

Best Practices in Teaching English for Specific Purposes

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What is ESP?

EGP ≠ ESP

ESP =

E Academic P – courses designed for students planning to study in a specific field that is delivered in English, such as business, science, engineering, or medicine

E Occupational P – courses for learners who are / will be working in jobs where they need English

- Smoak (2003), Dudley-Evans & St John (1998), Belcher (2009)

Poll Question 1

Which of these situations is considered EAP?

- a. Russian business managers learning English to communicate with multinational companies based in Malaysia.
- b. Hotel desk clerks in Brazil learning English to communicate with foreign guests who are visiting for the Olympics.
- c. Lebanese pharmaceutical students learning English to succeed in their science classes at university, which are taught in English.

Who should your target learner be?

SWOT Analysis = explore your / your institution's
 strengths
 weaknesses
 opportunities
 threats

with regard to various content areas

- Friedenberq et al (2003)

Poll Question 2

What would be a good target learner population for you to focus on?

a. EAP

b. EOP

Poll Question 3

Now that you've chosen either EAP or EOP, think about your strengths and networks. What content area would be a good fit for you to focus on for an ESP course?

- a. Business
- b. Tourism
- c. Engineering
- d. Medicine
- e. Military
- f. Science
- g. Other

What information do I need to gather to create a successful ESP course?

Needs Assessment =  of ESP!

Consult with all **stakeholders** for the...

TSA= what the learners need to be able to DO in the target language to be successful in a specific content area

PSA= what the learners can do now in the target language in the specific content area & what they want from the course

CA= physical learning environment, including time & place

Who are the **stakeholders**?

“All people who have an interest in the specific ESP course under development”

- Westerfield (2010)

If you live in **Central America**,
South America or **Africa**, think
about it & in the Chat Box, type
your response to the question
below.

**Who would be possible stakeholders
to consult with during your NA for
EAP medicine target learners?**

If you live in **Europe** or **Asia**, think about it & in the Chat Box, type your response to the question below.

Who would be possible stakeholders to consult with during your NA for EOP tourism target learners?

What does it mean to achieve “communicative competence” in a specific content task?

Linguistic
Discourse
Sociolinguistic
Strategic



Communicative
Competence

- Canale & Swain, 1980

Genre Analysis = digging into **authentic** materials of a certain discourse community to see what language is used & why

- Bouzidi (2009), Swales (1990)

Poll Question 4

Which of these is considered the most authentic for EOP business learners?

- a. *English for Global Business* by Lites & Thorpe (a textbook for non-native English speakers who are learning English for business-related reasons)
<http://www.press.umich.edu/titleDetailDesc.do?id=8466>
- b. Internal company email written in English by a native English-speaking supervisor to communicate policy changes to all employees (including non-native English speakers)
- c. *Business English Pod* (online audio files designed to teach non-native English speakers professional business language)
<http://www.businessenglishpod.com/>

What exactly do we teach to our ESP learners?

Genre Analysis→

Revisit and revise goals in NA→

Create clear, measurable **objectives**
(steps learners take to reach each goal)

Objectives should be clearly focused on
what learners will do & must be measurable.

Audience **B**ehavior **C**ondition **D**egree

- Graves (2000)

Example: Using a computer individually, **learners will write and send a professional email response to potential client with no mistakes (as designated on the rubric) and within 15 minutes.**

Poll Question 5

Which objectives are NOT clear and measurable? (Choose 2!)

- a. Learners will be able to participate in small group discussion about a diagnosis in a medical case study.
- b. In small group discussions and without reading, learners will be able to politely give and support opinions of a diagnosis for a medical case study for at least 2 minutes.
- c. Using a computer individually, learners will be able format an MS Word document for paragraph writing by setting a specific font style, font size, and line spacing with 100% accuracy.
- d. Learners will understand academic vocabulary for university business courses.

How do we teach and assess our ESP courses successfully?

Objectives → **task-based** lessons

(listing, ordering & sorting, comparing & contrasting, problem-solving, creative projects, etc.)

- Lytovchenko (2009)

Objectives should be assessed with
authentic assessment tools

(real-world tasks that demonstrate meaningful application of essential knowledge and skills)

- Mueller (2010)

How do we know if our ESP course was successful?

- **Formative** learner assessment
- **Summative** learner assessment
- **Course Evaluations** by stakeholders

Poll Question 6

Do you have Course Evaluations done by all stakeholders at the end of your current courses?

- a. Yes, and I have access to the results.
- b. Yes, but I don't have access to the results.
- c. No.
- d. I don't know.

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