# MORE THAN ESP: EMPOWERING STUDENTS TO PROGRESS

SAINT PETERSBURG

# More than ESP:

**Empowering students to progress**

Linking language and content

# ITMO UNIVERSITY

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ITMO University


# More than ESP:

## Empowering students to progress

Linking language and content


Collection of abstracts of the Third International Conference
"More than ESP: Empowering students to progress. Linking language and content"
(Saint Petersburg, October 16th-18th, 2019)


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The Collection includes abstracts of the Third International "More than ESP: Empowering students to progress. Linking language and content" Conference, which aims to promote and share good practice and cooperation in the field of teaching foreign languages for specific purposes.

The Collection presents materials on the development of advanced ideas and trends in teaching ESP. The conference welcomed leading Russian and foreign practitioners, representatives of educational organizations and Universities' professors.

The Collection is addressed to specialists engaged in the process of teaching foreign languages for specific purposes.

ITMO University is the leading Russian University in the field of information and photonic technologies, one of the few Russian universities that received the status of a national research University in 2009. Since 2013, ITMO University has been a participant of the program to increase the competitiveness of Russian universities among the world's leading research and educational centers, known as the "5 in 100" project. The aim of ITMO University is to become a world-class research University focused on the internationalization of all activities.

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# EMBEDDING THE PRACTICE OF EMI IN HIGHER EDUCATION INSTITUTIONS

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*Keywords:  EMI, internationalisation, university, student, teacher, proficiency*

Nowadays the world is experiencing a quick increase in teaching of academic disciplines through EMI (English Medium Instruction) [2]. The worldwide spread of English has resulted in an increase in importance of English language instruction as well as instruction through English. EMI is becoming a developing field of research. EMI is an evolving phenomenon taking place mainly in higher education. We can observe the internationalisation of universities around the world, and this has become a top priority for HEIs (higher education institutions). Universities compete to attract international students and are eager to internationalise their courses and establish an international presence. EMI is being introduced in many universities around the world, and ITMO University is not the exception. ITMO University develops internationalisation policy, organises student exchanges, supports collaborative degree programmes to recruit international staff. Research indicates that EMI is an efficient way for university students to improve their English proficiency and get important content knowledge [1].

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# THEORY AND PRACTICE OF TEACHING FOREIGN LANGUAGES IN A NON-LINGUISTIC UNIVERSITY

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*Key words: non-linguistic specialty, methods of teaching, updating higher professional education*

Nowadays the level of requirements for students' using a foreign language (of not linguistic faculties) increased in higher professional education. They should be able not only to find some professional information but have skills to do the exchange of it. The analysis of these skills in practical terms allows noting the lack of communication skills formation. So such an organization of teaching foreign languages is appropriate which would be the integration of teaching, psychological, linguistic, cultural and methodological tools that will help to form better skills for working with scientific literature, database of information and to establish professional contacts with colleagues in other countries. Systematic means of updating the content of education at all levels need to be developed; connection between professional education and practice should be consolidated; methods of teaching should be modified in favor of practical language skills; basic training for students in the main fields of application of information and communication technologies should be provided.

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# TWO BLOG POSTS ON ONLINE LEARNING: INFORMATION SPACE / LEARNING SPACE

## John Kuti

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*Keywords: Moodle media discourse*

Many of the problems encountered by teachers starting to teach online are due to the difficulty of re-thinking pedagogies and metaphors of communication

The first blog post (Kuti, 2019a) is an introduction to Michel Foucault's (1972) concept of discourse as related to applied linguistics by Pennycook. (1994). The second (Kuti, 2019b) is a discussion of the characteristics of an ideal "learning space" which contrasts with the problematic features identified in my presentation at the conference.

A typical progression for teachers is sketched out in the Moodle "pedagogy" page (Moodle software community, 2019). The first stage is simply to view the web as a way of presenting pages from books. This can be seen as a replication of the pattern identified by McLuhan, (1994) whereby old media becomes the content of new media.

