



## General Purpose ESP Program Design ESPプログラムデザインの一般化

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## Outline

- What is English for Specific Purposes?
  - ESP *defined* (again?)
- What do our learners *need* to study?
- How *specific* is English for Specific Purposes?
- Can it *really work* in practice?
  - General Purpose ESP: Real-world *ESP Program Design*

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## What is ESP?

Google Ranking: No. 1-3  
**Extra Sensory Perception**

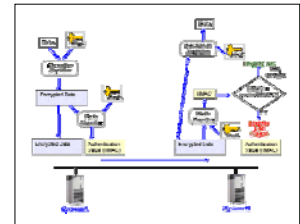


<http://science.howstuffworks.com/esp1.htm>

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## What is ESP?

Google Ranking: No. 4  
**Encapsulating Security Payload**



<http://docs.hp.com/en/J4256-90015/ch01s02.html>

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## What is ESP?

Google Ranking: No. 5  
**English for Specific Purposes**

English for Specific Purposes:

What does it mean? Why is it different?

Laurence Anthony

JALT CUE-Sig. On-CUE Newsletter (1997)



<http://www.antlab.sci.waseda.ac.jp/abstracts/ESPparticle.html>

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## What is ESP?

- Definition of ESP (Dudley-Evans, T. & St. John, M. J., 1998)
  - Absolute Characteristics
    - ESP is defined to meet **specific needs** of the learner;
    - ESP makes use of the **underlying methodology** and **activities** of the discipline it serves;
    - ESP is centered on the **language** (grammar, lexis, register), **skills**, **discourse**, and **genres** appropriate to these activities.

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## What is ESP?

- Definition of ESP  
(Dudley-Evans, T. & St. John, M. J., 1998)
  - Variable Characteristics
    - ESP may be related to or designed for specific disciplines;
    - ESP may use, in specific teaching situations, a different methodology from that of general English;
    - ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
    - ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

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## What do learners need to study?

- The 'needs' of different stakeholders
  - **Teacher:** "My students are terrible at grammar. I need them to go back to the basics."
  - **Student:** "I need to study English conversation."
  - **Administrator:** "We need to get the students to TOEIC 500 pts."
  - **Other English faculty:** "We need to teach the students how to read."
- Implementing a 'needs' analysis
  - "I interviewed the students to find out what they needed to study."
  - "I asked the specialist faculty what they needed students to learn."




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## Needs ≠ Wants

- The 'wants' of different stakeholders
  - **Teacher:** "My students are terrible at grammar. I want them to go back to the basics."
  - **Student:** "I want to study English conversation."
  - **Administrator:** "We want to get the students to TOEIC 500 pts."
  - **Other English faculty:** "We want to teach the students how to read."
- Implementing a 'wants' analysis
  - "I interviewed the students to find out what they wanted to study."
  - "I asked the specialist faculty what they wanted students to learn."

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## What do learners need to study?

- Where/When/How will the learners use English?
  - Actual Needs (1)
    - **Where:** in Hawaii
    - **When:** during vacation time
    - **How:** asking directions
  - Actual Needs (2)
    - **Where:** at home
    - **When:** during leisure time
    - **How:** watching English movies
  - Actual Needs (3)
    - **Where:** in university labs
    - **When:** at graduate school
    - **How:** reading research papers

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## What do learners need to study?

- Where/When/How will the learners use English, if they have the opportunity?
  - Potential Needs - **Where**
    - at home, at school, at work, on travel, ...
  - Potential Needs - **When**
    - three times a year, once a week, every day, ...
  - Potential Needs - **How**
    - reading training manuals
    - writing technical reports
    - speaking with colleagues
    - listening to meeting announcements
    - training factory workers
    - ...

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## What do learners need to study?

- If the learner's needs and wants do not match, a compromise must be reached
  - Explain where/when/how English is used in their profession
  - Explain how previous graduates of the course went on to use English
    - Actual Future Needs - Case study 1
      - **Where:** at Columbia University
      - **When:** every day, every hour
      - **How:** studying for a Ph.D. in theoretical physics
    - Actual Needs - Case study 2
      - **Where:** at a translation company in London
      - **When:** every day, every hour
      - **How:** working as a professional translator

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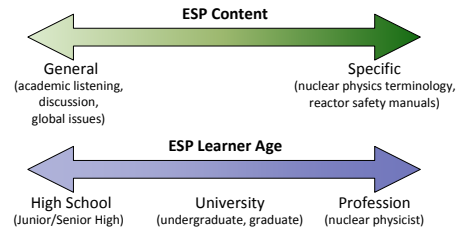
## What do learners *need* to study?

