



Computer Assisted Training and Platforms to Upskill LSP Teachers



**Towards a Common Competence
Framework for LSP Teachers**

June 2019

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1. Review and analysis of existing pre- and in-service LSP teacher education programmes in the six partner countries

1.1. Aim

The general aim of the report is to stake the LSP territory in the sense of describing the status quo of current teacher education practices, both pre- and in-service, aimed at preparing prospective and ongoing teachers for facilitating LSP classes. Said status quo includes good practices -- course programmes, syllabi, lesson scenarios -- in the area of teaching languages for specific purposes. Besides, the report has two specific aims: (i) informing Common Competence Framework (CCF), a portfolio-type of tool for the evaluation of LSP teacher competence; as well as -- particularly in the area of good practices -- (ii) informing the writing of the ESP teacher training MOOC, which is the planned output 3 of the present project.

1.2. Methodology

The present report was written based on the data provided by the six partner countries as well as Spain and the UK. It focuses on different aspects of LSP¹ teacher education, starting from government standards referring to competences needed in teaching languages for specific purposes, through existing pre-and in-service teacher education programmes or modules thereof to finish with samples of said programmes and / or syllabi, a list and short analysis compiled for the sake of Output 3. The report also contains suggestions as regards stakeholders interested in participating in the advisory board for the Common Competence framework. The data were compiled courtesy of CATAPULT consortium partners, each of whom answered (cf. Appendix 1) referring to the foci specified above.

To start with, the data on language teacher education requirements in the six partner countries plus the ones in force in Spain and the UK reveal that while there may be special demands placed on prospective teachers as regards the schooling level (primary / secondary; Finland, Netherlands, Germany), there are no standards provided in the area of LSP². As for competence frameworks, the ones that exist define subject-specific, (professional) didactic and pedagogical knowledge and (subject-specific) skills. In Netherlands this translates, among others, into the requirements placed on language teachers working in vocational colleges, specifying that "the teacher in secondary vocational education ... 'knows' the professional applications (and developments) of the subject, the professional language and the professional group"³. Another example of a LSP-oriented standard

¹ The data refer to both LSP and CLIL. It is because, as shown by the literature review, the latter methodology frequently informs teaching languages for specific purposes.

² In Poland the standards are in a transition phase as the whole schooling system is undergoing a major reform. In the UK, in addition to government standards, there may be requirements of individual schooling institutions.

³ This is related to the fact that senior vocational educational institutions (MBO) must comply with the specific vocational MFL requirements that the qualification file <https://www.s-bb.nl/en> for a particular cohort sets in

may be a requirement functioning in Spain: those who want to work with the official Catalan school system need to have done a minimum of 90 hours of CLIL training. Other than that, in neither the partner countries nor in Spain / the UK there is a specific LSP competence framework provided by the educational authorities.

To look into how prospective LSP teachers are trained, a number of both pre- and in-service teacher education institutions have been analysed. For pre- (or university) teacher education, this includes: 3 Greek universities; 8 Finnish universities; 20 French universities; 10 universities of applied sciences and 5 universities in the Netherlands; 25 German universities; and 18 Polish universities as well as 5 universities in Spain and 35 in the UK. As regards in-service education, the data come from: 15 Finnish teacher education institutions; 33 French schools of education; 4 Dutch in-service teacher education centres; 15 German institutions; and two major Polandwide in-service teacher education centres; as well as 1 such institution in Spain⁴.

1.3. Data Analysis

Based on the data coming from the sources defined above, a number of observations can be made.

First of all, the provision of LSP teacher education at universities is rare. Most of the countries surveyed report no study programmes that focus on preparing prospective teachers for teaching languages for specific purposes. There are exceptions to this general tendency but they are rather marginal. In Finland a discontinued LSP TE programme was reported at one university⁵. In France 3 programmes used to exist (Bordeaux, Toulouse and Cachan/Diderot)⁶, but only two are still in existence today. A CLIL teacher education programme was found in Spain⁷. Pedagogical University in Krakow, Poland offers a non-TT programme in ESP⁸.

When it comes to LSP courses or modules offered as part of language teacher training programmes, the outcomes of the review seem slightly more optimistic: all/most universities in Spain as well as numerous faculties of Education at Universities of Applied Sciences and some Universities in their master programmes in the Netherlands offer LSP / CLIL as part of pre-service teacher education⁹; there are also some courses / modules reported in Greece¹⁰. Several German universities offer LSP

ECA terms <http://ecahe.eu/>. These are the minimum requirements. The educational institutions themselves determine which foreign languages they offer if the qualification file does not specify this.

⁴ There is no data for Greece, which has a different teacher education system; and no input from the UK.

⁵ <http://www.uef.fi/en/web/skope/ammattillisesti-suuntautunut-kieltenopetus>

⁶ Master A.Spé (ENS Cachan/Paris Diderot) :

<https://formation.univ-paris-diderot.fr/formations/master-etudes-anglophones/m2-anglais-specialite-anglais-de-specialite>

Full syllabus : <http://www.dle.ens-cachan.fr/index.php?page=2&dossier=Anglicistes#>

⁷ https://www.uab.cat/web/postgraduate/uab-master-s-and-graduate-diplomas/uab-master-s-and-graduate-diplomas/general-information-1217916968009.html/param1-3747_en/param2-2002/

⁸ http://neofilologia.up.krakow.pl/?page_id=258

⁹ e.g. <https://www.uu.nl/masters/leraar-voorbereidend-hoger-onderwijs/extra-uitdaging>;

<https://www.windesheim.nl/werk-en-studie/opleidingen-en-cursussen/educatie/taal-en-vvto-tto/clil-en-taal-professionalisering-voor-het-hoger-onderwijs>

¹⁰ http://www.enl.auth.gr/index_en.html; <https://www.eap.gr/en/courses/209-master-s-in-education-med-in-tesol/course-structure/5061-agg93-teaching-english-for-specific-purposes>;
http://www.enl.auth.gr/course_en.asp?id=107

Hellenic Open University -school of Humanities- 2 examples

courses not as part of TT programmes but separately (e.g Bremen, Tuebingen; Hannover, Bielefeld, Stuttgart, Hohenheim, Osnabrueck Bamberg, Marburg, Rostock, Muenster, Muenchen)¹¹. In Poland University of Warsaw¹² and Catholic University in Lublin¹³ offer elective courses in LSP. There are also several examples of LSP courses or modules in the UK (MA TESOL Westminster, ESP module; Birkbeck MA ESP; Oxford Brookes, ESP module) and a post-graduate course in Spain¹⁴.

The programmes / courses / modules described are subject to a more detailed analysis later in this report.

When it comes to LSP in-service teacher education; the examples are even rarer. In Greece and Finland, there are no institutions which take care of this form of professional development. In-service teachers can take part in ministry-organised training but no instances of LSP courses have been reported by the partners. In France, Master Didalap – Toulouse, ESPE offers courses in CLIL methodology¹⁵; similar courses have been reported to be offered in the Netherlands by Nuffic¹⁶ or in Spain by Institutio Cervantes or SLB Cooperativa¹⁷. In Germany, different federal institutions will invite participation in TT courses on professional languages, cross-curricular learning or language for specific purposes¹⁸. However, the examples are mainly of crash courses focusing on a single topic, without much internal structure and as such they will not be subject to any further analysis.

1.4. In search of a programme / course / module model

In this section, the programmes / courses / modules offered as part of pre-service teacher education in the six partner countries as well as the UK and Spain are analysed for their content.

¹¹ supplementary course to the teacher training, several in LSP University Osnabrueck https://www.uni-osnabrueck.de/google_suche.html?q=erweiterungsfach+fachsprache&tx_indexedsearch%5Bsubmit_button%5D.x=0&tx_indexedsearch%5Bsubmit_button%5D.y=0

FU Berlin, sociolinguistics

<https://www.fu-berlin.de/vv/de/modul?id=257492&sm=411506>

Ruhr University Bochum, separate LSP studies, seminars: <https://vvz.ruhr-uni-bochum.de/campus/all/eventlist.asp?gguid=0x79B940448785496DB2A99AAC4C117036&mode=field&tguid=0x63AFB79AE0C44D2B962D450F2AE41038&lang=de>

and exercises <https://vvz.ruhr-uni-bochum.de/campus/all/eventlist.asp?gguid=0xC5461606C50246ACACEDCA367DF5BD05&mode=field&tguid=0x63AFB79AE0C44D2B962D450F2AE41038&lang=de>

University of Bremen, e.g. legal English and Discussion Skills for Natural Sciences & Engineering

https://www.uni-bremen.de/de/studium/starten-studieren/veranstaltungsverzeichnis/?tx_hbulvp_pi1%5Bmodule%5D=652735999698420bb60d907b2a9db0e8&tx_hbulvp_pi1%5Bsem%5D=29

¹² http://informatorects.uw.edu.pl/en/courses/view?prz_kod=3301-JS2906

¹³ <https://e.kul.pl/q/sale.html?op=10&zid=479678>

¹⁴ https://www.uab.cat/web/postgraduate/uab-master-s-and-graduate-diplomas/uab-master-s-and-graduate-diplomas/general-information-1217916968009.html/param1-3747_en/param2-2002/

¹⁵ <http://espe.univ-toulouse.fr/accueil/-navigation/formation/pratiques-et-ingenierie-de-la-formation/master-meef-didactique-des-langues-dans-les-activites-professionnelles-didalap--435460.kjsp>

¹⁶ <https://www.nuffic.nl/onderwerpen/trainingen-voor-tto-docenten/#lerarenopleidingen-in-nederland>

¹⁷ <https://www.slb.coop/clil-the-good-the-bad-and-the-not-so-ugly/>

¹⁸ <https://www.proflang.org/in-english/>; https://www.bildung-lsa.de/index.php?KAT_ID=4841; <https://ihk-weiterbildung.de/bildungsangebote/seminare-und-zertifikatslehrgaenge/sprachen/>

The aim of the analysis was twofold. On the one hand, it was supposed to serve as a lead-in for the literature review presented in Report O2A2. In other words, it seemed interesting to see to what extent theory met practice. The second reason for the review of the existing LSP TT syllabi was to gather material informing the CATAPULT team in charge of Output 3 (The LSP TT MOOC). Links to sample syllabi were provided to help the MOOC-writing team find additional inspiration in their course writing efforts.

Whenever a syllabus is available in English, it is presented in the table below with special attention paid to the themes covered in the course. This is done for the purpose of establishing potential foci of the course to be designed in Output 3.

| Name of course | AE | NA | RM | T | CLIL | TBL | DA | CL | CT | CD | AP | WC | MD | ME | IC |
|--|----|----|----|---|------|-----|----|----|----|----|----|----|----|----|----|
| M2 Anglais - Spécialité Anglais de spécialité | | | X | X | | | | | | | | | | | X |
| Master's Degree in Teacher Development for Foreign Language Education and Content and Language Integrated Learning (CLIL) | | | | | X | X | X | | X | | | | | | |
| AGG93: Teaching English for Specific Purposes | X | X | | | | | X | | | X | X | X | | | |
| G-LSUD3 ApLing342 English for Specific Purposes | | X | | | | | | | | X | | | X | X | |
| The acquisition and teaching of English as a foreign language for academic and professional purposes | X | | | | | | X | X | | X | X | | X | | X |
| French language didactics for business purposes | | X | | | | | | | X | X | | | X | | |

Themes covered in a given course: AE=adult education; NA=needs analysis; RM=research methods; T=translation; DA=discourse analysis; CL=corpus linguistics; CT=cooperation with content teachers; CD=curriculum design; AP=language for academic purposes; WC=classroom/workplace connection; MD=materials design; ME=materials evaluation; IC=intercultural communication

2. LSP Literature Review

2.1. Aim of the study

The current study is based on a literature review. Its aim is to identify skills necessary in an LSP teacher and, eventually, lead to the formulation of the LSP Common Competence Framework (CCF), which is supposed to inform Output 3: writing an LSP teacher training MOOC. The process of the identification of skills needed in LSP educators has been broken down into a number of questions addressed in the course of the current analysis; questions aimed at informing the CCF (qq i and ii) as well as questions whose objective was to select materials potentially useful in the writing of the MOOC in Output 3 (qq iii, iv and v). These questions include: (i) *What are the main foci of LSP research?* (ii) *What are the main tendencies in LSP teacher education described in the literature?* (iii) *Does literature to date offer samples of curricula / syllabi of LSP courses to be used as MOOC materials?* (iv) *Does literature to date offer sample activities and lesson plans to be used as MOOC materials?* (v) *Does literature to date offer sample LSP discourse analysis / needs analysis activities to be used as MOOC materials?* The report ventures to answer the five questions.

2.2. Methodology

The present analysis was based on the review of 178 items (articles, reports, books, etc.). They were found in the two main LSP journals: [English for Specific Purposes](#) (89 articles) and [The Asian ESP Journal](#) (67 articles) in the issues published in the last decade (2009-2019); or through an advanced Google Scholar search -- the last 5 years (2014-2019), the first 100 most relevant hits (22 items). The themes examined included *Language for Specific Purposes* and *Content and Language Integrated Learning*¹⁹ as well as *LSP teacher education/training*. The reading list, presented in reverse chronological order (the newest items first), with links to items as well as their key concepts is included in Appendix 2.

The input provided by the CATAPULT Consortium members was excluded from the analysis as it was impossible to approach it in any systematic, rigorous way -- the suggestions provided ranged from single articles to whole journal issues and, as such, could not be analysed based on any common criteria. However, as they provide invaluable additional input, both in terms of underlying theories of LSP education and sample pedagogical solutions, they are included in Appendix 3.

