



ESP: becoming a non-expert expert

Ben Butler

Context

Courses Manager -The London School of English

- LTO which supports teachers in development of courses and training.
- Over 16 regular specialist open courses - in addition to tailored closed group courses and 1-1.

Courses offered in/to:

Business

Commercial Law

HR

Medical English

Journalism

Insurance

Eurostar Drivers

The Swedish Pharmaceutical Industry

Law

Public sector

Banking

Technical English / Engineering

Lecturing in English

The Swedish Parliament

The Norwegian Maritime Authority

Context

Tailored 1-1 tuition to focus on the skills / needs of the client:

Regular professions:

- Business People – Executives / Managers / Supervisors / PAs etc.
- Lawyers / Judges / Legal Secretaries
- Teachers / Doctors / Engineers / IT-Technicians / Designers
- Hospitality / Tourism / Events Organisers

But also more unusual professions:

- Tennis Umpire
- Sex Therapist
- Potato Cultivator
- Wind Farm Designer
- Aviation Disaster Investigator
- Space Probe Technician
- Brazilian Footballer
- Secret Service Officials
- Motor-Sport Team Director
- Royal Maids

Task

Mini Task

1. What unusual professions have you taught?
2. What fears did you have / challenges did you face?

Why do teachers fear ESP?

"I can't teach something I don't know about" (lack of knowledge)

"I won't know some basic vocabulary or principles in the field" (feeling of being shown up/exposed)

"I've never done this before" (the experience is new)

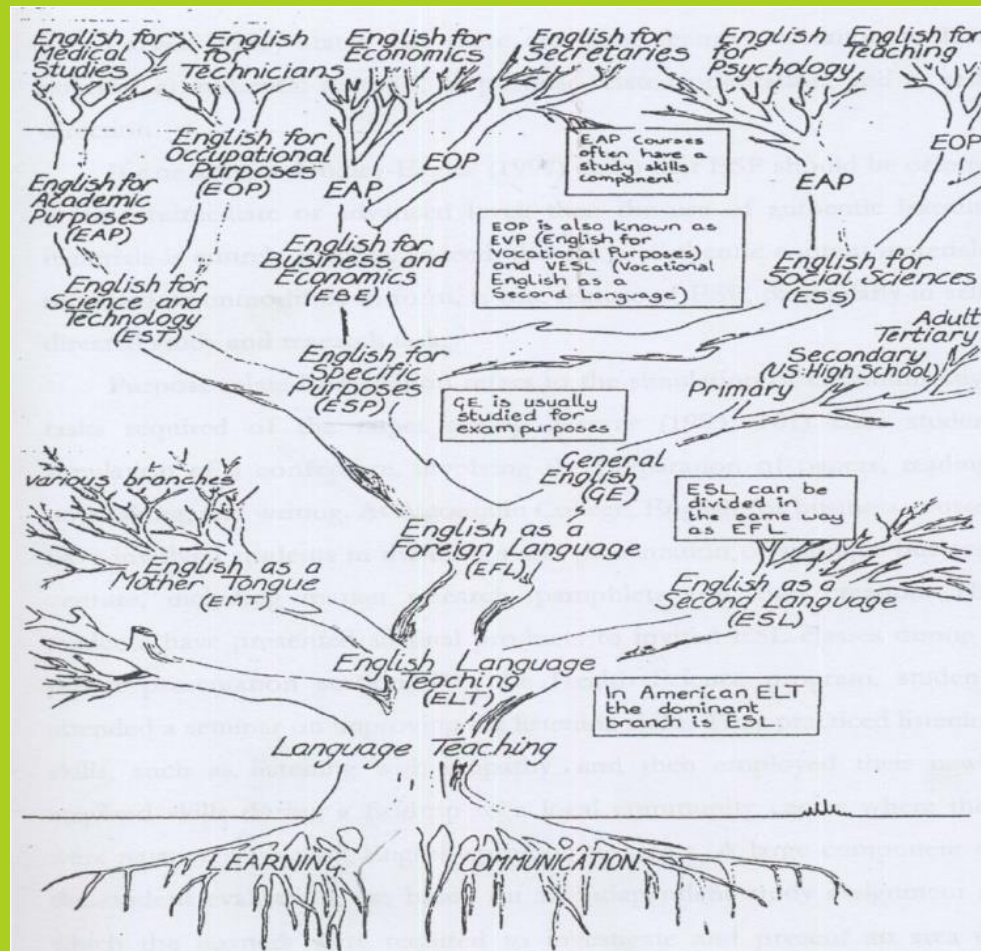
"Will I have to create a lot of material? How do I do it? I don't get paid enough to do all this!" (lack of material)

"How will I know what my client really needs? I don't know how the industry works." (lack of client knowledge)

"Who can help me out? Who can I turn to?" (lack of support)



What is/isn't ESP?



