The changing face of ESP in today's classroom and workplace

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List of Acronyms

AE	Arabicised English
APA	the American Psychological Association
ATCs	air traffic controllers
BA	Bachelor of Arts
BELF	English as a Business lingua franca;
CBI	content-based instruction
CBT	competency based training
CEFR	Common European Framework of Reference
CFA	confirmatory factor analysis
CLIL	Content and Language Integrated Learning
CLP	classroom language policy
CMC	computer-mediated communication
CorIFA	corpus of academic English
CQL	Corpus Query Tool
DA	Dative Alternation
DEAP	action plan for digital education
EAOP	English for Academic and Occupational Purposes
EAP	English for Academic Purposes
EALTS	English for Aviation Language Testing System\
EBP	English for business programs
EGP	English for general purposes
ELT	English Language Teaching
EMI	English as a Medium of Instruction
EOP	English for Occupational Purposes
EFA	exploratory factor analysis
EFL	English as a foreign language
ESAP	English for specific academic purposes
EU	European Union

FSES	Federal State Educational Standards of the Russian Federation
GE	general English
GEP	general English proficiency
HR	human resources
HRA	Human Resources Assessment
ICAO	International Civil Aviation Organisation
IDPs	the internally displaced people
IKCO	Iran-Khordo Co.
ILO	International Labor Organization
IMO	Industrial Management Organization
ICT	Information and communication technologies
ISCO	International Standard Classification of Occupations
KDD	KiD Drink
LL	linguistic landscape
LSP	language for specific purposes
MA	Master of Arts
MBC	Maximum Bacterial Control
MEC	Spanish Ministry of Education
MGT	management
MOOC	massive open online courses
MM	methodological methods
NEIs	native English instructor(s)
NICICO	National Iranian Copper Industry Company
NIOC	Iranian National Oil Company
NISCO	National Iranian Steel Company
NNS	non-native speaker
NS	native speaker
OECD	The Organisation for Economic Co-operation and Development
OOC	Open online courses
PP	pedagogical practices
RA	Romanised Arabic
RF	Russian Federation

SFL	Systemic Functional Linguistics
SOCEC	School of Commerce English Concentration
SPbU	Saint Petersburg State University
SPSS	Statistics package for social science
TSA	Target Situation Analysis
UNIDO	United Nations Organization for Industrial Development
UFMG	Federal University of Minas Gerais
UNESCO	The United Nations Educational, Scientific and Cultural Organisation

Preface: The changing face of ESP in today's classroom and workplace

Elena Bárcena Madera

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English for Specific Purposes (henceforth, ESP) is a subset of English as a second or foreign language which usually refers to teaching the English language to undergraduate and postgraduate students, training students of professional modules, and people already in employment. Its history is directly linked to the history of the twentieth century. After the British Empire and World War II, the economic, scientific and technological leadership and expansion of the U.S.A. caused professionals all over the world to adopt the official language of this country as a vehicle of international communication. Since its appearance in the 1960s, ESP has occupied the attention of the academic and research communities. Its central focus has been progressively diversified from English for science and technology in academic contexts, which occupied the earliest studies. Attention was diverted subsequently to studies on teacher training and interlanguage, genre, corpus and innovative methodologies and technologies. The underlying interest for the field was related not only for learning/teaching processes, but also to other types of applications, such as automatic text generation, question-answering systems and machine translation. The perspective here was rather mathematical and related to features like lexical closure and grammatical systematicity. Didactics, the main research application within ESP, is today largely determined by the enormous variety of specialized knowledge communities, genres and text types, businesses, academic disciplines and human activity in general.

