

TEACHING ESP IN THE 21ST CENTURY

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Outline of the presentation

- Context
- Literature review
- Conceptual framework
- Methodology
- Findings & Discussion
- Limitations and further research
- Contribution to knowledge

Key Definitions and Acronyms

- ESP = English for Specific Purposes
- EPE = English for Petroleum Engineering
- ELF = English as a Lingua Franca
- NKU = Nam Khue University

Context of the study

21st Century -
 Globalisation
 ASEAN 2015
 Trans-Pacific
 Partnership
 (TPP)

ESP
 preparation
 for
 professional
 communication
 in the 21st

Teaching and
 learning
 realities of
 EPE
 curriculum at
 NKU

Research questions

What kinds of knowledge are taught in the
 EPE curriculum at NKU to prepare for
 professional communication in the 21st
 century?

Literature review

Views on ESP

Traditional views on ESP

- Specific needs in specific disciplines.
- Language's forms (lexis, grammar, register, genres, discourses and skills) - suitable to particular disciplines.
- Equipping learners with language knowledge and skills.

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Dudley-Evans (1998)

Modern views on ESP

- Specific to the **professional context, not the professional domain.**
- ESP's specificity → dynamic communication practices of particular professional discourse communities rather than language associated with a particular professional group.

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Huhta, Vogt, & Tulkki (2013)

Relevant studies

Kwan and Dunworth (2016)

- accuracy and fluency in English: NOT important
- **strategic** communicative competence and **pragmatic** competence: **IMPORTANT**

(investigating the use of ELF between Filipino employees and Hong Kongese employers in domestic workplaces in Hong Kong)

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Warren (2014)

For effective communication in key economic sectors of Hong Kong (meetings):

- **Linguistic** knowledge
- Knowledge of **colleagues and partners** or **clients** (cultures and communication styles & accents)
- **Communication strategies**

Le, Kettle & Pillay (2017)

For effective workplace communication in joint venture petroleum companies in Vietnam

- **textual** knowledge
- **participant** knowledge
- **global, institutional and organisational** knowledge
- **social action** knowledge

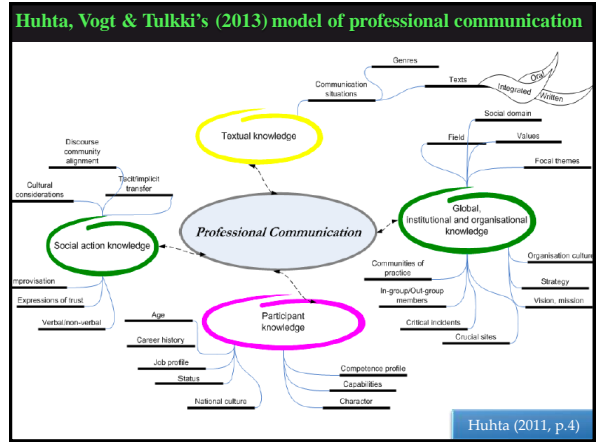
⇒ **For professional communication in the 21st:**

- textual knowledge
- contextual knowledge

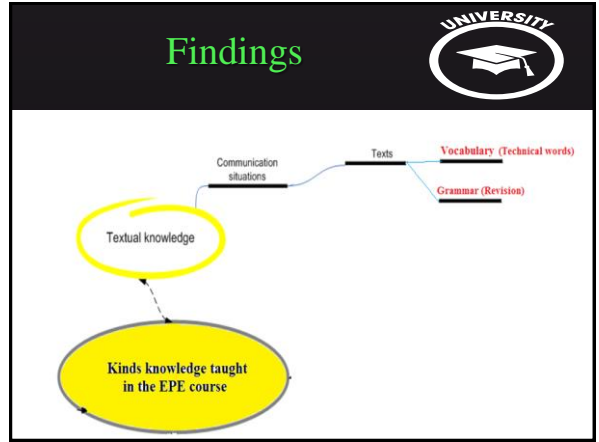
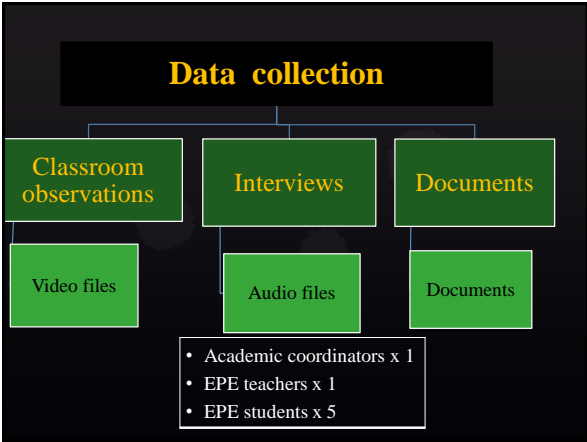
⇒ **Teaching ESP in the 21st**