Preparation



Doing a needs analysis / skills audit

Ask the right questions

- What do they do in English?
- Who do they speak to? Why?
- What are their objectives on the course?

Determine the functions they need to develop

- They often need a surprisingly limited range of functions.
- These are often familiar to any work context (including teaching!) e.g. negotiating, presentation skills, socializing.

Research their profession / company as a layperson

- You won't become an expert, but you can learn a lot.
- Show an interest in their field.

Needs analysis is key

- It doesn't need to differ vastly from a GE Needs Analysis.
- Your client probably knows/uses specialist vocabulary already.
- Focus on functions rather than grammar.
- Context is crucial for language activities.

Preparation



First Day Approach

Ask clients to talk you through their day to day	<ul style="list-style-type: none">• Establish skills and functions required.
Set your limitations	<ul style="list-style-type: none">• Don't be afraid to say that you are not an expert.
View the challenge as a joint-learning process	<ul style="list-style-type: none">• You facilitate the clients learning• They inform your subject knowledge.
Create a strong rapport	<ul style="list-style-type: none">• Negotiate the timetable (scheme of work) as a joint process, which is readily adaptable.
Be keen and eager to learn	<ul style="list-style-type: none">• Be passionate about the subject• Exploit and learn from gaps in knowledge on both sides.

Published Material Vs Tailored Material



Material



Thoughts

- Can't make materials to cater for all needs in a group context.
- Be prepared to adapt existing material – often a question tweaking not reinventing the wheel.
- Bear in mind some LTOs provide tailor-made course materials.
- Both general English and tailored material equip clients with necessary skills and knowledge - but subject specific material better caters for ESP learners' specific needs (learners feel an affinity to material they use in their context.)
- Connect with a **Community of Practice**.
- Read industry blogs.
- Watch interviews with members of a community of practice.
- Identify frequently used words and compare to learners' production and fill the gaps.

Material



Connecting with a Community of Practice

The Secret Barrister

A brutal, technicolour portrait of life at the Criminal Bar

- Home
- About
- Frequently Asked Questions
- Glossary
- The Life of a Criminal Case
- Useful links


Joint Enterprise: Just a few quick things

Posted on **February 18, 2016**

This morning the Supreme Court handed down judgment in [R v Jogee; Ruddock v The Queen](#) [2016] UKSC 8 , and everyone's mighty excited. This case – dealing with the principles of what is (lazily) referred to in the media as "joint enterprise" – is leading the lunchtime news bulletins and will probably fill up much of the evening schedules as well.

The Supreme Court ruled, in short, that one of the ways in which courts have for 30 years directed juries in cases involving "accessories" or "secondary parties" to an offence (usually in cases of murder) has been wrong. And the Supremes did not hold back. This was a thorough academic spanking of an approach approved and applied since 1985 in [Chan Wing- Siu v The Queen](#) [1985] AC 168.

