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Course and Material Design for Active ESP Journalism English Teaching

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A Message from the Director

Welcome to the ESP E-journal, Vol 5, issue 1, December 2015 published by ARTESOL English for Specific Purposes Interest Section. This issue includes a course design for the teaching of journalism in English, a description of a curriculum design of an EAP reading course for nursing students, an example of a pedagogical experience to reduce students’ anxiety when writing abstracts for research papers in the areas of Agricultural Sciences, Biology and Veterinary and a survey that showed the difficulties tourism employees in Cambodia have when they want to communicate in English which highlights the need to create more effective ESP programs for the teaching of business English.

We hope this refereed publication will become a useful resource for teachers to reflect on their practices and for researchers to share their findings with the ESP community.

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**ARTESOLESP E-journal** receives submissions of unpublished manuscripts on any topic related to the area of ESP. Four categories of manuscripts will be received: contributions, research articles, pedagogical experiences in ESP, and reviews.

_All accepted articles will be published within two years after their submission._

Please see our Submission Guidelines for more information.

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Introduction

In this paper I will discuss my experiences teaching Journalism English at three colleges in Taipei: Shih Hsin University, National Chengchi University (NCCU), and National Taiwan University of Science and Technology (NTUST). I have also taught this course at the National Taipei University of Business (NTUB). My class designs at these schools have been varied and detailed, drawing on my professional experience as a journalist, and I hope this will make for an expansive view of the possibilities in journalism and media education. Journalism ESP courses can be among the most exciting ones for teachers to conduct, and they are always enjoyable, though very challenging, for students. This ESP area has rich pragmatic, creative, and intellectual possibilities. Introducing news, journalism studies and media contexts into students’ lives and experience inserts them into current events, engages them in cultural diversity, and provides rich speaking, writing and analytical opportunities. And opportunities are always growing and demanding more from teachers, in our “media-saturated age” with its “evolving ecosystem of journalism and community information,” teachers “need to revive and revise media literacy” (Gillmore, 2009, p.1). All these points are key to the development of Journalism ESP education, and these are the aims and given “revisions” I will focus on in this paper.

It has been said that journalism is one principal influence in our “mediatized” society, where “ever more modes of social contact take place through mediated communication” (Dahlgren, 2005, p. 318). It is by way of this mediation that cultural understanding and national identity are represented and constructed (Coleman, 2010). This idea alone introduces important points that can be taught to students, aiding them to understand the intricate functions of media in their lives. As they incorporate this concept, they become more aware of exactly how media and journalism impact their lives, and opens their eyes to deeper understanding of communication issues in daily life. Related to this is the role of journalism in citizenship and national identity. This is to say that the freedom of speech embodied in journalism has become a key element of national existence and identity, therefore students can gain a clearer picture of their own roles and responsibilities in national life. This relates to the idea of how a liberal education—including the study of media, journalism, writing and the like—can be a launch pad for better citizenship, community involvement, and awareness of one’s national identity, leading to better public discourse and participation in national issues. “Journalism is enabled by the democratic emphasis on freedom of speech, free will, and collective decision making” (Papacharisi, 2001, p. ix) and “the purpose of the press is to promote and indeed improve…the quality of public or civic life” (Glaser, 1998, p. 204). It is just this training that we must give students, in order to strengthen their abilities to cooperate in civic society, and help them understand how media impacts their lives.
At the highest level, we are currently witnessing a given “trans-national” quality in what journalism provides in life and what journalism education can bring to students (Deuze, 2009). In journalism and journalism education “The tools for communication and learning are unparalleled in both quality and access” and in the future “will undoubtedly have a substantial impact on...information seeking and acquisition” (Yaros, 2009, p. 85). Yet further, journalism education in today’s world must recognize global cultural diversity, the merging of media across fields and genres, the impact of the new digital age, and the influence of globalization in life. These ideas indicate the deep intellectual possibilities for students in journalism education, as well as the field’s impact in their daily lives and education. In these ways, students can learn to think critically and skeptically, employ extended research in their studies, challenge assumptions in society, and learn more about the ever-changing landscape of new media and its impact in life (Deuze, 2009).

"Contemporary research on journalism is inherently global in nature, therefore studies on journalism education need to identify shared questions and challenges rather than focusing on essentialized institutional or national particularities,” writes Deuze (2009, p.267). This is the wide orbit teachers need to embrace as they introduce their journalism students to the broad possibilities of this field. If teachers can propose all these ideas to students, and enlarge on them in class, they will continue to see the enduring value of journalism education. Nevertheless, we must beware that “the nature and direction of [the above described] impact are not clear” (Yaros, 2008, p. 85), and teachers must as well show students the threats that this array of information (and not a little disinformation), always managed by the “gatekeepers” in professional journalism, pose in life.

In sum, we can see the incredible depth of study that journalism education allows. I have found that students are in general fascinated by this depth, and eager to study these intricate topics.

Methodology

The experience I will describe in this paper is largely personal. That is, I have developed a usable course methodology that has been practiced and perfected in universities in Taiwan (I have not taught this class other levels, though I have employed similar methodologies in teaching adult students in government positions in Taiwan). I have not relied on other designers, teachers, or even other theoretical methodologies to a great degree during the creation of this course. Additionally, I have not used any questionnaire-based or other typical research methods with my students (though I will refer to some research like this in this paper). I am aware that some will criticize this approach, but to my mind I have found “what works” in Journalism ESP courses, and I have employed this experience in my own teaching. Thus, my aim in this paper is to share my personal teaching experiences and provide some tips, techniques and advice that other teachers may adapt to their own classes, it is not to fashion a theoretical construct. I base my findings on interaction and response with students, which on the whole have been very positive in my experience. I believe this sort of response will be seen in the following findings.

We could say my research is “subjective” in this way, but such subjective research is an accepted practice in social sciences research. My experience in teaching Journalism English has been substantial, and I think my approaches and methods have a given professional polish and completeness and they have developed well. I have been asked by other researchers the extent to which the conclusions drawn in this study are transferable to other situations, people and settings. I think this is not unclear, so my findings could be used in other similar courses, and also in various writing courses, or other studies in Public Relations, corporate communication, or marketing and advertising, (these subjects often related to journalism, proper). Additionally, my highly interactive approach is applicable in any classroom setting in any subject. In all of this will be seen my focus on student development and success (probably my principal aim), in writing and to some extent design skills, and the

1 See also UNESCO “A Reflective Model for Teaching Journalism” for extended discussion of these topics.
academic study of journalism and communication studies. Resulting from these approaches and aims, my solutions are straightforward: best classroom design, management principles and methods, best student collaboration and progress.

In sum, this paper will be less theoretical than some examinations, and will instead rely on practical experience and classroom results. In the remainder of this paper, the majority of “opinion,” “theory,” and “research” are essentially my own. But again, I have already referred to other analysts and scholars, and I will continue to incorporate such expanded views into my own reflections and recommendations. I trust that this will be valuable for teachers of Journalism ESP courses.

Literature Review: Classroom Texts and Theoretical Works

In this “literature review” I will first focus on the literature (materials) that I have used in my classes, as opposed to more theoretical perspectives that might be found in various academic journals. This will give readers the clearest picture of the sources that have influenced my teaching methods, and it is in keeping with my own pragmatic aims in introducing course design, techniques and materials in this paper. Additionally, I will refer to a handful of other works in the field of journalism studies, some theoretical and some more practical ones.

Some of the textbooks I used in these courses have included On the Record, Crossroads, USA, Morning Edition, and USA Today: Read All About It. These books are very pragmatic in design and approach, beginning with introductions to newspaper organization and content (in fact they are quite useful for students who may be unfamiliar with English and American newspapers), newspaper reading habits and skills, exercises locating articles in the paper, cultural background of newspaper writing, and analysis of journalism writing. They proceed with reading exercises of actual newspaper articles, language studies (grammar, writing technique, idioms and expressions, vocabulary, and so forth), discussion questions, and writing topics. They can all be used in basic newspaper reading classes with lower-level students, as well as more refined Journalism English courses with higher-level students. A teacher can combine works like these ones with a more elaborate study of professional journalism techniques, history, practices, ethics, and so forth. Daily newspaper reading by students is related to this study. A good method may be to have students, alone or in pairs, purchase the daily paper (once a week in most journalism classes), which can be used in a variety of ways, including exercises (the ideal book here is Using Newspapers in the Classroom, published by Cambridge University Press), discussions of news and opinions of the day, and reading stories out loud (a technique I often use and have found to be useful, enhancing student speaking and pronunciation skills, which are specific ESP aims; I have also found that students enjoy this practice). Alongside this study, I always have a group of students speak about current news stories each week.

In my more advanced classes I have used a valuable textbook, Getting Started in Journalism, which gives the basics to the journalism profession and writing in a very accessible style, and works through all the basics of the journalism craft with many exercises. The book works from an introduction to the journalism craft into chapters on law, ethics and standards; news writing; copy editing; field work; feature stories; editorials; sports and entertainment writing; and final publication. During the teaching of the chapters, teachers can begin to assign students reporting tasks. They can begin with these at a basic level (even just a paragraph), and work up toward full news stories.

There are various other works I employ in class, which I will not specifically identity here, usually books with media and language exercise constructed around news topics.

To turn to more theoretical and academic works I have either used in class or referred to, Literary Journalism by Norman Sims and Mark Kramer is one of the valuable sources. This is an excellent theoretical and practical book that can provide longer reading samples for students, with the best journalism writing there is. The introduction to the books states that “the
liveliness of literary journalism...comes from combining...personal engagement with perspectives from sociology and anthropology, memoir writing, fiction, history and standard reporting,” which indicates the range of technique this area can introduce to students (19). As well, it is shown how literary journalism can be employed in a variety of areas, such as business, science, travel and also simple ordinary experience. This too shows students how this method can be valuable in their own education and career plans. I used this book in my own Journalism studies at Boston University.

*Journalism and Citizenship: New Agendas in Communication*, edited by Zizi Papacharissi, is a collection of works by various authors that identifies key issues in journalism, which faces sweeping changes in today’s digital world. Key to the work is its study of citizenship, and how in today’s world the line between partisan and bystander, and even citizen and journalist, has been blurred, particularly in various “public zones” of journalistic communication, such as blogs. Ultimately the book celebrates journalism’s value to democracy, and how democracy “depends on journalism, in order to be both wholly representative and utterly democratic” (xii).

Another key work is *Global Journalism: Topical Issues and Media Systems*, edited by Arnold S. de Beer and John C. Merrill. This work offers a diverse range of theoretical and methodological perspectives onto journalism research, and examines the opportunities and challenges facing journalists today. The structure of the work offers an overview of media theory, an analysis of issues confronting today’s journalists, and a focus on journalism and media regions around the world.

Two works, *Media Anthropology* (Eric W. Rothenbuhler and Mihai Coman), and *Media Ritual and Identity* (Tamar Liebes and James Curran) present anthropological/sociological approaches to the study of journalism and media, including the role of media in constructing social identity (which I have discussed), the “media event,” journalism and democracy (which I have also discussed), and the fragmentation of public broadcasting. The second work is noted for its focus on the work of Elihu Katz, the American and Israeli sociologist famed for his studies on the cross-section of mass and personal communication.

Other readings I have either employed in the classroom or referred to in this paper are listed in my Sources Cited section.

**Results and Discussion**

One principal way in which I create interest and excitement in my Journalism English courses is by first discussing the value of journalism education, and the possibilities for a career in journalism. Topics here include the creative side of news writing and production, the field’s role in society, the intellectual challenges and rewards of journalism, and the improved language and analytical skills that result from journalism study. As UNESCO’s “A Reflective Model for Teaching Journalism” says, journalism education can develop in students “self-reliance, confidence, problem solving, and adaptability, while simultaneously gaining knowledge and developing a sense of efficacy in their ability to negotiate inherent dilemmas in practice,” and these are exactly the skills that students want and need (online source, paragraph 1). I open my courses with a discussion of the value of journalism education based on the following notes:

**The Value of Journalism and Journalism Education**

- Speaking, listening and writing about media are not easy. The requirements and standards of media communications are high, but they can be built from basic levels. Start from the 5WH (who, what, when, where, why, how) and build with research, interviews, curiosity, passion. Then go!
- Understanding media, being able to comprehend, analyze, discuss and write in a media format, is an important element of being a good communicator in any language.
- It’s a great road to good jobs (public relations, government, corporate communications, business, teaching, publishing, creative writing).
• It’s a great way to do research and to always be learning.
• It’s a great way to be involved in your community—providing people with important information they need and can use. You can also be a public persona, a professional that others turn to for opinions and advice.
• The educational path can be rich, varied and high level (multiple subjects studied as you prepare for your specializations; classes in writing, editing; ethics and law; design, art, and photography; computer applications and technology).
• It can give you the chance to be a professional writer—hard to do in many other professions. You’ll have a chance to express your ideas, to be analytical, to be creative.
• It can be a thrilling occupation. You learn new things, meet interesting people and witness important events.
• But beware: it’s a tough job with long hours and can take a long time to work your way up to more important positions. It can sometimes be thankless.
• Journalism is a record of changing relationships among people and places in the world (positive or negative).
• It can give you a chance to explore secrets in your society, discover what’s going on beneath the surface of events, and find “scoops” that nobody else knew about.  

