

THE USEFULNESS OF ENGLISH FOR SPECIFIC PURPOSES IN SPECIFIC PROFESSIONS AMONG UNIVERSITY OF DUBROVNIK ALUMNI

STRUČNI RAD / PROFESSIONAL PAPER

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Abstract

This paper explores the importance of English for Specific Purposes (ESP) in enhancing the professional competences of graduates from the University of Dubrovnik (UNIDU), due to the relevance of English language skills tailored to specific fields. This survey aims to explore the professional use of English and the challenges faced by individuals in various fields, including restoration and conservation, hospitality and business, and history of the Adriatic and the Mediterranean. The survey was conducted in October 2024 among a sample of 26 respondents, UNIDU graduates working in the fields of history, art conservation, catering, hospitality and business. Respondents were asked to indicate their profession and field of study, as well as years of work experience. The survey examines the frequency of use of English in professional settings, from written communication to dealing with customers, and identifies the specific contexts in which a foreign language is used. The survey also aims to identify the challenges respondents face when using a foreign language, such as vocabulary limitations and grammar issues, while assessing respondents' confidence. Finally, it assesses the perceived usefulness of English for Specific Purposes (ESP) in different professions. The results show that 84% of respondents use English mainly for oral communication (meetings and presentations). The majority have problems with limited vocabulary (50%) and correct use of grammatical forms (45.8%). Most of them (68%) consider English to be extremely useful. Therefore, the results of this survey will contribute to a better understanding of the role of English in the professional environment and help identify strategies for language teaching tailored to the needs of different sectors.

Keywords: challenges, English for Specific Purposes, grammar issues, professional competences, vocabulary limitations

1. INTRODUCTION

The aim of teaching English for specific purposes is not only to develop general language skills, but also to enable individuals to use the language successfully and effectively in the context of their future or existing profession. Dudley-Evans and St John (1998), building on Strevens' (1988) earlier classification, proposed a revised model of English for Specific Purposes (ESP) that includes both absolute and variable characteristics. The absolute characteristics of ESP are that it is designed to meet the specific needs of learners, it uses the methods and activities of the particular field it supports, and focuses on grammar, vocabulary, register, skills, discourse, and genre relevant to that field. On the other hand, the variable characteristics of ESP are that it can be tailored to specific disciplines, may use different teaching methods from general English courses, and is often aimed at adult learners in higher education or professional environments, though it can also be used with secondary school students. ESP courses are usually intended for learners at an intermediate or advanced level, but can also be adapted for beginners. English for Specific Purposes is a targeted programme that equips learners with the language skills they need to work effectively in their current or intended professional or academic field (Basturkmen, 2025). Borić (2023) points out that teaching foreign languages for specific purposes, especially English, began as a way to meet practical communication needs for sharing knowledge and information. Today, those needs still exist but have become more complex. Changes in business, science, politics, and the rise of new professions and global trends now require more specialized types of language teaching (Borić, 2023). According to Hyland (2022), ESP pursues the same goal as communicative language teaching from the 1970s: to organise language learning in a targeted way by linking it to results from the real world. Communicative methods such as task-based learning, negotiation of meaning, reflective activities, and awareness-raising exercises are often used (Hyland, 2022). Hutchinson and Waters (1987) identify two key factors that led to the development of English for Specific Purposes: the revolution in linguistics and a greater focus on the learner. The linguistic revolution focused on how language is used in real-life situations, revealing that both spoken and written language change over time. The focus on the learner means that language teaching methods should be tailored to meet students' needs. It is crucial to view the student as the centre of the learning process, as everyone has different needs, interests, skills, and strategies for learning a language. According to Basturkmen (2025), factors driving the growth of ESP include the greater global mobility of workers and students, the internationalisation of the economy, the growth of English-medium instruction (EMI), the role of English as a global lingua franca, the recognition of the practical value of ESP and the ability of ESL teachers to provide specialised language instruction. Blažević and Blažević (2023) state that ESP course outcomes are closely linked to learners' future jobs and are designed to match the specific needs of their profession. However, at non-philological faculties in Croatia, the importance of foreign languages for specific

purposes varies from recognising their value (especially English) for the integration of young professionals in international fields to underestimating their importance and reducing them to elective courses (Kordić & Mujić, 2003). This is why a needs analysis of professionals is crucial, as it emphasizes the importance of being proficient in the language specific to a particular occupation.

