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English for Specific Purposes:
A TESOL International Academy
in São Paulo, Brazil

Universidade Metodista de São Paulo
27-28 September 2013



With the growth of English language education worldwide—particularly in rapidly growing economies like Brazil’s—English for specific purposes (ESP) plays an increasingly important role as a key specialty area of the TESOL field.

Organized by **TESOL International Association**, in partnership with **BRAZ-TESOL** and **APLIESP** (São Paulo State Association of Teachers of English), this Academy combines lively plenary sessions and knowledge-sharing opportunities with hands-on workshop training.

Participants will

- Learn about the latest trends, case studies, and developments in the ESP field, including in specialty areas like business English, IT, and, tourism
- Learn in-depth about ESP program development, curriculum, materials design, and delivery
- Gain insight into effective practices in needs assessment, identifying performance goals, and measuring outcomes
- Earn a professional development certificate from TESOL International Association, BRAZ-TESOL, and APLIESP

Who Should Attend?

- ELT teachers and administrators in the Americas, with a special focus on Brazil, interested in learning how to do ESP
- ESP teachers and trainers in the Americas, with a special focus on Brazil, seeking to enhance their ESP knowledge and skills, including as trainers

TESOL gratefully acknowledges the support of its Strategic Partner, **National Geographic Learning.**



27 September

7:30 am–9:00 am **Registration / Networking**

9:00 am–10:30 am **Opening Session**

Welcome

- **Marcelo Barros**, President, BRAZ TESOL
- **Deena Boraie**, President, TESOL International Association
- Universidade Metodista de São Paulo Representative, To Be Announced
- APLIESP Representative, To Be Announced

Opening Plenary Panel Discussion

- Kay Westerfield
- Rosinda de Castro Guerra Ramos
- Andy Gillett
- Moderator: Maria Antonieta Alba Celani

10:30–10:45 am **Break**

10:45 am–12:00 pm **Concurrent Sessions A**

- **A1: A Postmethod Pedagogy for Teaching ESP**
Maria Antonieta Alba Celani

Kumaravadivelu's concept of postmethod is defined, and the roles of the learner, the teacher, and the educator as co-explorers are proposed in the context of a globalised world and of the particular position of English in this globalised world (e.g., Canagarajah). The effect of these concepts on teaching ESP is considered with special reference to teaching English for specific purposes in Brazil.

- **A2: "Wow, I Learnt a Lot and My English is Better Too"—**
Successfully Combining Authentic ESP Subject Content and
English Language Learning
Colm Downes

The presenter shares his experience writing and delivering ESP materials for a variety of contexts from writing CVs, to chairing meetings, to diplomatic negotiations and UN peacekeeping. He demonstrates, using real examples, how to effectively combine authentic subject-specific content, including in potentially sensitive areas, with specific English language material, supporting both subject matter and language learning in a highly motivating way for both students and their teachers.

- **A3: Making a Case for the Use of Case Studies in Teaching Business English**

This session repeats
Lavaughn John

Case studies have long been used in business administration and MBA courses and have found their way into ESP through the teaching of business English. This workshop looks at the literature, discusses the theoretical underpinnings of its use, and explores ways in which business cases can be used to help students achieve their goals.

- **A4: Rethinking the Role of English in Times of Change: An ESP Curriculum Template for Language Schools in Brazil**

This session repeats
Angelica M. da Costa

Based on a case study, this session presents an ESP curriculum template for language schools in Brazil. This template addresses the linguistic needs of professionals who need to “learn” English to accomplish tasks prescribed by their work situation in a limited time frame. It provides the tools to explore technological literature as it promotes communication in a professional setting using the target language. Aiming to prepare Brazilian learners for effective participation in the country’s development, the flexibility of this template allows it to be adapted according to learners’ vocational and personal needs.

