

## THE IMPLEMENTATION OF TEACHING ESP AT TOURISM DEPARTMENT IN VOCATIONAL HIGH SCHOOL

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**Abstract:** *Methods of teaching and using English in a particular study or subject that meet the needs of an academic field or the professional needs of those who use the language are called English for Specific Purposes. ESP learners need language to improve their professional communication skills to perform specific work-related tasks. English for Specific Purposes (ESP) in the Tourism Department focuses on teaching English language skills and vocabulary that are specifically relevant to the tourism industry. The subjects to investigate the chances and barriers in the implementation of teaching ESP are an English teacher teaching in the tourism field at SMK Negeri 3 Banjarmasin and five students in Class I I-A Tourism. The use of qualitative research method in this study aims to identify chances and barriers to the implementation of teaching ESP in the tourism sector. Data collection is done through questionnaires and interviews. The data collection phase begins with answering questionnaires, followed by interviews conducted by researchers. There are chances and barriers to implementing teaching ESP in the tourism sector. The chances of implementing teaching ESP help students understand English learning, such as using tourism-related vocabulary in future work environments. Four barriers in implementation of teaching ESP are teaching opportunities, time management, varying levels of achievement, and self-efficacy. The benefits uncovered in this study have a positive impact on both teachers and students. This advantage is expected to be put to good use by teachers and students as well. It is expected that it will serve as a reference for future research. As for the existing obstacles, teachers and students should work together in minimizing existing obstacles by providing motivation and practicing together.*

**Keywords:** Teaching ESP, Vocational High School, Chances, Barriers, Tourism Department

### INTRODUCTION

A method of teaching and using English in a particular study or field that meets the needs of an academic field or the professional needs of those who use the language is known as English for Specific Purposes. English for Specific Purposes (ESP) is the teaching and learning of English as a second or foreign language, in which the learner's goal is to use English in a particular field (Fitria, 2019). ESP recognizes that learners have distinct language needs based on their professional or academic goals and aims to provide them with targeted instruction and materials relevant to their specific context. The primary objective of ESP is to equip learners with the necessary language skills and competence to effectively communicate within their specialized field. This specialized language can vary depending on the learners' chosen area, such as English for Business, English for Medicine, English for Engineering, English for Tourism, English for Law, and so on. ESP courses are designed to address the specific linguistic needs and requirements of these professional or academic domains. The easiest way to see

the difference between ESP and General English is to look at the learners' and learners' goals in studying English. An ESP learner tends to be someone who has learned some English and has some knowledge of various subject areas that the average ESP teacher might not learn. ESP learners need language to improve their professional communication skills to perform specific work-related tasks. In contrast to other approaches, this one stresses the language's context rather than its grammar and structure. This is pointed out in a study by Donesch (2012), where ESP is used in a real professional context than exacting on teaching grammatical structures and vocabulary irrelevant to the student's major. It means that the focus is on teaching a language related to the context needed. Unlike learning English in general which is distinguished from the future situation of students, ESP content is integrated into subjects that are relevant to students' current and future situations.

As with the learning system implemented in Vocational High Schools, students study according to their interests and talents so that they are prepared to get decent jobs according to their respective skills. In contrast to High School which is only divided into three majors, namely Science, Social Sciences, and Languages, in Vocational High Schools there are various majors related to where they work later such as majors in Accounting, Business Management, Public Administration, Tourism and Hospitality, etc. Hence, learning English in Vocational High Schools requires a special learning approach such as English for Specific Purposes. English for Specific Purposes (ESP) in Vocational High School is a specialized English language program that focuses on teaching students the language skills and knowledge required for their chosen vocational field. It aims to equip students with the language proficiency needed to communicate effectively in their specific professional contexts. Mahbub (2018) stated that because vocational education focuses on helping students improve their abilities related to the majors they are taking, strategies for teaching English in that field are also outlined in helping prepare students to be able to pursue certain careers. In this case, English educators are needed who also have skills in certain fields in order to be able to connect learning English according to the student's major. By applying the context used in student majors, it can make it easier for teachers as educators to carry out English learning in class.