1.1. Needs analysis

Needs analysis is the starting point for designing ESP courses to determine what should be taught and how. By identifying the specific skills, texts, and language knowledge that learners need, the curriculum and materials are designed to ensure that theory is based on practical, real-world application (Hyland, 2022). Belcher (2006) points out that ESP is based on the idea that each group of learners has unique needs according to their specific context, requiring customised teaching. Practitioners of English for Specific Purposes must be able to use the information they have gathered to develop a suitable, practical, and effective course tailored to a specific context (Bošković & Šetka Čilić, 2022). ESP practitioners act primarily as needs assessors and then design and deliver targeted curricula. Needs analysis is considered an essential basis for all other decisions in ESP (Belcher, 2006).

In order to better understand workplace language needs, it is important to include the employees' perspectives, as their experience provides greater insight than that of students who are not yet working in this field (Alshayban, 2022). Developing methods that meet the specific needs of learners is not always a straightforward process. ESP teachers often change and improve their teaching method based on student feedback (Blažević & Blažević, 2023). However, in order to get a true picture, another factor should be taken into account, namely the professionals working in the respective fields. Involving professionals in a needs analysis is important as they provide first-hand, practical insight into the real language requirements of their subject area that students may not fully understand. Kordić and Mujić (2003) conducted a needs analysis among practicing lawyers and law students regarding their knowledge of and skills in German as a foreign language in order to design a modern textbook tailored to the real needs of legal professionals. Legal professionals were involved to ensure that the content is relevant, practical, and aligned with the requirements of the profession (Kordić & Mujić, 2003). In this context, it is essential to conduct research and analysis across as many professions as possible.

1.2. The context of the University of Dubrovnik

The University of Dubrovnik (UNIDU) offers a unique environment that emphasises the importance of English for Specific Purposes (ESP) in higher education. As a modern institution in one of Croatia's best-known tourist destinations, UNIDU offers a range

of degree programmes that require strong foreign language skills that demand a high level of foreign language proficiency. These include fields such as hospitality and tourism, art restoration, and history. These are areas that often require interaction with international clients, academic communities, and professional networks. ESP is a compulsory course in many degree programmes at the University of Dubrovnik. In addition to English, the University also offers courses in other foreign languages, French, Italian, German, and Spanish. However, unlike ESP, these additional languages are usually offered as elective courses. The city's strong focus on international tourism further emphasises the importance of foreign language skills. This makes language learning not only academically relevant but also practically essential. This situational context underlines the need to further explore the effectiveness and alignment of ESP teaching with the actual professional needs of UNIDU graduates.

1.3. Research aim and objectives

The aim of the study is to conduct a needs analysis by examining how English for Specific Purposes is used in the professional environment, to identify the linguistic challenges faced by professionals, and to assess their perception of its usefulness in the workplace. This study aimed to address the following research questions:

- RQ1: Is English for Specific Purposes widely used in a professional context?
- RQ2: Are there linguistic challenges that professionals face when using English at work?
- RQ3: Do professionals perceive the usefulness and relevance of ESP in their specific fields?

2. METHODOLOGY

2.1. Respondents

The purpose of this study was to pilot a needs analysis based on the insights from employed professionals. The survey was conducted in October 2024 with a sample of 26 respondents. It was a convenience sample consisting of seven male and 19 female students, all UNIDU graduates aged between 23 and 30, currently working in the fields of history, art conservation, catering, hospitality, and business. Out of 26 respondents, all are currently employed in their respective fields of study. More than half (14) hold a degree in restoration and conservation, with the others specialise in hospitality (9) and history (3). Experience levels vary with seven respondents having less than a year in their field, and 13 having between one and five years of professional experience. Only one participant has been working in the professional field for six to ten years, and five respondents have more than ten years of experience.

