



Professional and Academic English

The Journal of the IATEFL English for Specific Purposes Special Interest Group



Spring 2017 – Summer 2017 Issue 49

- 02 **Editorial** – Andy Gillett
- 02 **ESP SIG Committee**
- 03 **Message from the ESP SIG Coordinator** – Ayşen Güven
- 04 **The CEF Professional Profile for Hotel Accountants** - Penelope Papadaki
- 10 **The CEF merchant navy officer profile** - Vassilia Kazamia, Viktoria Kosmidou
- 15 **The CEF professional profile for pharmacy assistants**- Anna Deligiannidou
- 22 **English for academics concept: Course principles in teaching EAP to researchers** - Svetlana Bogolepova, Tamara Oshchepkova, Ekaterina Shadrova, Svetlana Suchkova
- 32 **Should we teach from materials developed with corpus linguistics?** - Kendall Richards, Nick Pilcher
- 39 **Content language acquisition: A corpus-informed approach to materials design** - David C. King, Helen Hickey
- 46 **Teaching academic writing, critical thinking, and autonomy through one draft**- Sophia Valanis
- 54 **Reports** - Tunisia, Russia
- 57 **Book Reviews** - Desmond Carolan, Olga Kravchenko, Mariam Settas, Gift Mheta, Marcos Koffi N’Goran, Holly Marshall-Cape, Magali Arteaga, Daniela Jaramillo and Tania Rodas



Welcome

Welcome to Issue 49 of Professional and Academic English.

It is my pleasure to introduce you to the Spring – Summer, 2017 issue of the journal. As with the previous issues, it includes a wide range of articles covering various topics in professional and academic English from around the world, book reviews and conference reports.

This issue, as usual, demonstrates the wide range of contexts and countries in which ESP is taught. In this case, the articles are based on presentations given at the ESP SIG conference in Athens in October last year. We have articles on course design – (professional and academic), materials production and teaching methods from the UK, Greece and Russia.

The first three articles deal with designing courses for professional English using the Council of Europe's Professional Profiles. Professions dealt with are accountants, merchant navy officers and pharmacy assistants in Greece. This is followed by a discussion of teaching English to researchers in Russia.

We then have two articles on using corpora for materials design. The first one discusses some of the problems with using corpora and the second one gives an example of using corpora to design materials for graphic communication students at a UK university.

Finally, we have an article looking at teaching discipline-specific academic writing and critical thinking to Greek undergraduates.

We hope you find these articles interesting and useful and we hope that reading them will encourage all our readers to submit articles to the journal. Please visit <http://espsig.iatefl.org/> for further information.

Happy reading!

Andy Gillett, UK

ESP SIG Coordinator



Ayşen Güven

British Council, Ankara, Turkey
Email: aysen.guven@britishcouncil.org.tr

Journal Editor in Chief (Professional and Academic English)



Mark Krzanowski

University of Westminster,
London, UK
Email: markkski2@gmail.com

Editor



Andy Gillett

Email: andy@andygillett.com

Event Coordinator



Paschalis Chliaras

Email: paschalisc@yahoo.com

ESP SIG Webmaster



Semih İrfaner

Macmillan Education, Ankara, Turkey
Email: Semih.Irfaner@macmillan.com

Liaison & Communication Officer



Caroline Hyde-Simon

Zurich University of Applied Sciences,
Zurich, Switzerland
Email: hyde@zhaw.ch



Message from the Coordinator

Dear Colleagues,

We are very delighted to present Issue 49 of Professional and Academic English.

This issue contains a wide range of articles, reports and book reviews showcasing ESP research and practices from different parts of the world. We would like to thank the Editorial team, particularly Andy Gillet, and Mark Krzanowski for their excellent work.

We are looking forward to continuing showcasing best practices of ESP through our journal and our face-to-face activities both during the annual IATEFL conference and through our joint events outside the UK.

Like some other SIGs, we are keen on working together with other Special Interest Groups of IATEFL in both areas. We held our first joint PCE in Glasgow with the Testing and Evaluation SIG and had over 80 delegates participating in our joint event.

Once we finish one event, as the ESP SIG committee, we start preparing for the next year. With this in mind I would like to share some of the highlights that we have in the pipeline for next year.

We will hold another joint event with the Business English SIG next year in Brighton where we want to have practical sessions which will be led by experts in the field.

Our publications team is preparing to work on putting together papers from our SIG event and one of the ideas we have is to have a 'History of the ESP SIG' edition of the journal.

We are also working closely with institutions to hold event outside the UK and we will soon be announcing these thought our website and our Facebook page.