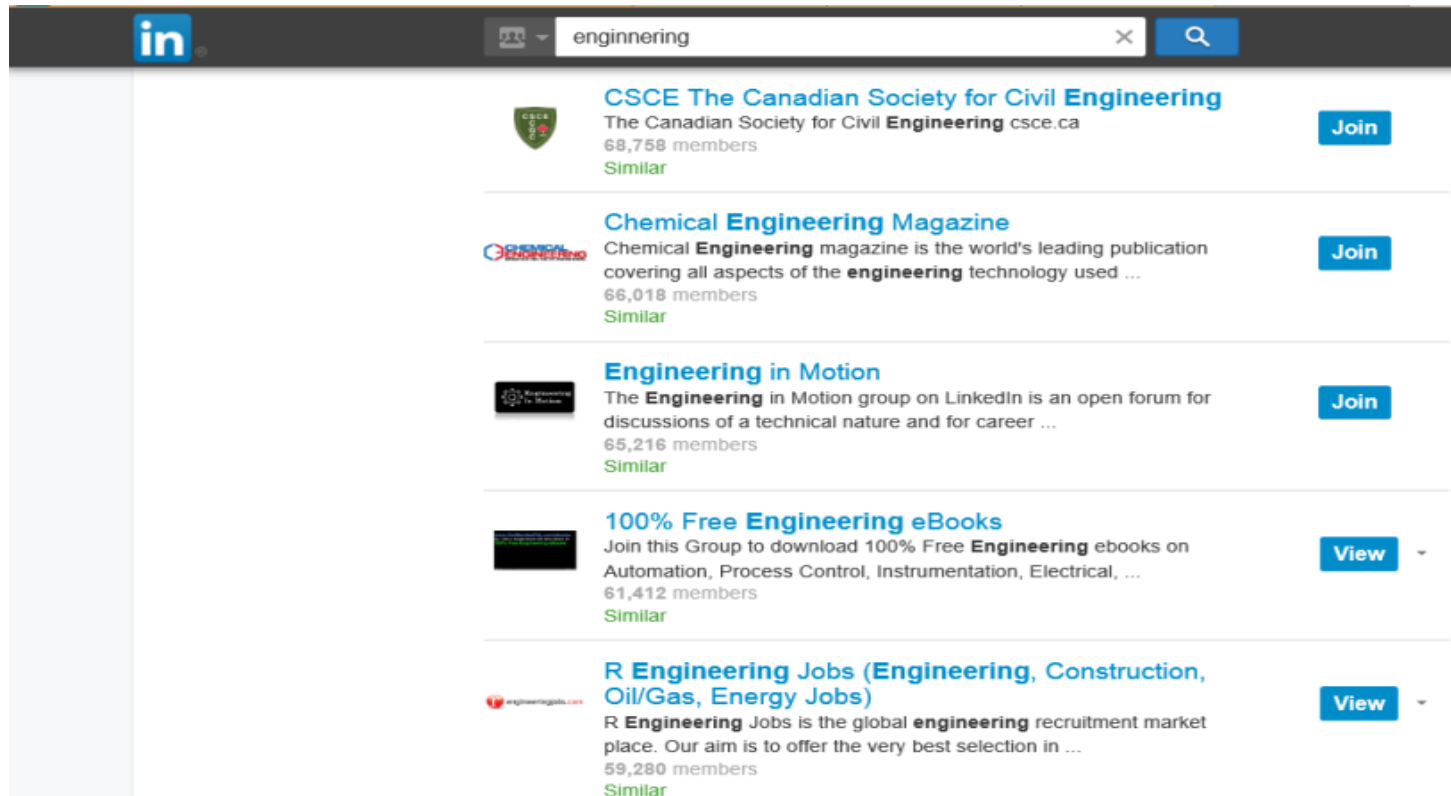
So it's of interest to lawyers, but also, for various reasons, has captured wider attention. And people are getting really quite giddy about what this case means. People who, it appears, haven't bothered to read the judgment or acquaint themselves with either the facts or the law. Which, frankly, is spoiling my day. So, with my wig off and my debunking hat on, in the spirit of public service, allow me to, if I may, lay some truth on yo:

 Follow ...






www.thesecretbarrister.com @barristersecret

Material

Connecting with a Community of Practice - LinkedIn



The screenshot shows the LinkedIn search results for the term "engineering". The search bar at the top contains the word "engineering" and a magnifying glass icon. The results are listed in a vertical column, each with a profile picture, a title, a description, the number of members, a "Similar" link, and a "Join" or "View" button.

