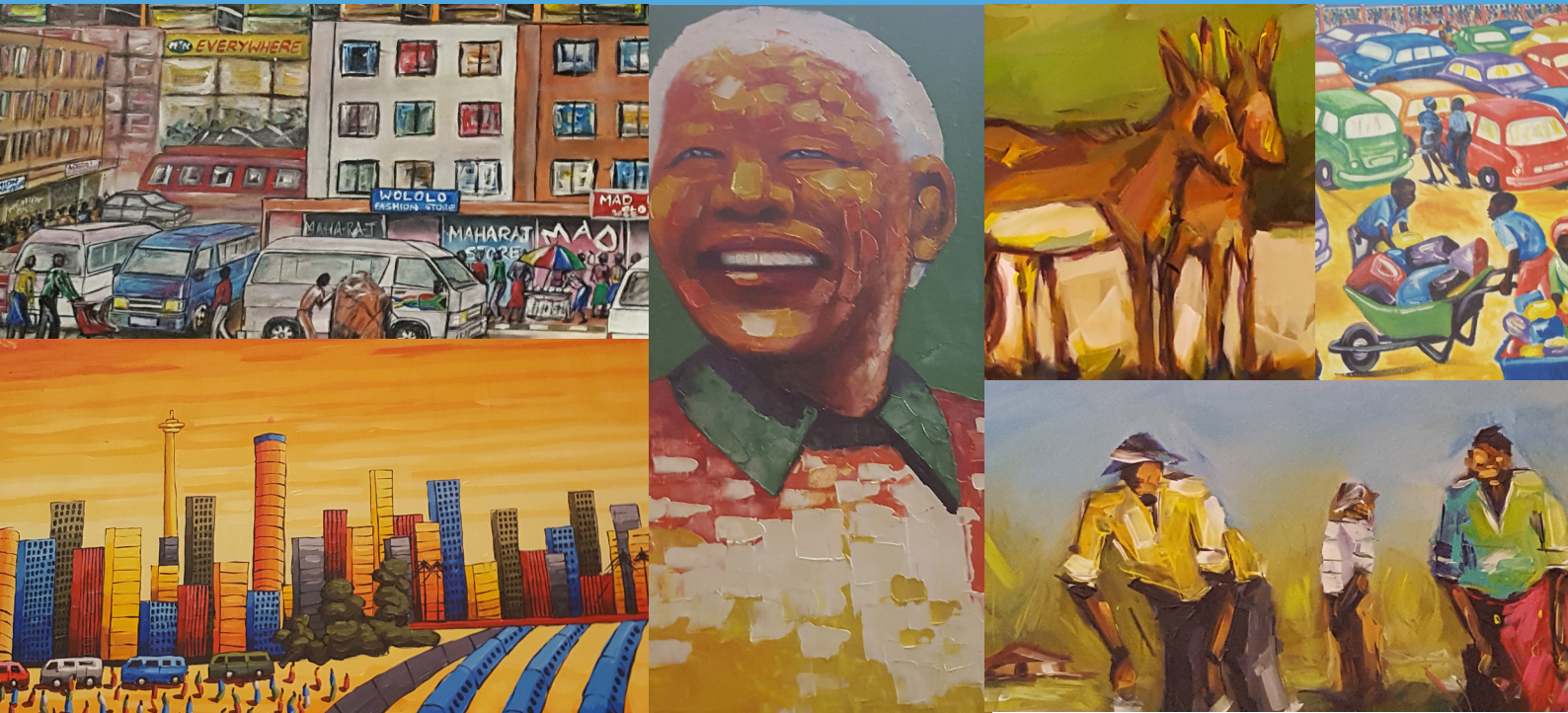




Professional and Academic English

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



Spring 2017 – Summer 2017 issue 49

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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

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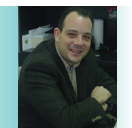
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Message from the Coordinator

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

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The CEF Professional Profile for Hotel Accountants

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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

learners to be able to use the foreign language in the target situation. However, this kind of material cannot be produced by relying on the intuition of the language teacher or the course designer (West, 1994). A carefully-planned needs analysis is required in order to plan and specify the content of a course and its materials (White, 1988) in most ESP teaching situations, as supported by Richards (2001).

This particular requirement is what led to the second generation needs analysis approach, which is what the CEF professional profiles actually constitute. In order for researchers to investigate the needs of the learners that belong to a specific professional domain, they came up with the creation of those profiles, which in fact employ a holistic needs analysis which takes into account both the individual and the interaction with her or his social context (Jaatinen, 2001). This is achieved by paying special attention to personal accounts of people already working in the particular occupations, concerning routine tasks that they are asked to perform in their professional environment (Patton, 1990). Then, the information obtained is used to plan the course and its activities according to the workplace reality of the learners in terms of their professional language needs.

The CEF professional profiles that already exist are not static; instead, they can be adapted to match the needs of each particular group of learners. The professional domains for which profiles have already been designed are technology, health and social care, business and law, as reported by Huhta et al. (2013) in their book. In fact, more and more profiles are becoming available on the internet as well, as more and more of them are being currently developed.

Methodology and structure of the CEF professional profiles

Research methodology

The purpose of this research was to gather information from professionals working in the field of hotel accounting concerning the communication needs they have in their work. In order to achieve that, the interview method was employed which is defined as a conversation that has a specific purpose (Burgess, 1984, in Thompkins et al., 2008). In this case, semi-structured interviews were used as they combine features from both the qualitative and the quantitative methods.

Apart from the semi-structured interviews, an extensive research on various texts that are related to the domain in question was made. Text-based analysis

offers a valuable insight into the language as well as the types of texts and discourse that are needed in a given professional context. As Swales (1985, p.219) points out, 'it is not only texts we need to understand but the roles texts have in their environments'. In other words, by examining and analyzing the genres of the texts that professionals of different disciplines participate in, material designers become aware of what texts they should employ in language activities so as to accommodate their ESP learners' needs.

After assembling all the necessary data concerning the field of accounting in general, a set of questions for the semi-structured interviews was specified. The next step was to schedule the interviews with the professionals of the particular field. Choosing the informants needed careful consideration so as to select a sample that would vary in their work positions. For this reason, interviews were conducted both with accountant managers and accountant assistants of hotel units of various sizes and locations. Interviewing respondents with different backgrounds and job responsibilities, while employed at the same occupational domain, leads to triangulation of sources and thus to a rich description of the situation under investigation. Triangulated data, according to Dörnyei (2007), is less biased and more reliable as it is gathered from various viewpoints which demonstrate the different communication needs of those involved in the research.

During the interviews, the informants were asked to comment on the most common routine situations they encounter at work, the location of where these communicative events take place and also on their interlocutors. Special emphasis was certainly placed on the situations that the English language was necessary in order to complete their job tasks. Apart from answering the interview questions, they also took the chance to explain what happens in the field of accounting in general and of the hotel industry in particular, which actually proved really helpful for the creation of the profile.

The creation of the profile

Once the interviews were completed, a full transcription of them was made so as to be able to proceed with the creation of the profile. The next stage was to examine the transcripts of the interviews in order to identify and categorize the patterns or themes found in the data. Next, the transcripts were thoroughly examined and the answers were categorized in order to find the points that were commonly mentioned by the informants. The classification of answers was made according to the

profile parts so as to facilitate its creation later on.

Apart from the standardized set of questions, more questions arose from the interviewees' responses. This is what led to the formation of an extra subsection of the second part of the profile, including special terminology used in hotels. Although it is a small one, it appeared necessary to be included in the profile as it was a point mentioned by all informants, concerning specific lexis employed by them.

After this careful processing of the interview data, the professional profile of the accountants that are employed in hotel businesses began to take shape. The guidelines for creating such a profile were followed exactly as they are outlined by Huhta et al. (2013) in order to keep a format that is consistent with the structure of the CEF profiles' models. As a result, a new professional profile was built based on the template proposed in their book, consisting of six distinct parts. Each part is explicitly demonstrated in the tables that follow.

The first part of the profile (Table 1), which is called **background information**, presents general information on the target profession, in this case hotel accounting. Details concerning the education that people working in this field may receive in order to follow this career are outlined as well as any specialization that they need to have so as to get employed as hotel accountants. Moreover, this part includes particulars of the sources and the methods used for collecting the data, like the persons interviewed and the dates during which the research took place.

Table 1

Field	Hotel accounting
Education	<ul style="list-style-type: none"> • A degree from a University in the field of Economics • A degree from the Accounting department of a Higher Technological Educational Institution (ATEI) • A diploma for Accounting from an Institution for Vocational Studies (IEK) • A diploma in the field of Business Administration and Economics from a Technical Vocational School
Specialization	<ul style="list-style-type: none"> • 5-7 years of work experience is required to become B class accountants • CPA license, provided by SOEL and in collaboration with universities like the National Kapodistrian University of Athens and the University of Macedonia for Economic and Social Studies • Accounting computer software knowledge • Seminars on accounting, like "Tourism- Reception/Reservation clerks, Assistant Accountant" provided by Power-Tax-Training http://www.goseminars.gr/index.php/component/eventbook-ing/?task=view_event&event_id=1193&Itemid=516
Occupation	Assistant accountant Accounting manager
Language	English
Drawn up by	Pinelopi Papadaki, HOU - Greece
Date / city & country	February 2015 / Heraklion Crete
Methods used for collecting the information (methods, persons, dates)	Sources: text analyses and interviews September 2014 Analysis of school curricula related to this job and materials employed at Technical Vocational Schools in Greece January 2015 Analysis of job descriptions through internet research 2 February 2015 Interview with an assistant accountant in a 4-star hotel in a touristic area of Heraklion - Crete 2 February 2015 Interview with an accounting manager of two big hotel resorts in touristic areas of Heraklion - Crete February 2015 Interview with an accountant in a 4-star hotel in the city of Heraklion - Crete February 2015 Interview with an accountant in a 2-star hotel in the city of Heraklion - Crete

The second part (Table 2) is called **occupational information** and describes the general background information about the professional activities of the job in question. In particular, a summary of what hotel accountants do in their occupation is provided and typical organizations or companies that accountants in general can be employed in are mentioned. The largest subsection of this part is dedicated to the typical job descriptions that accountants in hotels deal with, which appears to be very useful when it comes to ESP course and material design, as it can offer ideas about activities to be used in classroom. The following subsection explains the extent to which foreign languages are needed in this job and more specifically English.

Here, a further subsection was added called special terminology employed by hotel employees. This was something that emerged from the interviews, as all of the informants commented on the use of specific terms that professionals who work in the hotel business need to be aware of and be able to use successfully. Since a lot of emphasis was given to the knowledge of this terminology, it was considered necessary for it to be included in the profile in the form of a word list.

The third part (Table 3) includes **work context information** and focuses particularly on the location that the majority of the interviewees' professional activities take place and the individuals they have business with in their everyday work life. It also contains the communication situations that those professionals encounter in their workplace, which constitutes the most extensive section of this profile part as it can provide valuable knowledge for materials development. Moreover, the text and discourse types that they deal with at work are mentioned here in order to complete their job framework.

The next part of the profile (Table 4) presents two of **the most frequent routine situations** that the informants mentioned in their interviews and which refer to situations that require the use of the English language and at the same time are 'suitable for learning' (Huhta et al., 2013, p. 192). This means that the information received from the description of these situations can be used to design classroom activities that are authentic.

The following section (Table 5) refers to **the most demanding situations** that the professionals face in their occupation. Similar to the previous part, this one offers ideas for designing more complex activities for the English classroom. That is why the selection of the particular situations was made according to their teaching value. The details and the challenge factors provide the materials designer with the necessary information that can be used as input for course tasks.

Table 2

Typical examples of professions / occupations / jobs	Accountants in hotels, from assistants to managers, typically work in the accounts office of hotel premises or in their own office and deal with the accounting as well as the commercial services of the hotel departments. Accountants working in hotels are also engaged with the tax services of the hotel unit and with the payroll of its employees. Concerning the accounting manager, s/he supervises the finances of all the hotel departments and is responsible for their accounting statements. In general, they keep the financial records of the hotel and are involved in all financial processes of the hotel unit, from bookkeeping and invoice registrations to dealing with employment contracts. Accountants can work in all departments of a company, a hotel unit in this case, dealing with its finances, taxes, contracts with clients and with the personnel.
Typical organizations or companies to be employed in	Accountants in general can be employed in: Industries, artisanship, shops, transportation companies, logistics companies, travel agencies, hotels, restaurants, freelancers, in the health field, banks, accounting offices, tax offices, factories. Accountants can be found in all kinds of companies of varying size.
Typical job descriptions	Accountants in hotels typically deal with the commercial and the accounting part of the financial services they provide. The commercial part has to do with the total cost of a client to the hotel. The accounting part has to do with bank dealing, cheque payments, checking account agreements, closure of accounts. They monitor the hotel's income and expenses through invoice checking and they also take care of the personnel's payment and insurance. In addition, they contact clients (travel agencies mostly) and offer tax services too. Their job description includes: a. Dealing with accounts and financial statements <ul style="list-style-type: none"> reviewing, approving and posting invoices archiving invoices (both physically and electronically) auditing the checking account preparing the balance sheet writing cheques checking the revenue accounts directing the hotel departments' finances preparing the income statement composing and submitting the financial statements that have to do with taxes and insurance contributions reading financial reports from hotel departments, especially from the reception department, the warehouse (concerning raw materials bought) and the department heads (about labor costs) bookkeeping the hotel's income and expenses calculating the VAT (Value Added Tax) balancing accounts monthly b. Bank dealing <ul style="list-style-type: none"> bank reconciliations paying suppliers (usually through web banking) contacting banks for loans and corporate financing c. Dealing with clients <ul style="list-style-type: none"> contacting suppliers and clients for balancing or reconciling accounts as well as arranging payment dates negotiating solutions to payment disagreements with clients (most often travel agencies) negotiating prices and payments preparing all-inclusive contracts with travel agencies d. Dealing with the hotel personnel <ul style="list-style-type: none"> sending the work plan of employees to the labor inspection making payments preparing the payroll accounting registering the employees of a company / organization (whether hired or dismissed) guiding assistant accountants checking the taxes payable and the worker compensation insurance payable according to the local government's laws e. Office administration <ul style="list-style-type: none"> keeping notes answering the phone filing documents reviewing the main courante of the hotel recording transactions in the general ledger of the hotel / company issuing financial documents Irrespective of the size of the hotel, an accountant has to accomplish a great variety of tasks daily and come in contact with all the departments of a hotel unit. The following links of two job advertisements complete the picture of the requirements of the job. http://www.caterer.com/careers-advice/job-profiles/hotel-accountant accessed 22 February 2015 http://www.kariera.gr/INTL/JobSeeker/Jobs/JobDetails.aspx?job_did=IHS12Z6PVOM87P2K-7I2&siteid=int_GRYourseGR&show=yes accessed 28 March 2015
To what extent foreign languages are needed	English is the foreign language that is mainly used by hotel accountants, with an emphasis on particular terminology due to both the finance and the hotel field that they are involved in. Professionals working in hotels should be aware of these terms so as to avoid misunderstandings. Communication in English is constant and daily as they need to contact travel agencies based abroad. They either exchange correspondence by email, which is the most usual mode of communication, or they talk on the phone. The main reasons for such communication are to request amounts of money that are due to the hotel that the accountants represent and to solve disagreements that may arise and have to do with payments. Also, invoices they receive from foreign clients are accompanied by documents written in English. Balance sheets and contracts they exchange are in English too. In addition, communication with foreign employees that do not speak Greek is carried out in English so as to arrange their employment in the hotel. English is also needed for public relations with foreign tour operators in order to arrange payment issues and prices on services and goods. English is also used by the hotel accountants when they have to prepare the contracts for foreign students that come to the hotel in order to do their internship. Therefore, reading and mainly writing are the skills generally required to accomplish the tasks described above, while less frequently speaking and listening are required.
Special terminology used in hotels	Tour operators, all inclusive, overbooking, stop sales, half board, full board, main courante, reception, reservations, early booking, front office manager, back office manager, high season, last minute reservations, check-in, check-out, forecast, housekeeping, registration form, upgrade, room amenities, compensation, allotment contract, request, confirmation, guarantee.

Table 3

LOCATION	Office, managing accountant's office, director's office, hotel owner's office, tax office, Social Insurance Institution (IKA), banks, post office, labor inspection, insurance funds, prefecture, General Business Register (ΓΕΜΗ), Greek Tourism Organisation (EOT), Chamber of Commerce, associate hotels. Hotel Departments: • kitchen • café • reception • accounts office • warehousing • maintenance • housekeeping
PERSONS, COMMUNITIES, COMPANIES, INSTITUTIONS	Co-workers in the same hotel, colleagues from other hotels, hotel owner, clients, suppliers, travel agents, tour operators, head of account office, receptionist, head of housekeeping, the director, hotel employees, labor inspection employees, housekeepers, heads of hotel departments, public services employees, bankers, assistant accountants, the hotel secretary, front-office manager, reception manager, foreign student interns
COMMUNICATION SITUATIONS	Hotel departments: <ul style="list-style-type: none"> giving directions and instructions to accountant assistants on how to deal with the accounts of their field and answering their questions making arrangements on payments with the heads of the departments and getting informed about their personnel's matters meeting with the hotel owner to discuss the accounting policy to follow and general matters of the hotel getting information about clients' stay and accounts from the reception manager, usually by email making agreements with the warehouse employees about supplies and commodities and with the technicians' department about buys and maintenance expenditure meeting with the hotel director and making payment arrangements exchanging files and documents with the director's secretary talking on the phone with the housekeeping head about invoice data Services: <ul style="list-style-type: none"> calling the bank so as to discuss about financing issues and how to manage the hotel's accounts and available money, negotiating better terms dealing with tax authorities concerning tax declarations dealing with employees' social insurance and payroll Customers: information on matters of work with other accountants so as to give solution to problems concerning taxes and personnel's matters <ul style="list-style-type: none"> prepare contracts for foreign interns and employees that are employed by the hotel fax and email exchange between the hotel and travel agencies, either Greek or foreign ones contact with accountants from an associate hotel concerning file / document exchange renew employees' work cards issue a salary certificate
TEXT- AND DIS-COURSE- TYPES	<ul style="list-style-type: none"> email communication • telephone conversations • faxes Skype communication • reports, memos tax documents / statements • balance sheets accounting software (Alexandros: back office & general ledger, union, AMMY, time log, Excel) invoices • supplier contracts • cheques • work plan accounting books • financial statements hotel main courante • contracts • employment & payroll documents payment negotiations • legislation / case-law • asset register receipts • online sites (tax heaven)

Table 4

<p>Situation 1. Asking for explanations Communication situation: sending an email to a travel company asking for explanations Location: office Persons: accounting manager, hotel owner Critical success factors: First of all, the accounting manager has to follow a string of emails that his hotel has exchanged with the travel company concerning the issue of an unpaid invoice. Then, after discussing this with the hotel owner, the accountant has to reply to the travel company and make their requests. This means that the accounting manager must have good reading skills to understand the content of the emails as well as writing skills to produce a formal email. Also, s/he must be well aware of the terminology used in the accounting field so as to apply it successfully and be understood. Details: The accounting manager has just received an email from a travel agency they cooperate with. Although he was expecting four invoices to have been paid, he only received three of them. That is why he went to the owner's office to discuss how to inform the travel agency about this issue. After that, he has to write an email asking for explanations, why the fourth invoice has not been paid as it should have been and then send it to the travel agency.</p> <p>Situation 2. Preparing work contracts for foreign employees Communication situation: contacting a particular category of employees in order to prepare their employment contracts Location: office Persons: accountant, employees (animators in particular), or student interns Critical success factors: The hotel accountant has to come in contact with the new employees so as to discuss the terms of their contracts. This means that the accountant needs to have good speaking skills so as to understand his interlocutors and respond accordingly, avoiding thus mistakes in the contracts, as the communication takes place in English. Also, the accountant needs to read the documents that the employees bring him and then prepare the contracts, which means s/he has to translate/mediate the information he gathers. Details: It is quite often that hotels employ foreign animators who offer a certain kind of entertainment to the hotel residents. Those employees are usually from Romania or Poland and as they do not speak Greek, they communicate in English with the rest of the hotel staff. Apart from this category of employees the hotel also accepts foreign student interns that work for a period of time and therefore they need to sign some employment contracts too. In this case, the accountant may need to make corrections in the translation of the documents that are brought to him so as to conform to the Greek laws and then proceed with their employment and insurance papers.</p>
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The final part of the profile (Table 6) is called **snapshot** and it describes a typical day of a hotel accountant at work as well as some comments concerning the language employed in her / his professional routine. Although it is based on a compilation of data gathered from all respondents, it is presented in a first person narration so as to highlight the daily activities and duties of the target profession in a linear sequence.

Table 5

Situation 1. Solving disagreements

Communication situation: solving disagreements on charges concerning children discounts

Location: office

Persons: accountant, tour operators

Challenge factors: The great challenge in this case is to convince the other part that they have made a mistake. Therefore, apart from good linguistic skills to explain the problem, the accountant must also have good communication skills so as to be polite and efficient at the same time. The communication most of the times is by email and less frequently by phone. It is also a difficult situation because if the specific tour operator is a good client of the hotel and there is a close collaboration between the two, the hotel is usually forced to back down and thus lose money.

Details: A German family with children has visited their travel agent to book their hotel rooms for their holidays on the island of Crete which are scheduled seven months ahead. Their youngest child is 11 years old and a half when they go to the travel agency so she gets a children's discount. However, by the time they travel to their destination the child is over 12 years old. The accountant checks the passports and the original agreement and notices that the particular child is not entitled to the discount as she is over 12 and therefore charges the corresponding price. When the tour operator is informed about the change in the charge, he sends an email to the accountant requesting the former charge. The hotel accountant then has to respond and explain the situation so as to persuade the other party to pay the child cost for their accommodation.

Situation 2. Dealing with commissions

Communication situation: offering a commission and presenting it with a legal document

Location: office

Persons: hotel and travel agent's accountants

Challenge factors: The difficulty of this situation is that there is a specific terminology used for such cases so that both the hotel that gives the commission and the travel agency that accepts it can deal with their financial statements. This means that the accountants of the two companies have to come in contact and agree on the amount of the commission, on the terms of payment and how to create a legal document that justifies it, considering the taxes to be paid.

Details: It is often the case that a hotel gives a commission to the travel agencies for the services they offer by sending clients to it. However, it is sometimes not that easy for the two companies to come to terms with each other considering how to present this amount of money in their tax statements. This is a problem for them as the hotel needs to declare it as expenses so as to receive lighter taxes while the travel agency does not want to present it as revenue so as to avoid heavy taxes. Therefore, the accountants of the two companies contact each other usually by email and less often by telephone in order to agree on how the commission money should be declared so that it is legal for both of them.