2.2. Instrument

The data for this study were collected using a structured questionnaire designed to gather information about respondents' professional backgrounds, experience levels, language use in the workplace, and perceptions of English for Specific Purposes. The questionnaire consisted of seven questions. Respondents were asked to specify their profession and field of study, choose from predefined ranges of duration of their professional experience, and indicate the frequency and contexts in which they use English or other foreign language in their work. Additional questions addressed specific challenges encountered when using a foreign language and were designed to assess respondents' perceived usefulness of ESP in their professional settings. Some survey items were measured using a five-point Likert-type scale. For frequency items, the response options were 1 = never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = always. For items measuring perceptions and attitudes, the response options ranged from 1 = strongly disagree to 5 = strongly agree. This design allowed the calculation of means and standard deviations. In this context, "always" denoted very frequent use of English in professional situations, while "never" indicated no use at all, as understood by the respondents. The instrument aimed to provide both quantitative and qualitative insights into language use and needs in various professional domains.

2.3. Procedure

Respondents were asked to complete the questionnaire online. Before participating, they were informed about the purpose of the study and were assured of the confidentiality and anonymity of their responses. The presumed duration of completing the questionnaire was 10–15 minutes. Participation was voluntary and no personal data were collected. The questionnaire was administered online via the platform Google Forms in October 2024.

3. RESULTS

This pilot study was carried out with 26 respondents from different professional fields, mainly restoration and conservation (53.8%), hospitality (34.6%), and history (11.5%). The respondents' professional backgrounds were diverse and included roles such as conservators, hospitality professionals, and administrative staff. In terms of work experience, the majority of respondents reported having 1–5 years of work experience (50.0%), less than one year (26.9%), more than 10 years (19.2%) and 6–10 years (3.8%). With regard to the use of English in the professional environment, 46.2% of respondents stated that they always use English, 30.8% often, 15.4% sometimes and 7.7% rarely, as is shown in Table 1.

Table 1*The Use of English in Professional Environment*

Question	Response option	Responses			
		N	%	\bar{x}	Sd
How often do you use English in your professional environment?	Never	0	0.0%		
	Rarely	2	7.7%		
	Sometimes	4	15.4%		
	Often	8	30.8%		
	Always	12	46.2%		
	Total	26	100.0%	4.15	0.97

The mean value of English use was $M = 4.15$ ($SD = 0.97$), indicating a high level of language use and exposure.

Respondents were also asked in which contexts they use English (Table 2). The most common contexts were oral communication (e.g., meetings, presentations) – 84.6%; written communication (e.g., emails, reports) – 69.2%; training courses or workshops – 53.8%; and interactions with customers – 50.0%.

Table 2*Contexts in Which English Is Used*

Question	Response option	N	%
Written communication (emails, reports)	yes	18	69.2%
	no	8	30.8%
	Total	26	100.0%
Verbal communication (meetings, presentations)	yes	22	84.6%
	no	4	15.4%
	Total	26	100.0%
Client interactions	yes	13	50.0%
	no	13	50.0%
	Total	26	100.0%
Training or workshops	yes	14	53.8%
	no	12	46.2%
	Total	26	100.0%
Other	yes	3	11.5%
	no	23	88.5%
	Total	26	100.0%

In terms of challenges faced when using English as a foreign language in their job, most common challenges were: vocabulary limitations (46.2%), problems with grammar (42.3%), lack of self-confidence (34.6%) (Table 3).

Table 3*Challenges Faced When Using a Foreign Language in the Workplace*

Question	Response option	N	%
Vocabulary limitations	yes	12	46.2%
	no	14	53.8%
	Total	26	100.0%
Grammar issues	yes	11	42.3%
	no	15	57.7%
	Total	26	100.0%
Lack of confidence	yes	9	34.6%
	no	17	65.4%
	Total	26	100.0%
Other	yes	3	11.5%
	no	23	88.5%
	Total	26	100.0%

In addition to reporting these challenges, respondents were also asked to evaluate the overall usefulness of English for Specific Purposes in their profession. When asked about the perceived usefulness of English for Specific Purposes in their job, the majority of respondents rated it as extremely useful (69.2%); 23.1% rated it as very useful, and 7.7% as moderately useful. None of the respondents rated it as “somewhat useful” or “not useful”. The mean of the usefulness rating was $M = 4.62$ ($SD = 0.64$), suggesting that there is a strong consensus on the importance of ESP for the job role (Table 4).