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# IMAGERY OF TERMS: A MYTH OR REALITY

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*Keywords: LSP, terminology, imagery, metaphor*

Terms are important components of LSP. One of the fundamental characteristics of a term is its neutrality (i.e., lack of connotative meaning and expressivity). However, the most common way of term formation is metonymic and metaphorical transference, during which words of a common language lose their imagery, acquire their strict intellectual meanings, and enter the system of special concepts of a particular field of knowledge. In order to refute the idea of losing imagery, we consider two terms from the field of "photonic crystals": ligand and Matryoshka-nanoshell. The first term is a "pure" or absolute term that has already been born with its terminological meaning and has not taken on a general meaning. However, it is the latent figurative nature of the term that allows us to understand and define it through figurative lexical units. For example, ligands are often called molecules-donors. The second term is formed as a result of metaphorical transfer, and at the stage of perception (first acquaintance with the term), the imagery is not lost, but rather the idea of keeping and enclosing smaller objects in larger objects is emphasized using the third component of this term shell, which also contains the concept of external coating inner content. Similar structures in scientific articles described as "metal and dielectric layers in an onion-like fashion" [1, p.692] and nano-components carry the term in the field of nanotechnology terminology. Thus, the imagery of terms is not lost in the process of the semantic shift, but it is a necessary tool for perceiving the term and plays an essential role in creating the definition of a term. The understanding of the imagery of terms is necessary for the correct interpretation of a term and its adequate reproduction.

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# QUEST-BASED LEARNING: CULTIVATING AN ENVIRONMENT FOR DEEPER LEARNER'S ENGAGEMENT AND CREATIVITY

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Quest-Based Learning - a transformative, 21st-century type of learning, integrating educational principles and game design into a dialogue, it is designed to focus on deep exploration of content through design thinking and play.

The project relies on virtual reality to produce immersive experience that greatly contributes to leaners' motivation and development of their perceptual skills. Learners roam virtual environment of three major Saint Petersburg Museums, interacting with objects and discovering story details. Close reading of the game's narrative facilitates the development of comprehension, analysis, and evaluation skills. The sequential path of a linear narrative is quite easy to follow, properly crafted dialogues and puzzles challenge learners in ways that face-to-face learning role-play cannot.

The project incorporates puzzle-solving to promote cognition and metacognitive skills. In order to proceed with the game learners undertake collaborative dialogues in the L2. Working in teams learners can influence game events through language, which causes them to become invested decision makers. The game here becomes a medium that catalyst L2 use between learners. Cognitive learning occurs as learners control aspects of the experience in creating their personal experience.

With good scaffolding and support from an educator, learners can complete tasks in a game whilst taking control of learning. Learning in this way would provide practice in meaningful ways and increased participation from lower-ability students.

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# STUDENT CONFERENCE AS AN ENGLISH PRACTICE VENUE

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As the century begins, technical universities in Russia faced the problem of teaching and learning English within the global scientific context. Each researcher should be proficient not only in reading, but be able to sum up the resulting ideas for further argument development in written and oral form. A great number of students find it difficult as they do not have experience in taking special courses in English. To help students get closer to the atmosphere of global language and science, Higher School of Technology and Energy arranges annual student conference (in English) and gives the room for solving some of the students' problems they usually face: express and defend their ideas; struggle with fear of spontaneous speaking and writing anxiety; publish articles in local conference proceedings; challenge new formats of presentations. Conference participation helps students realize their weak points in language acquisition and keep learning a English consciously with a goal in mind.

# TYPICAL ERRORS OF CHINESE SPEAKERS LEARNING ENGLISH AND HOW TO DEAL WITH THEM IN THE CLASSROOM

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China nowadays is the biggest market of English learners in the world, thus the demand for English teachers is fast growing, involving teachers from Russia. However, due to cultural and linguistic differences, it is impossible to apply the same methodology and pedagogical approach used for Russian speakers when teaching Chinese speakers. Chinese and English belong to two different language families (Sino-Tibetan and Indo-European), and have many structural differences. Difficulties in various areas at all stages of English language learning may be expected. The paper will look upon typical errors made by Chinese speakers learning English as the second language in the context of a classroom. In addition, possible ways to help teachers effectively build the lesson around those mistakes will be provided. The following categories of mistakes will be discussed: phonological, grammatical, lexical. The paper presents the area of interest for teachers willing to teach Chinese speakers, those who deal with Chinese speakers on business and all those who wish to expand their knowledge in country study.