¹⁹ *Language for Academic Purposes* was excluded to maintain the chief focus of the review; also to limit the number of articles which otherwise would be difficult to manage in the time allocated for the completion of Output 2.

2.3. Main foci of LSP research

Table 1 presents the main foci of the 178 analysed literature items.

Table 1. The most frequent themes in the analysed LSP literature

| Type of focus | Number of tokens |
|---|------------------|
| teaching ideas and sample activities | 98 |
| discourse analysis (DA) | 86 |
| needs analysis (NA) | 43 |
| course / curriculum / syllabus design / development | 39 |
| teacher education/training | 24 |

As can be seen in the table above, the largest number of publications focus on different teaching ideas and sample activities (98 examples noted). In practice, however, it is more appropriate to state that these publications report classroom-informed research and, consequently, they contain sample activities. In any case, all ideas that seemed potentially useful MOOC-wise have been noted during the analysis, extracted and stored in a number of thematic folders.

The other frequently encountered LSP themes are discourse (86) and needs (43) analysis studies, followed closely by research on course design (39). *Teacher education / training* as an LSP publication focus is rather rare²⁰ – noted only 24 times in the 178 items under investigation. This shows that conclusions pertaining to the formulation of the LSP Common Competence Framework cannot come solely from research into effective LSP teacher education. They need to also rely on a much broader picture, potentially the one painted by the analysis of data presented in Tables 1-3. In other words, said CCF should be informed directly, by teacher education studies, as well as indirectly, based on the whole range of other foci found in ESP literature to-date. Some of the foci in question can be seen in Tables 2 and 3, where discourse analysis and teaching ideas have been broken down into their most popular sub-component themes found in LSP literature.

²⁰ This is very much in line with what [Basturkmen](#) writes based on literature review carried out 5 years prior to the one presented here. She points out (2014: 20): “the topic of teachers and teacher education has not attracted much interest by researchers in LSP to date. Master (2005) reports an analysis of topic areas covered by articles from 1980 to 2001 in the journal *English for Specific Purposes*. The analysis shows the relative infrequency of articles on teacher training compared with all other topics listed (discourse analysis, program description, needs analysis, and materials).”

Table 2. Discourse analysis sub-themes

| Type of focus | Number of tokens |
|--|------------------|
| words / vocabulary / lexis | 34 |
| genre and register analysis | 27 |
| corpus / corpora | 20 |
| Communication | 18 |
| syntax and structure | 16 |
| pragmatics and pragmatic strategies | 15 |
| workplace/classroom gap / authenticity | 10 |
| semantics and metaphor | 7 |
| Intertextuality | 5 |
| Rhetorics | 5 |
| discursive practice / patterning | 4 |
| language and communicative competence | 3 |
| pronunciation and prosody | 3 |

When it comes to the discourse analysis studies examined for the sake of the report, the most popular foci include subject-specific vocabulary; genre and register analyses and corpora studies. They are followed quite closely by research into communication, structure, pragmatics, the class-workspace gap in discourse as well as a number of other foci (semantics, rhetorics, pronunciation, prosody etc.).

The list from Table 2 leads to two observations critical to LSP CCF. First of all, it shows that -- important as it is -- vocabulary is not the only factor that makes language for specific purposes specific. As a result, a competent LSP teacher will not just teach content-related lexis; s/he will be aware of all the other levels of language analysis; s/he will also be a proficient user of DA methodology and tools. The latter statement seems equally true for needs analysis (NA), especially that -- as shown in the literature -- NA is frequently informed by DA. As for the second observation, it results from acknowledgement of the plethora of the different levels of language analysis and the

need for increased awareness. In the light of the two factors, it stands to reason that a competent teacher of language for specific purposes will be an expert of form-focused instruction (FFI) and different FFI techniques enabling effective teaching of the different LSP-specific forms as well as raising the learners' awareness of the LSP discourse.

Table 3. Teaching ideas sub-themes

| Type of focus | Number of tokens |
|---|------------------|
| adult education | 85 ²¹ |
| teaching ideas | 57 |
| Activities | 41 |
| course / curriculum / syllabus design / development | 39 |
| international / intercultural contexts | 12 |
| new technologies /multimedia / ICT in class | 9 |
| teacher roles and identities | 8 |
| assessment and testing | 8 |
| task-based methodology / problem-based / project-based learning | 8 |
| Literacies | 5 |
| teaching competence | 3 |
| materials design | 3 |
| case-based methodology | 3 |
| coursebook evaluation | 3 |
| collaboration | 2 |
| CLIL | 2 |

²¹ Most discourse and needs analysis publications deal with adult education as well, yet indirectly.

Finally, when it comes to different teaching ideas and their sub-foci, Table 3 contains three indications. To start with, literature to-date offers numerous samples of syllabi, lesson plans and single activities, which can be used in teacher education: as course materials for analysis; or as samples of good practice. Secondly, the analysis shows ways in which LSP methodology can benefit from general language teaching by incorporating its methods and techniques, such as project/task-based learning; or CALL, with special regard to all forms of intercultural learning such as virtual exchanges. Last but not least, as numerous publications with a classroom focus refer to secondary or tertiary education, it seems legitimate to claim that the general methods of teaching languages to mature learners are also in great demand in the LSP classroom.

All in all, the literature review provides information -- both directly and indirectly -- as regards the formulation of the LSP Common Competence Framework. The first draft of such a CCF, grounded in the analysis of the 178 publications, is presented below.

If we compare the results (Tables 1, 2 and 3) with LSP themes identified as a result of the analysis of the current status quo of LSP teacher training, both pre- and in-service (cf. Report O2A1), there are a lot of convergence points and they include: adult education; needs analysis; discourse analysis; corpus linguistics; cooperation with content teachers; curriculum design; classroom/workplace connection; materials design; materials evaluation; intercultural communication.

2.4. Towards a Common Competence Framework for LSP Teachers

A point of departure for the LSP CCF is a classic publication by Dudley-Evans and St John²² and the five areas of the LSP teacher competence identified in it and related to his/her roles of 1) teacher, 2) collaborator, 3) course designer and materials provider, 4) researcher and 5) evaluator. Based on her review of LSP teacher training literature, Basturkman²³ adds two more roles: 6) advisor on CLIL programmes and 7) intercultural mediator and mentor of life-long learning. The seven role-related areas of competence provide scaffolding for a whole range of knowledge and skills, whose identification is the result of the different LSP foci presented in the previous section:

1) GENERAL TEACHING competences

- expertise in general language teaching methodology, with special regard to Task/Project-based learning and Content-Based Learning
- expertise in CALL methodology
- know-how of teaching adults: methods: techniques; knowledge of the target audience
- knowledge of the affective domain and its role in language teaching

²² Dudley-Evans, T., & St John, M. (1998). *Developments in ESP A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.

²³ Basturkmen H. 2014. LSP teacher education: Review of literature and suggestions for the research agenda. *Ibérica* 28 pp. 17-34.

- 2) COLLABORATION and INTERCULTURAL MEDIATION competences
 - transversal and interpersonal skills: operating internationally (virtual exchange) and locally (course co-design with content teacher[s])
 - intercultural communicative competence
- 3) ANALYTICAL competences
 - LSP discourse awareness
 - discourse analysis skills
 - basic knowledge in corpus linguistics
 - knowledge of survey and class observation techniques and tools
- 4) COURSE / MATERIAL-DESIGN competences
 - know-how of course design
 - ability to go from discourse analysis to material writing
 - ability to go from discourse analysis to needs analysis
 - ability to bridge the gap between classroom and workplace
- 5) EVALUATION competences
 - know-how of coursebook evaluation
 - LSP-focused search and information literacies
 - assessment and evaluation skills

Each of the five groups of competences have been broken down into a number of descriptors, starting with “The teacher can / knows / etc. The full common competence framework is presented in a separate document.

3. LSP Teacher Common Competence Framework (CCF)

| LSP teaching competence areas | LSP teaching competences | Indicators of LSP teaching competences |
|-------------------------------|--|---|
| GENERAL TEACHING competences | Expertise in general language teaching methodology | <ul style="list-style-type: none"> • can apply the methodology of Communicative Language Teaching, with special regard to Task-Based and Content-Based Learning; • can design a task, a task sequence, a long-term project; • can apply the methods and techniques of form-focused instruction; can apply the Lexical Approach methodology; |
| | Expertise in CALL methodology | <ul style="list-style-type: none"> • knows CALL methods and techniques; can use ICT to effectively enhance the LSP learning experience; • can analyse the added value of ICT integration in LSP teaching and learning; • has multiliteracy skills on different levels (digital, search and information, participatory, etc.); • can use online learning management systems; • can organise a virtual learning environment based on different applications; • can gamify a course; • can use online presentation tools; • can use online testing and evaluation tools; |
| | Knowledge of andragogy | <ul style="list-style-type: none"> • knows the psychology of the mature age; knows how to plan and implement a class for adult learners • knows the importance of experiential learning and hands-on experience; • knows the importance of learner autonomy as well as how to |

| | | |
|---|--|--|
| | | promote and develop it in a mature learner. |
| | Knowledge of the affective domain in language learning | <ul style="list-style-type: none"> • knows what motivates a mature learner; • knows how to motivate learners for life-long learning; • knows how to prevent language anxiety in an adult learner; • knows how to incorporate interpersonal and transversal skills in an LSP course. |
| COLLABORATION and INTERCULTURAL MEDIATION competences | Transversal and interpersonal skills | <ul style="list-style-type: none"> • can collaborate with content-subject teachers in the process of course design; • has a positive attitude towards and interest in the subject area rather than subject matter expertise; • knows the concept of Community of Inquiry and its role in the development of higher-order thinking skills; • can use virtual exchange in the LSP classroom. |
| | Intercultural communicative competence | <ul style="list-style-type: none"> • knows about differences in communication styles; • can explore the language-culture connection for pedagogical purposes; • can mediate between two or more cultural identifications; • understands the concepts of intersubjectivity and mediation in the context of intercultural communication. |
| ANALYTICAL competences | LSP discourse awareness | <ul style="list-style-type: none"> • knows that LSP is not reduced to lexis; • knows that languages for specific purposes have their own syntax, semantics (metaphor!), pragmatics, prosody / intonation, rhetorical strategies, etc. |
| | Discourse analysis skills | <ul style="list-style-type: none"> • can establish context; can identify, collect and categorise spoken and written discourse samples; • can analyse the various levels or dimensions of discourse, such |

| | | |
|--------------------------------------|---|---|
| | | as sounds (intonation, etc.), gestures, syntax, the lexicon, style, rhetoric, meanings, speech acts, moves, strategies, turns, and other aspects of interaction and production. |
| | Basic knowledge of corpus linguistics | <ul style="list-style-type: none"> • knows basic methodology of corpus compilation, annotation and analysis; • can use specific tools for corpus building, annotation and analysis. |
| | Knowledge of classroom data collection techniques and tools | <ul style="list-style-type: none"> • can design a survey, especially for needs analysis and learner satisfaction surveys; • can use digital surveying tools; • can carry out classroom observation: knows how to prepare an observation sheet, how to tally observed behaviour, etc.; • can carry out interviews (one-to-one, focus groups, etc.); • can do action research to solve a problem in the classroom. |
| COURSE / MATERIAL-DESIGN competences | Know-how of course design | <ul style="list-style-type: none"> • knows different types of syllabi (structural, notional, functional) and their utility in designing an LSP course; • knows different models of course design (ADDIE, Agile, etc.); • can evaluate a designed and implemented course. |
| | Ability to go from discourse analysis to material writing | <ul style="list-style-type: none"> • can identify the discourse foci in the specific professional discourse community and use them in classroom materials; • can write different forms of teaching materials (dialogues, role-plays, podcasts, etc.). |
| | Ability to go from discourse analysis to needs analysis | <ul style="list-style-type: none"> • can identify the discourse foci in the specific professional discourse community and translate them into learner needs; • knows and can apply the techniques of investigating and analysing learner needs. |

| | | |
|------------------------|--|--|
| | Ability to bridge the gap between coursebook and workplace | <ul style="list-style-type: none"> • can distinguish between possible and probable language (naturally occurring language as opposed to non-authentic examples); • can adapt authentic materials for in-class use. |
| EVALUATION competences | Know-how of coursebook evaluation | <ul style="list-style-type: none"> • knows a variety of coursebooks in their LSP area; • can evaluate a coursebook vis à vis learner needs; • can evaluate a coursebook vis à vis their own teaching style. |
| | LSP-focused search and information literacies | <ul style="list-style-type: none"> • knows different online search strategies; • can assess the value and utility of online resources; • knows a number of online LSP teaching communities which practise sharing materials and ideas; • can access online resources (dictionaries, corpora, text repositories, etc.) in their LSP area. |
| | Assessment and evaluation skills | <ul style="list-style-type: none"> • knows different assessment techniques (with special regard to summative and formative assessment); • can engage in reflective teaching ; • can analyse and evaluate the results of their own action research in order to improve their teaching. |

4. Appendices

4.1. Appendix 1 – Questions for consortium members

- 1) Do you have government standards (=minimum requirements) for language teacher training programmes? If the answer is YES, do they refer, in any way, to contain any guidelines / requirements / standards for LSP teacher training? If YES, what kind of guidelines / etc. (citations would be helpful)
- 2) Please look at language teacher training (LTT) study programmes at **major** universities in your country. Then evaluate each statement as TRUE, FALSE or N/A:
 - a) All / most universities run **separate LSP programmes**.
 - b) Approx. 50% of universities run **separate LSP programmes**.
 - c) There are a few **separate LSP study programmes** at universities.