Conclusion

All in all, CEF professional profiles are a really useful tool for ESP practitioners as they provide the necessary information in order to prepare teaching materials for classes of different professional domains. Moreover, similar profiles for other fields

Table 6

Background

My name is George and I am Greek. I have been working as an accountant at hotels for over 15 years. Now I am the accounting manager of two big hotel units in a touristic area of Heraklion – Crete which means that apart from dealing with the finances as an accountant, I also act as a supervisor to assistant accountants and I am responsible for what goes on in all the hotel departments, concerning the accounting field of course.

A working day

In order to explain what I do, I will describe what I have done today. I came here at around 10 am. The first thing I did was to get the reports from the departments and especially from the reception. I also took the reports from the warehousing and from the raw materials management department. Then, the department heads sent me their reports about the personnel, i.e. labor issues. It usually takes me approximately one hour and a half to process those.

After that, I checked if I had to finish any employment issues that have arisen, either hiring new staff or dismissing employees. This usually occurs about one month after the hotel opens and one month before it closes, that is we hire and fire staff then.

Then, I dealt with purely financial matters as once in a week I have to come in contact with Greek banks in order to discuss about the issues of loan terms and business financing.

Later on, I met with the owner of the hotel and we talked about company issues for about one hour while having a cup of coffee. While I was in his office, we received some invoices from a company based in Spain. However, there was one invoice left unpaid so we sent them an email asking them why they hadn't paid it off as it was expected. And now we are waiting for their response.

Then, I returned to my office and checked the invoice posts that were added to the accounting software by the assistants the previous day so as to make any necessary changes and give them feedback.

In addition, I contacted our clients, i.e. accountants working at travel agencies in order to arrange payments and balance accounts.

Language

The job of a hotel accountant is not the same as that of an accountant who works in any other company due to the fact that hotel accounting differs from plain accounting. First of all, it is important to be aware of how a hotel functions. Secondly, one needs to know the terminology that is used in hotels well. As we deal with tourists from all around the world, communication takes place mainly in English, as it is the language that is spoken by almost everyone in the touristic field. Even the emails and faxes that are sent to local or Greek travel agencies are written in English because we don't know if the person that receives them is a representative of a foreign travel agency or not. Therefore, we use English to communicate even with Greek colleagues and clients.

Although telephone conversations with foreign clients take place less frequently, emailing is a daily duty for me and I could say that I use the English language almost every day to arrange payments and balance accounts with the foreign travel agents that we have business with.

can be created so that we eventually have a repository of data that would cover the needs for most professionally-orientated courses.

In this article, the concept of CEF professional profiles is further developed as it is tested and applied in a new discipline, which expands from basic accountancy to the domain of hospitality. It is also shown that CEF profiles are not rigid but evolve according to the particularities of each professional field, which is a new perspective on how those profiles can be used. In the case of hotel accountants, emphasis was placed upon the knowledge of the hotel function and department organization besides accounting principles.

Lastly, apart from offering an up-to-date knowledge of the hotel accountant profession, this article aims at giving motivation to future researchers who wish to create profiles for other domains. Therefore, more

ESP teachers and course designers can elaborate on the research presented and get encouraged to create further profiles that will suit their particular teaching needs. As for the way to employ the information obtained from the profile into creating teaching activities, it is left to be thoroughly demonstrated in a separate article.

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The CEF merchant navy officer profile

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Abstract

The paper presents a CEF profile developed for Navy Merchant Officers. The profile introduces a range of communication needs that shipping professionals may face in English when working in multinational contexts. Research data were elicited from interviews, questionnaires, text analysis and narrative accounts and results expand the CEF profile format to cultural issues. The profile is particularly relevant to course design and material development procedures.

Key words: ESP, Maritime English, CEF professional profiles

Background

Facing the complexity and dynamism of globally connected professional communities most of the traditional models of language instruction including ESP cannot adequately meet the challenges of the present-day demands and practices. In the article 'ESP in the 21st century' Bhatia, Anthony, and Noguchi (2011) argue for a major shift in ESP teaching models and practices, and state that the most significant challenge for an ESP practitioner "is to bridge the gap between the classroom and the world of work and understand the relationship between ESP classroom discourses, professional discourses, and professional practices" (Bhatia *et al.*, 2011, p.144). There is a general consensus among educationalists (Bhatia, 2006; Dovey, 2006; Huhta *et al.*, 2013, Kazamia, 2012) that such a gap can be bridged if the instruction objectives stretch beyond the development of a merely linguistic repertoire and take an interest in efficient competence building, aiming thus to exercise the ability to communicate successfully. More and more companies and professionals depend for their success on communication and this has given an added impetus and importance to the role of workplace communication skills (Agarwal & Chitranshi, 2013). Especially on the European labor market the demand for the English language and communication skills is steadily rising. The 2006 Council of Europe Recommendation on a *Key Competence Framework* included communication in foreign languages along with intercultural communication as two of the eight key competences all "individuals need for personal fulfillment and development, active citizenship, social inclusion and employment" (Communities, E. U, 2007).

With the dynamics of communication processes undergoing inevitable change and communication

potential driving dramatic changes in organizations and their environments (Charles, 2007), ESP courses integrating communication skills will assume greater significance. Naturally, the alignment of such courses with contemporary professional needs should be raised (Agarwal & Chitranshi, 2013). This means that the students' needs should be anchored on "solid evidence-based inquiry" (Vogt & Johnson, 2008, in Huhta, 2007) of the working communities, which would provide better knowledge for the classroom in the form of authenticity of learning content and with more current information on the trends prevalent in their professional communities.

The CEF professional profiles project

The Common European Framework of Reference for Professional Language and Communication Competences (abbreviated to CEF Professional Profiles) project provided a framework which focuses on an action-oriented, task-based approach to needs analysis which goes well beyond traditional approaches and which can provide a way forward for professionals when learning a language for professional purposes and ESP/LSP in a complex world (Hall, 2013) The foundations of the project lie in the Common European Framework of Reference for Languages (CEFR) and in needs analyses conducted for language and communication in the workplace (Huhta *et al.*, 2013). The profiles in their proposed form are assumed to define the context for language use in professional situations the learners might find themselves involved in. The CEF profile is a template comprising six sections: Part A Background Information, Part B Occupational Information, Part C Context Information, Part D The Most Frequent Situations, Part E The Most Demanding Situations, Part F Snapshot (*ibid*). Thus, the contents of each profile are understood as a formulation of a thorough needs analysis suggesting directions for course development.

Benefits of CEF profiles

CEF profiles provide a new approach to needs analysis in ESP, a "second generation needs analysis" (*ibid*: p.14) which requires a task-based approach and looks at the entire communication situation at all levels: micro (needs of the individual learner), meso (needs in the context of the workplace) and macro level (needs of society) (Robinson, 1991). This sociological and holistic approach is innovative, but it

can also be seen as consistent with current trends in ESP.

CEF Professional Profiles help the ESP teacher to design content and plan activities. The profile can be taken as a map of communication: not all locations on the map will ever be visited (Huhta, 2010). This enables flexibility in course design; a practitioner can choose communication situations that are most relevant and encourage students to actively participate in the selection as well.

Moreover, CEF profiles' most important contribution is linked with specificity and authenticity in materials selection and design. However, it should be noted that the presence of authentic materials in a classroom is "no automatic guarantee of authenticity" (Belcher, 2009). Authentic materials once removed from the contexts where they naturally occur are anything but that. The conventions of use is what makes the materials authentic (Widdowson, 1979). CEF profiles are giving sight to the overall systems that workplace communication must function helping thus the practitioner find materials and organize activities that increment the competences required by the workplace in realistic units and contexts. One approach to enhancing authenticity considering the activities is the use of simulation or tasks inspired by real-life communicative activities (Belcher, 2009). Part D The Most Frequent Situations, Part E The Most Demanding Situations and Part F Snapshot of the CEF profiles provide the course designer with the information needed to create realistic workplace-based activities and simulations.

Why create a CEF merchant navy officer profile?

"Shipping is perhaps the most international of all the world's great industries and one of the most dangerous" (International Maritime Organization [IMO], 2005). One of the core skills central to effective and safe production and performance in all high-risk industries is communication (Hetherington *et al.*, 2006). The need for effective communication between parties in the commercial marine environment is multi-faceted as the ship is the working environment, learning environment and social environment for its personnel (Pyne & Koester, 2005). The International Maritime Organisation (IMO) has also underlined the importance of effective communication as a crucial issue for Marine Safety (International Maritime Organization [IMO], 2005). Yet, communicative language training set in the context of real-life situations at sea has hardly been part of any curriculum for training merchant

navy officers (Ziarati, *et al.*, 2011) while as reported English language skills of the ships' crew are at a very low level, resulting in ineffective communication. Thorough research indicated that 80% of maritime accidents are down to human factors of which failure of communication represents one third (Ziarati, 2006, Trenkner, 2007). This fact along "with the cultural diversities of multi-national ship crew creates a major current problem" (Ziarati, *et al.*, 2011 p.41). Linguistic, paralinguistic and cultural and discourse formation issues act as a barrier to the safety of the ships at sea (Ziarati, 2006). If one wishes to counterbalance communication problems onboard, multicultural crew and their specificities must be taken into account as early as their training period (Iakovaki, 2011). Therefore, teachers of maritime English are expected to develop seafarers' ability to communicate effectively within a rather multicultural shipboard environment to "maintain 'social harmony' in an off-duty context and in their everyday 'teamwork' to ensure effective day to day operation" (Pyne & Koester, 2005). A Maritime English course is thus expected to be directed towards training in communication for professional purposes not just foreign language education. CEF professional profiles are the relevant solution for learning language and communication in a specific field and this study aims to present one.

Research methodology

The general design for the creation of the profile was based on the methodology used in the CEF Professional Profiles project (Huhta *et al.*, 2013). Data elicitation consisted of three stages: first, a thorough search of the internet was done for online sources of information; secondly, semi-structured interviews were conducted with English teachers in the field and experienced merchant navy officers, and, thirdly questionnaires were given to students (they all had experience at sea) of the Greek Academy for Naval Officers based in Nea Mihaniona, Greece.

Results

The CEF profile for Merchant Navy Officers is presented below; due to space limitations not all communication situations in part D, E, F and Snapshot are hereby listed.

To increase the depth of understanding the above listing is detailed by three aspects:

Table 1. A. TARGET PROFESSION (BACKGROUND INFORMATION)

<i>Field</i>	Maritime studies
<i>Education/Program</i>	Program Nearchos
<i>Specialization(s)</i>	Merchant Navy Officers Deck and Engine
<i>Degree/Qualification</i>	Merchant Marine Academy Degree (third officer). After 36 months of sea experience and specialized training, officers get promotion and become second officers and after 36 months of sea experience and specialized training they can be first officers.
<i>Language</i>	English
<i>Drawn up by</i>	Viktoria Kosmidou
<i>Date/ City and country/Organization</i>	July 2012- March, 2013, Thessaloniki/Greece
<i>Methods used for collecting the information (methods, persons, dates)</i>	Text analysis, questionnaires, oral interviews conducted by Viktoria Kosmidou as follows: Experienced merchant navy officers joint interview July 2012 Experienced merchant navy officers individual interviews December 2013 English Instructors at the Marine Academy Makedonias interviews December 2013 Internet sites Proceedings of Maritime English international conferences http://www.adam-europe.eu/prj/7378/prj/DA01_IMEC23Proceedings.pdf#page=132 www.imla.co/imec/IMEC24Proceedings.pdf Training Syllabus: Maritime English www.marinesoft.de/.../Specification_CW_Fleximod_P2.pdf www.poseidon.co.id/syllabus_me www.dgshipping.gov.lk/web Projects http://mareng.utu.fi/download/ www.captains.pro/Project www.ronomar.ro/resource/maritimeenglish/Trainerhandbook.pdf International maritime organisation IMO www.imo.org www.segeln.co.at/media/pdf/smcg.pdf Nautical Institute, London: www.nautinst.org (well known among ME teachers for its downloadable MARS reports (Marine Accident Reporting Scheme) Marine Academy of Macedonia https://sites.google.com/site/aenmak/ Blogs/videos http://seafarers.blogs.lloydslist.com http://www.youtube.com/watch?v=8yOWnEIS5EK http://www.youtube.com/watch?v=9Wp5cT7JOiM http://www.youtube.com/watch?v=rXakUih5bOc

Table 2. B. OCCUPATIONAL INFORMATION

<i>Typical examples of professions/occupations/ Jobs</i>	Deck/Engine Officers Pilots Ship's superintendents (supervisors) Marine surveyors Naval architects Shipbrokers Engineers can be ship and ship equipment designers.
<i>Typical organizations, companies, communities</i>	Officers can find both onshore and offshore positions in: Shipping & Supply companies. Oil & Bunker companies Port authorities, maritime insurance companies and shipping brokers. Merchant navy officers are employed by commercial shipping companies to work on all kinds of seagoing vessels. These include: <ul style="list-style-type: none"> ferries and cruise ships; cargo container ships; oil, gas and chemical tankers, and other bulk cargo carriers; specialised supply, support and rescue vessels. Most marine engineers are employed by private firms that build ships or make the equipment used in them. Some engineers do freelance work as consultants to these firms.
<i>Typical job descriptions</i>	Officer's rank and the size of the vessel he/she is working on will affect his/her duties. <ul style="list-style-type: none"> Master (Captain) - has full responsibility for the overall running and safety of the ship, crew (ratings), passengers and cargo; handles legal and commercial matters and keeps all the ship's records up to date Chief Officer - assists the Master and oversees deck operations and maintenance, cargo handling and storage; manages work schedules and supervises other officers Second Officer - responsible for navigation, using radar, satellite and computer systems; monitors the vessel's position, speed, direction and weather reports, and carry out watch duties at sea and in port Third Officer - deals with the ship's safety equipment and lifeboats; assists the Second Officer and carries out watch duties.

Table 3. C. CONTEXT INFORMATION

Work	LOCATION	PERSONS, COMMUNITIES, COMPANIES, INSTITUTIONS	COMMUNICATION SITUATIONS	TEXTS
	- Ferries and cruise ships, cargo container ships - oil, gas and chemical tankers, and other bulk cargo carriers, - specialised supply, support and rescue vessels.	- Captain, Chief Officer, - Second Officer - Officer Trainee or Apprentice, - Engineer Officers - All crew members - Passengers - Pilots	Ship communication is broken down into two basic categories: Interior and exterior. The interior category is communication on board the ship between individuals, divisions, and departments. The exterior category is communication outside the ship between stations, or port/local authorities, customs, companies. INTERIOR On-board communication Communicating with Passengers/visitors/apprentice officers (welcoming, giving presentations, briefing passengers on safety regulations/preventive measures/communications, embarking/disembarking), Social interactions, small talk, Reports to co-workers and superiors, Interacting with the pilot, ship handling (giving wheel and engine orders), answering questions (for clarification) pilotage, anchoring, navigation, communications by VHF radio and walkie-talkie, Safety committee meetings with officers, SMCPS. Engineers also analyse problems onboard and	Writing damage reports, incident and accident reports; entering reports. Filling in log books, manuals and maintenance histories of the ship, writing emails, safety meetings, nautical charts and passage planning, COLREGS (International Regulations for Preventing Collisions at Sea)
			suggest solutions, describe mechanical breakdowns and repairs, notify appropriate parties of repairs.	
	- Ports - Port authorities' premises - Local authorities - Maritime agencies - Shipping company premises - Supply companies	- Coastguards - Superintendents - Pilot stations - Cargo handlers - Doctors - Port authorities - Local authorities - Shipping companies - Supply companies - Customs agents - Tug companies	EXTERIOR Ship-to-ship communications (pilotage anchoring, navigation, communications by VHF radio, telephone and walkie-talkie) Ship to shore communications Communications with Coastguards (VHF exchange procedures, obtain VTS (vessel traffic service) data or any other external source data, tug request, ice breaker request) Anchoring, weather forecast, VHF distress signal understanding and making distress calls, navigational assistance/warnings Communications with doctors (identification of injury types) Communications with port authorities (notice to mariners, inspections) Testifying for various incidents, legal matters (stowaways, ballast regulations, designated areas, reporting and cleaning up spillage tank cleaning) Communications with pilot station (embarking/disembarking pilot, pilot request) Communications with cargo handlers/dock workers (cargo	Ship's correspondence - Letter of Protest - Charter Party - Bill of Lading - Letter of Authorization - Letter of Indemnity - Checklist for Superintendents - Master's Standing Order - GMDSS messages - Muster List - Emergency Party Duties - JSA Report - Near Miss Report - Ballast Water Management Plan - Garbage Management Plan - Oil Spill Training Records

Table 4. D. THE MOST FREQUENT SITUATIONS

Common work situation: On board communication (in Cardeño, Consolacion, Don Vicente, 2012). Pilotage: The ship is at sea, running up to the Pilot Station. The entire action with the exception of the third Officer's reply, takes place inside the wheelhouse. Present are the Master, the Watch keeping Officer (Z/O), a helmsman and the Pilot. The pilot is giving orders to the helmsman.
Place: ship's wheelhouse
Persons present: The Master, the Watch keeping Officer (Z/O), a helmsman and the Pilot
What is essential for the communication to be successful? Simplicity of structure. The orders should be short, brief, and direct to the point. The maritime communication exchange in this case is distinctly of greater formality because in the said maritime routine operation it is the pilot as an officer talking to the helmsman as a subordinate.

Table 5. E. THE MOST DEMANDING SITUATIONS

Describe a **demanding work situation** where you have or would have needed foreign language skills.
Situation: Confusing cargo weight information (MARS report 2012 25)
 A heavy lift vessel arrived to discharge a consignment of project cargo at our terminal. The manifest included some units of a maximum weight of about 50 tones. However, many of them had both a paper sticker with shipping marks showing the gross weight written by hand (some overwritten with a figure different from the weight declared in the manifest), and a metal plate prominently affixed with punched numbers showing a figure far in excess of the manifested weight – up to 72 tones. Under the terms of carriage, all cargo was meant to be loaded and discharged with ship's twin (Gemini) cranes, each of SWL 26 tones giving a total lifting capacity of 52 tones.
 While this confusion was being sorted out, the consignee/receiver insisted that the heavy units were in a 'knocked down' or dismantled condition, and that the manifested/labelled (lesser) weights were correct, especially as the vessel's cranes had already safely loaded them at the load port. A rudimentary cargo pamphlet was produced to support this claim.
Place: cargo ship
Persons present: crew, deck officers and the captain.
What makes the situation demanding? To ensure safety of personnel and port infrastructure, the officers had to email a request to the overseas shipper asking for a document stating the actual weight of each unit as shipped. Having failed to get a response, their terminal served the vessel's Master, agent, stevedoring company and consignee with an indemnity letter, holding them individually and jointly responsible for any loss or damage arising from underestimated weights of the lifts. In the event, all units were discharged safely at the berth and reached their final destination.

Table 6. F. COMMUNICATION BREAKDOWN SITUATIONS DUE TO CULTURAL DIFFERENCES

Situation: The Bright Field case (in Pyne, Koester, 2005). This case illustrates a situation with the crew and a pilot from different cultures: American and Chinese. The pilot suffered from the lack of information due to the fact that he was not able to understand the communication between the engine room and the bridge, which was in Chinese. He was prevented from recognition of the engine problems from the bridge/engine communication and he therefore suffered from information deprivation. The engine problem was concealed with the expression "yes sir" used consequently even if the correct answer was no and there was a collision.
Place: a ship
Persons present: pilot and crew member.
Why was there a communication breakdown? The cause of the communication breakdown and consequently the accident could be found in the limiting and concealing qualities of the bridge communication. The word "no" is a very impolite word to the Chinese. It is therefore the cultural practice of Chinese crew that they always answer "yes" - especially to an authority such as a pilot - even though they are well aware that the correct answer is "no".

SNAPSHOT

Description of work situations in the life of a professional/ the lives of these professionals. The aim is to bring life to the listing of communication situations.

Published: October 4, 2010
 Life at Sea: don't forget to look out the window
 As I approached the end of my first trip at sea I looked back and laughed at the things I found noteworthy during those first weeks on board.
 How to turn on the search lights, colour codes for the bins, operating the window wipers. Three months later, and having participated in all the watch permutations, my notes are more advanced. I've inspected PV Breakers, got to grips with the inert gas system, as well as learning how to let go of an anchor.
 On my first ship, I learnt the basics of keeping a navigational watch and cargo work on board an oil tanker. During these early days, I discovered that the role of a third officer is an eclectic mix of navigation, cargo operations, mooring, taking on stores, safety drills, not to mention the maintenance of lifesaving appliances and compliance with international regulations. It's an exciting and challenging position and I knew it was for me.
 It's interesting too, with a long history. It was during the first week of my second trip that I was reminded of the reason the Solas regulations were established. As we responded to a distress call from a sinking yacht...In the yacht's case, a closer vessel arrived and rescued the casualty and Falmouth Coastguard stood us down.
 In the navigation sphere I learnt an important lesson. As I struggled to comprehend what the wind farm echoes observed on the radar could be, the comments of my navigation lecturer came flooding back: "Look out the bloody window." This reinforced the importance of studying the charts and passage plan before departure.
 So, my time at sea has included a little bit of everything. It has been a diverse mix of understanding COLREG rules, climbing around ballast tanks, as well as building up the skills and knowledge of good seamanship. In my opinion, anyone looking for a career with travel, variety and early responsibility can't go wrong with the merchant navy.
 Jodie O'Keefe is a cadet training at Warsash Maritime Academy, sponsored by BP Maritime Services. She has just completed her first sea phase.
[Life at Sea | A Seafarers blog from Lloyd's List](http://seafarers.blogs.lloydslist.com) http://seafarers.blogs.lloydslist.com

Intercultural awareness

The profile's construction and its parts are based on CEF listing and order adopting thus the pattern suggested by CEF (Huhta *et al.*, 2013). This was followed in order to keep the categories as well as type of content introduced by CEF and thus remain as close as possible to the structure of CEF profiles. However, it was found that elements targeting at raising intercultural awareness had to be recorded in the profile to better serve the purposes of the communication requirements of Merchant Navy Officers. In this line, an extra part (Part F Communication Breakdown Situations Due To Cultural Differences) was added to the profile template. It outlines some frequent confusing situations in an Officer's or seaman's working life in which there was a communication breakdown due to cultural differences. It was considered useful for the course designer to put into context some communication dissonances happening at the particular domain, analyse them and create or find appropriate activities. It was also beneficial since it expanded teaching and learning as to the ways in which intercultural communication can be taught. This is in tune with the fact reported earlier that communication breakdowns due to intercultural differences had resulted in accidents. Intercultural awareness can better be taught to professionals with specific examples of situations occurring in this particular context and activities based on these while any other activities by means of concrete cognitive categories such as avoiding stereotypes could be less motivating.

