of English in Tourism 1 are expected to deliver 10-minute presentations, students of English in Tourism 2 and English in Tourism 3 15-minute presentations, and MA students of English in Tourism should be able to make a 20-minute presentation.

Before preparing and delivering their presentations, students are taught that good public speaking and presenting skills are very important in many professional and private areas of our lives. Since stage fright is common among students, they are encouraged and told that speaking in public can be taught, and also that overcoming stage fright is possible. Good preparation and focusing on the material being presented and the purpose of the presentation are essential. For learners of English, it is necessary to prepare thoroughly and to focus on the vocabulary of the oral language that will be used during the presentation. Practising the pronunciation of the vocabulary used in the presentation is also recommended. In addition, breathing exercises are introduced to the students to help them relax.

Making a good oral presentation involves paying attention to the needs of the audience, careful planning, and attention to delivery. Some basic questions to ask about an audience are (Potočnik Topler, 2015):

Who will I be speaking to? (Age, sex, education, economic status etc.)

What do they already know about my topic?

What would they want to know about my topic?

What do I want them to know by the end of my talk?

By answering these questions, the presentation can be in tune with the audience.

Of course, the presentation needs to be well organised and structured. It should have introductory, main and concluding parts. Some useful phrases that help students divide their presentations in parts are presented to them. Further on, they are advised to incorporate humour into their speeches, and to pay attention to their posture, eye contact with the audience, facial expressions, gestures with hands and arms, and tone of voice.

When the language skills of tourism students are observed, one aspect of their knowledge of languages is the level to which their speech corresponds to the norms of the received pronunciation of English and the standard English language as suggested by grammar books and dictionaries. The so-called speech culture is an important component of speaking and presentation skills in English, and it was observed as an essential part of students' presentations.

5 Results and discussion of the analysis of tourism students' oral skills

In the current survey, observing 101 students of tourism, a lot of linguistic mistakes occurred, and incorrect pronunciation of certain words was found with many of the students. Due to space limitations, however, only mistakes made by more than 40% of the students will be described to answer the first research question.

One of the most common mistakes students make during their oral presentations was the failure to distinguish between oral and written language. Some of them read whole paragraphs instead of delivering a talk in conversational and simple language. Reading instead of talking was thus very common, despite detailed instructions by the teacher who had warned the students about making this mistake.

Many of the students also made mistakes when it came to subject-verb agreement, for example: "The list of attractions are on the desk" instead of the correct "The list of attractions is on the desk". Another common mistake was the usage of two comparatives or superlatives together: "more colder", "more closer", "more better".

The students commonly made mistakes in the usage of irregular verbs, for example: "He had went to the hotel before they arrived" instead of "He had gone to the hotel before they arrived".

The wrong use of tenses was another common mistake. Very often the students mixed the present perfect, past perfect and past simple tenses, as in the following examples: "I was employed as a receptionist since 2018", "The town has been bombed in 1944", "She had worked from home in 2020". For some of the first-year students another challenge was the correct usage of the present simple tense, with incorrect uses of "does" and "do".

Some students tended to use too much colloquial language, and a typical mistake was "I'm gonna ...", which is too casual for a formal presentation, instead of the correct "I'm going to ...".

The students often confused the meanings of the verbs "see", "look" and "watch".

All of the observed tourism students (101, or 100%) used filler words, such as “like”, “basically”, “well”, “hmmm”, etc, and although this is common in practice, even by some native speakers, it is usually considered a sign of bad speech culture.

Despite the fact that pronunciation is not at the forefront in ESP (Quesada Vázquez, 2019), it is very often a challenge for learners, and this was the case for the English for Tourism students. Among the commonly mispronounced words were the following: “leisure”, “inclusive”, “foreign”, “revenue”, “indulgence”, “scenic”, “heritage”, “tangible”, “architecture”, “itinerary”, “hierarchy”, “vineyard”, “concierge”, and “valet”. Proper names, such as the names of people and places (geographical proper names) were also often pronounced incorrectly. Among the participating students, all of them pronounced at least one of the following words incorrectly: “Worcester”, “Leicester”, “Gloucester”, “Ian”, “Yosemite”, “Arkansas”, and “Plymouth”.

5.1 Discussion

The survey showed that the knowledge of standard spoken English among tourism students is very weak, and that the mistakes the students made reduced the effectiveness of their presentations. Some of the mistakes are elementary (such as mixing tenses, not knowing English irregular verbs), some are related to specific tourism vocabulary and the incorrect pronunciation of certain words, incorrect usage of collocations, phrases and prepositions.

The students, who all received feedback (that aims to be feedforward) after their presentations, agreed that presentation skills are very important, and presenting in front of their classmates was a very demanding task. However, some of them did not devote enough time to preparing their presentations, which is essential when it comes to successful presenting. Experience shows that devoting time to presenting skills in ESP is important and worthwhile, since these skills are essential for the students’ future professional and personal development.