Regarding on the explanation above, vocational education aims to equip students with a certain ability and competency for a vocational or marketing class (OECD, 2015) and the capability to be on duty and attend to foreign customers. Accordingly, various fields require learning English in vocational schools, such as tourism and hospitality. In tourism and hospitality department really needs English skills to be able to communicate with foreign tourists. The implementation of ESP teaching in the tourism department will certainly be very helpful for students. This is because English for Specific Purposes (ESP) in the Tourism Department focuses on teaching English language skills and vocabulary that are specifically relevant to the tourism industry. It is designed to equip students with the necessary language proficiency to communicate effectively in various tourism-related contexts, such as hotels, travel agencies, tourist attractions, and customer service. Learning English is necessary to interact with non-native vacationists and figure out cultural diversity. In Indonesia, which has tourist attractions frequented by foreigners, learning English is needed, especially if students

work as tour guides. Therefore, maintaining a high level of motivation and proficiency in a professional service language such as English is significant, particularly in seeking recruitment in tourism, hospitality, and service commerce.

Implementing a learning approach like ESP has advantages and limitations. In his research, Hidayat (2021) found that ESP has benefits because learning activities follow the student's area of interest and students learn English according to the background of the major they are taking. Additionally, the use of ESP in the study of English is aimed at students who ought the skills in the world of work. In his research, Hidayat also mentions three obstacles in implementing ESP, namely the lack of workforce skills such as inexperienced junior teachers, inappropriate study references, and institutional policies such as curricula and facilities. In the research results of Iswati and Triastuti (2021), it is stated that the obstacles faced by teachers are perceived knowledge and competence (lack of knowledge on learners' discipline and teachers' training), lack of proper needs analysis, large classes, and learners' various competences.

Based on the explanation regarding teaching ESP above, there are several chances and barriers to implementing teaching ESP in the tourism sector. In this case, the objective used to find out the chances and the barriers that exist in the implementation of teaching ESP is one English teacher who teaches in the field of tourism and five students in class II-A Tourism at SMK Negeri 3 Banjarmasin.

## LITERATURE REVIEW

English for Specific Purposes (ESP) refers to the branch of English language teaching and learning that focuses on developing language skills and knowledge in a specific area or field of expertise. In fact, English for Specific Purposes (ESP) is the combination of the subject and teaching of English. This blending is greatly motivating as learners can implement what they acquire in English sessions in fields of study suchlike Accounting, Economics, Business Administration, Economics, Computer Science, Politics, and Tourism (Fitria, 2020).

ESP courses typically incorporate authentic materials, such as texts, audio recordings, or videos, that reflect the language used in the target domain. These materials focus on vocabulary, grammar, discourse patterns, and communication strategies relevant to the learners' specific fields. Additionally, ESP instruction often includes tasks and activities that simulate real-world situations and professional contexts, allowing learners to practice and apply their language skills in practical settings.

One of the key principles of ESP is learner-centeredness. ESP teachers assess the learners' needs and goals and design instructional materials and activities that cater to their specific requirements. This learner-centered approach ensures that the language instruction is relevant, engaging, and directly applicable to the learners' professional or academic contexts. Overall, English for Specific Purposes provides learners with the linguistic tools and skills necessary to communicate effectively and confidently in their chosen specialized fields. It recognizes the importance of tailoring language instruction to the specific needs of learners, enabling them to succeed in their professional or academic endeavors.

Related to the explanation above, English for Specific Purposes (ESP) is particularly relevant in the context of vocational high schools. Vocational education focuses on equipping students with practical skills and knowledge that are directly applicable to specific industries or professions. Therefore, incorporating ESP in vocational high schools helps students develop the language skills necessary for their chosen vocational field. When learning English on VHS, there are some goals that students should be aware of. In a study by Natsir et al. (2022), either the objective that learners have to examine is the improvement of professional insight and ability. It has important involvement in English programs that meet the diverse needs of professional students. In order to help students achieve these goals, teachers need knowledge and skills appropriate to the student's vocational field. Teaching this sort of ESP requires a specific linguistic ability, a specific vocabulary, and various discourse styles depending on their circumstances. In other words, from a pedagogical, content, and linguistic perspective, teaching English for ESP differs from General English in Senior High School. There are several things that a teacher needs to pay attention to in implementing English language teaching for ESP in VHS as managing courses, setting learning goals, building positive learning surroundings in the classroom, and evaluating student improvement.