Conclusion

Obviously an effective and tailored ESP course design cannot be derived from the teachers' own intuition. This research used the latest language needs analysis method outlined in CEF Professional Profiles project in order to develop the profile for Merchant Navy Officers aiming thus to provide an answer of what has to be taught in a principled manner. It is a practical tool for an ESP practitioner since it presents the main genres used and the key aims of communication of a particular domain. It has a quite extended scope and the listings and descriptions are sufficiently detailed to enable a course designer to prepare a lesson that will equip seafarers with the prerequisite input for safe navigation and successful communication in the maritime professional field. If there is a limited preparation time for the ESP teacher fewer descriptions of the profile may be used; limited coverage can also be beneficial since it is the quality of data that is important in such teaching situations. After all, it can be updated or modified for specific variations

in a particular context.

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The CEF professional profile for pharmacy assistants

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Abstract

This article reports on the process of English for Specific Purposes (ESP) sample material design for Pharmacy Assistants. To this direction, the present study develops a new professional profile for Pharmacy Assistants, structured along the principles of the Common European Framework (CEF) Professional Profiles. The basic template of the CEF Professional Profiles is used for an administration of a needs analysis conducted to identify the language and communication needs of Pharmacy Assistants as well as for materials design. The outcomes of this research offer a new professional profile for Pharmacy Assistants which can assist ESP practitioners to effectively identify language and communication needs of this particular profession and develop suitable ESP courses.

Keywords: ESP, CEF Profiles, Pharmacy Assistants, materials design

Introduction

The increasing need of a common language that facilitates the communication among individuals speaking different languages has established the globalized role of English throughout the world (Sifakis, 2003). The practitioners that tailor courses to serve professional purposes need to take into consideration the professionals' needs in the workplace. However, most teachers are not familiar with the professional environment and lack the knowledge of communicative practices of specific discourse communities. Hence, it can be problematic for them to identify the language and communication needs and ends of particular learners and create appropriate materials for their courses.

The need for a creation of a professional profile for Pharmacy Assistants arose from a five-year experience of the researcher in several vocational education institutes (public IEK) in Greece. A significant demand for ESP among members of this particular profession was observed there while at the same time the lack of adequate material and special training prevented the teachers from creating effective ESP courses.

CEF Professional Profiles constitute an evidence-based approach to the needs analysis required in order for tailor-made courses to be designed in a specific field (Huhta et al., 2013). CEF Profiles identify the context in which the language is used and the content of the profile provides the

guidance for an effective course design. To this end, a new professional profile for Pharmacy Assistants has been created using the basic template of Professional Profiles as a tool for needs analysis aiming to enhance the skills of the learners, support their teaching and facilitate their professional lives in the workplace.

Background

Instead of a one-size-fits-all approach, it is more defensible to view every course as involving specific purposes. . . . (Long, 2005, p. 19).

As Long (2005) implies, ideally teaching English should always be led by some specific purposes explicitly in mind. This is even more intense in ESP as it is a needs-oriented approach that requires commitment to specific goals for which language is provided. Analyzing the term itself, it becomes transparent that there is a great emphasis on language issues, meaning the teaching of a specific language yet meeting explicit needs of the learner and relating to the individual's particular disciplines, occupations and activities.

This is the point at which a needs analysis is called for, to facilitate the design of an efficient course with activities as well as materials that are motivating and useful to learners. As Ladousse (1982, p. 30) aptly states, motivation does not only constitute the starting point and the incentive in terms of the "ultimate goal" but it also keeps the action going and has much to do with the process as with the aims. Needs analysis, as Richards et al. (1992) suitably clarify is the process of identifying and classifying the needs for which a learner or a group of learners requires a language. However, there are fundamental issues that should be taken into account such as what is to be learnt, which is the appropriate procedure for the case and how much "the former are adequate and the latter effective" (Fatihi, 2003, p. 2). What makes the process of investigation and analysis of learners' needs so much important is first and foremost the specification of the target group and then the clarification of what exactly "they will be called to do in the foreign language" (Cunningsworth, 1983, p. 151).

In the light of the above, CEF Professional Profiles focus primarily on providing a solid experiential basis for curriculum planning, respecting the restricted time offered and hence the tight focus that is needed on target group needs. Secondly, their intention is to serve as the basis for "tailor-made" language courses

in a much-specified sector (Huhta et al., 2013, p. 27). CEF Professional Profiles outline an evidence-based approach to the traditional approach of the needs analysis procedure. They cater for learners' professional needs aiming to create an extensive and up-to-date model for serving the increasingly complex discourse world of the modern workplace (Hall, 2013). Regarding professional fields, the study focused on technology, health and social care, business and law not only in order to cover as many occupations as possible but also due to the fact that most of them have been quite under-represented in ESP up to that point (Huhta et al., 2013). Building on past models of needs analysis, CEF Professional Profiles create a more dynamic model focusing on the existing demands of the modern workplace and taking into consideration the complexity of the discourse world nowadays.

Methodology

The general design for the creation of the profile was based on the use of qualitative methods of research that constitute a "naturalistic" approach of observing and interpreting the reality (Shaker, 1990, p. 355). The selection of qualitative methods for this particular research was made in order for the researcher to offer space and time to the informants during the interviews so as to express themselves without any hesitation and produce culturally specific and contextually rich data. According to Berg (2001, p. 6) the purpose of research is not only to "amass data" but also to receive answers through a series of systematic procedures.

In the current research, data gathering consisted of two stages. The first stage of the research was a thorough analysis of online sources related to the professional domain of Pharmacy Assistants. Those sources included different kinds of informational material such as job descriptions and books making reference to the particular occupation. Curricula and syllabi related to vocational institutes as well as already existing textbooks for teaching English within those courses were proved to be very helpful. Moreover, some reliable online pages were used as they were mentioning the requirements for applicants of equivalent working positions. This search was proved beneficial to the writer and offered an overview of the professional background of the domain and an abundance of information about the knowledge required in order to deal with the demands of this specialization at workplace. As soon as relevant texts were gathered, the writer conducted an analysis by accumulating the most significant facts to be included in the creation of the profile. The analysis took place by comparing various situations and identifying the

most frequent and the most demanding situations of pharmacy assistants' working routine met among the sources that occurred. The reliability of the results the researcher came up with was due to the great range of information and the diversity of the sample gathered. The analysis of the content of the relevant sources and curricula constituted the basis for the core interview questions that were used for the interviews analyzed on the next stage. They were also considered to be an essential supplement that enriched the professional profile by adding further details on sections such as Typical Job descriptions and Communication situations in parts B and C of the profile (see Table 1).

The next step of the research was to conduct semi-structured interviews in a sample of Pharmacy Assistants currently working in a pharmacy. The interview questions were based on the core interview questions used for the CEF Profiles project. According to Fox (2009), semi-structured interviews are defined as those that are based on pre-scheduled topics but use open-ended questions instead of closed ones. Hence, they are considered "exploratory" in character (Long, 2005, p. 36) as they offer interviewees an opportunity to develop their thoughts regarding their needs without the interviewer's interference. Also, the researcher is allowed to discuss specific parts of the topic in depth by offering planned prompts to encourage the informants and elicit thus more detailed answers. Although semi-structured interviews are time-consuming as they require content analysis of the findings that is quite problematic at times, the writer of the current research decided to use them for an in-depth research leading to a creation of the Pharmacy Assistants' professional profile. This choice occurred due to the reliability and validity of comparable qualitative data that semi-structured interviews bring into light (Cohen & Crabtree, 2006, Denzin, 1989). However, their reliability depends on standardizing the interviews and facilitating compatibility (Denzin, 1989). In that sense, although the same set of questions was applied to all four interviews conducted for the purposes of this research, the researcher offered further explanations occasionally in order to convey equivalent meanings to all the interviewees. As a result, all the interviewees deeply comprehended each question and responded adequately. As Gordon (1975) argues, wording and sequence need to be the same to standardized interviews to ensure that any different answers among the respondents are a matter of different opinions rather than a matter of different questions asked of them.

The interviews were conducted with the research sample in a face-to-face contact arranged with each

interviewee separately. This decision allowed the researcher to delve deeply into each case and collect a variety of rich information concerning specific contexts. It is observed that informants feel more comfortable and open to questions when they are interviewed individually (Fox, 2009). Research that involves complex situations to be explored like experiences of life needs to permit immediate reaction to the findings as the details of whom they are interviewed and what they are asked may develop during the study (Seidman, 1998).

Face-to-face interaction with stakeholders offers a great degree of flexibility to the interviewer who is able to strike a rapport with each one of the informants relatively quickly so as to create a conducive atmosphere in which the latter can feel more at ease. For each of the informants that were interviewed the writer devoted some time before the interview in order to explain to them the purpose of the research and gain trust and confidence on the part of the interviewees. Stakeholders who feel respected, safe and comfortable with the interviewer are more willing to share their experience and offer accurate information for the purposes of the research (Di Cicco-Bloom & Crabtree, 2006).

The interviews are sources of authentic data and therefore the researcher needs to take into consideration a plethora of parameters before the selection of the informants for the interviews. After piloting the set of interview questions and completed some corrections in order for the content of the questions to be more clarified, the writer selected a small but representative sample of four participants, all of them currently working in the field of pharmacy. Both previous pharmacy and assistant pharmacy graduates that are currently working in the field are considered to be an ideal sample as they are most of the time more inclined to offer their time and knowledge to serve the researcher and can also offer so much accurate and useful information (Huhta et al., 2013).

Profile creation

After the interviews had been conducted, a comprehensive and structured analysis of the data collected was a priority for the researcher. The steps followed are part of a well-known model that promotes a three-level qualitative analysis (Maykut & Morehouse 1994, Miles & Huberman 1994). First of all, data was fully transcribed in order for a detailed analysis of the findings to take place. Subsequently, the writer went through more systematic readings in order to analyze, compare and contrast all the arising facts and structure them in a special format, a CEF

Professional Profile template.

The profile consists of five parts, each one of them focusing on a different aspect of the specialization of Pharmacy Assistants (Table 1). **Part A**, mentioned as Background Information provides detailed information on the profession of Pharmacy Assistants including general information for the job and the requirements. **Part B and C** (Occupational and Context Information) refers to the professional's line of work, the core activities performed in the job, the languages and the skills needed to accomplish the required tasks. Also, in the second part of that section the location, information is included about the stakeholders and the education they need in language to deal with it.

Part D includes a description of the Most Frequent Situations that Pharmacy Assistants mostly meet in their job. **Part E** consists of the Most Demanding Situations that are probably rare but are challenging in different ways. The final part of the profile (Snapshot) is created based on the data collected from the total number of informants. The information gathered is presented in this section as an account of a "fictitious" character that we are "shadowing" during a typical day at work (Huhta, 2013). In this part of the profile the writer manages to give an insight into the Pharmacy Assistant's routine activities in a linear sequence. Below the reader is presented with a complete profile created for Pharmacy Assistants (Table 1).

Conclusion

The study suggests that the latest needs analysis method presented in CEF Professional Profiles project is beneficial as it provides ESP practitioners with a useful and up-to-date tool that will enable them to create more focused courses. Furthermore, this innovative model for a second-generation needs analysis proved to be of significant assistance for the creation of sample materials that meet the needs and wants of Pharmacy Assistants. This material could be presented and discussed further in a future article. Above all, the suggested framework can be an incentive for ESP practitioners to become engaged in a creation of similar professional profiles for further specializations as it offers a step-by-step presentation of the procedure and methodology to be followed.

A language course obviously does not provide learners with everything they will need in their professional lives. However, it constitutes a starting point to lifelong learning as it aims to stimulate adult learners to use a foreign language for communicative purposes and develop confident and autonomous participants in specific discourse communities. Overall, the ultimate goal of an ESP course is to equip learners with skills that will serve them throughout their professional lives.

Table1: CEF Professional Profile for Pharmacy Assistants

A. BACKGROUND INFORMATION

Field	Health and medicine services
Education/ Programme	Degree program of Pharmacy Assistant or Cosmetologist In state Vocational Institutes- 4-semester degree program: 3 semesters theoretical courses, 1 semester internship in a pharmacy
Specialization	<ul style="list-style-type: none"> Pharmacy Assistant license and degree required occasionally depending on the employer Previous experience preferred Seminars on cosmetics or specific products preferred Additional qualification in foreign languages and computers
Degree / Qualification / Occupation	<ul style="list-style-type: none"> High school diploma or equivalent preferred Active Pharmacy Assistant license required/ Graduates of Institution of Vocational Training/Degree of Pharmacy Assistant or Cosmetologist
Language	English (advanced knowledge), Russian (basic knowledge)
Drawn up by	Deligiannidou Anna, HOU, Greece
Date/City and country/ Organization	February 2015, Katerini, Greece

Methods used for collecting the information (methods, persons, dates)	<p>Sources: text analysis and oral interviews conducted by Deligiannidou Anna as follows:</p> <ul style="list-style-type: none"> December 2014: Analysis of job descriptions provided in different online sources about related courses offered. January 2015: Analysis of curricula and materials (textbooks on the Greek market) 12 February 2015: Interview with a cosmetician working for 8 years as pharmacy assistant in a pharmacy, in the department of cosmetics and supplements. 12 February 2015: Interview with a nursing graduate, working as a pharmacy assistant in a pharmacy for 13 years in the department of medicine. 18 February 2015: Interview with a pharmacist, owning a pharmacy with 7 employees for 35 years. In this pharmacy, medicines as well as cosmetics are sold together with supplements, orthopedics and a variety of related products. 19 February 2015: Interview with a pharmacy assistant working for 2 years in a pharmacy located in a touristic area in Greece.
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B. OCCUPATIONAL INFORMATION

Typical example of professions / occupations / jobs	<p>Pharmacy assistants typically work in pharmacies, either delivering medicine or para-pharmaceutical products such as cosmetics, supplements, homeopathic products and auxiliary aids. Under the general supervision of a pharmacist, pharmacy assistants perform various medication preparations, and moderately complex clerical duties in accordance with standard procedures. The main objective of the Pharmacy Assistant is to provide excellent customer service in the pharmacy, including taking in prescriptions and ringing up products on the register in the pharmacy.</p> <p>Apart from products, Pharmacy Assistants assure that each customer receives the appropriate counseling and all the necessary information concerning their prescriptions, including proper usage, storage and full review of all the medications they are taking. Also, they can offer services such as blood pressure testing and flu vaccination, if needed.</p>
Typical organizations, companies, communities to be employed	<ul style="list-style-type: none"> Basically, in pharmacies In pharmaceutical wholesales departments that provide pharmacies with medicine As a sales representative in cooperation with pharmaceutical companies, managing deals and partnership with pharmacies In the education and training sector, as practitioners for the Pharmacy Assistant specialization in Vocational Schools and Institutes, teaching specific subjects such as Cosmetology or Medicine and Cosmetics Marketing
Typical job descriptions	<p>Pharmacy Assistants' main objective is to provide excellent customer service in the pharmacy, including taking in prescriptions and ringing products on the register in the pharmacy. Pharmacy Assistants assure that each customer receives the appropriate counseling and all necessary information concerning their prescriptions.</p> <p>Their job description includes:</p> <ul style="list-style-type: none"> taking in and handing out prescriptions dispensing prescriptions helping to maintain reasonable dispensary stock levels. Assisting in the maintenance of pharmacy stock includes verifying that correct medication and quantity is received from the vendor, checking barcodes on each item and informing when some of them are low in stock ordering items for use within the pharmacy receiving, loading, unloading incoming goods from wholesalers, manufacturers and elsewhere tracking expiry dates of all medications selling over the counter medicines answering queries on the supply and availability of medicines, where this is within their competence responding to telephone and face to face enquiries of a routine nature from patients, their representatives, and referring queries to the relevant member of the pharmacy team when necessary drawing any problems identified or queries raised to the attention of pharmacists pre-packing, assembling and labeling medicines assisting with the manufacture of medicines or medical creams preparing medicines aseptically (preparing medicines in a very clean environment using special techniques) ensuring that health and safety requirements are met. offering the appropriate explanation on the composites of the medicine and its appropriate use and proportion. being informed for the products inside the pharmacy or those that could be added to the upcoming orders. <p>To clarify further the job description an ad is provided for Pharmacy Assistants to prove all the above requirements needed: http://www.nhscareers.nhs.uk/explore-by-career/pharmacy/pharmacy-assistant/</p>

To what extent foreign languages are needed	<p>English (and other foreign languages) is used extensively by Pharmacy Assistants due to the fact that Greece has been ranked as the 10th most visited country in Europe by United Nations World Tourism Organization (UNWTO) (see http://en.wikipedia.org/wiki/World_Tourism_rankings). Pharmacy Assistants are expected to use the English language at least in direct communication situations with customers that are citizens of a foreign country in order to clarify their problem and provide them with both the appropriate product and the relevant advice or instructions. Sometimes, Pharmacy Assistants need to ensure the correspondence and the analogy of the active ingredient of a medicine and provide the appropriate proportion to the foreign customer.</p> <p>In other cases, when customers are interested in para-pharmaceutical type of products the Pharmacy Assistants are required to explain the beneficial effectiveness of its constituents and offer detailed instructions for its use.</p> <p>Although nowadays translation is offered for almost every package, some information still remains more comprehensible in the target language that is English.</p> <p>Therefore, listening, reading and speaking skills are used on a regular basis and Pharmacy Assistants need to be accurate and fluent speakers as in health issues there is no allowance for them to misinterpret the customer's problem and provide them with inappropriate solutions or medication.</p> <p>It is quite difficult to determine to what extent foreign languages are used, since this also depends on the location of the pharmacy. In case of touristic areas, the use of English is undoubtedly increased together with the occurring needs for communication in a foreign language.</p> <p>Additionally, it has been mentioned by the interviewees that the use of English is necessary for attending pharmaceutical seminars and for managing interactions and exchanging information with colleagues from other countries.</p>
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C. CONTEXT INFORMATION

	LOCATION	PERSONS, COMMUNITIES, COMPANIES, INSTITUTES	COMMUNICATION SITUATIONS	TEXT AND DISCOURSE TYPES
Work context	Pharmacy	Individual: customer/ patient, doctor, therapist Professional: pharmacist, pharmaceutical representatives, assistants from the pharmaceutical wholesales department, colleagues, co-workers	<ul style="list-style-type: none"> discussing customers' needs eliciting extra information for the profile of the patient before giving the medicine responding to telephone and face to face enquiries of a routine nature of patients advising the customer on supplements that could improve the effectiveness of the medicine presenting a product and its benefits informing about the composite of the medicine or cosmetics when necessary giving instructions, written or oral on the use of the product contacting the doctor or the therapist of the customer to ask for clarification on the prescription coming in contact with the pharmaceutical wholesaler and completing orders discussing with the pharmaceutical representatives about new products and their features reporting to the pharmacist on a daily basis referring a customer to the pharmacist or co-worker when the situation is demanding and s/he is not able to respond to attending seminars, webinars or conferences coming in contact with non- Greek companies based in other countries 	<ul style="list-style-type: none"> Brochures with pharmaceutical content Medicine and cosmetics' composition and benefits Acknowledgement of manuals of devices for specialized situations such as blood pressure monitor, blood glucose meter Acknowledgement of prescriptions of patients of a foreign country Writing instructions for medicine use Faxes sent and received from companies Attending seminars with foreign speakers and exchange opinions with foreign colleagues Conducting telephone conversations Exchange of emails Making orders

D. THE MOST FREQUENT ROUTINE SITUATIONS

<p>Situation 1: Taking the patient's blood pressure (BP)</p> <p>Communication situation: informing, guiding and advising the patient on health matters after taking the blood pressure/ presumably asking for their routine/ if the results of BP taken is a reason for concern and advising him to see a doctor.</p> <p>Location: the pharmacy. The patient visits the pharmacy regularly to check his blood pressure (BP)</p> <p>Persons: the patient and the pharmacy assistant</p> <p>Critical success factors: offering BP services and advising the patient politely</p> <p>Details: A pharmacy assistant takes a 70-year-old patient's BP. The patient lives alone in the neighborhood where the pharmacy is located and a rapport has been established between him and the staff of the pharmacy as he has become a regular customer. The doctor has advised him to check his blood pressure as it has been observed to be in a bit high levels recently. The patient finds it easier to have his BP checked in the pharmacy and visits it for his daily check until the blood pressure is reduced to acceptable levels. After taking BP, the pharmacy assistant advises him how to lower BP (avoid eating too much salty foods, walk a bit more to exercise and drink a lot of water).</p> <p>Taking BP is an easy but quite time-consuming procedure for a pharmacy assistant, especially during the rush hour. The pharmacy assistant has had relevant training and has access to appropriate equipment. A pharmacy assistant's job is to inform the patient of the situation, its improvement or stability, and additionally explain to him the importance of his diet and daily habits. The pharmacy assistant has to advise him properly so as he can finally control his daily habits that affect the levels of BP.</p> <p>Situation 2: Dispensing a prescription</p> <p>Communication situation: The pharmacy assistant takes the prescription. She explains to the customer about the prescribed medicine, its substance and its possible effects. Additionally, she offers the choice of taking a supplementary drug simultaneously in order to improve the effectiveness of the medicine and avoid some of its side effects.</p> <p>Location: in the pharmacy</p> <p>Persons: customer and pharmacy assistant</p> <p>Critical success factors: being polite, patient and descriptive in order for the patient to completely understand the use of the medicine</p> <p>Details: A pharmacy assistant takes the prescription of a 40-year-old customer. The patient was observed to have increased cholesterol and was given a prescription for the first time. The pills prescribed by the doctor are of high potency so the pharmacy assistant informs the customer that there are many possible side effects. The customer seems quite bewildered and asks for an alternative solution that could lessen harmful side effects. For this reason, the pharmacy assistant asks questions in order to create a profile of the new customer and finally offers the choice of a supplementary drug that could be taken simultaneously and can both help with the absorption of the medicine and also prevent serious side effects. She explains the dose and the exact action and makes sure that the customer has understood his treatment.</p>
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E: THE MOST DEMANDING SITUATIONS

Situation 1: Elderly customers

Location: in the pharmacy

Persons: the pharmacy assistant and the customer

Challenge factors: The situation is demanding in several ways. First of all, the assistant has to use simplified language for an elderly customer to understand and process new information. What is more, the pharmacy assistant has to be polite and excessively patient with the customer and build trust.

