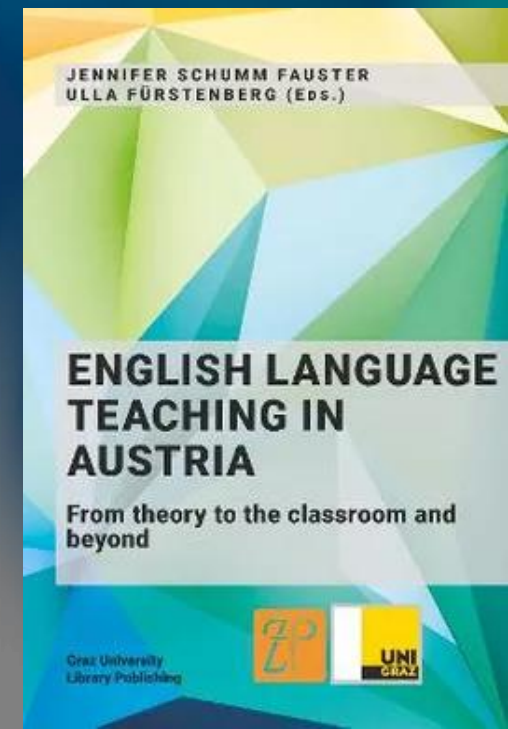# Empowering novice EFL Teachers: A Process-Oriented Approach to English for Specific Purposes

ELT Connect 2023

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JENNIFER SCHUMM FAUSTER
ULLA FÜRSTENBERG (EDS.)

ENGLISH LANGUAGE TEACHING IN AUSTRIA

From theory to the classroom and beyond

Graz University
Library Publishing

UNI GRAZ

ESP@BHAK Baden

- business-related topics
    - world of work
    - CSR
    - advertising and marketing
    - globalisation
- Business Behaviour
    - conflict management
    - customer service
    - working abroad

ESP@BHAK Baden

- written business communication
  - business letters and e-mails
    - enquiry, offer, reminder, etc.
  - leaflets
  - corporate blog posts
- CLIL
  - recommended, but only one teacher with CLIL training
  - sometimes part of History lessons
  - focus on content and language

ESP@FH JOANNEUM

The **digital transformation** is increasingly changing our world. That's why our degree programme focuses on the **latest information and communication technologies**.

Our graduates work to create **innovative, digital solutions** for public institutions and private enterprises. They are specialists in dealing with **computer and network technologies** and in **software development**.

ESP@Computing Department

1 Year
- Communication in Engineering
- Professional English

2 Year
- Business Communication
- Negotiations

3 Year
- Technical Documentation
- Presentation Skills

Why do we need ESP@university?

Evidence consistently shows that language use differs, language issues differ, and language needs differ according to discipline

- Chan (2015): language use in mathematics;

- Evans & Morrison (2011): language issues such as disciplinary acculturation;

- Kuteeva & Airey (2014): disciplinary language needs

❖ university wide preparatory EAP courses may not be sufficient to meet the needs of most students across disciplines

❖ generic EAP course are unable to meet the long-term needs of students

Challenging because …

o ESP teachers are not experts in the content of what is being taught but instead general language practitioners who may or may not have some background knowledge of the technical area (Sylven, 2013)

o the role of the ELT practitioner in many universities from a teacher of ELT to a teacher of EAP and ESP (Galloway & Ruegg, 2020)

o ESP teachers may only have a tacit understanding of the features of the language used in the area they are expected to teach

o "design courses in a conceptual area that one has not mastered and develop the ability to analyse and describe specific texts" (Basturkmen, 2010)

ESP teachers need to understand that …

- analysing learners' needs is at the core of the ESP philosophy

- specialised discourse may be approached from many points of view: register, lexis, terms, discourse, style, needs, contexts, genres, corpora … The list is practically endless

- the "discourse community" (21–29) has also become a major theme in ESP thinking

- genre analysis has been deepened and refined in numerous papers and has also become a crucial subject in ESP

- differences in vocabulary and discourse will also shape course design and activities, as well as materials selection

Languages for ESP are

Richards & Schmidt (2010):

- used for particular and restricted types of communication (e.g. for medical reports, scientific writing, air-traffic control) and which contain lexical, grammatical, and other linguistic features which are different from ordinary language

- the content and aims of the ESP course are fixed by the specific needs of a particular group of learners

Needs Analysis

to determine the features of language that students will require to progress from an initial stage as learners to specialized learners (Liu et al., 2011; Whittaker et al., 2011)

to design a new curriculum or revise whether changes should be implemented in an existing one (Atai & Shoja, 2011)

the key issue is not just finding the language that students need but identifying those tasks that they will perform in the L2

Needs Analysis (2)

needs analysis requires a dynamic methodology based on the use of various methods (see Long, 2005: 31-32) and different sources such as teachers, students, linguists, and/or domain experts (Long, 2005)

courses should not be so "narrow angled" as to be so restrictive that they can only "help students function in very limited circumstances" (Basturkmen, 2010: 58)

corpus analysis has become widespread in language studies, but it has been particularly successful in ESP