If any of the a-c statements is true, how many and which universities run them (please specify):

If your rating of any of the above statements is TRUE, Please include **one example** (the best, based on your opinion) of such an LSP study programme **in English** (if necessary, pls translate). If there are more examples, please include links to them (no need for translation). There is a separate folder for syllabi; please include the links below:

- 3) Please look at language teacher training (LTT) study programmes at **major** universities in your country. Then evaluate each statement as TRUE, FALSE or N/A:
 - a) All / most universities run **LTT programmes with an LSP/CLIL component / course**.
 - b) Approx. 50% of universities run **LTT programmes with an LSP/CLIL component / course**.
 - c) There are a few **LTT programmes with an LSP/CLIL component / course** at universities.

If any of the a-c statements is true, how many and which universities run them (please specify):

If your rating of any of the above statements is TRUE, Please include **one example** (the best, based on your opinion) of such an LSP course syllabus **in English** (if necessary, pls translate). If there are more examples, please include links to them (no need for translation). There is a separate folder for syllabi. Please include **links** below:

- 4) How many universities have you looked through to answer qq 1 and 2?

- 5) Please look at **major** in-service teacher training (TT) institutions in your country. Then evaluate each statement as TRUE, FALSE or N/A:
 - a) All / most in-service TT institutions offer forms of LSP training to language teachers.
 - b) Approx. 50% in-service TT institutions offer forms of LSP training to language teachers.
 - c) some institutions do (indicate how many and which institutions have them)

If your rating of statements a) or b) or c) is TRUE, please include **one example** (the best, based on your opinion) of such a training (programme, syllabus, if available) **in English** (please translate, if necessary); please add links to other examples. There is a separate folder for syllabi; please include **links** below:

6) How many TT institutions have you looked through to answer q 5?

7) If you have been able to collect samples of study programmes, syllabi, training programmes (qqqs 1 and 2 above), are any of their authors willing to review the LSP Common Competence Framework, once it's ready? If yes, pls give contact information of these persons.

4.2. Appendix 2 – List of articles reviewed

English for Specific Purposes

1) Shelley Staples,

Using corpus-based discourse analysis for curriculum development: Creating and evaluating a pronunciation course for internationally educated nurses, English for Specific Purposes, Volume 53, 2019, Pages 13-29, ISSN 0889-4906, <https://doi.org/10.1016/j.esp.2018.08.005>.

[Link](#)

foci: discourse analysis, needs analysis; adult education

2) Clarence Green, James Lambert,

Position vectors, homologous chromosomes and gamma rays: Promoting disciplinary literacy through Secondary Phrase Lists,

English for Specific Purposes,

Volume 53,

2019,

Pages 1-12,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.08.004>.

[Link](#)

focus: discourse analysis

3) Julia Trippe, Melissa Baese-Berk,

A prosodic profile of American Aviation English,

English for Specific Purposes,

Volume 53,

2019,

Pages 30-46,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.08.006>.

[Link](#)

focus: discourse analysis; pronunciation; prosody; adult education

4) Shuangling Li,

Communicative significance of vague language: A diachronic corpus-based study of legislative texts,

English for Specific Purposes,

Volume 53,

2019,

Pages 104-117,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.11.001>.

[Link](#)

Foci: discourse analysis, vagueness, pragmatics

5) Yolanda Noguera-Díaz, Pascual Pérez-Paredes,

Register analysis and ESP pedagogy: Noun-phrase modification in a corpus of English for military navy submariners,

English for Specific Purposes,

Volume 53,

2019,

Pages 118-130,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.06.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490617302132>

foci: discourse analysis; syntax; register;

6) Stephen Bremner, Tracey Costley,

Bringing reality to the classroom: Exercises in intertextuality,

English for Specific Purposes,

Volume 52,

2018,

Pages 1-12,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.05.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490616301582>

foci: language competence; communicative competence; task design; adult education

7) Clarice S.C. Chan,

Proposing and illustrating a research-informed approach to curriculum development for specific topics in business English,

English for Specific Purposes,

Volume 52,

2018,

Pages 27-46,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.07.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490617302569>

Foci: Business English; Topic-specific curriculum development; Needs analysis; Task-based syllabus design; Research-informed pedagogy; Business meetings; adult education

8) Angkana Tongpoon-Patanasorn,

Developing a frequent technical words list for finance: A hybrid approach,

English for Specific Purposes,

Volume 51,

2018,

Pages 45-54,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.03.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490617300959>

Foci: Technical words; Corpus linguistics; Finance; discourse analysis; pragmatics; semantics

9) Steven Fraiberg,

Multilingual and multimodal practices at a global startup: Toward a spatial approach to language and literacy in professional contexts,

English for Specific Purposes,

Volume 51,

2018,

Pages 55-68,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.03.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490616301867>

foci: Multimodality; Multiliteracies; Globalization; Materiality; Workplace writing; language skills; activities

10) Thi Ngoc Yen Dang,

The nature of vocabulary in academic speech of hard and soft-sciences,

English for Specific Purposes,

Volume 51,

2018,

Pages 69-83,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.03.004>.

<http://www.sciencedirect.com/science/article/pii/S0889490617302193>

foci: Hard science; Soft science; Academic spoken discourse; Vocabulary; Word list; Corpora; discourse analysis

11) Averil Coxhead, Murielle Demecheleer,

Investigating the technical vocabulary of Plumbing,

English for Specific Purposes,

Volume 51,

2018,

Pages 84-97,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2018.03.006>.

<http://www.sciencedirect.com/science/article/pii/S0889490616301181>

foci: Plumbing; Technical vocabulary; Word lists; Lexical ranking; Vocabulary load; discourse analysis

12) Emma McLaughlin, Jean Parkinson,

'We learn as we go': How acquisition of a technical vocabulary is supported during vocational training,

English for Specific Purposes,

Volume 50,

2018,

Pages 14-27,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.11.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490616302010>

foci: Vocabulary; Language-related episodes; Literacy; Vocational education; teacher competence; practices of experienced tutors; discourse analysis; adult education

13) Yi-Ling Lu,

What do nurses say about their English language needs for patient care and their ESP coursework: The case of Taiwanese nurses,

English for Specific Purposes,

Volume 50,

2018,

Pages 116-129,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.12.004>.

<http://www.sciencedirect.com/science/article/pii/S0889490617303654>

foci: English language needs; Nursing professionals; Shadowing observations; Interviews; Foreign patients; Nursing English courses; needs analysis; adult education

14) Jian (Tracy) Tao, Xuesong (Andy) Gao,

Identity constructions of ESP teachers in a Chinese university,

English for Specific Purposes,

Volume 49,

2018,

Pages 1-13,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.09.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490617302685>

foci: ESP teacher; Teacher identity; Professional development; ESP teaching competences; adult education

15) Holly Vass,

Lexical verb hedging in legal discourse: The case of law journal articles and Supreme Court majority and dissenting opinions,

English for Specific Purposes,

Volume 48,

2017,

Pages 17-31,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.07.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490617301989>

foci: Hedging; Legal discourse; Corpus linguistics; Genre analysis; discourse analysis

16) Qingrong Liu, Liming Deng,

A genre-based study of shell-noun use in the N-be-that construction in popular and professional science articles,

English for Specific Purposes,

Volume 48,

2017,

Pages 32-43,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.11.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490616301661>

foci: Shell nouns; Genre variation; Research articles; Popular science articles; Evaluation; Corpus; discourse analysis; syntax; pragmatics

17) Peter John, Benjamin Brooks, Ulf Schrieffer,

Profiling maritime communication by non-native speakers: A quantitative comparison between the baseline and standard marine communication phraseology,

English for Specific Purposes,

Volume 47,

2017,

Pages 1-14,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.03.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490617301047>

foci: Bridge team communication; Maritime English; Genre analysis; Relative word frequencies; Maritime key words; discourse analysis

18) Jane Lockwood,

An analysis of web-chat in an outsourced customer service account in the Philippines,

English for Specific Purposes,

Volume 47,

2017,

Pages 26-39,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.04.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490617301114>

foci: Web-chat exchange; Business communication; Discourse analysis; needs analysis

19) Robert Poole,

“New opportunities” and “Strong performance”: Evaluative adjectives in letters to shareholders and potential for pedagogically-downsized specialized corpora,

English for Specific Purposes,

Volume 47,

2017,

Pages 40-51,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.03.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300953>

foci: Business writing; Evaluative adjectives; Corpus-aided pedagogy; ESP; EBP; discourse analysis; adult education

20) Jean Parkinson, Murielle Demecheleer, James Mackay,

Writing like a builder: Acquiring a professional genre in a pedagogical setting,

English for Specific Purposes,

Volume 46,

2017,

Pages 29-44,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.12.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490616302125>

foci: Genre; Corpus; Vocational writing; Identity; discourse analysis; syntax; adult education

21) Philippe Millot,

Inclusivity and exclusivity in English as a Business Lingua Franca: The expression of a professional voice in email communication,

English for Specific Purposes,

Volume 46,

2017,

Pages 59-71,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.12.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490616301958>

foci: English as a Business Lingua Franca; BELF; Interpersonal positioning; Professional voice; Email communication; Corpus analysis; discourse analysis

22) Clarice S.C. Chan,

Investigating a research-informed teaching idea: The use of transcripts of authentic workplace talk in the teaching of spoken business English,

English for Specific Purposes,

Volume 46,

2017,

Pages 72-89,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.12.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490616302113>

foci: Business English; Research-informed pedagogy; Pedagogically-oriented research; Authenticity in language teaching; Spoken workplace discourse; Relational language; classroom ideas; discourse analysis; modelling; adult education

23) Peter Crosthwaite, Lisa Cheung, Feng (Kevin) Jiang,

Writing with attitude: Stance expression in learner and professional dentistry research reports,

English for Specific Purposes,

Volume 46,

2017,

Pages 107-123,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2017.02.001>.

<http://www.sciencedirect.com/science/article/pii/S088949061730056X>

foci: Stance; Contrastive Interlanguage Analysis; English for specific purposes; Learner corpus; Dentistry; discourse analysis; syntax; pragmatics; language functions

24) Richard Watson Todd,

An opaque engineering word list: Which words should a teacher focus on?,

English for Specific Purposes,

Volume 45,

2017,

Pages 31-39,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.08.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300862>

foci: Word list; Polysemous words; Opaque words; Engineering English; discourse analysis; teaching ideas; activities; adult education

25) Shuangling Li,

A corpus-based study of vague language in legislative texts: Strategic use of vague terms,

English for Specific Purposes,

Volume 45,

2017,

Pages 98-109,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.10.001>.

<http://www.sciencedirect.com/science/article/pii/S088949061630134X>

foci: Corpus-based study; Vague language; Legislative texts; Legislative communicative competence; discourse analysis; pragmatics; adult education

26) Philip Nathan,

Analysing options in pedagogical business case reports: Genre, process and language,

English for Specific Purposes,

Volume 44,

2016,

Pages 1-15,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.04.006>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300321>

foci: Genre analysis; Options analysis; Business case reports; Move cycling; discourse analysis; pragmatics

27) Haiying Feng, Bertha Du-Babcock,

“Business is Business”: Constructing cultural identities in a persuasive writing task,

English for Specific Purposes,

Volume 44,

2016,

Pages 30-42,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.06.004>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300588>

foci: Persuasive writing; Cultural identity; Conflict style; Politeness strategies; Agency; Cultural inferiority; teaching ideas; activities; adult education

28) Ryan T. Miller, Silvia Pessoa,

Role and genre expectations in undergraduate case analysis in Information Systems,

English for Specific Purposes,

Volume 44,

2016,

Pages 43-56,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.06.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300576>

foci: Case method; Information Systems; Business writing; Roles; teaching ideas; activities; adult education

29) Anthony Townley, Alan Jones,

The role of emails and covering letters in negotiating a legal contract: A case study from Turkey,
English for Specific Purposes,
Volume 44,
2016,
Pages 68-81,
ISSN 0889-4906,
<https://doi.org/10.1016/j.esp.2016.07.001>.

<http://www.sciencedirect.com/science/article/pii/S088949061630059X>

foci: Legal contract negotiation; Email communication; Genre analysis; Intertextuality and
interdiscursivity; English for Legal Purposes; discourse analysis

30) Noel Kwan, Katie Dunworth,

English as a lingua franca communication between domestic helpers and employers in Hong Kong: A
study of pragmatic strategies,

English for Specific Purposes,

Volume 43,

2016,

Pages 13-24,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.02.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300084>

foci: Hong Kong; Pragmatic strategies; Intercultural communication; Domestic helpers; discourse
analysis; needs analysis

31) Janet Ho, Winnie Cheng,

Metaphors in financial analysis reports: How are emotions expressed?,

English for Specific Purposes,

Volume 43,

2016,

Pages 37-48,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.04.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300278>

foci: Metaphor; BNP Paribas; Credit crisis; Corpus linguistics; Emotion; Financial analysis reports; discourse analysis; teaching ideas; activities; adult education

32) Martin Warren,

Signalling intertextuality in business emails,

English for Specific Purposes,

Volume 42,

2016,

Pages 26-37,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.11.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490615000745>

foci: Intertextuality; Key words and phrases; Discourse flows; Email; Professional communication; discourse analysis; pragmatics; teaching ideas; activities; adult education

33) Rosemary Wette, Susan J. Hawken,

Measuring gains in an EMP course and the perspectives of language and medical educators as assessors,

English for Specific Purposes,

Volume 42,

2016,

Pages 38-49,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.11.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490615300016>

foci: English for medical purposes; Doctor–patient communication training; International medical students; Performance assessment; ESP course evaluation; curricula; adult education

34) Alissa J. Hartig,

Conceptual blending in legal writing: Linking definitions to facts,

English for Specific Purposes,

Volume 42,

2016,

Pages 66-75,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.12.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490615300041>

foci: Legal writing; English for legal purposes; Conceptual blending; Mental spaces; Legal memoranda; discourse analysis; semantics

35) Lynda Yates, Maria R. Dahm, Peter Roger, John Cartmill,

Developing rapport in inter-professional communication: Insights for international medical graduates,

English for Specific Purposes,

Volume 42,

2016,

Pages 104-116,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2016.01.006>.