As you can see, there are many activities that we have planned, so please get in touch with us if there are any other activities you would like to see planned for the coming year.

I would also like to stress that we are grateful to our valued members for their constant support. We look forward to seeing many of you in Brighton next year.

Ayşen Güven

Coordinator, IATEFL ESP SIG

Disclaimer The ESP SIG Journal is a peer-reviewed publication. Articles submitted by prospective authors are carefully considered by our editorial team, and where appropriate, feedback and advice is provided.

Copyright Notice Copyright for whole issue IATEFL 2017. Copyright for individual contributions remains vested in the authors, to whom applications for rights to reproduce should be made. Copyright for individual reports and papers for use outside IATEFL remains vested in the contributors, to whom applications for rights to reproduce should be made. Professional and Academic English should always be acknowledged as the original source of publication. IATEFL retains the right to republish any of the contributions in this issue in future IATEFL publications or to make them available in electronic form for the benefit of its members.

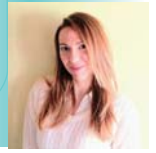
Typesetting by Emily Martin (UCL)

Contents

- 02 Editorial** – Andy Gillett
- 02 ESP SIG Committee**
- 03 Message from the ESP SIG Coordinator** – Ayşen Güven
- 04 The CEF Professional Profile for Hotel Accountants** - Penelope Papadaki
- 10 The CEF merchant navy officer profile** - Vassilia Kazamia, Viktoria Kosmidou
- 15 The CEF professional profile for pharmacy assistants**- Anna Deligiannidou
- 22 English for academics concept: Course principles in teaching EAP to researchers** - Svetlana Bogolepova, Tamara Oshchepkova, Ekaterina Shadrova, Svetlana Suchkova
- 32 Should we teach from materials developed with corpus linguistics?** - Kendall Richards, Nick Pilcher
- 39 Content language acquisition: A corpus-informed approach to materials design** - David C. King, Helen Hickey
- 46 Teaching academic writing, critical thinking, and autonomy through one draft** - Sophia Valanis
- 54 Reports**- Tunisia, Russia
- 57 Book Reviews** - Desmond Carolan, Olga Kravchenko, Mariam Settas, Gift Mheta, Marcos Koffi N'Goran, Holly Marshall-Cape, Magali Arteaga, Daniela Jaramillo and Tania Rodas

The CEF Professional Profile for Hotel Accountants

Penelope Papadaki, Technical Vocational School, Crete, Greece Email: pefipapad@yahoo.gr



Abstract

This article reports on the innovation of the Common European Framework (CEF) professional profiles as a tool to design tailor-made teaching materials for ESP classes. Under the investigation of the profession of hotel accountants, an explanation of the nature of the CEF professional profiles is provided and a description of how they can be created is given. Semi-structured interviews conducted on professionals in the field of hotel accountancy constitute part of the methodology employed. The implementation of the data included in the profile to create teaching materials comes as a step further, based on the findings of the professional profile as they are reported here.

Keywords: ESP teaching materials, needs analysis, CEF professional profiles, hotel accountants

Introduction

English is the lingua franca of business and therefore is considered to be an important asset for professionals of all work fields. Engineering, Finance and Technology are only a few of the professions that require deep and specialized knowledge of English in order for someone to be successful in them. However, it is often the case that the weight of the decision on what the learners should be taught is placed upon ESP teachers. Most of the time they find themselves in the difficult position of choosing materials or designing a course for a discipline for which they have no particular knowledge of.

This paper aims to assist in the difficult project of what to teach and how. The professional profile proposed in this article was created and implemented in order to contribute towards this goal. The work was based on the CEF professional profiles which have been introduced by the Council of Europe and further developed by Huhta (2007) in order to contribute to researching the communication needs of professionals. The suggested profile contains information on what communicative situations hotel accountants face in their workplace. The choice of this particular profession was based upon the lack of teaching materials for people working in hotel industry administration posts. In addition, studies in Accountancy appear to be in demand; therefore, more and more users would benefit from such a profile.

The profile innovation lies in the fact that ESP course designers can create teaching materials by relying on information gained directly from the professionals

involved in a particular work domain. In the past, textbooks addressing ESP learners were compiled by English teachers relying on their intuition of what should be taught according to vocabulary considered relevant to each discipline. Traditional needs analysis methods were employed which did not focus on specific communicative needs of students of different subject areas, although communication in English is an indispensable asset for business people. On the other hand, the CEF professional profiles outline an evidence-based approach to needs analysis that leads to the creation of appropriate teaching materials (Huhta et al., 2013).