- Is a General Proficiency Test Preparation Course (e.g. Eiken, TOEIC, TOEFL) an example of ESP?
  - YES: English will be needed...
    - **Where:** in an official test center
    - **When:** once before graduation
    - **How:** to successfully answer as many multiple choice questions as possible
  - BUT...
    - Does the course serve the needs of students before or after the test?
    - Does studying how to answer multiple choice questions on a General Proficiency Test destroy the reliability of the test?
    - (Do students want to do this?... Why?)

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## How specific is ESP?

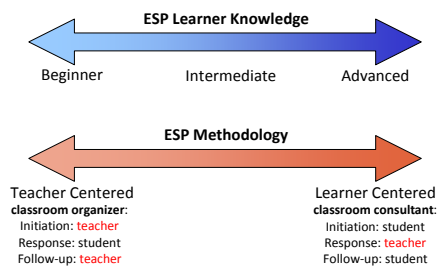
- I have to teach an ESP course for nuclear physicists! What should I do?



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## How specific is ESP?

- I have to teach an ESP course for nuclear physicists! What should I do?



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## How specific is ESP?

- I have to teach an ESP course for nuclear physicists! What should I do?
  - If a teacher does not know nuclear physics, can he/she teach nuclear physics terminology?
    - NO!**
  - Can he/she adopt an ESP approach?
    - YES!**
- How?
  - by adopting a suitable role in the classroom
  - by choosing suitable content depending on the learner age, and knowledge
  - by designing suitable methods/activities that meet the needs of the learners

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## Can it *really work* in practice?

- Impossible for teachers?
  - ESP Practitioner Roles (Dudley-Evans, T. & St. John, M. J., 1998)
    - teacher
    - collaborator
    - researcher
    - course designer
    - materials provider
    - evaluator
  - Who has the time to do this?
  - Where is the support?
    - textbooks / materials / specialist informants / ...
      - information on the English needs of nuclear physicists

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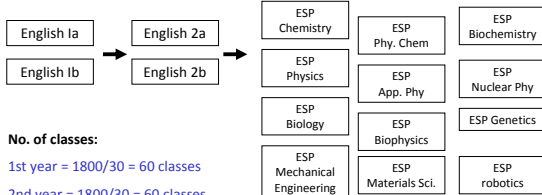
## Can it *really work* in practice?

- Impossible for administrators?
  - How many unique courses would be needed?
  - Who would be hired to teach these courses?
  - How would the validity and reliability of learner grades be maintained across such a wide and varying range of courses?
  - What would be the impact on human and materials resources?
  - How much teacher training would be needed?

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## Can it *really work* in practice?

- Impossible for administrators?
  - How many unique courses would be needed?



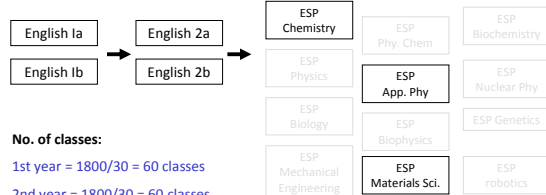
### No. of classes:

1st year =  $1800/30 = 60$  classes  
 2nd year =  $1800/30 = 60$  classes  
 3rd/4th year =  $17 \text{ dept.} \times (\sim 100/30 \text{ students}) = 56$  classes  
**TOTAL = 176 classes (19 unique courses)**

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## Can it *really work* in practice?

- Impossible for administrators?
  - How many unique courses would be needed?



### No. of classes:

1st year =  $1800/30 = 60$  classes  
 2nd year =  $1800/30 = 60$  classes  
 3rd/4th year =  $3 \text{ dept.} \times (\sim 100/100 \text{ students}) = 3$  classes  
**TOTAL = 123 classes (5 unique courses)**

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## Can it *really work* in practice?

- Impossible for administrators?
  - How many unique courses would be needed?
  - Who would be hired to teach these courses?
    - “Do you know anyone with a background in ESP, who has experience teaching university students, who can teach Chemistry English?”
    - “Do you know any English teachers who can teach Chemistry English?”
    - “Do you know any English teachers who studied Chemistry at University?”
    - “Do you know any English teachers who studied science at University?”
    - “Do you know any Chemists, who can speak English?”

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## Can it *really work* in practice?

- General Purpose ESP:
  - Real-world *ESP Program* Design?
    - Move from general ESP courses to specific ESP courses over time as learners gain more knowledge, experience, and maturity
    - Have a central group of ESP experts who adopt the roles of collaborator, researcher, course designer, materials provider, and evaluator
    - Have teaching faculty take responsibility for teaching (and partial evaluation)
    - Have subject specialists coordinate discipline specific courses that gradually require increasingly sophisticated target English skills
      - Create a real need for target English

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## Can it *really work* in practice?