<http://www.sciencedirect.com/science/article/pii/S0889490616300072>

foci: Inter-professional communication; Rapport; Interpersonal pragmatics; International medical graduates; Non-native speaking doctors; Clinical handovers; discourse analysis; pragmatics; teaching ideas; activities; adult education

36) Neil H. Johnson, Paul A. Lyddon,

Teaching grammatical voice to computer science majors: The case of less proficient English learners,

English for Specific Purposes,

Volume 41,

2016,

Pages 1-11,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.08.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490615000435>

foci: Grammatical voice; Low proficiency; Concept-based instruction; teaching ideas; activities; adult education

37) John M. Swales,

Configuring image and context: Writing 'about' pictures,

English for Specific Purposes,

Volume 41,

2016,

Pages 22-35,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.08.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490615000551>

foci: Art historical discourse; Single image accounts; Image and context; Pedagogical applications; teaching ideas; activities; discourse analysis; discourse organisation; adult education

38) Masumeh Taie,

Critical thinking and discovering the meaning of unfamiliar terms through the word part analysis strategy: A study of Iranian medical students,

English for Specific Purposes,

Volume 40,

2015,

Pages 1-10,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.05.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490615000253>)

foci: Critical thinking; ESP; Medical terminology; Word part analysis strategy; Multiple choice test; teaching ideas; activities; adult education

39) Ellen J. Serafini, Julie B. Lake, Michael H. Long,

Needs analysis for specialized learner populations: Essential methodological improvements,
English for Specific Purposes,
Volume 40,
2015,
Pages 11-26,
ISSN 0889-4906,
<https://doi.org/10.1016/j.esp.2015.05.002>.

<http://www.sciencedirect.com/science/article/pii/S088949061500037X>

foci: Needs analysis; ESP; Methodology; Reliability; Validity; Task-based language teaching; adult education

40) Verónica L. Muñoz,
The vocabulary of agriculture semi-popularization articles in English: A corpus-based study,
English for Specific Purposes,
Volume 39,
2015,
Pages 26-44,
ISSN 0889-4906,
<https://doi.org/10.1016/j.esp.2015.04.001>.

<http://www.sciencedirect.com/science/article/pii/S088949061500023X>

foci: Semi-popularization article; Technical and non-technical vocabulary; Agriculture; discourse analysis

41) Łukasz Grabowski,
Keywords and lexical bundles within English pharmaceutical discourse: A corpus-driven description,
English for Specific Purposes,
Volume 38,
2015,
Pages 23-33,
ISSN 0889-4906,
<https://doi.org/10.1016/j.esp.2014.10.004>.

<http://www.sciencedirect.com/science/article/pii/S0889490614000659>

foci: Corpus linguistics; Register variation; Pharmaceutical texts; Keywords; Lexical bundles; discourse analysis

42) Špela Mežek, Diane Pecorari, Philip Shaw, Aileen Irvine, Hans Malmström,
Learning subject-specific L2 terminology: The effect of medium and order of exposure,
English for Specific Purposes,
Volume 38,
2015,
Pages 57-69,
ISSN 0889-4906,
<https://doi.org/10.1016/j.esp.2014.11.004>.

<http://www.sciencedirect.com/science/article/pii/S0889490614000763>

foci: Bilingual learning; L2 terminology learning; Learning from L2 reading; Perception of learning; Student strategies; Parallel-language environment; teaching ideas; activities; adult education

43) Michael Handford, Petr Matous,
Problem-solving discourse on an international construction site: Patterns and practices,
English for Specific Purposes,
Volume 38,
2015,
Pages 85-98,
ISSN 0889-4906,
<https://doi.org/10.1016/j.esp.2014.12.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490614000817>

foci: International construction industry; Problem solving; Professional discourse; Discursive practices; BELF; discourse analysis; pragmatics

44) Susan Bosher, Joel Stocker,
Nurses' narratives on workplace English in Taiwan: Improving patient care and enhancing professionalism,
English for Specific Purposes,

Volume 38,

2015,

Pages 109-120,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2015.02.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490615000022>

foci: English for Nursing Purposes (ENP); English as a Foreign Language; Nursing community of practice; Nursing workplace communication; Taiwan; needs analysis; adult education

45) Ming-Nuan Yang,

A nursing academic word list,

English for Specific Purposes,

Volume 37,

2015,

Pages 27-38,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2014.05.003>.

<http://www.sciencedirect.com/science/article/pii/S0889490614000350>

foci: Academic word list; Nursing academic word list; English for Nursing Purposes; discourse analysis

46) Shelley Staples,

Examining the linguistic needs of internationally educated nurses: A corpus-based study of lexico-grammatical features in nurse–patient interactions,

English for Specific Purposes,

Volume 37,

2015,

Pages 122-136,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2014.09.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490614000611>

foci: English for Medical Purposes; English for Nursing; Internationally educated nurses; Corpus linguistics; Discourse analysis; syntax; pragmatics; needs analysis; adult education

47) Almut Koester,

“We'd be prepared to do something, like if you say...” hypothetical reported speech in business negotiations,

English for Specific Purposes,

Volume 36,

2014,

Pages 35-46,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2014.03.005>.

<http://www.sciencedirect.com/science/article/pii/S0889490614000192>

foci: Negotiating; Business English teaching; Spoken discourse; Formulations; Accounts; teaching ideas; activities; discourse analysis; syntax; adult education

48) ulio Gimenez,

Multi-communication and the business English class: Research meets pedagogy,

English for Specific Purposes,

Volume 35,

2014,

Pages 1-16,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2013.11.002>.

<http://www.sciencedirect.com/science/article/pii/S0889490613000938>

foci: Workplace multi-communication; Technology-enhanced business English tasks; Research and pedagogy; teaching ideas; activities; adult education

49) Elizabeth Pryor, Robyn Woodward-Kron,

International medical graduate doctor to doctor telephone communication: A genre perspective,

English for Specific Purposes,

Volume 35,

2014,

Pages 41-53,

ISSN 0889-4906,

<https://doi.org/10.1016/j.esp.2013.12.001>.

<http://www.sciencedirect.com/science/article/pii/S0889490613000963>

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foci: teaching ideas; activities; learner attitudes and intentions; adult education

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foci: teaching ideas; course design; course design details; adult education

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foci: course design; materials; domain specific literature; needs analysis

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foci: needs analysis; strengths and weaknesses; needs analysed in work context

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foci: lesson plans; guideline re: unit design considerations; sample units; sample activities; adult education

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foci: teaching ideas; Moodle; course design; adult education

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foci: discourse analysis; legal vocabulary -- links to websites

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foci: needs analysis; situation analysis; sample interview questions

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foci: teachers attitudes to ICT; teaching ideas; activities; adult education

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foci: teaching ideas; adult education

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foci: needs analysis; strategies of professionals

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foci: teaching ideas; activities, collaboration; guidelines; adult education

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foci: discourse analysis; corpus-based vocabulary learning

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foci: teaching ideas; activities; ICT; adult education

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foci: needs analysis

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foci: course design

113) Anie Attan, Abdul Halim Abdul Raof, Masputeriah Hamzah, Noor Abidah Mohd Omar & Masdinah Alauyah Md Yusof, *Exploring Industry Expectations of Graduating Students' Oral Communicative Ability*, 25-39,

<https://www.elejournals.com/1481/asian-esp-journal/asian-esp-journal-volume-12-issue-3-december-2016/>

foci: needs analysis; criteria for oral communicative ability

114) Masoomah Estaji & Hussein Meihami

Revisiting the Topical Knowledge of Iranian ESP Learners in Reading Comprehension: Text Types and Question Types, 70-93

<https://www.elejournals.com/1481/asian-esp-journal/asian-esp-journal-volume-12-issue-3-december-2016/>

foci: teaching ideas; activities; adult education

115) Roger Nunn, Caroline Brandt & Tanju Deveci

Project-Based Learning as a Holistic Learning Framework: Integrating 10 Principles of Critical Reasoning and Argumentation, 9-53

<https://www.elejournals.com/1439/asian-esp-journal/asian-esp-journal-volume-12-issue-2-september-2016/>

foci: teaching ideas; activities; 10 principles for critical thinking and argumentation; project work; adult education

116) Tanju Deveci & Roger Nunn

Development in Freshman Engineering Students' Emotional Intelligence in Project-based Courses, 54-92

<https://www.elejournals.com/1439/asian-esp-journal/asian-esp-journal-volume-12-issue-2-september-2016/>

foci: teaching ideas; activities; emotional intelligence; project work; adult education

117) Huiqin Zhang & Lily Ye

English Teaching Reform and Practice in an Arts University in China: Meeting the Needs of Diverse English Learners, 93-110

<https://www.elejournals.com/1439/asian-esp-journal/asian-esp-journal-volume-12-issue-2-september-2016/>

foci: needs analysis; course design

118) Yu-ju Hung & Robert L. Good

English Textbook Use in Discipline-Specific Courses: A Survey of University Freshmen in Taiwan, 111-143

<https://www.elejournals.com/1439/asian-esp-journal/asian-esp-journal-volume-12-issue-2-september-2016/>

foci: teaching ideas; activities; integration of language and content; adult education

119) Shamala Paramasivam & Muhamad Izzat bin Rahim

Genre Analysis of Job Application Letters in Malaysia, 144-170

<https://www.elejournals.com/1439/asian-esp-journal/asian-esp-journal-volume-12-issue-2-september-2016/>

foci: discourse analysis; genre analysis; structure

120) Jing Liu & Liming Deng

A Genre Analysis of Web-based Crowdfunding Discourse, 171-202

<https://www.elejournals.com/1439/asian-esp-journal/asian-esp-journal-volume-12-issue-2-september-2016/>

foci: discourse analysis; genre analysis

121) Pi-Hsia Lü, D. Victoria Rau & Yu-Fang Wang. Secretarial Needs in a Bicultural Academic Office, 8-39

<https://www.elejournals.com/1308/asian-esp-journal/asian-esp-journal-volume-11-issue-2-december-2015/#FullJournalPDF-2>

foci: needs analysis

122) Abbas Mehrabi Boshrahadi, Reza Biria & Elham Nikbakht. Critical Evaluation of Lexical Categories in ESP Textbooks Used for Iranian Dentistry Students: The Gap between Perceived and Real Needs, 98-129

<https://www.elejournals.com/1308/asian-esp-journal/asian-esp-journal-volume-11-issue-2-december-2015/#FullJournalPDF-2>

foci: discourse analysis; needs analysis

123) Abbas Monfared & Mohammad Meisam Safarzadeh. Where the Difference Lies: British and Iranian rhetorical choices in English business request letters, 171-209

<https://www.elejournals.com/1308/asian-esp-journal/asian-esp-journal-volume-11-issue-2-december-2015/#FullJournalPDF-2>

foci: discourse analysis, genre analysis, rhetorical moves

124) Winnie Cheng and Amy O. Y. Suen, Multimodal analysis of hotel homepages: A comparison of hotel websites across different star categories, 6-34

<http://asian-esp-journal.com/wp-content/uploads/2016/05/AESP-2014-Special-Issue-TW-conf-final.pdf>

foci: discourse analysis; multimodality; genre analysis; the grammar of visual image

125) Susie Xin Sui, Local grammars of phraseologies of movement in financial English, 73-101

<http://asian-esp-journal.com/wp-content/uploads/2016/05/AESP-2014-Special-Issue-TW-conf-final.pdf>

foci: discourse analysis, phraseology

126) Hsiao-I Hou. A Needs Analysis of Culinary Arts Majors' ESP Learning in Taiwan's Context, 5-33

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-9-Issue-3-December-2013.pdf>

foci: needs analysis; course design recommendations

127) Jane Lockwood. English for (Very) Specific Business Purposes: A Pedagogical Framework, 99-118

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-9-Issue-2-October-2013.pdf>

foci: syllabus design; needs analysis; course evaluation guidelines

128) Andy Seto. Speech Acts Annotation for Business Meetings, 119-147

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-9-Issue-2-October-2013.pdf>

foci: discourse analysis; genre analysis; speech acts; pragmatics

129) Min Zhang. A Corpus-based Comparative Study of Semi-technical and Technical Vocabulary, 148-172

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-9-Issue-2-October-2013.pdf>

foci: discourse analysis; lexis

130) Su-Jen Lai & Ming-i Lydia Tseng. Genre Analysis of Requesting Letters in Business Communication Textbooks and the Workplace, 5-27

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-8-Issue-3-October-2012.pdf>

foci: discourse analysis; genre analysis; textbook/real life; rhetorics

131) Sasikala Nallaya. Overcoming English Proficiency Challenges through Needs Assessment, 125-144