# EVERYBODY HAS TO WORK WITH SOMEBODY: TEACHING STUDENTS SOFT SKILLS

## *Tom Wiseman*

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Students need more than the ability to communicate facts robotically in English. Based on the circumstance, they must interpret and react to ever present and constantly fluctuating social cues. We can tell our students that in the classroom, but do they believe us? How can we teach in a way that underscores the relevance of soft skills so that they stick with our students? In the talk the speaker covered strategies to do just that in the context of social skills that all students will need in the professional world. This session covered areas of interest for any teacher or professor who works with adults, young adults or teenagers. As the ITMO ESP Conferences have generally attracted university professors in the past, the specific topics covered in the talk were centered upon skills needed by young professionals, including recognizing subtleties in communication, indirect communication of negative information, and effective argumentation. In addition to several useful soft skills, the audience left with an idea of how they can impart the importance of those skills such that students work to add those abilities to their overall repertoire.

# ESP TO TEACH THINKING CRITICALLY, LOGICALLY AND POSITIVELY

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This practice oriented session explored the potential of an ESP university classroom for shaping the professional of the 21st century and shared the results of a decade-long teaching practice and research at MGIMO University. The speaker demonstrated a way to create a learning environment, which provides for intellectual and emotional development, namely, students' professional communicative competence, higher order thinking (HOT) skills, positive thinking and empathy. Logical thinking, an important part of critical thinking will be at the fore of this session. It was examined as the basis for producing convincing arguments both in written and oral speech, following the formula 'claim-reason-evidence'. We looked at the main logical tools, analyze typical logical fallacies and discuss best strategies. Finally, we discussed practical ways to increase students' academic and personal confidence. These included 1) choosing, and/or designing teaching materials aimed at developing emotional intelligence and 2) creating an atmosphere in the ESP classroom, which helps build positive patterns of interpersonal relationships and nurture empathy.

# DEVELOPING DIGITAL LITERACY IN AN ENGLISH CLASSROOM

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Digital literacy is defined as the ability to find, evaluate, utilize, share and create content using digital technologies and the Internet. It encompasses a wide range of skills, cognitive and technical, which are necessary to succeed in our Internet dominated world. The workshop aimed to show what skills we could teach in an English classroom and how to develop these skills within the frameworks of AA (authors and audiences), MM (messages and meanings) and RR (representation and reality). The workshop may be of interest for teachers working with high school and university students.

# HOME READING IN ESP: TO BE OR NOT TO BE?

## *Ekaterina Marnitcyna*

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The session is designed for university teachers interested in introducing CLIL (content and language integrated learning) methods and interdisciplinary links when teaching ESP. The session aimed at reviewing teachers' understanding of the traditional task to read long professional texts as part of students' independent work and update it. We discussed advantages and disadvantages of the task, why it is not so efficient in the 21 century (e.g. new generation, new mentality, new technologies, the task does not seem to be practical enough, etc) and why it is preferable to save it (vocabulary expansion, acquaintance with academic discourse and innovation in a professional field). CLIL and its principles will be briefly reviewed. Participants were acquainted with a number of real cases (one of which got a scholarship from the Ministry of Culture), got some practical ideas and recommendations on home reading updating and developed their own activities basing on modern teaching methods. The session included pair and group work, quiz, case study and was supported by PPP and samples of students' works.

# INDIVIDUAL DIFFERENCES IN ACQUIRING ACADEMIC PROFICIENCY IN ENGLISH AS A SECOND LANGUAGE: A NEUROCOGNITIVE APPROACH

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With the increasing number of international students pursuing academic degrees in the English language, developing academic proficiency in English as a second language, especially in productive competencies of speaking and writing, has become an urgent challenge for students and educators. To help educators (teachers of English for Academic Purposes, instructional designers of EAP curriculum) develop effective programs in Academic English, this session reviewed relevant concepts in cognitive neuroscience, specifically the role of executive functions, and particularities of Cognitive Academic Proficiency Skills to inform our understanding of challenges in acquiring academic proficiency in a foreign language (English). Next, we engaged in several typical academic tasks in the English language to demonstrate some of the common assumptions that teachers make when teaching Academic English that frequently confine the process of academic proficiency development. Finally, the session offered several teaching approaches that take into account individual cognitive and linguistic factors to ensure that student's zone of proximal development in Academic English development.

