

# 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

- Friedenberg 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?



**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** **Behavior** **Condition** **Degree**

- 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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