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FOREWORD

I am grateful for the opportunity to write the foreword to this important book, the third in *The 6 Principles for Exemplary Teaching of English Learners*[®] series. This book focuses on English for academic and other specific purposes (ESP) and was written by Sherry Blok, Robyn Brinks Lockwood, and Evan Frendo, who bring an international perspective to the project. Although the six principles on which this series is based are universal and apply to all English language teaching and learning situations, TESOL International Association is acutely aware that one size does *not* fit all. As a reflection of that understanding, the first book addresses the principles in K–12 settings (TESOL, 2018) and the second book applies these principles in adult education and workforce development contexts (Hellman, Harris, & Wilbur, 2019). This book is designed to enable all ESP teachers to make use of these principles in their classrooms with their learners.

As far as we know, all human civilizations throughout history have told stories (Curtis, 2020), and this book begins with a brief narrative about teacher ‘Kendra’ and her learners, who are “a group of four managers from the same company that she has been teaching every week for the last two months.” This chapter structure, beginning with a vignette from the classroom, is significant because it shows how the day-to-day experiences of English language teachers and learners form the basis of this series and of this book. We begin in the classroom because that is where real life happens for us. I continue to read other publications that distinguish between ‘the classroom’ and ‘real life’ with dismay, but for everyone involved in *The 6 Principles* series and in this book, the English language classroom is as real as it gets.

TESOL professionals are some of the busiest teachers in the education field, holding down multiple teaching positions in different places at the same time. As a result, we have limited time for and patience with ‘grand theorizing’ (Curtis, 2017). That is one of the reasons why this book will be warmly welcomed by many ESP teachers, as it offers a great deal of practical advice, presented clearly and concisely, which is an achievement in itself considering how much the different fields of ESP have grown over the years. Examples of how this book is anchored in the daily, classroom (virtual and traditional) realities of English language teaching and learning are the profiles of adult learners presented in Chapter 2 and the five robust cases of implementation in different types of ESP programs in Chapter 5.

In Chapter 2, the authors acknowledge that, although “[t]he 6 Principles are not new concepts . . . they build on the findings of several decades of research on second language acquisition and English language teaching.” The authors go on to explain that these six principles “are consistent with the recommendations found in several syntheses of research on second language education” and that “they represent an assets-based approach, which views English learners’ first languages and cultures as resources to draw on.” For those of us who have spent much of our lives in classrooms as language teachers and learners, such an approach may sound like common sense. However, as Rhonda Scharf pointed out in the title of her 2009 book, *Common Sense is NOT Common Practice*.

The breadth and depth of The 6 Principles are seen in Chapter 3, where the main principles are divided into nearly 20 sub-principles. For example, Principle 3 is: ‘Design High-Quality Lessons for Language Development.’ Great advice, but how? To answer that question, the authors have split Principle 3 into seven practices, such as 3a: ‘Teachers determine language and content objectives for their classes,’ and 3g: ‘Teachers promote students’ self-regulated learning.’ Most importantly, in order to ensure that the research-based understandings on which The 6 Principles are based can be realized in ESP classrooms, each of the practices has multiple examples of ways in which teachers apply a particular principle effectively in their classrooms.

The final two chapters, ‘Establishing a Culture of Shared Responsibility’ and ‘The 6 Principles in Different Program Contexts’ are, like the previous chapters, filled with research-informed practical advice and concrete examples that connect theory and practice in ways that are mutually edifying. Chapter 4 will help teachers work with others, such as administrators, faculty, and curriculum developers, serving as not only as resources to fellow educators, but advocates for the learners at a time when international student enrolments are at their highest in English-speaking countries. Chapter 5, as mentioned above, showcases classes and programs that implement the principles and give readers a view of a typical classroom lesson in five very diverse contexts.

During my three years in the presidential line of TESOL International Association (2014–2017), I had the pleasure, the privilege, and the honor of sitting in ESP classrooms all over the world. Looking back on those observations, I cannot think of a single class I saw that would not have benefited in some way from the ideas in this book.