The changing face of ESP in today's classroom and workplace is a valuable contribution to the research literature in ESP from several perspectives. Firstly, this international volume is illustrative of the research on ESP that is taking place in four continents (Africa, America, Asia, and Europe), fourteen countries (Algeria, Bangladesh, Brazil, Iran, Italy, Japan, Jordan, Russia, Spain, Sudan, Turkey, and United Arab Emirates), and fourteen higher educational institutions (including face-to-face and distance learning modalities). Secondly, this volume

comprises an unusual selection of studies and, in that sense, it offers a rare panoramic account of ESP research. Thus, the book is divided into three major sections: (1) ESP in specific fields, (2) ESP through technology and culture, and (3) ESP and EAP (English for Academic Purposes) in CLIL (Content and Language Integrated Learning) and ELT (English Language Teaching). This structure allows the reader to be informed about recent research that has been undertaken in different areas of the world on the field of ESP from three well-defined perspectives: domains of application, technology, and pedagogy. The domains of study are varied, such as aviation, shopping bags, and psychology. The most common one is business and economy, although there are several studies with other goals, which cut across different domains. Both the written and the oral modalities are covered in the chapters, although the former receives more attention, as expected in ESP research. There is a range of genres covered, the most common being abstracts, which cut through many professional and academic written text types. The common underlying goal of all the pieces of research presented in the chapters is the improvement of aspects of the ESP instruction, such as technical vocabulary and phraseology. Since ESP is one of the learner-centered modalities within the field of English as a Second/Foreign Language, there is a recurrent concern, usually present in mainstream ESP research, regarding the adequacy of academic syllabi to students' real needs, which largely align with the communicative requirements of their future professional niches.

The first section of this volume starts with a chapter authored by Assassi and entitled "The Importance of Formulaic Language in Aviation English: A case study". As inferred by the title, aeronautics is the first specific field of application of this section. This is not a fortuitous fact since, as Assassi explains, English is the international language of aviation and is, therefore, mandatory for Algerian people working in this growing industry to master this linguistic variant, so that they can operate on aviation internationally. This goal is not devoid of challenges, especially in the case of Algeria, where other more widespread languages are seen to interfere with English and there are no specialized academic programmes for this language. This chapter presents research that highlights the affordances of developing listening comprehension skills and fluency in non-routine flying scenarios. The proposed specialised language programme includes aviation phraseology as a type of lexical approach since it is claimed that it helps reach native-like proficiency that can be crucial in ensuring safety in critical situations.

Chapter 2 focusses on a case study in Jordan, in which Alomoush assesses linguistic and code -mixing practice with reference to the use of English in adverts on printed product labels. The domain of study is "shopping bags". Discursive representations of economic globalisation and implicit English-

centred policies are analysed in a heterogeneous corpus of language samples. The premise of the research is related to potential differences in terms of monolingual and multilingual practices and the study reveals that economic activity has a direct impact on the use of English only and, conversely, of code-mixing practices (i.e. Arabicised English and Romanised Arabic), reflecting a melding of local and global identities. Therefore, this study establishes a relation between language choice and the luxurious vs. ordinary socioeconomic and cultural associations involving the type of products. The chapter, in summary, reveals aspects of the sociolinguistic landscape of Jordan and the attached social prestige of the English language in this country.

Ahmed assesses the needs analysis for Khartoum State's vocational training Centres in Chapter 3. Based on a number of hypotheses, firstly, it analyses the extent to which trainees' English language needs in the Sudanese vocational training centres are met by the corresponding academic syllabi. Secondly, the level of satisfaction of the teaching staff at the training centres with the English language syllabi is analysed. Following an analytical methodological approach, the findings of the study reveal the convenience of meeting the expectations and increasing the motivation of the trainees through courses focused on technical vocabulary. The chapter concludes that further ESP needs analyses should be undertaken by the expert community and that the trainers and trainees' views and experiences about academic syllabi should be taken into consideration when judging the effectiveness of ESP courses.

In Chapter 4 Amerian focuses on occupational English for university graduates in today's Iranian business sectors from a professionals' perspective. The research presented is related to the practical dimension of EAP across various disciplines, and how learners must be effectively prepared for the real use of English that they will eventually need to use at work. The study undertaken involves Iranian human resource managers and employed graduated students as stakeholders. It focuses on various sectors within the fields of business and economics. Among the findings, employers consider productive English skills to be more important for employees than receptive ones and there is a discrepancy between the academic evaluation of Professional English and managers' views in the practical working environment. This chapter, and with it the whole section, finish with a reflection about the need for reconsidering the pedagogy of EAP courses in business, including not only the teaching methodology but also the contents and the learning activities in light of students' future occupational demands.