TABLE 1

Upton's (2012: 14) revision of expert scholars' attitudes towards LSP theory

	Halliday, Strevens & McIntosh (1964: 189)	Strevens (1977: 150)	Dudley Evans & St. John (1998: 4)	Belcher (2004, 2009)
Needs	Identify the "specialized" language used in specific contexts that learners need to know	Focus on "language-using purposes of the learner"	"Designed to meet specific needs of the learner", including wants, skill/ knowledge gaps, etc.	"First and foremost (before, during, and even after instruction) finding out what learner needs are" (2009: 3)
Language Analysis	"Detailed studies of restricted languages and special registers (...) used by the particular persons concerned"	Focus on "communicative needs" and "language-using purposes" that are restricted (by vocabulary, language skills, themes, etc.) to those "required by the learner's purposes"	"Centered on the language (grammar, lexis, register), skills, discourse and Genres appropriate to these activities"	Emphasis on "social-situatedness" of language use (2004: 166); understanding of language use in specific contexts is essential – using a variety of analyses
Materials & Methods	Determine "appropriate" and "extra specialized" teaching materials	Use of methodology "appropriate to the learning/teaching situation"	"Makes use of the underlying methodology and activities of the disciplines it serves"	"Developing or adapting materials and methods to enable needs-responsive instruction" (2009: 3)
Focus	Words and structures	Texts and purposes	Learners and genres	Contexts and interactions

Laborda, J. G., & Litzler, M. F. (2015). Current perspectives in teaching English for specific purposes. *Onomázein*, (31), 38-51.

A process approach to ESP for the Computing Industry
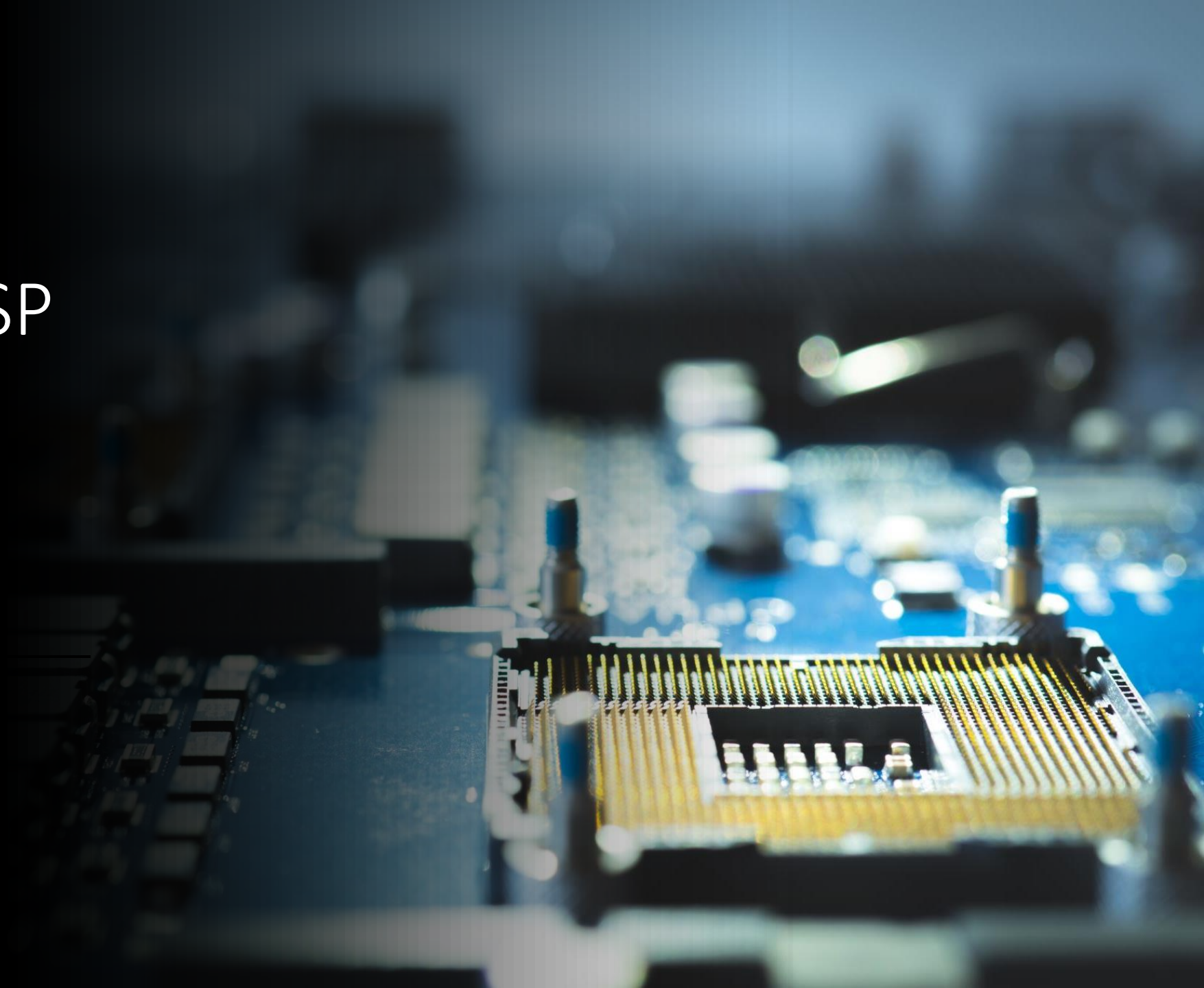
App Development

Activity 1

Get together in groups and discuss your favourite app!