12:00 pm–1:15 pm **Lunch—On Your Own**

1:15 pm–5:15 pm **Workshops A**

- **W1: ESP in Workplace Settings: From Needs Assessment to Program Delivery**

This workshop repeats
David Kertzner

Whether in corporate settings or manufacturing facilities, ESP trainers must build support among stakeholders—participants, supervisors, and managers. Critical program components include a meaningful needs assessment and identifying training goals that support productivity in the workplace. Success also depends on developing practical training activities drawn from workplace materials. This workshop examines strategies for bringing competing interests and goals among stakeholders into harmony, shares examples of communicative ESP training activities, and provides hands-on demonstrations of non-web-based technology that generates customized content and leads to training with greater impact.

- **W2: ESP and Genre: New Trends Applied to the Tourism Area**
Cynthia R. Fischer

Considering the paradigmatic changes that the world and education are facing, this workshop discusses ESP principles (e.g., Hutchinson & Waters, Dudley-Evans & St. John) and genre (e.g., Bazerman, Ramos, Swales) and presents guidelines for materials design. The presenter gives an overview of the tourism field and its needs in terms of English language; then participants analyze and develop some tourism materials.

- **W3: ESP and Professional Training for Catering Services**
Tânia De Chiaro

Brazil is about to host some important international sporting events. How can the principles of ESP contribute to designing professional training for employees in the catering services, from coffee houses to sophisticated restaurants? This workshop discusses needs analysis, choice of content and teaching tools, learning methods, and forms of assessment. Participants apply the concepts presented by creating an ESP mini-project.

- **W4: Answering the Question: Helping Business Students to Succeed With Assessment**

This workshop repeats
Andy Gillett

The aim of the workshop is to plan a short course for a group of business students in higher education. Starting from a description of the assessment tasks on one course, we discuss the required knowledge and skills, decide how this will be taught, specify the language requirements, and design a course. Examples are presented from the actual experience of teaching this course with a wide range of students in the UK, leading to discussion on how this might be relevant for other contexts.

3:15 pm **Short break**

28 September

8:30 am–9:45 am **Concurrent Sessions B**

- **B1: English for Job Hunting: Preparing Your Students for the Workforce—“Tell Me About a Time When...”**
Colm Downes

This session demonstrates effective ESP exercises designed to help students develop the skills that job seekers need to apply for and secure jobs. The presenter shares his experience of teaching techniques for confidently handling difficult interview questions. This practical session focuses on developing learners’ ability to tell short stories that demonstrate they have the experience and skills required for jobs they have applied for. He also discusses ways to develop ESP material integrating English language, professional communication skills and authentic subject and context-specific content.

- **B2: The Lexical Approach Woven Into Discourse: Further Reflections on the Stretch Fabric of ESP**
Marcelo Furlin

The old paradigm of viewing language through endless lists of isolated words or decontextualized vocabulary input has proven to be not completely satisfactory. By invoking the principles of the lexical approach, the session provides a more conceptual understanding of how language can be naturally incorporated into discourse so as to foster substantial autonomy in the ESP teaching and learning environment.

- **B3: Making a Case for the Use of Case Studies in Teaching Business English**

This session is a repeat of Session A3 from 27 September
Lavaughn John

Case studies have long been used in business administration and MBA courses and have found their way into ESP through the teaching of business English. This workshop looks at the literature, discusses the theoretical underpinnings of its use, and explores ways in which business cases can be used to help students achieve their goals.

- **B4: Rethinking the Role of English in Times of Change: An ESP Curriculum Template for Language Schools in Brazil**

This session is a repeat of Session A4 from 27 September
Angelica M. da Costa

Based on a case study, this session presents an ESP curriculum template for language schools in Brazil. This template addresses the linguistic needs of professionals who need to “learn” English to accomplish tasks prescribed by their work situation in a limited time frame. It provides the tools to explore technological literature as it promotes communication in a professional setting using the target language. Aiming to prepare Brazilian learners for effective participation in the country’s development, the flexibility of this template allows it to be adapted according to learners’ vocational and personal needs.