# ASSESSMENT IN EMI: CAMBRIDGE EMI ONLINE COURSE CASE STUDY

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English as a Medium of Instruction (EMI) has been primarily focused on teaching methods and techniques while assessment, as an area of expertise, has been largely neglected by practitioners and researchers. So, the major aim of this session was to bring the whole range of assessment issues into focus of the discussion and to offer some hands-on experience to all the session participants. The aims and objectives of this session were narrowed to the assessment of EMI university teachers' proficiency and were based on the case study of the Cambridge EMI online course. The overall analysis of the assessment tools were offered together with a series of practical tasks followed by the group discussion about the major criteria of assessment techniques and tools: validity, reliability and practicality. A number of practical tips and recommendations were offered to the audience to stimulate their reflective and critical evaluation and, hopefully, to make a contribution to their overall understanding of the whole complexity of assessment issues in the context of EMI in higher education.

# HOW TO MOTIVATE STUDENTS IN A LEGAL ENGLISH CLASSROOM – A COMMUNICATIVE APPROACH TO THE TEACHING OF LEGAL ENGLISH

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When teaching Legal English, a teacher must be an explorer, constantly looking for inspiring materials and innovative methods to incorporate in the teaching-learning process. What we are trying to find is the way to go beyond the lesson being merely a vocabulary or text-oriented set of tasks. In this workshop, we tested some ideas for engaging students, motivating them to participate actively and be involved in their learning. The participants were presented with some practical techniques to be used in a Legal English class and had an opportunity to share their experience of teaching Legal English.

# HOW ROSATOM BECOMES DIGITAL IN ENGLISH LEARNING

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Target audience: Universities (especially state ones), language schools, HRs, methodologists. Objectives: We presented our case, which describes the ways we had developed and installed our own language-learning platform tailored to nuclear industry needs.

The presenters talked about the reasons why they needed such a platform, main issues and difficulties that they had faced while working on the project, the ideas that helped them overcome problems and future ideas for development.

Outcomes: The presentation gave universities, schools and companies an idea of how to create a digital product, tailored to their own or their client's needs.

# HOW TO CREATE A SPECIFIC TECHNICAL COURSE WHEN YOU ARE A LINGUIST

## *Natalia Selezneva*

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The presenter shared her experience in creation of a technical course for nuclear industry. A few years ago Rosatom launched a large-scale project to train employees in English due to the business needs. Very soon it became clear that employees needed knowledge not only in general or business English but also in highly specialized technical English. The presenter talked about the course creation stages, the choice of topics, the procedure, structure, main difficulties and challenges they faced, how they managed to overcome them, and about the feedback that was received. Target audience: methodologists from language schools, universities, in-company methodologists who create ESP courses. Outcomes: the presenter gave practical advice and tools in creation of similar courses for academic and business.

# INTEGRATING INNOVATION AND ENTREPRENEURIAL SKILLS INTO ESP

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Our graduates need innovative thinking and entrepreneurial skills in their future careers. In Finland, the competitive landscape out there is getting fiercer. Thus many students will have to face the challenge of participating in projects where new businesses are being created and new products and services are developed. This requires a new set of skills. University of Oulu is a part of YTYÄ key project of the Finnish Ministry of Culture and Education. The main aim is to include entrepreneurial teaching to all study programmes for our students. We aspire to reach all bachelor students of the participating educational institutes and provide them with innovative mindset and entrepreneurial skills. This is mainly done by integrating entrepreneurial content into other education in the form of different exercises and workshops. Together with the teachers at the Oulu University Languages and Communication Unit, innovation, entrepreneurial skills and collaborative problem solving were integrated into some of our ESP courses with three workshops: innovation, validation and presenting. During the course, students solved problems related to their own field and interests collaboratively and presented their solutions. At the same time, using English, they acquired the very basic early stage entrepreneurial mindset and procedures, which have a lot in common with collaborative, active and problem-based learning. We invite you to reflect on aspects that might apply to your institution and students. In our interactive session, we tested some of the workshop activities and provided information on the results of the pilot round, challenges, successes and future plans – all this with the Arctic Attitude!