Details: The 75-year old customer has come to the pharmacy to renew her regular subscription. One of the medicines has recently had its packaging changed and thus the customer is confused when she receives it. The pharmacy assistant informs about the change and tries to explain that nothing else has changed except for the design of the package. However, the customer is still convinced that the medicine is not the one that the assistant was supposed to provide her with and asks for further explanation. Once more, the pharmacy assistant explains in simple words the situation and assures the customer that she will not experience any inconvenience while using it. Also, the pharmacy assistant assures the customer that she can call her anytime if a problem with the medicine occurs. The customer seems to be relieved by the assistant's explanation and reassurances and leaves the store satisfied.

Situation 2: Supplement inappropriate for customer's health

Location: in the pharmacy

Persons: the pharmacy assistant and the young customer

Challenge factors: This situation is demanding due to the fact that the customer is young, overconfident about his knowledge and ill-informed about the product. The pharmacy assistant needs to be patient and polite in order to explain again and again the real case to the customer and at the same time she needs to be accurate in order to prove that her words are reliable and based on her knowledge.

Details: The 40-year-old customer asks the pharmacy assistant for a specific multivitamin. The assistant asks him a few things about his medical background in order to ensure that the product is appropriate for the case. The customer mentions that he suffers from problems in his thyroid gland and for that reason he receives medication on a daily basis. The pharmacy assistant informs him that this particular multivitamin is not appropriate and does not suit people suffering from thyroid diseases due to its substance. She offers an alternative solution of another vitamin that will offer him more beneficial and immediate results. The customer seems sceptical about this and doubts the assistant's advice and asks for more information mentioning what he has already heard about the specific product. The assistant explains the case in detail once more and tries to give the customer accurate and reasonable information. As the customer remains suspicious and doubtful the pharmacy assistant offers him a taster of the specific multivitamin and gives the customer the chance to try it and decide on his own. The customer seems to start trusting the reliability of the assistant's words and decides to give it a try.

F: SNAPSHOT

Background

My name is Georgia. I am Greek. I work as a pharmacy assistant in the department of the medicine in a pharmacy located in the touristic area of Leptokarya, in northern Greece. I am 35 years of age, and I have been working there for almost 6 years. Before that I worked in another pharmacy for 4 years. I have graduated as *Pharmacy Assistant* from a public Vocational Institute in Greece and attended a 2-year course in Management in the National and Kapodistrian University of Athens.

A working day

To explain what I do, I am going to describe a typical day at work. In the morning, the first thing I do is to check if something is in short supply, think of what we are going to need during the day and then I place appropriate orders. I receive and organize medicines later on, calculate and place barcodes when requested products arrive. Before customers start entering the pharmacy, I usually have a short talk with the pharmacist and the rest of the staff about some products that are presumably currently promoted or about some important issues that have arisen. Soon the customers start entering, most of the time there is a specific rush hour in the middle of the day. I dispense prescriptions, provide customers with appropriate medicines or products, advise them on their use, inform them of extra things they should be aware of, occasionally explain and give comfort to customers and calculate the cost of the products. Most of the time, there are also customers coming to the pharmacy to have their blood pressure taken or get vaccinated so I have to serve them too. Normally I try to be fast and efficient because everybody is in a hurry and needs to be served immediately.

At lunchtime, the pharmacy is closed so I can relax at home and return back in the afternoon when almost similar situations are repeated until the closing time.

At the end of the day, we are having another brief meeting with the pharmacist and the rest of the staff in order to report any kind of unusual or alarming incidents that have occurred during the day or prepare something for the next day.

Language

Although all my colleagues in the pharmacy and the people we cooperate with daily are Greeks and our entire correspondence is in Greek, there are a lot of customers that are coming from other countries and the language we have to use in order to communicate successfully with them is the English language. Due to the fact that the pharmacy I work at is located in a touristic area the situations when I have to use English are frequent. Hence, I need to have an advanced knowledge of the language and terminology so as to manage effectively in communicative situations, simple or even more complicated ones. Unfortunately, in our job accuracy matters as we have to deal with health issues and possible misunderstandings must be avoided.

What is more, we come into contact with representatives from companies of different countries who want to promote their products to us. In that case we communicate in English and I have to display a high level of knowledge in order to be accurately informed and manage to forge a successful partnership with them.

Finally, I often attend seminars with speakers from different countries and the attendees are colleagues from all over the world. Although these seminars provide translators, the convenience of knowing the target language cannot be underestimated.

Generally speaking, I might not use my communication skills in English on a daily basis, but I have to be able to use them effectively and without hesitation regularly.

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English for academics concept: Course principles in teaching EAP to researchers

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Abstract

This article aims at sharing the results of the British Council project *English for Academics* implemented in Russia in 2012-2015. The need for this project was identified in the Baseline Study having indicated the necessity to design a course for university staff in order to develop their foreign language communicative competence and to stimulate their participation in international projects. The concept of the course is based on the needs analysis conducted by the British Council; the methodological principles of the book are conducive for meeting the needs of the target group. The participants of this project describe the project stages, the concept of the book they have developed, and illustrate the principles with sample activities from the course. We demonstrate how the understanding of learners' needs and characteristics helps select appropriate pedagogical principles to meet these needs and to exploit the characteristics. Based on the results of a piloting stage we conclude that the course is an effective means of developing academics' language proficiency and, consequently, enables university instructors and researchers to participate in international projects.

Key words: materials development, language awareness, learner autonomy, collaboration

Introduction

In 2003 Russia entered the Bologna process, which significantly increased the academic mobility between the Russian Federation and European countries. Since then Russian universities have been continuously modernised and numerous links with higher educational institutions abroad have been established. Russia is steadily entering the European academic environment. However, the process is very slow due to several factors. Frumina & West (2012) make a conclusion that it is a low level of language proficiency that inhibits Russian academics from greater integration into the global research community (p. 31-50). The researchers stressed the necessity for a course for academics aimed at improving their language level.

In order to meet the demands of internationalisation of education and research, academics should

be able to read about research in their field, to get published in international peer-reviewed journals, to participate in international conferences, to offer programmes and courses in English, and to set up exchanges of students and professors. Undoubtedly, academics should have a sufficient level of English to reach these goals. According to the Common European Framework of Reference for Languages (CEFR) (2014) and its descriptors, B1 level of language proficiency is a minimum requirement for learners to be able to communicate academic information successfully.

The British Council project *English for Academics* was a response to this Baseline Study, which gave a thorough analysis of the situation in education at a tertiary level in Russia (Frumina & West, 2012). The project, launched with the idea of creating a course book for researchers, university teachers, and administrators, provided a timely boost to increasing the level of international collaboration between Russian and European research and educational institutions.

The article contains the description of the British Council project and the results of the needs analysis survey. We also aim at sharing the results of the piloting stage of the project which helped to prove the effectiveness of several principles underlying the 'English for Academics' course. We invite readers to discuss efficient ways of teaching EAP to adult learners who are actively involved in international collaboration for various purposes, such as participation in academic events, grant searching, corresponding or preparing academic publications.

Project stages

The project was launched in March 2012. The preliminary stage of the project included an open competition for material writers and a consultant. Based on stringent selection criteria, twelve authors from different regions of Russia were chosen to participate in the project. The team of writers represented different universities. They brought in a variety of teaching contexts, their styles, and experience, which was beneficial for the project. Rod Bolitho, Academic Director, Norwich Institute for Language Education (NILE), became the project

consultant. Having had a lot of experience in international educational projects, he was a great team leader, facilitator, and inspirer. The tender for a publishing house was won by Cambridge University Press, one of the leading publishers.

The project underwent several stages: (1) needs analysis, (2) discussing the concept of the book, (3) drafting materials, (4) the consultant's and peer feedback, (5) editing materials, (6) piloting them, (7) finalising the materials to meet the standards of the publisher. The most important stages are described in more detail further.

Needs analysis survey

The first project stage was conducting a needs analysis survey in which 217 researchers and university lecturers participated. Needs analysis is a critical step in materials development, as 'the most effective materials are those which are based on thorough understanding of learners' needs, that is their language difficulties, their learning objectives, their style of learning, the stage of their conceptual development...' (Jolly & Bolitho, 2011, p. 128).

The needs analysis questionnaire was carried out online on www.surveymonkey.com. This survey substantiated the importance of skill-based approach towards materials development. The authors' decisions about language, texts, tasks, and strategies to focus on during the course were made in relation to the stated needs of future learners. The major needs include:

- searching for relevant information online (88%), reading academic journals (76%), reading calls for papers (73%), reading research reports (57%);
- listening to presentations (67%), listening to lectures (55%), listening to research discussions (54%);
- socialising with colleagues (67%), presenting research results at conferences (58%), negotiating (30%);
- writing emails (71%), application forms (66%), conference proceedings (47%), grant proposals (44%).

These survey results as well as our intention to provide flexibility to the course served as the rationale for materials design. The course is supported by two books. Book 1 (Bezzabotnova et al., 2014) is divided into four modules – Reading, Listening, Speaking, Writing – covering the language and topics relevant to the target audience. It was taken into consideration that the reading ability of Russian academics was more advanced compared to the other skills as the survey revealed. Book 2 (Bogolepova et al., 2015) is based

on skills integration; it is organised thematically and assists learners in developing their academic language skills.

Course description

The books are based on a modular principle, which gives the teacher certain freedom in using them, taking into account the profile and learning needs of the target group of learners. Each module is divided into topic-focused units which, in their turn, comprise several lessons. The structure of the lessons is quite conventional: from lead-in to follow-up activities meant to consolidate the knowledge gained in the lesson and to give extension in order to cater for individual needs of learners. The Student's book 1 comprises an academic word list, which provides a helpful reference to key vocabulary. The Student's book 2 contains an index to target vocabulary. In addition to the Student's books, there is free online audio support and online Teacher's Guides available on www.cambridge.org/elt/english-for-academics.

During the course, learners will

- work with a range of academic texts to develop their ability to read confidently and efficiently;
- listen to various formal and informal academic situations to improve the ability to listen effectively for different purposes;
- develop their presentation skills and meet some common social situations;
- write some academic texts to communicate with colleagues from other countries.

Although the books have a strong language skills orientation, they incorporate essential language systems elements, including a strong lexical dimension as well as wide coverage of communicative functions. Grammar is dealt with as a feature that enables communication rather than as an end in itself.

There is a range of samples of authentic language, both written and spoken, drawn from contexts relevant to the target learners' needs, each serving as a basis for analysis but also in some cases as models. Texts are drawn from both British and American English. The topics covered in the course vary from participating in academic events, e.g., planning a conference, giving a presentation or socialising during coffee breaks to applying for a grant or writing parts of an article. The choice of the topics was based on potential course users' interests and academic needs.

Academics' profile

The course is intended for a wide adult audience. The course potential users - academics - comprise a

heterogeneous group of people who teach various subjects at university and are likely to be engaged in research in one form or another. There is neither a specific age profile nor a particular discipline focus.

To picture such group of learners, taking into account principles of andragogy (Knowles, 1984, 1990), we made several assumptions, which assisted us in tailoring the course. These assumptions are the following:

- 1) Coming from different fields of study (they may be natural scientists, social science researchers or applied scientists), academics deal with a special type of discipline-oriented discourse (Swales, 1990). But no matter how diverse the group is, they all need general academic skills and core academic language as they all are united by an educational context of academia.
- 2) Academics have different experience of learning English and different learning styles, and their learning profile in English may be jagged, i.e., they may be more proficient in reading and may have difficulty in speaking or listening. This explains the need for the modular structure of the course.
- 3) Being researchers, they approach the learning process consciously. They bring reflective experience to learning, which means they have already formed some habits and learning routines, apply their critical thinking skills, and are 'able to learn through more sophisticated conscious learning strategies, such as finding and applying explanations, making their own lists of vocabulary to learn' (Ur, 2012, p. 268). This can be used as a resource by the teacher.
- 4) Adult learners are often characterised as practical and result-oriented (Harmer, 2007, p. 84). Having high expectations, they are likely to be selective and 'more critical and demanding' (Ur, 2012, p. 268). It implies the necessity to concentrate on real-life tasks in the classroom.
- 5) Academics are self-directed and quite autonomous; that means they are mature enough to take responsibility for their learning and can manage their progress themselves. This assumption focuses on the opportunity to apply participants' learning strategies in language teaching.
- 6) Academics are usually busy multi-taskers, and they wish to waste no time or effort to satisfy their needs. They are able to prioritise their activities. We assume that if they make a decision to take this course, they come 'motivated and willing to invest effort in both class- and homework' (ibid).

- 7) Adult learners are often resistant to change, rely on their personal experience, and 'worry that their intellectual powers may be diminishing with age' (Harmer, 2007, p. 85). That is why teaching EAP to adults should be needs-oriented, timesaving, and encouraging. These assumptions lay foundations for the methodology the course is based on.

Methodological principles

The methodological principles of the EAP course for academics can be divided into three major groups. The principles are aimed at:

- 1) raising language awareness;
- 2) developing autonomy;
- 3) enhancing collaboration.

1. Raising language awareness

The concept of the language awareness approach was first introduced and developed in 1980s by R. Bolitho, P. Garrett, E. Hawkins, and C. James. The term *language awareness* is defined as 'the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language' (Carter, 2003, p. 64). The main features of the language awareness approach were summarised by Svalberg (2007) as follows: description (not prescription), exploration, languaging, engagement and reflection (p. 292).

The main reason why we chose the language awareness approach as one of the leading principles for organising the materials of the books was the type of audience that the book is intended for: academics are professionals who are used to dealing with ambiguity, investigating, and drawing conclusions. Their research skills can be exploited by the language teacher who does not provide ready-made answers about established facts, but rather encourages learners' language exploration, and allows for making a discovery.

The following example (Bezzabotnova, et al., 2014, p. 41) shows how the learners are prompted to investigate the role of *noun + noun combinations* in

10 Work in pairs and follow the instructions.

- 1 Individually, scan the texts in this lesson for three minutes to find as many noun + noun combinations as possible. Write them down.
- 2 Compare your list with your partner's. Combine your lists.
- 3 Work with other pairs and take turns to show your combined lists. Whose list is longer? Share your results with the class.

11 Work in pairs. Put the noun + noun combination from Activity 10 in groups. Decide on your criteria for grouping. Compare your results with other pairs.

12 Which text in this lesson contains the least number of noun + noun combinations, and which contains the most? Why do think that is?

academic texts.

It is beneficial for learners not only to study language items, but also to talk about their nature. This helps to enhance the understanding of linguistic phenomena as well as to improve learners' communicative competence. For instance, answering the questions in the activity below (Bezzabotnova, et al., 2014, p. 160) the learners are 'linguaging', i.e., interacting and sharing their views on the linguistic phenomenon in the target language. The term *linguaging* was first employed by Swain (2006) for the


8 Read the text in Activity 2 again and find sentences about the results of the project. Answer the questions below.

- 1 What tenses are used in these sentences?
- 2 Which tense expresses a promise?
- 3 Which structure indicates that the author is not sure about the results?
- 4 Which structure would you choose to present your expected results?

'use of language to mediate cognitive activity'.

The authors of the course develop language awareness in three major directions.

1. Linguistic awareness. The learners are encouraged to construct knowledge about some language items (e.g., tenses, grammar structures, vocabulary items). For instance, to develop the skill of deducing the meaning of unknown words the learners of the course *English for Academics* (Bezzabotnova, et al., 2014, p. 71) are often encouraged to explore the given input and develop an awareness of word formation patterns, functions of a word in a sentence, and other particular linguistic features by performing certain operations.

9  **20 Listen to this extract from the conversation and do the tasks below.**

- 1 Complete the phrase: we _____ *hitch*
- 2 What will happen after the action in 1?
- 3 What type of word is *hitch*?
- 4 Choose the best meaning for *hitch* (a, b, c or d) in this situation.
 - a a device for a presentation
 - b a temporary difficulty that causes a short delay
 - c a small problem
 - d a complicated problem

2. Register awareness. As it was noticed by Bourke (2008), most of the published examples of language awareness relate to grammatical and lexical problems, such as exploring the grammatical devices (p. 14). However, it goes beyond raising of grammatical consciousness to include all linguistic components. Any piece of language can be targeted for exploration. In our course, we encourage learners to analyse texts, transcripts and sets of examples in order to notice specific means that change their stylistic value (Bezzabotnova, et al., 2014, p. 95).

3. Text structure awareness. Since academics are involved in reading and writing different types

4 Work in pairs. Tick the best response (a, b or c) in each situation. Sometimes, more than one answer may be correct.

1

During a coffee break Olaf Swenson sees his colleague from the Prague Business School.

Olaf: Hello, Harry. Remember me? I'm Olaf Swenson.
Harry: a I am glad to meet you too.
 b Oh! Yes, of course. How are you?
 c Hello, Olaf. Pleased to meet you.

2

At the conference participants' registration table Peter meets Val. Val and Peter have met before at international conferences. Val wants to introduce Peter to his colleague Andrew.

Val: Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.
Peter: a How are things?
 b Nice to meet you too. I'm Peter.
 c Hello, Andrew. Nice to meet you.

of academic texts, we have designed a number of activities in which learners are to analyse the structure and components of different texts. This type of language awareness will help them to comprehend the texts they have to read as well as to produce logically structured written discourse (Bezzabotnova, et al., 2014, p. 46).

2 Complete the table with the research report elements.

Parts	Sections
Preliminary material	1 _____
	2 Table of Contents (not always required)
	3 _____
Body of report	4 Introduction
	5 _____
	6 Methodology
	7 _____
	8 _____
	9 _____
	10 Recommendations (sometimes included in the Conclusion)
Supplementary material	11 _____
	12 _____

We assume that performing language awareness type of tasks allows academics to learn the language consciously through active engagement with the language. Thus they construct their own knowledge and become aware of grammatical, lexical, and stylistic means to organise their discourse, appropriate to the situation.

2. Developing autonomy

Another important principle on which the course has been designed is *learner autonomy* often referred

to as people's ability to 'take charge of [their] own learning' (Holec, 1981, p. 3). Several studies have indicated that learners' ability to regulate their learning process improves their language proficiency (Lee, 1998; Little, 2009; McClure, 2001).

There are several components included in the definition of learner autonomy. Holec (1981) suggests that 'autonomous learners assume responsibility for determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes (p. 3). Little (2009) considers that autonomy in language learning depends on the development and exercise of 'a capacity for detachment, critical reflection, decision making and independent action' (p. 223).

Cotterall (2000) posits that 'language courses which aim to promote learner autonomy will incorporate means of transferring responsibility for aspects of the language learning process (such as setting goals, selecting learning strategies, and evaluating progress) from the teacher to the learner' (p. 110). She proposes five course design principles for language courses which seek to foster learner autonomy:

1. The course reflects learners' goals in its language, tasks, and strategies.
2. Course tasks are explicitly linked to a simplified model of the language learning process.
3. Course tasks either replicate real-world communicative tasks or provide rehearsal for such tasks.
4. The course incorporates discussion and practice with strategies known to facilitate task performance.
5. The course promotes reflection on learning.

Researchers distinguish between two contexts of learner autonomy application: 'beyond the classroom' and 'in the classroom' (Benson, 2007, p. 26–28). The first type of autonomy is fully addressed in the *English for Academics* course through inviting learners to individually explore certain language issues in the context of their own fields of study. All *Follow-up* activities encourage individual search, analysis and comparison, reflection and self-assessment.

Our attempts to integrate these principles into the *English for Academics* course design resulted in creating activities able to increase adult learners' self-confidence, motivation, and language proficiency. Firstly, the materials are designed to satisfy the learning needs identified in the survey both in terms of subskills and topics. Secondly, the tasks we have included replicate those in real life.

However, the problem with the target audience in our case is that they come from different subject and research areas ranging from humanities to pure

science and are likely to use different 'language'. To cater for the needs of such a diverse audience, we developed follow-up tasks in every unit so that learners would have guidance on what they might do in relation to their specialism. Here is an example from the Reading Module (Bezzabotnova, et al., 2014, p. 17):

Follow-up

10 Research online for a conference related to your subject or research area.

11 Present details of the conference to the class and explain your choice. Why does the conference or call for papers appeal to you (e.g. the topic, research or publication opportunities, keynote speakers)?

Such reference to learners' personal real-life needs provides an opportunity for self-direction and promotes autonomy.

On the other hand, some participants may not be as ready as others for independent language learning. In order to help them become autonomous, it would be more effective to provide learner training alongside the programme, and 'make it an integral part of the course' (Lee, 1998, p. 287). Developing learners' strategies enables them to feel confident and monitor their performance during their studies. Learning strategies 'empower students by allowing them to take control of the language learning process' (Cohen, 1998, p. 70). You may consider the following example on developing strategies from the Listening Module (Bezzabotnova, et al., 2014, p. 79):

Strategy focus

9 What helps you to identify key words when someone is speaking? Tick the correct options below. Give reasons.

- 1 sentence stress
- 2 repetition of the word
- 3 position of the word in the sentence
- 4 structure of the sentence
- 5 type of word (verb, noun, adjective, etc.)
- 6 context
- 7 the speaker's behaviour

As Jordan (1989) points out, the EAP context is a fertile ground for the development of critical thinking skills. We consider academics to be mature critical thinkers, therefore, our task is to appeal to their critical thinking skills and enable learners to apply them in L2 context. In the activity below (Bezzabotnova, et al., 2014, p. 50) learners are encouraged to use various thinking skills such as analysing information, evaluating it, and creating a new product.

17 Combine all the parts of the executive summary you have written and finalise it, paying attention to its structure and style.

Have you...

- used formal language?
- given your project a title?
- given contact person information?
- presented the mission of your organisation?
- identified the main problem and your needs?
- described your project in brief?
- included expected results?
- stated the budget needed for your project?
- checked the grammar, spelling and punctuation?

Reflection promoted during autonomous classes is a crucial factor of conscious learning and teaching. There are various ways of organising reflection in a language class: from reflection questions at the end of a class to reflective practices along the learning process. By completing the 'I CAN' list for the CEFR (2014), for instance, learners may see what they have achieved and how much they have progressed. Learners' ability to evaluate their progress naturally comes from their reflection to what they were able to do and what they can do now. The example from the Writing Module (Bezzabotnova, et al., 2014, p. 162) illustrates how reflection may be organised with the help of guided questions.

Our experiential teaching proved that scaffolding materials in such a way encourages adult learners' autonomy in and out of class.

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3 Enhancing collaboration

Another group of principles closely related to the ones described above deals with collaboration and the constructivist approach to teaching. The constructivist approach is realised at two different levels: 1) personal and 2) social (Mvududu & Thiel-Burgess, 2012).

The constructivist approach states that new knowledge has to be built on the previous learning. Moreover, the existing knowledge is modified when confronted with new information, as the learner has to cope with the inconsistencies which he/she notices (Hoover, 1996). In this case, learners are involved in knowledge construction on a personal level.