Most journalism English courses in Taiwan are divided into two-semester programs. In the first semester I provide some professional and technical data about journalism. This is to say that we begin with basic journalism training, not dissimilar to the training I received at San Francisco State University and Boston University. We study and practice news writing skills and techniques (basic news, feature stories, editorials, arts and entertainment reporting, sports reporting, book and movie reviews), editing skills, journalism ethics and values, journalism history, interviewing skills, “public journalism” (to be sure an excellent study that shows how journalism can be more applicable and involved in daily life and politics) and newspaper organization. We also study the design and publication of actual newspapers, but our concrete work in these particular areas does not come until the second semester. Teachers need to keep a balance in mind when they create these courses, with data across more professional and theoretical skills on the one hand, and more pragmatic and generalized education on the other (“active learning” and “thinking by doing;” (see UNESCO “A Reflective Model for Teaching Journalism” for more on this). Though I would advise making the course a real Journalism English course with authentic content, at the same time the level of students must be recognized, as well as the fact that although some students will indeed go into professional journalism after graduation, others are not so keenly interested. In sum, although I have focused on fairly professional training for my students during my time, a more matter-of-fact and straightforward level must also be considered.  

As they begin to teach news writing, teachers can employ a technique called “City Room,” which is fun and rewarding. Here students bring in their own story ideas, and the class sits in circles to discuss and criticize the possibilities and gives ideas about how to pursue and develop the story—just as a real “City Room” does each morning in a real newspaper. From here students are on their way to developing and writing their own news stories. In addition to this basic news writing, two valuable writing studies at this time are the composition of feature stories and editorials. At this higher level of writing, texts are “an object of exchange, a vehicle

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2 I have a wealth of notes like these, many of which I have constructed into handouts for students. I will share a few of these in this paper, but I have too many to include them all. My handouts and style and guide sheets are about topics such as news writing leads and style, conducting interviews, writing editorials, writing and designing feature stories, arts and entertainment reviews. If readers are interested in seeing other of these documents, they can contact me.  

3 My education and professional experience in journalism, and my fascination with the topic, have always made Journalism English classes natural and enjoyable for me. I wrote journalism at a number of local monthly papers in San Francisco from 1992-1996, and again in 1999. I also wrote for weeklies and monthlies in Boston in 1996 and 1997. I worked in my first full-time professional job as a reporter with Infoworld, an information technology industry weekly trade magazine, from 1997-1999. Teachers with journalism experience will be able to share their realistic knowledge and war stories about this exciting and challenging field, and guide students in pragmatic and realistic ways.
for cultural representation, and a resource for social formation” (Peterson, 2008, p. 22). It is indeed such a high level of representation and largely creative writing that can be introduced to students, and they are often energized by this possibility in their writing. Features and editorials are specialized areas that require a good bit of study, reading of examples, and practice. Feature stories allow students to stretch out and really develop their writing skills in sophisticated and creative ways. In fact, one aspect of feature writing is what is known as "literary journalism," which I also discuss in class. Literary Journalism has become very popular in recent decades. This form of writing combines factual reporting with some of the narrative techniques and stylistic methods usually associated with fiction. Additionally, Literary Journalism “is not fiction…nor is it journalism in a traditional sense. There is interpretation, a personal point of view, and (often) experimentation with structure and chronology. Another essential element of literary journalism is its focus. Rather than emphasizing institutions, literary journalism explores the lives of those who are affected by those institutions. Boynton (2005) describes how literary journalists share “a dedication to the craft of reporting, a conviction that by immersing themselves deeply into their subjects’ lives, often for prolonged periods of time, they can bridge the gap between their subjective perspective and the reality they are observing, that they can render reality in a way that is both accurate and aesthetically pleasing” (p. 27). We see here how literary journalism opens new doors for students in that it “breaks the rules” of ordinary journalism, requiring reporters (students) to immerse themselves in news topics and background research, deep ideas about characterization, “scene by scene construction,” a “personal reaction,” creativity and innovation, and the allowance for an intimate voice in writing (Sims, 1995). Typically I have ended the first semester of my Journalism English courses with students writing a full-fledged feature article as a final project. No doubt this is a challenging assignment for students, and they need substantial guidance to be able to accomplish it. This writing really tests their writing and story selection skills, and prepares them for yet more challenging assignments in the following semester.

Editorials also require substantial attention and analysis of good examples from newspapers. Best examples may be from major papers such as the New York Times, Washington Post, London Times, The Economist, and so forth. Local Taiwanese editorials are also useful, but are at times prone to Taiwan’s notoriously slanted media views. Editorials are excellent ways to help students develop skills and confidence in critical thinking and presenting arguments, and should be emphasized for these reasons. The culmination of this study is for students individually or in groups to write opinions and editorial pieces. Editorials can also provide good speaking opportunities, as the various opinions and stances can be debated in class.⁴

A question that may be occurring to some readers is the use of the WWW in a class like this. The WWW can be a good source of lesson plans and student activities (I will discuss my use of these below). As well, there are many specialized WWW outlets for journalism. The New York Times Learning Network has many good utilities (as do most other major international newspapers), as does the Smithsonian Education-Educators website, and CNN Student News. I highly recommend these sites, with their wealth of useful lesson plans, games, news quizzes, class handouts and other materials, covering a variety of categories and current news stories and issues. Web-based videos and activities of course require a classroom computer or computers (the lesson plans can, however, usually be used without associated computer activities). I have found these lesson plans to be invaluable, creating lively and diverse classroom interactivity and dialogue.⁵

Conducting tests in Journalism English is something that teachers can consider. In the first semester of my Journalism English classes I have often given a mid-term test that addresses the journalism skills, ethics and history we studied in class. I may also give students a final test. But this is something each teacher can decide, and I myself have not always given either a

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⁴ Note again that I have several classroom handouts on these topics that I can share with readers if they desire.

⁵ New York Times Learning Network found at http://learning.blogs.nytimes.com/, Smithsonian Education-Educators found at http://smithsonianeducation.org/educators/, and CNN Student News found at http://edition.cnn.com/studentnews/. Note that the New York Times Learning Network is more journalism and media focused, while Smithsonian Education-Educators is more of a cultural and academic website. The CNN Student News site is focused on journalism studies, and even provides a daily news program website. The CNN Student News site is focused on journalism studies, and even provides a daily news program.
midterm or a final (and as readers will see below, the “final” in some classes is actually a classroom newspaper project).

The second semester of my journalism courses is the real showstopper. In this semester, we divide the students into groups of 6-8, and these teams create and publish their own newspapers (about five or six papers, published every four weeks or so; an alternative is to publish only one paper, at the end of the semester). They divided the journalism tasks in their groups, with editors, reporters, photographers, editorial writers, artists and designers. They then began to work together in their “City Rooms” each week, planning the content of their papers. As they worked on their stories and other content, the designers began to create their papers. They put all of this work together and produced truly spectacular results—4-6 page newspapers with good content and art design in full color. During the course of this semester, I would meet the chief editors of the papers every few weeks to discuss problems or other needs. There were some conflicts about dividing duties in their teams, and some students did not do their share. Moderating these difficulties proved to be challenging, but as the weeks passed, they were discussed with students in meetings, the problems tended to smooth out, and the tasks were performed more cooperatively and responsibly. The students enjoyed this, dove into the work with great passion, and every week of this class was a loud and energetic City Room, with students planning the contents of their papers and discussing stories. Often they produced excellent stories, and a few even obtained real “scoops” of news that had not been unearthed by other papers. I saved copies of all their papers, and these are some of my most treasured mementos as a teacher. In the final week of class students prepared presentations about their experiences and their newspapers designs, and gave these talks in class.

I have also taught a specific CNN News English course, a short-term intensive course focused on speaking and short writing assignments. In this course I used many more listening assignments, including listening to WWW news reports and interactive news games at the CNN Student News website (and a few on the New York Times website), and listening exercises on the CDs included in CNN Interactive English Magazine. These media thus allowed for two approaches: “free” listening without reference to external texts (in the WWW news reports and games), and guided listening with students able to follow word-for-word the text in the magazine as they listened. The materials I used in this class included the above-noted CNN Interactive English Magazine, and also the above-noted CNN Student News website. The CNN Student News website features news video watching and discussion, the CNN Challenge (a fun timed game with questions about current and historical events); Extra Credit! (a student focused news report); and a Daily Discussion and News Quiz (also available as a class handout, with content associated with information presented in the Student News video—good for exercising listening comprehension). Note that I was unable to use a television in this class, in order to watch CNN or other news programs—but to be sure some teachers will want to include television news watching for listening and discussion in their courses. I used a single teacher computer projected onto a screen in front of class in this course, which all students viewed from their seats.

Another exciting activity that can be found on the CNN.com main website are “iReports,” which are user-generated news content [stories, photos and video] uploaded onto the website. Many students were thrilled to have the chance to report their own news or general interest stories, and upload their own media onto the site, which are then viewed by visitors to CNN.com/iReports.

One final activity that can add a lot to the class and challenge students’ speaking and listening skills is to invite English-speaking professional journalists to speak to classes. I had good experiences with this at Shih Hsin University and my current university, National Taipei University of Business, where I invited who spoke of their education, training and experiences in the field, and then held round-table question-and-answer sessions with students. Students had a lot of fun listening to these professionals, and enjoyed the variety and the feelings of live journalists joining the classes. Many local reporters and editors are happy to contribute to classes this way, and a few phone calls can usually easily set up these speaking engagements.
Finally, I will note that I generally conduct both a mid-term and final examination in my courses, asking essay questions about the topics we have covered (editorials, feature writing, public journalism, news values, journalism education), and occasionally asking about specific news items (such as a question asking students to identify news values in an article, or reading an editorial and commenting on its content). In some senses these tests are essential to my overall aims, and to be sure they are excellent ways to gauge students writing skills and progress in understanding.

Throughout everything I have discussed in these journalism courses, teachers should note that an essential method in news classes are daily news summary assignments spoken by students at the front of the classroom followed by class discussion, as well as classroom debates.

Conclusion

The above discussions have introduced and described the techniques, methods, theory and materials I used in my journalism English courses in universities, classes and seminars in Taipei from 2002-2015. I have continued this work at National Taipei University of Business in recent years, essentially using the same techniques described here. As I have noted, these are probably the most fun and exciting courses I have experienced, for both teachers and students, and to be sure Journalism ESP education remains an important avenue for skills and understanding. These courses provide a unique combination of professional aptitude and training, and personal creative license and exploration, all of which creates a stimulating immediacy and effervescent admixture of learning and invention, while exercising student language skills in a variety of ways. Thank you, and good luck teaching these courses.

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An Effective ESP Program Design for Enhanced Employment and Income in Tourism: the Case of Siem Reap, Cambodia

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ABSTRACT
The impact of tourism on Asian GDP has been remarkable for the past decade and the industry could contribute up to 9.2% of worldwide employment by 2020. International tourists and related businesses in Cambodia have increased since 2000. This expansion has created new job opportunities for employees. However, tourism employees must be able to communicate in English effectively. Survey work by the author in 2013 found that respondents could not communicate beyond phrases of everyday relevance; the majority could only comprehend 50% of communication directed at them. The author posits that this drawback is expressed in low salaries. The paper examines how English for Specific Purposes (ESP) program developers can create more effective ESP programs for enhanced employment and income in tourism.

Keywords: tourism industry, employment, income, ESP, English communication ability.

1. Introduction

English for Specific Purposes (ESP) largely originated in the 1960’s with the growth of English as an international language (EIL) in science, technology, and business. The field has been broken down into two classifications within the ESP umbrella: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP). Further specialized fields, such as English for Medical Purposes, English for Science and Technology, and English for Legal Purposes fall under the EAP umbrella, while English for Professional Purposes (including English for Business Purposes) and English for Vocational Purposes fall under the EOP umbrella (Dudley-Evans & John, 1998).

English for Tourism and Hospitality is usually contained within the ESP realm. The tourist industry (TI) is important because its contribution worldwide is expected to rise to 9.2% of global GDP by 2020 and is forecast to contribute up to 9.6% of global employment in TI (WTTC, 2011). Travel and tour opportunities have grown dramatically in the 21st century and travelers can choose from options such as ecotourism, adventure tourism, and cultural tourism. The assortment of tourist opportunities has given rise to niche businesses and in turn has created many new employment possibilities for the labor force. Employees, however, must have effective professional English communication skills because face-to-face communication is not only the bridge between the customer and the establishment, but also the pathway towards a memorable experience for the traveler (Reisinger, 2009). An example of a developing country that has grown with tourist influx is Cambodia. After normalizing diplomatic relations with the west in the 1990’s, Cambodia began to promote the cultural tourist site Angkor Wat and its gateway city, Siem Reap (SR) to travelers. As a result, travelers flocked to Cambodia from every nation, and tourism became a large contributor of GDP to Cambodia. Angkor Wat has also attracted much foreign direct investment (FDI) to hotels, restaurants, and guesthouses around SR. Visitors from the U.S. and Europe continued to Cambodia because of an interest in Angkor Wat and spread this interest via word of mouth. TI receipts to Cambodia increased about 12 times between 1999 and 2013. Because of this increase in receipts, new hotels, restaurants, and guesthouses were built, paving the way for new employment opportunities for young labor force members. Table 1 shows market arrivals and purpose of visit for travelers in 2012 and 2013. The majority of visitors in both years traveled for holiday tourism activities rather than business or other purposes; this of course means that these visitors stayed at local hotels and guesthouses, ate in local restaurants, saw local attractions, and shopped in local stores, creating need for employees to interact with
international travelers on a daily basis. These travelers most likely used English to communicate with hospitality and TI employees, further strengthening English communicative need.