- What is the app about?

- What problem does the app solve?

- Who is your app's target customer?

- What is your app's point of differentiation? What is unique about it?

- What are the key features of the app?

- Let possible customers know why this app is special and something they would enjoy or need.

Useful Phrases

This app is designed to help users to …. by offering …..

It lets you look up/set/find…

The application allows to store/look for/determine…

The application offers/provides…

The application has many features.

Functionality is great/poor.

Navigation is complicated/uncomplicated/simple.

The application lets you synchronize (with optional PC or Mac

version).

The cost of the application is…

The application is priced at…

What I like about it is that…

A small word of warning….

The app enables the user(s) to …

I am a complete … junkie!

I visit the app once a day/ more than I should/ frequently/ now and then

It contains

From the landing page you can jump to sections …

For example, there are taps for …

You can read just ….or you can opt to see

I think the app is really comprehensive and easy to …

What I really like…

I think it is good to have ….

One thing that is particularly striking is …

….always handy in …., plus I like

… because it is updated frequently it is tempting to

It can lead me to procrastinate when I am supposed to be working

I've been using the app for

This app has many other features like

I often browse it for different reasons

The app mainly facilitates me …

App Development
Activity 1 – Time to reflect

Reflect on the language needed while performing Activity 1.

Discuss and take notes on specific language needs computing students may face when effectively communicating their thoughts and experiences.

Language Needs Activity 1

- Descriptive language (adjectives and comparisons)
- Functionality and features:
- UX Vocabulary
- Backend and Frontend Terminology
- Device-Specific Language
- Emotive language
- Contextual language

- Scenarios and examples
- Features and Updates
- Learning and informational content (if applicable)
- Content delivery terms
- Accessibility
- Rating and Reviewing Vocabulary
- Endorsement Language

"Star Walk" is a cutting-edge mobile application that has gained immense popularity among astronomy enthusiasts and casual stargazers alike. Renowned for its exceptional features and user-friendly design, this app has become the go-to guide for exploring the night sky. The app boasts an intuitive and visually stunning interface that captures the essence of the cosmos. With a seamless blend of vibrant colours and high-resolution imagery, Star Walk provides an immersive experience. The intuitive design allows users to effortlessly explore constellations, stars, and celestial bodies with a simple tap and swipe. One of the standout features of Star Walk is its real-time sky observation capabilities. Users can simply point their device toward the sky, and the app, utilizing augmented reality technology, overlays a detailed map of the stars and celestial objects onto the live camera feed. To enhance the user experience, Star Walk incorporates social features that enable users to share their stargazing adventures, discoveries, and favourite celestial moments with a community of like-minded enthusiasts. This fosters a sense of connection among users who share a passion for exploring the mysteries of the universe.

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App Development

Activity 2

You work as a Senior Software Architect for the app design company "App's for life." You have been asked to come up with a new app for the market.

Your market research has highlighted the following areas in which to create an app.

Together in a team of IT experts you should brainstorm first ideas and concepts.

Be ready to share your technical insights in the next meeting.

App Development Activity 2

1. Mothers don't have enough time to buy, prepare and cook the evening meal for the family.

2. Men either forget or can't be bothered to buy a card for their wives' anniversary and birthday.

3. People are tired of being lonely and want to meet new people to start a relationship with.

4. People find it difficult to measure things exactly when they are out, perhaps viewing a new house or flat.

5. Walkers and tree lovers are embarrassed by their lack of leaf knowledge. They always want to know what type of leaf they see and which tree it fell from.

Issues that need to be addressed are:

- Value Proposition
- Target Audience
- Use Case Scenarios
- Core Functionality
- UI and UX
- Native App, API Integration, Backend Services
- UAT
- Bug Tracking

- OTA
- Load Time Optimization
- Programming Language
- Development Tools
- Intellectual Property
- Design Patterns
- WCAGs
- App Deployment
- Third-Party Services

Your approach?

Discussion

Where does the future take us?
EMI – ESP?

"Ideally EMI courses should be underpinned by ESP and EAP courses, but unfortunately this is currently not the case in many higher education institutions. In fact, in many European universities ESP and EAP courses have been eliminated as a result of the restructuring of curricula brought about by the implementation of the Bologna process" (Lasagabaster 2015:401)

Where should current research in ESP look at?

1. **How can ESP classes better incorporate emerging technologies?**

2. **What role should cultural competence play in ESP curriculum development?**

3. **How should ESP classes stay abreast of industry developments to ensure that the language skills taught remain relevant and applicable to the current needs of professionals?**

4. **With the growing importance of interdisciplinary knowledge and skills in the workforce, how can ESP classes be designed to foster not only language proficiency but also a broader set of competencies necessary for success in multifaceted professional environments?**

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