A culturally informed speaker tries to avoid filler words – any use of language in speech without a real need, which does not affect the informative, persuasive, argumentative or aesthetic level of the speech – because they are distracting. Fillers tend to be used while thinking what to say, how to answer a question. The following

were among the most common fillers among the students: “basically”; “like”; “Mhmm”. There are also words that individual speakers use often or even several times in one sentence. These are personal fillers, and among the most common were “well”, “actually”, “definitely”, “absolutely”, “ok”, and these should also be avoided, if possible.

6 Results and discussion of the analysis of criminal justice and security students’ oral skills

At the Faculty of Criminal Justice and Security at the University of Maribor, students of the course Criminal Justice and Security Terminology in English delivered 15-minute presentations based on the results of a lexical analysis of a scientific paper related to their field of study. As part of the course assignment they prepared a seminar paper, and then delivered a related presentation. For the preparation of the seminar paper the students worked with Sketch Engine (2022), a text analysis software that enables users to study language behaviours and search large corpora. The software also enables users also to build their own corpus. For the preparation of the seminar paper the students of criminal justice and security selected a scientific article of their choice and uploaded it into the Sketch Engine software as their own corpus. In such way they were able to start their linguistic analysis, and extract 100 examples of noun-noun collocations with the filtration of their corpus. The seminar paper then consisted of the presentation of the scientific article, preparation of an abstract in Slovene and English, preparation of a text with their own opinion, and the presentation of 100 examples of noun-noun collocations that the students themselves translated into Slovene.

Before preparing and delivering their presentations, the students were instructed on how to prepare a good public speech and given some tips for making a successful presentation.

The 56 students who delivered their presentations during the course of Criminal Justice and Security Terminology in English were observed by the language instructor, who noted the most common linguistic mistakes that were made, and which are also presented here. Even if the students were instructed not to read during their presentations, but to prepare well in advance and master their oral skills, some of them read whole paragraphs and used complicated linguistic structures

instead of delivering their presentations in simple language they could produce without the aid of a written text.

The mistakes made by the students are subdivided into the categories of grammatical mistakes, level of formality and, pronunciation of general words and terminology.

The answer to the second research question is a bit more extensive. Among the most common grammatical mistakes we noticed the use of the wrong grammatical tenses, such as the past simple tense, e.g. “They didn’t told the truth” instead of “They didn’t tell the truth”; present perfect tense, e.g. “The police officer has *completed the report yesterday*” instead of “The police officer *completed the report yesterday*”; and past perfect tense, e.g. “When the officer saw the perpetrator, he noticed that he killed someone” instead of “When the officer saw the perpetrator, he noticed that he had killed someone”.

Among the other mistakes present in the students’ oral presentations was the use of the incorrect level of formality. When delivering their presentations, the students often used colloquial and informal expressions, such as “Are you kidding?”, “No worries”, “Take it easy”, “Cool”, “I’m a bit stressed out”, “I’m gonna, and “I wanna”, along with filler words – “basically”, “like”, “so”, “well”, “uh”, “um”, “hm”, “actually”, “right” – which are considered inappropriate when delivering a presentation or communicating with the public.

The most common among the mistakes were found in the pronunciation of general vocabulary and terminology. Among the commonly mispronounced general words were: “towards”, “behaviour”, “multiple”, “opportunity”, “consecutive”, “typical”, “occur”, “chance”, “mode”, and “child”. meanwhile, the list of commonly mispronounced terminology included: “perpetration”, “perpetrator”, “adolescent”, “intergenerational”, “psychological burden”, “autochthonous national minorities”, and “inviolability”.

6.1 Discussion

The observation of the language used by the security and justice students during their presentations shows a weak command of the spoken language. Among the most common linguistic issues are the inappropriate use of tenses, but also an inappropriate level of formality along with the incorrect pronunciation of general

vocabulary and terminology. While the selection of vocabulary was appropriate, the pronunciation was a major problem for the students. However, the students themselves are well aware that language acquisition is a complex issue that needs time and diligence. After delivering their presentations they received feedback from the instructor, who gathered all the representative mistakes and discussed them during a lecture. In this the students were not individually exposed but were still able to find their own errors among the most common mistakes. Most importantly, they were also instructed on how to improve their communicative skills based on the results of the analysis of their work. A structured overview of the usage of English tenses was prepared for them, as well as exercises in language formality and pronunciation.

7 Conclusion and implications

The survey carried out in this study showed that students in the field of tourism and that of criminal justice and security lack knowledge and confidence in spoken English, something that presents a challenge for ESP teachers. Among the most common linguistic issues that the students had were the inappropriate usage of tenses, but also an inappropriate level of formality along with the incorrect pronunciation of general vocabulary and terminology. The issue of the low level of oral communication skills in English is and can be addressed by providing more lessons for developing oral communication and presentation skills. The authors of this chapter also suggest developing special modules focused on teaching presentation skills and designing curricula for such modules. Teachers in an ESP classroom can help to address the weak command of spoken English by preparing more tasks to practice presenting skills, and then providing quality and encouraging feedback on the results. Moreover, teachers also need to use authentic materials related to students' fields and choose appropriate methods for each particular group, enriched with online activities, personalised and project-based learning, together with hybrid teaching.

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