INGLÉS PARA FINES ESPECÍFICOS 1

WHAT IS ESP?

ESP may be considered as an approach to course design and teaching that targets groups of learners who have a common goal or purpose in learning English.

English for Specific Purposes (ESP)

Dudley-Evans and Sr. John (1998) refer to the absolute and variable characteristics of ESP.

The **absolute** characteristics of ESP courses are:

1. Designed to meet the needs of the learner.
2. Make use of the methodology and activities of the disciplines it serves.
3. Centred on the language, skills and genres appropriate to these disciplines.

The **variable** characteristics of ESP courses are:

1. May be related to specific disciplines.
2. May use different methodologies to English for general purposes (EGP).
3. Likely to be designed for adult learners.
4. Generally designed for intermediate or advanced leaners.

typical characteristics of ESP and EGP courses

| ESP	EGP
Adult learners	Any age learners
Learners have a common goal	Learners have a wide range of goals
Learners have high external motivation	Learners have a range of motivation
Are short term	Are long term
Based on needs analysis	May not bear in mind student needs
Have an academic, professional or workplace focus	Have no specific focus
Have specific content	Have general content
Are based on specific target communication	May include limited exposure to target communicative events
Learners usually have a basic command of English	Learners may be at all levels, including absolute beginners
Focus on specific lexis	A full range of lexis is included
May have a limited focus on grammar	Usually incorporates the full grammatical system. This may be the central organisational strand in the syllabus
A limited range of skills taught – for example, writing and speaking	All four skills are taught with equal focus
ESP courses may be taught with methodologies relevant to the content field	Methodology tends to be similar across courses adopting current thinking in English-language teaching in the region

ESP is usually classified into two main branches: English for academic purposes (EAP) and English for occupational purposes (EOP).

EAP
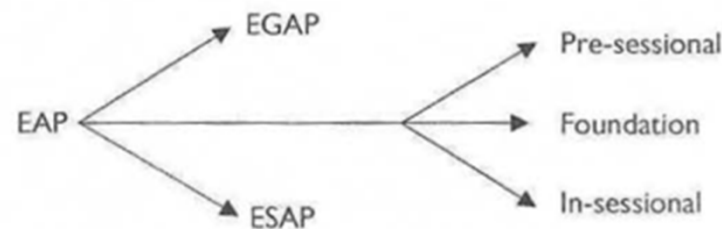
EOP
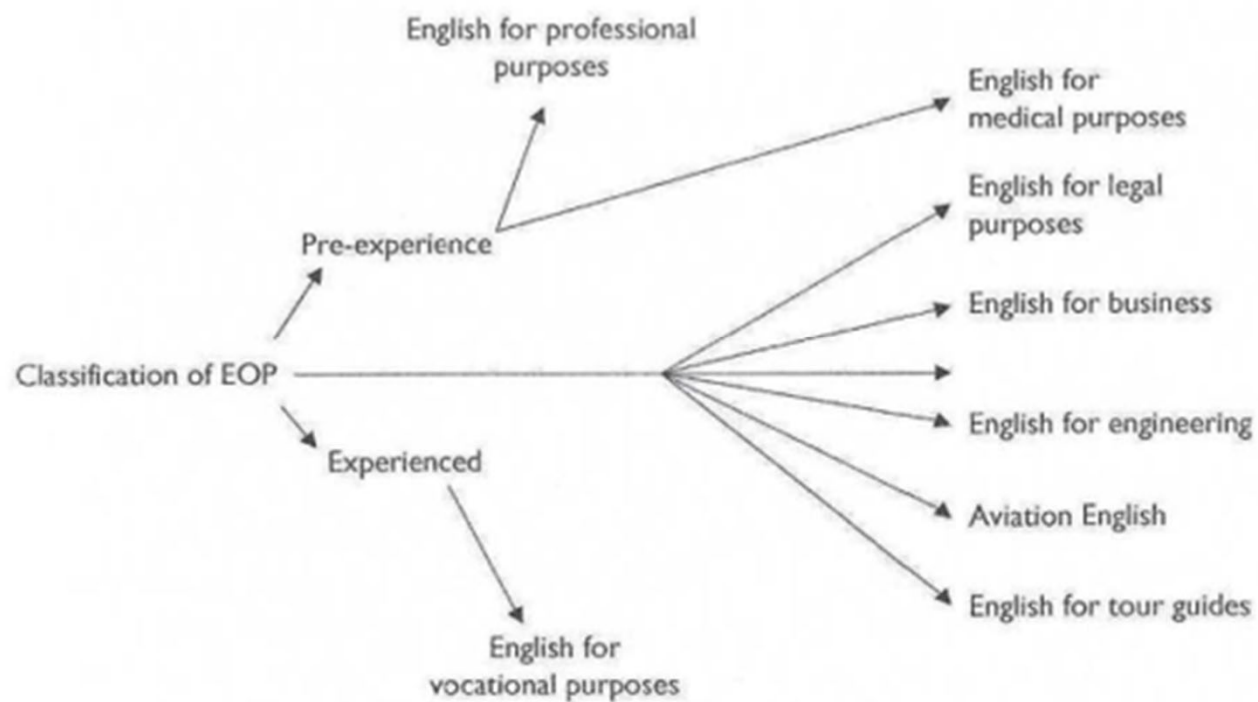
First examples from 14th and 16th centuries (Howatt: 1984):