### Table 1

<table>
<thead>
<tr>
<th>Country Name</th>
<th>Country Population, 2013 (Million)*</th>
<th>2012 Total Arrivals</th>
<th>2013 Total Arrivals</th>
<th>2013 Purpose of Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vietnam</td>
<td>89.71</td>
<td>763,136</td>
<td>854,104</td>
<td>Holiday 843,292</td>
</tr>
<tr>
<td>China</td>
<td>1,357</td>
<td>333,894</td>
<td>463,123</td>
<td>Business 404,245</td>
</tr>
<tr>
<td>Korea</td>
<td>50.22</td>
<td>411,491</td>
<td>435,009</td>
<td>Other 416,632</td>
</tr>
<tr>
<td>Lao</td>
<td>6.77</td>
<td>254,022</td>
<td>414,531</td>
<td>Holiday 413,957</td>
</tr>
<tr>
<td>Thailand</td>
<td>67.01</td>
<td>201,422</td>
<td>221,259</td>
<td>Business 207,346</td>
</tr>
<tr>
<td>Japan</td>
<td>127.3</td>
<td>179,327</td>
<td>206,932</td>
<td>Other 193,141</td>
</tr>
<tr>
<td>U.S.A.</td>
<td>316.5</td>
<td>173,076</td>
<td>184,964</td>
<td>Holiday 171,000</td>
</tr>
<tr>
<td>Australia</td>
<td>23.13</td>
<td>117,729</td>
<td>132,028</td>
<td>Business 124,246</td>
</tr>
<tr>
<td>Russia</td>
<td>143.5</td>
<td>99,750</td>
<td>131,675</td>
<td>Holiday 129,825</td>
</tr>
<tr>
<td>France</td>
<td>66.03</td>
<td>121,175</td>
<td>131,486</td>
<td>Business 121,318</td>
</tr>
</tbody>
</table>


The purpose of this paper is to examine, through survey results, necessities in creating effective ESP programs for enhanced employment and income in TI in SR, Cambodia. In order to achieve this goal, the author first wanted to study the role of English in downtown SR in TI related businesses around Angkor Wat to investigate the influence of English ability on employment and income; however, data has been severely lacking. In addition, data on ECA ability is non-existent there. To this end, the author decided to conduct a simple random survey in downtown SR with the goal of collecting background data as well as assessing the ECA of TI employees. The study was devised under the construct that, since international travelers visit SR annually, a good command of English and hospitality training could help tourist destinations become more easily accessible, thereby attracting more visitors which generates more employment and income opportunities. The study builds on human capital empirical research by Becker (1964) and Mincer (1974); these studies have shown that investments in human capital such as education and training can in the long run be returned through better employment and higher incomes. During this study the author wanted to treat English education and communication ability as forms of human capital because more years and hours of ECA and more money spent on English study can lead to better ECA ability which can lead to better employment and incomes, and therefore to higher returns on investments in TI of SR. However, to create more bustling and lively TI destinations, more effective ESP programs for future employment in TI must be established and maintained.

Section two examines the method, sample, location, and instruments. Section three contains statistical results from the author’s 2013 study in Cambodia. Section four discusses the results and investigates a practical ESP program approach, after collating the needs found during the surveys. This section also includes the elements of a successful ESP program in tourism. Section five offers a conclusion.

2. Method

The author, leading a research team of 5 advanced level English students from Angkor University, Siem Reap, Cambodia, completed four surveys in Siem Reap, in 2008, 2010, 2012, and 2013. The goal of the surveys was to gather socioeconomic background data as well as to assess the ECA of TI employees in order to analyze how ECA influences employment and income in TI employees through direct face-to-face interviews in each survey year. The survey situations were complex in each year. Therefore to save space this paper will only focus on the 2013 survey. The survey sample strata were 292 members of the TI labor force employed in six different SR TI-related businesses. These businesses were [along with abbreviations used in analysis]: tuk-tuks (TT), souvenir shops (SS), restaurants (RT), guesthouses (GH), travel agencies (TA) and hotels (HL). The businesses were chosen because they are obvious TI related businesses and undisputedly so. To ensure randomness, each shop was given a number to be
drawn blindly. The subjects were interviewed at their places of work by the author and assistants after receiving permission. The author wanted to survey only those members of the population that had contact with English speaking tourists in order to assess their ECA levels in simple random surveys. In order to obtain ECA assessments, the assistants used hand-held IC recorders to record self-introductions by the respondents. Professional linguists, the author and a colleague, assessed each respondent’s ECA ability after the surveys while listening to the self-introductions.

2.1 Sample

The sample sizes in each business were calculated based on shop population, rather than on number of workers due to difficulty in finding exact data. Using a confidence level of 95%, the sample for each business was calculated. To ensure randomness, each shop was given a number. The number was then drawn blindly. After the number was drawn, the assistant entered the shop. The first person to be approached became the respondent after making sure they had not been interviewed before.

Table 2
Sample, 2013

<table>
<thead>
<tr>
<th>Establishment</th>
<th>Total No. of Shops (2013)</th>
<th>Sample Size 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Souvenir shops</td>
<td>320</td>
<td>60</td>
</tr>
<tr>
<td>Restaurants</td>
<td>150</td>
<td>57</td>
</tr>
<tr>
<td>Guest houses</td>
<td>252</td>
<td>34</td>
</tr>
<tr>
<td>Hotels</td>
<td>125</td>
<td>49</td>
</tr>
<tr>
<td>Travel Agencies</td>
<td>150</td>
<td>23</td>
</tr>
<tr>
<td>Tuk-tuks (2013 only)</td>
<td>500</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>n=292</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Department of Tourism, Siem Reap. Adapted by the author, 2010

2.2 Survey Location

The survey was conducted in SR City from March 12-18, 2013, around the Old Market area. Tuk-tuks were located throughout the city. Souvenir shops were located in Old Market, restaurants were located on Pub Street, Pub Street Alley, and along the perimeter of Old Market. Guesthouses were located on Wat Bo Road, Street 2, and Street 3, and Oum Khun Street. Hotels were located along Angkor Wat Road, and National Road 6, and travel agencies were located on Street 5 and Oum Khun Street. (See Fig. 1)

**Figure 1.** Map of Survey Areas of SR City, 2013*

2.3 Instruments
A questionnaire was used to gather socioeconomic information, such as years of schooling, years of English education, and hours of English education, as well as to assess the ECA of employees within the 6 businesses under study. The questionnaire contained 25 questions related to their social and educational backgrounds. A complete questionnaire can be found in Appendix A. A quantifiable, numeric English assessment test created by the author loosely based on the Common European Framework of Reference for Languages (Table 3) was also employed. The CEFR has six levels and includes pragmatic, linguistic, and social aspects in the assessment. The author kept the style of referencing each level. However, the author’s assessment was created from the standpoint of ECA deficiency, rather than proficiency, to help pinpoint specific needs the employees had. This was done to be able to find problem areas in communication more readily and to be able to tailor ESP programs more specifically. The author also wanted to make the table numeric to be able to statistically correlate ECA with income and other variables in order to be able to more concretely verify English ability and needs. Table 4 shows the author's speaking English assessment.

<table>
<thead>
<tr>
<th>Table 3*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEFR Reference Levels</td>
</tr>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Table 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Author's ECA Test</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Source: Author, 2010

3. Results

In order to test the existing background education and ECA level empirically, the author analyzed English related data statistically using calculations among variables. This helped determine income stability and employment factors in the various businesses. The variables used for descriptive statistics (given here with abbreviations used) included: income (INC), English level (ECA), total years of schooling (TYS), years of English education (YEE), hours of English education (HEE), and monthly expenditure for English study (MEE). The statistical measures were: means, medians, standard deviations (SD), and coefficients of variation (CV) from survey data. The main goal of any statistical analysis is to find the central tendency without skewing the average and to judge if the predicted value is close to the actual value. Mean is essentially the average value, but can be problematic due to the influence of outliers, which are values far above or below the central line. To solve this problem, median, which is the exact center of data, was also calculated because it is not sensitive to outliers. With median, however, not all of the data is used so it is less efficient. Standard deviations show how closely the data are located around the mean and are important because they tell how far the data are spread out around the mean. Coefficient of variation, the ratio of the

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1 Statistical tables (mean, SD, median, and CV) in this section were previously published in Author, 2015.
SD to the mean was used as a basis to check the residuals and hence the fit of the model; the lower the value, the lower the residuals, and therefore a fitting model is achieved.

Findings show that during 2013, international travelers used native English or EIL in SR. Fig. 2 illustrates that 91%\(^2\) of respondents in the survey stated that native English or EIL speakers visited their establishments every day. Of the total, 7% stated that native or EIL visited three times per week, only 1% visited once per month, and less visited once every 6 months.

![Fig 2. Frequency of Native and EIL Speaker Visits](image)

Source: Created from survey data, 2013.

In Cambodia at least some ECA is essential in most every employment situation. Fig. 3 shows essential requirements for new employment in TI related jobs. All management trainees, waiters/waitresses, cashiers, and cooks, must have communicative ability in English to obtain jobs. The author could not find data regarding interviewing standards, or whether there were any proficiency requirements for speaking English in each business. Also lacking in Cambodia were data from standardized tests such as the TOIEC and TOEFL; these are rarely taken due to the high cost and logistic problems. Many respondents in 2013 stated that they had long employment interviews, in which at least some English was used. Many business owners interviewed stated that English is an extremely important factor in offering employees new jobs, and will continue to be in the future. As stated earlier, speaking levels were obtained through a recorded self-introduction analyzed by English teachers post-survey. Fig. 4 shows

\(^2\) Percentage is based on the portion of total respondents.
that the majority (35%) of TI staff could speak in short sentences but with broken English; 29% could explain things in more detail with some confidence, and 24% could explain quite a lot but with many mistakes. These kinds of findings are extremely important because they can help administrators create effective ESP programs that are geared towards these lacking elements. Comprehension levels of SR TI in 2013 show that 48% of respondents understand 50% of the spoken English directed at them. Of the total, 16% understand 25% of spoken communication, while 29% understand 75%, quite a large number. In fact, only 4% of respondents understand just 10%. The smallest percentage of respondents, (3%) understand everything fully and confidently 100% (Fig. 5).

Fig. 4. ECA Speaking Levels of SR TI 2013

![ECA Speaking Levels of SR TI 2013](image)

Source: Created from survey data, 2013.

Fig. 5. ECA Comprehension Levels of SR TI 2013

![ECA Comprehension Levels of SR TI 2013](image)

Source: Created from survey data, 2013.

Statistical calculation results will now be offered. Table 6 is comprised of mean values from 2013. A clear ascending order in mean ENL in the businesses under study is exhibited, from lowest to highest: TT, SS, RT, GH, TA, and HL. Business INC means also show an ascending order corresponding to English level (from lowest to highest) in SS, RT, GH, and TA. TYS, YEE, and HEE values have an ascending order corresponding to ENL as well. With the exception of tuk-tuk drivers, it can be said that generally INC means rise correspondingly to general schooling and English background variables.

TT’s had the lowest mean ECA, the fewest TYS, and lowest MEE according to our means. Most TI drivers on a scale of 0 (no ability) to 5 (advanced ability) had an ENL in the low range of 2 (high beginner) and could only communicate on a rudimentary level. This means they could only use words relating to price and location. SS staff had the second from lowest INC, and the second from lowest ENL, in addition to the second from lowest TYS. They could also communicate only on a rudimentary level, exchanging prices and negotiating, but deeper communication was difficult for them. RT employees had the lowest INC, but the third from lowest ENL; in addition, they had the second from highest MEE. Indeed, RT staff spent a good deal of money each month to learn English, and had quite few hours of English
study in school. However, their INC and ENL values did not reflect this. This may be because they are content in their jobs and feel no need to find higher incomes. GH staff had third from highest ENL, fourth from highest INC, second from highest TYS, third from highest YEE, and second from highest MEE. The fact that they spent quite a large amount of money on English study was unique for Cambodians. This indicated that they perhaps want to move to higher echelon businesses in the future. HL employees had highest ENL, the third highest INC, the most YEE, HEE, and MEE. The INC value was almost the same as that of TT, and just below that of TA. For this reason, we can say that these businesses were more stable. While TT drivers can earn very good incomes by working hard, TA and HL employees can obtain stable incomes and better employment with longer TYS, YEE, and HEE. TA had the highest INC, and also the most TYS. They did not, however, have the most YEE, HEE or MEE, contrary to expectations of the author. This was probably due to the fact that TA employees were already well versed in English and their results did not show up in the data.

### Table 6. Mean Values

<table>
<thead>
<tr>
<th>Variable</th>
<th>ENL</th>
<th>INC</th>
<th>TYS</th>
<th>YEE</th>
<th>HEE</th>
<th>MEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TT</td>
<td>2.4</td>
<td>193</td>
<td>10</td>
<td>2</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>SS</td>
<td>2.7</td>
<td>144</td>
<td>12</td>
<td>2</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>RT</td>
<td>2.8</td>
<td>131</td>
<td>12</td>
<td>2</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>GH</td>
<td>2.9</td>
<td>170</td>
<td>13</td>
<td>3</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>TA</td>
<td>3.4</td>
<td>205</td>
<td>14</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>HL</td>
<td>3.6</td>
<td>192</td>
<td>13</td>
<td>5</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: Calculated using survey data, 2013.

Some SD values (Table 7) are quite high, especially in INC, indicating that the mean values may not be accurate. This may be due to the presence of outliers, or values far above or below the central value; it also may be due to inaccurate answers during the interview process. In other values, however, SD is lower, and may indicate true values. For example, SD values in ENL were very near the central line, as were YEE. TYS values became more dispersed, and HEE values more dispersed yet. A good rule of thumb is that anything over 3 SD’s beyond the mean are too dispersed. However, the author posits that this could be due to the fact that this study was based on gathering data regarding human behavior, which relies on face-to-face information gathering.