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-8-Issue-2-July-2012.pdf>

foci: needs analysis

132) Chamnong Kaewpet Learning Needs of Thai Civil Engineering Students, 79-105

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume7-Issue-3-August-2011.pdf>

foci: needs analysis

133) Zhang Zuocheng and Wang Lifei. Curriculum Development for Business English Students in China: The case of UIBE, 10-27,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-7-Issue-1-January-2011.pdf>

foci: course design; curriculum design; adult education

134) Wang Lifei, Chen Zhunmin, and Zhang Zuocheng. Developing a National Curriculum for BA Program in Business, 28-57

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-7-Issue-1-January-2011.pdf>

foci: course design; curriculum design; adult education

135) Jiang Shaohua. ESBP Course Design for Chinese International Business Personnel 58-88,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-7-Issue-1-January-2011.pdf>

foci: course design; curriculum design; needs analysis

136) Wang Wei. Teaching Business English in China: Views on the Case-based Teaching in Intercultural Business Communication, 89-109,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-7-Issue-1-January-2011.pdf>

foci: teaching ideas; adult education

137) S.A. Razmjoo & Reza Raissi, Evaluation of SAMT ESP Textbooks for the Students of Medical Sciences, 108-150,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-6-Issue-2-October-2010.pdf>

foci: syllabus design; textbook evaluation

138) Zhu Ming, A Case Study of Technology Integration in an EFL Classroom, 151-178,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Volume-6-Issue-2-October-2010.pdf>

foci: teaching ideas; ICT; new technologies; adult education

139) Ping Huang. Where are we ESP Practitioners?-- A Report of the First International Conference "ESP in Asia." 8-19

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teacher training; teacher attitudes; ESP teaching competence

140) Cheng, Winnie. Using a Specialised Corpus of Engineering English for ESP Practice 43-57,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: course design; teaching ideas/activities; corpora; adult education

141) Lin Wei. Specifying Context: A Way to Decoding Legal Language 58-68,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; adult education

142) Qixuan Zhang. Content-based Instruction in the English for Music Education classroom 69-78,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; sample activities; adult education

143) Christian Anthony C. Agutaya and Jesse T. Zamora. English Language Proficiency of Agricultural Students in Mindoro State College of Agriculture and Technology (MinSCAT), Oriental Mindoro, Philippines 79-85

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; course design; adult education

144) Yan Xiaorong and Zhai Lili. The Application of Communicative Approach in Business English Teaching 101-106

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; adult education

145) Huang Yunlin and Song Yanping. An Experimental Study on Different Employment Interviews of State-Owned Enterprises and Foreign Enterprises --- from the Perspective of Hofstede's Four Cultural Dimensions 107-125

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: discourse analysis; genre analysis

146) Wang Qiaoshan. The Evaluation of Computer English Coursebooks: A Case Study of Three Coursebooks Used at CQUPT 137-157

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: course design, curriculum, coursebook evaluation; adult education

147) Yingchun Li. Challenges and Opportunities for ESP Education Today 164-177

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: curriculum design

148) Jiang Shujuan. Research on the Metaphorical Quality of Science English Words 178-191

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: discourse analysis, semantics

149) Julan Feng. A Study on ESP Teacher Education Models in Chinese Context 192-205

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teacher training

150) Kwannin Kuo. A Content-based Teaching Module Designed for a Course of English for Science and Technology 206-223

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; lesson plan; course design; adult education

151) Chen Jun and Li Xiaomei. The application of Concentrating Chunks Strategy in English Vocabulary Teaching at Vocational School 224-231

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; adult education

152) Supardi. Pragmatics for EFL Learners to Choose the Appropriate Meaning of the Word from Dictionary: A Constraint Faced by Law Students of Jember University 232-247

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: pragmatics, syntax, semantics, grammar and structure

153) Liu Peipei. Analyses of Necessity and Feasibility on Test of English for Machinery Engineering 248-259

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Special-Issue-May-2010-China-Conference.pdf>

foci: teaching ideas; testing

154) Atef Saleh Al-Tamimi & Munir Shuib, Investigating the English Language Needs of Petroleum Engineering Students at Hadhramout University of Science and Technology, 6-34

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Voume-6-Issue-1-April-2010.pdf>

foci: needs analysis

155) Yanling Hwang, Siouzih Lin, A Study of Medical Students' Linguistic Needs in Taiwan, 35-58,

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Voume-6-Issue-1-April-2010.pdf>

foci: needs analysis

156) Afnan H. Fatani, Electronic Syllabus Design for Language & Computers: Bridging the Gap Between Two Disciplines Using Moodle as a Learning Management System (LMS), 97-119

<http://asian-esp-journal.com/wp-content/uploads/2016/01/AESP-Voume-6-Issue-1-April-2010.pdf>

foci: course design; ICT; sample activities; sample modules; adult education

Google Scholar search

157) Nga Thanh Nguyen and Nga Dung Ngo, Understanding Teacher Efficacy to Teach English for Specific Purposes, 4-16

<https://www.asian-efl-journal.com/wp-content/uploads/AEJ-TA-102-August-2017-new.pdf#page=4>

foci: teacher training; attitudes and beliefs

158) Bracaj, M. (2014). Teaching English for specific purposes and teacher training. *European Scientific Journal, ESJ*, 10(2).

<http://eujournal.org/index.php/esj/article/view/2578>

foci: teacher training; TT recommendations; teacher roles

159) SAVAŞ, B. (2009). Role of Functional Academic Literacy in ESP Teaching: ESP Teacher Training in Turkey for Sustainable Development. *Journal of International Social Research*, 2(9).

https://www.researchgate.net/profile/Bekir_Savas/publication/40426305_Role_of_Functional_Academic_Literacy_in_ESP_Teaching_ESP_Teacher_Training_in_Turkey_for_Sustainable_Development/links/593a72dcaca272bcd1ecf913/Role-of-Functional-Academic-Literacy-in-ESP-Teaching-ESP-Teacher-Training-in-Turkey-for-Sustainable-Development.pdf

foci: teacher training; TT recommendations

160) Hüttner, J., Smit, U., & Mehlmauer-Larcher, B. (2009). ESP teacher education at the interface of theory and practice: Introducing a model of mediated corpus-based genre analysis. *System*, 37(1), 99-109.

<https://www.sciencedirect.com/science/article/pii/S0346251X08001188>

foci: teacher training; teacher training models; corpus analysis; genre analysis

161) Mohammadi, P., & Mahdi Araghi, S. (2013). The relationship between learners' self-directed learning readiness and their English for Specific Purposes course accomplishment at distance education in Iran. *Studies in Self-Access Learning Journal*, 4(2), 73-84.

https://sisaljournal.org/archives/june13/mohammadi_araghi/?shared=email&msg=fail

foci: needs analysis; ICT

162) Bowles, H. (2012). Analyzing languages for specific purposes discourse. *The Modern Language Journal*, 96, 43-58.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.2012.01296.x>

foci: LSP foci; recommendations for TT; teacher training

163) Zascerinska, J., & Ahrens, A. (2010). Social Dimension of WEB 2.0 in Teacher Education: Focus on Peer-Learning. *Online Submission*.

<https://files.eric.ed.gov/fulltext/ED529823.pdf>

foci: teacher training; social media; ICT; TT recommendations; adult education

164) Rajabi, P., Kiany, G. R., & Maftoon, P. (2012). ESP in-service teacher training programs: Do they change Iranian teachers' beliefs, classroom practices and students' achievements?. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, (24), 261-282.

<https://dialnet.unirioja.es/servlet/articulo?codigo=4106706>

foci: teacher training; TT recommendations; teacher beliefs

165) Wu, H., & Badger, R. G. (2009). In a strange and uncharted land: ESP teachers' strategies for dealing with unpredicted problems in subject knowledge during class. *English for Specific Purposes*, 28(1), 19-32.

<https://www.sciencedirect.com/science/article/pii/S0889490608000483>

foci: teacher training; dealing with problem; teaching strategies

166) Javid, C. Z. (2015). English for specific purposes: role of learners, teachers and teaching methodologies. *European Scientific Journal, ESJ*, 11(20).

<http://eujournal.org/index.php/esj/article/view/5950/5736>

foci: teacher training; teacher roles; teaching methods

167) Garcia Laborda, J., & Litzler, M. F. (2015). Current Perspectives in Teaching English for Specific Purposes. *Online Submission*, 31, 38-51.

<https://files.eric.ed.gov/fulltext/ED577144.pdf>

foci: teacher training; LSP foci; modern trends

168) Basturkmen, H. (2014). LSP teacher education: Review of literature and suggestions for the research agenda. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos (AELFE)*, (28), 17-34.

<https://dialnet.unirioja.es/servlet/articulo?codigo=4822296>

foci: teacher training; recommendations for TT programme;

169) Martin, E. (2010). Designing and Implementing a French-for-Specific-Purposes (FSP) program: lessons learned from ESP. *Global Business Languages*, 5(1), 3.

<https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1063&context=gbl>

foci: teacher training; course design; needs analysis

170) Alsolami, E. (2014). Barriers to teaching English for specific purpose among EGP teachers in the ELI. *English for Specific Purposes World*, 42(15), 1-23.

http://www.esp-world.info/Articles_42/Documents/Alsolami.pdf

foci: teacher training; teacher roles;

171) Kim, H. J. (2009). Beliefs about language teacher competence and microteaching in the in-service teacher training program. *현대영어교육*, 10(3), 42-61.

<http://www.dbpia.co.kr/Journal/ArticleDetail/NODE07259943>

foci: teacher training; TT ideas

172) Chostelidou, D., Griva, E., & Tsakiridou, E. (2009). A Record of the training needs of ESP Practitioners in Vocational Education. *Selected papers on theoretical and applied linguistics*, 18, 131-143.

<http://ejournals.lib.auth.gr/thal/article/view/5432>

foci: teacher training; teachers' needs

173) COONAN, C. M. (2012). CLIL in (language) teacher training. *Studi di glottodidattica*, 5(2), 1-14.

<https://ojs.cimedoc.uniba.it/index.php/glottodidattica/article/view/130/1>

foci: teacher training; teachers' needs

174) Ahmed, M. K. (2014). The ESP teacher: Issues, tasks and challenges. *English for specific purposes world*, 42(15), 1-33.

https://www.researchgate.net/profile/Mohammad_Ahmed23/publication/281345731_The_ESP_Teacher_Issues_Tasks_and_Challenges/links/55e6c60908ae1696972e17d2.pdf

foci: teacher training; teachers' needs

175) Kazakova, O. (2015). Language for specific purposes: methodological problems, trends and perspectives. *Procedia-Social and Behavioral Sciences*, 214, 977-982.

<https://core.ac.uk/download/pdf/81981860.pdf>

teacher training; recommendations for TT

176) Luo, J., & Garner, M. (2017). The challenges and opportunities for English teachers in teaching ESP in China. *Journal of Language Teaching and Research*, 8(1), 81-86.

<http://academypublication.com/ojs/index.php/jltr/article/view/jltr08018186>

foci: teacher training; teaching ideas; cooperation with content teachers; adult education

177) Okada, Y. (2015). Contrasting identities: A language teacher's practice in an English for Specific Purposes classroom. *Classroom Discourse*, 6(1), 73-87.

<https://www.tandfonline.com/doi/abs/10.1080/19463014.2014.961092>

foci: teacher training; teacher roles; the role of identity

178) PirsI, D. S. (2016). Transformative teacher training for English for specific purposes teachers. *Journal of Teaching English for Specific and Academic Purposes*, 4(2), 435-446.

<http://espeap.junis.ni.ac.rs/index.php/espeap/article/view/391>

teacher training; outline of a TT course

4.3. Appendix 3 – Answers given by partners

| | |
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| Greece | <p>research on LSP teacher training</p> <p>(respondent 1) No research has been published for LSP teacher training in Greece</p> <p>(respondent 2) There is no systematic search in Greece on the FOS-FOU. There is individual research (eg University of Thessaly / Crete)</p> <p>(respondent 3) does not know any</p> <p>report of good practice in LSP teacher training</p> <p>(respondent 1) No research has been published for LSP teacher training or good practice in Greece.</p> <p>(respondent 2) -confirms respondent 1 and adds- one can only search in the scarce publications at conference proceedings or individual papers</p> <p>(respondent 3) does not know any</p> <p>studies of needs analysis of future / ongoing LSP teachers</p> <p>(respondent 1) No relevant studies exist</p> <p>(respondent 2) one example only:</p> <p>Olga Patéraki-Chatziantoniou. 2008. «Bonnes pratiques en classe de FOS : oser s'adapter à son public», <i>COMMUNICATION</i>, issue November 2008 - January 2009, vol. 101 pp. 17-20.</p> <p>(respondent 3) No relevant studies exist</p> <p>report on good practice in the area of course / material writing based on needs analysis of learners</p> <p>(respondent 1) Very few, among others:</p> <ul style="list-style-type: none"> • Kosmidou, V. 2018 Developing a CEF based Professional Profile for Merchant Navy Officers. Lambert Publications • Papadaki, P. 2019. Hotel Accountants: a CEF based professional Profile and corresponding teaching material. Lambert Publications |
|--------|---|