Interacting with others in class, learners take responsibility for learning and contribute to the classroom atmosphere conducive to learning to make it successful (Weimer, 2002, p.118), which develops collaboration and negotiation through a foreign language. A great number of activities suggested in the *English for Academics* course encourage learners to collaborate, share their knowledge and experience, and come to a common product or conclusions based on this knowledge. While learners perform collaborative activities, they create the context in which language they may practise for subsequent use emerges as, for example, in the role play activities (Bezzabotnova, et al., 2014, p. 98).

Learning is thus based on creating meaning through dialogue, reflection, and experience (Raynolds et al., 2002, pp. 22-23). Learners construct their own

Role-play

8 Work in pairs. Role-play some conversations with a partner. Use the '3As' rule of communication and *How*-questions.

Learner A: look at page 123 and follow the instructions.

Learner B: look at page 126 and follow the instructions.

knowledge and effectively the emphasis centers on the learner and the dialogue with other learners rather than on the teacher who steps out of the central position. Peer work is crucial in teaching a foreign language to adults as it stimulates autonomy and provides an opportunity to demonstrate learners' ability to 'play' with the language and prove to themselves and others that they are progressing. We developed a number of activities where academics may work together and use each other's materials for self-development (Bezzabotnova, et al., 2014, p. 13)

Follow-up

11 On the internet, find a short conference announcement, and save it. Delete all service words (articles, prepositions, etc.) from the text, as in Activity 4.

12 Work in pairs. Give each other you gapped texts and try to complete them. Was it difficult to do? Why/ Why not?

Learners are not only asked to create tasks for each other, but they also actively participate in peer assessment. Researchers claim that self- and peer-evaluation are the skills to be developed alongside other study skills as they do not develop automatically (Brookhart, 2008, p. 58; Weimer, 2002, p. 124). Learners are actively involved in peer assessment any time they create a product, either oral (as a presentation or its part) or written (a letter, a summary, an abstract, etc). In this case, learners not only add to their strategic resource, but also extend their knowledge and understanding by studying the works of others. Here is an example of an interactive assessment (Bezzabotnova, et al., 2014, p. 154).

In addition, the socio-cultural aspects of collaborative language learning facilitated increased

14 Work in pairs. Read your partner's abstract. Think about the questions below. Then give feedback.

1 Why did he/she do this study or project?

2 What did he/she do and how?

3 What did he/she find?

4 What do his/her findings mean?

5 If he/she suggested a new method, how well did it work?

6 Did he/she use formal vocabulary?

7 Did he/she use linking words to connect ideas?

Follow-up

15 Rewrite your abstract using your partner's suggestions.

progress and encouraged the development of autonomous learning habits. Therefore, the course based on constructivism and scaffolding of knowledge encourages the participants' development both on personal and social levels. As it has been demonstrated, all the principles work together to cater for better learning.

Piloting and research results

Following Tomlinson's idea that 'materials need to be monitored by the author(s), by other 'experts' not involved in the writing team and by typical users of the material' (2011, p. 174), the materials for the *English for Academics* course underwent rigorous cyclical evaluation within the team, the project consultant, and editors. Also, they were evaluated externally, in our case, piloted, that is, partly tried out in real classroom settings.

Amrani (2011) describes three methods usually used to evaluate materials: piloting, reviewing, and focus groups. He suggests several reasons why materials might be evaluated through piloting. Primarily, it is natural to test them in a genuine setting to ensure that the product is suitable for intended users. Piloting allows to develop and to adapt the materials to better suit their needs. What is important, it gives the

opportunity to start building up the client base and attract attention to the new product.

For the purpose of piloting, a booklet was published in 2013 which included sample units from each module. It was accompanied by the Teacher's Notes and supplied with audio recordings. Two questionnaires were developed, both for the teachers and the students who took part in the materials' evaluation. In these questionnaires, teachers and students were encouraged not only to grade the materials according to certain criteria, but also to comment on their decision.

The *English for Academics* course was piloted in 56 universities around Russia and abroad. Among 400 participants of the piloting stage, PhD students comprised 40%; university lecturers - 50%; and others - 10%. They all came from different areas of specialism: Economics (23,8%), Linguistics (13,2%), Psychology (8,8%), IT (8,2%), Physics (7,2%), Engineering (6,6%), Law (3%), History (2,7%), Sociology (2,5%), others (24%), and they constituted several mixed groups studying together.

The piloting results revealed several important issues. Firstly, they clearly demonstrated that there had really been a niche for such EAP materials to occupy. All the teachers involved in piloting (N=61) responded that the course was more relevant to their learners' needs than any General English textbooks. Most teachers (95%) contended the stated goals were met, and that they would recommend the course to a colleague working in a similar context. Secondly, the piloting proved that both teachers and learners (98,4% and 95,1% respectively) were motivated by the materials because they included valuable authentic content and encouraged active response from the learning group. We received several positive responses such as: *'The book provides a balance of activities that stimulates and motivates learners'; 'It is one of the first books aimed specifically at educational context and at university teachers and staff. I've been long time looking for it'.*

However, some teachers (27%) noted that they needed more explanation of some methodological principles underlying the course as the objectives of some activities were unclear. In their comments some teachers suggested that language support was insufficient. As for the learners' comments, the necessity to introduce more language practice was also voiced.

We could infer that while the overall evaluation was positive there was still room for improvement. For this reason, after piloting a decision was made to explain-methodological principles in the Teacher's Guide to assist teachers in comprehending the nature

and objectives of tasks and their sequences. We also added a glossary of relevant academic vocabulary and edited activities.

As for the results gained from the learners, 91,8% indicated that the materials were relevant to their professional area (14,2%) and helped to reach their educational objectives (95%). The learners mentioned that they learnt to:

- distinguish between formal and informal styles (16%);
- use new language structures (15,8%);
- write an abstract of a journal article (14,2%);
- make a good presentation on the topic of their research (11,3%).

The majority of the learners conceded the materials had educational value (95% of the respondents) commenting that they not only developed language skills and gained useful knowledge, but also broadened their scope in terms of academic norms, conventions and strategies used when communicating in the academic environment.

Conclusion

The implementation of the British Council academic project turned out to be very timely for and in demand among university teachers and researchers who need to share their findings and collaborate in an international academic community. The result of the project – the *English for Academics* course – is aimed both at developing language skills and encouraging international communication. As the topics are carefully chosen and the teaching methodology is appropriate for the target audience, the course proved to be an effective way to teach EAP to university staff working in various fields of study.

As the piloting demonstrated, the principles underlying the course showed their efficiency in teaching English for adults. Being pillars of the communicative approach, these principles work together to enhance learning and provide development.

Based on the language awareness approach the flow of each lesson goes from learners' affective or/and cognitive understanding of an input text (either oral or written) to their thorough language work at a discourse level. As soon as learners are aware of this kind of language analysis, they become able to work independently or in collaboration with their peers. Adult learners, especially academics, benefit from discussing controversial issues about the use of L2, which challenge them to seek answers on their own and of their own. As a result, they can gradually become competent speakers of the target language who are able to exploit the linguistic and other

resources at their disposal effectively and creatively.

Although academics are mature learners and are used to independent work they still seem to need certain guidance and well-structured types of tasks which can stimulate their autonomous learning of English. Guided individual work out of class appears to be the most effective means of achieving individual objectives as it allows learners to apply knowledge and strategies gained at lessons in order to satisfy their personal and professional needs. Invitation to set learning objectives, reflect on their achievement and monitor the progress places the emphasis on learners' responsibility for their own learning.

Collaborating with the teacher and peers, learners construct new knowledge together, internalising certain procedures and routines. Discussions and negotiations provide an opportunity for sharing ideas, learning from each other, and simulating real-life communication in class. It makes learning not only productive, but meaningful and engaging. Learners feel supported by each other, which in turn produces the conditions for taking risks in the learning process. Learners can share ideas and comment on peer's work in an environment of trust, empathy, collaboration, and enjoyment.

The pilot of the materials clearly showed that the course is long awaited by academics involved in international projects as it is tailored for this specific group of adults and addresses their immediate interests and needs. A modular design of the course allows for a certain flexibility of use and leaves space for creativity on the part of the teacher.

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Should we teach from materials developed with corpus linguistics?

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Abstract

In our presentation for the IATEFL ESP-SIG in Athens our intention was to create 'wobble' and genuine dialogue around the issue of the importance of 'context' in relation to corpus linguistics. We believe we failed to achieve this, as illustrated by the questions asked at the end of the presentation. Subsequently, in this paper we approach the creation of dialogue differently. We first detail our backgrounds as lecturers and researchers in academic support, and our research into the 'English' students need to succeed. We also detail the questions we were asked at the end of the presentation and why we believe these illustrate our failure to create dialogue. Following this introduction, we outline theories underpinning our ideas of viewing language as an individual subjectivist entity and the importance of this to how we view context in language meaning. We argue for the importance of considering what 'context' is and how we must strive to achieve 'context', in particular when using corpus based techniques. We then detail our method and present and discuss our key findings. Throughout, we focus on the generation of questions we believe will create genuine dialogue around the issue of 'context' in relation to language and corpus-based techniques, and conclude by gathering these together and outlining why we feel these questions are of importance to ESP and EAP materials development and helping students with their studies.

Key words: Corpus Linguistics; ESP and EAP materials development

Introduction

We are lecturers who support students. One of us is the academic advisor for a School of Computing and the other teaches on writing workshops delivered to students across a range of subject areas. We have a combined total of slightly over 50 years' experience of teaching English and then moving into EAP and ESP, the latter which we have been doing for about the last 15 years. Our backgrounds are what may therefore be considered the standard ones of moving from TEFL into EAP and of being fortunate enough to have done so at a time when we were able to gain full time posts in Higher Education institutions in the

UK. In terms of what we have taught, we believe this is also highly resonant of the path of many. We have both worked teaching pre-sessional courses and also in-sessional courses. In our 'professional development' we have been members of BALEAP (The Global Forum for EAP Professionals) and the Scottish Effective Learning Advisors (Scot-ELAS) and have also attended conferences and Professional Issues Meetings (PIMS) related to EAP and IATEFL events. The materials we have used have often been corpus based and grounded in much of the work of the corpus field, and informed also by the schools of genre and discourse analysis and SFL. In terms of our qualifications and studies, one of us has an MEd in English Language Teaching, a CELTA, a Diploma, a PhD in Languages and is also a Fellow of the Higher Education Academy. The other has an MSc in Applied Linguistics, a Degree in Asian Languages, a DipEd in Languages and History, is a Fellow of the Higher Education Academy and is currently working towards a PhD. We are also fortunate enough to have as part of our full-time job remits the expectation to do research, and along with the teaching, we greatly enjoy this. One of the areas much of our research has focused on to date has been that of the 'English' that students need to succeed in their subjects. We emphasise here that this has been done not through studying or collecting texts, rather, through interviews and focus groups with students and lecturers. Some of the projects we have worked on have explored student and lecturer understandings and expectations of key assessment terms such as 'discuss', 'analyse' and 'define' (Richards & Pilcher, 2013, 2014), the 'English' that students are required to succeed in their studies (Pilcher & Richards, 2016; 2017; Richards & Pilcher, 2016, 2017) and also how particular subjects approach the critique of a physical object, in this case a teapot (Pilcher & Richards, in press). In these projects, we have spoken to many lecturers (50 in total) in interviews and focus groups, in the broad subject areas of Engineering, Psychology, Design, Computing, Business, and Nursing. We spoke to these lecturers as these are subject areas that the students we help come from.

What we found in our projects we gave key details of in our presentation, and outline these below as well. However, contrary to previous studies we have

done underlining the need for such dialogue (Richards & Pilcher, 2015), we feel that the questions we were asked at the end showed us we had failed. Martin Buber (1947) describes three categories of dialogue: genuine dialogue (where the dialogue considers the people involved); technical dialogue (which has an objective as its focus) and monologue disguised as dialogue (where words are exchanged but nothing is learned). We believe the questions we were asked at the end of our presentation illustrate that we had only achieved monologue disguised as dialogue. The first question was *'Are you aware that you are presenting a talk criticising corpus linguistics at a conference where many talks present on data collected using corpus linguistics?'* We recall our answer as being *'Yes, this is exactly why we are presenting here'*. On reflection, our interpretation of this question was that it indicated a view that corpus linguistics should not be challenged or questioned, and thus we had monologue disguised as dialogue. Instead, we wonder whether we should have focused on the issue of 'context' in language use rather than focusing on wholly corpus-based techniques. A second question, or rather, more of a statement was *'What you are presenting is nothing new, it has all been studied before and termed as something called co-text.'* Our answer was along the lines of *'we haven't encountered 'co-text' but if indeed it is the same as what we have found then we would agree with it, we will look further into it, thank you'*. However, when we investigated 'co-text', instead of finding elements similar to what we believe we had presented (key psychological and ideological elements underpinning the text (see below)), we found 'co-text' referred to accompanying text alone (Stubbs, 2001). We again felt this was a monologue disguised as dialogue, and that it would again have been far more effective if we had focused more on the issue of 'context' for language, how this is defined, and how important it is to achieve 'context' for our ESP and EAP materials. The third question, again rather more of a statement was *'What you are trying to do when you talk to these lecturers is to create a list of words, so you're doing a corpus, that's what you want to find.'* To this our response, which was repeated quite often, was along the lines of, *'No we're not, what we're saying is that we spoke to lecturers and in our speaking to them we realised that the context of the subject is so key that we should be teaching this'*. Yet again, however, we believe this question shows that we failed to stimulate genuine dialogue. We have also wondered whether the fact that our presentation was virtual from here in Edinburgh mitigated against our ability to stimulate dialogue as it created a physical and psychological barrier between us and the audience participants. We

wonder whether if we had been in the context of the room where we were presenting we would have been able to achieve a more genuine dialogue, both in the room and later.

In the remainder of our paper we detail the theory, approach and some of the key findings underpinning why we believe it is important to ask the question 'Should we teach from materials developed with corpus linguistics?' Throughout, we focus on the generation of questions we believe will create genuine and technical dialogue around the importance of considering 'context' for ESP and EAP materials development and helping students with their studies. We conclude by gathering these together in a user-friendly format which we hope can be used in discussions in ESP materials development training.

Language theory and 'context'

Voloshinov writes of two trends of thought in the philosophy of language: abstract objectivism, and individual subjectivism. When seen as an abstract objectivist entity, language is a "stable, immutable system of normatively identical linguistic forms.... The laws of language are the specifically linguistic laws of connection between linguistic signs within a given, closed linguistic system" (Vološinov, Matejka, & Titunik, 1973, p.56). In contrast, when seen as an individual subjectivist entity, "language is activity, an unceasing process of creation realized in individual speech acts.... As a ready-made product, as a stable system, [language] is, so to speak, the inert crust, the hardened lava of language creativity" (ibid, p.48). A critically important implication of these two trends is that the importance accorded to the element of 'context' is highly dependent on the particular trend through which language is seen. If language is seen through an abstract objectivist trend then understanding of the word and concept of 'context' is that 'context' can be created anywhere because if language is a stable immutable system of normatively identical linguistic forms, then it will work similarly in any 'context'. Consequently, as it is similar in any 'context', then language can be taken away from this context for analysis and teaching. Through an abstract objectivist lens, methods such as corpus based techniques believe they can see "how language is actually used in context" (McEnery, 2016), and that corpus linguistics is "built on the contextualist view of meaning" (Williams, 2003, p.91). Specifically, "Corpus linguistics meant analysis of words in context to demonstrate use in context" (Williams, 2003, p.91). In this way, corpus linguistics defines 'context' as key word in context (KWIC) involving linguistic analysis of elements such as how often the suffix 'ness' appears

(McEnery and Hardie, 2012), or context as something accessible by the linguist, consisting of elements such as communicative context, typical writer-reader roles, cultural values and intertextual knowledge (Ädel, 2010). However, all these uses and understandings of the word 'context' are based in an abstract objectivist view that sees the language as being immutable, and part of a system of normatively identical meanings and forms (Vološinov, Matejka, & Titunik, 1973).

Conversely, however, if language is seen through an individual subjectivist lens, then language lives at its moment of usage and has key psychological and ideological elements that can only be understood at its time of use. Through this lens, 'context' means seeing and using language *in situ* to understand it, as it has underpinning elements which 'text' alone cannot convey. When defining 'context' through this individual subjectivist lens, language is unceasing creativity, is underpinned by ideological and psychological elements, and the text, or the 'words', only represent the hardened lava, the inert crust (Vološinov, Matejka, & Titunik, 1973). Much theory illustrates the importance of this view of 'context' to language. Bakhtin comments on how context provides a 'password' known only to the individual users of the language. Wider surrounding language is needed to help illustrate this 'context' and shows the meaning of the language as part of a chain of utterances in a dialogue: "any utterance is a link in a complexly organized chain of other utterances" (Bakhtin, 1986, p. 69). In this view of 'context', a fundamental role is played by elements such as intonation in the underpinning creative nature of language (Vološinov, cited in Morris, 1994). As Bakhtin notes, "the use of words in live speech communication is always individual and contextual in nature" (Bakhtin 1986, p.87). Indeed, "the meaning of a word represents such a close amalgam of thought and language that it is hard to tell whether it is a phenomenon of speech or a phenomenon of thought" (Vygotsky 1962, p.120). Words are, as Borges wrote, "symbols that assume a shared memory" (Borges, Di, Reid & Borges, 1979, p. 33), they are highly ambiguous (Empson, 1930), complex (Empson, 1951), individual in nature, and, in this view of language, inextricable from the individual 'context' of their use (Bakhtin, 1981, 1986; Vološinov, Matejka, & Titunik, 1973). As Fecho (2011, p.19) observes, "to expect that just because you and I are using the same term or phrase that we have a consensus understanding of its meanings is to deny that context and experience having anything to do with our understandings". Critically, for Bakhtin, when a word is removed from its original 'context', nobody owns it, and it becomes neutralised, and similar to a

dictionary definition (1986). Here, then, through an individual subjectivist lens, 'context' is the language in use and at source, and something that is individual and cannot be taken away from this 'context' for analysis.

We believe a number of key questions are generated on the basis of this theory to further dialogue in the field:

- Should language be seen as abstract objectivist or individual subjectivist?
- What is 'context' and how should it be defined?

Method and approach to data collection underpinning our question 'Should we teach from materials developed with corpus linguistics'

The method and approach we used to gather the data we presented was qualitative and interpretivist. The specific methods used were interviews and focus groups. These interviews and focus groups were with students and lecturers from China and the UK. The data comes from two projects. The first of these considered lecturer and student perceptions of the expectations and requirements of key assessment terms such as 'Discuss', 'Analyse' and 'Define' (Richards & Pilcher, 2013, 2014). The other focused on lecturers' thoughts on the 'English' required by students to succeed (Pilcher and Richards, 2016; Richards & Pilcher, 2016). The subject areas these lecturers and participants were from were Design, Engineering, Film Studies, Computing, Business, and Nursing.

All the interviews and focus groups were ethically approved (Christians, 2011), were conducted in English and also in Chinese (cf. Cortazzi et al, 2011). Those in Chinese were transcribed and translated by a professional interpreter, and those in English were transcribed by the authors (cf. Bird, 2005). With regard to their analysis, they were analysed using a constructivist grounded theory approach (Charmaz, 2011) whereby transcripts were continually read and reread by the authors to allow for the diffraction of ideas (Mazzei, 2014) and the emergence of key themes. In both projects the data accumulated and was seen by the participants. In the project that focused on assessment terms this involved preparing and analysing the data from one stage of the project so that it could be presented to the participants in the next stage (see Richards and Pilcher, 2014). There were three stages in total. In the project that focused on the English students need to succeed in their studies, this involved transcribing and presenting all the findings of the interviews to the subsequent

focus groups (see Pilcher & Richards, 2016). Thus, in both projects participants could see and comment on the data, and it was not only the authors who were interpreting it. Nevertheless, we believe our choice of method and approach generates further questions to create dialogue:

- Is it possible to study language through interviews and focus groups?
- What are the implications of using these methods to study language?

Data related to our assertion 'Why we should not teach from materials developed with corpus linguistics'

We present our data was around two key themes:

- How word usage shows specific elements that illustrate how different subject contexts understand visually similar 'words' differently.
- How key 'non-textual' psychological and ideological elements underpin 'text', and can operate with critically important non-verbal elements.

How word usage shows specific elements that illustrate how different subject contexts understand visually similar 'words' differently.

Much of the data illustrated the individual and subjective nature of language usage in different subjects. For example, one Design lecturer commented to a Nursing lecturer that, *"I find it quite interesting you use the word 'empathy', I was just thinking the way empathy is probably thought about or linked to from subjects would be completely different as well... 'empathy' within Design is usually with the idea of having some sort of resolution at the end of it, and yet... in especially Nursing it might be more to do with merely being willing to understand and listen."* Elsewhere, in Nursing, with the terms 'attachment', 'vulnerability', 'resilience', students *"may have had an understanding of what the term means but not necessarily the concept of the theory within the profession ... they would come up with a sort of dictionary type definition... so attachment means to be attached... and then you say yes, but actually; then you introduce the theory and there are key concepts within that theory that then they will develop an understanding of... vulnerability and resilience... they may have an understanding of... what's meant by vulnerability but there's a clearly defined definition*

around child development." In another example, for a lecturer in Engineering, to show 'analysis', students needed to *"intercept what happens at naught, negative infinity, positive infinity... [put] error bars on it, at least that's a first, only a very small incremental step to analysis."* The critical role of the wider subject knowledge to meaning was highlighted by another (Computing) lecturer for the term 'discuss': *"when you 'discuss' something... the student needs to be able to place it within its subject domain... and... include things like 'define', if we ask a student to 'discuss'... the role of ERP systems integrating data in organizations, first of all I would expect them to 'define' an ERP system."* We believe this data generates a number of important questions to stimulate dialogue:

- If words such as 'empathy' 'vulnerability' and 'resilience' have unique subject meanings how can corpus-based techniques represent this?
- If 'analyse' and 'discuss' are done in line with the subject through the use of much subject knowledge, how can we teach these concepts out of the subject?

How key 'non-textual' psychological and ideological elements underpin 'text', and can operate with critically important non-verbal elements.

Much of our data showed key psychological and ideological elements. In Nursing the emotional and the empathetic were key, meaning that often words were of little relevance, for example the role played by silence and knowing when to 'hold your tongue': *"in Nursing there are lots of instances when you have got... to hold your tongue. When working with sick kids for example you have got children coming in with no-accidental injuries... you suspect the parents have done it, everybody suspects the parents... but it's not up to us to be judgmental... it is not up to us to discuss and it is very difficult to show in your face that you are not disgusted by it or, you know, upset by it. You have just got to act as if everything is normal and that is quite difficult."* Similarly, in Mental Health Nursing, listening involved the ability to almost listen to feelings: *"you know skilled listening is a real art... to listen not just to the words but to the feelings that are being communicated."* For Learning Disability (LD) nurses as well, the verbal and non-verbal were intertwined: *"it's the tone of voice... but it also, with our guys, the people we care for, we have to give as many clues as possible as to our meaning so it's not just the speech, it's the face, it's the proximity, it's the gestures you know... and it's getting that across to people*

that it's total communication, and speech is really only one part of it... that's hugely important... that's crucial there they have to learn to integrate all those elements."

