English for Specific Purposes Project Leader Profiles: The Leadership Communication of 55 ESP Project Leaders

Kevin R. Knight, Ph.D., M.B.A., M.P.I.A.

Preface by Ann M. Johns, Ph.D.

Candlin & Mynard ePublishing
Hong Kong
...a uniquely innovative, comprehensive, and insightful account of wide-ranging experiences of 55 ESP Project Leaders stretching a substantial period of history of disciplinary engagement full of valuable insights for those interested in the theory and practice of ESP. It makes an interesting and engaging reading, which will certainly be illuminating for newly initiated professionals in the field.

Vijay K Bhatia
Chinese University of Hong Kong, and
Hellenic American University, Athens (Greece)
CONTENTS

Preface .................................................................................................................................................. 7

ACKNOWLEDGEMENTS .................................................................................................................. 11

PART I – INTRODUCTION TO THE PROFILES ................................................................................. 12

The relevance of narrative and the co-constructed research interview .............................................. 16

The relevance of genre ....................................................................................................................... 17

The parts of a profile .......................................................................................................................... 18

Bios and contact information of featured leaders .............................................................................. 19

Defining leadership in a profile .......................................................................................................... 20

Defining ESP in a profile .................................................................................................................... 22

Selecting the leaders for the profiles ................................................................................................. 34

International projects in the profiles ................................................................................................ 37

References .......................................................................................................................................... 43

PART II - THE 55 PROFILES ............................................................................................................. 46

The ESP Project Leader Profiles ........................................................................................................ 46

Websites of the featured leaders ......................................................................................................... 47

The ESP Project Leader Profiles ........................................................................................................ 49

1. ESP Project Leader Profile: Kristin Ekkens ................................................................................. 50

2. ESP Project Leader Profile: Charles Hall .................................................................................... 53

3. ESP Project Leader Profile: Ronna Timpa .................................................................................. 56

4. ESP Project Leader Profile: Evan Frendo .................................................................................. 59
5. ESP Project Leader Profile: Jaclyn Gishbaugher ......................................................... 63
6. ESP Project Leader Profile: Anne Lomperis .............................................................. 66
7. ESP Project Leader Profile: Ethel Swartley ............................................................. 72
8. ESP Project Leader Profile: David Kertzner ............................................................. 76
9. ESP Project Leader Profile: Margaret van Naerssen ................................................ 80
10. ESP Project Leader Profile: Marvin Hoffland ......................................................... 85
11. ESP Project Leader Profile: John Butcher ............................................................... 89
12. ESP Project Leader Profile: Karen Schwelle ........................................................... 93
13. ESP Project Leader Profile: Esther Perez Apple ....................................................... 96
14. ESP Project Leader Profile: Kevin Knight .............................................................. 99
15. ESP Project Leader Profile: Shahid Abrar-ul-Hassan ............................................... 103
16. ESP Project Leader Profile: Robert Connor ........................................................... 107
17. ESP Project Leader Profile: Jigang Cai .................................................................... 110
18. ESP Project Leader Profile: Ismaeil Fazel ............................................................. 113
19. ESP Project Leader Profile: Yilin Sun ..................................................................... 116
20. ESP Project Leader Profile: Tarana Patel ............................................................... 120
21. ESP Project Leader Profile: Prithvi Shrestha .......................................................... 125
22. ESP Project Leader Profile: Robin Sulkosky ........................................................... 129
23. ESP Project Leader Profile: Philip Chappell .......................................................... 132
24. ESP Project Leader Profile: Jie Shi .......................................................................... 136
25. The 25th ESP Project Leader Profile: Laurence Anthony ........................................ 141
26. ESP Project Leader Profile: Barrie Roberts ............................................................. 145
27. ESP Project Leader Profile: Jen Cope ................................................................. 149
28. ESP Project Leader Profile: Susan Barone .......................................................... 154
29. ESP Project Leader Profile: Debra Lee ............................................................... 158
30. ESP Project Leader Profile: Kay Westerfield ....................................................... 162
31. ESP Project Leader Profile: Stephen Horowitz .................................................... 166
32. ESP Project Leader Profile: Pam Dzunu ............................................................. 170
33. ESP Project Leader Profile: Marta Baffy ............................................................. 174
34. ESP Project Leader Profile: Vince Ricci ............................................................. 178
35. ESP Project Leader Profile: Kirsten Schaetzel ..................................................... 182
36. ESP Project Leader Profile: Elizabeth Matthews ............................................... 186
37. ESP Project Leader Profile: Mark Krzanowski .................................................... 190
38. ESP Project Leader Profile: Sandra Zappa-Hollman ........................................... 194
39. ESP Project Leader Profile: Valia Spiliotopoulos ................................................ 198
40. ESP Project Leader Profile: Andrew Silberman .................................................. 202
41. ESP Project Leader Profile: Jennifer Roberts ....................................................... 206
42. ESP Project Leader Profile: Elise Geither ........................................................... 210
43. ESP Project Leader Profile: Michael Ennis ......................................................... 213
44. ESP Project Leader Profile: Jennifer Speier ....................................................... 217
45. ESP Project Leader Profile: Gina Mikel Petrie .................................................... 221
46. ESP Project Leader Profile: Charles Browne ...................................................... 225
47. ESP Project Leader Profile: Marcelo Concario .................................................. 229
48. ESP Project Leader Profile: Andy Gillett ............................................................ 233
49. ESP Project Leader Profile: Louise Greener .......................................................... 237
50. ESP Project Leader Profile: Tim Murphey .......................................................... 241
51. ESP Project Leader Profile: Alan Simpson ......................................................... 245
52. ESP Project Leader Profile: Christoph A. Hafner .............................................. 249
53. ESP Project Leader Profile: Caroline Hyde-Simon ............................................. 253
54. ESP Project Leader Profile: Shelley Staples ....................................................... 256
55. ESP Project Leader Profile: Christine Coombe ............................................... 261

PART III – ANALYSIS OF THE PROFILES WITH A FOCUS ON LEADERSHIP COMMUNICATION .................................................. 266

Two conceptualizations of leadership ........................................................................... 266
The relevance of vision ................................................................................................. 268
The application of the two leadership conceptualizations to undergraduate courses .... 270
Framing ESP program development as leadership ...................................................... 272
The relevance of the S.T.A.R./C.A.R. frameworks .................................................... 274
Framing the communication in the profile narratives as leadership ......................... 276
Negotiating ESP program quality ................................................................................ 280
Keys to ESP project success in the profiles ................................................................. 282
Conclusion – the metaphor of the orchestra ............................................................... 288
References .................................................................................................................. 290
Announcement about the D. Scott Enright TESOL Award 2022 ............................ 294
Titles by Candlin & Mynard ePublishing Limited ...................................................... 297
TABLES
Table 1. Overview of the Projects in the 55 Profiles 40
Table 2. Best Practices in EOP 273

FIGURES
Figure 1. Word Tree of “Principled ESP” in 2012 Global Discussion of ESP 27
Figure 2. Featured Leaders and Publication Dates of Their Profiles (Knight, 2021) 34
Figure 3. Poster of ESP Project Leader Profiles for TESOL 2018 by Tarana Patel 39
Figure 4. EOP Best Practices (based on exact words) 276
Figure 5. EOP Best Practices (based on similar words including generalizations) 276
Figure 6. Definitions of Leadership (based on similar words including generalizations) 277
Figure 7. Definitions of Leadership (Knight, 2015) 277
Figure 8. Narratives of 20 ESP Project Leaders (based on similar words including generalizations) 277
Leadership and ESP Projects Success Stories

English for Specific Purposes (ESP) has a long tradition, focusing particularly on the specific needs of adults in EAP (English for Academic Purposes) and EOP (English for Occupational Purposes). Special-purpose language instruction has existed for as long as individuals speaking separate languages have come into contact. According to John Swales, in his *Episodes in ESP* (1988), modern-day published ESP work probably began with C. L. Barber’s (1962) “Some measurable characteristics of modern scientific prose;” and because English has become the dominant language of wider communication, ESP work continues in many forms throughout the world.

This collection assembled by Kevin Knight is a useful compilation of different types of work successfully designed and implemented in the ESP tradition. What, in fact, does that mean? As Kevin points out, it means that the work discussed here evidences both the leadership traditions and the central components of ESP projects and instruction. Kevin provides a list of these components, and here is a shorter list that my EOP colleague and I compiled from the literature for a popular ESL/EFL methodology volume (see Johns & Price, 2001). ESP projects are:

- Designed to meet the immediate specified (assessed) needs and wants of the learners and the goals of the stakeholders in the target situation.
- Related in content to particular disciplines, occupations, or activities.
- Centered on the cultures, language, and discourses (genres) appropriate for these activities.
- In direct contrast to so-called “Teaching General English,” or “English for No Obvious Reason,” thus providing instruction for an identified and assessed group of students.

It is interesting that Kevin has focused on leadership and ESP; because, for most of us, successful leadership for project completion requires remarkable rhetorical flexibility and empathy. We who have been involved in ESP projects are principally language experts, not experts in the particular work that the project students need to perform in English. Thus, the “English for Automotive Purposes” project manager who appears in this volume needs to convince the stakeholders that the curriculum project is doable even though its manager does
not have a business or technical background. This convincing aspect is true in academic contexts, as well. As I write this text, I am teaching what Swales (1990) called a “wide-angled” EAP course: Academic Writing for Graduate Students. Registered in that class are students who are required to write in various genres and sub-genres (research articles, theses, blogs, personal statements, proposals, case studies) and represent ten different disciplines, from philosophy to social work, homeland security, and cell and molecular biology. In the syllabus, I make very clear that the papers they write in their disciplines can vary in a number of ways:

- By genre: What the texts are called by experts and what these named genres mean to them.
- By topic: The ways the topics are understood and constructed.
- By structure, e.g., some research articles have the famous IMRaD (Introduction, Methods, Results, and Discussion) structure, but many others do not.
- By methodology employed in the research.
- By uses of visual material and technology.
- By preferred referencing and citation styles. Headings vary, as do methods for citation and referencing (e.g., APA, MLA.)
- By language use and register.
- By stance (how the writers can “talk” to their audiences about their topics).

So how, pray tell, can an instructor meet all of the needs in this class? That’s a question I have been dealing with in wide-angled courses for many years. The instructor requirement: a kind of distance and rhetorical flexibility that must be developed over the years.

As everyone who contributed to this volume knows, a project that satisfies all stakeholders is not at all easy to realize. My colleague, Leketi Makalela, and I re-discovered this fact as I was analyzing the student needs and wants for a curriculum project at a South African university, still considerably damaged socially and psychologically by apartheid (2011). It may be difficult to conduct an effective needs assessment and target situation analysis, even with the best of intentions and under other conditions, as well. The project “leadership” element requires a kind of navigational competence and listening skill that is difficult to acquire and maintain. In addition, an effective needs assessment never ends, as those who build and maintain ESP projects know very well. I don’t see much of that struggle in the project reports described here, but perhaps they resemble a published research article which ignores the problems faced, the
failures, and the other challenges when involved in demanding research and curriculum development.

There are so many variables to consider! For instance, we need to design or find the appropriate tools for our needs assessments and target situation analyses. Sometimes the tools are in place: tests, interviews, data, writings of various kinds. But more often than not, we need to design or find the appropriate tools. Among them, of course, are questionnaires and surveys, interviews with key stakeholders, observations, including job-shadowing or classroom observations, examining modes of working or studying, or spoken and written reflections. Whatever decisions we make, often in concert with key stakeholders, must be appropriate and relevant for the population to be served. If we don’t pay attention to relevance, we can fail. When visiting the Kenya Parliament years ago, I remember hearing a very angry legislator discussing the surveys that were put in all of his colleagues’ mailboxes. Surveys were, the American project leader found out, inappropriate for that stakeholder population. His project was immediately terminated.

Sometimes, as my colleague Cynthia Eid and I discovered in our curriculum project at Antonine University in Lebanon, it’s more effective to create two or more needs assessments over time, even over several years with (in some cases) a variety of stakeholders as they rotate out and shift professional responsibilities (2011). In other situations, it’s more effective to dig in—to devote considerable time to teacher involvement or sitting in on classes, as was the case for the MSW Program discussed in this volume.

Of course, we must consider the students themselves, who somehow must be both cooperative and satisfied. They, too, need to be assessed in ways that are both important for the project but relevant to their lives. Their depth of involvement in L1, their goals and possibilities in life, their personalities, and the ways they have been taught in the past must all be part of a project manager’s thinking. I was a co-leader in the Fulbright project in China (1981-82), where I attempted to teach the students, former Russian teachers soon to be English teachers, approaches to methodology (Audio-Lingual Method, the Direct Method, etc.). When I began to demonstrate The Silent Way, the student “monitor” for the class came to me and whispered, “You have been silent with us, you Americans, since the 1940s; we don’t want any more of it!” So that approach was scrapped quickly.

Of course, we cannot just complete our needs assessment and target situation and then leave, as a number of the contributors to this volume point out. Instead, as project leaders, we have to “negotiate how the quality agreed upon is achieved,” as one project leader points out. This may require negotiating with major players in a country, university, profession or city. For example, one of the profiles discussed here includes a negotiation with the officials of the Shanghai Municipal Education Commission about a paradigm shift in the test-oriented programs. This undoubtedly required working carefully with corporate leaders or the students themselves as effective assessment is designed. And success must be measurable. For example,
“quality of life,” one of the project goals, is much harder to measure than proficiency in writing.

As the project begins, of course, a vision needs to be created upon which important stakeholders and the project director agree. As this vision evolves, one of the contributors to this volume notes, “strong communication ...helps to build trust...and contribute to innovation and problem-solving.” And that’s the secret: strong communication, mixed with deep cultural empathy and understanding, combined with the expertise necessary to carry out the project.

Congratulations to the group of leaders discussed here for their success in project completion and evaluation. You are certainly a dedicated and talented group—models for the English for Specific Purposes profession!

References


Ann M. Johns
Professor Emerita, Linguistics and Writing Studies
San Diego State University (SDSU)
ACKNOWLEDGEMENTS

This volume is dedicated to the featured leaders in the profiles who have graciously shared with the world their success stories and given me the opportunity as the author of this volume to illuminate those stories. My sincere gratitude also goes to two giants in the field of ESP, Ann M. Johns for writing the preface and Vijay K. Bhatia for his endorsement of this volume. I continue to be grateful to TESOL International Association for publishing 50 profiles on the TESOL Blog and five profiles in ESP News (the newsletter of the TESOL ESPIS), and thereafter, permitting the 55 profiles to be republished. Candlin & Mynard have my gratitude indeed for publishing this volume as a free e-book that can be shared easily worldwide. Finally, I am grateful to Christopher N. Candlin and Alan Jones, who supervised my doctoral thesis at Macquarie University, because the profiles in this volume are based on two questions in that Ph.D. thesis.

Kevin Knight
Kanda University of International Studies, Chiba, Japan
ESP stands for English for specific purposes, and this volume (English for Specific Purposes Project Leader Profiles: The Leadership Communication of 55 ESP Project Leaders) is a collection of valuable and highly praised stories. These stories were co-constructed by the 55 featured leaders and by me (Kevin Knight) in my role as the author/interviewer who created the two prompts to which the leaders responded. The profiles were created so that ESP practitioners and researchers worldwide in the ESP Interest Section (ESPIS) of TESOL International Association (TESOL) could share their professional experiences with each other. (However, the 55 featured leaders have not all been members of TESOL.) Fifty (50) of the 55 profiles were first published on the blog of TESOL International Association. Their value for all teachers in all fields was recognized, and therefore, the profiles were included as a reference in the ELT Leadership Management Certificate Program of TESOL International Association. The most recent profiles (51 to 55) have been published in ESP News (the newsletter of the ESPIS published by TESOL). All of the profiles (1 to 55) can be accessed by anyone worldwide. It was suggested to me by Laurence Anthony (profile 25) that all of the profiles should be in one place. The links to all of the profiles have been published in the About This Community section of ESP News. The links are also available in the TESOL ESPIS Library to which TESOL members have access in myTESOL (which is a social networking platform of TESOL International Association). In addition, the links are listed on my website (https://leadershipconnectionproject.wordpress.com/).

For increased accessibility, the next step was to publish this collection of stories as a book. The e-publisher, Candlin & Mynard, obtained the copyright from TESOL to republish these profiles, and all of the featured leaders signed permission forms, with the exception of Mark Krzanowski, who passed away in 2021. Due to my experience of collaborating with Mark over the years, as you will read in this volume, I believe that he would have strongly desired his profile to be included so I have acted accordingly. Please keep in mind that the bios of the

---

**ESP practitioners’ descriptions of the profiles**

“…a nice way to communicate what we do and offer practical, experience-based advice for fellow ESPers around the world.”

*Karen Schwelle, Washington University in St. Louis, U.S.A.*

“I stop and read each new one you post and feel my knowledge of leadership, different practices and the state of the field are enhanced.”

*Stacy Sabraw, Duke University, U.S.A.*
featured leaders in the profiles have not been updated based on the agreement with TESOL and the publisher’s policy about republication. Some of the featured leaders have provided links to websites where you can see their updated bios and publications.