| | |
|--|--|
| | <ul style="list-style-type: none"> Deligiannidou, A. 2019. The CEF Professional Profile and Material Design for Pharmacy Assistants. Lambert Publications <p>(respondent 2) No</p> <p>(respondent 3) Tzanavari M. & Al. (2012) Projet de simulation globale pour promouvoir le multilinguisme et la francophonie dans l'enseignement supérieur grec, Colloque International des cultures dans l'espace méditerranéen et les Balkans : le français langue d'échanges et de partage, Département de Langue et de Littérature Françaises de la Faculté des Lettres de l'Université d'Athènes.</p> <p>Tzanavari M.& Fista E. (2002) Nouvelles technologies et enseignement du FOS. Le logiciel HERMES : présentation et évaluation de sa mise en application. Colloque International Médiations des savoirs et des cultures. Quelles perspectives pour les nouvelles technologies. Athènes, Université d'Athènes et Université Charles de Gaulle- Lille 3.</p> <p>Tzanavari M. & Goussios Ch. (2012) Potentiel des Mondes Virtuels dans le domaine de l'enseignement/apprentissage du Français des Relations Internationales, Colloque International IDFLE organisé par la Cellule de Recherche linguistique, Athènes, 18-20 octobre.</p> <p>Tzanavari Mirsini (2009) Le blog en tant qu'outil de médiation dans l'enseignement/ apprentissage du FOS. 3ème Colloque International, Les langues étrangères dans l'enseignement supérieur, Igoumenitsa, Département de Langues Etrangères Appliquées à l'Administration et au Commerce, Institut d'Enseignement Technologique d'Epire, 9-11 octobre.</p> <p>Report on good practice in the area of course / material writing based on discourse analysis</p> <p>(respondent 1) No relevant research exists</p> <p>(respondent 2) only one: (in Greek language): Kakari, Diana, Pateraki, Olga. 2018. "Η αξιοποίηση των ερευνητικών πορισμάτων των ΜΔΕ που εκπονήθηκαν από το 2012-2015 στο ΕΑΠ στη διαμόρφωση των Προγραμμάτων Διδασκαλίας της Γαλλικής Γλώσσας για Πανεπιστημιακούς Σκοπούς"</p> <p>Presentation at seminar for the 20 year anniversary of foreign language studies, Hellenic Open University, September 23, 2018.</p> |
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| | <p>(repondent 3): is not aware of any</p> <p>(iii) answers to the following questions:</p> <p>Do you have LSP journals in your country?</p> <p>(respondent 1) No</p> <p>(respondent 2) No</p> <p>respondent 2) No</p> <p>If not, what journal publish LSP research results and reports of good practice (titles)</p> <ul style="list-style-type: none"> • Marges linguistiques • Langues modernes • Le français dans le monde • C.I.E.P. (http://www.ciep.fr/sites/default/files/atoms/files/focus_le-francais-sur-objectifs-specifiques.pdf) • CCIP (Chambre de commerce et d'industrie) • APLV • ALSIC • EduFLE.net • · Portail de Franc-parler <p>In addition, respondent 3 added a note, so I just place it here, up to O2 team to judge its relevance:</p> <p>so, Respondent 3 says:</p> <p>"there is some pedagogical materials that has been developed by the University of Macedonia in Greece (note: respondent 3 works there) which is adapted to the needs of students at that HEI:</p> <ul style="list-style-type: none"> • Compétences linguistiques et communicatives Français III pour le département Études Internationales et Européennes, 223 p. • Compétences linguistiques et communicatives Français III pour les départements Sciences Économiques, Gestion des Entreprises, Finances 226 p. • Compétences linguistiques et communicatives Français III pour le département Politique Éducative et Sociale, 169 p. • Compétences linguistiques et communicatives Français III pour le département Sciences de la Musique et des Arts, 256 p. • Compétences de production écrite et orale pour l'environnement professionnel Français IV pour les |
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| | <p>départements Études Internationales et Européennes, Sciences Économiques, Gestion des Entreprises, Finances, 265 p.</p> <ul style="list-style-type: none"> • Compétences communicatives et de production écrite/orale Français IV pour le département Politique Éducative et Sociale, 208 p. • Compétences communicatives et de production écrite/orale Français IV pour le département Sciences de la Musique et des Arts, 253 p. • Développement de compétences linguistiques pour la rédaction d'un travail universitaire Français VI pour le département Sciences Économiques, 186 p. |
| Finland | <p>www.kieliverkosto.fi, universities' own publications, Tempus on line magazine in www.sukol.fi but this this for members only (the summaries are uploaded in the XYZ Contributions folder)</p> |
| France | <p>1. Links to articles: I've added a folder in which I've uploaded a selection of articles in English/French that are relevant to LSP teacher competences</p> <p>https://drive.google.com/open?id=1KIVKxK5nJdLsFZcglo2WvyzctCTKNy_jP</p> <p>2. Answers to the following questions:</p> <ul style="list-style-type: none"> - Do you have LSP journals in your country? Yes, list below: <i>ASp, la revue du GERAS</i>: https://journals.openedition.org/asp/ (articles in French and in English, ESP) <i>Les Cahiers du GERES</i>: https://www.geres-sup.com/revue/ (articles in French, Spanish for Specific Purposes) <i>Recherche et pratiques pédagogiques en langues de spécialité (RPPLSP - APLIUT)</i> : https://journals.openedition.org/apliut/ (articles in French about LSPs) |
| Spain | <p><i>Revista de Lenguas para fines específicos</i></p> <p>https://ojsspdg.ulpgc.es/ojs/index.php/LFE/index</p> <p>Useful journal. All issues can be read online. You can browse and search issues and articles, e.g. 'LSP'</p> |

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| | <p>https://ojsppdc.ulpgc.es/ojs/index.php/LFE/search/search?query=lsp&indexTerms=&authors=&title=&abstract=&galleyFullText=&suppFiles=&dateFromMonth=&dateFromDay=&dateFromYear=&dateToMonth=&dateToDay=&dateToYear=&dateToHour=23&dateToMinute=59&dateToSecond=59&discipline=&subject=&type=&coverage=</p> <p>You can read the articles online, e.g.</p> <p>https://ojsppdc.ulpgc.es/ojs/index.php/LFE/article/view/869/775</p> <p>Lots of articles in Spanish, but with abstracts in English.</p> <p><i>Ibérica</i></p> <p>http://www.aelfe.org/?s=revista&veure=36</p> <p>Although you cannot search online, all issues can be consulted, except for number 0. E.g. this article from <i>Ibérica</i> 1 (1999):</p> <p>http://www.aelfe.org/documents/text1-Roldan.pdf</p> <p><i>Tejuelo</i></p> <p>https://mascvuex.unex.es/revistas/index.php/tejuelo/index</p> <p>Journal with some articles on LSP. Focus on primary and secondary education & CLIL. You can search, e.g. ‘fines’ (purposes in Spanish):</p> <p>https://mascvuex.unex.es/revistas/index.php/tejuelo/search/search</p> <p>and consult articles, with summaries in English:</p> <p>https://mascvuex.unex.es/revistas/index.php/tejuelo/article/view/2532</p> <p><i>Campo Abierto</i></p> <p>https://mascvuex.unex.es/revistas/index.php/campoabierto/index</p> <p>very similar to <i>Tejuelo</i>. E.g.</p> <p>https://mascvuex.unex.es/revistas/index.php/campoabierto/article/view/2836</p> <p><i>Revista Lenguaje y Textos</i></p> <p>http://www.sedll.org/es/revista-lenguaje-textos</p> <p>Some articles on LSP. With search engine.</p> <p>Article summaries in the XYZ Partner Contributions folder</p> |
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| Netherlands | <p>No Journal in Dutch on LSP</p> <p>Selected pubs from NL Sources <in bold></p> <p>Publications Archive of Levende Talen - National Association of Language Teachers</p> <p>Levende Talen Tijdschrift Levende Talen Tijdschrift https://levendetalen.nl/archief-lt-tijdschriften-2/</p> <p>LTT, jaargang 2 (2001) 1</p> <p>Het Engels als lingua franca/English as lingua franca</p> <p>Arthur van Essen</p> <p>http://www.lt-tijdschriften.nl/ojs/index.php/ltt/article/view/627/618</p> <p>http://www.lt-tijdschriften.nl/ojs/index.php/ltt/article/download/627/618</p> <p>In this, especially in the media much discussed, 'European Year of Languages', it can do no harm to shed some light in Living Languages Magazine on the special place of English amidst all the other languages in the world. There is so much more reason for this because in recent years quite a few publications have appeared that draw attention to the change(s) in the position of English in the world (e.g. Crystal 1997; Graddol 1997; Van Essen 1997, Widdowson 1997; Jenkins 2000). Where this is the case, English is mainly used as a language for specific purposes. And what is at least as striking is that there are as yet no signs that educational conclusions are being drawn from this fact in our country. This article is intended to provide some food for thought and to make a few concrete suggestions.</p> <p>[...] As a teacher, one has to deal with a new order, in which there is hardly room for authoritative authorities but in which room is demanded for diversity, informationalisation and individuality of language expression. In short, there will increasingly be a question of de standardization. This does not make the task of the Dutch teacher any easier, although the ELT industry in the English-speaking countries will continue to do its best to offer a standard (indispensable for transactional purposes). Nevertheless, the choice of the British model in the Netherlands will no longer be as obvious as before. The most probable scenario for the near future therefore seems to be the polycentric situation, i.e. the situation in which a number of standards</p> |
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| | <p>will coexist, with a large common core. It is not unimportant, in the event of a possible change of model, to also consider which repercussions the choice may have at world level. There are already signs that the aversion against the hegemony of English in the world is mainly directed against the American variant (Graddol 1997, 57). We do not know whether this concerns both written and oral expression.</p> <p>What I have tried to achieve with this article is to draw attention to the special position of English, now that it has become the property of mainly non-native speakers and then what consequences this should have for our education. I have given some examples of this. I have also made a concrete suggestion with regard to the ruling. The development I have outlined shows that what until recently seemed so obvious (i.e. orientation towards the norms of the native speaker) is no longer so obvious today.</p> <p>Jenkins, J. (2000). The Phonology of English as an International Language. Oxford: OUP</p> <p>Special issue on developments, challenges and solutions for Language Teaching in Vocational Education (MBO)</p> <p>http://www.lt-tijdschriften.nl/ojs/index.php/ltm/article/view/573/565</p> <p>http://www.lt-tijdschriften.nl/ojs/index.php/ltm/article/download/573/565</p> <p>including:</p> <p>BRIDGING THE GAP New requirements for English in vocational education: a bridge to higher education?</p> <p>Marianne Driessen</p> <p>And then they come here and suddenly they have trouble with English...' Many higher professional education teachers will recognize this when it comes to mbo'ers who take the step to higher professional education. And there are more and more of them - a positive development in the context of the ambitions to get more people at higher professional education level. Unfortunately, the dropout rate in the first year is high and the causes of this poor throughput are diverse. One of the factors appears to be a too low level of mastery of the basic subjects, including English (LICA, 2006). For this reason, the Ministry of Education has decided to make English compulsory for all MBO 4 programmes as of this school year.¹ For reading and listening, students must demonstrate ERK level B1 and for speaking and talking and writing, the requirement will be A2 (Driessen & Van Kleunen, 2012). In</p> |
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| | <p>English, will this measure close the gap between mbo and hbo?</p> <p>References</p> <p>Bot, C. de & Vonderen, J. van. (2011). Panelrapport aanvullende panelbeoordeling hbo-bachelor International Business and Languages. Den Haag: HBO-raad.</p> <p>In 2011, the Netherlands Association of Universities of Applied Sciences and the Dutch-Flemish Accreditation Body commissioned an additional study into the intended and realised levels of modern foreign languages in nine IBL (International Business and Languages) courses. This so-called panel consultation revealed that not all programmes comply with the nationally established requirements and that most languages and programmes lacked valid and reliable forms of testing, which often meant that no statement could be made about the final level reached. There was also no clear approach to determining the desired intake level (De Bot & Van Vonderen, 2011).</p> <p>Driessen, M., Kleef, A. van & Kleunen, E. van. (2012) Handreiking Referentiekader Moderne Vreemde Talen in het mbo./ Guide for the Reference Framework Modern Foreign Languages in Vocational Education (MBO)Ede: Steunpunt Taal en Rekenen mbo.</p> <p>This document describes the competence levels from A1 to B2. It is a concise summary of the ECA for the MBO and is in line with the Reference Framework for Language and Mathematics for the MBO. The publication replaces the Framework for Modern Foreign Languages in secondary vocational education, which is now outdated, and is derived from the publication Language Profiles. In addition to the description of the ECA levels, information can be found about what students should be able to do in mbo, requirements for mvt in the qualification file, the design of mvt education in mbo and assessment and examination.</p> <p>https://anzdoc.com/handreiking-referentiekader-moderne-vreemde-talen-in-het-mbo.html</p> <p>Emmerik, J. van, Driessen, M. & Eerdmans, E. (2011). Mind your step. 's-Hertogenbosch: CINOP.</p> <p>A study into the level of English proficiency of first year students with a Vocational Education (MBO) background.</p> <p>Abstract</p> <p>Most higher professional education programmes assume that incoming students master English. In practice, however, English is often a</p> |
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stumbling block in higher professional education. This seems to be more often the case for enrolment in MBO students than for havists. Is the English language proficiency level of the incoming MBO students at the HBO actually so much lower than you might expect? And is it also the case that a student with an MBO background performs worse on English than a havist? Does the level of MBO students perhaps not correspond to the level they should have according to the diploma? And do the lecturers in higher professional education have the right expectations of their students? In this exploratory study, the authors focused on the last two questions.

The teacher as pilot. How film plays a role in the learning of the teacher.

