The teaching of English for specific purposes
The project is co-funded by the European Union and the Greek State

THE TEACHING OF ENGLISH
FOR SPECIFIC PURPOSES

EAP, Course Design and Evaluation,
Business English and Assessment

Note
The HOU is responsible for the editing of the publication and for the development of the texts in accordance with the Distance Learning Methodology. The writers, critical readers and academic coordinators who undertook the development of the given publication bare full responsibility for the scientific context, accuracy and standard of the work.
CONTRIBUTORS OF THIS MODULE

EAP, Course Design and Evaluation, Business English and Assessment

Academic Coordinator of the Programme and Coordination of the Module, Academic Editing
Sophia Papaefthymiou-Lytra
Prof. University of Athens

Writers
Vassiliki Rizomilioti, PhD
Nicos Sifakis
Lecturer, Hellenic Open University
Alexandra Athanasiou, PhD

Critical Reader
Sophia Papaefthymiou-Lytra
Prof. University of Athens

Proof Editing
Moira Hill

Art Director
Artemis Glarou

Produced by the
Project Implementation Unit
of the HOU


All rights reserved N. 2121/1993
No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, without prior permission in writing from the publishers.
SCHOOL OF HUMANITIES

Master’s of Education for Teachers of English to Speakers of Other Languages (M. Ed. in TESOL)

MODULE

The teaching of English for specific purposes

VOLUME 2

EAP, COURSE DESIGN AND EVALUATION, BUSINESS ENGLISH AND ASSESSMENT

PATRAS 2008
AUTHORS’ BIOGRAPHICAL INFORMATION

Nicos C. Sifakis is a lecturer in the School of Humanities of the Hellenic Open University. He holds a B.A. (first class honours) in Computational Linguistics and a Ph.D. in language and linguistics from the University of Essex, UK. He has taught on the Master's in Education (M.Ed.) in TESOL programme of the HOU since 1998, also being involved in the production of educational materials as a distance education methodology advisor, and is the author of the study guides for the language skills and English for specific purposes (ESP) modules used in that programme. He is a certified teacher-trainer and co-founder and coordinator of the ESP/EAP SIG of TESOL Greece (2000-2003). He has published more than 30 articles, which appear in various international refereed journals (among others, TESOL Quarterly, ESP Journal, International Journal of Applied Linguistics, Language and Education, and System) and conference proceedings. His research interests include intercultural communication and pedagogy, teaching and researching English as an international lingua franca, language teaching methodology, distance education, adult education and teacher education.

Vassiliki Rizomilioti holds a BA from the University of Athens, a Master’s degree in Applied Linguistics from the University of Sydney and a PhD in Applied Linguistics from the University of Birmingham. She is an ESP tutor at the Foreign Language Unit at the University of Patras. She has also taught the ESP module at the Hellenic Open University for six years. Her work has been published in the Proceedings of a number of conferences and has contributed a chapter on epistemic modality in academic writing to the book entitled “Information Technology in Languages for Specific Purposes” published by Springer-Verlag publishers.

Alexandra Athanasiou (BA in English Studies/University of Toronto, MEd in TEFL and PhD in Adult Education/Hellenic Open University) has acquired professional experience in training and teaching in a variety of contexts over the past thirteen years (private colleges, companies, KEK: centers for vocational training). She is also a certified Adult trainer (National Center for Certification - E.K.E.PIS) and was recently an Adult educator for the Panhellenic train-the-trainer programme. Her most recent professional endeavours have included conducting research in the field of in-company corporate training programmes offered to employees in companies based in Greece.
CHAPTER 5

Vassiliki Rizomilioti

Teaching english for specific, technical and academic purposes: The skills 13

General aims of this chapter ..............................................................................................13
Expected outcomes/objectives ...........................................................................................13
Key concepts........................................................................................................................13

Section 5.1

The skills in ESP ...................................................................................................................14

Section 5.2

The reading skill ..................................................................................................................16
5.2.1 Reading micro-skills ....................................................................................................17
5.2.2 Reading tasks .............................................................................................................21
5.2.3 Selecting texts for practising reading skills .............................................................22

Section 5.3

The writing skill ..................................................................................................................24
5.3.1 What academic writing involves ................................................................................24
5.3.2 Approaches to the teaching of academic writing ......................................................24
  5.3.2.1 Common-core – specific-text approaches ............................................................24
  5.3.2.2 The product approach .......................................................................................26
  5.3.2.3 The process approach .......................................................................................26
  5.3.2.4 The genre-social constructionist approach .......................................................27
  5.3.2.5 A synthesis of approaches ...............................................................................28
5.3.3 Reporting ..................................................................................................................30
  5.3.3.1 Types of citation practices ...............................................................................32
  5.3.3.2 Quoting and paraphrasing ..............................................................................35
Section 6.1