### Table 7. SD values

<table>
<thead>
<tr>
<th>Variable</th>
<th>ENL</th>
<th>INC</th>
<th>TYS</th>
<th>YEE</th>
<th>HEE</th>
<th>MEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TT</td>
<td>0.76</td>
<td>80.52</td>
<td>2.55</td>
<td>1.21</td>
<td>2.55</td>
<td>10.10</td>
</tr>
<tr>
<td>SS</td>
<td>1.01</td>
<td>64.14</td>
<td>3.15</td>
<td>1.59</td>
<td>6.72</td>
<td>20.12</td>
</tr>
<tr>
<td>RT</td>
<td>0.92</td>
<td>64.09</td>
<td>3.53</td>
<td>1.13</td>
<td>8.23</td>
<td>15.35</td>
</tr>
<tr>
<td>GH</td>
<td>0.88</td>
<td>80.70</td>
<td>2.83</td>
<td>2.31</td>
<td>8.09</td>
<td>11.70</td>
</tr>
<tr>
<td>TA</td>
<td>0.90</td>
<td>99.07</td>
<td>2.03</td>
<td>2.26</td>
<td>9.79</td>
<td>14.31</td>
</tr>
<tr>
<td>HL</td>
<td>0.70</td>
<td>147.85</td>
<td>2.75</td>
<td>3.68</td>
<td>15.13</td>
<td>15.89</td>
</tr>
</tbody>
</table>

Source: Calculated using survey data, 2013.

Median values are those in the exact center. Here, median values closely resemble mean values and therefore it can be said that the predicted values are close to the central line and therefore are quite accurate, reflecting the means. There are no values that drastically stand out as being inaccurate.
Table 8. Median values

<table>
<thead>
<tr>
<th>Variable</th>
<th>Business</th>
<th>ENL</th>
<th>INC</th>
<th>TYS</th>
<th>YEE</th>
<th>HEE</th>
<th>MEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT</td>
<td>2</td>
<td>200</td>
<td>9</td>
<td>2</td>
<td>6</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>SS</td>
<td>3</td>
<td>120</td>
<td>12</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>RT</td>
<td>3</td>
<td>100</td>
<td>12</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>GH</td>
<td>3</td>
<td>150</td>
<td>12</td>
<td>3</td>
<td>8.5</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>TA</td>
<td>4</td>
<td>185</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>HL</td>
<td>4</td>
<td>170</td>
<td>12</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Source: Calculated using survey data, 2013.

CV values, depicted in Table 9, show relatively low residuals, indicating that predictors are quite accurate for this situation. However, values for HEE in TA and HL are slightly high. This indicates problems with the interviewing process, but could be indicative of TA and HL already possessing high ENL, and therefore do not show up in data. MEE values are high in all businesses. This could be due to the differing nature of MEE, this is not all employees spent money to learn English, and those who did spent in a varied fashion.

Table 9. CV values

<table>
<thead>
<tr>
<th>Variable</th>
<th>Business</th>
<th>ENL</th>
<th>INC</th>
<th>TYS</th>
<th>YEE</th>
<th>HEE</th>
<th>MEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT</td>
<td>0.31</td>
<td>0.42</td>
<td>0.27</td>
<td>0.62</td>
<td>0.26</td>
<td>1.49</td>
<td></td>
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<tr>
<td>SS</td>
<td>0.51</td>
<td>0.45</td>
<td>0.26</td>
<td>0.70</td>
<td>0.89</td>
<td>1.72</td>
<td></td>
</tr>
<tr>
<td>RT</td>
<td>0.33</td>
<td>0.49</td>
<td>0.30</td>
<td>0.47</td>
<td>0.86</td>
<td>1.11</td>
<td></td>
</tr>
<tr>
<td>GH</td>
<td>0.31</td>
<td>0.48</td>
<td>0.22</td>
<td>0.68</td>
<td>0.80</td>
<td>1.01</td>
<td></td>
</tr>
<tr>
<td>TA</td>
<td>0.26</td>
<td>0.48</td>
<td>0.15</td>
<td>0.57</td>
<td>1.45</td>
<td>1.26</td>
<td></td>
</tr>
<tr>
<td>HL</td>
<td>0.20</td>
<td>0.77</td>
<td>0.20</td>
<td>0.72</td>
<td>1.07</td>
<td>1.15</td>
<td></td>
</tr>
</tbody>
</table>

Source: Calculated using survey data, 2013.

This analysis confirms that some businesses under study have low ENL, stemming from fewer YEE and HEE. Evidence that SS and RT employees have certain English fluency deficiencies, and therefore lower salaries, can help educational administrators develop ESP programs that assist young labor force in elevating their skills, and in turn help employees receive enhanced employment in higher paying jobs such as hotel front staff, or even to obtain high incomes in jobs such as travel agencies.

4. Discussion

This section will discuss the research findings from the survey using English needs in SR TI as an example for explaining the establishment of an effective ESP program. The analysis of the data made it evident that most respondents in this particular population understand about 50% of English (Fig. 4), but can only produce short sentences with broken English and low confidence (Fig.3). In addition, some respondents are close to the high deficiency level (2.4), but are somewhat proficient. These respondents cannot understand or produce beyond everyday expressions, such as simple words and phrases. Most respondents are a high level of somewhat proficient (2.7 – 2.8). These respondents can’t understand many things and cannot produce meanings that are beyond the everyday or immediate context, such as more varied verb tenses and more intricate ideas. Some respondents (2.9) are near developing proficiency and can almost understand and almost produce but with many mistakes, and some respondents (3.4, 3.6) are within developing proficiency, meaning they can understand many things but cannot produce without many mistakes. The implications for this are that by using this system, both EFL administrators as well as TI employees know exactly what their ECA levels are. This information can greatly assist ESP administrators in developing the most effective
programs for communicating with international travelers who use English as their main language of communication, at least in SR.

Native and EIL speakers travel to SR annually, and when traveling 91% visit TI businesses every day (Fig 1). Knowing that 29% of tourist industry employees can only produce short sentences in broken English, and 48% of TI employees can only understand English to a level of 50%, ESL administrators can use this information to create programs focused on developing these lacking English communicative skills for those working in TI. In order to create appropriate language teaching situations, however, teachers, administrators, and TI staff themselves must first know what English communicative needs are present in tourism businesses. After examining the data from the author’s survey it was found that there were certain shortcomings in present English communication skills, as shown in the previous tables.

4.1 Creating Effective ESP Programs

Once teachers and administrators know exactly what the present skills of a particular group are, and, equally important, what their needs are, effective ESP programs with a focus on tourism can be structured. To begin creating an effective and practical ESP program, it is useful to understand the background of ESP. Hutchinson (1997) characterizes ESP as an approach rather than a product, by the concept that an employee learns ESP for a specific reason or to fulfill a certain objective. For this reason, its teaching does not entail any set method. Dudley-Evens and St. John (1998) divide ESP teaching into two realms. The first aspect contains absolute characteristics, in which tasks are created to meet special needs of the learner, make use of the underpinning of the particular discipline, and are centered on the language of the discipline and its skills, discourse, and genres. The second realm contains variable characteristics, in which tasks are related to, or designed for, specific occupations. These tasks may use a specific method of teaching other than that of Standard English, are likely to be designed for adult learners, and are designed mainly for intermediate and above learners who have some basic knowledge of English or ESP. Elements to develop a successful ESP program in tourism include training in specific as well as broad skills. In tourism businesses, perhaps top-down communicative competence training, rather than bottom up grammatical or pronunciation training, is more effective for communicative skill building in TI in a developing country, as most employees use English for tourism-specific communication during work, and are therefore less likely to spend time memorizing or studying the language at home.

In order to meet the needs of TI employees, ESP administrators need to take certain steps when creating effective ESP tourism programs. These steps are divided into three categories: 1) pre-program activities, 2) in-program activities, and 3) post-program activities (Dudley-Evens & Johns, 1998).

Pre-program activities are activities administered by the institution before ESP courses are created. As mentioned above survey work was very useful in assessing background skill level and other information from which to launch a practical ESP course. However, surveys are but the very first step in creating an effective course: conducting pre-program needs assessments of the employees immediately before a course would enable the program administrators to fully understand the needs of the employees and tailor courses accordingly. The next step of pre-program activities is course design. Here, the survey results of the data, as well as the results of the needs analysis are taken into account. During this phase, certain aspects must be considered: 1) The program intensity, 2) Assessment of the learners’ English ability, 3) The length of the program, 4) Class sizes, and 5) Class meeting times (Dudley-Evens & Johns, 1998). The answers to these questions are then taken to incorporate real-life activities into useful classroom-based activities. To further exemplify how successful programs could be designed, the author divided effective ESP creation into six elements. Those elements are:

1) Tourism related vocabulary on levels from basic to advanced
2) Role-play practice in real-life tourist situations
3) Extensive reading on related topics such as ecology, culture, and human behavior
4) English language fluency training
5) Effective interpersonal and intercultural communication skill training
6) Integrated skill building

The six in-class program elements should be utilized with real-life material as much as possible. Tourism simulated activities, such as real-life role-plays and integrated skill building could be used to validate the working and language experience for the employee. The last phase of pre-program activities is the selection of materials. Here, useful materials are sought out or created based on the previous six elements.

In-program activities entail the actual administration of the courses. During the course, the students should be actively involved. This aspect is largely dependent upon the teacher; however, teachers of ESP for tourism should have some experience working in, or at least teaching, ESP for tourism. During the course, ample time should be given to allowing the students to experience real situations, and in addition, their progress should be assessed periodically. This could be accomplished by written and role-play quizzes.

Post program activities entail a serious evaluation of the program. This could be in the form of a different kind of survey, one in which the employees are interviewed after completing the program to assess what was effective for them, what they learned from it, and how they think it will assist them in the actual working situation. Other post-program activities include on the job evaluation when finally working (Dudley-Evans & John, 2008), and internships. Internships are a very important stage of hospitality training programs because students should have the opportunity to intern directly in TI-related businesses, such as hotels. During this experience they can receive hands-on training, practice day-to-day business procedures, learn effective methods of communication, and also receive critique from hospitality professionals. Such experiences could be invaluable to the young labor force. Other training includes skills in room arrangement and décor, food service, cleaning and room preparation, check-in/check-out procedures, and up to date booking. It was found in Cambodia that very few TI related schools offer real life communication training in English for tourism; however, this could be highly beneficial for the young labor force new in the job market. Another advantage for management trainees is that they learn how to empower their staff. The staff will, in turn, naturally empower customers for a memorable experience and the potential of annual return visits.

5. Conclusion

Throughout this paper the results of a survey verify that English communication ability is necessary in Cambodia TI due to the influx of travelers daily; however, respondents lacked communicative skills, which they themselves know. A total of 91% of respondents stated that native and EIL speakers visit establishments every day. This being the case, employees need to use English daily. However, 35% stated that while they felt they could speak English in short sentences, their communication was filled with mistakes. It goes without saying that such problems need to be addressed. In addition, 48% responded that they could only understand about half of what interlocutors said, which shows the need for further listening comprehension training. Both of these scenarios tell that employees do have need for English communication daily. Only a tiny percentage of respondents could understand and communicate fluently and confidently, illustrating another aspect program administrator must attend to when designing ESP for tourism programs: elevating not only communicative competence, but also communicative confidence. As found, many business staff members are near the high deficiency level, but are somewhat proficient, and more are near developing proficiency. Very few are within developing proficiency (3.4), but still cannot communicate without many mistakes. This means that many can understand much of what is said to them but cannot communicate confidently or effectively. These respondents need and want to elevate their own ENL with ESP tourism training. Once they do they will most likely receive better jobs and higher income possibilities, and therefore higher standards of living.

From this point a necessary secondary step towards creating an effective ESP program in tourism would be to analyze what social, communicative, and grammatical skills are lacking in the TI population. For example, if respondents could not produce meaningful
communication beyond everyday meanings then courses need to be created to this goal. A broad aim such as this will go much further in facilitating better communication than teaching proper verb structure, for example, would. However, any program that is initiated must support and reflect true human nature and also focus on intercultural communication for the service industry. Only in this way will the younger members of the labor force be able to maintain better jobs and higher standards of living in the evolving world of TI.

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References


- Siem Reap Department of Tourism. (2013). Personal interview regarding number of business in SR City.


Appendix A. Questionnaire, March 2013

Type of Shop ___________________ Survey Number _____________

Interviewer’s Name ______________________________

1. i. Male   ii. Female
2. How old are you? __________
3. Are you married? i. married ii. single iii. divorced iv. widowed
4. Do you have children? i. no ii. yes (How many? ______)
5. What province are you from? i. Siem Reap ii. Phnom Penh
6. What is your highest educational level? i. primary(6 years) ii. secondary (9 years) iii. high school (12 years) iv. University
7. Did you graduate from high school? i. yes ii. no
8. How many years did you study English in school? _______ years. How many hours did you study English per week? _______ hours.
9. What languages did you learn in school? _________________________
11. How long have you worked at this job? _______ years _________months
12. Did you have a previous job? i. no ii. yes (What? __________________________)
13. What was your previous salary? $__________ per month
14. How many hours per week do you work now? _______ hours per week
15. What did you need to get this job? (for example: interview, written test, language skill, experience) ______________________________________________
16. Did your English ability help you get a job? i. yes ii. no iii. not sure
17. Is your salary better with English proficiency? i. yes ii. no iii. not sure
18. Do you think you can get a better job with English in the future? i. yes ii. no iii. not sure
19. What is your level of understanding and communication in ENGLISH ONLY? i.10% ii.25% iii.50% iv.75% v.100%
20. How do you use English at your job? i. I can only use some English words ii. I can say short sentences, but my English is very broken and I have little confidence iii. I can explain in more detail, and I have some confidence iv. I can explain a lot of things and have more confidence but I make mistakes v. I can understand 100% and explain in detail fully with confidence
21. How often do English speakers visit your job? i. every day ii. 3 days per week iii. once per month iv. once per year v. never
22. What do you think your own English level is? i. low beginner ii. high beginner iii. low intermediate iv. high intermediate v. advanced
23. What is your salary? $__________ per month
24. How much money do you spend per month on rent, toiletries, etc.? $__________ per month
25. How much money do you spend on studying English per month? $__________ per month

English proficiency. (Interviewer: push record. Say the number from the top. Ask the person to introduce him or herself in English)
I Understand, and then I Can Write: an Experience of the Impact of Models and Metacognitive Analysis of Rhetorical Features on the Writing of Abstracts.