This volume has been divided into three parts: 1) introduction to the profiles, 2) the 55 profiles, and 3) analysis of the profiles. In writing the two chapters introducing and analyzing the profiles, I draw upon my previous publications and presentations as I tell my story of 1) why the profiles were created and 2) what we can learn about leadership and communication from the profiles. These profiles feature the founder of the TESOL ESPIS, two presidents of TESOL International Association, and leaders and experts worldwide. It is truly an impressive group with valuable information to share. There is certainly a need now for practitioners, researchers, and students around the world to hear all of these stories!

Ilie and Schnurr (2017, p. 5) write about the need for a study of leadership communication:

> Despite the emphasis in the literature devoted to leaders needing to articulate their vision effectively and communicate it convincingly, there are relatively few studies of how different leaders use the resources of language to do that.

The collection of leadership definitions and narratives in the ESP Project Leader Profiles was not intended to be used as data-sets in a study of “leadership vision creation,” but Part III of this volume refers to some of my publications and presentations as the profiles are explored from the perspective of communicating to create and achieve visions. (See Knight (in review) for a study of leadership as an empty signer (Laclau & Mouffe, 2001) which has as one its outcomes the creation of the profiles.) A metaphor for an ESP project in this volume is a tree that the featured leader in a profile brings to life through communication (and if you are sensitive to the concept of framing, you may also see what is unintentionally implied in the metaphorical role of the ESP leader who brings projects to life with words). I was inspired to choose the image of the tree for the cover of this book because of my interviews with two leadership experts from the Center for Creative Leadership who had drawn a tree and explained to me that the leader nurtures the tree as the sun and the rain (Knight, 2017a). I can see more clearly now the power, as well as the responsibility, of the leader that is implied in this image. The trees on the cover are framed as project leadership in this volume.

The profiles may be viewed from multiple perspectives. In what follows in this chapter are some insights and information that may be relevant to reading and understanding the profiles from my own perspective based on my role in creating the profiles and on my academic and professional experiences:
Dr. Kevin Knight (PhD in Linguistics, MBA, MPIA, BA) is Professor in the Department of International Communication (International Business Career major) and has also worked in the Career Education Center of Kanda University of International Studies in Chiba, Japan. In the English for Specific Purposes Interest Section (ESPIS) of TESOL International Association (TESOL), he has served as Chair, English in Occupational Settings (EOS) Representative, and ESPIS Community Manager. He is currently editor of ESP News (the ESPIS newsletter). He was also a member of the Governance Review Task Force (GRTF) appointed by the TESOL Board of Directors. In addition, he has been a TESOL blogger in the area of English for Specific Purposes (ESP). In 2021, after being nominated by the leaders of the ESPIS, he was selected as the recipient of the 2022 D. Scott Enright TESOL Interest Section Service Award. In the Asia-Pacific LSP and Professional Communication Association (LSPPC), he is a member of the Executive Committee and has taken on the leadership role of Outreach Officer. He has more than 30 years of professional experience working for private, public, and academic sector institutions including Sony and the Japan Patent Office (International Affairs Division). His doctoral research on leadership communication (i.e., discourse) as a basis for leadership development was under the supervision of Emeritus Professor Christopher Candlin and Dr. Alan Jones.

My roles in TESOL International Association as ESP blogger and editor of the ESPIS newsletter are directly related to the creation and publication of the profiles. However, my other roles have also influenced how this volume has been constructed, and one helpful illustration comes to mind. Around the year 2000, I had a calendar of ocean paintings by Christian Riese Lassen in my office at Kanda Gaigo Career College (KGCC) in Tokyo. After the year had passed, I saved the individual paintings, and I experimented combining those paintings consisting of one house/coast/ocean. I discovered that if I placed two of the paintings together in the correct way (as in a puzzle), a new seamless painting was formed of two houses on the coast of the same island with one ocean; i.e., an original work based on the paintings of Lassen. This volume has been created with this same concept in mind, but instead of paintings, I have been connecting genres; specifically, blog posts, newsletter articles, journal articles, a doctoral thesis, webinars, and book chapters in order to frame and illuminate the ESP Project Leader Profiles. In doing so, I have been replicating and combining quite a few of my own publications, most of which have been peer reviewed and/or edited. My aim is to contextually ground the creation of the profiles and show how leadership has been designed.

Some readers may want to skip the remainder of this chapter initially and read the 55 profiles before considering some of the various factors that may have had an influence on: 1) how the profiles were created, and 2) how the information in the profiles is communicated. When I was a graduate student in an international affairs program, I recall being told in one
class that I was supposed to “read” the large volume of assigned materials in such a way that I discovered and learned things that I did not already know. Many years later, I would be told something similar while pursuing my Ph.D. in linguistics. My advice to the reader of these profiles is to skim through the various parts of this volume to find the material that is of relevance and interest to you. See Table 1 at the end of this introductory chapter for an overview of the projects in the 55 profiles in Part II of this volume.

On the other hand, if you are thinking about constructing your own ESP Project Leader Profile, I would encourage you to continue to read this chapter, which will help you to reflect on your own experience as an ESP practitioner and/or researcher and consider how you want to tell your own story. When I conducted research interviews with leaders for my doctoral thesis (Knight, 2015), I was often told by those leaders that the interview experience itself had been valuable for them. In preparation for those interviews, the leaders needed to reflect deeply on their own leadership beliefs and practices (in the public, private, and academic sectors relatively) and decide how and what to communicate about themselves in the context of the research interview.

During those research interviews, I was transformed from a leadership communication researcher into a consultant because of the value of the questions that I asked. The famous business management consultant Peter Drucker was known for “asking great questions, rather than trying to serve up answers” (Drucker Institute, 2014), and in this volume, I again take on the role of the consultant as I provide an opportunity for readers to reflect deeply on their own experiences, address questions about themselves, and decide how they want to share their leadership stories with different stakeholders.

The profiles in Part II provide models of the leadership communication of ESP project leaders. Parts I and III help readers to analyse those models (in Part II) for the purpose of achieving their own ESP project leadership communication goals. It may be helpful to keep in mind that in this volume, the endorsement of Vijay Bhatia, the preface of Ann Johns, the contributions of the 55 leaders in the profiles, and the ESP News article of Kay Westerfield (2022) in the appendix are all contextually bound and valuable examples of how ESP project leaders communicate for specific purposes. Ann writes in the preface that the featured leaders are “models for the English for Specific Purposes profession,” and one reason is the projects they have accomplished. I agree with Ann, and I would add that the featured leaders are also models for ESP practitioners and researchers worldwide because they show us in the profiles how we can effectively communicate to readers worldwide about ESP projects of which we have been leaders ourselves. In other words, the featured leaders’ stories about their leadership communication may be viewed as models for our own stories about our leadership communication in the creation, implementation, and assessment of ESP projects.

Parts I and III of this volume are a compilation of stories and events that illuminate some of the factors that seem to have shaped how the featured leaders’ stories in Part II have been written. When I teach students how to write research papers in their fields of expertise, I advise
them to do close readings of articles in the top journals in their fields (and/or to conduct a corpus analysis with Laurence Anthony’s Antconc). A close reading (and/or corpus analysis) of the stories of the featured leaders in Part II can help you to construct your own profile for publication.

**The relevance of narrative and the co-constructed research interview**

C. S. Lewis (1966, 1982, p. 140) writes:

> Of a book’s meaning...its author is not necessarily the best, and is never a perfect, judge. One of his intentions usually was that it should have a certain meaning: he cannot be sure that it has. He cannot even be sure that the meaning he intended it to have was in every way, or even at all, better than the meaning which readers find in it.

My belief is that the readers of this book will find meaning and value in it that exceeds my expectations, due to the contributions of the featured leaders. My role in this book is to help illuminate (from my perspective): 1) how those contributions were shaped, and 2) what we can learn from the profiles about the significance of communication in ESP project leadership. In my role as a researcher of professional and leadership communication, I see myself as a creator, co-creator, collector, explorer, investigator, analyser, and illuminator of leadership narratives. Taking a reflective stance and looking at leadership as an empty signifier while exploring my activities in a study conducted years earlier on the leadership conceptualization process (Knight, in review), I have come to see researchers, including myself, as artists who create stories and help others to create stories. Clifton, Schnurr, and Van De Mieroop’s (2020) volume on leadership narrative analysis is one of the publications that further focused my attention on how and why I have been “painting” (with words, word clouds, tables, graphs, and figures) pictures of leadership, and my beliefs about leadership reflect Tourish’s (2016) call for artists to make clear what leadership is and Fairhurst’s (2005, 2011) view that leaders create the world with words through their framing of it. The ESP Project Leader Profiles are examples of how I have been creating stages on which (and also providing the prompts with which) others have been able to tell their own stories about their leadership performances. When the profiles are viewed as being dynamically co-constructed (Talmy, 2011), appreciated as pieces of art, and recognized as strategic communication created for a specific purpose, with a specific audience in mind, in a specific place, at a specific time, and under specific conditions, it is possible to learn something about how the English language may be used to frame ESP practitioners and researchers as leaders in their field. I leave it up to you to decide whether the profiles are best viewed as:
My preference is to view the profiles in multiple ways, especially as interesting and inspiring insights of ESP professionals that may teach me something about the action that I can take and the communication strategies I can use as an ESP practitioner or researcher to achieve success as an ESP project leader. What we find is often related to what we are seeking, and I was collecting success stories that could be used and shared for professional development (ESP and leadership communication) worldwide. As you read the stories in the profiles, you might want to keep in mind the following questions: What do you think was the intention of each of the featured leaders by their responses to the interview prompts? How were they positioning themselves in the field of ESP and as project leaders? What effect did the stories have on you as a reader? The answers to these questions could influence how you talk and write about yourself as an ESP project leader.

**The relevance of genre**

The 55 profiles have been published by TESOL International Association as blog posts (1 to 50) or newsletter articles (51 to 55). In my role as an official TESOL blogger in the field of ESP, I published 143 blog posts from March 9, 2012 (Global Resources and Leadership Development in ESP) to December 11, 2018 (ESP Project Leader Profile: Tim Murphey). In one of the blog posts (Knight, 2016b), written in the style of an ESP Project Leader Profile, I featured Vijay K. Bhatia and announced his new book on critical genre analysis of professional practice (Bhatia, copyright 2017, published in 2019). An extract from that blog post states:

---

1. A collection of 55 ESP project leader profiles
2. Guidelines for developing ESP programs
3. A training manual for writing an ESP project leader profile
4. Wisdom of ESP project leaders
5. Valuable examples of professional practice in the field of ESP
6. Professional development material for ESP practitioners and researchers
7. Leadership and ESP discourse that may be used and adapted in stories of leadership told in an interview for a job promotion or for admission to a graduate school program
8. Promotional materials featuring selected ESP practitioners and researchers demonstrating their leadership qualities and experiences
9. Data for narrative analysis of ESP project leaders
10. All of the above, and much more

---

Blog posts and newsletter articles are written and published for specific purposes with specific audiences in mind. When I was co-creating the 55 profiles, I wanted the featured leaders to look good to the readers. As a TESOL blogger, I kept in mind that what I was writing would most likely be around for a very long time so I always tried to write something that I would not regret years later. In addition, the links to the blog posts and to the newsletter articles could be shared with readers (TESOL members and non-members) worldwide. The featured leaders constructed their own accounts in the profiles for their own purposes with an understanding of the genres involved and their targeted audiences. An interesting exercise for me in reading these profiles has been to ask myself who the featured leader was targeting (e.g., readers in the public, private, or academic sectors; supervisors or peers, corporate clients, etc.), and for this purpose, an analysis of the word choice (e.g., d/Discourse) and writing style is helpful. How would you want others to view you as an ESP project leader, and how would you communicate in order to achieve that result?

The parts of a profile

The profiles are written in the style of an email sent to a large number of readers. As chair of the ESP Interest Section (ESPIS) in TESOL, I sent numerous email to the 1,000+ members on our mailing list at the time, and I retained the same style of communication as a TESOL International Association blogger. The word limit of a blog post was eventually set by TESOL to 1,200 words maximum, and I have tried to keep the same word limit for the profiles published in ESP News (the ESPIS newsletter), even though the articles in ESP News have a word limit of 1,750 words (also set by TESOL). The parts of a profile include:

In a review of the book on the publisher’s announcement, John Swales, Emeritus Professor of Linguistics at the University of Michigan, Ann Arbor, and an ESP giant, writes

...Vijay Bhatia writes something very profound and very important...that genre theory often gives “the impression as if producing genres is an end in itself, rather than a means to an end”. That I think is the ultimate and very valuable “take-home message” of this (book), and, in demonstrating this, it will provide a very useful corrective to the current direction of many contemporary studies of genre in academic and professional contexts.
Based on the research in my doctoral thesis and on my experience over the years as a part-time MBA and graduate school admissions consultant (at AGOS in Japan currently), it seems to me now that the profiles contain two parts of an application to an MBA or graduate school program. The bio contains parts of a resume or a curriculum vitae (CV), and the leader’s response to the two prompts are answers to essay questions and/or interview questions. In my concluding comments about those responses, I am acting as the interviewer and/or a member of the admissions committee giving a favorable evaluation of the applicant. The profiles themselves are therefore very good examples of how professionals in the ESP field can communicate their own stories in job interviews, and this aspect of the profiles is discussed in more detail in the concluding chapter of this volume. I should add that the concluding comments gave me the opportunity to share my own experiences, insights, information, and new ideas with profile readers. These comments were inspired by the stories of the featured leaders. When you read a profile, what stories about yourself come to mind? (That reminds me of the time that I…) What innovative ideas are inspired by the profiles? (I just thought of something...)

**Bios and contact information of featured leaders**

As noted at the start of this chapter, the bios and the contact information of a leader in a profile may be outdated. Some of the leaders have provided links to websites where you can read their current bios, list of publications, and/or contact information. (Please see the start of Part II.) It has been interesting to me to see how our careers have changed over the years, and the profiles contain only one of our stories at one point in time of our lives. I tend to think of these stories in terms of the photographer Stephen Wilkes’ (2016) “day to night” TED Talk where he shows and discusses how he “crafts stunning compositions of landscapes as they transition from day to night, exploring the space-time continuum within a two-dimensional still photograph.” Wilkes takes hundreds of photos of people, animals, and activities in one place for a 24-hour (or so) period of time. He then chooses the best of these photos and creates one composite photo of a specific location. In the same way, we try to capture the best “photos” or accomplishments of our professional lives in our resumes and CVs. The profiles in this volume
are only one “photo” in a composite photo of the featured leaders’ own professional experiences; they are only one bullet point in a resume or CV. In a TESOL Blog post (Knight, 2017b), I wrote about my experience using Wilkes’ video to prepare my students for job interviews in Japan.

…I had the opportunity to show the “day-to-night” TED Talk to a group of unemployed adult learners who were preparing for job interviews in a government-sponsored Hello Work program. In this context, I asked the students to reflect on their lives, their professional careers, and their success stories in view of the day-to-night approach. I reminded the students that each of their precious memories contained “stars” (or impressive details) that made their stories shine brightly. I asked the students to look for those stars and include them in their job interview responses.

The accounts of the featured leaders in the profiles, which certainly contain such “stars,” are not the only way in which the specific professional experiences could be shared with readers worldwide – the leaders made choices of how their stories would be told, and we should pay close attention to this aspect of the profiles. If you were featured in a profile, which story would you want to share about yourself? Why? What are the “stars” that you would want others to see in that story?

**Defining leadership in a profile**

The two prompts, which set parameters on the stories to be told, were adapted from the questions used in conducting semi-structured interviews with leaders in the private, public, and academic sectors in my doctoral research, which was under the supervision of Christopher N. Candlin and Alan Jones at Macquarie University in Sydney, Australia. Chris was awarded the Order of Australia on Australia Day in 2016 after his death on May 10, 2015; my Ph.D. thesis (Knight, 2015) was published one month earlier, and the first profile was published only five days earlier on May 5, 2015. (Chris and Jo Mynard are the co-founders of Candlin & Mynard, the publisher of this volume.) The two prompts in each of the profiles were slightly modified over time, but they were primarily written as follows:

1. Define leadership in your own words.
2. Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?
During my doctoral research, I had conceptualized leadership in two primary and overlapping ways. First, in a TESOL Blog post (Knight, 2013a), I wrote:

As a researcher of professional communication, I recognize that many different conceptualizations of leadership exist. For me personally, however, I like to view leadership as a communication process consisting of two parts: 1) communicating to create a vision and 2) communicating to achieve a vision. Leadership is considered by many to be an “influence relationship,” and in my personal conceptualization of leadership, leadership would involve influencing others through communication associated with the goals of part 1 and part 2. Viewing leadership in this way also facilitates the teaching of those communication skills that would be used to create a shared vision and to motivate others to achieve a shared vision.

Second, in a co-authored book chapter (Knight & Candlin, 2015, p. 36) and in my doctoral thesis (Knight, 2015, pp. 413, 426), I conceptualized leadership in a similar way:

Leadership is making real a vision in collaboration with others.