In Design, the visual element was key *"we are teaching a visual subject, referencing lots of visual language, if you are referencing great cinema or literature."* This same lecturer, critically, intertwined the idea of the visual with the verbal, saying that, *"a visual English, yes. You've got the semiotics of that."* As another Design lecturer commented, the visual meant that the value of writing was often downgraded: *"I think in Design... students sign up for a kind of non-verbal, non-written degree actually."* In Computing, one lecturer noted that *"you're talking about the theory of databases... about set theory... statistics and physics of games and so on now that is mathematical and that is something students would have to be familiar with to be able to... to wrap the local vocabulary around it."* In Accounting: *"not every question's numerical... we aren't totally numeric driven... it probably only makes up 25% maybe... obviously the numbers can help the students... they can actually sort of then sort of tie their words into it".* We believe this data generates a number of important questions to stimulate dialogue:

- How can we use corpus based techniques to reveal the importance of elements such as 'silence', the 'visual', 'mathematics' or 'non-verbal communication'?
- How do we develop materials in ESP that can help students prepare for their degree studies and practice and use these elements?

Discussion and conclusion

Our aim with our presentation was to create genuine dialogue and ultimately, to create 'wobble'. Wobble is "a calling to attention, a provocation to response. When something wobbles – a wheel on a car... the Earth on its axis – we notice. It causes us to stare and notice" (Fecho, 2011, p. 53). This pause and uncertainty makes us question what is happening and what we do, "Wobble taps us on the shoulder and induces us to ask why" (Fecho, 2011, p. 53). Our aspiration with creating this wobble was to encourage critical thought and genuine dialogue around the ultimate goals and rationales behind the pedagogical materials used in the ESP/EAP classroom. Specifically, our aspiration was to create this dialogue related to our question 'Should we teach from materials developed with corpus linguistics'. We ourselves, as noted in detail above, and noted in the presentation at the end, come from a background of EAP and ESP, and we ourselves have in the past used materials developed with corpus linguistics. We ourselves previously used these materials with students based

on machine-readable texts (McEnery & Hardie, 2012) and have also used the lists of words or lexical bundles created from these texts for the general (West, 1953), academic (e.g. Coxhead, 2000, 2010, Gardner & Nesi, 2013; McCarthy & O'Dell, 2008) and specific (e.g. Cheng, 2010; Hyland, 2008; Lee & Swales, 2006) purposes.

Now, however, based on the research we have done we detail above we continually ask ourselves the question 'Should we teach from materials developed with Corpus Linguistics?'. This is because we have found that underpinning the words are the fundamentally important subject-related elements that we have outlined above, and that many of the words used in the subjects are often intertwined with important non-textual and non-verbal elements that are only evident when the words are used in the subject. Somewhat worryingly and disturbingly for us as advisers, we found that language usage was so individual and unique that we would be unaware of it ourselves through studying text and corpora alone. This has led us to question how we understand the word 'context' and to question what 'context' corpus based techniques can access if they are purely text based. Consequently, what we now do is advise students to read in the subject area, and to ask questions and create dialogue within the subject where they can.

We now end by drawing together the questions we have outlined above. It is our hope that these questions, with the above paper, will be more successful in creating dialogue than we feel our virtual presentation at the conference was in October. We are fully aware of the challenge of doing this. Indeed, as Ädel (2010, p39-40) noted in the introduction to a chapter related to how Corpus Linguistics can help with the teaching of writing: "One thing which will not be discussed is why we might want to use corpora in teaching in the first place. Others have already presented very good reasons (e.g. Gavioli & Aston, 2001; O'Sullivan & Chambers, 2006; Sinclair, 2004; Yoon & Hirvela, 2004)". Nevertheless, we hope that our paper and these questions can now help stimulate genuine dialogue around the issue of language in 'context', how we study language, and what this means in answer to the question 'Should we teach from materials developed with corpus linguistics?' and how we can produce more effective materials to help our ESP and EAP students understand the 'context' of language use in their subjects.

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Table 1. Questions related to 'context' and corpus-based techniques to develop materials for ESP

Questions related to 'context' and corpus-based techniques to develop materials for ESP	
1.	Should language be seen as abstract objectivist or individual subjectivist?
2.	What is 'context' and how should it be defined?
3.	Is it possible to study language through interviews and focus groups?
4.	What are the implications of using these methods to study language?
5.	If words such as 'empathy', 'vulnerability' and 'resilience' have unique subject meanings how can corpus-based techniques represent this?
6.	If 'analyse' and 'discuss' are done in line with the subject through the use of much subject knowledge, how can we teach these concepts out of the subject?
7.	How can we use corpus based techniques to reveal the importance of elements such as 'silence', the 'visual', 'mathematics', or 'non-verbal communication'?
8.	How do we develop materials in ESP that can help students prepare for their degree studies and practice and use these elements?

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Content language acquisition: A corpus-informed approach to materials design

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Abstract

The debate regarding English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP) often reflects concerns regarding which to prioritise, content language or general language acquisition. Academic English language provision at the University of the Arts London (UAL) endeavours to be as discipline specific as possible, thus favouring an ESAP approach to language teaching and learning. Decisions regarding which content language to prioritise can be difficult though, especially for language teachers who are not experts in the vast array of art and design subjects taught at the university. Drawing upon recommendations from subject specialist tutors, course leaders, and librarians a corpus of graphic design texts was compiled and analysed using AntConc (Anthony, 2014), a freeware corpus analysis toolkit. We have found that the use of specialist corpora to inform materials design and determine key content language is valuable.

Introduction

The use of corpora within English Academic Purposes (EAP), in both EGAP and ESAP environments, continues to grow (Hyland, 2004; McEnery & Xiao 2010) and has been used to provide insights into written and spoken academic English. In turn, numerous corpora, such as the Cambridge Academic English Corpus, COBUILD, and the Academic Word List (AWL) (Coxhead, 2000) have been used to inform teaching and learning materials. Much of the work conducted in corpora-informed materials design has, however, tended to be either of a general nature (e.g., COBUILD), or of a specific nature that does not address the content language needs of art and design stu-

dents and teachers, for example; JDEST (Yang, 1986), medical science (Marco, 1999), pharmaceutical science (Gledhill, 2000), or accountancy (Uba, 2016). The nature of insessional course provision at UAL, which endeavours to provide English language development that is as discipline-specific as possible, has further highlighted the need for specialist corpora to inform materials design and thus aid the acquisition of content language. To that end, we are creating corpora that attempt to bridge the gap between a general English language approach to EAP materials and a more content specific approach. In this paper, we focus on the work we have done on a corpus of English for Graphic Communication Design (EGCD).

The project

While Kennedy (2014, p. 2) is undoubtedly correct in his assertion that 'what constitutes a valid corpus can be very controversial,' throughout this paper we use corpus to mean a systematic and principled compilation of authentic texts (cf. Bennett, 2010). We first began compiling corpora at UAL about five years ago, when we created a learner corpus comprised of essays written by pre-sessional students. From this we created grammar and vocabulary activities. Encouraged by our results, we wanted to see if we could use corpus informed materials for our insessional programme. We decided to focus on the EGCD corpus as graphic design is a degree programme found in many of the colleges across UAL, and would lend itself to being used for both insessional language classes and Academic English Skills courses. Based on input from course tutors, course leaders, and specialist librarians we decided to produce materials which emphasised typography, an essential element of

graphic communication design, and Gestalt Theory, which has had a significant impact on understanding how the formal elements within visual imagery can be manipulated to make designs more coherent. This resulted in approximately 30 pages of materials, with a mix of reading, speaking, and vocabulary activities, as well as two listening texts with activities. No specialist content knowledge is required to deliver the materials, and complete answer keys were included. We trialled the materials on an in-session, course-specific class (attendance is limited to first year students studying for a BA in graphic communication design), and an Academic English Skills short-course (open to any student), and informally gathered student feedback.

Neglected disciplines

Even the most cursory examination of the wide array of EAP course-books and reference books available to students and teachers reveals a paucity of language situated within the discourses of art and design. Although many of the widely-published resources, such as *Cambridge Academic English B2 Upper Intermediate Student's Book: An Integrated Skills Course for EAP* (Hewings, 2012), *Oxford EAP: Upper Intermediate* (de Chazal & McCarter, 2012), and *EAP Now!* (Cox & Hill, 2004), undoubtedly offer a valuable, generalist introduction to academic English, there is little of immediate relevance to the art and design student or language teacher. In *Introduction to Academic Writing, 3rd Edition* (Oshima & Hogue, 2007) common genres of writing within art and design; e.g., artist/designer statements, exhibition reviews, fashion retail case studies, and reflective writing are noticeably absent. A similar lack of attention is evident in *Academic Vocabulary in Use* (McCarthy & O'Dell, 2008), and *English for Academic Study: Vocabulary* (Campbell, 2007). Other available resources, such as the British Academic Written English Corpus (BAWE), draw upon a mere handful of texts from film,

theatre, and architecture and the University of Manchester Academic Phrasebank seems to be aimed primarily at students in natural sciences, engineering, mathematics or economics. Other specialist wordlists exist; for example, for business, science, medicine, agriculture, law, engineering and theology, but art and design remain neglected academic disciplines within ESAP.

Unique contexts and discourse communities

At UAL, interdisciplinary approaches to art and design are encouraged (e.g., industrial designers undertake projects that require collaboration with fashion designers or textile designers); yet the specificity of discourse is privileged. This is not necessarily unique to UAL, and it has been noted that:

As students begin to engage with the discipline, as they move from exposure to experience, they begin to understand that the different communities within the academy are quite distinct, that apparently common terms have different meanings, apparently shared tools have different uses, apparently related objects have different interpretations . . . As they work in a particular community, they start to understand both its particularities and what joining takes, how these involve language, practice, culture and a conceptual universe, not just mountains of facts (Lave & Wenger, 1991, p. 3).

The clear implication of this for our work then is that the ways in which the community of graphic designers speak and write about graphic design differs significantly from how other academic communities speak and write about theirs, and that this should inform materials design.

Methodology

We solicited recommendations for texts from graphic communication design course tutors (BA Year 1 at Central St Martins) and course leaders (MA at Chelsea College of Arts). We

also contacted specialist librarians for advice regarding seminal graphic design texts. Due to time constraints on the project and various text acquisition difficulties, we were only able to include 24 of the suggested texts/sources. Using AntConc, a freeware corpus analysis toolkit for concordancing and text analysis (Anthony, 2014), the texts were converted into a computer-readable format and this produced a corpus of 170,395 tokens. Approximately 60% of the tokens came from published books; 37% came from academic articles on graphic design; and the remaining 3% originated from the blogs of professional graphic designers. Word lists, which are frequency lists of the most popular words in a collection of texts, were then compiled. Although word lists in themselves are rarely of great interest (the most frequent words are invariably articles and prepositions), they can be used for compiling key word lists, which compare those frequent words to the frequent words of a much larger external reference source. Based on a comparison of the degree of frequency between the two, the words that are most salient are seen as being 'key'. We used the BAWE as our external reference. Finally, we compared the 'key' words from each individual text within our corpus to all other texts within the same corpus to reveal an internal salience.

Results

Analysis of the key words revealed some surprising features of language use within graphic design. Within our corpus, there is, for example, a pronounced emphasis on subjectivity, with graphic design practice being seen as an extension of the graphic designer's identity. This is made manifest through the extensive use of personal pronouns with 'our' as the 16th keyword (748 hits) and 'you' as the 23rd (with 578 hits), and although the salience is far weaker, 'my' and 'I' still register as key when compared with BAWE. We also

discovered that there is a greater emphasis on active voice constructions, and a greater focus on affect and personal emotional responses. Unfortunately, the limitations on our project prevented us from exploring these further at this time.

Given that students need to be able to engage with their community of practice in ways that others recognise and expect, a familiarity with and suitable command of the lexis of graphic design is essential. Of relevance to the two areas within graphic design that we focused on (Gestalt Theory and typography), the following tables list the top twenty, internally salient key content words (Table 1, Gestalt Theory; Table 2, typography). The tables are clearly indicative of a close link between language and content. There can be some overlap among the disciplines at UAL, therefore we believe these key lexical items may also be relevant to others, depending on the context, needs and expectations of the discourse community. An excerpt from the materials which relates to each table follows. Figure 1 is a task on word formation using key content words for Gestalt Theory. This provides the basis for a later task which asks students to select several of the generated word forms and apply them to their own practice. Figure 2 is a task which tests students' existing knowledge of typographic terminology and their ability to formulate and recognise words that might conform to patterns of orthography and phonology found in English.

Table 1: Key Content Keywords Related to Gestalt Theory

Key content keyword	Ranking	Hits	Morphological variants (Ranking; Hits)
Similarity	1	8	n/a
Elements	2	12	element (7; 8)
Figure	3	8	n/a
ground	5	6	background (49; 2), foreground (87; 1)
proximity	6	6	n/a
closure	8	5	closed (19; 3)
Gestalt	9	5	n/a
principles	11	6	principle (14; 5)
structures	15	9	post-structuralism (15; 3)
continuation	20	3	continuous (166; 1)

Figure 1: Word formation of key Gestalt Theory content words

ual: university of the arts london

Word formation:
Look at the six Gestalt principles. What other words can you associate with the principles? For example; what is the adjective form of the word, what is the opposite, is there a verb form, etc.

Similarity
Continuation
Closure
Proximity
Figure/Ground
Symmetry and order

Can you complete the chart below –there may be more than one possible answer or no answer!

	verb	noun	adjective	synonym	antonym	Other related words
Similarity						
Continuation						
Closure						
Proximity						
Figure						
Ground						
Symmetry						
Order						

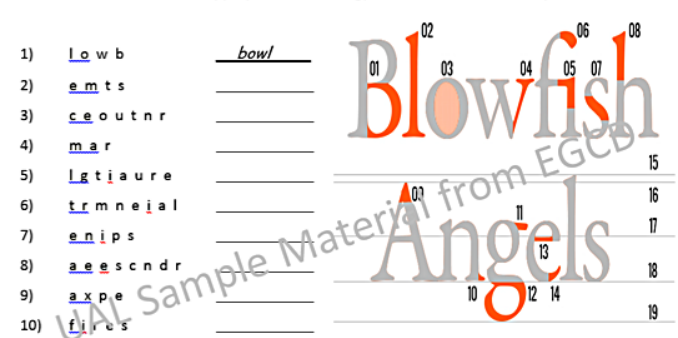
Table 2: Key Content Keywords Related to Typography

Key content keyword	Ranking	Hits	Morphological variants (Ranking; Hits)
font	1	12	fonts (7; 4)
typeface	2	10	typefaces (77; 2), type (18; 6)
stroke	4	11	n/a
point	5	7	n/a
counter-forms	8	8	n/a
weight	10	4	n/a
ascenders	13	7	n/a
character	14	19	characters (19; 6), characterised (45; 5)
descenders	15	7	n/a
condensed	19	2	n/a

Figure 2: Testing existing knowledge of key typographic content terms

The Components of a Typeface

Vocabulary 2:
How many typographic terms are you aware of? Use the image below and rearrange the letters for numbers 1 – 14 to form the appropriate terminology. The first one is done for you.



1) l o w b *bowl*

2) e m t s

3) c e o u t n r

4) m a r

5) l g t i a u r e

6) t r m n e i a l

7) e n i p s

8) a e e s c n d r

9) a x p e

10) f i r e s

11) a r e

12) d s c n d r e e e

13) c s s o r r a b

14) f n i i a l

Image available at: <http://henningerconsulting.com/just-my-type/>

Discussion

Lexis and semantic fields

Our approach is that content language is a subset of all language, but that it can take on particular meaning depending on its context. By this we mean that:

- Words that seem common such as 'point' and 'weight' (see Table 2), which are part of the General Service List (GSL), inhabit a specific semantic domain. Clearly, 'weight' to a nurse or doctor inhabits a very different semantic domain and would be accompanied by differing discursive practices. This indicates that explicit instruction in the discursive practices surrounding the use of such lexical items (i.e., the role 'weight' and 'point' may play in terms of affect, or the design implications of modifying 'weight' or 'point') is required. This facilitation of students' access to key content lexis means they are better prepared to engage with content during their degree classes.
- Although many of these words are found in general English corpora, for example; the British National Corpus, K1 – K20 (BNC), they are rare in terms of frequency. For example, 'typeface' appears as part of the K11 set of vocabulary, but is fundamental to graphic design and so teachers cannot rely on general language frequency to determine which lexis is taught. Furthermore, the key keywords which refer to theory, such as 'Gestalt' (see Table 1) or which inhabit technical domains, such as 'ascender' (see Table 2) are even more infrequent, existing off-list (i.e., beyond K20 in the BNC), and would almost certainly require explicit instruction.
- Headword knowledge may be insufficient; e.g., 'structure' is on the AWL in subset 1 (i.e., it belongs to the most common subset of academic vocabulary), but the word 'structuralism' is off-list. From our experience, knowing the word 'structure' from the AWL is not sufficient for understanding 'structuralism', let alone the implications of the term within the field of graphic design. We firmly believe that

this is yet another instance where explicit instruction in terms of content language comes into play.

Language use

In the Academic English Skills course, we noted that even non-graphic designers found the materials to be relevant, particularly for applying the lexis of theory to their own practice. This was an important observation, because cross discipline and collaborative projects are encouraged by the university and the students need to be able to speak more than one design language. A few students cited their reason for coming to the course was to improve their knowledge of language for graphic design as they knew in the future it would be important. Encouragingly, there was evidence of risk taking with the new content lexis, with students recalling lexis from the previous week's class and applying it to their own field of practice. This also extended to experimenting with morphological variations of the lexis. Furthermore, where students had initially expressed indifference regarding typography, by completion they began to discuss typographic allusion with specific reference to their own practice.

We did discover though that the content language was applied more successfully by students within closely linked fields of practice; e.g., illustration, media design, book art. These share many commonalities such as similar conceptualisations, similar lexis, and similar ways of practice. This has led to the materials being used successfully outside of graphic design communities of practice, and at different degree levels. Interestingly, degree level (i.e., BA or MA) does not seem to affect the application of the key content language as much as the nature of the field of study. For us, this points to the importance of foregrounding content language, ensuring that it is explicitly taught in context.

Lessons learned

One of the concerns EAP teachers may have when dealing with content language is the lack of expertise within the specific academic discipline. As we had to design our corpus-informed materials for eventual use by non-specialists, we needed to ensure that the materials afforded an ease of entry to certain aspects of the discourse of graphic design without necessarily requiring anything more than a basic level of expertise. As such, answer keys were exhaustive, indicating not just what the most appropriate responses might be to various activities, but also why some answers would be dispreferred. They also provided guidance as to why advice found in many established EAP teaching materials can be disregarded (e.g., standard EAP texts frequently advise against the use of subjective language and personal pronouns, but such advice is often inappropriate within art and design in general and within graphic design in particular).

The collaboration with course tutors, course leaders, and librarians was invaluable to running this project, not just with the initial suggested text lists, but with clarifying results regarding genres, college approaches, and subjectivity. This has resulted in enhanced communication from tutors regarding students' needs, and performance (i.e., in enacting discursive practice). This has, in turn, enabled us to approach the language development for these classes with greater certainty.

Even with such invaluable input from university colleagues, we were slightly surprised to find an initial disconnect between the tutors' perceptions of relevance and the students' perceptions. Tutors firmly believed in the relevance and importance of these topics within graphic communication design, but the students in the Year 1 BA class were,

initially, uniformly uninterested in the role typography can play within their field. We were heartened to discover that by the end of the trial, students were visibly engaged with the topic.

We found that we underestimated the lexical difficulty and length of task time. Despite analysing the keywords against the AWL and the GSL, there were still numerous non-key lexical items that were unknown to students (e.g., encapsulated, succinctly, distinction, synonymously, swapped; all of which were off-list). We believe that using other vocabulary profilers such as VocabKitchen (<http://vocabkitchen.com/>) or Compleat Lexical Tutor (<http://www.lextutor.ca/>) could have improved the materials, as this may have alerted us to lexis in the co-text that, although not key to graphic design itself, might have been useful for the students.

We have also realised that there was less variety in the skills practice and classes often became very 'reading heavy'. To that end, we are in the process of redesigning our materials to introduce more speaking activities.

Conclusion

We approached this project as a first step in redressing the absence of English language teaching materials within an art and design context. By seeking out recommendations from experts in the field (course tutors, course leaders and subject librarians), we were able to compile a corpus of relevant texts for use within graphic design. After conducting a number of analyses, we produced materials which focused on introducing content language directly related to typography and Gestalt Theory. The results point to important considerations that support teaching content language:

- much content language exists off-list in the BNC K1-K20
- content language frequently inhabits

unique semantic domains, particularly with regard to otherwise high-frequency lexis

- headword knowledge may be insufficient to learning and using morphological variants
- content language is seen as being relevant by tutors and students.

Our project also highlighted the risk of focusing solely on corpus-derived keyword lists and suggests that profiling vocabulary through other language software may be beneficial to materials design. Increased awareness of other co-textual features could help inform task design, teachers' time management as well as offering students targeted instruction in potentially useful lexis. As our materials result from a relatively small corpus, it would be interesting to discover whether increasing its size would affect the results significantly. Finally, the listening texts that were incorporated as part of the trialled materials were not analysed, and there may well be differences between spoken and written English within graphic design that we have yet to consider. Nonetheless, our observations of students applying the language, and the informal feedback received from the learners confirming that they valued explicit content language input suggests that corpus-informed approaches to teaching content language within ESAP are valid, offering participants an opportunity to develop an enhanced lexical repertoire situated within their communities of practice.

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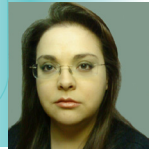
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Teaching academic writing, critical thinking, and autonomy through one draft

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Abstract

This paper aims to show how it is possible to teach proper, discipline-specific academic writing, incite critical thinking, and foster autonomy in non-native undergraduate students through specific guidance provided by their EAP/ESP tutor on their very first essay draft. The improvements made attest to the development of numerous skills in the students and to the effectiveness of the guidance provided. The kind of guidance offered is presented and analysed both as discipline-specific and as generally applicable guidance given in the form of specific, targeted comments and questions on the students' drafts specifically worded so as to help students learn academic writing conventions, learn how to think and write critically, and become autonomous learners, writers, and editors of their work through their very first attempt at academic writing. It is also suggested that these targeted comments and questions may be considered to be a proposed method for a kind of 'asynchronous tutorial on academic writing, critical thinking and autonomy through one draft' that EAP/ESP tutors may use in order to help their students develop desired academic writing skills fast.