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ABSTRACT
Helping students produce pieces of writing which conform to the rules of a specific genre and allow them to become members of the discursive community can be challenging, and may even shake our approach to the teaching of writing. In this report, we describe our attempt to reduce students’ anxiety when writing abstracts for research papers by fostering an understanding of how this specific genre works and which its characteristic linguistic features are. This was achieved by using models of previously published abstracts, which triggered a metacognitive discussion about their functions and how the typical rhetorical moves are usually worded. We analyzed phrases and tenses commonly associated to each move and so, students claimed to feel more comfortable when writing, and they managed to produce acceptable pieces of writing, following the genre conventions. The results show this type of instruction is a promising alternative for future ESP writing courses.

Keywords: writing – model – rhetorical move – research paper – abstract – metacognition – teaching

Introduction

Some time ago, as I was taking a postgraduate course on the teaching of writing, I came across a research paper written by Rebekha Abbuhl that gave a theoretical basis to an activity I had painfully and intuitively carried out in my years as a student. In that time, I used to struggle to find a “format” of all the text samples I had of any particular type of writing. Eventually, after long hours of careful analysis, I would somehow manage to find it and so, succeed in passing all my writing courses.1

When I became a teacher, I tried to encourage my students to do something similar when they needed to write a new type of text. ‘Try to find the similarities and what makes this text type different from all others’, I would suggest. Yet, this takes a long time and conscious effort. So, when I found Abbuhl’s (2011) research paper, I also found a way to help my students go through a similar process and achieve an understanding of the typical rhetorical features of each genre, especially in the teaching of writing, without suffering the tedious struggles I had been through.

In very general terms, in that research article, the author described her experience when teaching a group of native and non-native speakers with different levels of L2 command to write an artificial genre, based on the use of models and the meta-cognitive analysis of the rhetorical features, considered characteristic of such texts, together with explicit instruction. Needless to say, these moves were also artificially designed to be taught as distinctive features of the artificial genre. In her description of the study, she acknowledged as part of its limitations, the fact that the genre was artificial and suggested that other researchers make a similar attempt with a real genre. Having all these ideas in mind, and counting on a proper context to make a preliminary attempt, a colleague and I decided to organize a course which would be beneficial not only for the community where we normally teach, but which would also give us a hint whether Abbuhl’s results could stand the test of real texts. We will describe in as much detail as possible the challenges we faced and what we found in the following sections.

1 The use of the first person singular in the Introduction section refers to the first author in the publication. Reference to the joint work between the authors is described in further sections.
Course and material design

The course was originally presented as an optional course to be part of a programme called “Universidad de Verano” organized by the Universidad Nacional de Mar del Plata. We chose abstracts as the genre under study because we understood it was not only necessary for the community we normally work in, but also because it has been recognized as a genre on its own different from the longer, more unpredictable –in terms of its rhetoric and grammar- research article. Also, abstracts allowed us to assess whether Abbuhl’s results held true for a real genre in a relatively short time. So, after a thorough analysis of a collection of abstracts containing around thirty texts written for different international journals by researchers of different linguistic origins, we found the necessary repetition of the typical moves that abstracts in the agricultural and biological sciences have so that our students would face not many difficulties when trying to identify them.

After this first stage, we decided on the abstracts we would use along the course to raise our students’ awareness of the rhetorical moves characteristic of the abstract as a proper genre. We chose those we considered were the most representative of the typical moves found in abstracts of these sciences. The moves we identified were: 1) introducing a background problem, 2) presenting a purpose, 3) describing the methodology, 4) briefly presenting outstanding results and 5) analyzing results and limitations. Then, we designed activities for the students to perceive these moves (which we called “parts” along the course to diminish the impact of intricate technical instruction) in terms of the function they perform within the genre. They needed to identify the type of information in each section and then, understand each move’s contribution to the whole text. They also were expected to discuss and perceive how each part leads to the next in a logical chain, which also reflects a chronological order of thought and actions carried out by researchers. Finally, and in line with theoretical findings discussed by Sabaj Meruane (2012), we focused on the grammar which is generally used to perform such functions or, as the author puts it, the “lexico-grammatical patterns” normally associated to each move.

The order of activities we thought of required an initial exposure to model texts, later questions to help students notice the characteristics of each move (we dealt with one move at a time in order to prevent confusion and cognitive overload), a whole-group discussion of the reasons why the information is included in the text and the intended purpose of that information, followed by a focus on the typical structures and set phrases that usually accompany or are part of each move. When the awareness-raising stages were over, the students would be asked to think about a research topic or proposal of their interest. They would develop that idea in the format of a well-written abstract by writing each move at a time so that, by the end of the course, the full abstract would be complete. Yet, in order to evaluate the changes and improvements brought about by analyzing models and discussing the moves in terms of functions and realizations, we needed to ask the students to write an abstract prior to any type of instruction as suggested in the original research article.

The course was planned to last for a total of 18 hours. Each of the three classes was subdivided into a morning session in which the main aspects were presented and discussed, a lunch-break and an afternoon session when most of the practical activities were completed. The final half hour of each day was intended to work as a wrap up moment. The classes were scheduled in three different weeks with a one-week lapse in-between so that the students would have time to read and revise the material, reconsider the content of the classes, come up with doubts or questions and so on.

Intended audience

Since we currently work in the College of Agricultural Sciences belonging to the Universidad Nacional de Mar del Plata, we intended to attract not only undergraduate students but also postgraduate students in the courses offered in this school or similar sciences (Biology, Veterinary and the like) offered in other universities in the area. Because of this minimum education level, we expected to have students who had had a previous contact with the
language during their schooling years—since English is a compulsory course throughout most of the previous educational levels. We assumed that, considering the fields of studies, our students would have had previous contact with research articles and, specially, the reading (although not necessarily writing) of abstracts. We also imagined that they would bring some type of personal interest as regards a future or current area of research. This, they would use when required to write their own abstract even if some aspects of their research were still undefined.

The course in action

The course started with a total of 17 students from different backgrounds and levels of L2 command. Four of them were postgraduate students in this school. Seven had a degree in Biology. Three students in the course were undergraduate students from the field of Agricultural Sciences in the last year at university and the remaining students had different degrees (a Chemical Engineer, a Translator and a graduate in Food Technology) working for a research group in Mar del Plata. Thus, the group was considered heterogeneous as regards their interests, previous experience in research, previous contact with research articles and previous contact with the English language. It was interesting to notice that, on a survey we carried out at the beginning of the course, although they perceived themselves as efficient readers of research articles, most students admitted that they were not confident in their use or command of the English language when writing. This phenomenon might be due to their previous experience with the language. All of them had studied the L2 and developed the four macro skills during elementary and secondary school. Yet, the greater ease they perceived while reading in contrast to writing may arise from their experience at university, since most of them took at least one reading comprehension course as part of their curricula. Also, they considered that writing in English produced a higher prestige than publishing in their mother tongue, in agreement with previous findings (Flowerdew, 1999; Cargill et al, 2012).

The classes started with our request for an abstract. Some participants could not manage to write more than a couple of lines, mainly focusing on purposes and possible results while others devoted many lines to what seemed endless introductions or vague conclusions. Some others presented the information in a random order, without any logical flow of ideas. This was our point of departure. As the classes progressed, the students began to discover either by themselves or cooperatively through whole group discussions, that there was a structure or chain of moves to guide their writing. They started feeling that they would be able to write on their own anytime soon.

In order to help them notice the genre as a separate type of text in its own right different from the research article, we asked our students to think when they read an abstract and when they read a full article. By retrieving this personal experiences, we could establish a general discussion about the differences in terms of general purpose and intended audience of these two text types. Although they had an idea of the differences, we believed this type of discussion would be helpful to activate the metacognitive analysis that we would later embark in. This first discussion became our common springboard to plunge into the analysis of the abstract as a genre different from the research article and each constituent rhetorical move through the presentation, analysis and discussion of their purpose as well as the typical grammatical structures used to express such moves.

For each move and its characteristics, we proceeded as follows; we took models from the corpus of previously published abstracts as examples and showed them to the students. We asked them to try to find similarities regarding the type of information in them. They, thus, managed to identify the move (presenting a purpose, for example) and were later asked to describe the purpose and relevance of that move within the abstract. All the group discussed the need for that information as a constituent element of an abstract in terms of the general purpose of the abstract, taking into consideration the intended audience, the type of publication they usually appear in and any other consideration they deemed important. As a second step, we showed them a table with the possible grammatical forms to express such purposes. We designed these tables as guidelines for this specific course based on the corpus.
we had collected and analyzed. We also returned to the models they had been presented
with at the beginning of the discussion in order to compare and contrast the information in
the tables with the real use in published abstracts. In all steps of the process, we reminded
the students that the information presented was by no means fully generalizable and that it had
been taken from a limited corpus. After this stage, the students were given a hypothetical
situation. They had specific information -such as the procedures to carry out a field trial- and
their task was to write that move according to what was previously discussed (methodological
description in this case). This guided activity preceded the re-writing of a new idea of their
own. For this activity, we suggested that they go back to the abstract they wrote in the first
class to reformulate or rewrite each move considering the text as a whole in terms of purpose
and audience. In time, the students had written all the necessary moves for their abstract and
were able to add the cohesive devices for the text to be a solid unit.

What we got (together with what they got)

After the course, as part of their evaluation, the students rewrote their first abstracts. Although
there was no restriction on the topic, most of them chose to rewrite their original version, since
it also coincided with their current research.

In very general terms, their performance improved greatly. The biggest advances could be
seen regarding the organization of ideas (see table 1). Most of them included in their new
abstract some of the phrases and grammar that were found to be typical of each move (for
example, the use of passive voice to present the methodological information, the past to
describe the results and modal verbs to conclude or suggest future actions, among others). The
results of this exploratory experience were assessed qualitatively since the number of
participants was reduced. In the appendix, some examples of the initial and final abstracts
our students wrote can be seen. These examples clearly depict how much they profited from
the explicit instruction together with the analysis of model texts and the metacognitive
discussions about them.

<table>
<thead>
<tr>
<th>Organization of ideas.</th>
<th>Before instruction and metacognitive analysis</th>
<th>After instruction and metacognitive analysis</th>
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<tbody>
<tr>
<td>The aim of this investigation is to analyse the effects of N fertilization on corn roots growth in different moments of corn growing. N is one of the most important nutrient that affect the roots growth in almost every crop cultivated nowadays. The essay was carry out in Balcarce in 2012, in a loam soil and without stresses.</td>
<td>The intake of toxic fescue has currently decreased the cattle daily weight gain, causing considerable economic losses; however few studies have attempt to evaluate the effects of toxic fescue on daily weight gain. A 2-years field experiment was carried out as a complete block design to determine and quantify the influences of toxic fescue on cattle daily weight gain. Four different diets (F0- 0% of toxic fescue- F30, F60, F100) were fed to assess their effects on the measured variable. Increasing the toxic fescue intake significantly decreased the cattle daily weight gain as compared to the control (F0).</td>
<td></td>
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| Grammatical patterns | We determined arsenic (III y IV) in potable drinking water using anodic stripping voltammetry (ASV) technique. Our aim was to evaluate the (puesta a punto) of the technique and monitoreate the amount natural of arsenic in water during differents (épocas) of the year. | The aim of this work was to evaluate the effectiveness of ASV for the determination and quantification of arsenic in drinking water in a region without previous studies, as the southeast Bs As province. |

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<td>The aim of this work was to evaluate the effectiveness of ASV for the determination and quantification of arsenic in drinking water in a region without previous studies, as the southeast Bs As province.</td>
</tr>
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</table>
Table 1: Verbatim extracts from abstracts written by students taking the course (in the first class and after the end of the course) together with a short description of the findings.

Although we understand that it was essential that they made some improvements in their writing skills –at least, when it comes to the writing of abstracts-, the most relevant result of this experience was observing how the students’ attitudes and self-perception as writers changed. Initially, those who had experience as researchers and therefore, had faced at some point in their lives the hardships of presenting an abstract for a journal or congress to receive a discouraging reply by reviewers, developed not only their skill, but also their confidence. It was amazing to see how, by helping them to understand how the language reflects the processes described and providing them with a set of tools to facilitate that expression, their confidence started to build up. On the other hand, the inexperienced writers found it relatively easy to shape their ideas with the tools provided so that their abstracts would appear to be as close as possible to those written by expert, experienced writers.

An afterthought: implications and suggestions for further attempts

All the participants involved in this experience benefited from it, even us. The students gained the confidence necessary to sit and write without the feeling that such task was overwhelming and insurmountable. They managed to write acceptable abstracts on their own by the end of the course. They used the strategies that they developed from the conscious analysis of model abstracts together with what they “discovered” from the discussion about the content of the texts and the frequent lexis and grammar used to express the different identified moves. We, as teachers, made our first attempt to test whether Abbuhl’s results could be applied to a real genre for non-native students. The experience proved highly positive as regards our findings. We found that it really helps to use models to trigger and foster a meta-cognitive understanding of how a specific genre works; also, what their characteristics are, and how they are put forward by certain grammatical and lexical choices.

We greatly enjoyed the experience and would therefore expect other teachers to be encouraged to organize a similar experience in their own contexts so as to spread the belief that writing according to the requirements of a specific discourse community is not impossible. It only takes the right amount of information to be cooperatively processed and understood so that our students find their ways to successfully follow the conventions and express their ideas within a genre community.

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References

Appendix

Student 1. Abstract pre-workshop

(No title)
The arsenic is a natural and very toxic metalloid. It have two oxidation’s state – Illy IV – and, arsenite (III) is more toxic than arsenate (IV). Arsenic’s amount in drinking water in Bs. As. Province’s south doesn’t present date (datos) and there have been relatively few studies evaluating the region. We determinate arsenic (III y IV) in potable drinking water using anodic stripping voltammetry (ASV) technique, with gold disk electrode (GDE) in medium acidic (HCl 1M) and 120 sec of electrolysis time. Our aim was to evaluate the (puerta a puto) of the technique and monitoreate the amount of natural of arsenic in water during different (épocas) of the year, to compare summer, print, winter and (otoño). Also, evaluate the water’s parameters, pH, conductivity, alkalinity, DBO and (nutrients).
Our result indicates...