- ❑Everyday dialogues for English travellers to France
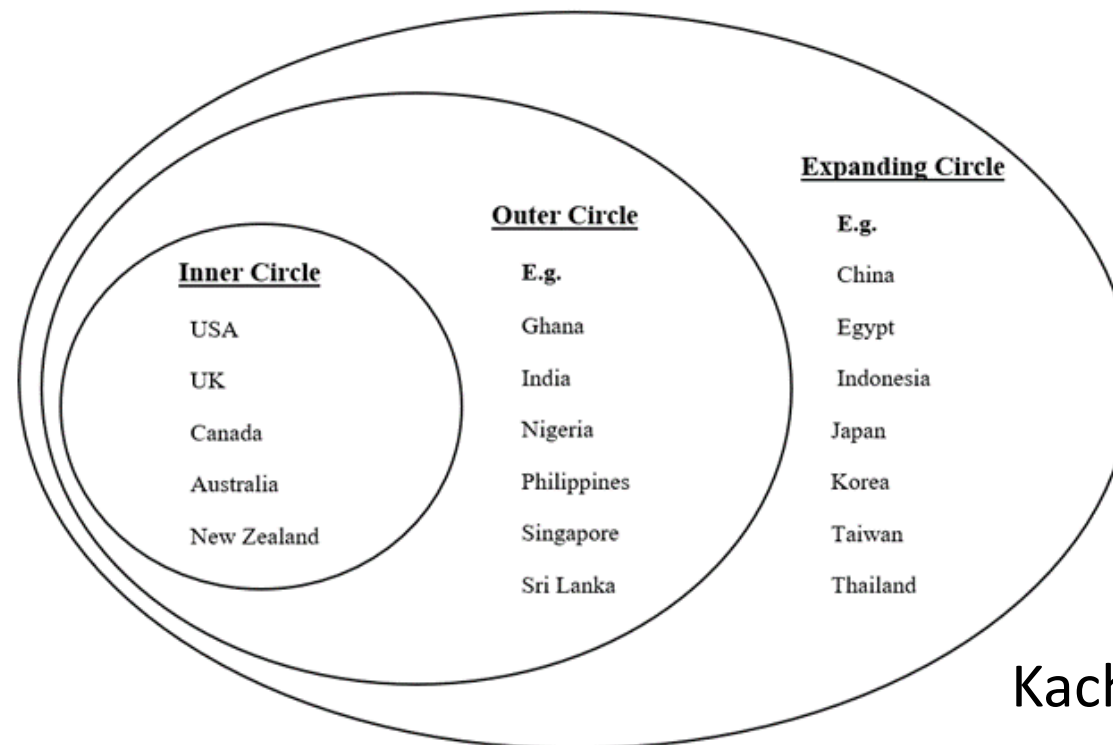- ❑Phrasebooks/dictionaries to cope with merchants' needs: survival knowledge for buying/selling