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PREFACE

English for Specific Purposes (ESP) plays a critical role internationally as adult learners acquire English for study, work, and life. ESP is “an approach to language teaching that targets the current and/or future academic or occupational needs of learners, focuses on the language, skills, discourse and genres to address these needs, and assists learners in meeting these needs through general and/or discipline-specific teaching and methodologies” (Anthony, 2015). The term ESP thus refers to the skills, knowledge, and competencies that are required to understand and function within a specific discourse community.

The field of ESP has come into increasing prominence as globalization has motivated adult learners to advance their English language skills. Currently, one in four people in the world is reported to learn and use English for personal, academic, or professional purposes. English is the fastest growing language in human history and has become the lingua franca in the science, technology, and business sectors (Neeley, 2012).

As knowledge of English has become the gateway to education and employment in many contexts, different types of ESP programs have arisen to address adults’ associated learning needs. In academic settings, English for academic purposes (EAP) programs employ different models, including intensive English programs (IEPs), content and language integrated learning (CLIL), and programs that prepare learners for “the spread of English as a medium of instruction (EMI) within communities where English is not the primary language of communication” (EMI Oxford Research Network, 2019; Kırkgöz & Dikilitaş, 2018). EAP courses and programs focus on teaching the language of the academic disciplines as well as the skills and strategies needed for success in academic work in English; these skills and strategies may, by cultural practices, vary from one country to the next. In workplace and professional contexts, ESP programs may focus on English for occupational purposes (EOP, also referred to as workplace language training), where adults are seeking to develop the English language skills they need for their jobs, or English for professional purposes (EPP), where adults are pursuing greater proficiency in the language of their fields of expertise, such as business, law, government, medicine, and other professions (Friedenberg et al., 2014).

The 6 Principles

English language teaching is a dynamic field, which is highly impacted by technological advancements. This calls for continuous learning and support for instructors¹ in all English as a second language (ESL) and English as a foreign language (EFL) contexts, including those in ESP.

TESOL International Association advances the expertise of English language teachers and brings together professional learning, research, standards, and advocacy. TESOL strives to be the trusted global authority for knowledge and expertise in English language teaching. Its mission is to advance the quality of English language teaching around the world.

¹The term instructors may be used as synonymous with the term teachers.

On TESOL's 50th anniversary in 2016, the association launched a strategic initiative to define the shared principles for exemplary teaching of English learners in the many contexts where English is taught. The diversity of learners and the varied learning environments have made this charge particularly challenging. A writing team and many expert reviewers from within and outside of the association engaged with a passion to identify The 6 Principles and describe the practices that characterize them. The goal was to reflect the state of the art in language teaching practice and research in The 6 Principles while delivering these findings in a user-friendly way so teachers could apply them.

The 6 Principles are at the root of exemplary teaching. These statements cultivate innovation and growth and provide a basis for informed decision-making and intentional planning with learners. All English language teachers can relate to them:

1. Know your learners.
2. Create conditions for language learning.
3. Design high-quality lessons for language development.
4. Adapt lesson delivery as needed.
5. Monitor and assess student language development.
6. Engage and collaborate within a community of practice.

The 6 Principles anchor each teacher to the foundational practices of exemplary educators. The 6 Principles framework will guide the design of effective lessons that support learners and move their learning forward. This framework allows TESOL International to convey the most important elements of expertise in the field to anyone with a desire to understand and improve the education of English learners.

The first volume in *The 6 Principles for Exemplary Teaching of English Learners* series addresses exemplary teaching for English learners in K–12 schools in the United States (TESOL, 2018). The second volume focuses on teaching English in adult education and workforce development programs; the applications feature inner-circle English-speaking countries where English is the majority language (Hellman, Harris, & Wilbur, 2019).