Annelies Kappers

Why are most teachers on the edge of their seats when they see images of other teachers in action? Think of the success of the films *Entre les Murs* and *Être et Avoir*. I also see it with teachers in workshops in which I show film fragments of teachers and pupils at work. It has everything to do with the need to experience how colleagues approach their work: we do not often see other teachers in action. Looking at each other in class is still not a matter of course everywhere. But it also has to do with the uncertainty many teachers have about their own teaching. It is very interesting to look at someone else in the situation you know so well and where you can put yourself in. You recognise the pitfalls and weaknesses you also have. That reassures you and holds up a mirror to you. You become aware of your own choices and ways of teaching. The profession of teacher is one of the professions in which you have to make most decisions in a short time (see box on this page). A recent American study indicates that the teacher is in second place, just under the pilot of a Boeing 747. It is not surprising. The dilemmas that arise during a lesson are (usually) solved unconsciously and emotionally by a teacher. An intern, triggered by this pilot story, peated while observing a lesson and discovered that in an hour he already had two A4's full of decision moments. It shows the complexity of the situation in which a teacher has to exercise his or her profession, knowing that the effectiveness of a lesson depends on the right decisions. Teaching is a very complex subject, that's for sure. This is evident from the many professional literature that has appeared on the subject.¹ Teachers regularly feel insecure. This is evident from the fact that it is not so easy to admit a colleague to the lesson, but that one does want to look at a colleague's lesson. And it is also a fact that teachers do not like to be filmed. Promoting teachers' expertise is not

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| | <p>always focused on this complexity. It is much more about instrumental aspects such as working with reference levels, working with ICT, improving class management, competency learning. More attention to the complexity of the profession would do justice to the important role of the instructor in the educational process. But to see the complexity and to be able to endure it, a great deal of reflection is needed. And this requires a school management that is able to enforce the priority of watching each other in class, having intervision or watching and discussing film material together. This, too, is the promotion of expertise.</p> <p>http://www.filmmettaal.nl/</p> <p>Professional coaching of students with a job. Language development in this trajectory (BBL) is that possible?</p> <p>Trinette Hovens & Annelies Kappers</p> <p>Language requirements do not only apply to full-time mbo students, but also to the professional guidance variant of the programme. Going to school one day a week seems almost an impossible task. The business community can take on part of the task, but this is still only happening very sparsely. The business community likes to put the conditional skills for Dutch and other foreign languages for the exercise of a profession on the educational institution's board. Almost a third of students in secondary vocational education (in 2009-2010: 172,000 out of 523,500) follow the course in addition to work in the so-called vocational training pathway (bbl). This means that the pupils have a job and at the same time come to school at least one day a week. These bbl pupils are usually older than the pupils who follow a vocational training pathway (ball). At the end of the training they receive the same diploma as students who do the training via bol. Bbl courses are organised very differently. There is a great diversity in the design of the training, the number of contact hours, background and age of students and differences in workplaces of course.</p> <p>Start at the beginning. Requirements for childcare leaders and the impact on vocational education (MBO)</p> <p>Folkert Kuiken</p> <p>Below is the history of early childhood care in Amsterdam. A story that applies to many cities in the Netherlands and must/will also have an influence on the training Social Pedagogical Worker levels 3 and 4 and</p> |
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| | <p>Education Assistant level 4 of the mbo. A good example of the link between professional requirements and language requirements. In 2008, the Inspectorate of Education mentioned a number of points for attention concerning the quality of early childhood education (vve) in Amsterdam: the language supply of the leaders was considered insufficient, no clear language objectives had been set for the children and there was no clear build-up in the degree of difficulty of the language supply (Inspectie van het Onderwijs, 2008). The municipality of Amsterdam has taken this criticism on board, which has resulted in the following actions: (1) testing the language proficiency of teachers in kindergartens and childcare facilities; (2) setting language targets for children at the beginning of group 1 and at the end of group 2; (3) stimulating the language didactic skills of teachers. In this contribution we will discuss what these actions have yielded.</p> <p>Eleven times better. Eleven recommendations to make textbooks in secondary vocational education (MBO) more language-friendly</p> <p>Ella Bohnenn & Fouke Jansen</p> <p>A number of other articles in this issue have already made it clear that a great deal of work is being done within MBOs to get students to the desired language level: language policy, language coaches, learning in a context, language-oriented vocational education, subject-oriented language education, and the subject teacher who has to play a crucial role in the pupils' language development, nothing has been left untried. In a study (Bohenn & Jansen, 2011) that we carried out on behalf of the Ministry of Education, we made our own contribution. We investigated teaching materials used in level 2 training courses and looked for what these materials contribute to increasing reading skills (box 1). The reading and vocabulary of many pupils in secondary vocational education leaves much to be desired. Students have difficulty reading - and therefore understanding and processing - study texts, which means that a lot of professional knowledge is not picked up. In the prevailing ideas about improving the language skills of pupils, especially reading and vocabulary, vocational teaching material is given a crucial role. Reading Vocational Training Materials should enable students to do the necessary reading kilometres and to expand their vocabulary, which can lead to an increase in level. Unfortunately, practice is unruly. In practice, it appears that the number of readings in professional lessons is much lower than expected. Why is that? We see three causes: - The books are sometimes pushed aside because the texts are too difficult. The teacher himself makes a summary of the explanation, or gives an oral explanation. - Many questions about the text are aimed at searching for information. The pupils search for a</p> |
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| | <p>relevant word in a text and only read the sentence in which the word is written, the rest they do not read. - To answer the questions it is not always necessary to read a text and the students do not always read a text.</p> <p>Secondary vocational education (MBO) CANNOT SIMPLY CLEAR THIS BACKLOG.</p> <p>Maarten Gaarenstroom worked for years as an economics teacher at ROC Mondriaan. He then led a project in which incoming first-year students from all over ROC Mondriaan were examined for their language skills and, finally, he has been education manager of the Economics programme for a number of years now. Trinette Hovens had a conversation with him at a brand new location, which he proudly showed her.</p> <p>Kok, E. & Tammenga-Helmantel, M. (2016). Mvt-lerarenopleiders leren: vakdidactisch onderzoek en beoordelen van de vakdidactische competentie. Levende Talen Magazine, 103/6, 50-51.</p> <p>Documentationcentre of the Expertisecentre MFL</p> <p>https://www.universiteitleiden.nl/expertisecentrum-mvt</p> <p>http://web.iclon.leidenuniv.nl/expcentr-mvt/Default.aspx</p> <p>Guidelines for task-based university language testing Fischer, J., Chouissa, C., Dugovicová, S. & Virkkunen-Fullenwider, A. Editor(s)2011</p> <p>https://www.ecml.at/Portals/1/documents/ECML-resources/2011_09_25_gult_web.pdf?ver=2018-03-20-154301-987</p> <p>4. Why task-based LSP testing: the logical next step from task-based LSP teaching</p> <p>Luzón, M.J.2007</p> <p>Enhancing Webquest for effective ESP learning</p> <p>Article about the use of webquests - online language activities -</p> |
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to make learners engage meaningfully with language. (ESP stands for 'English for specific purposes'). The author provides criteria that good webquests must meet. There is ample attention for 'scaffolding', the supporting role of the teacher. A distinction is made between 'reception scaffolds' (help in finding and organizing information, such as guidelines for listening, links to online dictionaries and grammars, etc.), 'transformation scaffolds' (help in converting collected information into another form, such as comparison tables, tips for brainstorming, etc.) and 'production scaffolds' (help in making a product, in the form of templates). Furthermore, learners should be encouraged to use communication tools such as email, online forums, bulletin boards, etc.

Beeker, A. (Ed.) 2009 Literacies through Content and Language Integrated Learning: effective learning across subjects and languages

Extensive website of the Foundation Curriculum Development with the aim of closing the gap between vo-English and 'academic English'. The web page contains lesson ideas in the form of elaborated lesson cycles for 5 and 6 vwo. The corresponding assignments can be found under the button 'materials bank'. An analysis of the connection problems for English between vwo and university is also available, along with background information on good support for the pupil (scaffolding). Relevant links have also been brought together.

Graaf, M. de, Graaff, R. de, Koopman, G.J., Lykles, A. & Tanner, R. 2009 Integration of language and vocational education in Bilingual (TTO), Experiences and applications of integration of language and vocational education in bilingual education

Abstract

Booklet in which short-term research is reported on effective forms of cooperation and coordination between the subject English and the other subjects offered in English in bilingual education (in which up to half of the subjects are taught in a foreign language). Based on research results in the field of task- and content-based learning, 'content and language integrated learning' and 'form-focused instruction', criteria are formulated for effective integrated language and subject lessons. Intensive cooperation between the language teacher and the subject teacher is central to this. A survey among teachers at TTO schools shows that, in practice, there is at most occasional cooperation. An appendix contains a format for integrated lesson plans, followed by a