HISTORY OF ESP

UNIVERSIDAD DE
MURCIA

cENTUM
CIEN AÑOS DE LA UNIVERSIDAD DE MURCIA
1915 | 2015

Timeline of ESP

Time	Approach	Example
1960s	Register analysis	Herbert, A. J. (1965) *The structure of technical English* Ewer, J. R. & Latorre, G. (1969) *Course in basic scientific English*
1970s	Rhetorical functions	Allen, J. P. B. & Widdowson, H. G. (1974) *English in physical science* (*English in focus* series). Bates, M. & Dudley-Evans, T. (1976–82) *Nucleus* series Swales, J. (1971) *Writing scientific English* Trimble, L. (1985) *English for science and technology: A discourse approach* Munby, J. (1978) *Communicative syllabus design*
1980s	Study skills	University of Malaya (1980) *Skills for learning* Moore, J. (1980) *Reading and thinking in English*
	Learning-centred	Hutchison, T. & Waters, A. (1985) *ESP at the crossroads*
1990s–present day	Genre	Swales, J. (1990) *Genre analysis: English in academic and research settings* Paltridge, B. (2001) *Genre and the language learning classroom* Swales, J. (2004) *Research genres, exploration and applications.*
	Corpus	Biber, D. & Conrad, S. (2009) *Register, genre and style* Coxhead, A. (2000) *A new academic word list*

English plays a special role in the world today. often referred to as **'English as a lingua franca'** (ELF).

Inner Circle

USA
UK
Canada
Australia
New Zealand

Outer Circle

E.g.

Ghana
India
Nigeria
Philippines
Singapore
Sri Lanka

Expanding Circle

E.g.

China
Egypt
Indonesia
Japan
Korea
Taiwan
Thailand

Kachru (1992)

There are many different terms for types of ESP, although, in reality, many of these overlap.

- *English for science and technology (EST)*
- *English for academic purposes (EAP)*
- ***Business English***
- *English for medical purposes*
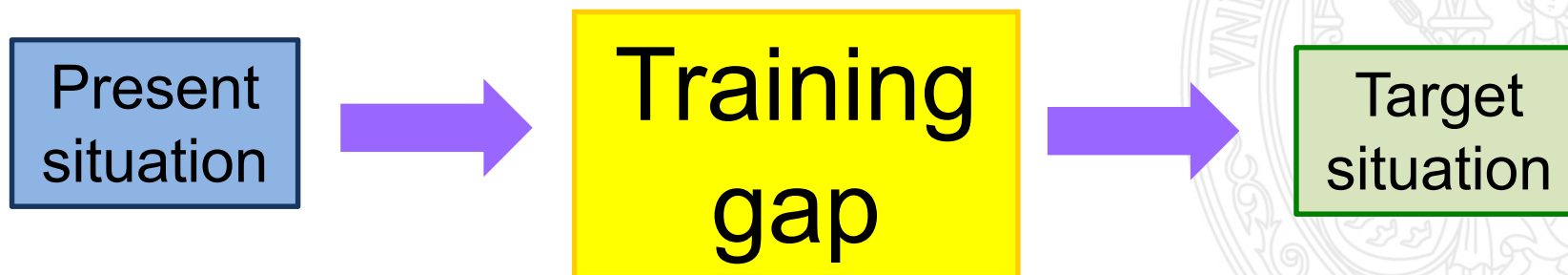- ***English for legal purposes***
- English for socio-cultural purposes
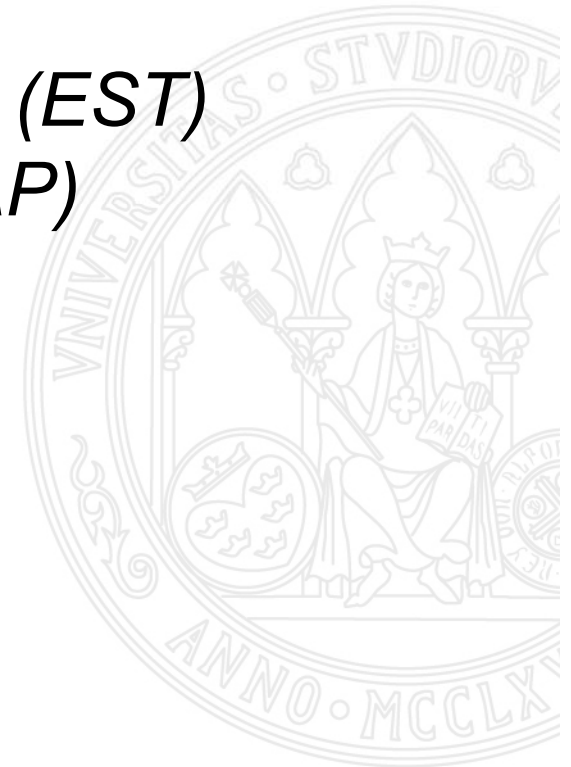
Needs analysis.