ESP, or English for Specific Purposes, is a specialized approach to English language learning that focuses on developing the language skills necessary for specific fields or professions. In the context of the Tourism Department in a Vocational High School, ESP would involve teaching English language skills that are relevant to the tourism industry. The primary objective of ESP in the Tourism Department would be to equip students with the language proficiency required to communicate effectively in tourism-related contexts. Zerrouk (2020) notes in her research that English for Tourism and Hospitality is studied below English for Specific Purposes (ESP), and is a meaningful and efficient specialty in the range of English teaching and learning increase. In the present field, knowledge as concerns English is required in various tourism sectors such as the hospitality and travel industry. Tourism and hospitality major studies commercial activities that organize, provide, and manage services for a person, a group of people who travel with the main purpose of traveling. In this major, students learn to talk and discuss how to manage the services of tourists, such as making an itinerary to managing the budget. They are also taught to research an area that can be used as a tourist area by empowering the surrounding community. This is done to preserve culture so that it can become an attraction for local and foreign tourists. It is important to note that the specific content and structure of an ESP program for the Tourism Department may vary based on the curriculum and goals of the vocational high school. Local industry needs, student interests, and available resources should also be taken into consideration when designing the program.

Quoting from previous studies related to this research, Pleșca (2019) states there are three benefits to be gained when studying ESP, especially for Vocational High Schools. First is make it easy to learn English. The implementation of teaching ESP in vocational schools such as Vocational High School, especially for travel business majors is needed. This is because teaching ESP focuses on the context which relates to travel business majors that use a lot of

English terms related to tourism learning materials as a tour guide. As mentioned before, teaching ESP teaches English according to the context which is needed by students majoring in the travel business who use English a lot.

Secondly, prepare students for the workforce. Learning that focuses on the context and needs of students will certainly be very helpful for students when they are working later. The implementation of ESP in Vocational Schools can help to prepare for things that will be faced by students in the workplace.

Lastly, increased productivity and efficiency. Thorough preparation will increase productivity and efficiency at work, so the implementation of ESP have significant part in helping students become confident to speak English which will often be used when communicating with foreign tourists.

In relation to Hidayat's statement regarding barriers to implementing ESP, Koban and Lema (2020) state there are four barriers to implementing ESP for tourism students: (1) teaching facilities, (2) time management, (3) different proficiency levels, and (4) self-efficacy. Facilities are one of the important roles that can support the success of learning. In terms of teaching, facilities are used to make it easier for teachers to hone students' abilities and can make learning more meaningful. In this department, the facilities provided by the school are still very few. So that the implementation of teaching ESP is hampered due to the lack of practice carried out by students.

The second barrier is time management. Time management for the implementation of ESP in this department is still lacking, because there are many practices that take up a lot of time, especially in practice in the field. Third barrier in implementing ESP is different proficiency levels. The existence of different levels of understanding in English can also be an obstacle in implementing teaching ESP. It takes much time to equalize the abilities of students in one class. Last, the most common obstacle encountered when learning ESP is the student's lack of self-efficacy in using English. A lack of students' confidence in using English makes it difficult for teachers to create a comfortable learning environment and increase their learning motivation.

## **METHOD**

The method used in this study is a qualitative research. Cresswell (2014: 3) state: "Qualitative research is an approach to exploring and understanding the meanings that individuals or groups attach to social or human issues.". Based on this explanation, the use of qualitative research methods in this study is appropriate because researchers want to find the chances and barriers to implementing Teaching ESP at the Tourism Department. This research is conducted at SMK Negeri 3 Banjarmasin, where there is a tourism department. The participants in this study were one English teacher who taught classes majoring in Tourism and five students in class II-A majoring in Tourism. Data collection is collected through the answer from the participants based on questionnaires and interviews given. The stage in data collection begins by giving a questionnaire that consists of 10 statements related to the chances and barriers to implementing teaching ESP in the tourism sector, after that the

researcher conducts interviews. The interview was conducted by asking 10 questions based on the answers to the questionnaire regarding the chances and barriers to implementing teaching ESP in the tourism sector. After the data is collected, the researcher made an analysis in the form of a description based on the questionnaire and the interviews that had been conducted.

## FINDINGS AND DISCUSSION

### Findings

Findings from the questionnaire on the teachers' view were divided into two: (1) Chances, and (2) Barriers.

#### I. Chances

The implementation of teaching ESP has a positive impact on learning. As the teacher stated in the interview that "*Students can apply vocabulary related to tourism so that when they do internships, they can use it.*". Similar to the teacher's opinion, 60% of students strongly agree that the implementation of teaching ESP in class has a positive impact on learning because it makes it easier for them to learn English which is much needed in the world of work later such as becoming a tour guide.

