Applying ESP Best Practices to any English Language Classroom

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ESP Best Practices based on Friedenberg et al, 2003
EGP ≠ ESP…
but we can learn from ESP Best Practices to improve EGP courses!

1. **ESP** = English for Specific Purposes
   - **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


2. **EGP** = English for General Purposes
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 Moscow learning English to communicate with foreign guests who are visiting for the Olympics.

c. Russian pharmaceutical students learning English to succeed in their science classes at university, which are taught in English.
Best Practice: Conduct a Needs Assessment

Consult with all stakeholders for the...

Target Situation Analysis = what the learners need to be able to do in the target language

Present Situation Analysis = what the learners can do now & what they desire from the course

Context Analysis = physical learning environment, including time & place, available resources, and testing requirements

- Westerfield (2010)
Who are the stakeholders?

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

- Westerfield (2010)
Who would be possible stakeholders to consult with during your NA for EAP medicine target learners?
Who would be possible stakeholders to consult with during your NA for **EOP tourism** target learners?
Who would be possible stakeholders to consult with during your NA for EGP secondary school learners?
Best Practice:
Set reasonable goals

- Keep within the constraints of your CA

- Focus on what learners need to be able to do by the end of the course
Best Practice: Create clear, measurable objectives for each goal

Objectives should be…

a. clearly focused on what learners will do.
b. measurable.
c. covering all 4 aspects of communicative competence.

- Graves (2000)
What does it mean to achieve communicative competence?

- Canale & Swain, 1980
Which objectives are 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.
Best Practice: Make assessments that measure course objectives

- Assessments should be valid, reliable, reasonable, and authentic

Authentic Assessment = real-world tasks that demonstrate meaningful application of essential knowledge and skills

- Mueller (2010)
Best Practice: Gather materials that help learners reach objectives

- Should be realistic & current

- Authentic? (Not created for language teaching) - Jordan (1997) Only if appropriate!

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

- Bouzidi (2009), Swales (1990)
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)

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)
Best Practice: Create lessons that actively involve learners

• Clear purpose tied to objectives

• More learner-focused than teacher-focused

• Task-based lessons that foster autonomous learning
  (listing, ordering & sorting, comparing & contrasting, problem-solving, creative projects, etc.)

  - Willis 1996

• Variety of groupings

• Formative assessment is built in
Best Practice: Evaluate the course

• Anonymous evaluations by all stakeholders

• Revise course as needed => NA


Questions?

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