- The importance of general purpose ESP
  - Case study: mechanical engineering vocabulary
    - Journal of Engineering Materials and Technology Vol. 122, No. 1

### A Simple Model for Stable Cyclic Stress-Strain Relationship of Type 304 Stainless Steel Under Nonproportional Loading

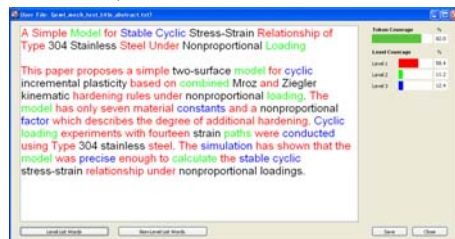
#### Abstract

This paper proposes a simple two-surface model for cyclic incremental plasticity based on combined Mroz and Ziegler kinematic hardening rules under nonproportional loading. The model has only seven material constants and a nonproportional factor which describes the degree of additional hardening. Cyclic loading experiments with fourteen strain paths were conducted using Type 304 stainless steel. The simulation has shown that the model was precise enough to calculate the stable cyclic stress-strain relationship under nonproportional loadings.

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## Can it *really work* in practice?

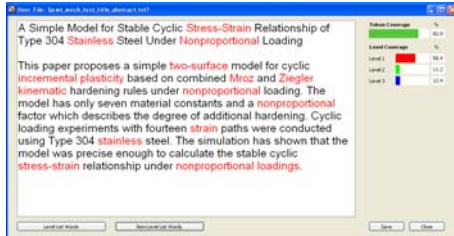
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  - Case study: mechanical engineering vocabulary
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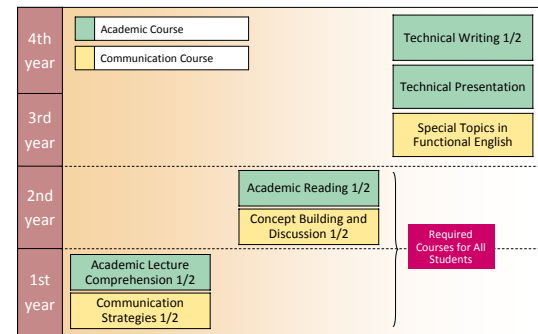
## Can it *really work* in practice?

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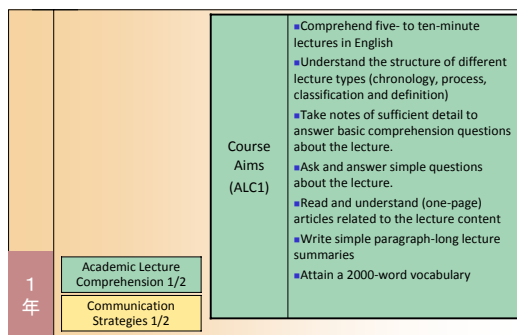
## General Purpose ESP: Real-world *ESP Program Design*



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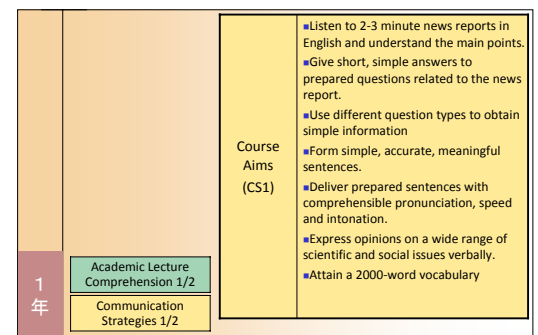
## 1st Year Course Goals



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## 1st Year Course Goals



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## Summary

- ESP is **an approach to language teaching**
  - defined to meet specific needs of the learner
  - using the underlying methodology and activities of the discipline
  - centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities
- ESP is **not always specific**
  - Consider the content, age, knowledge, and teacher control on a continuum
- ESP learner **needs** are not the same as **wants**
  - Find out **where/when/how** learners **will use** English
  - Find out **where/when/how** learners **might use** English if they had the opportunity

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## Summary

- Can it **really work** in practice? ... YES!
  - **General Purpose ESP: Real-world ESP Program Design**
    - Move from general ESP courses to specific ESP courses over time as learners gain more knowledge, experience, and maturity
    - Have a central group of ESP experts who adopt the roles of collaborator, researcher, course designer, materials provider, and evaluator
    - Have teaching faculty take responsibility for teaching (and partial evaluation)
    - Have subject specialists coordinate discipline specific courses that gradually require increasingly sophisticated target English skills

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