The current volume shows the same principles in action when teaching adult learners for academic and other specific purposes in a broad international context. It is written for instructors of those adult learners who are studying English specifically to advance their professional, occupational, or academic goals. Some of those learners have learning goals that are immediate and very specific; some may have been learning English throughout their primary, secondary, and college years, and well into their careers. Each learner's experience with English will vary; implementing The 6 Principles enables instructors to meet them where they are and help them reach their goals.

Audience

The intended audience for this book includes

- Teachers and trainers working in a range of contexts, such as
 - Higher education institutions, including intensive English programs (IEPs) and community colleges
 - Work-related professional courses and programs, such as English for engineers, or English for aviation, or English for legal professionals
 - Private language institutes (PLIs)
 - Adult education programs
 - Workplace language training programs

- Teachers working in support of academic faculty
- Teachers of preparation courses for standardized language tests such as IELTS, TOEFL, and CAEL
- TESOL educators training tomorrow’s teachers
- Consultants providing advice to organizations, including education institutions, corporations, and government ministries

The secondary audience is

- Administrators of ESP courses and programs
- Language mentors for specific purposes
- Administrative staff on ESP-related courses and programs
- Institutional leaders in academic programs and private language centers
- Materials writers for ESP courses and programs
- Curriculum developers
- Directors of Studies in language schools
- Counselors and learning skills specialists
- Training managers and human resource managers

Overview

This volume presents the principles and practices of exemplary teaching in five chapters:

Chapter 1: Teaching English for Specific Purposes with The 6 Principles, introduces ESP, outlines various types of programs and courses, and discusses key factors that need to be considered. It also provides sample learner profiles and an introduction to using The 6 Principles in teaching.

Chapter 2: What Teachers Should Know about English Language Development to Plan Instruction, summarizes the main factors related to learning a new language for ESP learners and covers topics such as tapping into preexisting resources that learners bring to the classroom and understanding the features of academic and professional English. The chapter will help language instructors make informed decisions for lesson planning.

Chapter 3: Teaching with The 6 Principles for Academic and Other Specific Purposes, defines and illustrates each principle and supplies several high-leverage practices that add depth and clarity to what each principle means. The chapter elaborates on the principles because instructors must consider each as they plan and deliver instruction. The chapter offers many ideas that can be implemented in a variety of ESP settings.

Chapter 4: Establishing a Culture of Shared Responsibility, suggests ways in which institutional leaders in academic programs and private language centers, program administrators, academic faculty, and training managers can apply The 6 Principles in their spheres beyond the classroom. By working together, they can ensure that English language learners receive quality programs and services designed to support their language development needs and foster educational success in a positive and enriching environment.

Chapter 5: The 6 Principles in Different Program Contexts, shows how to facilitate exemplary teaching in different teaching environments by applying The 6 Principles framework. The chapter features English instructors and their adult learners in five different programs around the world. All of the instructors deliver high quality lessons consistently but for

varied purposes. The chapter points out where and how The 6 Principles are in action in these contexts, to demonstrate what they look and sound like in a variety of courses as a guide for instructors implementing them in their own teaching.

Moving Forward

The 6 Principles framework is an important strategy for achieving TESOL's mission of advancing the quality of English language teaching around the world. The writing team for the current volume accepted the charge to build on the existing framework and adapt it for teaching adult learners with specific professional, occupational, and academic language goals. The team was able to achieve this by altering some practices slightly where necessary and adding several new teaching practices. This book is a springboard to the vast branch of language teaching known as ESP; it cannot cover each situation in which ESP teaching takes place, but it includes a variety of examples and vignettes across the five chapters to illustrate different scenarios which instructors can relate to.

This volume is consistent with the others in The 6 Principles series, and with it we join the movement that the original work started. We are excited to share our experience in this book and highlight how you as an ESP instructor can implement The 6 Principles in your classrooms, courses, and programs. We hope that you will join us and make your mark, not only by implementing these principles with your classes but also by joining TESOL International Association as a member and bringing The 6 Principles to your community of practice. Please join us in advancing the field.

*Sherry Blok
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