

TEACHING ESP

TEACHING CONTEXTS

- ▶ Private Language School
- ▶ University
- ▶ In-company
- ▶ 1-to-1

THE TEACHER

- ▶ Trainer

teacher



Person-oriented

trainer



Job-oriented

- ▶ Coach

Learner autonomy

- ▶ Consultant

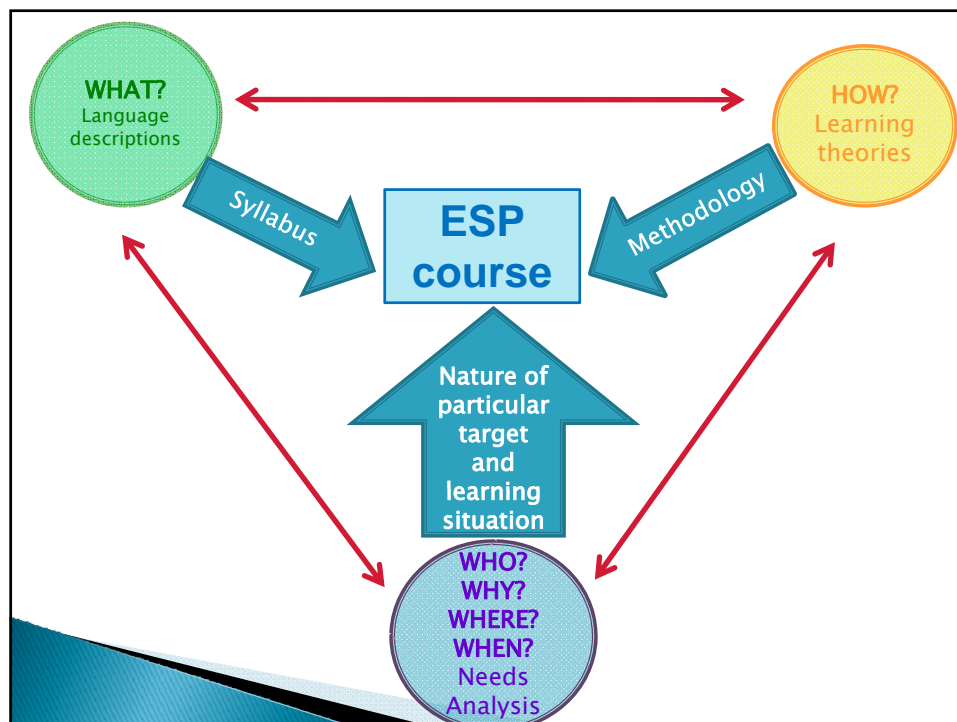
FACTORS AFFECTING COURSE DESIGN

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 ...")

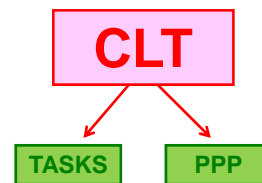
FACTORS AFFECTING COURSE DESIGN

- ▶ Why does the student need to learn?
- ▶ Who is going to be involved in the process?
- ▶ Where is the learning to take place?
- ▶ When is the learning to take place?
- ▶ What does the student need to learn?
- ▶ How will the learning be achieved?



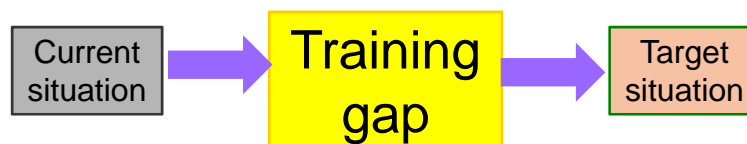
COMMUNICATIVE COMPETENCE

- ▶ Linguistic competence
 - Grammar
 - Phonology
 - Lexis
 - Multi-word units
- ▶ Discourse competence
 - Register
 - Genre
- ▶ Intercultural competence



BEFORE TEACHING BUSINESS ENGLISH

- **Needs analysis. Aims:**
 - ❑ Inform about the current situation.
 - ❑ Inform about the target situation.