Student 1. Abstract post-workshop

Detection of Arsenic in Drinking water using Anodic Stripping Voltammetry (ASV)

The Endemic Regional Chronic Hydroarsenicism has increased significantly in Buenos Aires province (Argentina) as a result of natural arsenic presence in groundwater. At present, there are different techniques to determinate this metalloid, but unfortunately none of them differentiate its oxidation states (III and V), considering that As (III) is more toxic than As (V). The aim of this work was to evaluate the effectiveness of ASV for the determination and quantification of arsenic in drinking water in a region without previous studies, as the southeast Buenos Aires province. Samples were gathered by triplicate, and 400mg Ascorbic Acid were added in situ, to prevent arsenic oxidation. The technique was used with HCl 1M as support electrolyte and 120 sec of electrolysis time, using a gold disk electrode. The arsenic (III) amount present in drinking water in the southeast Bs As was lower as compared to the north Buenos Aires region. As (V) and As (III) concentration varied from 5 ppb to 40 ppb, and from 0.05 ppb to 5 ppb, respectively. The present work shows that knowing the arsenic concentration plays an important role in the population health and the environmental quality.

Student 2. Abstract pre-workshop

Solubilisation of squid protein

Fish captures are decreasing in the last years “mientras” world population are increasing. Food industry need new “fuentes” of fish proteins. Squid meat is an alternative, and their proteins can be recover of “desperdicios” food industry, but is necessary known about their solubility behavior. The purpose of this work was determine the solubility of squid protein. Female mantisquid were used. Twenty four pH were designed to reflect changes in solubilisation, using Lowry method. Our results indicate significantly (p<0,05) higher solubility protein in range 1.5-3 of pH and 10-12. The lower solubility protein was founded at pH 5. The present study “permítio” determine optimal conditions to recover squid muscle protein.

Student 2. Post-workshop abstract

Recovery and Functional Properties of Muscle Proteins Extracted from Squid (Illex argentinus) by an Acid or Alkaline Solubilisation Process. Effect of Sexual Maturation Stage

Muscle proteins can be extracted from squid using acidic or alkaline solubilisation and recovered whit isoelectric precipitation. The purpose of this work was to investigate the solubilisation/iseoelectric precipitation on squid mantle (Illex argentinus) from different sexual maturation stages (III, IV and V) and analyze functional properties of recovery proteins. The greater solubility was observed in both pH ranges 1.5 - 3 and 11.5 – 12.5 (p<0.05), acids pH showed values slightly higher. The lowest solubility was observed at pH5 (p<0.05). pH 2 and 12 were chosen for recovery studies. The percentage of recover edprotein was significantly greater at pH 12, being 92 and 88 % for maturation stage III and IV, respectively. The electrophoretic profiles, showed the presence of main bands of them yofibrilar proteins. A lower content of myosin heavy chain and actin, and a higher content of a 155 Kda component were found in the densitometric analysis of the SDSPAGE10% of muscle proteins solubilized at pH2. The highest emulsion activity index(IAE) was observed in stage V at pH 2 (p=0.05) and there no were differences between stages at pH 12. The emulsion stability (ES) from stage III were higher in both recovery pH. No significant differences were observed in volume (FV). Irrespective of sexual maturation stage, no differences were observed in medium drained time (MDT). The MDT from stage III was significantly (p<0.05) lower than stage V at pH 2. These results demonstrate that protein solubilisation is greater at acids pHs and functional properties are affected by sexual maturation stage.
**Curriculum Design of an EAP Reading Course for Nursing Students**
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**ABSTRACT**
The following article provides a description of the curriculum design of an EAP reading course for nursing students, developed following Nation and Macalister’s (2010) model of the curriculum design process. This article will deal with the contents and sequencing, format and presentation, and monitoring and assessment segments of that model. An overview of the principles underpinning decisions concerning the three parts mentioned will also be provided, so that the reader has an idea about the beliefs that modelled this teacher’s decisions.

**Keywords:** EAP, reading comprehension, intensive reading, extensive reading, fluency development, vocabulary

**Introduction**
This course has been designed to be implemented in the third year of a Nursing course of studies, over a yearly instructional period, at Universidad Nacional del Comahue. It is an EAP reading course developed following Nation and Macalister’s (2010) model of the curriculum design process. Figure 1 represents the parts of such model in graphical form.

![Fig. 1: Parts of the curriculum design process, according to Nation and Macalister (2010, p. 3)](image)

**Environment and Needs Analysis**
The first stage in designing a language curriculum, according to Nation and Macalister (2010) involves assessing the environment where the course will take place, especially looking at those factors that can affect decisions about the goals of the course, what to include in it, and how to teach and assess it.

Students who take this course are advanced nursing students, who have already been introduced and are familiar with the basic concepts of their field of study. The subject English is placed on the third year of Licenciatura en Enfermería, and, as a requirement for taking this...
course, it is obligatory for students to have passed two subjects: Foundations of Nursing and Gerontological Nursing. This will be taken into account when selecting the topic of texts to work with, so that background knowledge can serve as an aid in the understanding of the text.

Surveys conducted years before have revealed that most of the students have not been in touch with the foreign language in a context other than that of secondary school and are therefore considered false beginners.

Attitudes towards the foreign language range from fear of not being able to understand the contents of the course to an understanding of the importance of mastering the foreign language for their future professional needs. This calls for relevant, motivating and appropriately leveled activities. Some of the surveyed students' opinions are transcribed below:

Se me dificulta un poco el inglés, me parece muy complicado.  
Mi expectativa es que esta materia me ayude en el desempeño profesional.  
Espero que la materia me ayude a incorporar nueva terminología de la lengua inglesa relacionada con la carrera de Enfermería.

Students' expectations about the course reveal that they expect to learn how to read, understand and translate texts from their specialty:

Mis expectativas son aprender a ser lo más eficiente posible en la lectura y comprensión de los textos.  
Mis expectativas son lograr aprender a leer textos y adquirir más conocimientos.  
Mis expectativas son poder aprender a traducir los textos y comprender de qué tratan.

Information about the intended recipients’ needs was gathered through surveys, the dialogue with students and faculty members, analysis of the General Core Curriculum for the Nursing Course of Studies and by considering the target situation in which students will need to use the language, i.e. thesis writing and professional development.

The Current Core Curriculum for Licenciatura en Enfermería describes a healthcare professional who provides high-quality care to the community through scientific knowledge, and who also guides nursing tasks and knowledge, promoting research to enhance nurses’ role in the healthcare system.

Within this professional training framework, the teaching of English is understood, mainly, as the opportunity for students and future professionals to gain access to a corpus of scientific knowledge to be consulted both during the course of studies and their professional careers. Being able to read academic texts in English will broaden the range of authors and literature students can refer to during thesis work, but also during their professional training and after earning the Nursing degree, in the exercise of their profession.

Contents and sequencing

1 I find English very difficult.
2 I expect this subject to help me with my professional performance.
3 I expect that this subject helps me incorporate nursing terminology.
4 I expect to learn to be as efficient as possible in reading and understanding texts.
5 I expect to learn how to read texts and gain more knowledge.
6 I expect to learn to translate texts and to understand what they are about.
Contents and their sequencing take account of the environment in which the course will take place, learners’ needs, and teaching and learning principles.

Units of progression

The course will include the following units of progression: vocabulary, grammar and reading skills and strategies, which need to be organized following criteria of frequency and complexity; and topics, text types and strategies, which can be presented in any order. See Appendix 1 for a syllabus containing a list of items to cover in this course, graded and ordered following principles outlined under each unit’s section. A graphic representation of the syllabus is also provided illustrating how items will be covered following a spiral model (Bruner, 1962, cited in Nation & Macalister, 2010).

Topics

Text topics will be chosen to help learning within the classroom and to make learning meaningful outside the classroom, considering learners’ interests and previous knowledge, in the belief that “a good language course not only develops the learners’ control of the language but also puts the learners in contact with ideas that help the learning of language and are useful to the learners” (Nation & Macalister, 2010, p. 78).

It is believed that reading about topics that are familiar to students will allow them to give full attention to language items. When we speak about previous knowledge we refer to the body of information, concepts or ideas that the learner brings with himself to class and which includes knowledge of the world, specific academic knowledge, knowledge about the first language, and knowledge about the target language, as well.

Students who take this course are familiar with the basic concepts of their field of study, as well as the general characteristics of academic texts in their own language, so when meeting texts written in English they will be encouraged to activate that background knowledge, or content schemata (Carrell & Eisterhold, 1988), so that it can aid them in the understanding of the text.

Text Types

Since one of the main goals of the course is to familiarize students with academic texts, the main source of reading throughout the course will involve what Biber (1989) calls scientific expositions (including mainly academic prose and official documents) and learned expositions (including academic prose, official documents, popular lore and biographies).

The first texts to be read in this course will be fragments from nursing textbooks, in an attempt to help learners start building knowledge about lexico-grammatical patterns and the rhetorical structure of texts from their field of study. According to Love (1993, cited in Hirvela, 2012), “the introductory textbooks within a particular academic discipline will exhibit both a schematic structure and a set of lexico-grammatical patterns which reflect and, to a certain extent, construct the epistemology of the discipline” (p. 216-217), helping students build the schema they need in order to proceed to more sophisticated reading in that discipline.

Text complexity will increase gradually, both in terms of linguistic structure and ideas developed, and in a second moment of the course the focus will be on research articles, which, according to Hyland (1999, cited in Hirvela, 2012) are more appropriate for students to explore the full range of conventions within which the socio-cultural system of the discipline is encoded.

Vocabulary

Surveys conducted at the end of previous courses revealed that lack of enough vocabulary is considered by many students the main obstacle for understanding a text:
Q: ¿Qué tipo de dificultades te surgen cuando lees un texto en inglés?7

A1: No entender vocabulario, frases verbales u oraciones complejas8.

A2: El significado de las palabras cuando cambiaban su terminación9.


Taking into account students' perception, building a large receptive vocabulary is one of the most important aims of this course (See course goals in Appendix 1). Using frequency data derived from corpus-based studies helps us bring classroom English closer to actual English, providing more realistic examples of language usage (McEnery & Xiao, 2011; Gavioli, 2005). Corpus analysis provides us with empirical evidence to support our decisions about what to focus on in a course, what to leave out and how to sequence those contents.

Nation (1990, 2001) stresses the importance of focusing students' attention on high-frequency items, as they account for a high percentage of the running words in most text and occur repeatedly. West’s (1953) General Service List will be used as a reference, both for selecting high frequency vocabulary to focus on and to select or adapt texts that cover such vocabulary. Nation (2001) claims that the first 1,000 headwords of this list cover 77% of the words in most texts, so considerable amounts of time should be spent on them, in the form of direct teaching, direct learning, incidental learning, and planned meetings with the words. By bringing students' attention to this carefully thought-out set of language items, we make sure that they "get the best return for their learning effort" (Nation & Macalister, 2010, p.40). Like Nation puts it, “any time spent learning them will be well repaid because they cover a lot of text and will be met often” (1990, p. 14).

A word of caution should be given about using only corpus data to decide on the language to be included in the course. In fact, like some authors recommend (Kennedy, 1998, Renouf, 1987, in MacEnery & Xiao, 2011), frequency data obtained from corpus study should be adjusted before being incorporated in the syllabus, following other criteria. In this case, one such criterion could be L1-L2 similarity, both in terms of form and meaning. It is believed that reconsidering high-frequency items in terms of their transparency could render a more accessible set of vocabulary items, especially at the beginning of the course.

Since an important goal of the course is to get students to be able to read academic texts from their specialty, academic and specialized words will also deserve attention in class. Coxhead’s (2000) Academic Word List, which contains 570 word families that occur frequently over a wide range of academic texts, will be used for the selection of academic words. The percentage of technical vocabulary in academic texts tends not to be so high in nursing, but they will also be a part of the program.

Activities will be presented to help students enlarge their receptive vocabulary through repeated exposure to the most frequent words in context, a necessary condition for the acquisition of the different aspects of word knowledge (Schmitt, 2000).

Cognates will be presented as a way of easing students into the process of understanding texts, making those rich in these words the preferred ones, especially at the beginning of the course, because they allow students to make progress in a short time, boosting their motivation. There is evidence showing that forms in one language evoke the corresponding related forms in the other language (Nation, 1990), thus the principle to bear in mind would be: “the more predictable and regular the features of the word, the lighter the learning burden” (Nation, 1990, p. 35). Teachers can reduce such burden by raising learners’ awareness about regular patterns in the spelling of English words, showing learners those

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7 What kind of difficulties do you encounter when reading a text in English?
8 Failing to understand the vocabulary, verb phrases or complex sentences.
9 The meaning of words when their endings changed
10 I waste time looking up words.
grammatical patterns of words where English usage parallels Spanish usage or known patterns in English, among other possibilities.

It should be stressed that, given the reduced amount of time devoted to the course (3 hours a week, 90 hours altogether), training students in the use of strategies for the discovery of a new word’s meaning and for consolidating a known word will be the most effective way of making sure that students gain autonomy in the management of vocabulary. Besides, opportunities need to be created for students to be exposed to large amounts of written texts, so that frequent vocabulary is encountered repeatedly and in this course this will be achieved by means of an extensive reading program.