9:45 am–10:00 am **Break**

10:00–12:00 pm **Workshops B**

- **W5: Answering the Question: Helping Business Students to Succeed With Assessment**

This workshop is a repeat of W4 from 27 September
Andy Gillett

The aim of the workshop is to plan a short course for a group of business students in higher education. Starting from a description of the assessment tasks on one course, we discuss the required knowledge and skills, decide how this will be taught, specify the language requirements, and design a course. Examples are presented from the actual experience of teaching this course with a wide range of students in the UK, leading to discussion on how this might be relevant for other contexts.

- **W6: Best Practices in ESP Curriculum and Materials Design**
Kay Westerfield

This workshop introduces best practices in curriculum and materials design for learners preparing to enter university programs in specific disciplines. How can they best prepare for content classes and future professional communication needs? The focus is on two ESP tenets: needs assessment and authenticity. The workshop addresses the need for training in ESP to promote education and economic development at local and national levels.

- **W7: How to Conduct Needs Analysis in the IT Service Sector**
Rosinda de Castro Guerra Ramos

The growing demand for English for the workplace highlights the importance of needs analysis, which is considered a prerequisite for any effective course design in the ESP field. This workshop tackles methodological issues related to how to conduct a needs analysis in corporate settings, sources, units of analysis, and implications. A case study in the IT service sector is used to illustrate and guide the discussion.

- **W8: ESP in Workplace Settings: From Needs Assessment to Program Delivery**

This workshop is a repeat of W1 from 27 September

David Kertzner

Whether in corporate settings or manufacturing facilities, ESP trainers must build support among stakeholders—participants, supervisors, and managers. Critical program components include a meaningful needs assessment and identifying training goals that support productivity in the workplace. Success also depends on developing practical training activities drawn from workplace materials. This workshop examines strategies for bringing competing interests and goals among stakeholders into harmony, shares examples of communicative ESP training activities, and provides hands-on demonstrations of non-web-based technology that generates customized content and leads to training with greater impact.

12:00 pm–1:15 pm **Lunch—On Your Own**

1:15 pm–3:15 pm **Workshops B** (continued)

3:15 pm–3:30 pm **Break**

3:30 pm–4:30 pm **Closing Session**

Closing Plenary Panel Discussion

- **David Kertzner**
- **Marcelo Furlin**
- **Lavaughn John**
- **Tânia De Chiaro**
- Moderator: **Marcelo Barros**, President, BRAZ TESOL

Maria Antonieta Alba Celani is Professor Emerita at the Pontifical Catholic University of São Paulo, where she teaches postgraduate applied linguistics and supervises research. She directed the National ESP Project in Brazilian Universities and, at present, is responsible for the implementation and development of the *Formação continua do professor de inglês: um contexto para a (des)construção da prática*, a program sponsored by Associação Cultura Inglesa São Paulo and involving public school teachers of English. She is also the author of several books and articles on teacher education, which is currently her main research interest.

Tânia De Chiaro holds a BA in English and an MA in Language and Education from the University of São Paulo. As a director of Link English Projects, a language institute specializing in ESP, she develops courses to enable professionals to attend to foreign customers and guests, being responsible for research, course design, and teacher training. She also authors course materials.

Angelica M. da Costa has an MA in TESOL from Portland State University, USA. Originally from Brazil, her previous work experience includes teaching EFL in different settings, from K–12 to bi-national centers, for more than 15 years. Her current interests include curriculum/materials design and cross-cultural communication. She is an ORTESOL board member and a team leader for the TESOL International Association 2014 conference, which will take place in Portland, Oregon, USA.