Table 4*The Usefulness of ESP*

Question	Response option	N	%	\bar{x}	Sd
How would you rate the usefulness of ESP in your profession?	Not useful	0	0.0%		
	Somewhat useful	0	0.0%		
	Moderately useful	2	7.7%		
	Very useful	6	23.1%		
	Extremely useful	18	69.2%		
	Total	26	100.0%	4.62	0.64

To examine relationships and assess differences across groups, inferential statistical analysis was conducted using Fisher's exact test. The goal was to determine whether statistically significant associations exist between respondents' background characteristics (e.g., years of experience, field of study) and their responses related to English language use, perceived challenges, and the usefulness of English for Specific Purposes. The results are presented below in the form of absolute frequencies and percentages, along with p-values indicating statistical significance. Table 5 shows the relationship between years of professional experience and perceived usefulness of English for Specific Purposes in respondents' professions.

Table 5*Years of Professional Experience and the Perceived Usefulness of ESP*

Question	Response option		How would you rate the usefulness of ESP in your profession?			Total	p*
			Moderately useful	Very useful	Extremely useful		
Years of work experience	Less than 1 year	N	0	4	3	7	0.032
		%	0.0%	66.7%	16.7%	26.9%	
	1-5 years	N	2	1	10	13	
		%	100.0%	16.7%	55.6%	50.0%	
	6-10 years	N	0	1	0	1	
		%	0.0%	16.7%	0.0%	3.8%	
Total		N	2	6	18	26	
		%	100.0%	100.0%	100.0%	100.0%	

The significance levels presented in Table 5 for the question, “How many years of experience do you have in your profession?” show that the p-value from Fisher’s exact test is less than 0.05 ($p < 0.05$), suggesting a statistically significant association with the question, “How would you rate the usefulness of ESP in your profession?” The perceived usefulness of ESP was most pronounced among respondents with 1–5 years of experience (55.6%), suggesting that those in the early stages of their careers are more actively engaged in using English for professional purposes and therefore more aware of its relevance (Figure 1).

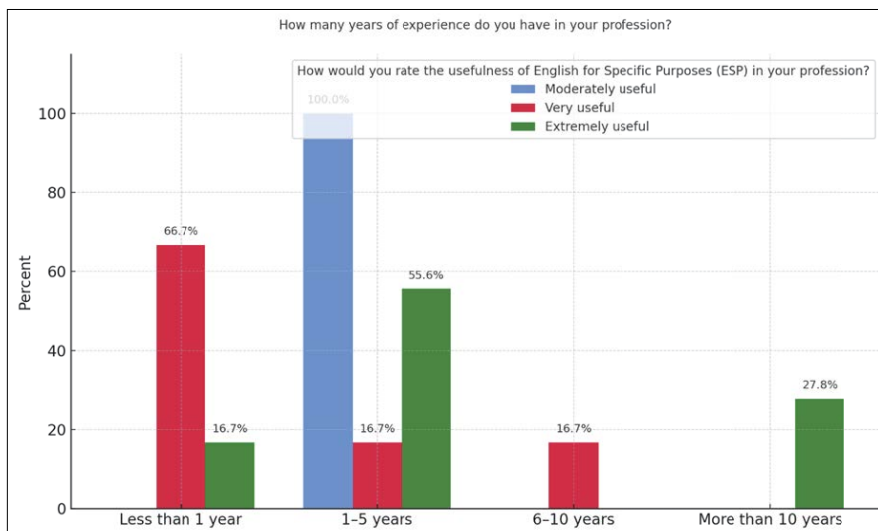
**Figure 1***Years of Experience and Usefulness of ESP*

Table 6 presents a comparative analysis examining whether respondents' years of professional experience are associated with differences in other variables, including field of study, frequency of English use, contexts of foreign language use, challenges in using a foreign language, and perceived usefulness of ESP. These comparisons were tested using Fisher's exact test due to small sample size.