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| | <p>number of completed formats for various subjects. Another appendix contains a 'rubric' with which the degree of integration between language lessons and subject lessons can be determined. The last chapter contains recommendations for setting up integrated TTO lessons.</p> <p>Lyster, R.2007 Learning and teaching languages through content, A counterbalanced approach.</p> <p>Part in the series 'Language Learning & Language Teaching'. Suitable for teachers (in training) and researchers. The book contains an up-to-date overview of the integration of content and language in education (mainly based on immersion studies). It describes various practical applications and attempts to integrate content-based and form-focused education. The author assumes that it is useful to always draw the attention of learners to language forms in a meaningful context.</p> <p>Specifically on CLIL (see below)</p> <p>CLIL Magazine</p> <p>https://www.clilmedia.com/clil-magazine/ [started in 2012 but defunct since 2018]</p> <p>2015 Literacies through Content and Language Integrated Learning: effective learning across subjects and languages</p> <p>Website of an ECML project aimed at developing a CLIL teaching methodology with special attention to the development of academic literacies in secondary education.</p> <p>https://www.ecml.at/F7/tabid/969/Default.aspx</p> <p>Corda, A., Kraay, T. de & Feuerstake, M. 2012 And yet all different. Guidance for an English curriculum in the curriculum in Primary Education (Pabo)</p> <p>Abstract The publication is a guide for trainers, policy makers and managers on the pabo, to determine or redefine the position of English</p> |
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| | <p>in the curriculum, using the knowledge base as a frame of reference. To this end, the most important developments concerning English in Dutch primary education are first outlined, and on the pabo from the official introduction of English as a primary school subject in 1986 (chapter 1). Then the English curricula of various pabos are presented (chapter 2) and finally attention is paid to the special minor programmes on vvtto Engels (chapter 3). The information in chapters 2 and 3 is collected through questionnaires and interviews with pabodox English teachers and students. It is striking that there are not only major differences in the way in which pabos pay attention to English in the curriculum, but also between pabos that present themselves with English. And yet all different therefore seemed an appropriate title for this guide: each curriculum has its own characteristics, each curriculum is different, even if the pabos base themselves on a common core curriculum.</p> <p>Other information This publication is the result of a collaboration project between the Centre of Expertise mvt and the pabo of the Hogeschool Rotterdam, which also works closely with Early Bird.</p> <p>Dalton-Puffer, C., Smit, U. 2013 Content and Language Integrated Learning: A research agenda</p> <p>The authors present various CLIL aspects that have not yet received enough attention and for which further research (often action research) is required. In the first instance, it concerns language policy, including the perception of CLIL and its success. In the second instance 'classroom discourse' and finally didactics, with a special focus on differences between CLIL and non-CLIL learning situations.</p> <p>http://media.leidenuniv.nl/legacy/publicatie--and-yet-all-different--total.pdf</p> <p>de Graaff, R. 2013 Taal om te leren: Iedere docent een CLIL-docent / Every teacher a CLIL-teacher</p> <p>Oration in which bilingual education (tto) is placed in an international educational and research perspective. The author advocates an approach that connects language and professional education both inside and outside tto. He proposes a new definition of CLIL: CLIL is a two-sided educational approach with an extra focus on language for learning and teaching content, which at the same time promotes language learning. The author thus focuses less primarily on language, and applies the definition to all the languages in which education is provided: first, second or foreign.</p> <p>http://www2.hum.uu.nl/onderzoek/lezingenreeks/pdf/Graaff_Rick_de</p> |
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| | <p>_oratie.pdf</p> <p>Dearden, J. 2015 English as a medium of instruction – a growing global phenomenon</p> <p>The report contains the conclusion of a study into the rapid global growth of English as a medium of instruction (EMI). This is defined as the use of English in primary, secondary and tertiary education to teach other contents, in countries where the first language is not English or the majority of the population is not English. The study was carried out in 55 countries in 2013-2014 by a research group from the University of Oxford in collaboration with the British Council. The report identifies concerns about the exclusion of lower socio-economic groups and the loss of the national language. Furthermore, in many countries there is a lack of qualified teachers and few or no pedagogical guidelines. EMI has often been introduced top-down, not in consultation with those involved (teachers, teacher training institutions, schools). The report advocates a research-based approach in which the effects of EMI on learning content and on language proficiency in English are also taken into account.</p> <p>https://www.britishcouncil.org/sites/default/files/e484_emi_-_cover_option_3_final_web.pdf</p> <p>Graaff, R. de, Koopman, G.J., Anikina, Y. & Westhoff, G. 2007 An observation tool for effective L2 pedagogy in content and language integrated learning (CLIL)</p> <p>Report on scientific research into the actions of CLIL teachers who can promote the foreign language acquisition of pupils. To this end, an observation tool has been developed that maps out the expected effectiveness of teacher actions. The basis of the instrument is the "Disk of Five" (Westhoff, 2002, 2008), in which a distinction is made between five essential components of effective foreign language education: exposure to language supply, content- and form-oriented processing of the language supply, the production of the target language and the use of strategic skills. A number of effective teacher actions have been distinguished per component. In the case of exposure to language offerings, for example, the selection and adaptation of a reading text prior to the lesson is mentioned. The instrument was then used to observe the action repertoire of a number of CLIL teachers. It appears that the teachers do use most of the actions. However, little or no attention was paid to problematic and/or</p> |
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| | <p>relevant formal aspects of the target language.</p> <p>in The International Journal of Bilingual Education and Bilingualism</p> <p>Mehisto, P., Marsh, D. & Frigols, M.J.2008 European Framework for CLIL Teacher Education</p> <p>Manual for beginning and experienced CLIL (Content and language integrated learning) teachers, who combine foreign language education with teaching non-linguistic material. The book contains many practical ideas and suggestions for applying CLIL at various levels. It starts with the role of CLIL in contemporary education and describes the basic concepts. The basic concepts are then translated into practice for primary and secondary school levels. Then the mutual support of language- and content-oriented education is discussed, after which it is described how teachers and pupils can make optimal use of CLIL.</p> <p>Ortega, L. 2015 Researching CLIL and TBLT interfaces</p> <p>The author summarizes and reflects on several articles published in this issue. According to the author, both CLIL and task-based language teaching (TBLT) are based on the idea that language and meaning are inextricably linked. In CLIL, meaning is linked to content and to learning a specific subject. In TBLT, meaning is linked to goal-oriented and experiential learning. In addition to these similarities, there are also differences: research into CLIL, for example, is more often descriptive in nature and conducted in class situations with pupils, research into TBLT is more experimental, conducted in laboratory conditions and more often with students. Regarding the purpose of research, TBLT followers are interested in evidence that learning takes place in authentic tasks that transcend the classroom, while CLIL followers seek evidence that one learns both language and content, and that learning language is not at the expense of learning content, and vice versa. It would be desirable for there to be more dialogue between TBLT and CLIL, so that people can benefit from each other's strengths. In CLIL, for example, more use could be made of TBLT's design principles. And the use of the mother tongue in CLIL could also lead to new insights into the use of the mother tongue in TBLT.</p> <p>Other information Final article of a System theme issue on the relationship between CLIL and TBLT, with 8 contributions from researchers in these two areas. Perez-Canado, M.</p> <p>https://www.sciencedirect.com/science/article/pii/S0346251X15001487?via%3Dihub</p> |
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| | <p>2012</p> <p>Vreemde taal als instructietaal: een literatuurstudie / A foreign language as language of instruction</p> <p>Schlemminger, G. Geiger-Jaillet, A., Le Pape Racine, C. & Kaczmarek, A. 2011</p> <p>Enseigner une discipline dans un autre langue / Integriertes Sprach- und Fachlernen in anderen Sprachen als Englisch - Modelle für Fortgeschrittene</p> <p>Website accompanying a manual on content and language integrated learning (CLIL) in languages other than English, for teachers, teacher educators and other stakeholders. The book discusses didactics in CLIL education.</p> <p>Other information The website is available in French and German. On the website you can find a link to where the manual can be ordered.</p> <p>http://clil-lote-go.ecml.at/CLILLOTEGO/tabid/2327/language/de-DE/Default.aspx</p> <p>NUFFIC resources on bilingual Education</p> <p>https://www.nuffic.nl/onderwerpen/tweetalig-onderwijs/</p> <p>Selected Topics:</p> <p>CLIL Teacher Training opportunities at NL HEIs:</p> <p>https://www.nuffic.nl/onderwerpen/trainingen-voor-tto-docenten/</p> <p>CLIL research publications overview</p> <p>https://www.nuffic.nl/en/subjects/research-into-bilingual-education/</p> <p>and the version in Dutch also listing papers in Dutch</p> <p>https://www.nuffic.nl/onderwerpen/onderzoek-naar-tweetalig-onderwijs/</p> <p>NB: TTO stands for Twee Talig onderwijs+ Bilingual Education</p> <p>Selected pubs:</p> |
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| | <p>Standard for bilingual education in English - havo/vwo? (396.9 kB), including The competency profile for CLIL teachers</p> <p>https://www.nuffic.nl/documents/63/standard-for-bilingual-education.pdf</p> <p>Towards improved teacher CLIL practice. Identification of design principles for a rubric styled feedback tool on teacher CLIL competencies</p> <p>Molen, B. van der</p> <p>(2012) Centre for Teaching and Learning Theses</p> <p>(Master thesis)</p> <p>https://dspace.library.uu.nl/bitstream/handle/1874/254764/PBR_Towards%20improved%20teacher%20CLIL%20practice.pdf?sequence=1&isAllowed=y</p> <p>Abstract</p> <p>Teachers in TTO and international schools teach both content and language. To do this effectively they use a method called "Content and Language Integrated Learning" (CLIL). In this research we identify design principles for creating a rubric-styled feedback tool for effective CLIL practice. We distil the main criteria for effective CLIL practice from the academic literature and validate it using an expert group of TTO teachers. Using descriptors of our own design, we generate feedback on the design principles for such descriptors using the same expert group of TTO Teachers. Approximately sixty-six percent of the criteria from the literature is validated by our expert group. However, it is noted that the degree of validation is dependent on the personal experience and familiarity of different teachers with the various aspects of CLIL. We show that descriptors must be very specific with no room for interpretation or discussion. Furthermore, they must describe realistic levels of competence and should avoid the quantification of things such as percentage of participation and attention levels, which are found to be immeasurable. The results of this research provide a solid basis for the creation of a rubric-styled feedback tool for the effective implementation of CLIL techniques. show less</p> <p>In 2015 Rick de Graaff wrote an opinion piece for the educational magazine 'de Cascade', in which he explains what tto means and what the similarity is between tto and Content and Language Integrated Learning (CLIL).</p> <p>http://dspace.library.uu.nl/bitstream/handle/1874/320699/pages.pdf?sequence=1</p> |
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| | <p>de Graaff , R. (2013). Taal om te leren: Didactiek en opbrengsten van tweetalig onderwijs. Utrecht: Universiteit Utrecht. [de Graaff , R. (2013). Language to learn: Didactics and proceeds of bilingual education. Utrecht: Utrecht University.]</p> <p>de Graaff , R. (2014). TalenTalent. Amsterdam/Den Haag: Hogeschool Inholland, lectorale rede. [de Graaff , R. (2014). LanguagesTalent. Amsterdam/Den Haag: Inholland University of Applied Sciences, lectoral speech.]</p> <p>Hajer, M., & Meestringa, T. (2009). Handboek taalgericht vakonderwijs. Bussum: Coutinho. [Hajer, M., & Meestringa, T. (2009). Manual for language-oriented vocational education. Bussum: Coutinho.]</p> <p>A sustainable advantage – the findings of a study into bilingual education? (1.1 MB)</p> <p>(A summary of Tweektalig onderwijs: vormgeving en prestaties ('Bilingual education: organisation and performance', June 2010).)</p> <p>https://www.nuffic.nl/documents/226/a-sustainable-advantage-the-findings-of-a-study-into-bilingual-education.pdf</p> <p>Scientific research into bilingual education</p> <p>At the request of the European Platform and the Network of Dutch Bilingual Schools, a team of researchers from the University of Groningen has completed a study into the organisation and the results of bilingual education in the Netherlands (tweetalig onderwijs or tto). The researchers presented their findings in a report that was published in mid-2010. This is the public version of the full research report that can be consulted through www.tweetaligonderwijs.nl.</p> <p>European Platform</p> <p>The European Platform – internationalising education helps students look across borders. In its capacity of internationalisation centre of the Dutch education system, it enables students, teachers and school leaders to discover Europe and the rest of the world. The European</p> |
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| | <p>Platform supports primary and secondary schools as well as teacher training and adult education institutions.</p> <p>Dutch network of Bilingual Schools</p> <p>Since 1993, all schools with a tto department have been united in the Network of Dutch Bilingual Schools. The Network is coordinated by the European Platform, and cooperates on such areas as certification, the development of educational materials, and standardisation.</p> <p>The first edition of CLIL Skills (2010) is sold out. The book was published in a new edition in November 2011 in collaboration with the European Platform, now Nuffic. The book is available as a free pdf on the Nuffic website.</p> <p>Sjerp van der Ploeg Questioner: Teacher vo-institution</p> <p>27 July 2016</p> <p>Question: To what extent does a supply of bilingual education (TTO) on the HAVO influence the subject-specific knowledge and skills of the pupils?</p> <p>Context</p> <p>The management of the school to which the questioner is attached is considering introducing TTO at the HAVO. The questioner points out that many pupils at HAVO already have difficulty reading comprehension and vocabulary in Dutch. He is therefore afraid that if the lessons are taught in English, this will have a negative impact on the Dutch of the pupils and he is curious whether the pupils' subject-specific knowledge and skills remain up to standard, improve or deteriorate.</p> <p>Short answer</p> <p>Dutch research shows that in bilingual education (TTO) in secondary education, English is particularly mastered at a higher level, which provides a permanent advantage over students without TTO. Furthermore, TTO does not appear to be at the expense of other subjects such as Dutch, history and geography. The studies did not specifically look at differences between VWO and HAVO pupils.</p> <p>Bilingual education</p> <p>The Netherlands has a system of so-called bilingual education (TTO) in which regularly funded secondary schools provide pupils with part of their education in another language. This is usually English. In lower secondary schools at least 50% of the lessons are in the other language. In the lower secondary vocational education this is 30%. Students of</p> |
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| | <p>TTO schools take their final exams in Dutch. They obtain a normal diploma (vwo, havo or vmbo). In addition, they receive a certificate showing the extra competence. The type of certificate depends on the part of the training that students have followed in a foreign language.</p> <p>The teachers have had a special TTO training with attention for language skills and TTO didactics. Furthermore, teaching in the foreign language may not be at the expense of Dutch language development. In addition, the school must offer students international activities, such as language trips, exchanges and/or workshops.</p> <p>EP-Nuffic monitors the quality of TTO schools. The Netherlands has over 120 schools for bilingual secondary education. Of these, 115 offer bilingual programmes at vwo level, 45 at havo level, and 22 at vmbo level (De Graaff, 2013). Until 2019, a pilot project on bilingual primary education (TPO) will run at 18 primary schools where 30 to 50% of the education is taught in English (www.nuffic.nl).</p> <p>Effects</p> <p>Research has been carried out in the Netherlands into the effects of bilingual education. It concerns a group of pupils that cannot be compared with non-TTO pupils because selection effects occur. Verspoor et al (2010) conclude, for example, that students are admitted to the TTO on the basis of a positive attitude towards learning a foreign language and that they achieve relatively high scores on the Citotest (end of primary education). They compare three groups: TTO students, regular students at TTO schools and regular students at non-TTO schools. When they correct for differences in cognitive skills (because of the selection effect), it appears that TTO pupils learn the language differently from regular pupils, that they quickly build up a significant lead in terms of vocabulary knowledge and writing skills (English) up to and including class 3 (secondary education), while at the beginning of the first year hardly any differences were measurable. The pupils in the bilingual course use longer sentences, more complex sentences, more different verb times, more difficult and less frequent words, and they make fewer mistakes. This quickly built up lead does not increase much after the third year, but it is maintained for the rest of their school career. It is about a lasting positive learning effect: TTO pupils build up a lead that can no longer be made up. This is in line with what Van der Kooij (2015) thinks: master students with a background in bilingual education deliver better quality in certain parts of written, academic, English texts than master students with a background in regular secondary education.</p> <p>Research by Admiral (2006) shows that students in bilingual education not only have a better command of English than other students, but also that this is not at the expense of the command of a number of subjects that were included in the research: history, geography, a number of subjects that were included in the research: history, geography, etc.</p> |
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| | <p>and Dutch (Admiral, e.a., 2006). The grades for the central final examination for these subjects were used, among other things.</p> <p>Sources consulted</p> <p>Admiraal, W., Westhoff, G., & de Bot, K. 2006 Evaluation of Bilingual Secondary Education in The Netherlands: Students' language proficiency in English. Educational Research and Evaluation 12(1), p. 7593. http://dspace.library.uu.nl/bitstream/handle/1874/14030/admiraal%20%20evaluation%20or%20bilingual%20secondary%20education.pdf?sequence=1</p> <p>van der Kooij, L. 2015. Long-term effects of bilingual education in the Netherlands Differences in English writing skills between master students with a background in regular and bilingual secondary education, Master thesis UvA 2015. http://dare.uva.nl/cgi/arno/show.cgi?fid=576109</p> <p>Naayer, H., R. Maslowski, G. H. Oonk, M. P. C. van der Werf. m.v. W. Bresser. 2011. The European and international orientation in bilingual secondary education. Groningen, GION Gronings Instituut voor Onderzoek van Onderwijs. http://www.rug.nl/research/portal/files/14549595/tto.pdf</p> <p>M.H. Verspoor, M.H., Schuitemaker-King, J., van Rein, E.M.J., de Bot, K. and Edelenbos, P. 2010. Bilingual education. Design and performance. Groningen. University of Groningen. https://www.leraar24.nl/leraar24-portlets/servlet/document?id=9cf78a22-b367-4022-abb6-35c9d515153b. For more information, please visit https://www.rijksoverheid.nl/</p> <p>Es, van der, W. & Hullu, de, E. 2009 Bilingual education methods. A practical guide for non-language teachers</p> <p>Brief bilingual (English and Dutch) handbook for (bilingual) tto-school teachers, with advice and tips on how to deal with corrections, how to offer new words and how to help students understand texts in English.</p> <p><Abstracts translated with www.DeepL.com/Translator></p> |
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