Profile Picture	Group Name	Description	Members	Similar	Action
	CSCE The Canadian Society for Civil Engineering	The Canadian Society for Civil Engineering csce.ca	68,758 members	Similar	Join
	Chemical Engineering Magazine	Chemical Engineering magazine is the world's leading publication covering all aspects of the engineering technology used ...	66,018 members	Similar	Join
	Engineering in Motion	The Engineering in Motion group on LinkedIn is an open forum for discussions of a technical nature and for career ...	65,216 members	Similar	Join
	100% Free Engineering eBooks	Join this Group to download 100% Free Engineering ebooks on Automation, Process Control, Instrumentation, Electrical, ...	61,412 members	Similar	View
	R Engineering Jobs (Engineering, Construction, Oil/Gas, Energy Jobs)	R Engineering Jobs is the global engineering recruitment market place. Our aim is to offer the very best selection in ...	59,280 members	Similar	View

Sample Reading Text

Norwegian Maritime Authority

- **MORE SHIPS SHOULD BE FLYING THE NORWEGIAN FLAG**
- **The Norwegian Maritime Authority has an offensive strategy to get more ships to recognise the Norwegian International Ship Register (NIS).**
- During the Haugesund Conference, Director General, Mr. Olav Akselsen, gave a number of reasons for the ship owners to choose the Norwegian flag.
- He informed delegates that in the year 2000, approximately 60 percent of the Norwegian owned ships carried the Norwegian flag. In 2012 the share had fallen to approximately 40 percent.
- The fact is that as many as 1000 Norwegian ships are flying a foreign flag. "We have to do something about this," said Akselsen, and asked the question: "What determines the choice of flag?"
- "I will tell you; in general terms, service and emotions", he replied.
- He pointed out that Norway and NIS are in a competitive situation, as it is the right of the ship owner to choose the country in which he wants to register his ships. The services provided by the Norwegian Maritime Authority are therefore constantly compared to the services of other registries.
- After contact meetings with a number of ship owners across the country, the feedback is that service is one of the most important factors considered by the ship owners when they choose their flag, says Akselsen, and listed their definition of service was short response time, available employees, good electronic services and a close dialogue. In addition to no Norwegian special requirements in comparison with other registries.
- Akselsen also listed many of the measures already taken by the Norwegian Maritime Authority to meet the needs and requirements of the maritime industry such as digitalization of services, improved service regarding registration in the Norwegian registries (NIS and NOR), an appointed contact person, simplification of the document requirements and an extended emergency telephone service.
- He then stated that the strategy of the Norwegian Maritime Authority has one main objective, and that is for the NMA to become the preferred maritime administration.
- -The overall message is that yes, the Norwegian Maritime Authority is indeed a good reason for ship owners to fly the Norwegian flag.



Material - Reading



Material – Reading Texts

- Use internet to find authentic texts in clients' field.
- Ask client to supply texts they work with, where possible.

Treat texts like you would for any reading text!

- Skimming / Scanning
- Comprehension
- Gapfill
- Jigsaw reading
- Deducing lexis from context / Finding collocations
- Producing summaries
- Follow-up tasks
- Discussion

Material - Listening



Where to find (authentic) texts

- Subscribe to podcasts.
- Search Youtube.
- Be aware of / record relevant TV programmes.
- Go on to industry blogs and look for videos / interviews.
- Be aware of published material available.
- Make your own dialogues with colleagues.

Material - Listening



Where to find (authentic) texts - HR

CIPD

Logout ↩



Cookie policy

Date: 02/06/15 Duration: 00:23:23

Recruiting the right people is a challenge faced by every organisation, but SMEs in particular may face more challenges than most. Limited time and resources as well as competition from larger companies can make it much more difficult for smaller firms to find and recruit the best candidates.

www.cipd.com/podcasts

Material - Listening



Where to find (authentic) texts - HR

CIPD

Logout 

PL: So for Emma being up front about the employer proposition is step one. SMEs often lack the time and internal resources needed to adequately manage the recruitment campaigns and the cost of recruiting is significant for smaller companies which may not have the means to pay recruitment agency fees. Social media and recruitment agencies do have their place and many use them but word of mouth is a key tool as well. The prerequisite for this to work well – engaged employees.

EB: Engaging your employees is playing a bigger and bigger part in terms of being able to recruit the right people. What I mean by that is sites such as Glass Door.

PL: Glass Door? If you haven't heard of it think of it as Trip Advisor for employees wanting to know the truth about what an organisation is really like to work for.

