

I

ENGLISH FOR SPECIFIC PURPOSES (ESP)

An approach that goes beyond the linguistic boundaries

- ◆ The ESP professional has to go beyond the regular skills of a classroom teacher but act as a collaborative, researcher, evaluator, course designer, consultant and material's provider, most of which has to be obtained from real sources.

As far as ESL or EFL is concerned, everything or almost everything is ESP, for it is a **content-based and audience-oriented approach.**

II

Some historical background:

- ◆ In the 1960's the structuralistic approach underlined the English language teaching, so that language learning was totally lead by the **grammatical domain**. The criteria for course design were based on broadly accepted principles for **selection** and **ranking** of **grammar rules**.
- ◆ In the 1970's however these criteria started to be questioned, and therefore forced to become more explicit. A shift from language **code** to language **use** led to a new approach to the **ELT**, based on **communicative needs**.

- ◆ Wilkins (1976, p. 55) stated that the first step for the construction of any language **course** or program was to establish the **objectives** to be reached. These aims should account for the learners' language **needs** as far as **communication** was concerned.
- ◆ There was an attempt to break with the teaching that Abbot (1980, p.123) named **TENOR (TEACHING ENGLISH WITH NO OBVIOUS REASON)**, when the language teaching focus was on the code, it was difficult to establish the students' needs, except in terms of the code itself. This way, a student would need the SIMPLE PRESENT before the SIMPLE PAST.
- ◆ Therefore, once the investigations of language code as used by its **users** in given **communicative situations** were taken into consideration, the students' **needs** assumed a totally different perspective, towards a **functional dimension**.
- ◆ In the 70's **NEEDS ANALYSIS** became the initial stage for a language course design. The specifications of **objectives** soon arouse the interest for aspects such as **functions, notions, lexis**, etc, due to the recognition of the relation between language **code** and **use**.
- ◆ Since then, the concepts of **ESP** and **Needs Analysis** have come together.

III

But what is *ESP*?

ENGLISH FOR SPECIFIC PURPOSES is an approach to **English Teaching** as a Second or Foreign Language, whose aim is to empower a group of people with specific needs, no matter if for **academic, professional or personal** issues. The whole course is **tailor-made**, so that the focus of the teaching content and method varies according to each field of interest.

III

Two major types of ESP have been recognized:

- ◆ English for Academic Purposes
- ◆ English for Occupational Purposes

IV

ENGLISH FOR ACADEMIC PURPOSES (EAP):

The “specific purpose” most common within the university students is the reading of specialist literature in English. Consequently there is a consensus reduce the teaching of grammar is based to the minimum necessary for understanding academic texts. The emphasis is largely on a general course content to cover common problems (such as reading strategies), rather than specific courses according to the student’s field (e.g. English for Engineers).

V

ENGLISH FOR OCCUPATIONAL PURPOSES (EOP):

Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between **EAP** and **EOP**: "· people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job". Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: **employment**. However, despite the **end** purpose being **identical**, the **means** taken to achieve the end is very **different** indeed.

VI

It is important to point out:

"... The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined target situation, as might be the linguistic needs of a dining-room waiter or air-hostess.

However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. However, the language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrate the difference between restricted language and language with this statement:

Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment. (1978, p.4)

VII

IMPLICATIONS of ESP:

Specialized varieties of English
Discourse analysis
Second Language Acquisition in specialized contexts
Needs assessment
Curriculum Development and Evaluation
Materials preparation
Teaching and Testing techniques
Various approaches to language learning and language teaching

VIII

METHODOLOGICAL ISSUES

WHO is the target audience?

WHAT variety of English is required? .

WHY do they need the language for?

HOW LONG is the course supposed to last?

HOW is the language going to be taught?

*materials

*methodology

*Assessment

IX

SHARING EXPERIENCES:

A biologist researcher was supposed to be able to make a lecture in England, to the tobacco industry about some seeds he had developed that could be bread in very dry climate. The professional had poor command of English besides being very shy, therefore a team of eight ESP teachers had to work him out preparing not only his speech, but also his communicative skills to answer questions, not to starter and to show a trustful figure, in a month's time. The company paid for 12 hours a day classes including weekends and meals.

The team of teachers had to

- ◆ Figure out his aim
- ◆ Help him use the right register (mostly neutral to formal –informal at times to raise the audiences interest)
- ◆ Teach him some lexical phrases (discourse markers) to keep and direct the audience's attention
- ◆ Include stylistic cultural hints so that the lecturer would sound polite, respectful and his work, trustworthy.
- ◆ Anticipate questions and comments from the audience
- ◆ Care for the lecturer speed, voice volume, clarity and other extra-linguistic features
- ◆ Even care for the lecturer's posture, gestures, eye contact, clothes, etc.