In the second leadership conceptualization is implied the communication required to create and achieve the vision with others. In these definitions, I would come to see in ESP program creation and implementation an example of the creation and achievement of a vision; i.e., ESP practitioners and researchers may act as project leaders. (In the concluding chapter, this leadership practice is addressed in more detail.) In addition, based on my doctoral research, I expected the project leaders to frame their responses to the second interview prompt in terms of their definitions of leadership. In other words, I was looking for a featured leader: 1) to describe leadership in a way that the profile readers agreed was a correct definition of leadership, and 2) in alignment with the definition of leadership provided, to share a story in which the leader could show how he or she filled the role of the leader in an ESP project.

The second prompt called on the leaders to share a success story. In Knight (2015), this question was adapted from Fairhurst (2011). Although I recognized that much can be learned by reflecting on failures, I was personally interested in being inspired by the achievements of the featured leaders. The second prompt was intended to elicit from the leaders the communication techniques that they used to influence others to achieve their goals in a successful ESP project. How would you respond to the two prompts? What effect would you want to have on your readers? What words and phrases would you choose?
Defining ESP in a profile

In addition to asking the featured leaders to talk about their communication in leadership roles, the second prompt required the success story to be an ESP project success story in which the profile readers would be able to see how a leader conceptualized ESP. My views of how ESP should be defined were shaped by my participation in the TESOL ESPIS. At the annual convention of TESOL International Association in New York City in 2008, I was elected to the position of English in Occupational Settings (EOS) Representative of the ESPIS. TESOL 2008 was my first TESOL convention, and during the meeting of the ESPIS Steering Board, the outgoing ESPIS Chair, Karen Schwelle, asked me if I would take on the project of creating a PowerPoint presentation that defined ESP. As the new member, I immediately accepted, and soon after returning to Japan, I reached out to the ESPIS community worldwide for help in creating this PowerPoint. Anne E. Lomperis (a former EOS Representative) and Margaret van Naerssen (a former ESPIS Chair) responded to me quickly, and at Margaret’s suggestion, we invited Kay Westerfield (founder of the ESPIS) to join us.

As I read the email exchanges of these three veterans in our small group discussion (lasting many months) about how ESP should be defined for practitioners and stakeholders, I began to view my work experience in Sony, Kanda Gaigo Career College, and the Career Education Center of Kanda University of International Studies in a different way. Before the creation of this ESP PowerPoint presentation, I was under the impression that almost all of my teaching and training in the academic, private, and public sectors would fall under the category of ESP. In the ESP PowerPoint, however, ESP would be defined as an approach used to address the immediate needs of learners for English language communication skills in their training or in their work.

An example of ESP training would be when I worked with a group of scientists to prepare them for the presentations that they would soon be making at an international conference. On the other hand, a business internship program that I created for undergraduates included strands of ESP training; e.g., the English language communication training that prepared my students in their roles as business consultants to create and deliver their recommendations in the form of a presentation (in English) for stakeholders. The ESP PowerPoint has been used throughout the years as a training tool in the ESPIS, and therefore, in the context of the creation of the ESP Project Leader Profiles, the first few slides are republished in this volume with the permission of all of the co-authors (Knight et al., 2013). The entire PowerPoint can be accessed at:

English for Specific Purposes: An Overview for Practitioners and Clients (Academic & Corporate). Kevin Knight, Anne E. Lomperis, Margaret van Naerssen, and Kay Westerfield
In ESP News, van Naerssen (2021) clarifies the content of the ESP PowerPoint more than 10 years after its publication:

The potential power of ESP is in its key principle: It focuses on real and immediate communicative needs (or near immediate), a predictable range. Needs analysis is at the core of ESP. Instruction and training are supported by authentic tasks and material specific to the learners’ needs. ESP was and has been a learner-centered approach long before learner-centered language teaching became a movement.

...Sorting out distracting ESP “cousins”
ESP is one approach used in the spread of English internationally in educational/training centers. Content-Based Instruction (CBI) is another. ESP and CBI are frequently erroneously equated. As Brinton (2005) noted, both share meaningful use of language. Learners in both usually form a discipline-specific cohort.

There are, however, critical differences. In CBI content themes/materials of likely interest to learners provide coherence, the “glue”, for prioritized language skills. CBI leaders, e.g., Brinton and Wesche, argue that students get “two for one”—both content knowledge and increased language proficiency. CBI can be a valid model for a long-term language development goal.

An ESP perspective, however, should be considered if learners have more immediate English communicative needs such as for working as tourist guides, banking clerks, researchers preparing for an international conference, or students assigned to read a critical article in English in their field. Needs analysis should drive the English communication training. See the diagram below.

Another distractor is English as a Medium of Instruction (EMI). It is sometimes thought of as an approach, but is actually a policy about the Medium of Instruction (MOI). (Kay Westerfield, 11/29/2017, p.c.). Content and Language Integrated Learning (CLIL) refers to teaching subjects such as geography or science through the MOI of a foreign language. Although if systematic analysis is done of learners’ immediate needs in such a course, and if relevant communications support is provided, a supporting ESP strand might be added.

<table>
<thead>
<tr>
<th>ESP &amp; CBI</th>
<th>Use-Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBI</td>
<td>Content-driven</td>
</tr>
<tr>
<td>ESP</td>
<td>Needs-driven</td>
</tr>
</tbody>
</table>

Considers Eventual Use

Needs are less defined

Considers Immediate or Very near future uses
At the time that the ESP Project Leader Profiles were launched, I was aware that many ESP practitioners and researchers around the world might view ESP more broadly than the way it is described in the ESP PowerPoint (2010) and in van Naerssen (2021). For this reason, I began to include a link to the ESP PowerPoint in the invitation email that I would send to a featured leader, and in some cases, I would request a narrative that was in alignment with the PowerPoint content. From the invited leaders’ responses to the two prompts in a profile, however, ESP projects were (in some cases) not being defined as training for English language learners’ immediate communication needs; e.g., the creation of an ESP book, an ESP journal, an ESP research paper, and ESP blog posts (i.e., the ESP Project Leader Profiles). In reading these profiles, you may want to ask yourself which of the stories are examples of ESP training as conceptualized in the ESP PowerPoint (2010) and van Naerssen (2021). A comprehensive and scholarly conceptualization of ESP, which explicates the ESP PowerPoint (2010) slides, appears in the journal article of Shahid Abrar-ul-Hassan (2012), who is a former ESPIS Chair. The ESP project described in Shahid’s profile (15) in this volume is the creation of his article, which I have cited in my doctoral dissertation and in other papers. Shahid and Ismaeil Fazel (a former ESPIS Chair) would later co-author an encyclopedia entry on ESP (Abrar-ul-Hassan & Fazel, 2018.)

English for specific purposes (ESP), a growing subfield of English language teaching (ELT), is an approach to language teaching and learning which centered on learners’ as well as stakeholders’ specific needs for learning the language. In ESP curricular decision-making, materials development, and pedagogy are guided by the needs identified through a systematic process. The central questions to start with in ESP are: Why does a learner need to learn the language, and what does the learner want to do with English? This explicit focus on the language needs of learners is the defining characteristics of the ESP approach. Therefore, its specificity can be explicated in terms of relevance to the needs as well as the application or instrumentality of the target proficiency in an academic or occupational setting. Unlike general ELT practices, ESP learning objectives are directly linked with a learner’s engagement in a specific speech or discourse community. Therefore, it is about the specificity of the needs of learners who wish to perform in academic or professional contexts and how these needs are catered to (Belcher, Johns, & Paltridge, 2011). In other words, an ESP course enables learners to use English in a particular speech community, which is accomplished by developing or honing specific (needs-driven) skills that are required for the learner’s communicative competence. ESP, thus, is goal-oriented and focused English language instruction, which is tailored to meet learners’ specific (academic or professional) needs (Abrar-ul-Hassan, 2012). [p. 1]
More recently, given the burgeoning diversity in settings of ESP research as well as the growing complexity of ESP learners’ needs, there have been increasing calls for further attention to be paid to the needs of multilingual learners, particularly drawing from sociocultural notions, such as identity and positioning (e.g., Belcher & Lukkarila, 2011). In terms of research methods, it seems ESP is increasingly moving beyond its reliance on the quantitative methods to include more qualitative methods of inquiry, such as longitudinal case studies and ethnography. Calls have also been made for ESP researchers to employ mixed method research approaches (cross paradigm) over the traditional quantitative research practices, to the extent possible, and to further extend ESP research with a critical perspective in investigating the emerging exigencies of ESP learners in today’s modern world (Starfield, 2016). [p. 13]

Abrar-ul-Hassan and Fazel (2018) remind me that this volume could be seen as an ethnographic investigation of ESP practitioners and researchers conducted by a member of the community of practice, and details that contextually ground the profiles are illuminated.

The conceptualization of ESP that has been championed by Margaret was labeled at one time as “principled ESP.” A text search query for the term “principled ESP” in the final one-month long TESOL ESPIS Community Discussion 2011-2012 generated 57 results. Knight (2013b, pp. 23-24) provides an overview of these five discussions:

Sarangi and Candlin (2011, p. 17) note that “workplaces are in some sense held together by the communicative practices to which they give rise, or even, more boldly, that such communicative practices constitute the work of the workplace themselves.” A new way for the members of the TESOL International Association to communicate was created with the launching of the TESOL Community Network (i.e., online threaded discussions). The English for Specific Purposes (ESP) group in TESOL took advantage of this new community network to create the “TESOL ESPIS Community Discussions 2011-2012” for the professional development of its members and non-members on a global scale...The five TESOL ESPIS Community Discussions 2011-2012 not only educated the global ESP community but they also created a global ESP community. The community discussions generated (and resulted from) collaborations between TESOL Interest Sections and also between the ESP groups of TESOL and IATEFL.

The fifth discussion between leaders of the TESOL ESPIS and the IATEFL ESP-SIG was preserved as a PDF file (261 pages) in the ESPIS Library when the TESOL Community Network was replaced by the myTESOL social networking platform. An NVivo 12 text query produced the word tree in Figure 1.
The purpose and participants of that discussion are reflected in an extract from an ESP News article about the passing of Mark Krzanowski (Knight, 2021):

In February of 2012, members of the ESP groups of TESOL and IATEFL collaborated to lead a month-long community discussion. The opening statement of this discussion recognizes the involvement of the British Council in a speaker exchange between the two ESP groups.
and occupational contexts, which will be launched on 1 February 2012 on the TESOL Community site. (The discussion can be accessed at this link.)

In this historic discussion, our purpose is to look at English for Specific Purposes (ESP) from a variety of perspectives – personal and professional. We will tell our own stories as well as the stories of others we know, exchange views, explore concepts, ask and answer questions, learn from our similarities and differences, and share resources. We envision the discussion as an engaging brainstorming session on current ESP topics, where, as a global community, we will discuss connections between topics/ideas/methodologies throughout the discussion. At the end of the discussion, we will hopefully have come to understand ESP and each other in new and valuable ways.

The leaders of this inspirational discussion will come from the TESOL ESP IS and the IATEFL ESP SIG and include:

**IATEFL ESP SIG**
Mark Krzanowski (ESP SIG Coordinator) University of Westminster, London
Prithvi Shrestha (Journal Co-Editor) Open University, Milton Keynes, UK
Aysen Guven (Memberships Secretary) Bilkent University, Turkey
Modupe Alimi (Journal Assistant Co-Editor) University of Botswana
Andy Gillett (possibly future Committee member) Andy Gillett Consulting Ltd
Sam Thompson (possibly future Committee member) The London School of English International

**TESOL ESP IS**
Kevin Knight (Chair) Kanda University of International Studies, Japan
Debra Lee (Community Leader, Past Chair) University of Tennessee, USA
Susan Barone (English in Academic Settings (EAS) Representative) Vanderbilt University, USA
David Kertzner (Immediate Past Chair) ProActive English, USA
Margaret van Naerssen (Past Chair) Immaculata University, USA
Shahid Abrar ul Hassan (Past Chair) Sultan Qaboos University, Oman

The co-hosting of this discussion is one of the ways that the TESOL ESP IS and the IATEFL ESP SIG are currently collaborating. The two ESP groups are also engaged in a speaker exchange, and thanks to the efforts of Mark Krzanowski and Michael Carrier (Head, English Language Innovation, British Council), Debra Lee will be sponsored to represent the TESOL ESP IS at the 46th Annual Conference and Exhibition of IATEFL in Glasgow, Scotland in March of 2012 just before TESOL 2012 in Philadelphia.

The participants in the TESOL-IATEFL speaker exchange initiated by Mark would eventually be Debra Lee (TESOL), Kristin Ekkens (TESOL), and Prithvi Shrestha
what I took away from that month-long discussion on ESP were the following two comments by Margaret and Andy. Andy’s post was made some time after Margaret’s post and was not a direct reply to her post.

Margaret:

in TESOL there have been/still are many colleagues who are not accustomed to thinking of ESP as a principled approach based on real needs assessment, etc. Over time the label of ESP has been confused by the spread of content-based language instruction (CBI). Many may not be aware of the basic principles in ESP as it was originally promoted.

This is the reason that the ESP Interest Section developed the Power Point presentation that Kevin has introduced to this group. The ESP Interest Section was increasingly receiving proposals for conference presentations that were really CBI. Also, some newcomers to the interest section were not aware of principled ESP. Even in TESOL leadership some were not aware of what principled ESP is and were not aware of some of best practices work being done by individuals in the ESP IS...and were looking elsewhere for the development of workplace training programs. Also, some of us “old timers” in ESP were very concerned about the way ESP was sliding away from principled ESP. Hence, there has been a concerted effort by the ESP IS to restore principled ESP.

Andy:

I like Eleanor Rosch’s idea of prototypes. I’ve used the word already in this discussion. A prototype is a typical example. Birds are often used to explain it. Most people in the world know what a bird is. And if you asked them they could give you an example of a typical bird, or the most typical bird - often called the birdiest bird. To define a typical bird, it’s useful to look at the various features which these birdy birds possess. A prototypical bird, for example, is small, it has feathers, it has a beak, it flies, it sings, it lays eggs, it makes nests in trees, it’s brown (at least in UK) etc. The more of these features that a bird has, the birdier it is. So birds such as penguins and ostriches are not so birdy as they lack various feature.
We could therefore define prototypical ESP. It would exhibit all the features that Margaret is listing. There would, though, be other types of ESP which are less prototypical, but which we might want to include in some way. Prithvi’s example from Bangladesh would have a place, for example.

Dudley-Evans & St John (Developments in ESP, CUP, 1998) talk about absolute and variable characteristics of ESP, but I think the prototype approach could be more inclusive and it would be nice to include everyone in the IATEFL or TESOL group who teaches what they call ESP.

When I contacted Margaret and Andy about their comments above in early April 2021, I received not only permission to include them in this volume but also additional comments and clarification. Margaret suggested that I add:

van Naerssen (2021) notes that when she used “principled ESP” in that earlier posting, she was concerned about programs that were not based on ESP principles. The use of “principled ESP” was a shorthand phrase for such programs. But it would not have been appropriate to refer to a more general program as “unprincipled ESP” when it really wasn’t ESP.

Andy gave me his permission to add the following and referred me to his blog post about EMI (Gillet, 2020, http://www.uefap.net/blog/?p=1299):

As I get older and look back on what I have done, I begin to question many things. For example, ESP - as it is usually defined - has to be either study related (EAP) or work related (EOP). So if I teach hotel receptionists the language of checking in to a hotel, then that is ESP. However, if I teach something similar to hotel guests, then that is not ESP, as it is tourism-related language, not work-related.

I like (the late) Mike Long’s Second Language Needs Analysis (CUP, 2005) book, where he emphasizes that all learners have needs. I am interested in trying to address those needs in all cases, whether it is work or study related or not. So, I do not know whether we would want to say that a teacher who uses a so-called ESP textbook without thinking about the students’ actual needs is actually teaching ESP or not.

As I see it, there is language teaching that explicitly takes students’ needs into account and language teaching that does not. I am interested in carrying out research to investigate students’ needs and interests and basing my teaching on that. I don’t really mind if you call that ESP or not!
We also only refer to ESP when we are teaching second (etc.) language learners. In the UK, there is discussion about teaching EAP to home students. I do not know why it is an issue. I have had home students in my EAP classes for years! I am teaching research methods to BSc Construction Management students at the moment. They are all white male home mature students and they lack a lot of language, so I teach them! Is that ESP?

I have heard others talk about how the principles of ESP apply to all good teaching (e.g., David Kertzner). Understanding these principles has made me a better, more creative teacher and curriculum developer. I have also come to see how my leadership seminar at Kanda University of International Studies (KUIS) in Japan was actually preparing my students for the job interviews that they would have in the near future; i.e., in my seminar, they were learning to create leadership experiences, create leadership stories about themselves, and tell leadership stories in job interviews in English. In addition to making me think carefully about the definition of ESP, the collaborative activities of the ESP groups of TESOL and IATEFL expanded my network of ESP project leaders and eventually lead to the opportunity for me to give the first webinar of the IATEFL ESP SIG, which focused on the ESP Project Leader Profiles. (In the final chapter of this volume, I share the contents of that webinar and the related article in the IATEFL ESP SIG Journal.)