Needs analysis is the backbone of ESP course design.
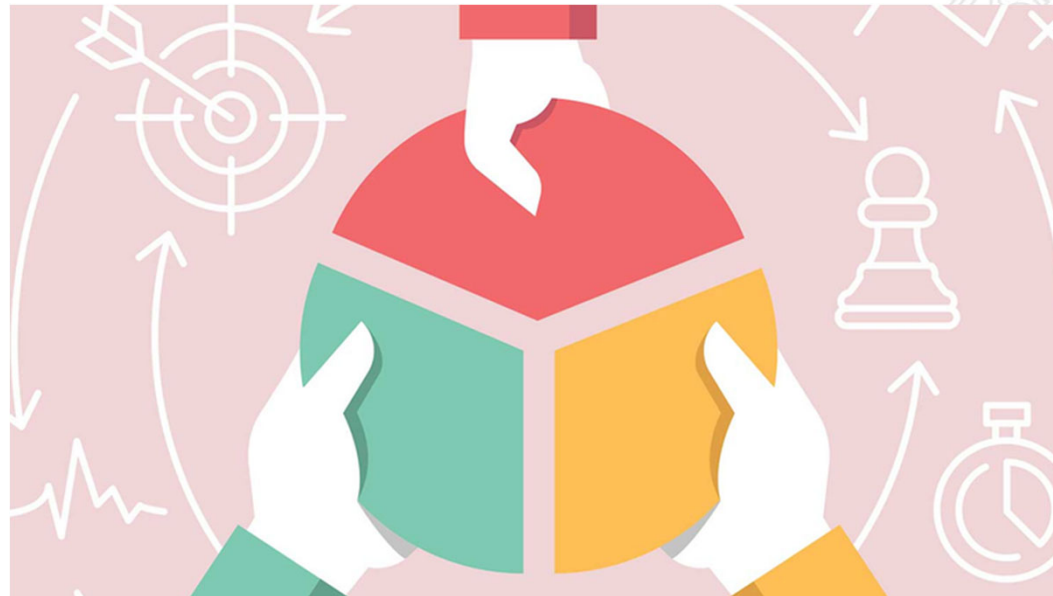Aims:

- ❑ Inform about the present situation.
- ❑ Inform about the target situation.

| Present situation | → | **Training gap** | → | Target situation |

Stakeholders:

- Students
- Teachers
- Governing bodies
- Sponsors
- Employers

Information about learner needs can be collected using quantitative methods and/or qualitative methods

Questionnaires and surveys
Text analysis
Language assessment
Previous research filed
Discussions with stakeholders
Interviews (unstructured, semi-structured and structured)
Target-situation observations (participant, non-participant)
Learning-situation observations
Learner diaries, logs and journals
Language audits
Expert and non-expert intuitions
Role-plays and simulations
Corpus analysis
Ethnography
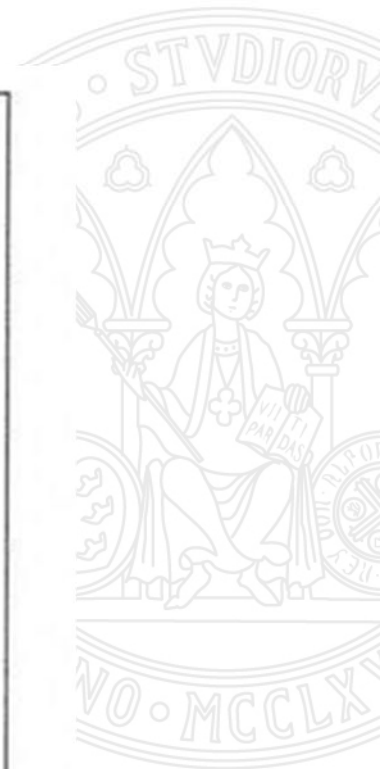
A form for needs analysis

BUSINESS ENGLISH NEEDS ANALYSIS

Name: .... Company: ....

Contact numbers: ....

To help us make the English programme useful, please fill out the form below.
What do you need to do in English? How good are you already? Do you urgently
need to work on improving this skill? Look at the key at the bottom before you start.