**Grammar**

The grammar constructions listed in the syllabus (see Appendix 1) were selected using frequency data as a criterion, along the same lines of vocabulary choice. Again, given the intensive nature of this course, it was considered worthwhile to guide students in the understanding of the most common grammatical structures of academic prose. The *Longman Grammar of Spoken and Written English* (Biber et al., 1999) was used as a source of reference for the choice of grammatical items, as it provides a frequency-based comprehensive linguistic description of academic prose.

Although frequency will be one of the criteria taken into account, it has to be noted that the grammatical items chosen to be addressed in each unit will be derived from the texts that will serve as input to explore the academic nursing discourse, grouped around common topics. Bearing in mind that the main goal of the course is to guide students in tackling academic texts from their specialty, these texts will provide the context for the other components of the syllabus to be handled, focusing on those that may cause L2 readers to struggle with a text or misunderstand the intended meaning. Progress through the course means, in this case, increasing coverage of text types, vocabulary items, grammar structures, and reading skills and strategies, with plenty of opportunities of repetition at increasing levels of difficulty.

It is generally agreed that the contents of an ESP course should be graded in a way that makes them learnable for students. This implies that new structures should be built up on known structures and that simpler structures should come earlier in the course than more complex ones (Pienemann, 1985). However, it is not always evident how these contents should be graded and the only possibility left has traditionally been to rely on the teacher’s intuitions (Pienemann, 1985).

The grammatical structures chosen to be included in the syllabus of this course were ordered trying to follow the predictions of acquisition developed in Pienemann’s *Processability Theory* (1998) (PT), a theory of L2 grammar acquisition which predicts the order in which L2 learners learn to process different morphosyntactic phenomena.

Pienemann observed that L2 learners follow a fixed sequence of acquisition of L2 grammatical structures, which cannot be altered, even by means of instruction, because at each stage the necessary prerequisites for later stages are developed (Pienemann, 1985). However, the author claims, provided that the learner is at the correct stage of development, instruction can increase speed of development and rate of application of rules (Pienemann, 1985).

**Processability theory** predicts a hierarchy of processing resources, which develops over time. Briefly, the predicted sequence of acquisition is lexical before phrasal before inter-phrasal morphemes (Pienemann, 2011).

It should be noted, though, that the scope of PT is limited to productive grammar acquisition. To date, little attention has been paid to developmental stages of receptive grammar knowledge (Buyl & Housen, 2015), which would provide the most appropriate data for the present course.
Buyl & Housen (2015) carried out research to look at developmental stages in receptive grammar acquisition, within the framework of Pienemann’s PT. Although further evidence is perhaps needed, their study seems to claim, at least tentatively, that receptive and productive grammar acquisition involve the same developmental stages as the ones outlined by PT.

I would like to conclude this section by mentioning that even when the aim is not for this to be a grammar course, it is believed that a brief introduction to some of the most difficult constructions found in texts will help readers become aware of how syntax conveys information and can help (or hinder) text understanding, a stance clearly made by Hedgcock and Ferris (2009).

Reading Skills and Strategies

Day and Park’s (2005) taxonomy of types of comprehension was used as a guide to decide on the subskills to be developed in this reading course. Word attack skills and text attack skills (Nuttall, 1996) will also be promoted during the course.

Day and Park’s (2005) six types of comprehension to be taken into account are:

- **Literal comprehension** refers to an understanding of the straightforward meaning of the text, which can be retrieved directly and explicitly from the text.

- **Reorganization** requires students to use information from various parts of the text and combine them for additional understanding. These questions require students to examine the text in its entirety, moving away from a sentence-by-sentence consideration of the text.

- **Inference** involves students combining their literal understanding of the text with their own knowledge and intuitions. Response is based on material that is in the text but not explicitly stated.

- **Prediction** involves using both understanding of the passage and knowledge of the topic to determine what might happen next.

- **Evaluation** requires the learner to give a global or comprehensive judgment about some aspect of the text, using both a literal understanding of the text and knowledge of the text's topic.

- **Personal response** requires readers to respond with their feelings for the text and the subject, relating their response to the content of the text and reflecting a literal understanding of the material.

This taxonomy summarizes the types of understanding that foreign language learners need to read a text with more than a literal understanding, so they will all be promoted during the course.

Together with these skills, and considering the difficulty of anticipating and discussing all the vocabulary students will need to know in the future, word attack skills will also be introduced. Nation (2008), Coxhead (2006) and Schmitt (2000) highlight the importance of introducing vocabulary management strategies to promote student independence. The same authors also agree as to which words should be selected for their treatment in class (high-frequency words) and which should be used as opportunities to put vocabulary learning strategies into practice (low-frequency words). To review and consolidate high-frequency words, Schmitt (2000) and Nation (2008) suggest using strategies for memorizing. Students will also be encouraged to keep a vocabulary notebook for recording words discussed in class, a cognitive strategy (Schmitt, 2000) that promotes manipulation of information in a meaningful way to facilitate memorization. Students’ own strategies to remember vocabulary will also be acknowledged and discussed in class to evaluate their effectiveness. Low-frequency words,
on the other hand, deserve a different treatment. In order to train the ability of guessing the meaning of these words, Schmitt (2000) and Nation (2008) suggest introducing the following strategies: analysis of affixes and roots, relating the unknown word to a similar one in L1, inference from context and dictionary use.

In order to choose the most appropriate text attack skills, Nuttall’s (1996) inventory was consulted and adapted and the following were selected for their treatment in this course:

- Recognizing and interpreting cohesive devices: involves being able to correctly interpret pro-forms (reference or substitution), elliptical expressions and lexical cohesion (synonymy, hyponymy, etc.).
- Interpreting discourse markers: they are useful in helping the reader work out the meaning of difficult text. They often show the relationship the writer intended between two parts of the text.
- Recognizing text organization: knowing how the text is organized enables a student to follow the argument, read selectively and easily locate specific information.

Including discussion and practice with skills and strategies known to facilitate task performance, in this case to understand texts or manage vocabulary, aims at developing learners’ autonomy, or the individual’s ability to take charge of his or her own learning (Cotterall, 2000).

**Sequencing of contents**

A spiral curriculum will be implemented to allow for repetition. This type of curriculum involves deciding on the major linguistic aspects to cover, and then covering them several times over a period of time at increasing levels of detail (Nation & Macalister, 2010).

At the beginning of the course students will be exposed to simpler texts types which students are expected to find familiar, mostly including frequent and transparent vocabulary items and grammatical constructions, with tasks requiring readers to get to a literal comprehension of the meaning of the text. As the course evolves, texts will become gradually more complex and strange to students, involving less frequent vocabulary items or more elaborate constructions, and tasks will require more than a literal comprehension of the meaning of the texts. The aim of this progression is that students revisit previous teaching points, adding each time to their complexity, evolving from simple comprehension skills, to more complicated independent reading that requires the use of previous skills.

**Format and presentation**

The aim of this part of the curriculum design process is to choose the teaching and learning techniques and to present an outline of activities to be included in individual lessons.

Following Macalister (2014), this reading course will provide opportunities for intensive reading, extensive reading and fluency practice. Support for inclusion of these components comes from Nation’s (2007) Four Strands Approach. The four strands are: meaning-focused input, language-focused learning, meaning-focused output, and fluency development. According to its author, a well-balanced course should devote roughly equal amounts of time to each strand.

The meaning-focused input strand involves learning through listening and reading by focusing on understanding the ideas and messages conveyed. For this strand to take place, several conditions must be met: (1) most of what the learners are listening to or reading is already familiar to them, (2) the learners are interested in the input and want to understand it, (3) only a small proportion of the language features are unknown to the learners, (4) learners can gain some knowledge of the unknown language items through context clues and background knowledge, and (5) there are large quantities of input (Nation, 2007). Learning from meaning-focused input is fragile, so large quantities of input should be provided. An extensive reading
program will be implemented as one way of providing such quantities of comprehensible input.

*Language-focused learning* involves the deliberate learning of language features such as spelling, vocabulary, grammar and discourse. Although the ultimate aim of this strand is to help learners deal with messages, its short-term aim is to learn language items. Examples of activities included in this strand are: learning vocabulary from word cards, intensive reading, translation, and the deliberate learning of strategies such as guessing from context or dictionary use. For learning to occur five conditions should be present: (1) learners give deliberate attention to language features, (2) learners should process the language features in deep and thoughtful ways, (3) opportunities should exist to give spaced, repeated attention to the same features, (4) features that are focused on should be simple and not dependent on developmental knowledge that the learners do not have, and (5) features that are studied in the language-focused learning strand should also occur often in the other strands of the course (Nation, 2007).

Finally, in the *fluency development* strand learners make the best use of what they already know. Fluency is defined by Nation as “the ability to process language receptively and productively at a reasonable speed” (2014, p. 11). Typical activities include speed reading, skimming and scanning, repeated reading, etc. The fluency strand only exists if the following conditions are present: (1) all of what the learners are reading is largely familiar to them, (2) the learners’ focus is on receiving, (3) there is some pressure or encouragement to perform at a faster than usual speed, and (4) there is a large amount of input.

The approach to teaching reading that will be implemented in this course contributes to three of the strands – meaning-focused input, fluency development, and language-focused learning (Macalister, 2014). Macalister also argues that focusing on the three strands mentioned above paves the way for the fourth strand, meaning-focused output, which involves learning through speaking and writing. However, since the development of productive skills is not an aim of this course, this strand will not be included.

**Intensive reading**

Intensive reading of texts, the type of reading that takes place in class, directed by the teacher and which focuses learners’ attention on meaning as expressed in grammatical structures, vocabulary or reading strategies, fits into the language-focused learning strand of a course and it is a means of increasing students’ knowledge of language features and control of reading strategies. It can have two goals: comprehension of the text or showing how different language features contribute to the communicative purpose of the text. In both cases, learners need to be engaged with the meaning of the text to be able to notice the language used to convey the message (Macalister, 2014). According to Nation (2009), the major principle for determining the focus of the teaching should be analyzing items that will occur in a wide range of texts. “We want them [students] to gain knowledge of the language and ways of dealing with the language rather than an understanding of a particular message” (Nation, 2009, p. 28). Following Nation’s recommendations (2009), intensive work on reading texts will focus on the following aspects:

a) Comprehension  
b) Vocabulary  
c) Grammar  
d) Cohesion

The following exercises will be used to focus on the aspects of texts mentioned above:

a) To promote comprehension of the text, different forms of questions will be used: pronominal questions, yes/no questions, true/false sentences, information transfer diagrams, translation of fragments or writing a summary of the text.
b) Work on vocabulary will involve guiding students’ attention to high-frequency words and introducing and practicing vocabulary learning strategies. Techniques for dealing with high frequency vocabulary will include: putting the word in an exercise to complete after reading, spending time on a word during the reading and making a glossary before learners read the text.

c) Grammar features will also be the focus of attention during intensive reading, especially to help learners get a clear interpretation of a grammatically complex part of a text. Again, high-frequency items will be given sustained attention and strategies will be presented to deal with selected grammatical features. Activities will include: guessing the part of speech of a word, the What does what? exercise (Nation, 2009), which makes learners look for the noun verb relationships by writing subjects and objects of verbs; the coordination activity, which involves identifying the two parts of a sentence that are being coordinated by and, but, or or; and simplifying noun groups, which involves identifying the items following the headwords.

d) Focusing on cohesive devices will allow learners to concentrate on the message at a level beyond the sentence. Activities will include selecting reference words and helping learners see how a sentence is related to something that has been mentioned elsewhere in the text, telling learners where there is ellipsis and asking them to recover what is left unsaid by referring to a previous part of the text, etc.

An approach to reading that combines top-down and bottom-up processing will be adopted. Top-down processing encourages the reader to resort to his background knowledge to make predictions and inferences, and obtain a general idea of the text; while bottom-up processing helps readers analyze the text in detail, at the level of the sentence or the word, looking at difficulties related with syntax or vocabulary. Both processing methods complement each other and can be applied when the reader first meets a text, to overcome problems that may arise when dealing with difficult or confusing parts of the text, or to correct wrong interpretations (Nuttall, 1996).

Guidance will be provided before reading, to activate relevant schemata and to help readers get a global impression of the text and the way it is organized; while reading is in progress, directing students’ attention to the important points in the text, providing scaffolding and raising awareness of possible pitfalls; and after reading has been completed, for learners to evaluate the text as a whole and respond to it, relating it to the outside world and to their previous knowledge.

Extensive/Narrow reading

Extensive reading is considered by many authors (Nuttall, 1996; Schmitt, 2000; Waring, 2006, 2011; Waring & Nation, 2004; Waring & Takaki, 2003; Krashen, 1993, 2011) the most effective way of increasing exposure to written texts, in order to enhance the development of reading skills and vocabulary. Implementation of an extensive reading program requires large amounts of varied graded reading material to encourage reading of texts chosen by the students themselves according to their interests and level (Day and Bamford, 2002; Nation, 2009).

The advantages of working with such literature cannot be discussed but, since the aim of the course is to develop learners’ skills in reading academic texts, it is believed that learners would obtain more benefit from reading texts which are more related to their needs. A narrow reading (Krashen, 2004) program that involves reading many texts about a single topic and that includes access to a wide range of texts on specific nursing topics, is recommended as an appropriate alternative to extensive reading in this case. Repeated exposure to the same vocabulary or structures that are expected to occur in texts about the same topic, guarantees their learning (Krashen, 2004). The background knowledge readers gain as they read about the same topic can also mean that the text becomes easier to understand after
the first few pages, and therefore, acquisition of aspects of the language becomes easier, too.

The main difficulty that may arise when using authentic texts for narrow reading is that they may have a very heavy vocabulary load and do not set up the conditions needed for successful learning from meaning focused input (Nation, 2009). Nation offers alternatives to compensate for this difficulty, such as glossing, i.e. providing the meanings of words in L1 in the margin next to the line containing an unknown word, and computer-assisted reading, which can assist learners in understanding the text without taking them too far away from the text. Cobb’s Compleat Lexical Tutor offers users the possibility of feeding a text into the webpage and clicking on an unknown word to read a definition.