X

DIFFERENT ASPECTS OF TAYLOR-MADE COURSES

- ◆ - FOCUS ON LISTENING –
 - TELEPHONING (BASIC)

- ◆ - FOCUS ON SPEAKING –
 - INTRODUCING YOURSELF (BASIC)
 - DESCRIBING GRAPHS (LOWER INTERMEDIATE)

- ◆ - FOCUS ON READING –
- ◆ READING STRATEGIES
 - AIR TICKET (BASIC)
 - LAYOUT OF A COMPANY (BUSINESS WORDS)

- ◆ - FOCUS ON WRITING –
 - BUSINESS LETTER LAYOUT (BASIC)
 - DESCRIBE YOUR JOB RESPONSIBILITIES (INTERMEDIATE)

XII

Final considerations

-Different tasks demand different competencies in the target language: reading, writing, listening, speaking, specific terminology, discourse markers, and even extra-linguistic issues, such as posture, gestures, politeness, etc.

-A needs analysis procedure may serve to establish an overall view of the target-audience (proficiency levels, expectations in relation to the course, intentions, etc) and to set the goals

to be reached. Thus a needs assessment procedure should precede the course, so that the targets and the time to achieve them are clearly stated and can be always in mind during the development of such modules.

- There are usually three kinds of students: The first group includes a great number of false beginners, who have had little access to a effective learning environment and whose knowledge of the language does not go beyond words or phrases already incorporated in their mother tongue; The second group is made of those who have already started several courses, but have been unable to finish any and now face the need to have some given knowledge of English in order to perform their professional or academic functions; The third group comprises people who may have finished traditional English courses and need to have a command of a specific jargon related to his studies or jobs.

- Differently from the traditional courses, an ESP course must meet individuals' or specific groups' needs, thus having different formats, sequential modules containing the vocabulary and grammar that is necessary for that specific application.

- Depending on the area, suitable didactic material may be available, but is necessary to check if it is up-to-date (especially if it is for sciences and technology) and pertinent to the field of interest.

- Besides being a teacher, the ESP professional must be a researcher and organizer of the student's needed knowledge, constantly using his pedagogical skills to adjust the content to the student's needs and helping the student to achieve the necessary competencies in a given time.

XIII

An ESP course syllabus

DEPARTURES INGLÊS PARA TURISMO E HOTELARIA

Este programa foi desenvolvido para possibilitar a fluência no Idioma Inglês, preparando profissionais da área de Turismo e Hotelaria com termos relacionados a situações reais e que envolvem todos os segmentos do "trade".

Público Alvo :

Profissionais da area com ou sem conhecimento do Idioma Inglês

Apresenta - se em 3 níveis : Iniciante - Basico - Intermediário com uma carga horária básica entre 20 e 30 horas por módulo.

Objetivos :

1. Desenvolver a comunicação oral em Inglês utilizando vocabulário e estruturas relacionadas as areas de turismo, hotelaria , empresas aéreas , maritimas, ferroviárias,locadoras de veiculos , operadoras e outras.
2. Identificar aspectos Culturais de diversos países.
3. Utilizar o vocabulario e estruturas em situações reais .
4. Desenvolver as habilidades de listening e speaking e também praticar as habilidades de reading and writing através das atividades propostas.

XIV

Conteúdo :

1. CULTURAL GAME: Jogo cultural com expressões relacionadas a saudações envolvendo os diferentes países e nacionalidades.
2. JOBS AND WORKPLACES – Profissões relacionadas a area de turismo.
3. TIME ZONES – Relacionar horas e fusos dos diversos países.
4. HOTEL RESERVATION – Categoria de hotéis, facilidades ,diferentes tipos de Hoteis.
5. GIVING INSTRUCTIONS – Visita á Museus, uso do telefone ,Aeroportos, transportes , troca de moeda.
6. DIRECTIONS - Mapas de cidades , metro, mapa rodoviário.
7. ANSWERING THE TELEPHONE – Codigos internacionais, expressões, aspectos culturais.
8. REQUESTS - Role play : rent a car, air company, order at the restaurant, airport.
9. CONSOLIDATION ACTIVITY - Atividades interativas com musicas e jogos usando vocabulário e expressões .
10. PAST EVENTS – Aspectos historicos e culturais dos USA , Inglaterra , Canada e Australia.
11. RESTAURANT GAME – Menu - Food and drink , meals.
12. EXCHANGE BUREAU – moedas , formas de pagamento
13. PLAN YOUR TRIP – Roteiros de viagem , informações turísticas e culturais.
14. CITY TOUR – atrações turisticas, lojas , lugares históricos.
15. JOB INTERVIEW – entrevistas , anúncios, curriculum vitae.

Avaliação final Receita para uma viagem a uma cidade (em Inglês) What is your opinion and ideas ?

W V

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