Principles in ESP course design

6.1.1 ESP vs. EGP syllabus design—a preliminary orientation

6.1.2 An adult education perspective of course design

6.1.3 Issues to consider in ESP syllabus design

6.1.4 Steps in ESP course design

6.1.5 Issues to consider in the evaluation of an ESP syllabus

Section 6.2

Zooming in on three key ESP course design issues: Subject specificity, authenticity and learner motivation
### Section 6.3
#### ESP materials — Selection and evaluation

- 6.3.1 Creating, adapting and implementing materials .......................................................... 126
- 6.3.2 To use or not to use a textbook? .................................................................................. 129
- 6.3.3 Materials evaluation — checklists ............................................................................. 131
- 6.3.4 Task and input evaluation ......................................................................................... 138
- 6.3.5 Teacher-generated material ..................................................................................... 142
- 6.3.6 Learner-generated material ..................................................................................... 145

### Section 6.4
#### Disentangling ESP teaching methodology

- 6.4.1 ESP and EGP methodologies — preliminary investigations and links .................. 149
- 6.4.2 Appropriate methodologies for adult ESP learners ............................................. 151
- 6.4.3 Facing methodological problems — from individual learners to dealing with
  large classes ....................................................................................................................... 154
  - Dealing with individual learners’ idiosyncrasies ......................................................... 154
  - Problems with groups ............................................................................................... 156
  - Case studies, role play and simulations — team teaching and team
    learning ......................................................................................................................... 159

### Section 6.5
#### A case study in ESP course design

- Synopsis of Chapter 6 ........................................................................................................ 191
- Answers to SAQs ............................................................................................................ 192
- References ...................................................................................................................... 207
- Further Reading ............................................................................................................. 215
### Section 7.1

**Defining Business English – Developing an Understanding**...227

- 7.1.1 The nature of Business English ........................................227
- 7.1.2 Business English situational realities .............................232
- 7.1.3 Absolute and variable characteristics of Business English ...237

### Section 7.2

**The Language of Business English: Issues in need of consideration**...241

- 7.2.1 Investigating the World of Business ..................................241
- 7.2.2 Becoming familiar with the language of Business English 245

### Section 7.3

**Business English communication in action**...252

- 7.3.1 Conducting business meetings in English ......................252
- 7.3.2 The language used in Business Meetings ......................260
- 7.3.3 The language of Business Negotiations ........................266
- 7.3.4 Intercultural Business Communication .......................273

### Section 7.4

**Business English in Greece: A case study**...281

- 7.4.1 A British University Programme in Greece ..................281
- 7.4.2 Taking part in an interview .............................................285

**Synopsis of Chapter 7**...292

- Answers to SAQs .................................................................294
- References ...........................................................................300
- Appendices ..........................................................................303

---

**CHAPTER 8**

*Nicos Sifakis*

**Assessment in ESP** 333

- General aims of this chapter ..............................................333
- Expected outcomes/objectives ..........................................333
- Key concepts .................................................................333
- Introductory remarks .....................................................333
Section 8.1
Exploring the necessity for a special ESP assessment and testing branch — key characteristics and functions ..........................................................335
8.1.1 LSP vs general-purpose tests .................................................................335
8.1.2 Defining specific purpose language tests ................................................340
8.1.3 Establishing the language construct of the ESP test ..................................343

Section 8.2
ESP test characteristics ..................................................................................347
8.2.1 An ESP testing framework .................................................................347
  • Characteristics of the rubric ..................................................................347
  • Characteristics of the input ..................................................................348
  • Characteristics of the expected response .............................................349
  • Characteristics of the interaction between input and response ..........350
  • Characteristics of assessment ...............................................................351
8.2.2 ESP test specifications ........................................................................353
8.2.3 ESP test types and feedback ...............................................................355
  • Norm- and criterion-referenced testing ..............................................357
  • Formative and summative feedback ....................................................358

Section 8.3
Aspects of good ESP test development ............................................................360
8.3.1 Operationalisation ..............................................................................360
8.3.2 Pilot testing and revising ..................................................................362
8.3.3 The ‘validity mosaic’ ..........................................................................363
8.3.4 Postscript: Alternative assessment possibilities ...................................365

Synopsis of Chapter 8 ....................................................................................367
Answers to SAQs .........................................................................................368
References .................................................................................................371
Further Reading .........................................................................................374