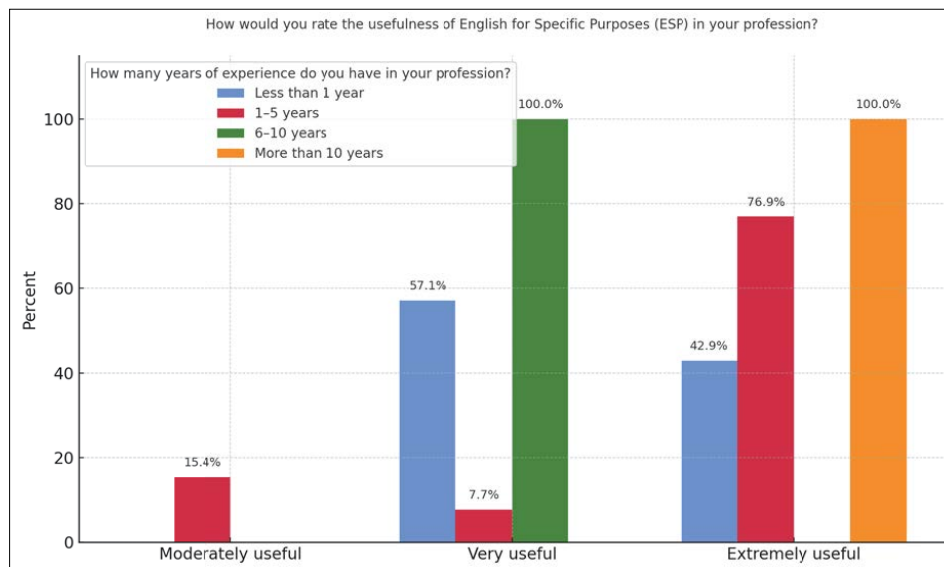
Table 6

Comparative Analysis With Regard to the Question, "How Many Years of Experience Do You Have in Your Profession?"

Question	Response option	How many years of experience do you have in your profession?								p*
		Less than 1 year		1-5 years		6-10 years		More than 10 years		
		N	%	N	%	N	%	N	%	
What is your field of study?	Hospitality Industry	1	14.3%	7	53.8%	1	100.0%	0	0.0%	0.042
	Restoration and Conservation	5	71.4%	6	46.2%	0	0.0%	3	60.0%	
	History	1	14.3%	0	0.0%	0	0.0%	2	40.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
How often do you use English in your professional environment?	Never	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.083
	Rarely	1	14.3%	0	0.0%	0	0.0%	1	20.0%	
	Sometimes	2	28.6%	2	15.4%	0	0.0%	0	0.0%	
	Often	3	42.9%	2	15.4%	0	0.0%	3	60.0%	
	Always	1	14.3%	9	69.2%	1	100.0%	1	20.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
In what contexts do you use a foreign language: Written communication (emails, reports)	yes	4	57.1%	10	76.9%	0	0.0%	4	80.0%	0.452
	no	3	42.9%	3	23.1%	1	100.0%	1	20.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
In what contexts do you use a foreign language: Oral communication (meetings, presentations)	yes	4	57.1%	12	92.3%	1	100.0%	5	100.0%	0.190
	no	3	42.9%	1	7.7%	0	0.0%	0	0.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
In what contexts do you use a foreign language: Client interactions	yes	1	14.3%	9	69.2%	0	0.0%	3	60.0%	0.084
	no	6	85.7%	4	30.8%	1	100.0%	2	40.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
In what contexts do you use a foreign language: Training or workshops	yes	3	42.9%	8	61.5%	0	0.0%	3	60.0%	0.751
	no	4	57.1%	5	38.5%	1	100.0%	2	40.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
In what contexts do you use a foreign language: Other	yes	1	14.3%	2	15.4%	0	0.0%	0	0.0%	1.000
	no	6	85.7%	11	84.6%	1	100.0%	5	100.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	