The most important aspect of having a professional profile like the one presented in this paper is that it can provide language practitioners with knowledge of a specific discipline. All the information that they need can be easily found in the profile table under clear headings, from general facts about a profession to more detailed accounts of the most frequent situations that professionals deal with. This can be indeed save much time for ESP teachers as they can prepare their courses even if they deal with a professional domain for the first time. The profile provides them with a complete picture of the specific profession which can be used in order to design activities relevant to the communicative professional needs of their classes such simulations and role-plays.

Background theory

It is common knowledge among ESP stakeholders that ESP courses are 'designed for groups or individuals who are learning with an identifiable purpose and clearly specifiable needs' (Johnson & Johnson, 1988, p. 105). Moreover, ESP entails the fact that language is taught to adults and as an approach it is generally goal-directed and springs out from a needs analysis, as Robinson (1991) suggests. Considering that ESP evolved due to the increase in the demand for teaching English to learners that needed the language in order to communicate in their workplace, it becomes clear that ESP has a direct linkage to the professional orientation of these learners. This orientation can either refer to the students' present job requirements or to future occupational needs that have to be catered for through appropriate instruction.

It is therefore apparent that course designers have to create teaching materials that are of relevance to the students' working reality in order for the

Reports

Report 1:

Tunisian Association of Teachers of English (TATE) (IATEFL Associate)

<http://www.tate.tn>

TATE 4th International Conference & Exhibition, 4-6 November 2016 Ministry of Education - National Centre for Languages- Lac 2 Tunis – Tunisia



This three-day event was a 4th national conference of the organization and was a celebration of ELT in the country in all its diversity, including strong elements of ESP and EAP.

Jamila Zghal's talk "Innovation and change in ELT for ESP students: a diversification of methodologies and technologies for excellence and visibility" focused on the role of ESP in Tunisia. Recently Tunisians have become increasingly aware of the important role of English in higher studies. ESP (English for Special Purposes) has become an important part in the curricula taught at universities and high schools. Today, there are technology-integrated English and on-line conferencing ESP lessons in numerous areas such as medicine, engineering, commerce, tourism, and media. These innovations in ELT would explore ESP students' key competencies so as to reach excellence and visibility to advance professionalism in the labour market once students graduate. This leads educators to implement the teaching of English early in the curriculum (primary schools).

Scott Thornbury in his plenary talk offered an exceptionally fascinating and insightful review of the history of ELT with the aid of book covers. It was a very rewarding experience to be able to experience the evolution of the industry from its inception to date via a highly competent and informative critique of all methodologies and principles of materials design with the book covers offering a superb visual backdrop and an aide memoire.

Mark Krzanowski (University of Westminster; Editor-in-Charge of the IATEFL ESP SIG Journal 'Professional and Academic English') offered an extensive and comprehensive review of all current developments in ESP, EAP and Academic Literacy Skills in his plenary talk. As it was Mark's second visit to Tunisia, he was able to reconnect with a number of Tunisian EAP and ESP colleagues and review the internal developments that had taken place since 2014.

Below is a short opening passage of the welcoming speech by Dr Salwa Abid, President of TATE:

"Dear Honorable Guests,

It is my pleasure to welcome you to TATE's Second International Conference and Exhibition at Golden Tulip El Mechtel Hotel, Tunis, Tunisia. The theme of the conference is: "Shaping the Future of ELT: Challenges and Opportunities". This conference is an occasion:

- To reflect on the past; to celebrate and evaluate the present; and to provide our vision for our future.
- To talk about the current challenges and opportunities in teaching English and to discuss the practical methods which English teachers should adopt to respond to the new trends in teaching English.
- To gather ELT scholars and researchers as well as ELT practitioners in primary, secondary and tertiary education. [...]

[This Conference] is also an opportunity for Tunisian teachers to meet and discuss relevant issues with colleagues from other countries as several presentations and workshops will be conducted by speakers from the United States of America, the United Kingdom, Brazil, New Zealand, Oman, UAE, Morocco, Algeria, Libya. [...]

Dear colleagues, we all know that the educational system in our country is facing too many challenges to be tackled by the government on its own, especially after the revolution. We have to work together since we all have common purposes, including:

- how to improve the ELT teaching and learning in Tunisia.
- how to develop 21st century skills of critical thinking amongst our learners.
- how to build the required knowledge and skills through our language classrooms."