- textual knowledge
- ability to function communicatively in diverse workplace situations.

Conceptual Framework

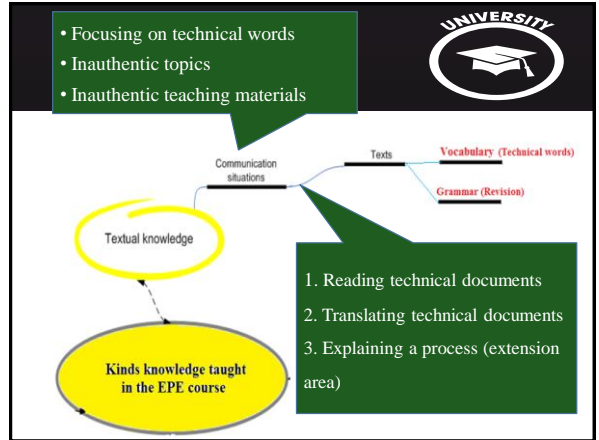


Methodology





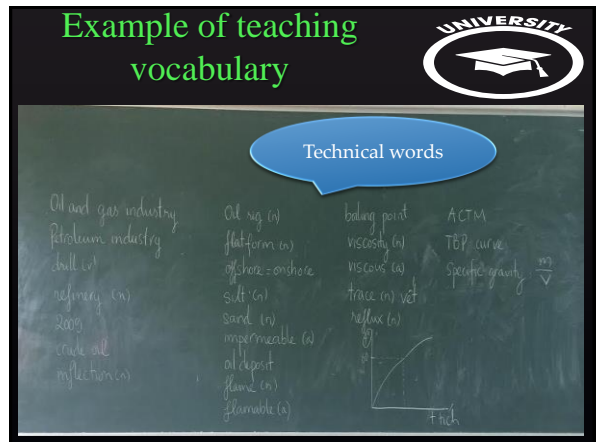
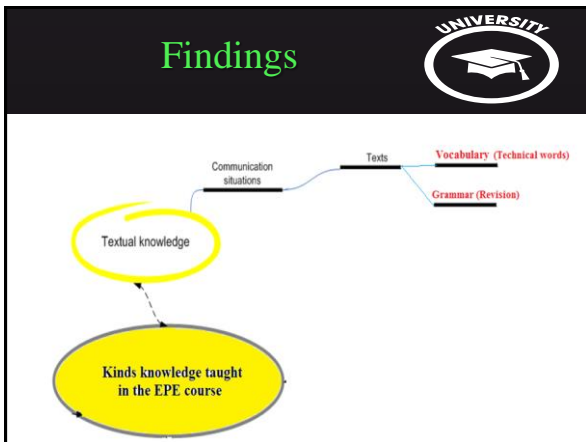
“This course is aimed at providing students with **technical vocabulary** in the petroleum industry, skill of **reading and understanding technical documents** and ability to **translate technical documents** in English into Vietnamese effectively”. (NKU- EPE teaching proposal)



Turn	Speaker	Transcript
3	Teacher	Ok. Question One? Give the definition of crude oil ? Who can? (1.5) Minh, please.
4	Minh	Crude oil is a naturally occurring brown to black flammable liquid, which contain a mixture of different sized hydrocarbons.
5	Teacher	Yes, crude oil is a naturally occurring brown to black flammable liquid, which contain a mixture of different sized hydrocarbons. Nghĩa là sao các bạn? (0.5). Dầu thô là một loại chất lỏng dễ cháy, chuyên hóa tự nhiên từ màu nâu sang màu đen. Đó là một hỗn hợp có chứa các hydrocacbon kích thước khác nhau. Vậy hydrocacbon là thành phần chính của dầu thô, các bạn