In sum, I would address my own defining of ESP in an article written to promote the activities of an ESP Reading Group launched by Robin Sulkosky (and described in his profile) (Knight, 2016a):

I was recently reading an article (Smoak, 2003) being discussed in the reading group (for TESOL ESPIS members) conceived, launched, and moderated by Robin Sulkosky, who is on the ESPIS steering board....In the article, Smoak concludes:

So, what is English for Specific Purposes? At this stage in my career, my answer is this: ESP is English instruction based on actual and immediate needs of learners who have to successfully perform real-life tasks unrelated to merely passing an English class or exam. ESP is needs based and task oriented. Teaching ESP is demanding, time consuming, and different for every group of students. ESP is a challenge for all who teach it, and it offers virtually unlimited opportunities for professional growth. I encourage other ESP practitioners to contribute their answers to the question, “What is ESP?”
It is a great question—What is ESP? How would you define ESP based on your own experiences in the field and at your own “stage in your career?” In my activities as a member of the TESOL ESPIS, I have addressed this question in four ways.

1. The first was through a PowerPoint presentation created in collaboration with veteran leaders of the ESPIS—Anne Lomperis, Margaret van Naerssen, and ESPIS cofounder Kay Westerfield. In 2008, I was the new face on the ESPIS steering board at the TESOL convention in New York City. I therefore accepted the nomination by Karen Schwelle, the outgoing ESPIS chair, to create a PowerPoint to educate practitioners and clients about our field. After the convention, I enlisted the support of the ESPIS community, and Anne, Margaret, and Kay responded to the call. We worked entirely online to create *English for Specific Purposes: An Overview for Practitioners and Clients (Academic & Corporate)*. The PowerPoint was eventually published in the TESOL Resource Center in 2010.

2. The second was through the “TESOL ESPIS Community Discussions 2011-2012.” During that year, I was the ESPIS chair. The TESOL Community Network had been launched recently. It was an ideal time to have month-long professional development discussions about ESP. There were five discussions. One was led by David Kertzner. Another was led by Najma Janjua. Ethel Swartley and I were coleaders of a discussion. The fourth discussion was a collaboration between two TESOL interest sections: ESP and IC (intercultural communication). The fifth discussion, which has had over 19,500 views to date, was the TESOL ESP IS & IATEFL ESP SIG Joint Online Discussion...

3. The third has been through the creation and launch of the ESP Project Leader Profiles. At the time of this blog post, 19 profiles have been published. In addition, the profiles have become a reference in TESOL’s ELT Leadership Management Certificate Program, and I am pleased to say that I received my certificate in June! In fact, what I am writing here appears in part in my own profile below. [Note: I listed the links to the 19 profiles below.]

4. As the fourth, I should note that I have been involved in two TESOL webinars that have addressed ESP. The first, which was co-led by David Kertzner, Ethel Swartley and me, focused on “principled ESP.” The three of us created the webinar online and moderated the webinar from Oregon and Colorado (in the USA) and Kanagawa (in Japan). We were all in different time zones. The second was a collaboration between the TESOL ESPIS and the IATEFL ESP SIG titled TESOL-IATEFL Online Discussion About How ESP Projects Can Create Positive Social Change. The
discussion leaders included Andy Gillett, Kristin Ekkens, Ronna Timpa, Jaclyn Gishbaugh, Anne Lomperis, and Margaret van Naerssen. I was the organizer and moderator.

In view of the above, I am very pleased to see a new face, Robin, taking the lead in creating and moderating a reading group on ESP, and I strongly encourage you to participate! So, “What is ESP?” Don’t reply here. Post your response to the ESP reading group!

I recognize that not everyone agrees on how ESP should be defined, but my account in this volume is intended to illuminate how the ESP Project Leader Profiles were shaped by my understanding of ESP acquired through primarily TESOL ESPIS activities. Abrar-ul-Hassan (2012) would use the term “true ESP” in describing the characteristics of an ESP program. (See Part III of this volume.) Marvin Hoffland, former ESPIS Chair in his current role as ESPIS Community Manager posted the following in an ESPIS community discussion in myTESOL (August 22, 2021):

**JUST WHAT EXACTLY IS ESP?**

There are many different definitions for ESP and there is much debate what actually ESP is. I personally like Hutchinson and Walters (1986) statement “Tell me what you need English for and I will tell you the English you need”, which is often quoted as a guiding principle for ESP. For a very comprehensive and in-depth look at ESP, we would recommend that you download the presentation: English for Specific Purposes - An Overview for Practitioners and Clients (Academic & Corporate) by Kevin Knight, Anne Lomperis, Margaret van Naerssen, M., Kay Westerfield (2010) which can be found here (English for Specific Purposes - An Overview for Practitioners and Clients (Academic & Corporate). If you are unable to download the document via the TESOL ESP Library, just let me know and I can email you the PDF.

As Marv’s post indicates, the ESP PowerPoint has been widely and freely shared. I hope this free e-volume will also be widely shared. How would ESP be defined in your responses to the prompts in the profiles?
Selecting the leaders for the profiles

I have been asked how the leaders featured in the profiles were selected. Initially, the leaders were chosen because I knew them personally through my activities in the ESPIS, and the majority of the leaders were members of the ESPIS Steering Board. Some of the leaders in the profiles introduced me to other leaders. All of the featured leaders are known by me personally and/or at least one other featured leader. Gender-balance is maintained with 30 female ESP project leaders and 25 male ESP project leaders, although I was not aiming to achieve gender-balance. Eighteen (18) of the leaders have been Chair of the ESPIS, which is a three-year term; i.e., one-year as Chair-Elect, one year as Chair, and one-year as Immediate Past Chair. Two of the featured leaders were President of TESOL International Association. The founder of the TESOL ESPIS was Chair of the ESPIS and later elected to the Board of Directors of TESOL International Association. See Figure 2.

Figure 2. Featured Leaders and Publication Dates of Their Profiles (Knight, 2021)

The ESPIS Chairs who are featured as project leaders in this volume are highlighted in bold font. The institutions listed below are those with which each Chair was affiliated at the time.

2022–2023 Jennifer Roberts (Embry-Riddle Aeronautical University, USA)
2021–2022 Pamela Dzunu (Washington University School of Law, USA)
2020–2021 Tarana Patel (LearnEd, USA)
2019–2020 Ismaeil Fazel (Simon Fraser University, Canada)
2018–2019: Marvin Hoffland (Carinthia University of Applied Sciences, Austria)
2017–2018: Esther Perez (Perez Apple & Company, USA)
2016–2017: Robert Connor (Tulane University, USA)
2015–2016: Jaclyn Gishbaugher (Ohio State University, USA)
2014–2015: Kristin Ekkens (C3 Consulting, USA)
2013–2014: Yinghuei Chen (Asia University, Taiwan)
2012–2013: Najma Janjua (Kagawa Prefectural University of Health Sciences, Japan)
2011–2012: Kevin Knight (Kanda University of International Studies, Japan)
2010–2011: David Kertzner (ProActive English, USA)
2009–2010: Shahid Abrar-ul-Hassan (Sultan Qaboos University, Oman)
2008–2009: Oswald (Ozzy) Jochum (Carinthia University of Applied Sciences, Austria)
2007–2008: Karen Schwelle (Washington University in St. Louis, USA)
2006–2007: Ruth Yontz (University of Illinois at Urbana-Champaign, USA)
2005–2006: Charles Hall (University of Memphis, USA)
2004–2005: Debra Lee (Nashville State Technical Community College, USA)
2003–2004: Mark R. Freiermuth (University of Aizu, Japan)
2002–2003: Ethel C. Swartley (Drexel University, USA)
2001–2002: Jane Lockwood (Hong Kong Polytechnic University, Hong Kong)
2000–2001: Thomas Orr (University of Aizu, Japan)
1999–2000: Judith Gordon (University of Illinois at Urbana-Champaign, USA)
1998–1999: Leslie Olsen (University of Michigan, USA)
1997–1998: Joan Friedenberg (Southern Illinois University, USA)
1995–1997: Margaret van Naerssen (University of Pennsylvania, USA)
1992–1993: Kay Westerfield (University of Oregon, USA)

It is important to note that many of the featured leaders who were not TESOL members were leaders of (or in) other associations and institutions. In addition to my activities in the TESOL ESPIS, my participation in the following (listed in alphabetical order) has led to my meeting featured leaders:

- AGOS Japan
- Asia-Pacific LSP and Professional Communication Association (LSPPC)
- International Association of Teachers of English, English for Specific Purposes Special Interest Group (IATEFL ESP SIG)
- International Civil Aviation English Association (ICAEA)
- The Japan Association of College Teachers, English for Specific Purposes, Kanto Chapter (JACET ESP Kanto SIG)
- Japan Association for Language Teaching (JALT)
- Kanda University of International Studies (KUIS)
- Macquarie University
- Sony
I recognize that there are many great ESP scholars who are not featured in the profiles, including Vijay K. Bhatia and Ann M. Johns, for example. The TESOL Blog provided me with the opportunity to feature a new (at the time) book on genre analysis by Vijay (as noted earlier) and to quote from another in which Ann was a co-author (see Part III of this volume. (I was especially pleased that Ann referred to a number of projects in the preface of this volume. In doing so, she wrote her own ESP Project Leader Profile.) The TESOL Blog also enabled me to write about two ESPIS Chairs who are not featured in profiles. I wrote about Yinghuei Chen’s position as Chair of an ESP Conference for Greater China (Knight, 2013c). As an invited speaker (by Yinghuei) at a conference in Taiwan, I met (for the first time) Jigang Cai whose profile (17) focuses on the creation of an ESP policy in China, and we would meet again in Japan at an international ESP conference described in the profile of Jie Shi (24). In Knight (2013c) and in my own profile, the photo of Yinghuei, Najma Janjua, and me at a TESOL conference was labeled by Najma as “The past, present, and future of ESP” because at the time that the photo was taken, I was Immediate Past Chair, Najma was Chair, and Yinghuei was Chair-Elect of the TESOL ESPIS. (Each term is for one year, so an ESPIS Chair serves for three years in total.) Najma’s activities are highlighted in ESP News. In her Letter from the Chair, Janjua (2012) writes of one project that could have been featured in a profile:

The academic sessions organized by interest sections are one of the major highlights of the academic program at TESOL convention. The ESP-IS Academic Session at TESOL 2012, titled “Exploring for Excellence in English for Medical Purposes” was by far the biggest such session in the history of TESOL. It featured 5 plenary speeches, 10 poster presentations and a panel discussion, with a total of 18 presenters from seven countries. The session examined current practices in English for Medical Purposes (EMP) in several EFL and ESL settings and explored strategies for improving EMP pedagogy globally while aiming for excellence in the profession, as envisioned in TESOL 2012 theme: “A TESOL Declaration of Excellence.”

Najma had several remarkable accomplishments as ESPIS Chair, including a personal example for me of how a leader communicates with others to revise the governing rules. Yinghuei’s ESP work in Taiwan was also featured in an article in ESP News (Chen, 2012). In addition to reading the profiles in this volume, it would be worthwhile to read past issues of ESP News. The 56th and 57th ESP Project Leader Profiles (of Alan Orr and Jena Lynch, respectively) have already been published in ESP News (October 2021, March 2022).

In particular, I regret not having been able to feature Thomas Kevin Orr (1955-2017) in a profile (https://scholar.google.com/citations?user=JVhlybQAAAAJ&hl=en). Tom had been an ESPIS Chair (2000-2001) and was one of the speakers in an ESPIS academic session that I had created for the annual convention of TESOL International Association in 2011. We had both been able to leave Japan for the New Orleans conference after the March 11
earthquake, tsunami, and nuclear plant disaster (in Fukushima), where he had been teaching at the time. (I was teaching in Chiba.) Tom had politely declined my request in July 2016 as he explained that he was moving out of ESP and English teaching. He passed away from lung cancer in February 2017. The Letter from the Editors in ESP News included the following quotation from one of Tom’s books (Knight & Fazel, 2017):

Thomas Orr (2002), who was the English for Specific Purposes Interest Section (ESPIS) chair from 2000–2001, writes about the case studies in the ESP volume that he edited for the publisher, TESOL:

These case studies are written by practitioners who are able to portray real experience by providing detailed descriptions of teaching practice. These qualities invest the cases with teacher credibility, and make them convincing and professionally interesting. The cases also present multiple views and offer immediate solutions, thus providing perspective on the issues and examples of useful approaches. Informative by nature, they can provide an initial database for further sustained research. Accessible to wider audiences than many traditional research reports, however, case studies have democratic appeal. (p. ix)

From our perspective, Tom, who recently passed away, could have been describing the 35 ESP Project Leader Profiles published to date.

It should not be surprising that the majority of ESP project leaders held multiple leadership roles inside and outside of TESOL International Association. I was tempted to highlight the individual accomplishments of each of the featured leaders, but instead, I encourage you to read each of the profiles yourself. In fact, it seemed to me that many of the featured leaders knew each other personally and enjoyed reading about their colleagues and what they were doing. We all belong to a global community of ESP practice. How many of the 55 featured leaders do you know? Who are the other ESP project leaders you know? Do you see yourself as an ESP project leader?

International projects in the profiles

ESP practitioners may wear many hats, which means that they may be involved in projects big and small in different fields. In responding to the question, “What do ESP professionals do?” in the ESP PowerPoint, I had written:

---

1 https://www.thomasorrconsulting.com/home-1
ESP professionals, due to their industrial/communication expertise, often have multiple roles in the public, private, and academic sectors on a local, regional, or global scale including:

- Teaching or training (onsite and/or online)
- Teacher or trainer development (onsite and/or online)
- Curriculum design
- Materials development
- Program administration
- Policy analysis and development
- Public speaking
- Research
- Consulting

In Ronna Timpa’s profile (3), I had added “Entrepreneurship” to the list. The projects in the profiles differ in many ways, including size and location. I have often written that the featured leaders were involved in projects on six different continents: Asia, Africa, North America, South America, Europe, and Australia. I am reminded now of an American colleague at Sony in Japan who had built a telescope while working for a year in Antarctica, although this experience would not have qualified as an ESP Project Leader Profile. ESP professionals wear many hats, indeed!

In some cases, the projects involved participants in several countries. For example, in my profile (14), as the featured leader responding to my own interview prompts, I write about creating the ESP Project Leader Profiles. I was living and working in Japan. The featured leaders were living and/or working in Asia, North America, South America, Europe, and Australia, and one of the leaders (Robert Connor, profile 16) describes ESP training for students in Rwanda, Africa. TESOL International Association in the U.S.A. was copyediting and publishing the profiles. What is the location of the project? Is it the U.S.A. because the profiles were published as blog posts on the TESOL website? I know that “location” was a challenge that former ESPIS Chair Tarana Patel faced when her company (under significant time pressure) created a wonderful poster in India for the TESOL Convention in 2018. (See Figure 3.) In the poster, the locations of the affiliations of the leaders are listed, and one of the posters is on display in my office at KUIS in Japan. My thanks, again, go to Tarana and her team! A photo of the poster is accessible in the TESOL ESPIS Library in myTESOL (which at this time is only accessible to TESOL ESPIS members).
Figure 3. Poster of ESP Project Leader Profiles for TESOL 2018 by Tarana Patel

