

ESP in Dnipro: approaches to teaching and assessment

GALYNA MIASOID

PHD, ASSOCIATE PROFESSOR,

ALFRED NOBEL UNIVERSITY

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ESP curricula in the region

Different curricula

OPTION 1

- ▶ General English course (buffer course)
- ▶ ESP course

OPTION 2

- ▶ ESP course

Learning materials

General English course:

- ▶ Authentic learning materials
- ▶ Method guides | textbooks by EFL teachers

ESP course:

- ▶ Authentic and/or synthesized learning materials
- ▶ Method guides | textbooks by EFL teachers
- ▶ Combination of learning materials (authentic and/or synthesized materials + textbook by EFL teachers)

Example 1.

DNU. 1st year in Management

- ▶ ESP course objective:

'The purpose of the course is to form student communicative abilities (skills) of professional and situational communication in English in oral and written forms within the Pre-Intermediate level. The course also provides training students to read, understand and translate socio-political and professional literature in English.'

Lobanova V. Foreign language working program
for students in the field 6.030601 *Management*

- ▶ Contact hours: total 64 (during an academic year) Self-study: total 116 hours (during an academic year)
- ▶ 3 modules
- ▶ Course book: Cotton, D. Falvey, D. Kent, S. (2007). *Market Leader. Pre-Intermediate Business English Course Book*. Pearson Education Ltd.

Example 1.

DNU. 1st year in Management

- ▶ **ESP course themes: Module1. Business World.**
- ▶ **Theme1.** Lexico-Grammatical Testing for defining the students' English Language competence. Reading, translating and analyzing the texts "The Rise of International Business", "Importance of English in International Business". Text-based discussion. Discussion on the topic "English language and career development" based on the analyses of the text "English Language and Career Advancement"
- ▶ **Theme 2.** Career vocabulary: word-combinations with *career*. Word-combinations with verbs *make, get, earn, do take, work*. Thematic reading: *Ten Ways to Improve Your Career*. Discussion and exercises. Thematic listening: *Improving Your Career*.
- ▶ **Theme 3.** Grammar Review: modal verbs of ability, requests, offers, obligation. Modals +Perfective – expressing logical conclusion, ability/possibility in the Past. Case study: *Fast-Track Inc.* – reading, discussing, working in groups. Vocabulary of Sales: online shopping. Word combinations and phrases with *discount, refund, dispatch, purchase, stock, storage, offer, bargain, credit, service, etc.*
- ▶ **Theme 4.** Vocabulary of Negotiations: Reaching agreement with useful language units on stating aims, rejecting suggestions, making concessions, bargaining and focusing the discussion. Case Study: *Lifetime Holidays*. Reading, analyzing, discussing in groups.

Example 2.

DNU. 4th year in Tourism

- ▶ ESP (Foreign Language in Industry (English) course objective:

'The purpose of the course "Foreign Language in Industry (English)" is mastering vocabulary, phonetics, grammar of modern English, writing and speaking skills, based on existing general language training of a student; learning the basics of economic terminology, getting familiar with specifics the translation of economic literature; formation of communication skills within the professional topics, preparing contracts, business letters, bank documentation, developing ability to work with press and professional literature in English.'

Lobanova V. Foreign language working program for students in the field 6.140103 Tourism

- ▶ Contact hours: total 28 (during an academic year) Self-study: total 89 hours (during an academic year)
- ▶ 2 modules
- ▶ Course book: Tourism 3: MANAGEMENT. Oxford English for Careers, Oxford Press, 2011

Example 2.