Keywords: academic writing, critical thinking, autonomy, self-development, EAP, ESP, targeted questions, asynchronous tutorial

Introduction

It is generally admitted that critical thinking and autonomy are two of the most important qualities that EAP/ESP students need to acquire in order to produce effective pieces of academic writing. This need acquires greater urgency when the students expected to gain experience in discipline-specific academic writing in English in a short time are non-native undergraduate students of a practical scientific field without previous experience in academic writing and in the process of learning the specific terminology used in their field. The students assisted in this case were Greek students of computer science attending EAP/ESP classes twice a week. The writing topics were discipline-specific, carefully selected and worded by their EAP/ESP tutor.

This paper aims to show how it is possible to teach proper academic writing, even discipline-specific writing, incite critical thinking, and foster autonomy in non-native undergraduate students through specific guidance provided by their EAP/ESP tutor on their very

first essay draft. The improvements made attest to the development of numerous skills in the students and to the effectiveness of the guidance provided in achieving very good results in a short time.

The contribution of this paper lies in presenting the kind of personalised guidance and feedback given in the form of specific, targeted comments and questions on drafts of students' essays, and how this initiated multilevel self-development enabling learners to address a variety of problems with their first drafts themselves, thereby acquiring highly desired academic skills while working with the feedback to turn problematic or even failed first drafts into effective pieces of writing worthy of high marks.

It is also suggested that these targeted comments and questions may be considered to be a proposed method for a kind of 'asynchronous tutorial on academic writing, critical thinking and autonomy through one draft' that EAP/ESP tutors may use in order to help their students develop desired academic writing skills fast.

1. What is meant by proper academic writing, critical thinking, and autonomy

Teaching proper, discipline-specific academic writing involves teaching all conventions and elements, from proper referencing to sound arguments on discipline-specific topics. There is scepticism about whether it is possible to teach and learn critical thinking while there is almost no empirical data on this (Du, 2014, p. 10). Fostering autonomy is equally difficult and elusive, as EAP practitioners note its importance but hardly clarify how this could be achieved (Alexander, O., Argent, S. & Spencer, J., 2008, p. 273). Thus, a major part of the contribution of this paper is that it provides empirical data on how critical thinking but also academic writing and autonomy can be taught through a single draft. It should be noted that critical thinking is 'about evaluating rather than criticizing' (Alexander et al., 2008, p. 294). Thus, students should learn to evaluate what they read, and also work autonomously. Alexander et al. (ibid, pp. 272, 282) explain that student autonomy is achieved when students become responsible for learning how to communicate and function competently as part of the academic community in their field. The students

discussed here were assisted in becoming responsible for learning how to write academically and becoming able to do this without help, in order to successfully interact with the academic community in their field through papers etc. Students received through their drafts personal training specifically aimed at teaching them how to create proper references, read sources critically, formulate an informed opinion on a matter, and above all how to develop the critical thinking skills necessary in order to support an argument effectively, with specific reasons, explanations and relevant, strong evidence.

2. Group of students and problems with their drafts

The students who received such feedback on their drafts were non-native speakers, mostly Greek, undergraduate first- and second-year students of computer science, with various problems in their English and no previous experience of EAP/ESP. The terminology used in their rapidly developing field is mostly in English. It is worth noting that two of the students whose work is discussed here were 33 and 23 years old respectively, which suggests much difference in cognitive maturity. They both started with failing, problematic drafts, they received the same type of guidance and, despite their difference, both produced equally good essays which received 76 and 77 out of 84 respectively, by two markers. These equally good results denote the effectiveness of the proposed method.

Most drafts had serious referencing and content problems and either failed or received low grades. There were problems with language, register, referencing, no or unclear aim or purpose of the essay, no comments after quotations, discipline-specific content problems (misunderstandings, irrelevant ideas, wrong terms) etc.

The proposed method of teaching academic writing, inciting critical thinking and fostering autonomy through one draft

The method devised involves the formulation of essay topics, especially discipline-specific ones, in a certain way that incites critical thinking, and specific, targeted questions and comments inserted in the students' drafts, while further comments can be made based on the evaluation criteria for the final essays so as to help students more in this process of self-development.

3. How essay topics were formulated and why

The essay topics were discipline specific ones and formulated in a way that incites critical thinking by asking students to form their own opinion on the topic and defend it through proper evidence and reasons.

The essay topic for the second-year students was:

Nowadays different kinds of devices are increasingly modified so as to be able to be connected to the Internet. This trend has led to fast progress towards the materialization of a new vision, "the Internet of Things" (IoT). Based on your knowledge and research, discuss whether the problems implicit in this vision outweigh the benefits of the IoT.

The term 'Internet of Things' is explained and students are required to do research, gain knowledge in order to discuss whether the IoT brings more problems or benefits. They are asked to form an opinion on the matter and present and evaluate benefits and problems that they find important. This selection alone requires critical thinking. Naturally, students realise that any answer is correct as long as it is well supported through clear views, sufficient reasons and evidence from sources. The answer is in fact going to be an in-depth critical analysis of the matter.

The essay topic for the first-year students was:

According to experts, video game development is different from general software development. Which one do you think is more difficult and why?

Here too students are asked to form a specific opinion based on their reading and decide which type of software development is more difficult by critically evaluating the differences in the development of these two kinds of software and by explaining their position through specific reasons and examples.

The tutor should normally have some knowledge of the students' field in order to be able to formulate essay topics and supervise the handling of the field-specific content so as to detect misunderstandings, irrelevant ideas or straying off topic.

It should be noted that the method applied to help the students of computer science was a method devised and used by the author of this paper since 2010, in her capacity as a lecturer of English literature, so as to evaluate the drafts of English literature students and now those of the computer science EAP/

ESP group. The topics in both cases were formulated by the author. However, most of the comments and questions used are relevant in a number of contexts and disciplines. The very application of the same method and the equally satisfactory results in both groups attest to the versatility of the proposed method and to its potential to be very useful in other contexts and for students of other disciplines.

4. Teaching academic writing conventions

At the core of the devised teaching method are specific, targeted questions and comments inserted in students' drafts. These are meant to teach students how to revise and use language and academic writing conventions, how to read and think critically, evaluate ideas, make decisions, create and support sound arguments. The aim is to turn students into good editors of their own work by urging them to wonder about the answers they would give to the questions posed.

1. Correct language and register

A list of comments to help students correct their grammar, vocabulary and register on their own are:

- avoid contractions
- avoid 'we'
- too informal
- use impersonal syntax/passive voice
- wrong choice of words.

This aids language learning as students will have to consult grammar books in order to use correct language and an appropriate register throughout. Leading students to self-correction and self-improvement in language and style already affords them a certain degree of autonomy in writing.

2. The first referencing mistake and proper referencing in the final version

Some students submit a first draft without any references, mistakenly thinking they could write them carefully later, not realizing that such papers fail. A tutor should insert or, at least, correct the first reference in the student's text for many good reasons, not the least as a good example for the students to follow throughout.

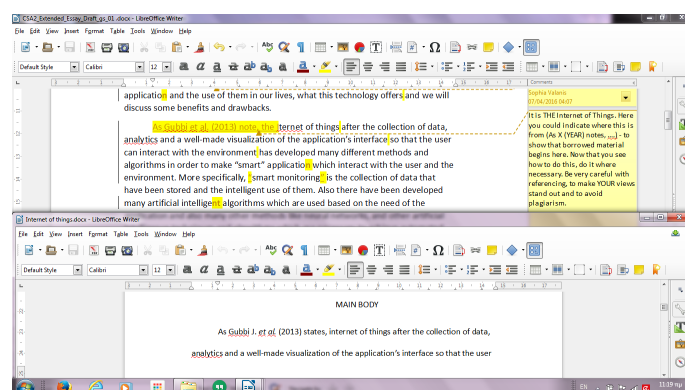


Figure 1: First referencing mistake in draft and proper referencing in the final version

Such a reference was inserted in a student's draft (see Figure 1) that had no references at all was:

As Gubbi et al. (2013) note, ...

A comment to be used when inserting or correcting the first reference is (see Figure1):

Here you could indicate where this is from (As X (YEAR) notes, ...) to show that borrowed material begins here. Now that you see how to do this, do it where necessary. Be very careful with referencing, to make YOUR views stand out and to avoid plagiarism.

This comment reminds the student how proper in-text references should be presented and why he needs them. This is important because inexperienced writers are reluctant to change their drafts, but by making this first intervention in the students' draft, a) the tutor shows the student that this text requires certain changes, b) the student understands how proper referencing should be done and that he needs to follow conventions throughout, c) he is advised to avoid plagiarism, d) he is told that his own voice and ideas will stand out, and e) he is encouraged to make similar changes throughout. Most importantly, the student learns to take responsibility because the tutor places his/her faith in the student to do this properly.

In the final version, the student created proper integral and non-integral references himself throughout where he had none (See Figure 1). This indicates that one draft and one comment inside it sufficed to make this and other students realise the importance of proper referencing and start doing this correctly themselves, as independent writers who acquired autonomy in the application of writing conventions. The skills acquired through the teaching of academic writing conventions so far are:

1. knowledge of academic writing conventions, such as proper referencing

2. self-correction skills, especially of grammar, vocabulary, and register
3. self-editing skills
4. ability to apply changes alone, which suggests a good degree of autonomy, and
5. self-confidence to start functioning as a knowledgeable, independent editor of one's work and, consequently, an autonomous writer.

5. Inciting critical thinking

Among various attempts at a definition or description of critical thinking, one that seems most accurate is one by Dewey, who talks about 'reflective thinking' as 'active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends' (as cited in Du, 2015, p.8). This definition contains a description of the critical thinking process that EAP tutors would most probably wish to see emerging from the writings of their students, demonstrating how carefully and persistently the students have considered every idea and how actively they proceed to evaluate these ideas, their soundness and implications in order to draw their own conclusions.

The examples from students' writing presented in this section indicate that the critical thinking abilities of students are mostly evident in the two aspects discussed below: what they state as the aim or purpose of their paper and what kind of comments they make throughout. It is there that an author's critical thinking abilities and process may be revealed, in the comments made about quotations and ideas by others, in agreement or disagreement with these, in reasons provided in clear and sound arguments and in all types of justification for ideas presented. How such critical thinking ability may be incited in students through specific questions and then further developed and demonstrated by them after working on only one draft is explicitly discussed below, through two examples from students' work and through a list of specific, targeted comments and questions inserted in their drafts as guidelines.

3. Aim / purpose of essay

Stating the aim of one's essay is important not only as a *conditio sine qua non* of academic writing but as the clearest demonstration of the critical thinking abilities of students, the results of critical reading and thinking about the topic, as they have to state the

clear opinion they have formed, a clear answer to the topic question by way of a clear argument that they will defend in the rest of their paper through their analysis.

One student's draft was a failure because he used sources in place of his own views. Instead of reading articles to form an opinion and discuss the topic on his own, the student summarised relevant parts from articles in answer to the topic, considering his own voice unimportant, a common misconception among inexperienced writers. Consequently, there were referencing and other issues while there was no introduction, no aim, and no analysis or opinion of his own.

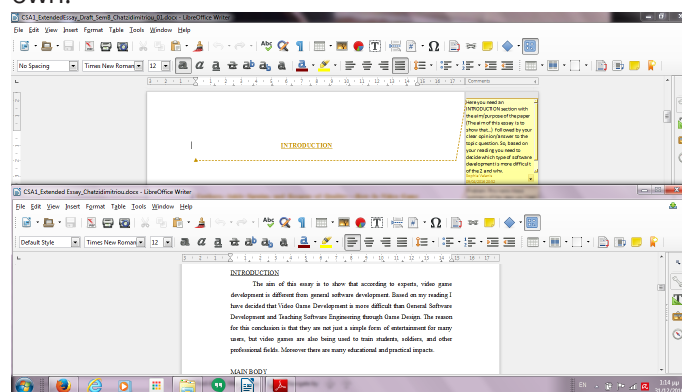


Figure 2: First draft with no introduction, no aim of essay, and an introduction with proper aim in the final essay.

The tutor's comment here (see Figure2) was:

Here you need an INTRODUCTION section with the aim/purpose of the paper (The aim of this essay is to show that...) followed by your clear opinion/answer to the topic question. So, based on your reading you need to decide which type of software development is more difficult of the 2 and why.

This comment urges the student to think critically about the entire topic question and, after reading about both kinds of software, decide on his opinion on the matter, which is also an actual argument of his own in answer to the topic.

The introduction that the student created in his final essay (Figure 2) reads:

The aim of this essay is to show that according to experts, video game development is different from general software development. Based on my reading I have decided that Video Game Development is more difficult than General Software Development and Teaching Software Engineering through Game Design. The reason for this conclusion is that they are not just a simple form of

entertainment for many users, but video games are also being used to train students, soldiers, and other professional fields. Moreover, there are many educational and practical impacts.

The student clearly followed the guidance given and produced a very clear aim which contains a very clear opinion, an argument of his own in answer to the topic, which he will defend in his analysis. He even provides some reasons for his choice, which obviously come from his findings and are the product of his critical reading of sources and critical thinking.

This student has made an actual leap from complete dependence on sources to answer on his behalf to demonstrating his critical thinking abilities through an argument and a voice of his own with enough self-confidence to defend his views. All these indicate multi-level self-development and a leap to autonomy as a writer just through one draft, his very first one.

The skills acquired through this recommended process for formulating the aim of the essay are:

1. critical reading skills
2. critical thinking abilities
3. formulating an informed opinion
4. providing a clear answer to the topic
5. creating a clear argument
6. acquiring a voice
7. acquiring self-confidence,

all of which indicate a) multi-level self-development and b) a leap from complete dependence on sources for answers to autonomy as a thinker and a writer, just through one's first draft.

According to Du, 'due to its abstract nature, critical thinking may be better learned through guided practising' from teachers (2014, p. 9). Critical thinking may be incited through the wording of the essay topics, through instructing students how to form an opinion or the aim of their essay, and through other ways. Tutors can help students learn how to think critically by asking them to evaluate everything, that is, always make comments about every idea they use or have in order to show why they discuss it. In the proposed method there are specific, targeted comments and questions that can help students of all fields start thinking critically.

4. Instructing students on making comments after quotations

Students often use quotations without making comments on them. Here is such an instance (see Figure3) of the quotation the student used:

"Electric power or water supply companies can monitor your personal consumption data

through your smart home in order to provide a more efficient and economic supply of water or electric power" (Panagopoulou, 2014).

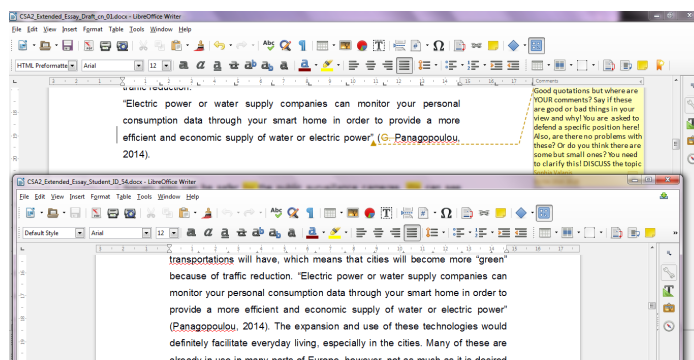


Figure 3: Instructing students on making comments after quotations in draft and new comment by student in final version.

Here the student uses a good, relevant quotation to show that the IoT brings benefits for people but offers the quotation in place of his view and then, afraid to use his own voice, makes no comment of his own to tie this to the answer he implies. The choice of quotation denotes a clear, informed opinion. Thus, he needs encouragement to understand that quotations cannot replace his views and to start discussing the more interesting things that he has to say about the topic.

The tutor's comment was (see Figure3):

Good quotations but where are YOUR comments? Say if these are good or bad things in your view and why! You are asked to defend a specific position here! Also, are there no problems with these? Or do you think there are some but small ones? You need to clarify this! DISCUSS the topic.

The general instruction inserted in students' drafts in most such cases is 'make comments after quotations' or 'show why you need/use this'. This urges students to use and reveal their critical thinking process through actual written arguments, find their own voice and, by responding to such comments, students start discussing essay topics more autonomously.

The comment the student made after the quotation in his revised essay was (see Figure3):

The expansion and use of these technologies would definitely facilitate

everyday living, especially in the cities. Many of these are already in use in many parts of Europe, however, not as much as it is desired for really making a difference.

The extract from his final version shows that he worked to add his own view as a comment. Thus, he actually starts to use sources to support his own opinion in answer to the topic.

Based on these impressive results, there are multiple skills that students may develop:

1. they learn that their opinion is of primary importance, sources are for support,
2. they employ their own critical thinking to respond to instructions,
3. they start making their opinion clear (by revealing their critical thinking),
4. they gain the autonomy that is necessary to start discussing their own views, analysing the topic on their own, and this self-development will enhance their self-confidence to speak their mind in essays, and,
5. they finally reveal themselves as autonomous, independent thinkers and, therefore, independent writers who are able to present sound arguments in proper academic writing style.

5. Specific, targeted comments and questions for inciting critical thinking and fostering autonomy

Specific, targeted comments and questions (about content) that make students of all scientific fields learn how to evaluate ideas and form opinions about everything they use or discuss are:

- Make comments after quotations
- Make comments after all ideas
- Is this good or bad? (Why?)
- Is this convincing or not? Why?
- What do you think?
- Is this correct? How do you know? Provide evidence / Use a source for this
- Is this relevant or not? How? Why?
- Do you need this to make a point? Show why you need / use this
- How does this help you make a point?
- Clarify
- Explain
- Can you elaborate on this?
- Unfounded. Provide evidence for this
- Where is your voice? Use your own voice, your own views on this
- Can you connect this to the topic? Make your own comment in connection to the topic

- Does this help you answer the topic? How?
- Tie everything back to the topic in a clear answer.

According to Alexander et al. (2008, p. 260, 259), the 'critical thinking approach in EAP' is that 'questioning is an excellent way to make students think', not the least by breaking down complexity into manageable components – the sub-skills that make up critical thinking'. In the cases discussed in the present article, the questioning was not part of classroom activities but done in an asynchronous way, on the first drafts of students, yet the questions posed urged students to think critically on very specific points.

These comments and questions have been formulated in this way and used by the author of this paper since 2010 for evaluating the first attempts of undergraduate students to write academically, whether these were students of English literature or computer science, as a kind of 'asynchronous tutorial on academic writing, critical thinking and autonomy through one draft'. These comments and questions are not discipline-specific, and thus may be used by tutors in a variety of EAP/ESP courses, but it is evident that each question or comment is distinct and very specific in what it requires of the student. For example, the question 'Is this good or bad?' asks the student to make an evaluation in terms of the quality of the thing discussed or whether it is beneficial, while the question 'Is this convincing or not?' asks the student to evaluate an idea or a quotation in terms of how sound it seems and why. All the above questions are simple and straightforward, but each one is specifically targeted at dealing with a particular problem or at producing a desired result, urging students to think critically in a particular way in order to fill in a particular gap in their analysis. The question 'How does this help you make a point?' invites the student to engage in detailed explanation about how and why an idea or quotation is connected to ideas that the student has not stated, making the student reveal both the idea implied and the rationale, or rather, the critical thinking process behind it. Likewise, all other specific, targeted comments and questions listed above have been formulated and used with the aim of teaching students how to think critically in order to produce clear answers, specific arguments, accurate analyses, and effective pieces of academic writing.

Some of the skills that students demonstrate in their writing after they work on these comments and questions are:

1. critical reading skills, critical thinking skills,
2. evaluation skills,
3. the ability to omit irrelevant ideas or eliminate

- misunderstandings,
4. the ability to interpret issues,
 5. the capacity to create sound, well-supported arguments, and,
 6. the ability to engage in in-depth analysis by providing reasons, clarifications, explanations and other evidence.

The demonstration of these skills in the students' writing, especially when done through only one draft, attests to their fast self-development and autonomy in the production and editing of the writing. Most importantly, the questions addressed to students inside their drafts help them also develop a proper criterion regarding how a proper, scientific, high-level paper should be written up.

6. Fostering autonomy

As teacher control is withdrawn and the 'responsibility for learning' and making 'wise choices' and necessary changes is 'handed over to students', students become responsible, effective and autonomous (Alexander et al., 2008, pp. 282, 291). By the proposed method of questions and comments, students are left alone to find their own answers to the questions posed, to work autonomously while there is no actual teacher control over the resulting piece of writing. Students are given feedback that forces them to make various choices, decisions, re-evaluations and clarifications. Most importantly, at no stage are they told what to write, but only how to write well.

Consequently, the proposed method fosters autonomy by:

- guiding students in learning how to work alone towards effective academic writing,
- enabling students to grasp and apply writing conventions,
- teaching them to think critically on any subject and about everything they read, and by
- promoting multi-level self-development.

This is done by creating opportunities for students to learn and improve and by urging students to find their voice, self-edit, re-write essays and engage in autonomous in-depth analysis.

According to Wakabayashi (2014, p. 7), 'it is also a teacher's job to provide opportunities to experience and adapt to a new mode of learning.' The proposed method has created the opportunity for students of either literature or computer science to experience a new mode of learning and, by trying to respond to specific comments and questions, engage in self-education, self-correction, self-evaluation, self-editing, and self-development in order to continue after this first draft to think critically and write well autonomously.

Further opportunities for improvement may be offered through extra comments based on the evaluation criteria by which their final essays will be graded. These may be included in the body of the tutor's email to students when they return drafts to them for improvement. Thus, students may know exactly what criteria they have to meet for good results.

The result of all this process is turning students to autonomous thinkers and writers, able to draw their own conclusions, create, analyse and support their own arguments.

Conclusion

The contribution of this paper lies in providing some empirical data on how critical thinking and autonomy can be taught. This data involves certain impressive results in the work of undergraduate students on improving their very first draft. However, the major contribution of this paper is presenting the method by which it is possible to teach proper academic writing, incite critical thinking, and foster autonomy in students through only one draft. Students can acquire these abilities through specific, targeted comments and questions which initiate multi-level self-development, skills-development, and autonomy as students try to respond to them. Through this process students come to acquire essential abilities which they did not possess when they wrote their first draft but begin to exhibit, even with surprising results, in their second attempt, the final version of their essay.

