

English in Higher Education Administration Elementary course. Jasmina Đorđević, Savka Blagojević, Biljana Mišić Ilić. University of Niš, Niš (2016). 121 pp., ISBN 978-86-7181-088-3.

In the global exchange of knowledge and the process of internationalisation of higher education in the EU and wider, the need for English language learning is an imperative among higher education teaching staff, students and administration as English has, without any doubt, already become a lingua franca.

English in Higher Education Administration Elementary course is a coursebook designed for a tailor-made course, and is the output of the TEMPUS project Fostering University Support Services and Procedures for Full Participation in the European Higher Education Area. The main objective of the present coursebook is to develop English language skills among Serbian higher education administrative staff, especially those working in international student support services and student administration. It is intended to cater for the needs of administrative staff with limited knowledge and use of English in their daily work.

It is evident from the content of this book that the task-based language needs analyses for English for Occupational Purposes (EOP) coursebook was carried out. The coursebook is divided into eight units with a fixed structure presenting topics related to university life and workplace situations and language functions in the administrative procedures in international higher education. Each unit is divided into three sections which provide speaking, listening, reading and writing activities as well as grammar and vocabulary practice in specific topic-related workplace situations. Statements *Learn to...* and *How to...* at the beginning of each section familiarise students with the expected learning outcomes. Activities in *Level up* and *Revision* provide further practice of the acquired knowledge of vocabulary, grammar and functions. They also provide opportunities for students to monitor their progress and evaluate their learning outcomes. Some activities in the coursebook are illustrated with pictures and photographs. The materials consist of a wide range of authentic listening and reading tasks. The coursebook is complemented with audio materials on a CD. In the appendices, each unit is supplemented with related grammar reference, a list of basic irregular verbs and transcripts of the audio recordings from the CD. A usefully organised Serbian – English glossary offers students a record of terminology that would be most likely used in student support services and student administration. There are also additional materials for self-study with translation activities, and reading comprehension practice texts with a variety of activities (multiple-choice questions, Wh-questions, finishing sentences).

Unit 1 *My workplace* introduces basic language for talking about oneself and one's work. It offers listening and reading tasks about administrative staff, and writing tasks about the workplace. Unit 2 *Welcoming students* turns the attention to basic phrases in introducing oneself and speaking about daily work. The listening, reading and writing activities deal with instructions in the enrolment process and the related vocabulary. Units 1 and 2 introduce the

Present Simple, the basic modal verbs (can, could) and the use of indefinite article in authentic documents and situations. Unit 3 *Student life at the faculty* combines speaking, listening and writing about study and schedules using expressions for quantity. The grammar point in this unit deals with the noun and its forms and functions. Unit 4 *Visiting Serbia* focuses on speaking and listening to people giving and asking for directions, making arrangements and describing places. The grammar deals with the prepositions of place and directions. Unit 5 *The Faculty* is about institutions, staff and higher education using specific vocabulary and the Present Continuous. Unit 6 *The university* further focuses on education institutions and their operation by introducing the Past Tense. This unit expands the vocabulary in more demanding writing and reading activities with a lot of speaking about administration at university, and life and career. Unit 7 *Financial administration* introduces ways of expressing the future and comparison of adjectives when speaking about study-related financial issues. *Legal administration* in Unit 8 is about legal issues and solving problems in student life. It introduces the Passive Voice and the Indirect Speech. The materials also include four *Communication focus* activities that expose learners to listening and listening comprehension activities.

The coursebook division into meaningful workplace related units enables an English for Specific Purposes (ESP) teacher to design an EOP course. Using this coursebook with their students' needs in mind and a suitable number of contact hours, they could also add supplementary activities (either online or in class) in order to either motivate more advanced students or provide thorough revision for less advanced ones. With the use of modern computer assisted teaching and learning, part(s) of the coursebook (translation activities, reading comprehension practice activities) could be transformed into student self-study activities. In this case the key to activities and teacher's feedback would need to be provided. The CD transcripts can serve as a source for "reading while listening" practice for those students that need a good reference for individual practice of pronunciation and intonation.

It could be concluded that this coursebook provides well-structured learning and teaching materials. The beginner level of learners determined the content, the grammar, vocabulary and the level of textual input. There is a pattern of activities repeated in each unit, which helps learners progress through the course from very basic grammar and vocabulary towards more structured tasks with a lot of directed practice in the four language skills. The consistent use of the principle of progression from simple to more complex activities makes learning more predictable and therefore manageable for learners. Activities to cover the four language skills are mostly designed for individual work, with some items of pair-work. The activities are tightly related to learners' real-life/career situations. Occasionally, students are directed to the grammar reference section in the appendix or to free websites for further language practice.

Although EOP course materials needs exist, not many coursebooks are specifically designed for EOP for administrative staff in higher education. In *English in Higher Education Administration* the authors provide an excellent tool for EOP teaching and learning of administration staff. With a smooth gradation of the subject matter from unit to unit they could well meet the needs of the interested EOP teachers and students even in other countries. Therefore, we would recommend the authors to adapt the narrowly oriented topics on Serbian higher education and adjust the Cyrillic script, so the coursebook could easily be transposed into an

internationally used coursebook for administration staff in other countries that are involved in the process of the internationalisation of higher education.

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