DNU. 4th year in Tourism

- ▶ ESP course themes:

Module 1. Living the Tourist Life

- ▶ **Theme 1.** Why Tourism Matters (Present Tenses; Writing: e-mail)
- ▶ **Theme 2.** The Give and the Take (Future Tenses; Writing: letter, essay, press release)

Module 2. Packing the travel bag

- ▶ **Theme 1.** Packing (Present Tenses; Writing: e-mail)
- ▶ **Theme 2.** Packers of culture (Future Tenses; Writing: letter, essay, press release)
- ▶ **Theme 3.** Bag-sized stories (Past Tenses; Writing: action minutes)

ESP learning theories

- ▶ The **traditional ESP teaching** focuses on learning the language for professional communication (Robinson, 1991). This kind of focus means that the language is being learned in connection with the content matter of students' future profession but that content matter is nothing more than the source from which language forms for learning are obtained (e.g., terminology) and the background for acquiring those forms. The professional content matter has no learning value as such so that, while learning ESP, students do not acquire any professional knowledge or professional skills new for them.
- ▶ In **integrated ESP learning** the focus is shifted from learning the language to learning in unison both the language for professional communication and the professional content matter of that communication. Learning the language and learning future profession are united, even integrated so that each one contributes to the other (Snow, Met, & Genesee, 1989; Spanos, 1990).

Content-based instruction

Brinton et al (1989) define **content-based instruction** as the one that is based on parallel acquisition by students of knowledge related to a certain non-linguistic discipline(s) and target language communication skills.

Principles of content-based learning by Tarnopolsky (2009) :

- ▶ Ensuring the systematic selection of the content of the course in a way to develop learners' professional knowledge.
- ▶ Ensuring professional authenticity of learning materials.
 - rendering professional content information,
 - having been prepared by native speakers who are professionals in the field,
 - having been prepared for native speakers who are also professionals in the area of the content.
- ▶ Authenticity of professional-related learning activities in ESP classes.

CLIL and content-based instruction

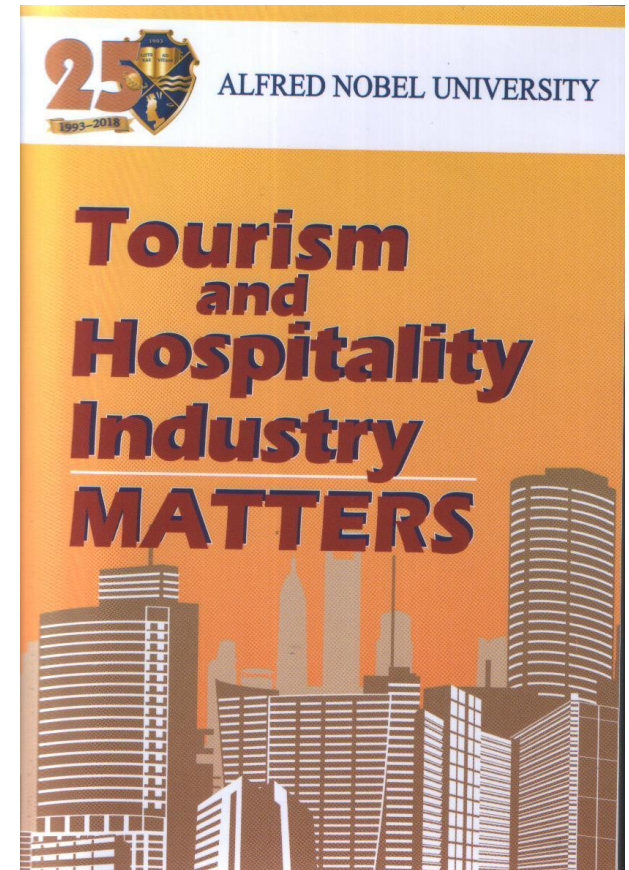
- ▶ **Content and language integrated learning (CLIL)** may be considered as a specifically European version of content-based instruction. According to Marsch (2002: 15), every kind of language learning in which a target language is also used for teaching students non-linguistic content can be called CLIL, so that CLIL is an umbrella term for all such dual-focused educational contexts (Coyle, 2007: 97).
- ▶ The **content-based course** of ESP, when it is designed as theme-based instruction, is structured around a set of professional topics (themes) that follow each other in a logical consecutive order which corresponds to the order of studying those themes in an academic course on some majoring discipline or in courses on several such disciplines. According to Brinton et al (1989), in theme-based instruction special attention is paid to the integration of reading, speaking, listening, and writing for professional purposes in the teaching/learning process.