EB: And meaning that how it feels to work in a company is way more transparent than it ever has been before. So when candidates with talent are out there looking for new roles or looking for companies they might want to work with it's now easier than ever to find out what it's really like inside an organisation and I think that's only set to get bigger and louder and stronger. And so I think getting employee engagement right means that you've got employees out there, previous employees out there, talking about what a great place your company is to work.

www.cipd.com/podcasts

Material - Task

Listening Material – Medical English – Giving News & Showing Empathy

Dr Barrett: Ms Davies the MRI shows that you have a growth in the top part of your right lung. [Silence] We won't know if its cancer until we get a biopsy. But the good news is, if it is cancer, we will know exactly what we're dealing with and how to treat it. Does that make sense?

Ms Davies: Yes, yes, I think so.

Dr Barrett: I think that you'll be glad to know that if it is cancer, there's absolutely no evidence that it has spread to the rest of your lungs. And the growth is in a position that we can surgically remove it and treat you with chemotherapy to get rid of the small cancer cells that we can't see. So Ms Davies, I'm happy to tell you that your condition is both treatable and curable.

Ms Davies: Thank you doc. I'm sorry, I'm so emotional.

Dr Barrett: I understand how upsetting this is for you. It's very difficult for me as well.

Ms Davies: [sobbing] I'm sorry Dr Barrett. I just feel so scared.

Dr Barrett: It's only natural that you feel scared. Most people would feel scared hearing this news for the first time.

Ms Davies: Its just I've got my kids to think of and there's my Dad to take care of. Who's going to do all of those things?

Dr Barrett: We can put you in touch with organisations that can help you.

Ms Davies: Can you? Thanks.

Dr Barrett: You'll need time to take this in. Let's schedule that second appointment with your husband, shall we?

Ms Davies: Yes, thank you. I need to digest everything first.

Dr Barrett: Can I suggest in that case, that we discuss the treatment options during the second appointment?

Ms Davies: Yes, OK.

Dr Barrett: I'll give you some documentation about your condition in the meantime and you can look at this together with your husband and I can answer your questions when we meet next.

Ms Davies: Thank you doctor, thank you.

Material - Listening

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Material - Listening



Listening Material – Engineering – Giving News & Showing Empathy

PM = Project Manager

PM: The latest plans show that they have altered the design of the release mechanism slightly. **We won't know if it's compatible until we receive the other parts. But the good news is, if it is compatible, we will know exactly what timeframe we are working to. Does that make sense?**

Installer: Yes, yes, I think so.

PM: **I think that you'll be glad to know that** if the new plans are correct we should be able to have the mechanism in place by the end of next week. If not, which I expect, then we may be looking at a delay of over 3 weeks.

Installer: Good news if it fits, but if it doesn't I'm going to be really annoyed.

PM: **I understand how annoying this is for you.** It's very annoying for me as well.

Installer: I can't believe they have changed the plans again and now we are in danger of running over schedule, it's so frustrating.

PM: **It's only natural that you feel frustrated. Most people would feel frustrated** if they had worked as hard on the project as you have.

Installer : It's just that if we overrun then we will have to pay a penalty, through no fault of our own!

PM: **I can put you in touch with** the parts supplier who may be able to help you.

Installer : Can you? Thanks.

PM: **You'll need time to take this in. Let's schedule** another meeting at the end of the week, **shall we?**

Installer : Yes, thank you. I need to contact the parts supplier as well.

PM: **Can I suggest in that case, that** we arrange another meeting for the following Monday?