Report 2:

XXIII NATE-RUSSIA INTERNATIONAL CONVENTION AND ENGLISH LANGUAGE EXPO

30 May-4 June 2017, Russian State Social University, Moscow



*Every year we rush here to NATE
It's not because we want to predomiNATE
It's only because we want to doNATE
Best knowledge, experience, practice.
And every year we can't procrastiNATE
We want our mistakes to elimiNATE
That's where new teachers origiNATE
With best experience, practice – at NATE!
Long live, NATE!*

Elena Savochkina, Smolensk State University, Russia

The National Association of Teachers of English (NATE-Russia), an IATEFL affiliate, is the national professional body representing teachers of English throughout Russia. NATE-Russia promotes excellence in language learning, teaching, and research by providing opportunities for those involved in language education to meet, share, and collaborate. However,

the educational landscape is changing, the needs of teachers are evolving, and now, perhaps more than ever before, NATE-Russia is primed and positioned to be a leading organization in giving educators a voice.

The NATE-Russia International Convention & English Language Expo is the largest annual professional development event in the ELT field with hundreds of attendees, over 60 interest sections, workshops, and exhibitions. This year, the Convention was held in Moscow, at the Russian State Social University, the leading provider of social studies education in Russia.

The Convention has become a very important and long-awaited event for professionals who dedicated their lives to teaching English. It has become a unique event where like-minded professionals from Russia, the UK and the US discussed issues related to academic writing, critical thinking skills, use of technology in EFL teaching and learning, EFL classroom research and practice, mainstream boarding schools and colleges, intercultural communication in ELT, English for professional opportunities and inclusive education.

The Convention provided an opportunity for professional networking and collaboration, for re-envisioning teaching as not "just" training, mastering, drilling or brushing up but as a part of an ongoing circle of reflection, inquiry and action, something beyond the traditional boundaries or guidelines that teachers can be limited by.

The theme of the Convention was "It's not just English. It's Teaching that Transcends Boundaries". The participants also highlighted the central role that English teaching plays in developing a professional community of quality, collaboration and integrity. Furthermore, the Convention addressed such issues as internationalization of Russian science and education, technological innovations in foreign language methodology and challenges that Russian linguists and teachers of English face in the changing global environment.

In her welcome speech, the NATE Honorary President Svetlana G. Ter-Minasova stressed that "our job [as language teachers] is extremely difficult, confusing and scary because we are leading our students into an alien, strange world which is not only full of hidden traps, but also changing non-stop. And the world is alien and hostile to both – the teacher and the student. In this case nothing helps more than a well-educated, thoughtful teacher who loves both – what and whom he teachers and is supported by

professional associations!"

Prepared by:

Elena Bazanova, PhD

nate.conference2017@gmail.com

Program Committee Chair, Head of Chair of English
Philology, Linguistics Department,
Russian State Social University

Report 3:

International Conference "Moving Forward in a Dynamic World" and Summer Institute "Developing Academic Writing Skills"

3 – 12 June, 2017, Samara University, Samara, Russia



International Conference for teachers of English "Moving Forward in a Dynamic World" (5th-6th June, 2017) and the Summer Institute for young researchers: "Developing Academic Writing Skills" (3rd – 12th June, 2017).

International Conference "Moving Forward in a Dynamic World" is an annual event in Samara. Specialists from all parts of Russia, the USA, Canada and Britain gathered together to discuss the issues of development and implementation the strategies of TEFL in the process internationalization and lifelong learning. The atmosphere of the conference was friendly and stimulating. The conference had much to offer to its participants, the quality of talks, discussions, round tables, socializing during coffee talks was highly effective and satisfying.

This year conference turned out to be wide-reaching with more than 300 participants and 60 presenters from all over the world. The conference attracted

teachers and researchers from Samara, Moscow, Chelyabinsk, Ulyanovsk, Nizhny Novgorod, Togliatti – the largest Russian cities. The first day's plenary was focused on language teaching. We had privilege to have among us Jerrold Frank (US Embassy in Moscow, English Language Officer), Robert Côté, PhD (University of Arizona, USA), Carolyn Westbrook (Southampton Solent University, Associate Professor), Chris Hastings (ITMO University, English Language Fellow), Ludmila Gorodetskaya (Moscow State University, Professor) who shared recent developments in teaching practice. The second day was full of workshops, SIGs and round tables. The parallel sessions were organized around the following major themes: EAP/ESP, Linguistics, Teaching and Assessment.

The Summer Institute "Developing Academic Writing Skills" was held for the first time, but it was highly successful and fruitful. Over ten 10 days more than 30 participants were striving for academic excellence. Russian and foreign experts, instructors and tutors ran classes, seminars, workshops, gave lectures and consultations in the most topical areas of academic writing. The Summer Institute participants studied basics of academic writing in English. The course of academic writing helped students to understand the expectations of academic writing and its genres, grasp the principles of academic integrity, learn how to evaluate and process information from different sources, improve academic vocabulary and grammar skills.