NEEDS ANALYSIS

- ▶ Evolution of the concept from the 60s up to now.
- ▶ Plethora of terms:
 - ✓ Objective vs. Subjective needs
 - ✓ Perceived vs. Felt
 - ✓ Target situation/goal-oriented vs. Learning
 - ✓ Process-oriented vs. Product-oriented
 - ✓ Necessities, wants, and lacks

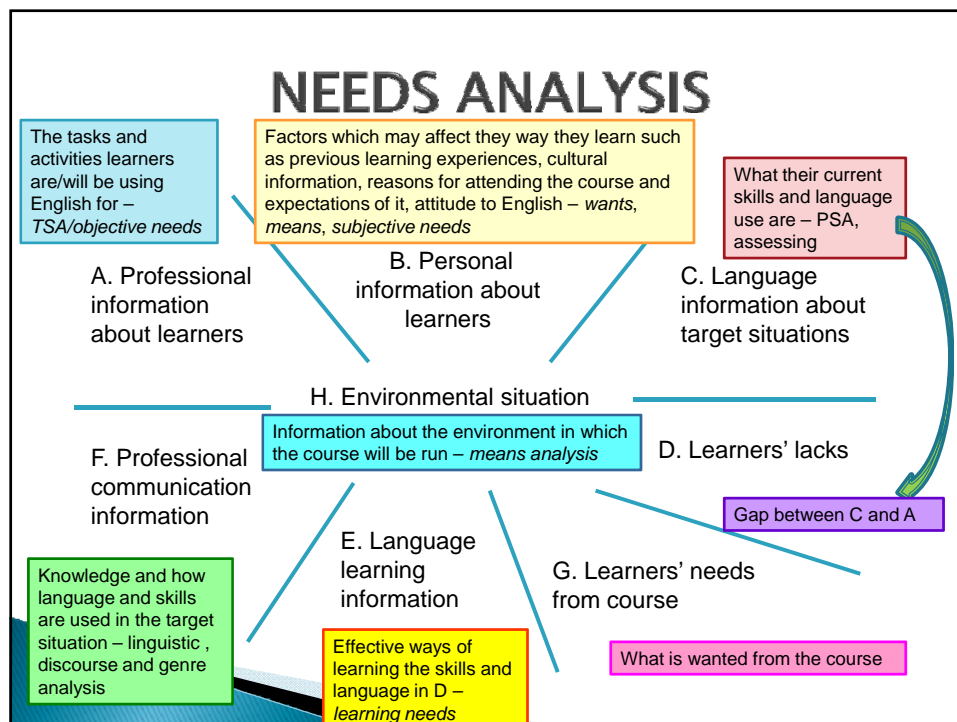
NEEDS ANALYSIS

| TARGET SITUATION ANALYSIS TSA | LEARNING SITUATION ANALYSIS LSA |
|--|--|
| Objective needs Perceived needs Product-oriented needs | Subjective needs Felt needs Process-oriented needs |

| PRESENT SITUATION ANALYSIS PSA |
|--|
| Lacks Strengths Weaknesses in language Skills Learning experiences |

NEEDS ANALYSIS

1. I need to see vocabulary written down.
2. I have occasional meetings with British colleagues.
3. I find it difficult to write persuasively.
4. I pick things up by listening.
5. Student X needs to read more widely.
6. I like problem solving.
7. I get my tenses mixed up.
8. I hate group work.
9. I have to write reports.
10. My problem is finding the real world.



NEEDS ANALYSIS

- ▶ 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.

TYPES OF NEEDS

- ▶ **Communication needs:** different areas and styles of discourse the learners might engage in.
 - ❑ What the learners need to do in English.
 - ❑ The learners' communicative competence.
- ▶ **Pedagogical needs:** needs which exist as a result of the teaching context.
 - ❑ Teacher's needs.
 - ❑ Learner's needs: Learning style.
 - ❑ Means to do the course: Training environment.
- ▶ **Business/Legal needs:** Learning about the company and business/legal functions involved, and situation.

SYLLABUS DESIGN

► Step 1: Aims and Objectives

- Aims: general
- Objectives: SMART

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

SYLLABUS DESIGN

► Step 2: Threads

- Grammar
- Lexis
- Pronunciation
- Functions
- Business/Legal skills
- Topics
- Learning strategies
- Situations
- Texts
- Language skills
- Intercultural skills
- Storyline approach
- Tasks

SYLLABUS DESIGN

▶ 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

MATERIALS

- ▶ Ready-made materials
- ▶ Tailor-made materials
- ▶ The learner as a resource
- ▶ Framework materials
- ▶ Authentic materials
- ▶ Role-plays, simulations and case studies

SPEAKING SKILLS

- ▶ Socializing
- ▶ Small talk
- ▶ Speaking on the telephone
- ▶ Presentations
- ▶ Meetings
- ▶ Negotiating

WRITING SKILLS

- Business/Legal writing:
- ▶ Correspondence
 - ▶ Contracts
 - ▶ Reports
 - ▶ CVs
 - ▶ Agendas and minutes
 - ▶ Writing for the internet

ASSESSMENT

- ▶ Testing learners:
 - Progress/end-of-course/achievement tests
 - Continuous assessment