Example 3. Alfred Nobel University

2nd year in Tourism

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- ▶ 1st year - General English (buffer) course (total 216 hours)
- ▶ ESP course (2nd or 3rd year of study)
- ▶ Contact hours: total 64 (during an academic year)
- ▶ Self-study: total 152 hours (during an academic year)
- ▶ 4 modules. 12 units.
- ▶ Course book: «TOURISM and HOSPITALITY INDUSTRY MATTERS», edited by Prof. Oleg TARNOPOLSKY. Authors: O.B. Tarnopolsky, S.P. Kozhushko, G.I. Miasoid, N.V. Bespalova, S.I. Medynska.
- ▶ The textbook focuses on the development of knowledge and skills in all types of professional speech activities: speaking, reading, listening and writing and is published in English.



ESP course themes:

- ▶ 1. Tour Operators and Travel Agencies
- ▶ 2. Models of Holidaymaking and Types of Tourists
- ▶ 3. Fairs and Exhibitions in Hospitality and Tourism
- ▶ 4. Logistics, Supply Chain Management and Transportation in Tourism
- ▶ 5. Tourist Accommodation
- ▶ 6. Catering
- ▶ 7. Medical Care and Insurance in Tourism
- ▶ 8. Excursions, City tours and Sightseeing
- ▶ 9. Sports, Attractions and Entertainment in Tourism
- ▶ 10. Jobs and Careers in Tourism and Hospitality Business. How to find Employees (1)
- ▶ 11. Jobs and Careers in Tourism and Hospitality Business. How to find Employers (2)
- ▶ 12. Tourism as an Industry and Studying Tourism at your University.

Assessment practices in ESP course

- ▶ Formative and summative
- ▶ Continuous assessment methods: translation, matching, checking understanding, presenting, writing business letters, contracts, testing in reading, listening, etc.
- ▶ Summative assessment methods: presenting a product/research, writing a business letter, discussing a problem in the field, etc.

The types of four-assessment approaches by Jung, M. (2016).

The Free-Assessment Approach

- Self-Assessment

The Controlled-Assessment Approach

- Peer- or Group-Assessment

The Guided-Assessment Approach

- Teacher-Assessment

The Integrated-Assessment Approach

- Peer/Teacher-Assessment

Example 4. Alfred Nobel University

2nd year in Tourism_1

Module 4 Progress Check

1. Hand in your mini-project works and advertisement leaflets written at home to your teacher for checking and grading.



Example 4. Alfred Nobel University

2nd year in Tourism_2

▶ **Module 4 Progress Check**

- ▶ 2. Listen (twice) to a short lecture about tourism industry in New South Wales, the biggest state in Australia. After listening, write a 100-150-word abstract of the lecture. Indicate in your abstract:
 - ▶ a) what attractions New South Wales can offer tourists;
 - ▶ b) what tourist activities can be offered;
 - ▶ c) what New South Wales can offer as accommodation for tourists;
 - ▶ d) how tourism operators should develop and package tourism products.
- ▶ *You have 40 minutes to do the task.*

Example 4. Alfred Nobel University

2nd year in Tourism_3

▶ **Module 4 Progress Check**

- ▶ 3. Role plays. Work in pairs. One of you is a student majoring in Tourism who this year is graduating from your university. The other is a job consultant at that university. The student has come to the consultant to ask about job opportunities in tourism in your home city and to ask for his/her advice what to choose and how to proceed about applying for some vacant position and how to behave when and if he or she is invited for a job interview. After a 10-minute consultation session, change roles. You have 20 minutes to do the task.



Example 4. Alfred Nobel University

2nd year in Tourism_4

▶ **Module 4 Progress Check**

- ▶ 4. Read the text (10 minutes) and in whole-class discussion decide what five tips for job seekers out of ten are the most important. Explain why. You have time until the end of the class.

Thank you for your kind attention!