# CLIL FOR VOCATIONAL HIGH SCHOOL STUDENTS: AN ETHNOGRAPHIC CASE STUDY

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The Content and language integrated learning (CLIL) approach has gained great popularity in EFL (English as a foreign language) settings at college level as CLIL fulfills learners' needs for both academic and professional purposes. Although the underpinning principal of this approach seems to match the very objective of vocational high school (VHS) education in Taiwan, whether to adopt a CLIL approach for EFL education in VHSs remains controversial given the environment constraints placed on the teachers, students, and education system. It is no surprise that little empirical research has been devoted to the design, development, and evaluation of CLIL courses at the VHS level. This presentation was for those who are interested in the CLIL approach, particularly in VHS system. In this session, the presenter

- explained the purpose of the study
- introduced the research methods employed
- described the two curricula offered by two selected public industrial VHSs in Taiwan in terms of the curriculum process (goals, needs analysis, environment analysis, content and sequencing, format and presentation, monitoring and assessment) proposed by Nation and Macalister (2010),
- demonstrated the results of the study, both from the content and the students' perspectives, and finally
- provided both theoretical and pedagogical implications for adopting CLIL approach in general and for secondary learners in the VHS system in particular.

# USING AUTHENTIC MATERIALS IN DEVELOPING SPECIFIC PURPOSES COURSES AND ENHANCING STUDENTS' AUTONOMY – PRACTICAL EXAMPLES

## *Jolanta Rutkowska*

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Nowadays all major publishing houses offer professional books for specific purposes courses in a variety of fields. ESP teachers can use them in class but the topics go quickly out of date. In today's international reality Students are more interested in the latest information which is hardly available in coursebooks for obvious reasons. Therefore, in order to meet those specific needs of our students, we, as experienced ESP teachers, should reach further and develop our own courses based on authentic materials, but we should do so WITH the help of our students.

ESP teachers are often course and materials developers as well as teachers of those courses. Developing such materials in the field that they are not experts in can be a real challenge. What kinds of difficulties and constraints do they face? In the workshop the presenter described how she uses authentic materials in her ESP course (IT and Business) and at the same time how she enhances Students' autonomy by involving them in the development of those materials.

In the session, selected ready-made examples of such materials were used and the participants had an opportunity to share their experiences of teaching English for Specific Purposes.

# WHAT CONTENT INSTRUCTORS IN EMI CLASSES NEED TO KNOW ABOUT LANGUAGE

## *Ann Mabbott*

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Instructors for EMI classes have multiple challenges. In addition to being responsible for teaching the content of their classes, they are responsible for making sure that students understand what they are teaching and helping students move towards being able to use English in professional settings. In this workshop, we discussed what instructors should know about language, and how to incorporate language instruction into their teaching. We also discussed how language specialist colleagues could support EMI instructors.

# DEVELOPING ESP COURSES WHEN WE DON'T KNOW THE "SP"

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They're medical students of rare diseases, or digital currency, or nautical archaeology, or psychometrics, and you have been tasked to teach them English. If this sounds familiar, this workshop is for you.

Based on field-tested research, this workshop explored in-depth ESP teacher practices, including design research and course development, syllabus construction, and materials creation. Considerations also included determining students' needs, learning strategies, the relevance of attitude and how it could be shifted toward empowering student and course success.

# WHAT NEEDS TO BE COVERED IN A NEEDS ASSESSMENT?

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ESP is a learner-centered approach focused on the language, discourse, content and communicative demands of learners' particular disciplines or occupations. The content, materials, and activities of an ESP course should address field specific communicative competence and learners' needs in achieving it. Thus, ESP is distinguished from other ELT methods by first requiring study of the discipline specific language, communication tasks, and contexts of use, and then applying the findings to pedagogical practice. Beyond English for Academic or Business Purposes, this can be daunting; programs rarely provide adequate resources for research and development, and many ESP practitioners worry they may not know enough about their students' specialized fields. What ARE practitioners' own knowledge needs? As John Swales and others point out, needs assessment is ESP's "point of departure." This workshop provided an overview of the assessment process and tools ESP practitioners could use to gain control of the knowledge we need to effectively address our students' needs. We also discussed:

- How do our students perceive themselves as language learners and users?
- How to reconcile tensions between the needs and wants of different program stakeholders?
- How much disciplinary specificity is necessary or possible?
- How to identify authentic language and discourse practices using corpora and other means, especially given proliferation of English as a lingua franca?