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Name</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>05 May 2015</td>
<td>Kristin Ekkens</td>
<td>USA</td>
</tr>
<tr>
<td>02</td>
<td>02 Jun 2015</td>
<td>Charles Hall</td>
<td>Saudi Arabia</td>
</tr>
<tr>
<td>03</td>
<td>14 Jul 2015</td>
<td>Ronna Timpa</td>
<td>USA</td>
</tr>
<tr>
<td>04</td>
<td>11 Aug 2015</td>
<td>Evan Frendo</td>
<td>USA</td>
</tr>
<tr>
<td>05</td>
<td>08 Sep 2015</td>
<td>Jaclyn Gishbaugh</td>
<td>USA</td>
</tr>
<tr>
<td>06</td>
<td>06 Oct 2015</td>
<td>Anne Lomperis</td>
<td>USA</td>
</tr>
<tr>
<td>07</td>
<td>20 Oct 2015</td>
<td>Ethel Swartley</td>
<td>USA</td>
</tr>
<tr>
<td>08</td>
<td>03 Nov 2015</td>
<td>David Kertzner</td>
<td>USA</td>
</tr>
<tr>
<td>09</td>
<td>01 Dec 2015</td>
<td>Margaret van Neerssen</td>
<td>USA</td>
</tr>
<tr>
<td>10</td>
<td>15 Dec 2015</td>
<td>Marvin Hoffland</td>
<td>Austria</td>
</tr>
<tr>
<td>11</td>
<td>12 Jan 2016</td>
<td>John Butcher</td>
<td>USA</td>
</tr>
<tr>
<td>12</td>
<td>26 Jan 2016</td>
<td>Karen Schwelle</td>
<td>USA</td>
</tr>
<tr>
<td>13</td>
<td>23 Feb 2016</td>
<td>Esther Perez Apple</td>
<td>USA</td>
</tr>
<tr>
<td>14</td>
<td>08 Mar 2016</td>
<td>Kevin Knight</td>
<td>Japan</td>
</tr>
<tr>
<td>15</td>
<td>05 Apr 2016</td>
<td>Shahid Abrar-ul-Hassan</td>
<td>Canada</td>
</tr>
<tr>
<td>16</td>
<td>03 May 2016</td>
<td>Robert Connor</td>
<td>USA</td>
</tr>
<tr>
<td>17</td>
<td>17 May 2016</td>
<td>Jigang Cai</td>
<td>China</td>
</tr>
<tr>
<td>18</td>
<td>14 Jun 2016</td>
<td>Ismaeil Fazel</td>
<td>Canada</td>
</tr>
<tr>
<td>19</td>
<td>28 Jun 2016</td>
<td>YiLin Sun</td>
<td>USA</td>
</tr>
<tr>
<td>20</td>
<td>26 Jul 2016</td>
<td>Tarana Patel</td>
<td>India</td>
</tr>
<tr>
<td>21</td>
<td>23 Aug 2016</td>
<td>Prithvi Shrestha</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>22</td>
<td>06 Sep 2016</td>
<td>Robin Sulkosky</td>
<td>Japan</td>
</tr>
<tr>
<td>23</td>
<td>18 Oct 2016</td>
<td>Philip Chappell</td>
<td>Australia</td>
</tr>
<tr>
<td>24</td>
<td>02 Nov 2016</td>
<td>Jie Shi</td>
<td>Japan</td>
</tr>
<tr>
<td>25</td>
<td>13 Dec 2016</td>
<td>Laurence Anthony</td>
<td>Japan</td>
</tr>
<tr>
<td>26</td>
<td>24 Jan 2017</td>
<td>Barrie Roberts</td>
<td>USA</td>
</tr>
<tr>
<td>27</td>
<td>07 Feb 2017</td>
<td>Jen Cope</td>
<td>Australia</td>
</tr>
<tr>
<td>28</td>
<td>21 Feb 2017</td>
<td>Susan Barone</td>
<td>USA</td>
</tr>
<tr>
<td>29</td>
<td>21 Mar 2017</td>
<td>Debra Lee</td>
<td>USA</td>
</tr>
<tr>
<td>30</td>
<td>18 Apr 2017</td>
<td>Kay Westerfield</td>
<td>USA</td>
</tr>
<tr>
<td>31</td>
<td>02 May 2017</td>
<td>Stephen Horowitz</td>
<td>USA</td>
</tr>
<tr>
<td>32</td>
<td>14 Jun 2017</td>
<td>Pam Dzunu</td>
<td>USA</td>
</tr>
<tr>
<td>33</td>
<td>11 Jul 2017</td>
<td>Marta Baffy</td>
<td>USA</td>
</tr>
<tr>
<td>34</td>
<td>08 Aug 2017</td>
<td>Vince Ricci</td>
<td>USA</td>
</tr>
<tr>
<td>35</td>
<td>06 Sep 2017</td>
<td>Kirsten Schaetzl</td>
<td>USA</td>
</tr>
<tr>
<td>36</td>
<td>13 Feb 2018</td>
<td>Elizabeth Matthews</td>
<td>USA</td>
</tr>
<tr>
<td>37</td>
<td>09 Jan 2018</td>
<td>Valia Spiliopoulos</td>
<td>Canada</td>
</tr>
<tr>
<td>38</td>
<td>12 Dec 2017</td>
<td>Sandra Zappa-Hollman</td>
<td>Argentina</td>
</tr>
<tr>
<td>39</td>
<td>14 Nov 2017</td>
<td>Mark Krzanowski</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>40</td>
<td>13 Feb 2018</td>
<td>Andrew Silberman</td>
<td>Japan</td>
</tr>
</tbody>
</table>
An overview of the projects in the 55 profiles appears in Table 1. The projects range from English for academic purposes (EAP) to English for occupational purposes (EOP). Some of the projects can be placed under the categories of policy-making processes or professional development.

Table 1. Overview of the Projects in the 55 Profiles

<table>
<thead>
<tr>
<th>Profile</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Healthcare industry in USA</td>
</tr>
<tr>
<td>2</td>
<td>Social progress in Peru</td>
</tr>
<tr>
<td>3</td>
<td>Hotel industry in USA</td>
</tr>
<tr>
<td>4</td>
<td>Book of teaching activities for the business English classroom (published by TESOL)</td>
</tr>
<tr>
<td>5</td>
<td>Automotive industry in USA</td>
</tr>
<tr>
<td>6</td>
<td>Lessons from ESP consulting projects</td>
</tr>
<tr>
<td>7</td>
<td>English for academic business purposes in USA</td>
</tr>
<tr>
<td>8</td>
<td>Food processing company in USA</td>
</tr>
<tr>
<td>9</td>
<td>English for students in tourism programs in Italy</td>
</tr>
<tr>
<td>10</td>
<td>Material development for medical engineering/medical informatics (MedIT) students in Austria</td>
</tr>
<tr>
<td>11</td>
<td>Elastomer English training for Saudi technical instructor candidates in USA</td>
</tr>
<tr>
<td>12</td>
<td>ESP course to support master’s degree students in social work (MSW) in USA</td>
</tr>
<tr>
<td>13</td>
<td>ESP training for Senior Technical Account Manager in information technology service company in USA</td>
</tr>
<tr>
<td>14</td>
<td>The ESP Project Leader Profiles (published by TESOL)</td>
</tr>
<tr>
<td>15</td>
<td>Academic article on the ESP approach published in journal</td>
</tr>
<tr>
<td>16</td>
<td>Online collaboration with Rwandan university to prepare African students to take American university classes in English</td>
</tr>
<tr>
<td>17</td>
<td>Initiating paradigm shift from English for general purposes (EGP) to ESP in China</td>
</tr>
<tr>
<td>18</td>
<td>English for medicine course(s) at university in Iran</td>
</tr>
<tr>
<td>19</td>
<td>AMT (Aviation Maintenance Technology) training program for international teacher trainees; and I-DEA (integrated digital English acceleration) program for immigrant and refugee students in USA</td>
</tr>
<tr>
<td>20</td>
<td>App for business English communication for engineers and managers in IT and manufacturing industries (India and USA)</td>
</tr>
<tr>
<td>21</td>
<td>EL4T ESP project implemented in Bangladesh and aimed at enhancing English language teachers’ language proficiency and pedagogical knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
</tr>
<tr>
<td>22</td>
<td>Open access reading group that encourages ESPIS members to read and discuss scholarly articles pertinent to the discipline</td>
</tr>
<tr>
<td>23</td>
<td>Dynamic assessment (Poehner, 2008) for determining in which level to place students prior to commencing their class in an EAP program in Australia</td>
</tr>
<tr>
<td>24</td>
<td>The Joint International Conference of the 8th International Conference on ESP in Asia and the 3rd International Symposium on Innovative Teaching and Research in ESP in Japan</td>
</tr>
<tr>
<td>25</td>
<td>Re-inventing the Center for English Language Education in Science and Engineering (CELESE) Technical English Program at Waseda University in Japan</td>
</tr>
<tr>
<td>26</td>
<td>Negotiating for an ESP-negotiations course (ESP for conflict resolution) in USA</td>
</tr>
<tr>
<td>27</td>
<td>Developing critical literacy skills of language learners in academic and professional language learning contexts in Australia</td>
</tr>
<tr>
<td>28</td>
<td>EAP program developed by language center of university in USA</td>
</tr>
<tr>
<td>29</td>
<td>Ukrainian-developed and -delivered Career English Online course</td>
</tr>
<tr>
<td>30</td>
<td>The International Business Communication (IBC) Program offered by the English language institute and College of Business at a university in USA</td>
</tr>
<tr>
<td>31</td>
<td>The Bar Exam Language &amp; Strategies (BELS) course, designed to help students improve their results on the essay writing section of the bar exam in USA</td>
</tr>
<tr>
<td>32</td>
<td>Summer intensive English program for masters of law (LLM) students in USA</td>
</tr>
<tr>
<td>33</td>
<td>Creating a legal analysis unit for the academic legal English (ALE) course that prepares international students for LL.M. study at a university in USA</td>
</tr>
<tr>
<td>34</td>
<td>Preparing Japanese and other nonnative English speakers for Harvard Business School (HBS) interviews</td>
</tr>
<tr>
<td>35</td>
<td>Teaching English to law students and teaching English to pre-service teachers in Macau and Singapore</td>
</tr>
<tr>
<td>36</td>
<td>Succeeding in the first ICAO effort to establish language proficiency requirements for pilots and controllers; i.e., the world’s first global language policy</td>
</tr>
<tr>
<td>37</td>
<td>Establishing journal version of the IATEFL ESP SIG’s previous newsletter, and editing three EAP/ESP books reflecting the expertise and knowledge of ESP/EAP colleagues</td>
</tr>
<tr>
<td>38</td>
<td>Academic English program that offers first-year programming for international students enrolled in a bachelor’s degree in science, arts, management, or engineering in Canada</td>
</tr>
<tr>
<td>39</td>
<td>Growing the Centre for English Language Learning, Teaching, and Research at university in Canada</td>
</tr>
<tr>
<td>40</td>
<td>“Global teleconference impact” training for the Tokyo, Japan office of large financial news gathering and reporting organization</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>41</strong></td>
<td>“Aviation English for Flight Training” course at university in USA</td>
</tr>
<tr>
<td><strong>42</strong></td>
<td>English for legal purposes course that is part of summer program for LLM program at university in USA</td>
</tr>
<tr>
<td><strong>43</strong></td>
<td>Forming a community of practice (CoP) and creating continuous professional development (CPD) in Italy</td>
</tr>
<tr>
<td><strong>44</strong></td>
<td>Creating a course on public speaking to prepare masters and doctoral students as well as university faculty to present their research in English, and a writing program to support those who would like to publish in English at a university in Mexico</td>
</tr>
<tr>
<td><strong>45</strong></td>
<td>Supporting the English program at a small private technical school in Nicaragua with professional development and curriculum advising</td>
</tr>
<tr>
<td><strong>46</strong></td>
<td>New General Service List; free, corpus-based ESP word lists for TOEIC English, academic English, and business English offers highest text coverage in the world for that ESP genre</td>
</tr>
<tr>
<td><strong>47</strong></td>
<td>Content-based instruction (CBI) to increase student motivation at university in Brazil</td>
</tr>
<tr>
<td><strong>48</strong></td>
<td>Pre-master’s programme at U.K. university to prepare students for entry to a business master’s degree</td>
</tr>
<tr>
<td><strong>49</strong></td>
<td>Pre-sessional programme at U.K. university for students mainly heading to postgraduate courses in business, law, education, or TESOL</td>
</tr>
<tr>
<td><strong>50</strong></td>
<td>Training graduate students (scientists working in STEM laboratories, hospitals, and education) at women’s university in Japan to make professional presentations and publish findings in international journals in their fields</td>
</tr>
<tr>
<td><strong>51</strong></td>
<td>Designing course for Japanese engineering company for improving comprehension of Chinese English</td>
</tr>
<tr>
<td><strong>52</strong></td>
<td>Development of genre-based instructional videos and expert interviews about specialised communication in legal contexts with team of legal academics from three law schools/faculties in Hong Kong</td>
</tr>
<tr>
<td><strong>53</strong></td>
<td>English for specific academic purposes (ESAP) project for the Life Sciences at university in Switzerland</td>
</tr>
<tr>
<td><strong>54</strong></td>
<td>Developing a course for in-service nurses in USA</td>
</tr>
<tr>
<td><strong>55</strong></td>
<td>Presentation training via Toastmasters for engineering students; and educational trip to Greece planned by Applied Media students in Dubai</td>
</tr>
</tbody>
</table>

If the descriptions of the projects in Table 1 have piqued your interest, I encourage you to read the profiles in Part II of this volume. In Part III, the topic of leadership communication in the profiles is addressed. As you do a close reading of the stories in the profiles, keep your own ESP stories in mind, and ask yourself: “What can I learn from this story that will help me to tell my
own?” As a self-directed and independent learner, you may be surprised by what you discover in the process.

References


Knight, K. (2015). *Analysing the discourses of leadership as a basis for developing leadership communication skills in a second or foreign language*. (Identifier: mq:42732) [Doctoral dissertation, Macquarie University]. http://hdl.handle.net/1959.14/1055529


Knight, K. (2021, March). Lessons learned from three projects [Slide 8]. ESP Academic Session - ESP Practitioners as Entrepreneurs and Intrapreneurs. TESOL International Association Annual Convention.

Knight, K. (In review). Discourses of leadership: Conceptualization, analysis, and applications. Multilingual Matters.

Knight, K., & Candlin, C. N. (2015). Leadership discourse as basis and means for developing L2 students into future leaders. In P. Shrestha (Ed.), Current developments in English for academic and specific purposes: Local innovations and global perspectives (pp. 27–50). Garnet Education.


PART II - THE 55 PROFILES

The ESP Project Leader Profiles

1. May 5, 2015: ESP Project Leader Profile: Kristin Ekkens
2. June 2, 2015: ESP Project Leader Profile: Charles Hall
3. July 14, 2015: ESP Project Leader Profile: Ronna Timpa
4. August 11, 2015: ESP Project Leader Profile: Evan Frendo
5. September 8, 2015: ESP Project Leader Profile: Jaclyn Gishbaugher
6. October 6, 2015: ESP Project Leader Profile: Anne Lomperis
7. October 20, 2015: ESP Project Leader Profile: Ethel Swartley
8. November 3, 2015: ESP Project Leader Profile: David Kertzner
9. December 1, 2015: ESP Project Leader Profile: Margaret van Naerssen
10. December 15, 2015: ESP Project Leader Profile: Marvin Hoffland
11. January 12, 2016: ESP Project Leader Profile: John Butcher
12. January 26, 2016: ESP Project Leader Profile: Karen Schwelle
13. February 23, 2016: ESP Project Leader Profile: Esther Perez Apple
14. March 8, 2016: ESP Project Leader Profile: Kevin Knight
15. April 5, 2016: ESP Project Leader Profile: Shahid Abrar-ul-Hassan
16. May 3, 2016: ESP Project Leader Profile: Robert Connor
17. May 17, 2016: ESP Project Leader Profile: Jigang Cai
18. June 14, 2016: ESP Project Leader Profile: Ismaeil Fazel
19. June 28, 2016: ESP Project Leader Profile: Yilin Sun
20. July 26, 2016: ESP Project Leader Profile: Tarana Patel
21. August 23, 2016: ESP Project Leader Profile: Prithvi Shrestha
22. September 6, 2016: ESP Project Leader Profile: Robin Sulkosky
23. October 18, 2016: ESP Project Leader Profile: Philip Chappell
24. November 2, 2016: ESP Project Leader Profile: Jie Shi
25. December 13, 2016: The 25th ESP Project Leader Profile: Laurence Anthony
27. February 7, 2017: ESP Project Leader Profile: Jen Cope
28. February 21, 2017: ESP Project Leader Profile: Susan Barone
29. March 21, 2017: ESP Project Leader Profile: Debra Lee
30. April 18, 2017: ESP Project Leader Profile: Kay Westerfield
31. May 2, 2017: ESP Project Leader Profile: Stephen Horowitz
32. June 14, 2017: ESP Project Leader Profile: Pam Dzunu
33. July 11, 2017: ESP Project Leader Profile: Marta Baffy
34. August 8, 2017: ESP Project Leader Profile: Vince Ricci
35. September 6, 2017: ESP Project Leader Profile: Kirsten Schaetzel
36. October 5, 2017: ESP Project Leader Profile: Elizabeth Matthews
37. November 14, 2017: ESP Project Leader Profile: Mark Krzanowski
38. December 12, 2017: ESP Leader Profile: Sandra Zappa-Hollman
40. February 13, 2018: ESP Project Leader Profile: Andrew Silberman
41. March 13, 2018: ESP Project Leader Profile: Jennifer Roberts
42. April 10, 2018: ESP Project Leader Profile: Elise Geither
43. May 2, 2018: ESP Project Leader Profile: Michael Ennis
44. June 5, 2018: ESP Project Leader Profile: Jennifer Speier
45. July 16, 2018: ESP Project Leader Profile: Gina Mikel Petrie
46. August 7, 2018: ESP Project Leader Profile: Charles Browne
47. September 11, 2018: ESP Project Leader Profile: Marcelo Concario
48. October 9, 2018: ESP Project Leader Profile: Andy Gillett
49. November 13, 2018: ESP Project Leader Profile: Louise Greener
50. December 11, 2018: ESP Project Leader Profile: Tim Murphey
51. March 7, 2019: ESP Project Leader Profile: Alan Simpson
52. October 18, 2019: ESP Project Leader Profile: Christoph A. Hafner
53. March 6, 2020: ESP Project Leader Profile: Caroline Hyde-Simon
54. December 21, 2020: ESP Project Leader Profile: Shelley Staples
55. March 3, 2021: ESP Project Leader Profile: Christine Coombe

Websites of the featured leaders

1. Kristin Ekkens: Exponential Inclusion - www.exi.global
4. Evan Frendo: http://www.e4b.de
14. Kevin Knight: https://researchmap.jp/7000015200/?lang=english
19. Yilin Sun: https://sites.google.com/view/yilinsun
20. Tarana Patel: www.learned.guru
21. Prithvi Shrestha: https://www.open.ac.uk/people/pns52
25. Laurence Anthony: https://www.laurenceanthony.net/
28. Susan Barone: https://www.vanderbilt.edu/elc/about-us/who-we-are/susan-m-barone/
31. Stephen Horowitz: https://www.linkedin.com/in/stevenwaseda
34. Vince Ricci: https://www.vinceprep.com/
38. Sandra Zappa-Hollman: https://lled.educ.ubc.ca/profiles/sandra-zappa-hollma
40. Andrew Silberman: http://www.amt-group.com
46. Charles Browne: https://www.charlie-browne.com
50. Tim Murphey: https://www.researchgate.net/profile/Tim-Murphey
54. Shelley Staples: https://writecrow.org/
The ESP Project Leader Profiles
1. ESP Project Leader Profile: Kristin Ekkens

Posted on 5 May 2015 by Kevin Knight

Hello, ESPers worldwide!