The Summer Institute gave not only an excellent opportunity to take part in practical exercises, develop and discuss their research projects, but was also a brilliant opportunity to get acquainted with the Samara Region and its most popular and beautiful place of interest and pride: the Volga river, where the participants and experts had a wonderful boat trip while socializing and trying typical Russian cuisine.

The Summer Institute received positive feedback with requests to join this event next year. Now the next step for the participants is to publish their improved materials in foreign journals.

Victoria Levchenko, Samara University, Samara, Russia

E-mail: levchenko_v2004@mail.ru

Elena Agrikova, Samara University, Samara, Russia

E-mail: elenagrikova@gmail.com

Book Reviews

Assessing EAP: Theory and Practice in Assessment Literacy

Anthony Manning

Garnet Education 2016

ISBN978-1-78260-226-2

**Reviewed by: Desmond Carolan,
Business English, IELTS and EAP Specialist**



Assessing EAP: Theory and Practice is a new publication from Garnet Education which covers in considerable detail all aspects of EAP assessment as well as more general assessment issues in higher education.

The importance of assessment has been growing in all areas of education in recent years. In higher education, assessment practices have changed as the sector has expanded. One of the main reasons for these changes is that with this expansion, there are increasing numbers of students from diverse backgrounds attending third level institutions: many of whom would not have had the opportunity of studying at university in the past. The move by universities to a system of continuous assessment in the form of modules and away from unseen written examinations, is at least, in part, a response to the perceived needs of these students who are described and categorised in the literature as 'non-traditional students' and in part, a means to accommodate them within existing higher education structures. Along with the general increase in the numbers studying in higher education, there has been an exponential increase in the numbers of students (many of whom are non-traditional) studying in international contexts through a medium other than their native language. This medium is increasingly English. This has led, according to Manning, to the increasing significance of the assessment of language as a medium of study in the form of English for Academic Purposes (EAP). One of the results of its increasing significance is that assessment can be considered "a prevalent practice associated with the teaching and learning of EAP" (Manning, 2016, p.i).

There is another reason for the increasing importance of assessment in EAP: the way that EAP is assessed has radically changed in the last twenty years and this mirrors changes in assessment practices and student intake in higher education in general. Both EAP in-session and pre-session courses have largely changed from a final examination type of assessment aimed at ascertaining what students have learned during their EAP course to one of continuous assessment throughout their course. This approach

has resulted in assessment being used as a pivotal part of the learning process rather than a means of testing student knowledge at the end of their course. For example, many EAP courses using this approach require students to produce multiple drafts of written work. Each draft receives feedback which is used to improve subsequent drafts. Feedback is focused on what students need to learn and do to improve their next draft. Although EAP tutors usually give this feedback, increasingly peer feedback is also used in what is seen as an active learning process. This is clearly very different from giving a final mark at the end of an EAP course and necessitates, Manning argues, EAP practitioners acquiring a high degree of 'Assessment Literacy'.

'Assessment literacy' is the term that has generally been adopted in both general pedagogy and language teaching to describe what teachers need to know about assessment. To that end, the aim of *Assessing EAP*, is according to Manning, to help practitioners to develop and maintain the quality of assessment procedures with the particular aim of ensuring that test-takers are not disadvantaged because of the way they are assessed: "People's lives can adversely be affected if the results of EAP tests are inappropriately applied. This is particularly significant in EAP assessment, where test attainment can either grant or block access to study and future career options" (Manning, 2011, p.2). This can also happen in the case of reputable large-scale standardised tests such as IELTS. Manning notes that David Ingram (p.169-170) who was the chief examiner for IELTS in Australia for ten years raised a number of concerns about the misuse of this test. For example, IELTS is now used for immigration purposes to decide who has enough English to work, for example, as a nurse. Ingram regards it as highly unethical to use a test for any purpose other than the one it was developed to address. Another of Ingram's concerns that will be familiar to many who work or have worked in higher education is that universities are willing to accept students on the basis of the income they generate, even though their IELTS scores indicate that they lack the requisite language skills to study in higher education. Ingram recommends that universities should not accept students for undergraduate study with an overall IELTS score less than 7 and those with 6 or 6.5 if accepted should be provided with ongoing English language support.

Assessing EAP: Theory and Practice in Assessment, given its length of 200 pages, provides a comprehensive and systematic survey of the issues