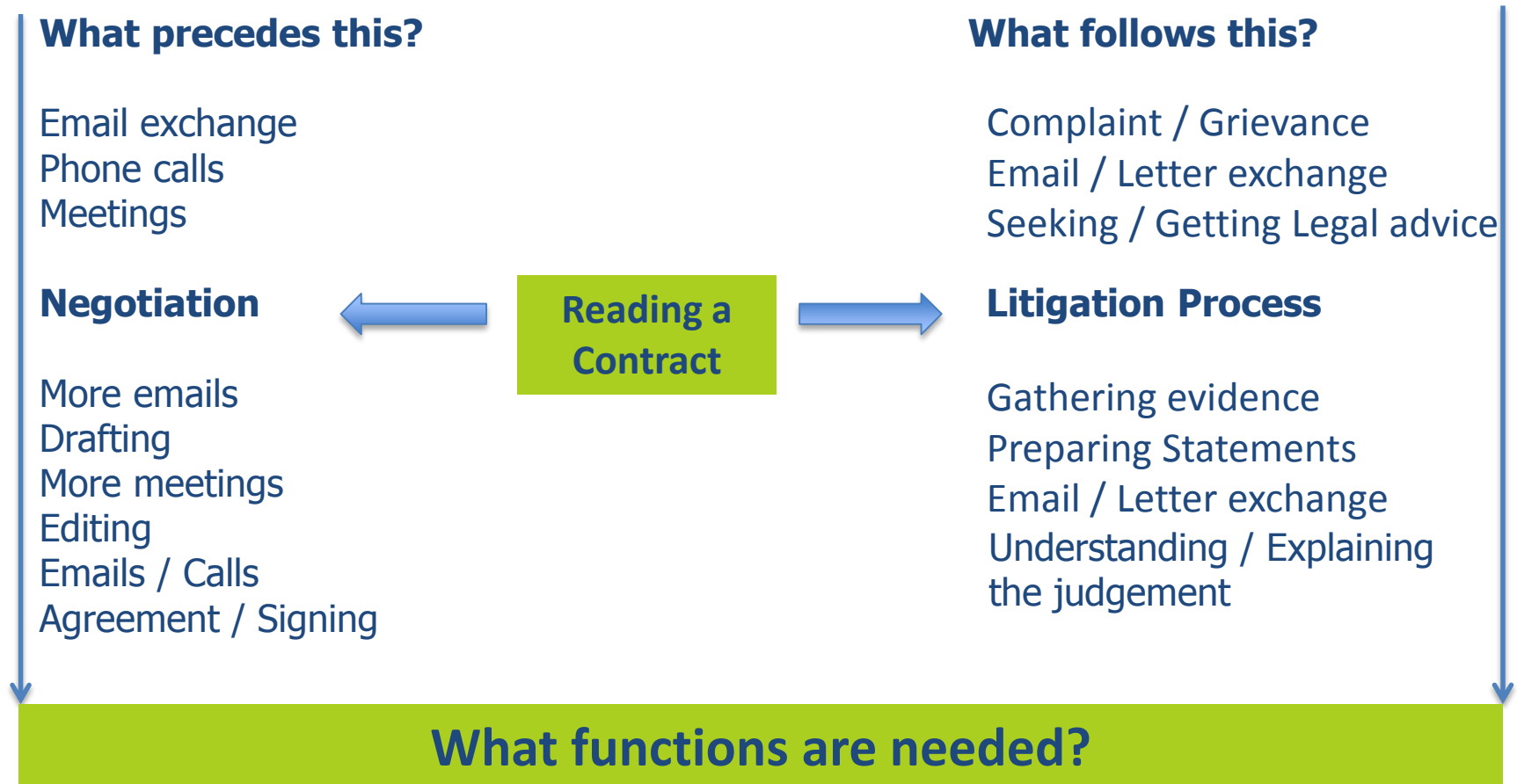
Installer : Yes, OK it will give me more time to look at the new plans again.

PM: **I'll give you some documentation** on the installation process. You can look at this with your team and **I can answer your questions when we meet next.**

Installer : That seems like a good plan. Thank you.

Material – Multi-Skilled / Contextual Approach

How can you build an integrated input?



Delivery of ESP



Things to remember

- Be yourself and don't pretend to be something you are not.
- Rely on your acquired methodology and pedagogy – stick to what you do anyway.
- Learn with your client while staying alert to their needs / requirements and expect these to change.
- Your linguistic ability in English is better than theirs – their subject knowledge is better than yours – view the relationship as complementary.
- As with any lesson the key is preparation and communication.
- Be and appear confident.

Recap - Why teachers don't need to fear ESP

"I can't teach something I don't know about" (lack of knowledge)

You can because you can research it as a lay person and get your client to explain things to you.

"I've never done this before"
(the experience is new)

Not important because you rely on your existing teaching skills and preparation.

"How will I know what my client really needs? I don't know how the industry works." (lack of client knowledge)

You will by doing a needs analysis and using the client as your resource.

"I won't know some basic vocabulary or principles in the field" (Feeling of being shown up/exposed)

Not a problem because your client will and you can't be an expert in everything.

"Will I have to create a lot of material? How do I do it? I don't get paid enough to do all this!" (lack of material)

Use the readily available and adaptable published and authentic material.

"Who can help me out? Who can I turn to?"
(lack of support)

Turn to your client and connect with their community of practice.





Questions ???

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