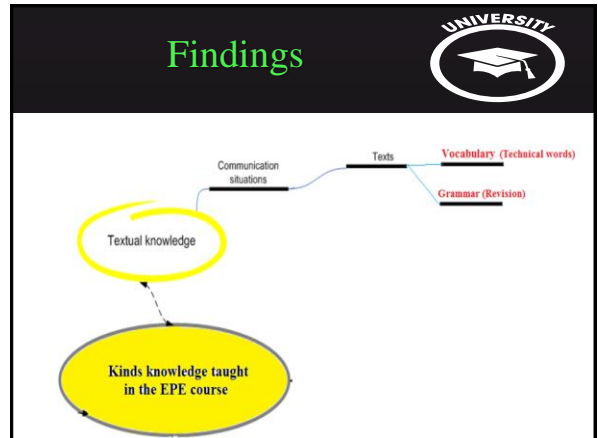
Dominant communication situations	Dominant genres
1. Reading manuals, procedures and guidelines for technical issues in petroleum industry	Technical manuals, procedures, guidelines
2. Writing technical emails to supervisors, colleagues and vendors	Emails
3. Making telephone calls to Vietnamese and foreign colleagues and partners, vendors for technical issues between offshore and onshore	Telephone calls
4. Explaining a technical process with colleagues or externals like partners / vendors	Emails, telephone calls, Reports, presentations
5. Having discussions concerning technical details, installations, maintenance with foreign colleagues, partners, service providers or vendors	Meetings, telephone calls, emails

Le, Kettle & Pillay (2017)



Turn	Speaker	Transcript
1	Teacher	<p>The first oil well. Oil well <i>là gì các bạn?</i> (is what, guys?) (1.0) <i>Cái giếng dầu, há</i> (oil well, ah). The first oil well was drilled in 1859. <i>Là cái giếng dầu đầu tiên thì được...?</i> (The first oil well was ...?) Drill <i>là gì các bạn?</i> (is what, guys?) (1.5)</p>

Technical words
- meaning
- NOT use



NOT

participant knowledge
social action knowledge
global, institutional and organisational knowledge

1. Time limitation

2. NOT teaching objective of EPE course

... not to provide students with communication skills in workplace contexts... English language for communication was taught in **General English**, so EPE course focuses on teaching technical vocabulary. (NKU-EPE teacher)

3. Taught in soft skill classes & informal talks (petroleum specialists & communication experts)

I think this [social action knowledge] should be taught in a soft skill class. Including this kind of knowledge in this course sounds so strange to me

(NKU-EPE academic coordinator)



Limitations & Future Research

- A qualitative case study only focused on English for petroleum engineering
- => more studies on other disciplines (tourism, accounting, IT, civil engineering or etc.)
- Limited number of universities
- => More studies with more universities in Vietnam.

Contribution to knowledge

Theoretical and practical implications for

ESP curriculum designers
ESP teachers

Theoretical implications

Model of professional communication
(Huh et al., 2013)



Theoretical framework for ESP curricula

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Practical implications

**EPE
curriculum**

Practical implications

Textual knowledge;
Participant knowledge;
Global, institutional &
organisational knowledge;
Social action knowledge

**EPE
curriculum**

Practical implications

Textual knowledge;
Participant knowledge;
Global, institutional &
organisational knowledge;
Social action knowledge

EPE
curriculum

Soft
skills

Practical implications

Textual knowledge;
Participant knowledge;
Global, institutional &
organisational knowledge;
Social action knowledge

EPE
curriculum

Soft
skills

Authenticity

Practical implications

Textual knowledge;
Participant knowledge;
Global, institutional &
organisational knowledge;
Social action knowledge

EPE
curriculum

Soft
skills

A
professional
profile for
PE

Authenticity

Practical implications

Textual knowledge;
Participant knowledge;
Global, institutional &
organisational knowledge;
Social action knowledge

EPE
curriculum

Soft
skills

- PE experts → EPE teachers
- Needs analysis
- Experiential learning

Cooperation
with
petroleum
industry

A
professional
profile for
PE

Authenticity

References

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THANK YOU!