Language area	How good am I?*	How urgently do I need this skill?*
talking to clients	0 1 2 3 4 5	now very soon next year don't know
letters or formal faxes	0 1 2 3 4 5	now very soon next year don't know
using the telephone	0 1 2 3 4 5	now very soon next year don't know
dealing with visitors	0 1 2 3 4 5	now very soon next year don't know
talking to colleagues	0 1 2 3 4 5	now very soon next year don't know
reporting to managers	0 1 2 3 4 5	now very soon next year don't know
giving presentations	0 1 2 3 4 5	now very soon next year don't know
attending meetings	0 1 2 3 4 5	now very soon next year don't know
negotiating	0 1 2 3 4 5	now very soon next year don't know
note-taking at meetings	0 1 2 3 4 5	now very soon next year don't know
e-mail, faxes or memos	0 1 2 3 4 5	now very soon next year don't know
report-writing	0 1 2 3 4 5	now very soon next year don't know
understanding the news	0 1 2 3 4 5	now very soon next year don't know
other: _____	0 1 2 3 4 5	now very soon next year don't know

* KEY:

How good am I?   0 = I can't do this at all
1 = I try but I'm not very good
2 = I can do it but I make a lot of mistakes
3 = I'm OK at doing this but I make a few mistakes
4 = I'm quite good at doing this – I don't make many mistakes
5 = I'm very good at doing this – I hardly make any mistakes

How urgently do I need this skill? Circle the words which are true for you.

Any comments or requests?

Thank you for your time.
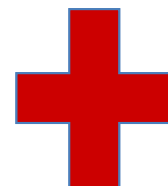
Interviews with:
- In-Company course coordinators
- Students' managers
- Individual students
…

triangulation of data sources and methods

Why?		
Who? students managers supervisors sponsors governing bodies gate keepers teachers colleagues domain experts past students		**What?** necessities needs lacks constraints target communicative event target communicative skills target discourse present situation communication learning strategies
Where? workplace language school university training institution		**When?** pre-service in-service
	How? intuitions interviews questionnaires observations literature review ethnography language audit language test task analysis discourse analysis corpus analysis text analysis diaries, journals and logs	

16

❑Hutchinson & Waters (1987):

➢ Target needs: what the learner needs to do in the target situation

➢ Learning needs: what the learner needs to know to perform in the target situation

I keep six honest serving-men,
(They taught me all I knew.)
Their names are What and Why and When
And How and Where and Who.

(Rudyard Kipling, "I Keep Six Honest Serving Men ...")

METHODOLOGICAL ASPECTS IN ESP

Target needs	Learning needs
Why is the language needed? For studying, for working, for training, etc.	Why are the learners taking this course? Compulsory, optional, attitude, etc
How will the language be used? Medium, channel, types of text, etc.	How do the learners learn? Learning background, methodology, techniques, etc.
What will the content areas be? Subject, level, etc.	What resources are available? Number of teachers, attitudes, teacher's knowledge of subject matter, materials, aids
Who will the learner use the language with? Native/NN speakers, level of knowledge of receiver, relationship, etc	Who are the learners? Age, sex, interests, social background, knowledge of subject matter, attitudes to English
Where will the language be used? Physical setting, human context, linguistic context	Where will the ESP course take place?
When will the language be used?	When will the ESP course take place?

Target Situation Analysis: includes objective, perceived and product-oriented needs.

Strategy or Learning Needs Analysis: includes subjective, felt and process-oriented needs.

Present Situation Analysis: estimates strengths and weaknesses in language, skill, learning experience.

Means Analysis: the environment in which the course will be run.

Register Analysis: focuses on vocabulary and grammar of the text.

Deficiency Analysis: considers learners' present needs and wants.

Discourse Analysis: investigates how sentences combine into discourse.

Genre Analysis: focuses on the regularities of structure that distinguishes one type of text from another.

(Songhori, 2008)

✓ The content should be based around learners' professional backgrounds.

✓ The language knowledge (specialist vocabulary) should be drawn from the learners' professional backgrounds.

✓ The communication skills taught should practise the skills needed in the real professional world.

✓ The training style should be adapted to the learners' preferences.

✓ The programme may include content-based training, provided by specialists in professional content, management skill or corporate culture.

Course Design

Step 1:
- ❑ **Aims and Objectives** (Frendo, 2005)
  - ➢ Aims: general
  - ➢ Objectives: **S**pecific**M**easurable**A**chievable**R**elevant**T**ime-bound

Aim: the course aims to cover all types of email writing relevant to the department.