After this mosaic-like view of research concerns in various key domains of application, the second section of this volume deals with four more chapters on ESP concerning technology and culture. Chapter 5, entitled "Transnational Digital Literacy Practices of Two Karen Refugee Female Adolescents:

Multimodality and Spaces", is authored by Sharmin, who undertakes a study of the literacies of two Karen refugee adolescents living in the Southeastern United States. Scholarship is identified to be lacking in this type of ethnolinguistic population. However, this study also finds that their digital lives outside school abound with rich literacy practices that can be incorporated into their academic literacy practices. More interestingly, although not all of them help these people develop as learners, those activities that connect them with their own community emotionally have a remarkable cognitive impact. The experience reported in this chapter shows that if teachers are informed about the digital literacy practices of displaced learners from media-impoverished backgrounds and incorporate them in their instructional design, they can become proficient technology-supported ESP learners.

Chapter 6 outlines an extensive experiment conducted by Robinson in which students of Social Work and Social Policy were provided with Beatles songs in each lesson for different activities and functions in English learning, with the students appreciating this and finding it an effective use of ESP. Songs, a widely used tool in general English teaching, are not so common in ESP. The use of the songs is reported to be constant throughout the course and target a wide range of linguistic and even soft capabilities. The results from this qualitative research reveal that students view this song-based approach within ESP training not only as being appropriate, but also valid and effective.

E-learning, a key focus for many higher education institutions around the world, is considered by Rubstova and Dobrova in Chapter 7. They focus on goal 4 of the 2030 Agenda for Sustainable Development, as adopted by the United Nations. Goal 4 is concerned with ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The authors claim that not only are digital technologies having a major impact on the educational system, they can also bring goal 4 into effect. This is due to the key role that they can play in distance teaching/learning for disciplines, including ESP. A scenario is then presented involving a wide range of distance learning programmes for ESP developed at the Faculty of Modern Languages of Saint Petersburg State University, even if there is not a great demand for such courses, as can be expected.

Finally, Gaye in Chapter 8 assesses the broader area of perceptions and misconceptions in ESP. She starts with a reflection on the fundamental role of learners' needs in the ESP approach to course design and teaching activity. The author refers back to abundant expert literature to claim that ESP is one of the main learner-centered modalities within English as a Second/Foreign Language. Her theoretical reflections go on to consider common misconceptions about ESP, such as whether it is about the teaching of a given specialized variety of English with divergences from the standard language.

Furthermore, ESP teaching is often limited by English instructors to the teaching of vocabulary, in detriment to other aspects of language use. This chapter attempts to provide useful insights into the teaching/learning process of English in specialized contexts.

The third and last section of this volume is dedicated to pedagogical issues. In Chapter 9, Rubrecht focuses on a programme implementation without pedagogical standardization. By assessing the SOCEC programme at a Japanese university, he considers the debate regarding L1 inclusion. He concludes that CLP (classroom language policy) should happen after student's characteristics, which deals with their prior learning experiences, proficiency levels in the target language and learning goals. Chapter 10, entitled "Examining L2 learners' source text reading strategies for an MA module assignment in a UK university" and authored by Kamijo, who deals with the connections between reading source research texts in content-based courses, understanding intertextuality within that genre, and developing writing skills. The author observes how little research has been undertaken on the reading of source texts by second language learners and the cognitive processes of critical analysis that this activity involves. An experiment applies the cognitive reading framework and presents some learners using think-aloud methods to read self-selected reviews of scholarly literature. Findings indicate a comprehensive representation of the source texts via the adoption of critical and evaluative reading strategies of the learners, such as the elaboration of content, the creation of inferences, awareness of the textual structure, and the use of paraphrased descriptions.