Learners won’t be required to do elaborate comprehension tests or exercises on the material they read in this segment of the course. They will only be required to fill out a short record form indicating the title of the text they have just read, the date, how long it took to read, and a brief comment on their opinion.

**Fluency development**

When readers read fluently, they make efficient use of what they have learned, including vocabulary, grammatical constructions, knowledge of type of text and background knowledge. Although reading speed depends on reading purpose and the difficulty of the text, slow reading can be considered the opposite of fluent reading, especially when it does not lead to comprehension. It has been suggested that reading at a speed lower than 100 words per minute can affect comprehension (Nation, 2009).

Macalister (2014) and Nation (2014) suggest two ways of developing reading fluency: a speed reading course and repeated reading.

Repeated reading involves learners silently re-reading texts that they have read before and noting the time each reading took, so that they have the goal of reading it faster each time. Research has found gains for both fluency and comprehension through this activity. A study by Taguchi et al (2004) found that after participating in repeated reading students showed enhanced word recognition skills and better comprehension and the reading gains from practiced passages were transferred to new unpracticed passages.

Silent reading speed can be increased by means of a speed reading programme consisting of timed readings followed by comprehension questions. Time taken to read and comprehension measures must be recorded, and, again, readers should try to beat their previous speed and comprehension scores. Research has shown that reading rates improve on the speed-reading texts, and that these reading rate gains transfer to other types of text (Macalister, 2014).

**Monitoring and assessment**

Douglas’ (2000) definition of specific purpose language test will be the guiding principle behind assessment procedures during this course:

A specific purpose language test is one in which test content and methods are derived from an analysis of a specific purpose target language use situation, so that test tasks and content are authentically representative of tasks in the target situation, allowing for an interaction between the test taker’s language ability and specific purpose content knowledge, on the one hand, and the test tasks on the other. Such a test allows us to make inferences about a test taker’s capacity to use language in the specific purpose domain (p. 19).
Target language use (TLU) situation can be defined as the “situations in which the persons to be assessed will need to read” (Alderson, 2000, p. 3). In this case TLU involves reading for thesis writing and professional development. The aim of assessment will be, then, to estimate the extent to which students can successfully carry out reading tasks in the same way they are expected to do it in the future.

Task authenticity is achieved by carefully considering test instructions, prompts and texts and by trying to design tests that engage test taker’s specific purpose language ability. Authenticity, then, is defined as the extent to which the test engages test takers in the kind of tasks characteristic of TLU situation (Douglas, 2000). This means that, when designing tests, it is essential to provide learners with the information needed for assessing the communicative situation and recognizing cues in the environment that allow them to identify the situation and his or her role in it.

An analysis of TLU situation in our context reveals that during thesis-writing students will need to read a number of research articles, in a short time, before conducting their own research, to decide on their relevance for their own research. After selecting the most useful articles, students will need to read those texts in detail, in order to summarize their contents, or select fragments for translation or paraphrasing. Similarly, when reading academic texts for professional development, future nurses will read the texts with the aim of relating their content to their own practice, and may be required to present their findings to a specific audience. These TLU situations suggest that reading should be assessed in terms of how well students can determine the main idea of a text, whether they are able to understand its contents, including details; and how well they can summarize its ideas in Spanish, translate fragments of it, or represent its contents in graphical form.

Two types of assessment will take place during this course: formal assessment, including comprehension tests and a reading project, and informal assessment, including observation, speed reading graphs and reading logs.

There will be two comprehension tests along the course, one taking place in the middle of the course, and the other one at the end. Together with a reading project done in groups and short-term achievement tests, they will help determine whether a student has achieved the goals of the course. Such tests will try to simulate the situations in which students will require reading skills to solve problems in their professional or academic life.

Some authors (Munby, 1978; Davies, 1968; and Grabe, 1991, cited in Alderson, 2000) refer to the possibility of dividing the reading skill in micro-skills, while authors such as Alderson (1990, cited in Alderson 2000) argue that at least part of the reading process involves the simultaneous use of several overlapping skills. Following the latter view, the skills and strategies considered relevant in the reading process will be isolated in order to assess students’ knowledge and use of such skills. Doing so may contribute to diagnosing problems that may affect reading comprehension and designing actions to improve problem areas.

The kinds of exercises used in formal tests will not differ significantly from the ones used to present and practice different teaching points in the syllabus. Such exercises will include comprehension questions, which can be used to check literal comprehension, inferences and critical response. Grammatical knowledge will be tested by means of translation of fragments, which involves word recognition skills and vocabulary knowledge, as well as grammatical knowledge.

Tests will be arranged in the following way:

- The first tests will assess understanding of the main ideas or facts in simple texts, as well as the ability to draw simple inferences. Students may be asked to read a series of short texts to determine which is most appropriate for a specific purpose, to complete gapped summaries of the text in Spanish, or to answer questions about details of the text.
As we progress through the stages of the course, test input will involve gradually more difficult texts, based on which students will be asked to write summaries or versions of selected fragments in Spanish. Students will also be asked to answer questions about the text which will require them to make simple inferences or collect data from different parts of the text.

Vocabulary development is an essential part of this reading course and it will be evaluated as part of formal course assessment (Schmitt, 2000; Alderson, 2000). Formal tests will include exercises to assess recognition of words discussed in class, knowledge of their different aspects, word formation and use of vocabulary management strategies presented and practiced in the course.

For the annual reading project, students will be asked to choose a topic in groups, related to their area of study and they will do research on it during the second part of the year. Learners will gather information from the Internet or other sources and every two weeks, each group will report to another group on their findings. Toward the end of the course, groups will make an oral presentation on their topic in Spanish. They will also be asked to prepare a written report briefly describing the sources used and the main points of information found. Their performance will be assessed on the basis of their ability to integrate information from the texts and synthesize it.

It is a well-known fact that the assessment event can be perceived by students as a distressing situation, so by relying only on formal assessment “we risk inducing an understanding of the text, which is ‘lower’ than the same individuals might be able to achieve in other settings” (Alderson, 2000, p. 54). For that reason, informal assessment procedures will also be carried out, to inform and guide subsequent teaching and learning processes. This kind of assessment will be performed through observation and recording of students’ performance during task completion in class and during group work and also through the dialogue with students about the ways in which they handle tasks.

Speed reading graphs, where learners record their reading speed and comprehension measures, and reading logs, where learners keep record of the books or texts read during extensive reading will also be used as tools of informal assessment.

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References


Appendix 1

Course Goals

The fact that goals are at the core of Nation and Macalister’s (2010) model highlights the need to have clear goals for the course.

General learning goals

By the end of the course, students are expected to:

- Find and select appropriate texts for their academic and professional goals.
- Read academic texts from their specialty, understanding the ideas stated by the author.
- Adopt strategies to overcome the difficulties that may arise when reading a text.
- Expand their general, academic and technical vocabulary to be able to read texts fluently.

Specific learning goals

The course has been designed to help learners achieve the following goals:

- To activate previous knowledge that may facilitate reading, both in relation to nursing and to formal knowledge of the language.
- To develop a range of strategies to determine main and supporting ideas in a text, in order to write a summary.
- To choose the most appropriate way of reading a text according to reading purpose.
- To identify cohesion and coherence mechanisms that may hinder or facilitate reading.
- To recognize and familiarize with the characteristics of the most common academic genres.
- To identify and understand the most common grammatical structures of academic prose.
- To identify and avoid the potential syntactic pitfalls that may hinder understanding of a text and whose management contributes to fluent reading.
- To monitor their own understanding, identifying the difficulties that may arise during reading, in order to determine strategies to solve the problem.
- To develop strategies for recording already known vocabulary and for managing unknown vocabulary.
- To select proper search terms when searching online information and to tell the difference between reliable and unreliable websites for selecting the text that best suits their needs.
- To apply the skills and strategies discussed in the course to select, read, summarize and retell in Spanish the content of a series of texts from the field of nursing, as part of the annual reading project.
- To integrate the contents of the texts read as part of the annual reading project into a presentation for a specific audience.
- To develop lasting reading habits.
- To read fluently, making effective use of what they have already learned, including vocabulary, grammatical constructions, knowledge of type of text and background knowledge.

### Course Syllabus

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Text types</th>
<th>Reading skills and strategies</th>
<th>Grammatical structures</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic concepts of nursing practice</td>
<td>Fragments from introductory nursing textbooks Brochures</td>
<td>Text attack skills (TAS): making use of non-linear text: reference apparatus, figures and graphic conventions.</td>
<td>Grammatical categories: noun, pronouns, adjectives, verbs, adverbs, articles, prepositions. Word-formation: affixation in nouns, adjectives, verbs and adverbs; compounding. Plural nouns The simple noun phrase (NP): determiners, genitive case. Verbs and verb phrases: copula be, specific lexical verbs.</td>
<td>Selected words from the most frequent 1,000 words in West’s General Service List (GSL). Technical vocabulary from the field of Nursing. Selected words from Coxhead’s Academic Word List (AWL).</td>
</tr>
<tr>
<td>2</td>
<td>Nursing procedures Pressure ulcer Wound management</td>
<td>Fragments from introductory nursing textbooks WHO/Nursing Associations Guidelines PAHO alerts and updates Articles from nursing magazines or websites</td>
<td>Reading Comprehension skills (RCS): literal comprehension. NP: premodification (adjectives and nouns as premodifiers, participial premodifiers, coordinated premodifiers).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Patient assessment Common non-communicable diseases (diabetes, cancer, cardiovascular disease)</td>
<td>Fragments from introductory nursing textbooks</td>
<td>Word attack skills (WAS): analysis of word parts. NP: postmodification (prepositional phrase, to-clause, ed-clause, ing-clause, and relative clause as postmodifiers) NPs with multiple postmodifiers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This activity is based on Nation’s (2009) description of issue logs.
Four categories of manuscripts will be received, contributions, research articles, pedagogical experiences in ESP, and reviews.

- **Contributions**
  In this section, articles by prestigious ESP specialists will be published.

- **Research Articles**
  This is a section devoted to the publication of research articles which will be refereed by our Academic Editorial Board.
  - Articles should report original research.
  - Full-length articles should be no more than 5,500 words in length, excluding appendices.
  - Each submission should include an abstract of no more than 150 words, and a list of five to seven keywords. All article manuscripts submitted to ARTESOLES Journal will go through a two-step review process.
  - Biodata of the author(s) should be included. (No more than 70 words)
  Research articles should generally include the following sections:
  1- Abstract
  2- Five to seven keywords.
  3- The introduction includes:
     - The research issue
     - The underlying theoretical framework.
     - A description of the methodological tradition in which the study was conducted.
     - Research hypotheses or questions.
  4- Method section:
     - Description of participants and research context.
     - A detailed description of data collection and analysis procedures.
     - Description of the apparatus or materials used.
     - Explanation of the procedures and the steps in the research
  5- Results section:
     - Presentation of graphs and tables that help to explain the results.
     - For quantitative research, presentation of descriptive and inferential statistics used to analyze the data.
     - For qualitative research, data should reflect prolonged engagement, observation, and triangulation.
  6- Discussion section:
     - An evaluation and interpretation of the results.
     - Discussion of alternative explanations.
     - Causal inferences should be cautiously made.
     - Results of the study should not be overly interpreted or generalized.
     - Linking the results obtained in the study to original hypotheses.
     - Presentation of the implications and any limitations of the study.
  7- Conclusion:
     - Summary and general implications of the study.
     - Suggestions for further research
  8- References in APA format.
  9- Appendices of instrument(s) used.

- **Pedagogical experiences in ESP**
  This section includes the description of organization and development of new courses using ESP.
  - Articles should report original research.
  - Full-length articles should be no more than 5,500 words in length, excluding appendices.
  - Each submission should include an abstract of no more than 150 words, and a list of five to seven keywords.
  - All article manuscripts submitted to ARTESOLES Journal will go through a two-step review process.
  - Biodata of the author(s) should be included. (No more than 70 words)
Manuscripts should report original pedagogical experiences and include the following information:

- Context in which the pedagogical experience was developed
- Subjects who participated in the experience
- Educational level
- Type of institution
- Teaching techniques and methodologies
- Management of different teaching situations,
- Testing and assessment,
- Materials development.

**Reviews**

This section includes reviews of books and journals published by Universities, Teacher Training Colleges and other institutions interested in the development of ESP courses or studies.

Reviews of individual books, journals or reading instructional software should not be longer than 1,600 words. The following information should be included at the beginning of the review:

* Author(s)
* Title
* Publication date
* Publisher
* Publisher City and Country
* Number of pages
* A biodata of the author(s) should be included. (No more than 70 words)

**REVIEW PROCESS**

All manuscripts submitted to ARTESOLESP Journal will go through a two-step review process.

- **Internal review**
  The editors of the journal will first review each manuscript to see if it meets the basic requirements for articles published in the journal.
- **External review**
  Submissions that meet the requirements stated above will be sent out for peer review from two to three experts in the field. This second review process takes 2–3 months. When this process is finished, the authors will receive copies of the external reviewers’ comments and will be notified as to the decision (acceptance, acceptance with changes, or rejection).

**GENERAL PUBLICATION POLICIES**

The following policies apply to all articles, reviews, and commentaries:

1. All submissions must conform to the requirements of the Publication Manual of the American Psychological Association (5th edition). Authors are responsible for the accuracy of references and citations, which must be in APA format.
2. Manuscripts that have already been published elsewhere or are being considered for publication elsewhere will not be considered for publication in ARTESOLESP Journal. It is the responsibility of the author to inform the editor of the existence of any similar work that is already published or under consideration for publication elsewhere.
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4. The editors of ARTESOLESP Journal reserve the right to make editorial changes in any manuscript accepted for publication for the sake of style or clarity. Authors will be consulted only if the changes are substantial.
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