Objective: at the end of the course the participants will be able to send and receive, without guidance or supervision, emails requesting and clarifying information about potential partners' scope of supply.

- ❑ **Context**: Discourse and level

Step 2: Threads

- Grammar (tenses, word order, ...)

- Lexis (vocabulary, idioms, collocations, ...)

- Pronunciation (intonation, rhythm, ...)

- Functions (complaining, persuading, ...)

- Specific English skills (socializing, negotiating, …)

- Topics (finance, marketing, civil law...)

- Learning strategies (learning styles, ...)

- Situations (assisting visitors, running a meeting, dealing with torts...)

- Texts (examples of spoken or written discourse)

- Language skills (reading, speaking, ...)

- Intercultural skills (defining culture, awareness, ...)

- Storyline approach (materials have a set of characters who form the basis of a storyline)

- Tasks (activities in which learners use language to do something and achieve an outcome)

22

Step 3: Organising the syllabus

- ➢ Order of things
  - ✓ Simplicity
  - ✓ Familiarity
  - ✓ Needs
  - ✓ Relation language-topic
- ➢ Teaching blocks
- ➢ Negotiating the syllabus
- ➢ Managing the logistics

Intensive courses
Extensive courses
Blended learning
Pre-course instructions
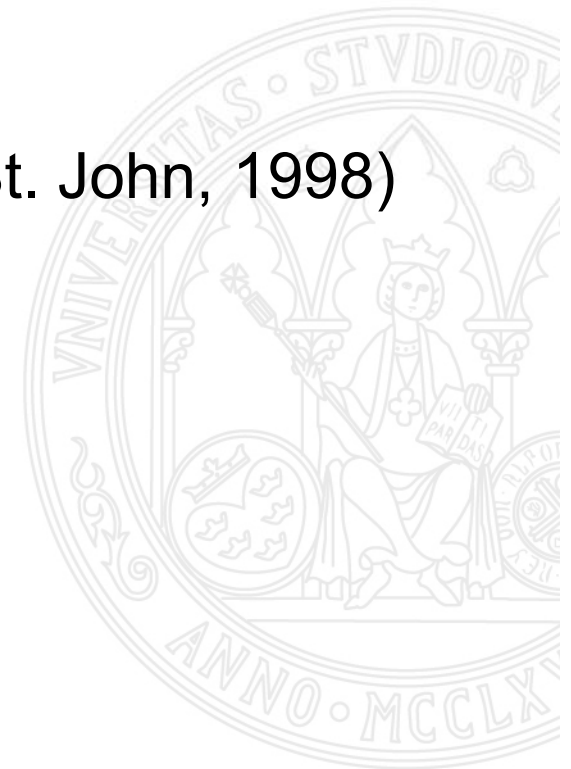Training room
Venue
Contingency plans

The role of the ESP teacher

❑ESP work involves much more than merely teaching (Aguado de Cea, 2004)

❑Teacher as practitioner (Dudley-Evans & St. John, 1998)

❑Roles of the ESP practitioner:

✓Evaluator

✓Teacher

✓Course designer and materials provider

✓Collaborator

✓Researcher

✓Technology user (Aguado de Cea, 2004)

✓**Evaluator**

- Involved in assessing whether the students have the requisite language and skills to undertake a particular course or career and the level of their achievement, and also, as external evaluator of materials or courses given in different institutions

✓ **Teacher**

- Difficulties when handling the new subject matter of which ESP teachers have no experience
- Advisable to ask help from teachers in other disciplines and try to collaborate with them in interdisciplinary projects

✓**Course designer and materials provider**

- Rarely possible to find a published textbook entirely suitable for the students' needs
- Authenticity: materials brought into the classroom should correspond to those normally used in the student's own specialist workplace or study situations

✓**Collaborator**

- Subject specific work is best approached through collaboration with specialists

✓**Researcher**

- Carry out research on specific texts in the subject they are dealing with in order to understand the discourse of the texts that students have to study or use as professionals and the situation in which they are produced
- Advisable to keep a close relation between ESP teaching and ESP research

✓**Technology user** (Aguado de Cea, 2004)

- Network-based language teaching (NBLT)
- New technologies that connect the classroom to the world

- ESP (English for Specific Purposes) as "applied ELT"

- According to Dudley-Evans (2001) the absolute characteristics of ESP are:

  ❑ ESP is designed to meet the specific needs of the learners.
  ❑ ESP makes use of the underlying methodology and activities of the specialism it serves.
  ❑ It is centred not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.