Chapter 11, entitled "Investigating the system of TRANSITIVITY in passive that-clauses of research abstracts" and authored by Nunes and Orfano is grounded in Halliday's Systemic Functional Linguistics theory and corpus linguistics methodologies. As part of this research, verbs are explored within the system of TRANSITIVITY in passive that-clauses retrieved from research abstracts within the Corpus of Academic English, a learner corpus from the Federal University of Minas Gerais in Brazil. They are compared with similar elements from a reference corpus containing abstracts published in high-impact journals across various disciplines. Among the findings, there are higher frequencies of passive that-clauses with verbs realizing mental processes in the former corpus. Investigating how these students use passive constructions in abstracts in comparison to a Lingua Franca corpus can yield interesting insights that have the potential to improve the design of academic writing pedagogical materials for Brazilian graduate and undergraduate students.

Moraza Erausquin is the author of Chapter 12, entitled "Designing research for academic writing in the field of Psychology". The chapter offers a reflection of the prominent role of professional text writing in the training of

ESP, which accounts for the recent high number of apps aimed at this skill. Specifically, different qualitative and quantitative methodologies are used to identify the most challenging texts for Psychology professionals for students to work with real templates. Among the findings are several linguistic features that are inherently difficult for psychologists when writing common texts in their specialized domain. Taking such difficulties into account, students are guided in the writing of professional Psychology texts. The templates created are available in both Spanish and English, so that students of the latter can undertake an effective contrastive approach. The templates can, therefore, be used as learning materials in bilingual Psychology programs.

Ekoç considers in Chapter 13 the phenomenon of hedging and boosting on the writing of abstracts by undergraduate ELT students. It deals with a linguistic topic which is common to the majority of text and discourse types: hedging and boosting, i.e., showing detachment or increase of commitment to the proposition on the part of the speaker/writer, respectively. The author refers to the body of literature on interactional metadiscourse markers and other strategies used by academics and researchers and observes that little attention has been paid to their teaching until now. He focuses on abstracts given their relevance in the submission process for conference presentations, articles, book chapters, etc. An experiment is then presented, which consists of a number of students of ELT writing abstracts that summarize their presentations as part of an oral expression and public speaking course. The number of occurrences of lexical and grammatical hedging and boosting reveals some use of these strategies and also the need to include interactional metadiscourse markers in undergraduate writing classes to tone down or strengthen their statements as appropriate.

Calleja Rituerto presents a pilot study on a specific grammatical phenomenon as part of an ESP course in the field of Catering undertaken by Spanish young adult learners in Chapter 14. The course follows a CLIL methodology. The focus of the study is the learners' interlanguage during the acquisition of English dative alternation in the process of addressing personal relations and as part of the commercial or professional interchange. There are two groups of learners in the study, one that receives explicit instruction on the linguistic structure and another that receives no feedback, following a strict communicative approach. The experiment reveals difficulties with both methodological perspectives and suggests that instruction should not only focus on cross-linguistic contrasts but also prioritize complex interface integration.

The plethora of topics and studies covered offers a valuable modern insight into the main concerns of the ESP stakeholders, namely university teachers, professional instructors, postgraduate and undergraduate students, and researchers. Each piece of work presented in this volume has its own

motivations and perspectives on this field, but they all have in common a contemporary applied approach, beyond old clichés like that of the supremacy of the English language due to the leading role of certain native speaking countries, or the existence of specialized variants as abstract subsystems that contrastively exhibit common, reduced and divergent features with respect to the standard variants of the language.

In this volume, the reader will find an updated illustration of ESP research that is taking place internationally. The learner-centredness that characterizes the field of ESP is presented in its rich socioeconomic and cultural varieties, which includes displaced people (and their peculiar linguistic realities). Similarly, the socioeconomic scenario behind ESP instruction covers relevant sustainability issues, as defined by the United Nations. This book reflects not only the complex reality of the professional and academic worlds of reference, but also the maturity of the field of ESP at the time of its publishing, which builds on its identity as an international vehicle of verbal communication used mainly in occupational domains or areas of reality. The work presented is generally well-grounded on some of the latest theoretical principles of linguistics and/or learning. The chapters often seek to innovate the practical methodology of teaching ESP (via CLIL, EMI [English as a Medium of Instruction], etc.) and explore its strategic use at both national and international levels. This collection of chapters will undoubtedly help the reader understand the significance of ESP in society, particularly in professional and academic domains, and the need to respond to their evolution using learner-centered instructional design and materials and technological resources and tools, as they become available.

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