In a statement stating that the implementation of teaching ESP can help meet students' needs, the teacher argues that "*Implementation of teaching ESP could broaden students' knowledge of terms used in the field of tourism in English through Google and YouTube.*". In addition, often practicing conversations in English following the material being taught can make it easier for students to achieve their learning needs. Meanwhile, from the student's point of view, 60% of students strongly agree that the implementation of teaching ESP can help meet students' needs because the teacher fulfills their learning needs which require an understanding of English such as practicing pronunciation and grammar in English.

Regarding the statement regarding the implementation of teaching ESP in the Tourism Sector that can make it easier for students to communicate using English in their work environment later, the teacher believes that "*By giving train and correct them one by one then communicating or helping practice directly in the field, for example taking them to a school hotel and playing a direct role and having them record a video so they can be evaluated.*", can facilitate students to communicate in their work environment later. Then in the students' opinion, 80% of students strongly agree that lots of speaking exercises such as role-playing, increasing literacy, and individual training can help them practice speaking skills in English that can be used in their future work environment.

The implementation of teaching ESP in the classroom can facilitate the achievement of student learning goals. In responding to this statement, the teacher argued that "*English is very useful in the field of tourism, because the students often meet foreign tourists when they are apprentices, and they can use their skills to communicate so that learning objectives can be achieved.*". According to students, all of the students agree with the many

exercises and practices carried out, learning objectives can be achieved which will be applied in everyday life.

Context-focused teaching of ESP can make it easier for students to understand terms used in tourism in English. Responding to this statement, the teacher argues that *“By giving examples from videos or other sources, explaining the material, guiding students in practicing in the form of roleplay, and providing evaluations through their video recordings.”* can make it easier for students to understand learning English in class. Then from the student's point of view, 60% of students strongly agree and then state that the teacher provides a lot of training and hands-on practice so that they can more easily understand English based on the context of the tourism sector.

## 2. Barriers

In implementing ESP learning in the classroom there are several obstacles such as the student's lack of vocabulary in English. In this statement, the teacher argues that *“The obstacles in implementing ESP teaching in the classroom were due to the students' limited vocabulary and the student's ability to speak English was still not good.”* Meanwhile, according to the student's opinion, the obstacles in the class were the students' lack of understanding of English and the lack of time management in learning.

Moreover, time management in the implementation of teaching ESP for learning English is still lacking. Teachers state that *“The implementation of ESP teaching to English learning was only implemented in the middle to the end of the semester, because in the early-mid semester, it specifically taught general English, in one week it only taught 2 times, which was about one hour and a half per meeting.”* Then according to the student's opinion, 60% of students agree that the time management needed in learning English requires at least 3 hours because the time needed for practice is more than learning theory.

During the learning activities, students' self-confidence can hinder the implementation of teaching ESP in the classroom. According to the teacher, *“Students who have good English skills have good self-confidence too. While students who have low English skills usually have low self-confidence too, it is at times like this that teachers play an important role in guiding students to build their confidence so they can maximize their abilities.”* It was also agreed by all of the students that self-confidence was quite an obstacle in implementing ESP learning in class because, during practice, some students stuttered and found it difficult to control their nervousness.

In addition, differences in students' English skills are also one of the obstacles to implementing ESP teaching in the classroom. This was agreed upon by teachers who argued that *“Even though there were differences in abilities, giving lots of real examples or using videos, training and then correcting the pronunciation and content and providing motivation to students could overcome existing obstacles.”* This statement was also approved with 60% of the students state agree that this difference in ability can be overcome by helping each other, providing motivation, and learning more.

Lastly, inadequate learning facilities can also hinder the implementation of teaching ESP in the classroom. In this statement, the teacher agrees and mentions the facilities needed are *"In the form of practice areas, microphones, cameras for video recording, dictionaries for vocabulary reference, and learning materials in the form of videos that can be downloaded on YouTube."* Meanwhile, according to all of the students, the facilities needed are equipment for practice, laptops, projectors, and a special English trainer.