Examples from development of English for Design and International Teaching Fellow training were also shared. Participants will identify realistic means of productively assessing learning needs in their specific situations.

# ILIKE HANDHELD DEVICES IN THE LANGUAGE CLASSROOM

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NTNU has been involved in the development of educational technology to use in class since 2005. During these years NTNU has developed five different software to use as tools in class, as well as designing new digital learning environments, both online and on campus. Lecturers at NTNU also use tools and software available online, all in order to increase the students' academic performance. The last couple of years this has initiated a discussion about what way technology affects students learning. During the same period NTNU has developed suitable methodology for using educational technology to enhance learning in all subjects. The focus has shifted during the last couple of years, both nationally and in Europe, towards how technology can be used instead of just insisting that technology should be used in classrooms.

Through response technology, blended learning and MOOCs learning environments are changing all over the world. New technology provides opportunities that are unique in the history of education. Still, recent results show that the language classroom doesn't seem to have reached the full potential of these new opportunities.

In this workshop we investigated the use of Educational Technology in language classrooms through hands-on sessions, discussions about methodology and best practice examples. We used iLike, a response tool developed by NTNU, and all participants were granted access to the tool and could start using it as soon as possible.

# DEVELOPING CRITICAL THINKING IN HIGHER EDUCATION

## *Erzsebet Csibi*

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What is critical thinking? Do we need it at all? How do we use it in life? Is it possible to teach critical thinking skills? How do higher education teaching and learning materials deal with critical thinking skills?

We tried to find answers for these questions, looked at examples from real life and real textbooks, and reflected on how these skills can help us and our students to develop.

# PITFALLS AND SOLUTIONS IN EMI: HOW TO PREPARE YOURSELVES AND YOUR STUDENTS

## *Laura Huffman*

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This session explored common problems instructors and their students run into when teaching content in English and how to solve them practically. From needs analysis to instructor preparation to addressing language needs in the classroom, this interactive seminar touched on critical issues facing EMI instructors. Participants left the session with practical tips and resources to help them succeed in teaching content subjects and courses.

# TRANSLATION AND INTERPRETING ACTIVITIES IN ESP CLASSES

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Currently, ESL teachers reassess the role of translation and interpreting activities. Teaching ESP through translation and interpreting is regarded as a tool, which contributes to the effective and efficient development of linguistic and communicative skills in students with B2-C1 levels. Moreover, students' mother tongue can become a resource for the promotion of language learning. Translation and interpreting activities help improve such essential language skills as accuracy, clarity, and fluency. The ability to translate and interpret may be recognized as the fifth language skill and a prominent social skill since it promotes communication and understanding between representatives of deferent cultures. The workshop focused on developing teaching materials for translation and interpreting activities and their wise and efficient usage in the classroom.

# PLAYWAY TO BUSINESS SMALL TALK AND NETWORKING SKILLS

## Marina Bocharova

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The speaker shared her experience of creating an extended role-play and implementing it into her university Business Communication course. Marina used this multi-episode role-play to help her students practice their small talk and networking skills in situations that mirror those they will have to use English in when they start their careers. In addition, a role play is a perfect tool to engage Generation Y/Z students into meaningful yet fun class activity with clear outcomes.

In this talk the speaker:

• demonstrated how a role-playing series can be made an integral part of a Business English course, both in regular classes and as an effective and motivating assessment tool

• went step by step through the process of developing a role play

• explored ways to enhance learners' gameplay experience and bridge the gap between the language and content in the classroom, on the one hand, and real-life business situations, on the other. A realistic scenario, clear game mechanics and challenging goals spring to mind, but what's the secret ingredient?

Participants left this session with a clear idea of how to develop your very own role-play and build it into a Business English or another ESP course. The talk was beneficial for Business English teachers willing to gamify their teaching and assessment and bring life into the classroom.

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