Welcome to this first TESOL Blog post on the professional communication of ESP project leaders! In what follows, you will be able to read the profile of Kristin Ekkens. In addition, you will be able to interact with her directly.

These ESP project leader profiles are described (in an email sent to me) by Karen Schwelle at Washington University in St. Louis as “a nice way to communicate what we do and offer practical, experience-based advice for fellow ESPers around the world.” I agree, and I also think we can learn something about how ESP professionals use communication to achieve success.

Kristin’s responses to the two questions below reminded me of why I began to conduct research on the leadership conceptualization process 6 years ago. Specifically, I wanted to understand why leaders were so successful.

In this blog post, we are able to understand why Kristin, an ESP professional, has been successful. Further, we gain insights into how she achieved that success. I view such success as a “creation” that was accomplished with professional communication. By reading Kristin’s responses, we begin to see how we, too, can “create” professional success.

In addition to the above, we can learn how an ESP professional such as Kristin constructs her professional image for the various stakeholders reading this blog post. It is my hope that our own professional performances will be enhanced by reading Kristin’s responses.

______________________________

Kristin Ekkens, MA | C3 Consulting LLC | CEO & President | 616.299.9690 | kekkens@c3-consulting.com | www.c3-consulting.com
Define leadership in your own words.

- Leaders are people who know how to achieve goals and inspire people along the way. Culturally intelligent leaders are self-aware and driven to learn about others; they continuously look for ways to build knowledge; they listen to others and check assumptions; and finally, they know when and how to take action, adapting their behaviors when necessary. Leadership is empowering others to do the same.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

- **Industry:** Healthcare System in the United States

- **Project Request:** Create a skills development program for both native and nonnative speakers of English that 1) is offered organization-wide, in various departments, and involving multiple geographic locations, 2) addresses both general and job-specific skills (such as foundational computer skills, English language skills, and health and safety issues), and 3) encourages participation by avoiding the negative stigma around low-literacy and essential workplace skills.

- **Deliverable:** A 50-page report and executive summary. Sections included the following: Background, Purpose & Strategy, Data Collection, Results, Key Recommendations, Pilot Program Overview, The Business Case, Next Steps

- **Outcome:** Within 6 months of presenting the report as an external consultant, I was hired as an internal learning and development consultant for the Inclusion & Diversity Center of Expertise to create and implement an overall inclusion & diversity learning strategy for the organization of 23,000 employees. We plan to implement this project in the near future as our team expands.

- **Stakeholders:**
  - Inclusion & Diversity team (director, manager, workplace program specialist)
  - Human Resources staff (business consultant & organizational psychologist)
  - Business Unit leaders & employees (director, managers, supervisors, employees in Nutritional Services & Environmental Services)

- **Key to Project Success:** Successful communication at all levels. I believe this project was successful largely because our project team worked closely together to achieve goals and inspire people along the way. My role was to listen to stakeholders at all levels (find the challenges and root causes), to inspire key stakeholders to take action (pilot new learning solutions), and to empower leaders
with the tools and strategies they needed to courageously move forward, creating a more inclusive workplace.

- **How did I communicate with the stakeholders?**
  - Listened to perspectives of all stakeholders using a variety of methods (focus groups, surveys, 1:1 meetings).
  - Clearly articulated the vision, process, and framework to key stakeholders using visuals as well as written and oral communication methods.
  - Provided efficient and effective follow-up to questions and concerns.

- **What was the result?**
  - I believe the result of this strong communication at various levels and in various ways helped build trust, strengthen interdepartmental relationships, and contribute to higher levels of innovation and problem solving.

I am very grateful to Kristin for volunteering to be the first ESP project leader introduced through the TESOL Blog. In the months to follow, you can expect to read at least one ESP project leader profile per month.

Do you have questions or comments for Kristin? Please feel free to post those in the Comments section below. In this connection, I hope that some lively exchanges among ESPers occur as we share with and learn from each other worldwide!

All the best,

Kevin
Hello, ESPers worldwide!

In this second TESOL Blog post on the professional communication of ESP project leaders, you will read the profile of Charles Hall.

In my previous blog post, I shared the following:

It is my belief that we can and should leverage our ESP connections and knowledge for solving global problems. For example, how can we produce “a blog designed to consistently produce expert analysis of problems” related to ESP worldwide? (Read more: http://blog.tesol.org/inspiration-for-esp-collaboration-gps-at-ucsd/#sthash.TjUbZY6v.dpuf)

In his profile, Charles provides an outstanding example of how ESP practitioners and researchers can act to address global problems.

Charles Hall, Ph.D., dr.h.c.
Associate Professor, Al Faisal University
Riyadh, Saudi Arabia, Charles.enroute@gmail.com

How would you define leadership?

A friend once mentioned to me that she was always amused that there are no “followership programs.” She made me think about the seemingly universal desire to promote leaders. Well, for me, being a good leader is knowing when not to lead but to...
follow, to step out of the way when necessary, to drag or push when necessary, and eventually in most ESP projects to “lead” oneself out of a job! Success is when a team no longer needs me because it works together in its own appropriate way.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Choosing one success is very difficult because even failures (and I’ve had those for sure) become successes in that they help us understand, improve, and remain grounded.

That said, I am especially glad to have been part of a program funded by the U.S. Department of State through the RELO Office in Peru to help the poorest of the poor.

**English for Social Progress**
Helping artisans, guides, taxi drivers, home-stay hosts, and tourism police in Peru improve their lives with ESP for tourism

**Background**
We are all aware that *English as a Lingua Franca* (ELF) has become the dominant language of international tourism. With ELF, all can share their culture with tourists and bring both financial and social benefits to their families and communities. Unfortunately, in many countries similar to Peru, the poorest of the poor are often illiterate or limited in their abilities even in the local language of power (such as Spanish or French), let alone English.

As a result, they are excluded from meaningful interactions in the tourist industry and are often exploited by both locals and internationals. The handmade souvenir you buy in the lobby of the 4-star hotel for US$30 was bought from its creator for pennies on the dollar.

**Project**
1. Conduct needs analysis to determine which aspects of the tourism industry involve the poorest of the poor and how they can be helped to gain “just enough” ELF to begin social progress.
2. Involve local teachers at binational centers in creating and delivering curricula and materials to the participants.
3. Repeat.
Deliverables

- The teachers produced very beautiful and appropriate texts that they wrote, designed, and taught. More importantly, they learned that they were powerful, creative, innovative, and part of the solution. They became active stakeholders rather than passive employees.

- The artisans learned just enough ELF to carry out simple interactions with tourists. They also experienced the joy of holding a conversation, not just reciting a memorized dialogue with the tourists who expressed awe at the beauty of the products that the “poor” had made.

- The tourism police learned more appropriate forms to help distressed tourists with their problems. Crucially, they helped their teachers develop the very materials they were learning and realized they themselves were essential to their own education.

- I learned more than I “taught.”

Key to Project Success
Observation, reflection, willingness to discard established beliefs and truths

Communication With Stakeholders
Ask more, tell less

Do you have questions or comments for Charles? Please post those in the Leave a Reply space below!
How do you think ESPers should act to help others and to do good in the world? What is our role? Let us all know your opinion!

All the best,

Kevin
3. ESP Project Leader Profile: Ronna Timpa

Posted on 14 July 2015 by Kevin Knight

Hello, ESPers worldwide!

When you think about the hotel industry, which ESPers come to mind? I immediately think about Ronna Timpa, and in this TESOL Blog post, I am excited to present her ESP project leader profile!

When I think about the hotel industry in Japan, where I live and work, the Tokyo Disney Resort hotels are first in my thoughts because my university is located on the same train line as Tokyo Disneyland and Tokyo DisneySea. I imagine that if Ronna were living in Tokyo, she would be active in competing for the Tokyo Disney Resort hotel training business.

Ronna, however, is living and working in Las Vegas, Nevada (in the USA). This blog post is not the first in which I have written about Ronna. (Actually, I have mentioned her in three other blog posts.) In my 17 June 2014 blog post (http://blog.tesol.org/one-side-of-esp-english-for-occupational-purposes/), I describe Ronna as follows:

Ronna Timpa is an EOS (English in Occupational Settings) representative in the TESOL ESP-IS. One of Ronna’s EOP activities is training employees in hotels. Check out her company’s website and a related video (https://www.youtube.com/watch?v=oITElEm_or4).

Please note that the video above concerns Ronna Timpa’s Hotel English Online.

In view of Ronna’s entrepreneurial activities and company website, I would also like to point out that ESPers often wear many hats. In the ESP PowerPoint (Knight, Lomperis, van Naerssen, & Westerfield, 2010, slide 10), ESPers are described as follows:

*ESP professionals, due to their industrial/communication expertise, often have multiple roles in the public, private, and academic sectors on a local, regional, or global scale including:*

- Teaching or training (onsite and/or online)
- Teacher or trainer development (onsite and/or online)
- Curriculum design
- Materials development
- Program administration
- Policy analysis and development
- Public speaking
- Research
- Consulting

I would like to add “Entrepreneurship” to the list above.


Define leadership in your own words.

A leader is someone who has followers. That is my simple definition. Leadership is a behavior that leads people to be their best. You can be a leader at any level in management. Leadership is a decision to encourage, motivate, guide, and inspire those around you.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

- **Topic** – Hospitality ESL
- **Background** – There is a hotel in Lake Tahoe (http://www.workplaceesl.com/) that I used to travel to weekly back before I had children. Recently they called with interest in creating a new ESP program. We had to think outside the box to create something that would work. We decided to reach out to four hotel properties and gather employees who needed ESL, wanted ESL, and who had potential to grow.
The Lodging Association, the community college, and the properties all came together to discuss this need.

- **Project** – Teach specific hotel language to four different hotels in South Lake Tahoe in a 3-day immersion format
- **Needs Assessment** – Surveys and conversations
- **What Success Looked like** – A graduation with role plays that were spot on!

What are the reactions of *stakeholders* to Ronna’s training? In my 8 September 2014 blog post, I provided the link to a video of testimonials (http://hotelesonline.com/testimonials/) about her *Hotel English Online* training.

Finally, we should not forget that Ronna recently gave a TEDxTalk: Exclusion is an Invisible Disease (https://www.youtube.com/watch?v=DSleeaOsnz0). Be sure to check it out!

Do you have questions for Ronna? I do. I am always interested in how ESPers communicate to create and achieve their visions. I also wonder what advice Ronna has for ESPers worldwide who are interested in working in the hotel industry. Post any questions or comments for Ronna in the space below! Also, if you are working in the hotel industry, what is your advice?

Finally, the next ESP project leader profile will be posted next month.

All the best,

Kevin

**Reference**

4. ESP Project Leader Profile: Evan Frendo

Posted on 11 August 2015 by Kevin Knight

Hello, ESPers worldwide!

Who is Evan Frendo? Some people will know Evan as an author (http://englishforthe workplace.blogspot.co.uk/p/books.html). In my view, Evan is a teacher of ESP teachers. Consider one of his websites (English for the workplace: http://englishforthe workplace.blogspot.jp/) in which he first writes about Stephanie Schnurr’s Exploring Professional Communication. (Good choices!)

Evan’s bio (below) directs us to his more recent activities as an ESP professional.

Evan Frendo worked as a mechanical engineer for 11 years, before moving to Business English and ESP in 1993. A frequent speaker at conferences, he also travels regularly in Europe and Asia to run courses or to work as a consultant. He has written numerous in-house courses for multinationals, and has also published several books, including the well-known How to teach Business English (Pearson, 2005). His most recent publications are New Ways in Teaching Business English (TESOL, 2014), which he co-edited with Clarice Chan, and How to Write Corporate Training Materials (ELT Teacher 2 Writer, 2014). He is currently working on e-learning materials for corporate clients, samples of which can be seen at http://www.businessenglishguru.com.

In view of Evan’s extensive experience working with corporate clients, I thought that he might write (in his responses to the two ESP project leadership questions below) about one of his e-learning programs at Business English Guru. However, Evan chooses to show us how we can work together as ESPers to share our professional success stories worldwide! As I mentioned above, Evan comes across in more than one way as a teacher of ESP teachers, or as a “Business English guru.”
Define leadership in your own words.

Leadership is about making things happen, and about taking responsibility for what does happen.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project Outline
In the TESOL writing project described below, I was a co-editor on a book containing teaching activities for the business English classroom. Our aim was not only to put into practice teaching ideas from colleagues in various teaching contexts, but also to raise awareness of the current trends and issues in the field. As far as leadership is concerned, our authority came from our positions as co-editors, but it also came from a sense of professional recognition and mutual respect. We had to let fellow professionals get on with what they were good at, but we also had to be prepared to say “no” if something wasn’t good enough.

Initiation
Clarice S. C. Chan contacted me in November 2012 and asked me if I would like to collaborate on a book in TESOL’s New Ways series. We put together a proposal for New Ways in Teaching Business English, submitted it, and received the go-ahead a couple of months later. The call for contributions went out in January 2013.

Execution
The response to the call was excellent, and we received many contributions from around the world. These not only had to be innovative, but they also had to fit in within the New
Ways framework (number of words, style, and so on), and they had to be delivered according to fairly tight deadlines. Most communication with contributors was by email (my email box contains over 800 emails directly related to this project), but we also had meetings with some contributors, either by Skype or face-to-face. These communications basically consisted of feedback on the contribution—sometimes the initial contribution was ready to go, but most needed to be revised. As co-editors, Clarice and I also spent many hours in Skype meetings discussing each contribution, wording our feedback, and making decisions about whether or not to include each contribution in the final collection. We were also in regular contact with Carol Edwards, TESOL’s publishing manager at the time.

Sadly, we were not able to include every contribution in the book—some were too similar to other activities already published, and some simply didn’t fit in with the stated requirements and the needs of the series. And I somehow managed to lose one contribution in the deluge of correspondence, which was very embarrassing.


The first draft was completed by September 2013, and final revisions were done by November 2013. The book was published in April 2014 and included three short reviews from well-known business English practitioners (see back cover image, above), as well as more than 80 teaching activities. It was also nominated for an ELTon in the “Innovation in Teacher Resources” category.
Evan’s responses above caused me to reflect upon the importance of publications in ESP. When I was primarily doing corporate training, a significant part of my work was preparing customized training materials for clients. As an ESPer in a university in Japan, research publications in academic journals have become important for career success.

I very much like the idea of finding ways for ESPers to share their stories. Evan’s book is one of those ways. Another way is his ESP project leader profile in this TESOL Blog post. The 2011-2012 TESOL ESPIS Community Discussions in the TESOL Community Network were a third way, as ESPers around the world participated in ESP-related month-long threaded discussions online.

In February 2016, I am aiming to bring ESP project leaders together for a month-long threaded discussion online. In such a discussion, the ESP project leaders will talk about, ask questions, and answer questions about their own ESP projects and about the projects of the other leaders. ESPers around the world will be invited to “listen in” and to share questions and comments.

Any questions or comments for Evan? Please post those below!

All the best,

Kevin

References

Hello, ESPers worldwide!

In this TESOL Blog post, you will read the ESP project leader profile of Jaclyn Gishbaugher, who is the current chair of the English for Specific Purposes Interest Section (ESPI). In Jackie’s profile, her role as an ESP project leader in the automotive industry is described.

Jaclyn’s bio in the February 2015 edition of ESP News notes some of her professional experiences in the USA and internationally:

**Jaclyn Gishbaugher** has worked in the field of English for specific purposes for 7 years. She is honored to stretch her boundaries further as the chair-elect for TESOL International’s ESPIS and as the director of an online English for occupational purposes language training program at The Ohio State University. Previously, Jaclyn was a U.S. DoS English Language Fellow in Jakarta, Indonesia. There she developed an English curriculum for the National Police that is now being adapted for several other countries in Southeast Asia. She also taught English in refugee resettlement and intensive English programs at OSU and Akron University, her alma mater.