ESP has become increasingly important as:

- There has been an increase in vocational training and learning throughout the world.

- With the spread of globalisation has come the increasing use of English as the language of international communication.

- Students are starting to learn and therefore master general English at a younger age, and so move on to ESP at an earlier age.

- Bell's (2002) three Cs:

❑**Curiosity**

The teacher should be interested in the subject area and want to learn more.

❑**Collaboration**

Teachers should seek out subject specialists, show them their work and ask for their feedback.

❑**Confidence**

Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

Harding (2007) suggests that teachers should:

❑ Think about what is needed and don't just follow an off-the-shelf course or course book.

❑ Understand the nature of their students' subject area.

❑ Work out their language needs in relation to their specialism.

❑ Use contexts, texts, situations from their subject area.

❑ Use authentic materials.

❑ Make the tasks as authentic as possible.

❑ Motivate the students with variety, relevance and fun.

❑ Take the classroom into the real world and bring the real world into the classroom.

ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Hutchinson and Waters, 1987

Aguado de Cea, G. (2004) "English for Specific Purposes at the Turn of the 21st Century". In Pineda, F. (ed.) *An Integrating Approach to Applied Linguistics: Academic and Professional Insights*. Granada: Comares, pp. 121-145.

Alcaraz, E. (2000) *El Inglés Profesional y Académico*. Madrid: Alianza Editorial.

Bathia, V.K. (1993) *Analysing Genre: Language Use in Professional Settings*. London.: Longman.

Bell, D. (2002) "Help! I've been asked to teach a class on ESP!". *IATEFL Voices,* 169, Oct/Nov.

Dudley-Evans, T. (2001) "English for Specific Purposes". In Carter, R. (ed.) *The Cambridge Guide to TESOL*. Cambridge: C.U.P., pp. 131-136.

Dudley-Evans, T., & St. John, M.J. (1998) *Developments in English for Specific Purposes. A multi-disciplinary Approach*. Cambridge: C.U.P.

Frendo, E. (2005) *How to Teach Business English*. Harlow: Pearson Longman.

Halliday, M.A.K., McIntosh, A., & Strevens, P. (1964) *The Linguistic Sciences and Language Teaching*. London: Longman.

Harding, K. (2007) *English for Specific Purposes*. Oxford: O.U.P.

Howatt, A.P.R. (1984) *A History of English Language Teaching*. Oxford: O.U.P.

Hutchinson, T., & Waters, A. (1987) *English for Specific Purposes. A Learning-centred Approach*. Cambridge: C.U.P.

Hyland, K. (2002) "Specificity Revisited. How Far Should We Go Now?". *English for Specific Purposes*, 21, pp. 385-395.

Lakoff, G. (1990) *Women, Fire, and Dangerous Things. What Categories Reveal about the Mind*. Chicago: The University of Chicago Press.

Mackay, R. (1975) "Languages for Special Purposes". *Edutec* , 3, April, pp. 24-33.

Robinson, P. (1980) *ESP Today. A Practitioner's Guide*. Hempstead: Prentice Hall.

Ruiz de Mendoza, F.J. (1999) *Introducción a la Teoría Cognitiva de la Metonimia*. Granada. Colección Granada Lingüística.

Selinker, L. (1972) "Interlanguage". *International Review of Applied Linguistics in Language Teaching*, 10, pp. 209-231.

Songhori , M.H. (2008) "Introduction to Needs Analysis". *English for Specific Purposes World*, 4, pp. 1-25.

Strevens, P. (1977) *New Orientations in the Teaching of English*. Oxford: O.U.P.

Swales, J. (1990) *Genre Analysis. English in Academic and Research Settings*. Cambridge: C.U.P.

Temmermann, R. (2000) *Towards New Ways of Terminology Description. The Sociocognitive Approach*. Amsterdam: John Benjamins Publishing Company.

Trimble, L. (1985) *English for Science and Technology: A Discourse Approach*. Cambridge: C.U.P.

Widdowson, H. (1979) *Explorations in Applied Linguistics*. Oxford: O.U.P.

Woodrow, L. (2018) *Introducing Course Design in English for Specific Purposes*. New York: Routledge.