The successful results attest to the fact that these inexperienced writers were able to achieve autonomy in many aspects of the academic writing process, thereby becoming quite capable, independent writers very quickly, through only one draft of an academic essay which is not only in English, a foreign language, but most importantly in their scientific field. 'Paradoxically, promoting autonomy needs an initial investment of skilfully managed one-to-one teacher-student interaction. The process is reminiscent of the Socratic method in which an individual is led into reflection and understanding by the teacher's questioning. This kind of interaction is essential for student autonomy' (Alexander et al., 2008, p. 293). It is my firm belief that the proposed method provides this kind of interaction and support for each student through his/her own draft and that it is Socratic insofar as the specific, targeted comments and questions are formulated in a way meant to elicit answers that will attest to proper academic, critical, and autonomous thinking.

Last but not least, it has been argued that tutorials

are the best way to help students with their individual problems and that 'the journey towards autonomy is a very personal one' (Alexander et al., 2008, p. 292). In this sense, because the students received focused, personal guidance on each of their drafts in order to deal with their individual problems, the method discussed may be viewed and used as a proposed method for what the author of the present paper defines as a kind of 'asynchronous tutorial on academic writing, critical thinking and autonomy through one draft'.

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Sophia Valanis received her M.A. in Literature, Culture, and Ideology in 2007 with distinction from the University of Athens, Greece. She has worked as a translator and EFL instructor. She has been working at IST College since 2010, as a Lecturer of Literature (2010-2015), and as an EAP/ESP Lecturer (2010-2016).

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

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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.

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Elena Agrikova, Samara University, Samara, Russia

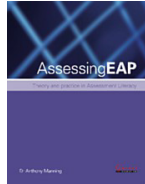
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Book Reviews

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

pertaining to EAP assessment. Each of its fourteen chapters addresses an issue or aspect of EAP assessment. The learning objectives for each chapter are clearly set out at the beginning of each chapter. For example, Chapter One addresses the purpose and function of EAP assessment. It introduces and explains the differences between formative and summative assessment. There is a task at the end of each section that can be used either for self-reflection or group work, for example, in the context of professional development.

At the end of each chapter there are extension activities which requires time and commitment on the part of the reader and which often involve some research and collaboration with colleagues. The aim of these activities are 'to explore and develop the strategies and principles' introduced in each chapter. The style of writing and the organisation of the text is, on the whole, user-friendly. Each chapter is well-supported with up-to-date in-text references. However, there are aspects of referencing and organisation that readers may find irksome. There is a list of the references used in each chapter at the end of each chapter rather than a comprehensive list of references at the end of the book. There is also a glossary of terms and concepts used in the text at the end of the book. However, it is not organised alphabetically, but according to the chapter in which the term or concept first occurs. There is also no index which is a major weakness which I hope the publishers will rectify in any future edition.

Nevertheless, *Assessing EAP: Theory and Practice in Assessment* is a book that should be on the reading list of all master's level courses in English language teaching and particularly those with an EAP focus. Considering how central assessment is to the activity of EAP, it is a book that EAP practitioners might well consider buying for their own professional development.

Assessing EAP: Theory and Practice in Assessment has certainly added to my understanding of the importance of getting assessment right and I hope developed my general assessment literacy.

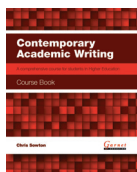
Contemporary Academic Writing

Chris Sowton

Garnet Education, 2016

ISBN: 978-1-78260-344-3

**Reviewed by: Olga Kravchenko,
ELT Teacher, Ukraine**



Contemporary Academic Writing provides guided support in developing students' academic writing which is one of the key skills for succeeding in higher

education.

The book is divided into 12 units and covers 12 topics that deal with Language, Culture, Democracy, Environment, International Affairs etc. All the topics are presented through a reading text and activities based on the text. There are also downloadable audio materials available from the website.

The course book follows an approach of communicative language teaching promoting pair and group discussion. It equips the teacher with all necessary tools to provide a meaningful input: the introductory tasks activate students' schema, while visuals generate interest and stimulate meaningful responses. The post-reading tasks aim at helping students understand the content of the presented text as well as developing such reading sub-skills as reading for gist and reading for detail.

The focus of the book is mainly on teaching writing academic essays – from sentence level to writing the whole text. The book is very straightforward. With the sections focused on understanding a writing point, a grammar point and a language point in each unit, it covers high-frequency language and grammatical structures that frequently occur in academic writing.

While the key strategies of academic writing are presented in the form of rules, tips, charts and tables, the course book encourages students to work things out for themselves through guided self-discovery, and this inductive approach is pedagogically justified. A range of activities provide students with an opportunity to enhance their understanding and prepare them for using their knowledge in real-life situations. With regard to the chapter at the end of each unit on consolidating one's knowledge, students can sum up and reflect on what has been learned.

The course book is designed for students from Upper-Intermediate to Advanced level of English proficiency. Owing to its wide range of materials and topics it may be found useful by students studying various disciplines as well as teachers delivering courses of English for Academic Purposes and as a supplementary source for a course in English for Specific Academic Purposes. It may also be an ideal tool for teachers preparing students in their home countries for their further education in the UK.

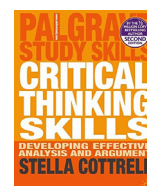
Critical Thinking Skills

Stella Cottrell

Palgrave, 2017

ISBN: 978-1-137-55050-7

**Reviewed by: Olga Kravchenko,
ELT teacher, Ukraine**



Critical Thinking Skills is written by a bestselling author Stella Cottrell. It is part of the Palgrave study

skills series including *Study Skills Handbook*, *Skills for Success*, *Presentation Skills for Students* and more sources that are useful for higher education.

For teachers as well as for students it is easy to follow the information in the book and to grasp the main ideas, as it is divided into 13 chapters that discuss specific areas of critical thinking. Topics of the texts are from different subject areas and disciplines, however, one does not need to be an expert in order to understand the material.

The book presents a detailed account of the critical thinking skill as well as its underlying skills. The author outlines the theoretical background, explains terminology and discusses key concepts in the introductory section of each chapter. However, the necessity of developing the skills through practice is emphasized. Thus, the book provides a range of practical activities that require applying several aspects of critical thinking simultaneously. Such activities as self-assessments and checklists that are typical for the beginning of each chapter in this book, promote the interest among the students and make the topics personalized.

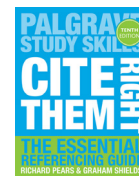
Numerous tasks are focused on developing students' personal strategies for critical thinking by helping them understand how they think. This skill is crucial for academic writing as it allows students to locate arguments in the text quickly, examine as well as challenge opinions, views and arguments presented by other people from an informed perspective.

Owing to a variety of visuals, graphs and tables the book can be effectively used not only in the classroom, but also as a self-study resource. This handbook may be helpful for both British students who are familiar with the demands of the higher education in the UK and also for international students who are new to critical thinking. In addition, as a useful tool for doing research, extra materials include search engines and databases for online literature searches.

Another important fact is that the book aims not only at helping students to succeed in their degree programs but also at developing the skill and applying it in their future career and life. Summary sections at the end of each chapter and the tasks that encourage students to pause and reflect on what has been learnt and how it can be applied in practice allow students to consolidate the knowledge and bring it to practice. Overall, the book is highly recommended for use on EAP, ESAP, study skills and academic literacy courses.

Cite Them Right Richard Pears and Graham Shields

Palgrave (2016) 10th Ed
ISBN 978-1-137-58504-2



Reviewed by: Mariam SETTAS, Senior Teacher in ELT

Cite Them Right is a revised publication from Palgrave. It is aimed at students and authors with the intended purpose to serve as a guide when referencing and understanding plagiarism. It contains detailed chapters with essential resources to support the targeted audience on how to reference with complementary examples covering all bases, such as print and electronic sources, business, technical and legal publications. Despite its targeted audience, *Cite Them Right* proves to be particularly useful for international students undertaking higher education through the medium of English. Ultimately, it will assist them in attaining academic success when attempting written assignments in their chosen discipline while equipping them with a skill that can be transferred into their discourse communities on exit. The series also includes an online feature: <http://www.citethemrightonline.com/> which supplements the publication.

According to the back cover, *Cite Them Right* has expanded to include the Chicago style and additional new sources such as MOOCs, apps and mood boards. Furthermore, the book includes approaches to citing any information, for example images and journals. In doing so, examples are provided in Harvard, APA, Vancouver and other referencing styles with additional advice on the principles behind why academics need to reference. It is evident that the book is designed in such a way that it can be employed both independently when undergoing assignments or in class as an academic study skill - more specifically in EAP courses (both in-session and pre-session courses). The book is carefully matched to the needs of the target audience in that there are eleven sections that are very well structured and can be easily followed and read by learners.

Each section focuses on key areas in understanding the topic in question 'What is referencing' (Section A, p.1). This later branches out to the various referencing styles with clear step by step instructions to follow coupled with meticulous examples, which are authentic and self explanatory (Sections E - K, p.22 - 159). Section C on p.9 focuses on *How to quote, paraphrase and summarise*, again an essential component beneficial to students in acknowledging the differences between each element

and comprehending the various approaches of embedding an in-text citation into an assignment. It also provides thorough yet simple examples of how to construct a reference list along with a checklist of what to include in the reference (Section D, p.21). I particularly appreciate the simplicity of the language used across all sections as it ensures that regardless of the learners' proficiency in the language everyone is capable of following individual stages. Towards the end of the book, there are additional resources which can aid learners by means of further reading (p.163). A glossary is also provided on p.161 with key words and clear-cut definitions that aid learners in understanding the information provided in the book with ease.

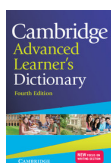
On the whole, although the field of referencing and plagiarism is often ignored in some establishments, due to its simplicity and straightforward explanations this book appears to be meaningful and valuable to learners in preparation for writing an assignment. This book successfully covers all the core areas within the field of citation, and provides the students with the required skills needed for higher education.

Cambridge Advanced Learner's Dictionary (Fourth Edition)

Colin McIntosh

Cambridge University

Press: 978-1-107-61950-0



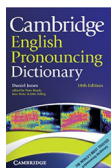
Cambridge English Pronouncing Dictionary (18th Edition)

Daniel Jones, Peter Roach,

Jane Setter & John Esling

Cambridge University

Press: 978-0-521-15255-6



Reviewed by: Gift Mheta, Writing Centre, Durban University of Technology, South Africa

Cambridge Advanced Learner's Dictionary (Fourth Edition) is an updated publication by Cambridge University Press. It is a corpus-aided reference book designed to help high school, college and university students speak and write accurate and up-to-date English. This advanced dictionary is informed, though not exclusively, by the Cambridge International Corpus (CIS), which is an enormous electronic database that comprises English texts from newspapers, magazines, best-selling novels, notable anthologies, outstanding drama books, non-fiction books, websites, television and radio programmes, recordings of people's everyday conversations, etc. The CIS is a multibillion word corpus of English data that provides concrete

examples of how people use words in different contexts. The dictionary therefore draws on various word contexts and is rich in diverse word meanings. For example, the lexical item 'substance' is provided with four different contexts in which it is used. That is exhaustive and makes this dictionary a comprehensive reference work.

As indicated on the blurb, the *Cambridge Advanced Learner's Dictionary* (Fourth Edition) is intended for upper-intermediate and advanced learners of English. It can also be used by writers, scholars and other professionals who work intensively in English. The dictionary explains words used in today's English in clear and full sentences, and uses authentic examples from the CIS corpus. It helps students expand their English vocabulary. Most importantly, the dictionary has a comprehensive writing section that deals with all essential aspects of academic, formal and informal writing. Furthermore, it contains the common errors made by learners of English. Such information is crucial as it helps learners avoid making the same mistakes.

Overall, this dictionary achieves its aims and successfully covers the main aspects of the English language. It is structured in a way that makes it usable in all fields. The dictionary contains detailed information that the advanced reader seeking to hone their linguistic skills finds helpful. All words are adequately explained. With the help of this dictionary, a reader can improve their proficiency in English; their oral and written competence will be enhanced. However, students who want to learn the basics of English – in particular, primary school children – need to look elsewhere.

Cambridge English Pronouncing Dictionary (18th Edition) is yet another new publication by Cambridge University Press. It is a corpus-aided dictionary designed to help learners pronounce English words accurately. Again, this reference work is informed by the CIS. The dictionary thus draws on how English words are pronounced mostly by the British and American speaker-hearers of the English language.

As indicated on the blurb, the *Cambridge English Pronouncing Dictionary* (18th Edition) has more than 230 000 pronunciations of words, names and phrases. Notably it contains most-recent neologisms and names of people and places in the news. For example, Zululand, a place in Kwa-Zulu Natal in South Africa has found its place in the dictionary and so has the surname of the South African president Zuma. Most importantly, the dictionary has lively essays on aspects of pronunciation by leading experts in the field. Furthermore, it contains a glossary of terms used in phonetics and phonology that is easy to navigate.

Additional notes on the relationship between spellings and sounds are particularly helpful to learners who struggle to ascertain such relationships on their own.

Overall, this dictionary achieves its aims and successfully covers the main aspects of the English language pronunciation. The dictionary contains detailed information on pronunciation of English that learners need to master for them to be effective oral communicators. With the help of this dictionary, a reader can improve their oral competence. However, learners need a basic knowledge of the phonemic script for them to be able to benefit most from this dictionary.

Improve Your Skills for IELTS(6.0-7.5)

Improve your Skills: listening and speaking for IELTS

With answer Key+ Audio Pack
6.0 - 7.5

Joanna Preshous

Macmillan Education, 2014

ISBN 978-0-230-46341-7



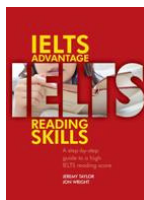
Improve your Skills: Reading for IELTS

With answer Key + MPO Pack

Jane Short

Macmillan Education, 2014

ISBN : ISBN 978-0-230-46339-4



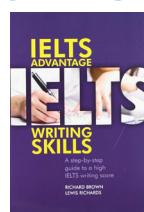
Improve your Skills: writing for IELTS

With answer Key + MPO Pack

Stephanie Dimon-Bayir

Macmillan Education, 2014

ISBN 978-0-230-46340-0



Reviewed by: Marcos Koffi N'Goran, Ministry of Employment and Social Protection, Ivory Coast and president of CI ATEFL (Cote D'Ivoire Association of Teachers of English as a Foreign Language)

Improve your IELTS Skills 6.0-7 is Macmillan's new series of three books for students preparing to take the IELTS exam. According to the back pages, the series aims to develop the skills, language and test techniques required to achieve an IELTS band score

of 7 or higher. Books can be used for self-study and for an intensive classroom-based IELTS preparatory course. Other books in this series include *Improve Your Listening and Speaking Skills for IELTS*, *Improve Your Reading Skills for IELTS*, and *Improve Your Writing Skills for IELTS*.

Each book addresses key points and topics typical of those found in the IELTS exam. They are mapped into ten topic-based units, with introductory pages providing useful guidance for effective and independent use. Interestingly, the listening and speaking Skills for IELTS book is accompanied by two CDs, whereas the other two books provide an access code for Macmillan Practice online for further practice. The books end with answer keys.

A typical unit in *Improve Your writing Skills for IELTS* is subdivided into three parts: Task1, Task 2 and a practice test, with sample answers (pp. 86-95). The book provides from page 5 on insights into task 1 and 2 requirements before disclosing the writing techniques and exam skills through activities. For example, Unit 1 (pp. 8 to 9) display tips on how to address graphs description, and Unit 10 tackles points like essay types and typical errors.

As for *Improve Your Listening and Speaking Skills for IELTS*, it can be suitable for any international learners as it provides tips to address speaking and listening problems they naturally encounter. It covers interesting points such as word linking (Unit 1 and 4); sentence stress (Unit 2); strong and weak forms (Unit 8).

A unit in *Improve Your Reading Skills for IELTS* has two parts: the first provides skills to address a specific reading question, and the second is devoted to exam practice skills. The writer skillfully uses authentic reading passages taken from a variety of sources for students to be more comfortable with all types of texts and questions. For instance, topics like 'skimming for topic' (Unit 1), and 'scanning for synonyms' (Unit 10) are effectively addressed.

Overall, *Improve your IELTS Skills 6.0-7.5* series achieves its aims, as it provides exam practice exercises and interactive tasks to equip students with adequate tools to achieve an IELTS band score of 7 or higher. The series is ideal both for self-study and for classroom-based IELTS preparatory courses. I strongly recommend it for any educational institutions, especially in countries where English is not the medium of instruction, which cater for international students planning to embark on a course delivered through the medium of English.

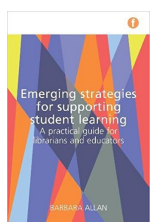
Emerging Strategies for Supporting Student Learning: A practical guide for librarians and educators

Barbara Allan

Facet Publishing, 2016

ISBN:978-1-78330-070-9

Reviewed by: Holly Marshall-Cape, University of Westminister (MA TESOL)



Emerging Strategies for Supporting Student Learning is a coherent and highly accessible guide for library and information workers on how to effectively provide support to students in higher education. While at first glance ESP teachers may not seem to be the primary target audience for this book, they can nevertheless benefit from the ideas here, especially those who are working in higher education or involved in teaching EAP more generally. The book combines theoretical overviews of major teaching and learning approaches with practical advice for course design and learning activities to give a holistic approach to the subject. Allan analyses the challenging environment of higher education, such as the increasingly diverse makeup of student populations, to enable practitioners to meet each student's needs during their academic careers. She also focuses on ways practitioners can enhance their own professional development, from short courses, conferences and workshops to networking online and through professional organisations.

Emerging Strategies consists of eleven chapters. Chapters 1 to 4 examine the current teaching and learning landscape in higher education, such as working with a range of different students (including part time, international, and disabled students), digital literacies and their implications for supporting student learning, and student's post-study employability. Theoretical approaches to teaching and learning, such as Kolb's learning cycle and the Higher Education Academy's flexible pedagogies, are outlined in Chapter 5. Chapters 6 to 10 focus on real life examples of learning and teaching activities that, for example, may or may not require the use of technology or can be used for taught or untaught sessions. The design, evaluation, marketing and promotion of face to face, online and blended learning courses is also examined, as well as the successful delivery of learning experiences and evaluation of activities as part of an assessed or credit bearing module. Finally, Chapter 11 focuses on practitioner development. Each chapter contains a number of case studies and anecdotal examples from Allan, which help to illustrate and humanise the suggestions she makes, as well

as provide a sound theoretical basis to her ideas. Allan's background in education, managing academic libraries, and enhancing learning, teaching and student experiences is evident throughout the book, giving it a great deal of authenticity. The sheer range of suggested activities assure that this book can be used in a wide variety of situations.

Emerging Strategies is, without question, a must read for any library and information worker providing student learning support in higher education. However, it also has value for ESP teachers, and more specifically those who are working with students within or preparing students for higher education. The activities suggested in the book can be used in a variety of situations. Creating infographs, for example, could be used to introduce students to a useful skill they may well need during the course of their studies, and as an engaging classroom or homework task that displays key information of a talk given by the student. The advice for successfully delivering learning experiences, such as preparing for a course, facilitating learning processes and how to start and end the course, is applicable to any practitioner involved in teaching. While teachers who have many years of experience may find some of the advice to be too basic, it will undoubtedly help those with less experience to become excellent teachers. Having said that, there are ideas and suggestions in this book that will be useful for practitioners of all levels. The clear language and minimalist design of the book ensure its contents are easily digestible and can therefore be successfully used to support students studying in a higher education environment.

Effective Academic Writing - Intro

Alice Savage

Oxford University Press: 2012

(Second Edition)

ISBN 978 0 19432 345 1



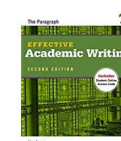
Effective Academic Writing - The Paragraph

Alice Savage and Masoud Shafiei

ISBN 978 0 19432 346 8

Oxford University Press: 2012

(Second Edition)



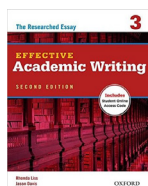
Effective Academic Writing – The Short Essay

Alice Savage and Patricia Mayer
ISBN 978 0 19432 347 5
Oxford University Press: 2012
(Second Edition)



Effective Academic Writing – The Researched Essay

Rhonda Liss and Jason Davis
ISBN 978 0 19432 348 2
Oxford University Press: 2012
(Second Edition)



Reviewed by: Magali Arteaga, Daniela Jaramillo and Tania Rodas, Catholic University of Cuenca, Ecuador

Academic writing is one of the most complex language skills that learners need to acquire. OUP's Effective Academic Writing is a successful series whose main appeal – beyond the sound structure and carefully graded approach – lies in the culturally diverse input of international teachers and students.

A great merit of the series is that all four books consistently prepare learners for and recycle the main components of academic writing. The tasks and language functions for each unit are clearly stated and rhetorical focus comes before the undoubtedly required knowledge of grammar. The writing process is presented as a step-by-step process that can be easily followed. The topics are mainly taken from social sciences, but they represent a wealth of ideas and, more importantly, describe stories and events in as diverse cultures as that of Japan, Armenia or Oman. It is clear that these pieces of sample texts are the results of careful peer-editing and further editing on behalf of the teachers, whose input is acknowledged in each volume.

The Intro book titled Developing Ideas proves that it is possible to write academically even at a very moderate level of language proficiency. The secret lies in presenting and reinforcing the logical structure of a paragraph that contains no more than the main idea and the supporting details. The relatively simple task of describing places is developed further in the subsequent units by tasks that require describing events in the past or explaining an opinion.

Book 1 – The Paragraph – revisits the topic of paragraph writing as, in its extended form, it is the

basic unit of academic texts. The topics become more complex; for example, journalism and urban studies enter the scene. Paragraph organization is revisited and the concept of unity and coherence is introduced. Rather than explaining an opinion, learners, at this stage, are required to provide reasons and arguments to support their points of view.

Book 2 – The Short Essay – presents how relatively short pieces of academic texts are organized by rhetorical functions that require the skills to describe, narrate, compare and contrast, explain cause and effect relationships and provide facts and opinions. The sample texts become longer, the arguments and counter-argument are more involved, but the cultural background is just as fresh and appealing, be it Chinese, Japanese or South Korean students giving their accounts helped by the careful guidance of their teacher editors.

Book 3 – The Researched Essay – takes the process one step further. The concepts of critical thinking and research skills are introduced starting with collecting information through to using search engines, and ending with quoting and referencing.

All 4 books are supported by easy to use and practical activities that can be accessed online. This material is invaluable, because it allows the students to work autonomously and write and review their own texts by following the carefully constructed layout provided. Such features as showing students the most frequently used English words (Oxford 3000) and counting off the instances of academic level vocabulary in the text are informative and engaging features.

Overall, the four volumes of Effective Academic Writing provide an effectively scaffolded blended course that successfully combines grammar and rhetorical functions allowing students to acquire skills to be applied autonomously in a wealth of academic writing situations.