Jackie became the ESPIS chair in March 2015. To read about her work in Indonesia (and on a more personal side, her success as a triathlete), check out her blog!

---

**Jaclyn Gishbaugher**
Chair, TESOL ESP Interest Section | jaclynigish@gmail.com
Program Director, The Ohio State University, Columbus, Ohio, USA
**How would you define leadership?**

Leaders are those people who draw in people to their cause/belief/field through their sincerity, passion, and grit. Then they give those individuals just the right mix of confidence and opportunity to push the boundaries that much further.

**Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?**

**Project:** English for Automotive Purposes

**Project Description:** Design an online, self-paced language program for Japanese transfer employees working in a variety of positions and departments at a large auto manufacturer in North America. Project success is defined by increased TOEIC scores, effective workplace communication, and better quality of life.

**Outcome:** Because this project is still underway, it’s premature to label it an “ESP Project Success Story” just yet. However, we’ve had lots of small successes along the way. Just this week, I was dancing around the office because our learners are starting to engage a new speaking tool we incorporated into the program. These continuous, small victories fuel our determination to meet large project goals.

**English for Stakeholder Communication:** Just as important as engaging our learners has been engaging client management who oversee our program. Over the past 2 years, I feel like I’ve gone through my own “English for Stakeholder Communication” course…or trial by fire, rather. My effectiveness in communicating project design, benchmarks, and success, I found, was determined by my ability to:

1. anticipate client questions;
2. use corporate/business English;
3. understand and incorporate client philosophies;
4. understand and incorporate Japanese high-context style of communication; and
5. find a way, while accomplishing 1-4, to assert the professional knowledge my team and I bring to the table.

We’ve heard again and again that ESP practitioners wear many hats. Selling our program to stakeholders is one of those hats that we may not be prepared for if we come from a non-Business English background. It involves a complex, multidimensional style of communication that often is unique to each project and client. That’s why I’m so grateful for a space here in this blog and with our ESP IS community listserv to discuss these topics and learn from everyone!
When I read Jackie’s reference to TOEIC scores as defining project success, I was reminded of my own experience working with a construction company in Tokyo many years ago. In the first month-long intensive program (of many to follow), the students showed me a very effective approach to increasing their scores. I came to class one day and noticed that the students had several TOEIC books on their desks. There were different books for each student. The students explained to me that their company was evaluating their progress in the program based on their TOEIC scores. (The ESP program was not a TOEIC preparation course.) If they did well on the test, they could be given an overseas (e.g., management) position. Accordingly, the students had bought TOEIC books at a local bookstore. They then studied for the TOEIC on their own outside of class and scored twice as high as expected. The students’ company was pleased with the high test scores. I made sure to tell each new group of students the reason for their colleagues’ TOEIC success, which led to the replication of that success.

Such motivation is described in a TED Talk by Dan Pink in 2009 titled “The Puzzle of Motivation”:

> The good news is that the scientists who’ve been studying motivation have given us this new approach. It’s built much more around intrinsic motivation. Around the desire to do things because they matter, because we like it, they’re interesting, or part of something important. And to my mind, that new operating system for our businesses revolves around three elements: autonomy, mastery, and purpose. Autonomy: the urge to direct our own lives. Mastery: the desire to get better and better at something that matters. Purpose: the yearning to do what we do in the service of something larger than ourselves. These are the building blocks of an entirely new operating system for our businesses.

Check out the TED Talk! Do you have comments or questions for Jackie? Post those below!

All the best,

Kevin

References


http://www.ted.com/talks/dan_pink_on_motivation
Hello, ESPers worldwide!

In this TESOL Blog post, you will read the ESP project leader profile of Anne Lomperis, who has been an English for occupational purposes (EOP) leader in the English for Specific Purposes Interest Section (ESPIS) for many years. In my eyes, Anne has been a global consultant who works with powerful clients, especially in the Middle East. In TESOL conferences, I have heard her explain how she navigates various mazes to get her projects done without ever revealing specific information about her clients!

As I write this blog post, Anne is actively involved in the production of a video marketing interview on her small business. That video (which she was invited to produce) will be broadcast on IFE (in-flight entertainment) on American Airlines (and now U.S. Airways, too, due to the merger) on all U.S. business and first class flights in December 2015 and January 2016.

I should also mention that Anne is a coauthor of four TESOL International Association publications related to workplace training. (See the References section at the end of this blog post.) In her responses to the two questions below, Anne refers to the 11 best practices, which are displayed in slide 14 of the ESP PowerPoint listed in the References.

Anne E. Lomperis
Consultant, Occupational English for Economic Development
Language Training Designs
lomperis@comcast.net
How would you define leadership?

In the context of EOP, leadership for me has meant developing a vision of where the field should be going and always holding that vision out ahead of me. It has also meant testing that vision; seeking to be aware of new trends or wider knowledge, particularly from related fields, for any refinements or changes necessary; then reframing that vision with more informed clarity, savvy, and sophistication. We also need to make the vision so well-crafted and so well expressed that those both within ELT and within our client world can grasp it right away.

To be an effective leader, we must also identify or discern where our followers are coming from. What is their own current knowledge, experience, value system, vision, and openness? What incremental steps do we need to plan to move them to a higher, larger, greater capture of the “big picture”? What are their stakes in the journey that will engage them at these new levels? How do we address their resistance or outright tenacity for the way they have always done it?

I once invited an ELT colleague to hear me give an EOP presentation at a conference of ASTD (the American Society for Training and Development; now ATD, the Association for Talent Development). Among the other attendees were representatives from a major oil company that was associated with a massive spill. After the session was over, she asked, in challenging tones, “Haven’t you gone over to the enemy?” I thought carefully before responding, “I have found that one quiet word spoken on the inside in a built-up trust relationship with the right person at the right moment can have more impact than all the protests on the outside.” (Such is the integration—and leadership—we can strive to exercise in communication with our clients—and with our colleagues.)

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I am uncomfortable speaking about an ESP project success story. I seem to be brought in because a project needs fixing. Overall “success” may be elusive or still in progress because of many seemingly intractable factors. But, along the way, I may help effect the tiniest of victories. And, through lessons learned, I may achieve even more clarity about what our field needs to be doing to be more effective.

My comments on such tiny victories or lessons learned will be collective from different projects and will refrain from any specific names of clients or other identifiers to honor actual nondisclosure agreements (NDAs) or the spirit of NDAs.

1. In one instance, a project with goals to improve English within a given industry
sector had started down a general English path without knowing there was such a thing as EAP or EOP. (Lesson: We have to do a much better job of becoming more visible to our client world. See #5 below.) To the credit of the key decision maker, he was willing to “turn the ship around,” despite great prior investment in time and budget in general English. The communication that helped lead to this “more than little victory” was creating a PowerPoint presentation given to all local stakeholders that clearly showed the results EOP could produce, compared with those of a general English approach. I also showed my preferred list of 11 Best Practices and asked where most general English teachers “entered” the list. Most identified their experience as starting at #10. Deliver training. This was a graphic way of showing them—and even the industry/technical experts—that there were nine other dimensions of EOP that had to be addressed first.

2. Within the same project, I could not be given access to certain high-level decision makers because it was too late in the game after project-formation decisions had been made—and because of my gender. Thus, a lesson I learned was to create handouts (“cheat sheets”) for managers who did, in fact, have a seat at the table and who could communicate EOP principles on my behalf as surrogates.

One of these handouts that my surrogates found they could use effectively was entitled, “Why EOP?”. A clear presentation of the rationale for EOP was needed to respond to the ongoing claim that the program had to start with general English. There was “no way” EOP could be taught to beginners. The examples used in the handout did indeed show EOP being used at a beginning level. And it continued with a rationale for EOP...

Because:

- One size does not fit all.
- The more exact the customization, the better the results.

To illustrate each point, I used, respectively, examples of:

- Safety language that must be highly individualized by industry sector to be relevant and actionable, such as
  - to prevent an oil derrick blow out ("Open 40 valves—not only 4—on the Christmas tree.")
  - to evacuate a cruise ship in an emergency ("Take Stairway 7 to Lifeboat 42.")
● Prepositions of location to find storage of supplies, materials, tools, parts, and equipment (SMTPE),
- as opposed to those same prepositions of location being used in general English to find retail and civic buildings on a city street map.

3. In a different consultancy, I “communicated” with management that I did not have direct access to by developing an extensive questionnaire for ONA (Organizational Needs Assessment) for managers to fill out. At the end, I created a summary table where they could fill in all their answers/values from the questionnaire. This included program design factors such as goals and desired outcomes, number of departments involved, number of trainees, number of teachers, their qualifications, number of hours per week and when in the day/night, number of weeks per cycle, modes of delivering the training, materials (how much customization), and more. The managers found that by seeing all their “decisions” laid out on one page, they could recognize which ones might be problematic. For example, goals might be too ambitious or disparate for the number of hours and weeks of the program. Or the number of trainees might be too many for the number of teachers.

4. Back to the project with gender restrictions, another tiny victory was that, after 3 years, those same managers who had been absolutely prohibitive about a woman ever coming to the country on behalf of the project—despite one of my roles as the English program evaluator—did invite me to come out. And they even granted a 3-hour meeting I requested with top management—and expressed respect and acknowledged my expertise after it was over. I worked intentionally to make my communication in this meeting provide clarity and education about issues that had confused and blocked openness between opposing sides, present pertinent linguistic concepts in laymen’s terms, and target only carefully prioritized topics to keep my formal presentation short. Yes, a seemingly small (but huge) victory to “gain a seat at the table.”

5. A lesson I have drawn from many recent projects is that we in the field must lead by going beyond “just” EOP teacher training. We must also develop EOP consultant training for those who must impact stakeholders before and beyond trainees in the classroom. (This is also called succession planning…!!) And we must further develop client training/orientation so high-level decision-makers start with sound program designs from the “get-go.” One familiar mechanism we might apply in an innovative way to educate clients about such best practices would be to develop an EOP Request for Proposal (RFP) or tender. We could assign typical point values per feature or section of the proposal or tender. For example, if an applicant did not score the top 40 points out of 100 on the Needs
Assessment section, we could explain why in the accompanying rating system we would design. Kevin Knight has suggested starting a conference series. I am also working on a more systematic and comprehensive business model.

6. Finally, we must be attuned to national economic development policy and the role EOP may play in its support. In the case of one project, this policy included:

- Diversification of a base raw material into downstream derivatives
- Nationalization of the labor force
- Employment of youth, particularly young males (to offer an alternative to “Tahrir Square”)

As national leaders set goals, we must likewise exercise our own leadership by discerning:

- where providing EOP is realistic and balanced,
- how it can serve positively and effectively,
- how it can be more inclusive (by reaching out to underserved populations, such as women, those of limited resources, or those to whom we have simply not yet raised our visibility), and
- where it is truly needed, but circumstances may be very challenging (such as in postconflict contexts).

I believe we must always wisely and ethically develop our vision for where the field of EOP should be going, test it, refine it, reframe it, express it clearly to internal colleagues and external clients alike, and advance it with conviction.

In connection with Anne’s reference to my suggestion for a conference series above, I was thinking of the work of Christopher Candlin. Chris was active in creating conferences that brought together researchers, trainers, and practitioners; for example, the LSP and Professional Communication Association for the Asia-Pacific Rim whose founding president is Vijay Bhatia. Following the lead of Chris here, it would be wonderful to find innovative ways to bring together decision makers (in need of professional communication programs) with researchers, program developers, and trainers.
Finally, Anne’s responses reflect the conceptualization of leadership at the University of Sydney that I mentioned in my previous blog post (http://blog.tesol.org/tesol-research-colloquium-and-other-adventures-in-sydney/): “Leadership for good starts here.” It would be wonderful if ESP project leadership for good could start here at the TESOL ESP Interest Section through leadership development efforts such as these ESP project leader profiles!

Do you have any questions or comments for Anne? Please post those below!

All the best,

Kevin

References


7. ESP Project Leader Profile: Ethel Swartley

Posted on 20 October 2015 by Kevin Knight

Hello, ESPers worldwide!

In this TESOL Blog post, you will read the ESP project leader profile of Ethel Swartley. In each of the (six in total) ESP project leader profiles that have been posted previously, the focus has been on English for occupational purposes (EOP). The focus of Ethel’s profile, however, is on English for academic business purposes (i.e., in connection with an MBA program in the USA) as she explains below.

Regarding Ethel’s bio, the following points are of particular interest and relevance:

- A past chair of the ESPIS
- 10 years at Drexel University (Philadelphia) developing contract programs and an executive business communication program
- Four years as a language teaching and training consultant
- ESP specialist projects for U.S. Department of State in Jordan, Algeria, Curacao, and West Africa
- Now 9 years at University of Denver doing English for academic purposes (EAP)

As you can see from her experiences, Ethel has expertise in both EOP and EAP.

Ethel’s expertise is evident in her profile below, which is especially interesting for me because she focuses on how she gets the support and involvement of stakeholders to achieve the goals that they desire. Similarly to Anne Lomperis, Ethel is in the position of improving a program that is already in place, and she needs to influence decision makers. Accordingly, she acts as a “change-maker.” Notice how she involves stakeholders to build a “team” that supports the students.
How would you define leadership?

Leadership means exercising one’s own knowledge, abilities and talents in such a way that others are inspired and empowered to exercise their own, and thus, projects can be accomplished in effective and creative ways.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project: English for Academic Business Purposes

Project description: Transform a general academic language orientation into a short ESP course for international graduate students in an American MBA program. Success is defined by more active participation and greater success of international students in MBA courses (as reported by business faculty), positive feedback from students about program relevance, and data from pre- and postprogram proficiency assessments.

Needs Assessment

- interviewed business faculty, administrators, and current students (both domestic and international)
- attended departmental planning meetings with admissions officers and advisors
- listened to expressed needs and asked questions
- observed and recorded target course activities to analyze communication requirements
- collected sample assignment descriptions, target course texts, and syllabi
- conferred with departmental faculty and administrators to determine program design and content

One challenge in this project was that the business college administrators had a language orientation in place but were dissatisfied with its outcomes without knowing what they wanted instead. Leadership skills came into play as I asked questions, not about the weaknesses of the original program, but about the target skills and communication tasks that the learners needed to be able to perform in their business courses. The stakeholders did not know that ESP was what they wanted, but because I had ESP analysis skills, I was able to help them define and envision a program that prepared the learners specifically for the communication tasks they would have to do.

Having opened Pandora’s box of dreams, I then had to help the stakeholders focus in on what their most important goals were for the program and to define what was achievable in the time available. In the end, because the stakeholders recognized that students needed some skills on Day 1 of their classes, while other skills could wait, we designed a two-tiered program: 2 weeks of intensive ESP workshops when the students first arrived in country, followed by weekly ESP support sessions throughout the students’ first term in their MBA program.

By working with various types of stakeholders in the needs analysis process, I was able to identify who could do what in terms of providing ESP support. Some training could be provided by language professionals, while other skills could be addressed by business faculty and student peers. By involving people at each of these levels in the discussion and the decision-making, we developed strong buy-in from all levels of the business college, and the program ran successfully for more than 5 years.

Ethel drives home the point that we do not meet our learners’ needs alone. As a leader, she made sure that everyone was focused on meeting the needs of the learners…which brings me to the question: What are you doing to bring stakeholders together to meet the needs of your learners?

In connection with getting the support of others for the training of my students, I obtained agreement from leaders (in the public, private, and academic sectors) to use the research data (that I was collecting in semi-structured interviews) when I conducted
leadership communication training with my undergraduate students in Japan. That story was published in my doctoral thesis.

Do you have questions and/or comments for Ethel? Please post those below!

All the best,

Kevin
8. ESP Project Leader Profile: David Kertzner

Posted on 3 November 2015 by Kevin Knight

Hello, ESPers worldwide!

In this TESOL Blog post, you will read the ESP project leader profile of David Kertzner. David’s company, ProActive English (https://www.proactive-english.com/), offers on-site business English and communication training. Outside of his company, David has been active in the TESOL ESP Interest Section, where he has held leadership positions as the ESPIS chair, English in occupational settings representative, and editor of ESP News. (On a personal note, when David was chair, I was chair-elect, so David has also had the leadership role of mentoring me.) As I have written in a previous TESOL Blog post about David (http://blog.tesol.org/david-kertzers-two-cents-on-technology-in-esp/), I expect to learn something when he speaks. Accordingly, I was pleased to be able to read his profile below in which he defines leadership and shares a story about providing workplace language training to participants from multiple language groups.

____________________________________

David Kertzner
Managing Director, ProActive English
https://www.proactive-english.com/
dkertzner@proactive-english.com

How would you define leadership?

I think of leadership as the ability of a person or a group of people to consciously move others to action that they might not take otherwise, towards a purpose of greater good.
That sounds quite academic. While it is an interesting task to think about what leadership is, in doing so, I can’t help but feel that “leadership,” like “synergy” and “the narrative” are overused and often misapplied terms. Calling oneself a leader does not make one a leader, nor does assuming a position of leadership and merely carrying out responsibilities make one a leader.