Colm Downes is an ESP and professional communication skills consultant. He specializes in the development, delivery, and evaluation of ESP projects. His specialized materials developed for a variety of projects around the world include English for diplomats in Turkey, EU English in Brussels, and English for negotiation for civil servants in the Balkans and Caucasus. He is the author of *Cambridge English for Job Hunting*. Downes is currently managing a *Peacekeeping English Project* for the British Council in Indonesia. A passionate cyclist, traveler, and photographer, he would like to try capoeira but very much doubts he's fit or flexible enough.

Cynthia R. Fischer has a PhD in Applied Linguistics (Catholic University of São Paulo-PUCSP). She has taught and carried out research in the ESP field since 1987 and she is a member of the research group GEALIN which studies ESP and the language teaching-learning process in different contexts in the Applied Linguistic Post-Graduation Program at PUCSP. She has worked with teacher development and New Information and Communication Technology (NICT) since 1999. She is a researcher and a designer of face-to-face and online courses. Presently, she is a professor at the Federal Institute of Education, Science and Technology of São Paulo (IFSP). She is interested in the following fields: ESP, e-learning and NICT, course design, and teacher development.

Marcelo Furlin has a BA in languages (Portuguese/English) and an MA and a PhD in literature. He has been an EFL teacher for over 25 years, and currently teaches at Universidade Metodista de São Paulo. He is an English language tutor for academic purposes, an educational consultant, and a Cambridge ESOL Oral Examiner.

Lavaughn John holds a Diploma in Business Administration from the Association of Business Executives, an MA in English Language Teaching from the University of Essex, and the Cambridge CELTA and Delta qualifications. She has been a teacher for over 15 years and a teacher trainer, specializing in business English and exam preparation. She is the Assistant Director of English at the British Council in Brazil.

Andy Gillett is Director of Andy Gillett Consulting Ltd. He is based in the UK and currently involved in a range of projects connected with electronic and paper-based materials writing, editing, and proofreading as well as course planning, materials design, and evaluation, while teaching for a number of publishers and universities around the world.

David Kertzner is the founder of ProActive English, a company delivering on-site and web-based language and communication training in corporate and vocational settings for global companies throughout Asia, Europe, and the United States. A former elementary school teacher, Mr. Kertzner holds a Master of Arts in TESL from the School for International Training and has trained teachers for over 20 years, beginning in Prague in the early 1990s. He is a regular presenter at the TESOL International Association convention, former chair of the TESOL ESP interest section, and current co-editor of the ESP IS newsletter.

Rosinda de Castro Guerra Ramos holds a PhD in Applied Linguistics from Catholic University of São Paulo, Brazil, where she teaches in both the Post-Graduate Programme in Applied Linguistics and the English Department. She runs training courses in ESP at her university and throughout the country and is a consultant to projects in ESP, distance education, and teacher development. She is the editor of the journal the ESPecialist, and her research interests are ESP, materials writing, distance education, and teacher education.

Kay Westerfield, on the faculty of the University of Oregon's American English Institute, Department of Linguistics, directs and teaches in the International Business Communication Program, a joint program with the Lundquist College of Business. Her work as a consultant and teacher trainer in ESP has taken her to countries throughout Africa, Asia, Europe, Latin America, and the Middle East. She recently served on the Board of Directors for TESOL International Association and is co-author of several books, including *Effective Practices for Workplace Language Training: Guidelines for Providers of Workplace English Language Training Services* (2003: TESOL International Association).

Space is limited. Register online today at www.tesol.org/brazil

Registration Fees

- For registration by 18 September 2013: US\$110 (220 Brazilian Real)
- For registration after 18 September 2013: US\$135 (275 Brazilian Real)

Registration fees include all materials and refreshment breaks. In addition, all eligible participants will receive a one-year TESOL Global Membership.

Registration Options

Register by e-mail and pay on-site (visit www.tesol.org/brazil for more information)

- Pay in advance through TESOL's secure online registration at www.tesol.org/brazil

For More Information

For more information and regular updates about this event and to register online, visit TESOL International Association's website at www.tesol.org/brazil.

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