What challenges do you face when using a foreign language in your profession: Vocabulary limitations	yes	3	42.9%	5	38.5%	1	100.0%	3	60.0%	0.751
	no	4	57.1%	8	61.5%	0	0.0%	2	40.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
What challenges do you face when using a foreign language in your profession: Grammar issues	yes	3	42.9%	5	38.5%	1	100.0%	2	40.0%	0.922
	no	4	57.1%	8	61.5%	0	0.0%	3	60.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
What challenges do you face when using a foreign language in your profession: Lack of confidence	yes	4	57.1%	4	30.8%	0	0.0%	1	20.0%	0.564
	no	3	42.9%	9	69.2%	1	100.0%	4	80.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
What challenges do you face when using a foreign language in your profession: Other	yes	0	0.0%	2	15.4%	0	0.0%	1	20.0%	0.615
	no	7	100.0%	11	84.6%	1	100.0%	4	80.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	
How would you rate the usefulness of ESP in your profession?	Not useful	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0.032
	Slightly useful	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
	Moderately useful	0	0.0%	2	15.4%	0	0.0%	0	0.0%	
	Very useful	4	57.1%	1	7.7%	1	100.0%	0	0.0%	
	Extremely useful	3	42.9%	10	76.9%	0	0.0%	5	100.0%	
	Total	7	100.0%	13	100.0%	1	100.0%	5	100.0%	

As shown in Table 6, the p-value obtained from Fisher's exact test for the questions, "What is your field of study?" and "How would you rate the usefulness of ESP in your profession?" is less than 0.05 ($p < 0.05$), indicating a statistically significant relationship between the two variables. Hence, a statistically significant difference was observed in relation to the question, "How many years of experience do you have in your profession?" Although only two variables showed to be statistically significant, the general trend suggests that the level of experience influences both language use patterns and attitudes towards ESP. Early career professionals are most likely to be exposed to ESP and most likely to consider it important. More experienced professionals (10+ years) state that they use English more frequently in oral communication.

**Figure 2**

Professional Experience and the Usefulness of ESP

The results of this study (Figure 2) confirm the professionals' perception of ESP as being extremely relevant and valuable in professional contexts, especially in LSP contexts. The high frequency of use, the perceived usefulness, and the challenges identified indicate a clear need for continuous language training.

4. DISCUSSION AND CONCLUSION

The findings from this pilot study provide insights into the role of English in professional contexts. The results indicate a high frequency of use of English in the workplace, with 46.2% of respondents reporting that they "always" use English and an additional 30.8% using it "often." These figures suggest that English plays an important role in the professional environments of the respondents, which confirms the necessity for learning English for specific purposes at a tertiary level. The contexts in which English is used further support this need. Verbal communication (84.6%) and written communication (69.2%) were the most commonly reported situations, followed by participation in trainings and workshops (53.8%) and client interactions (50%). This diversity highlights that the professionals are required to function in English across a range of communicative tasks, both formal and informal, which is commonly practiced during the English for specific purposes courses. The challenges reported, namely vocabulary limitations (48%), grammar issues (44%), and lack of confidence (36%) are in line with the general attitude reported in previous research (Glomo-

Narzoles & Glomo-Palermo, 2021). Such results highlight the need for additional training focused on improving language accuracy and fluency, while also addressing affective aspects of language learning such as self-confidence. They emphasize the importance of building communicative competence in real-world professional settings. Furthermore, the positive perception of ESP's relevance underscores its value. A significant majority (69.2%) of respondents rated ESP as "extremely useful," while 23.1% found it "very useful." These responses affirm the perceived benefits of English for specific purposes and suggest a strong motivation among professionals to enhance their language proficiency for workplace purposes.

The pilot study responds to the research questions by showing that ESP is widely used in varied professional contexts, that professionals encounter specific linguistic challenges that can impact their job performance, and that there is a high perceived value of ESP. As a pilot, these insights point to the need for a more extensive study that would focus on those issues in greater depth and with a larger sample size.