## Discussion

In accordance with the data from the research results above, there are chances and barriers to implementing teaching ESP in the Tourism Sector at SMK Negeri 3 Banjarmasin. The implementation of teaching ESP has a positive impact on tourism majors because it has many benefits. This is felt both by the teacher and the students. The benefits derived from implementing teaching ESP help students learn English easily such as using vocabulary related to tourism during the internship so it can also be used in their future work environment. The students mentioned that to improve their ability to communicate in English, the teacher gave a lot of practical exercises such as role-playing as a tour guide or hotel receptionist. Yuliana, Kristiawan, and Suhartie (2014) found that students taught through role-play performed better than those taught through information gaps. In addition, implementing context-based lessons can provide students with an understanding of the English terminology used in the tourism sector through learning resources such as YouTube videos and hands-on practice as tour guides and hotel receptionists. Quoting from the research of Qomaria and Zaim (2020), YouTube videos help students learn because YouTube videos are an adjustable educational medium. Teachers can pick the video as needed when to play and pause the video, repeat any desired scenes within the video, and choose which parts of the video are best suited for the lesson.

On the other hand, there are several barriers to implementing ESP teaching in the tourism department at SMK Negeri 3 Banjarmasin which are faced by both teachers and students. The obstacles that teachers often encounter are differences in students' abilities in English and their lack of vocabulary. It is also felt by students that differences in students' abilities of English can hinder learning activities. Based on the results of the study, 60% of students stated that differences in ability in English could hinder learning in class. However, this can still be overcome with lots of practice and learning references such as watching videos. As Masyhudianti et al (2018) said in their research, by watching real videos, students can effortlessly impersonate and practice speaking. Students will also learn new vocabulary to help increase their articulation.

The next obstacle encountered was the lack of self-confidence of students. Confidence can improve a person's ability to learn, if their self-confidence is lacking then their abilities will be hampered. Harmini et al. (2019) said in their research that higher self-efficacy means better learning outcomes for students. In overcoming these obstacles, teachers and students provide motivation and provide lots of exercises to build self-confidence. Exercises that are carried

out repeatedly not only help train students to be more confident but can also improve students' communication skills when in the work environment later.

Another obstacle found in the implementation of ESP teaching is the lack of time management in learning activities. In one week, learning English is only carried out 2 times which in one meeting only lasts for an hour and a half. From the results of the study, there were 60% of students stated that learning English lasted at least 3 hours. This is because the time spent on practice is more than theoretical learning. However, this can still be overcome with lots of exercises such as role-playing which they can do outside of school hours such as participating in extracurricular activities at school. In addition, facilities are also important in implementing teaching ESP in schools. The facilities provided by schools are still lacking, such as the provision of projectors. Using a projector for learning makes it obvious for students to understand and increases their interest in learning. In addition to projectors, students also need space and equipment to perform hands-on activities to do role-playing.

## **CONCLUSION AND SUGGESTION**

Based on research conducted, several chances and barriers occur in the implementation of teaching ESP at SMK Negeri 3 Banjarmasin. The implementation of teaching ESP in learning English provides many benefits such as help students to learn English according to the field of tourism. Implementation of teaching ESP in learning English, can help students achieve their learning goals because the English language taught is following the context in the tourism department. In addition, the implementation of teaching ESP can also help prepare students to improve their communication skills in English which will be needed in their future work environment. The use of learning media such as watching videos really helps students in practical role playing activities which also helps in improving their pronunciation.

Even though the implementation of teaching ESP provides many benefits, there are still some barriers that occur in its implementation. The obstacle that is often encountered is a lack of self-confidence and the facilities provided by the school. Students' lack of self-confidence can hinder learning because it will hinder the abilities that exist within them. Even so, this can still be overcome by providing motivation and using interesting learning media such as watching videos on Youtube. The facilities provided by schools are still lacking, therefore the implementation of teaching ESP can also be hampered. The provision of a projector is necessary to assist students in learning activities and facilitate teachers in delivering learning material. Even though the projector tools are quite limited, they can still use them. This study concludes that the implementation of teaching ESP at SMK Negeri 3 Banjarmasin can be implemented even though there are several obstacles such as a lack of school facilities and time management.

There are two suggestions that can be made based on the outcome of this study, relating to opportunities and barriers in the implementation of teaching ESP. The benefits found in this study have a positive impact on teachers and students, it is hoped that this can be applied to vocational-based schools. This benefit is also expected to be put to good use by teachers who teach ESP and students who study ESP. In future research, it is hoped that this

can be used as a reference for further research. As for the obstacles that exist in the implementation of teaching ESP, the teacher and students should work together in minimizing the existing obstacles. In addition, it is hoped that further research can provide more findings and solutions.

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