Regarding the first research question, the study reveals that English is widely used in a variety of professional contexts. Specifically, 84.6% of respondents use English in verbal communication such as meetings and presentations, 69.2% in written communication like emails and reports, 53.8% during training sessions and workshops, and 50% in client interactions. Additionally, 46.2% of respondents report always using English at work, while another 30.8% claim to use it often.

In terms of the second research question, the data indicate that professionals face several key language-related challenges. The most frequently cited issue is vocabulary limitations (48%), followed closely by grammar issues (44%), and lack of confidence (36%). These challenges suggest that even though English is commonly used, many professionals feel underprepared in specific language areas.

With regards to the third research question, perceptions of ESP were positive. A substantial 69.2% of respondents rated ESP as extremely useful, with another 23.1% considering it very useful, and only 7.7% finding it moderately useful. These responses indicate a strong recognition among professionals of the importance and relevance of ESP in their work. This further validates the need for designing tailored ESP courses aligned with real-world professional language use and challenges.

This pilot study explores the importance of ESP for improving the professional competences based on the experiences of alumni from the University of Dubrovnik (UNIDU) who work in their professions in the fields of art conservation, hospitality, business, and history. The pilot research focuses on the frequency and context of English language use in professional contexts as well as associated challenges, such as lexical limitations and grammatical difficulties. Preliminary results show that English is considered to be very important for oral communication, especially in meetings and presentations, with most respondents seeing ESP as very beneficial to their careers. As a pilot study, these findings are limited in scope but serve as a step in

confirming the important role of English for specific purposes. There is a need for a more comprehensive, large-scale study with a broader and more diverse sample, including professionals from different regions of Croatia and a wider range of fields. This would provide a more accurate and generalisable understanding of ESP needs across the country and help to better tailor ESP programmes and curricula to meet the specific language needs of different professions.

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KORISNOST ENGLSKOG JEZIKA STRUKE U ODREĐENIM PROFESIJAMA ZA BIVŠE STUDENTE SVEUČILIŠTA U DUBROVNIKU

U radu se istražuje važnost engleskog jezika struke u svrhu poboljšanja profesionalnih kompetencija diplomanata Sveučilišta u Dubrovniku, budući da je poznavanje engleskog jezika prilagođeno specifičnim područjima oduvijek bilo važno. Cilj ovog istraživanja je istražiti primjenu engleskog jezika u profesijama i istražiti izazove s kojima se suočavaju pojedinci u raznim područjima, uključujući restauraciju i konzervaciju, hotelijerstvo i povijest Jadrana i Mediterana. Istraživanje je provedeno u listopadu 2024. na uzorku od 26 sudionika, diplomanata Sveučilišta u Dubrovniku koji rade u područjima povijesti, konzervacije umjetnina, ugostiteljstva i ekonomije. Sudionici su trebali navesti svoju profesiju i područje studija, kao i godine iskustva. Istraživanje ispituje učestalost upotrebe engleskog jezika u profesionalnom okruženju, od pisane komunikacije do rada s klijentima, te identificira specifične kontekste u kojima se koristi strani jezik. Istraživanje također ima za cilj otkriti izazove s kojima se sudionici suočavaju pri korištenju stranog jezika, poput ograničenja vokabulara i gramatičkih problema, a istovremeno procjenjuje samopouzdanje sudionika. Istraživanje procjenjuje percipiranu korisnost engleskog jezika struke u određenim profesijama. Rezultati pokazuju da 84% sudionika koristi engleski jezik uglavnom za usmenu komunikaciju (sastanci i prezentacije). Većina ima problema s ograničenim vokabularom (50%) i ispravnom upotrebom gramatičkih oblika (45,8%). Veliki postotak sudionika (68%) smatra engleski jezik izuzetno korisnim. Stoga će rezultati ovog istraživanja doprinijeti boljem razumijevanju uloge engleskog jezika u profesionalnom okruženju i identificirati strategije za poučavanje jezika prilagođene potrebama različitih sektora.

Ključne riječi: engleski jezik struke, gramatički problemi, izazovi, ograničenja vokabulara, profesionalne kompetencije