For me, the more important struggle around leadership for our professional and personal lives is to foster and maintain attitudes and values that produce actions of leadership, such as sense of responsibility for oneself and responsibility towards community, positive engagement, desire for social justice, compassion for the downtrodden, and empathy.

Although these are not words or phrases primarily associated with leadership and professional behavior, many successful professionals whom I know of consciously bring these attitudes and values into their professional lives—and it makes all the difference.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

**Background:** Several years ago, a food processing company in the Portland (Oregon) area asked my company, ProActive English, to develop and deliver language and communication training for 55 line employees who prepare frozen food products from industrial recipes. Participants were mostly immigrants who had arrived here between 1 and 20 years ago having had a range of education experience in their countries—from almost none to college level. Native languages among the group included Spanish, Russian, Tagalog, Vietnamese, and Chinese (Mandarin).

We were asked to deliver classes focusing on basic reading skills, explaining and responding to problems on the line, writing shift reports, and improving participation in company-wide training.

**Delivery:** Since our clients invite us in and pay for our services, they are almost always eager to give us the information we need to do the job well. In this case, the client was particularly helpful. We presented the HR manager who had secured our services with a simple sequence of steps that we would go through in the assessment process and another sequence that we would go through in delivering the training.

Our assessment of organizational needs and individual needs included interviews with program participants and managers, and a series of walkthroughs that allowed us to observe job functions, production process, moments of communication, basic documentation and forms, and signage around the plant. The information we garnered
from the assessment process made it relatively easy to modify or tailor our core curriculum to the context of the plant and its processes.

We regularly updated the HR manager on how things were going and provided formal reports at benchmarks we had designated before the training began. We invited other senior managers into the training room to observe what we were doing in classes and we were able to sit in on nonlanguage training offered for all employees. This proved quite valuable for developing new learning activities that were relevant to other training taking place on-site and the production process in general.

**Outcome:** After the first round of training, an HR manager reported that during the period of the training, no production errors due to language misunderstanding had occurred. The company estimated the cost of production errors in the previous quarter due to language misunderstanding at $45,000—significantly greater than the cost of training in the period that followed. ProActive English was asked back for a second round of training.

**Comment:** Getting hard data about the cost of errors due to language misunderstanding and being able to contrast that with the following period of time when one is delivering training—with zero errors occurring during the latter period—is not at all common. We have no illusions that our language training was the only reason that there were no production errors—but the training no doubt helped in many ways including raising overall awareness among native speakers of the importance of supporting the language learners’ experience. Translating individual improvement in communication skills into time saved on the job is another measure of program impact, and while such a measure can only be estimated, even more conservative estimates generally calculate out at a good ROI.

The program succeeded as it did due to our ability to implement at every step of the way our knowledge gained from previous experience (including previous mistakes) with similar projects. So, for those new to the field, I encourage you to ... make mistakes ...

and:

- set up simple systems for identifying organizational and individual needs at companies;
- get as much content as you can from the client company including photos, audio interviews, and video;
- do not reinvent curriculum each time, but think carefully about how you can modify your core content to incorporate the context that participants engage in every day; and
communicate, communicate, communicate. Companies are eager to hear good news about what they are spending money on. Such good news is often the highlight of a manager’s day and he or she is eager to share it with a colleague.

For the rest of you scoundrels hustling your tails off to deliver similar training, I imagine this is a familiar tale and one for which you have many of your own solutions. I look forward to any and all comments in response.

What all this has to do with leadership, I am not sure. But the experience did empower program participants, perhaps resulting in some of them being more likely to find their own path and improve their lives—and that would seem to be good for everyone.

David’s conceptualization of leadership, as something that moves us toward the greater good, is interesting to me in view of Cameron’s discourse dynamics framework, especially on a systematic metaphor (http://creet.open.ac.uk/projects/metaphor-analysis/theories.cfm?paper=ddf) level. In this connection, the conceptualization of leadership at the University of Sydney (http://sydney.edu.au/leadership/) —”Leadership for good starts here”—appears in a new light.

In addition, notice in the “Delivery” section above how David communicated to create a vision and to achieve that vision. (As I have written in previous TESOL Blog posts, my conceptualization of leadership includes communicating to create and to achieve visions.)

Finally, David welcomes hearing from you, so please post your questions and/or comments below!

All the best,

Kevin
9. ESP Project Leader Profile: Margaret van Naerssen

Posted on 1 December 2015 by Kevin Knight

Hello, ESPers worldwide!

In this TESOL Blog post, you’ll read the ESP project leader profile of Dr. Margaret van Naerssen. In the TESOL ESP Interest Section, Margaret has been committed to keeping TESOL ESPIS colleagues aware of and focused on ESP principles. She had a major role in creating the TESOL ESPIS PowerPoint on ESP. Also, Margaret was the ESPIS chair for two cycles. Outside the ESPIS, she’s been involved with a number of ESP training and program evaluation efforts in various countries to help colleagues recognize the value of the core principle of ESP: needs assessment. Her responses to the questions below illuminate her expertise as an ESP teacher-trainer.

Dr. Margaret van Naerssen
Coordinator, Cultural & Linguistic Diversity Program
College of Graduate Studies
Immaculata University
Immaculata, PA 19087
margaret.vannaerssen@gmail.com

How would you define leadership?

An effective leader

a) has long-term vision,
b) sets priorities for steps towards a vision,
c) listens to colleagues’ ideas,
d) is flexible,
e) guides colleagues in identifying strengths and interests, and
f) provides opportunities for fulfilling their potential.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

In many ESP projects, I can’t claim “success.” I don’t know what happens afterwards, but I’m happy when participants have an “a-ha!” moment about ESP.

In this ESP curriculum project important communications involved a) listening to and incorporating participants’ ideas, b) being flexible, and c) recognizing that we all had to work together. ESP helped identify and prioritize real needs.

Background

After the 1992 establishment of the European Union, the Italian Ministry of Education wanted upper secondary vocational/technical students to become competitive for jobs across borders. Job-related English would be important and help in interactions with other Europeans in Italy.

The focus was English for students in tourism programs. The second trainer was Nora Lewis, a colleague from the University of Pennsylvania.

Until just days before departure, the project status remained uncertain: the first Gulf War was starting. Would we be allowed to travel? Did we feel safe enough to do so? U.S. planes were refueling in Sicily en route to the Gulf.

For security reasons, we wouldn’t work in places known as “American” cultural centers, so we had no access to supporting resources. English teachers from technical schools around Italy came to Rome. Teachers from Sicily had a very long train ride. Their airport was closed! We stayed in a hotel distant from the center of Rome. However, the hotel was perfect for our tourism theme. Also, this situation forced us to depend on our own resources.

Shaping the Project

Listening to the teachers was critical: They knew their students and their studies. The group chose three areas: a) guides on tour buses, b) helping tourists with daily travel needs, and c) selected food/beverage services. These materials could become models for other topics.

We all felt somewhat daunted about what could do in 2 weeks. Needs assessment was our guiding principle, providing a focus. Also, in ESP needs must be prioritized: It’s okay
to say that we can’t cover everything. Teachers began feeling a bit relieved. Using their input, Nora and I came back with a plan but knowing we’d have to be flexible.

**Trying Out Needs Assessment**

Around the hotel, we spotted possible sites for informal practice needs assessments: a bank and a travel agency. Ah, we were eating in the hotel restaurant—another site! During a daily expresso coffee break in the bar, a teacher noted that we could interview the bartender about customer communications. Besides, maybe he’d teach us some drink recipes! He became our friend! We were an informal part of the hotel community.

Still, teachers were nervous about doing needs assessments. We talked about strategies for observing communications in a bank and a travel agency. And, no, they did not have to find English speakers to listen to. They’d observe the communication tasks needed. With the security situation, the travel agency lacked customers.

Instead, they ended up interviewing the manager about communications with travelers. Teachers came back with greater confidence. Some had an “a-ha” moment about needs assessments—once they broke through their comfort zone. Previous academic lectures and readings had made them fearful about needs assessments. As the project evolved, they realized there are practical ways to “do” ESP training.

**Building a Unit to Fit a Larger Curriculum**

We provided a basic outline for the development of units:

a) Topic  
b) General and specific objectives  
c) Pretasks for accessing learners’ knowledge about the topic  
d) Tasks for learners to identify likely communication needs  
e) Practice  
f) Consolidation

The pretask for developing oral skills was new to some, and they said, “It’s a waste of time.” Then someone recognized it as similar to a prereading task. “Ah, now I get it! We can engage students and tap into the content of their vocational courses.”

**Collaboration With Content Specialists**

As teachers had regular communications with the technical faculty in their schools, the ESP idea of working with content specialists seemed natural. They’d just build on those
connections. All wanted students to succeed once they left for the workplace. Their classes might be the last formal education for many.

**Shifting Priorities and Flexibility**

_Tourist Brochure_
As certain topics became impractical, our priorities shifted. Then teachers wanted to add writing. At home, I had grabbed a few tourist brochures. Locally we found several English language brochures. One group examined the language and organization in the brochures, and then drafted a brochure about a historical site near a teacher’s hometown.

The writing unit involved students developing hometown brochures: short, easy-to-read materials. Brochures would emphasize the language of description and sequence (historic events), enable students to read English brochures elsewhere, and help them describe tourist sites in Italy. Some teachers noted their towns were _not_ tourist destinations! However, yes, students might have fun thinking about their towns as tourist attractions.

_Becoming Tourists!_
With the workload, teachers were becoming restless. How about sightseeing? This was the first visit to Rome for some. All of us wanted to visit the Vatican. However, the embassy plan required a specific daily workload.

We proposed a Vatican “field trip” to our embassy representative. Although we were tourists, we’d also observe the Vatican guides’ communications. We outlined the task. During the visit we’d take notes and then report back. Approved! ESP could be creative! Of course, it was no surprise when some skipped lunch, going shopping after the Vatican visit. Listening to teachers, benefiting from their expertise, and being flexible—all most valuable!

**Question for readers:** Do you recall an “a-ha” moment in an ESP project when someone suddenly understood an important aspect of ESP?

An “a-ha” moment for me was when I realized that “festina lente” applies not only to “writing” but also to “ESP curriculum development” (when we take the stance of reflective practitioners)!

Please respond to Margaret’s question in the section below!

All the best,

Kevin
Reference

Hello, ESPers worldwide!

In this TESOL Blog post, you will read the ESP project leader profile of Marvin Hoffland. In addition to his activity on the ESPIS steering board, he is a senior lecturer of English and Economics at the Carinthia University of Applied Sciences in Klagenfurt, Austria. He has been teaching and developing ESP/EFL courses in the areas of business, medical, and technical English in the Department of Engineering and IT since 2002.

Define leadership in your own words.

Leadership, of course, takes on many roles and can have many definitions. In my own personal experience here at an Austrian institute of higher learning, I believe my greatest contribution to leadership has simply been an ability to stay focused and persistent. To quote Theodore Roosevelt, “In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing.” What does this have to do with teaching ESP, you may be asking? Often, ESP lecturers do not have the materials or the knowledge to teach specific content (e.g., technical English, medical English) so we do “the next best thing” in the short term. But through determination, willingness to learn new things, and persistence, we can integrate our language courses into the overall “technical” curriculum of our respective departments in the long run.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I always like to deal with concrete examples, so I have chosen as an example a set of lectures (a micro-ESP example) that I developed when I first began teaching at the Carinthia University of Applied Sciences (CUAS).

**Project:** Material Development for Medical Engineering/Medical Informatics (MedIT) Students

**Background:** As in most technical fields, a person’s ability to describe a process is vital in the career of an engineer. The technical English textbooks that were available to me at the time had two examples of processes: 1) “How does a fax work?” and 2) “How does a microwave work?” Even without an in-depth needs analysis, it was quite clear that second semester students of MedIT simply would not be interested in technological processes that they would never develop nor work on in their career fields. Their curriculum contained (and still does) programming courses, electronic courses, anatomy, and physiology, as well as business and English. The “easy” choice would be simply to use the textbooks at hand, but would it be the right choice to discuss technology that is outdated and of little interest? The idea to replace “describe the process steps of a fax” activity with something more ESP for my MedIT students came from a Newsweek article that described the implantation of a stent-like device in the carotid arteries to prevent stroke.

**Delivery:** Using the Newsweek article “Hold the Clotting” as a base and combining language elements of anatomy (heart, carotid arteries, cranial arteries), physiology (stroke, emboli, necrosis), medical engineering (catheter, stent, imaging), and business (FDA, clinical studies, efficacy, proof of concept), I was able to develop a two-lecture activity with the goal to define two processes: 1) how a stroke occurs and 2) how the Diverter (name of the stent-like device) is inserted and how this device prevents strokes from occurring.

The first lecture consisted of readings (the Newsweek article, technical IEEE papers about the device itself), identifying key vocabulary, and a presentation where I incorporated audio files to help with the pronunciation of medical terms that I was unfamiliar with (endothelial, atherosclerosis, etc.). After working on the pronunciation and the necessary vocabulary, the second lecture was focused on the process descriptions and the applicable linking phrases. Utilizing two videos (the first for stroke, the second for the Diverter’s implantation and stroke prevention) from the company’s website, students broke into groups and developed step-by-step dialogs to describe both processes. After sufficient time, groups were chosen to narrate each process using the video automation to accompany them.
Outcome: It worked. By taking the risk of failure (going outside of my comfort zone introducing material where I was by no means an expert) and developing my own materials that better fit the needs of my students, the students were very active in the classroom participation and in other process description exercises in other courses (describe how food passes through the digestive system; how are gases exchanged in cardio-pulmonary system?) they were able to consistently use linking phrases and verbs used in describing processes and in anatomy and even in business contexts (trend analysis of shares over time). Moreover, this was one of those times when students actually asked me to do more activities like this.

Since this experience, I have continuously searched for authentic materials (FastCompany, Mayo Clinic, Apple, newspapers, etc.) that combine this unique mix of technology, medical applications, and business to meet the future career needs of medical engineering students.

Closing Comments: At a TESOL conference a few years past, I attended a session of a fellow ESPer Charles Hall, who is also a featured ESP Project Leader, and his words still provide me guidance. He described a situation where a young MA TESOL graduate had just started her first teaching job at a technical university in Moscow. There are no other language teachers and she is “embedded” in the Department of Electronics, and her technical colleagues expect that she teaches ESP. By the way, all other course descriptions are in Russian and her colleagues don’t speak English very well. What does she do? She goes into her first lecture and her first question is “Class, how do we order a taxi in London?” The moral of the story, or at least what I think Charles was indicating, is that ESP is challenging, and the ESP practitioner is often alone and not equipped to deal with daunting tasks of performing the necessary needs analysis and then having the technical expertise to teach content-based materials.

My advice to up and coming ESP lecturers is to, if necessary, do the next best thing—teach English for general purposes—and continuously work on doing the right thing: Teach ESP. How can you do this? If you are the lone language teacher in your department like myself, review the entire curriculum and plan your language materials accordingly; talk with your colleagues and try to establish cross-curricular activities; and most importantly, try out new materials outside of your comfort zone. This often leads to situations where your students know the content better than you, which in turn can have very positive aspects: They are more willing to communicate to show their knowledge and you as the lecturer are continuously learning and expanding your understanding as well.
Marvin points to creativity. In this connection, Goleman (2013, p. 46) writes that clear goals, freedom in how to reach them, and sufficient time are crucial.

Please post any questions or comments for Marvin below.

All the best,

Kevin

Reference

11. ESP Project Leader Profile: John Butcher

Posted on 12 January 2016 by Kevin Knight

Happy New Year, ESPers worldwide!

In this ESP Project Leader Profile, you will read about the experiences of Dr. John Butcher at the University of Akron (https://www.uakron.edu/) in designing the English program for young Saudi participants learning to be Elastomer Technicians in the future Saudi rubber conversion industry. John is currently on the ESPIS steering board as English for occupational purposes representative. He is also designing and piloting a Level 7 EAP program for Manatee Technical College in Bradenton, Florida. His profile below focuses on “Elastomer English”!

John S. Butcher, PhD
g8rbutch@gmail.com

Define leadership in your own words.

Leadership relies on analysis of on-going needs of a particular context. Leaders must assess what is essential to any project by observing real-life interactions and inquiring about content and relationships that are important to stakeholders. A good leader always seeks guidance from experts and practitioners in the field, collaborates with them and with colleagues, and applies best practices in meeting the needs of a project. Prioritizing of information and timely task completion are especially important.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?
The High Institute for Elastomer Industries (HIEI), Yanbu, Kingdom of Saudi Arabia (KSA) was established as an initiative for “Saudization” of the Kingdom’s workforce, to provide well-prepared elastomer technicians for the future rubber conversion industry proposed by several global industrial interests and the Saudi government. The University of Akron (UA) College of Polymer Science/Engineering was selected as the educational partner to train the Saudi technical instructor candidates who had been carefully selected for 2-year training at UA, the historic center for rubber technology research.

Although some English language support was provided the candidates at UA, little thought was given to the curricular design of meaningful “Elastomer English” for the actual training of young Saudi men who would be learning to be Elastomer Technicians. There would be up to 80 Elastomer Technology Trainees (ETTs) enrolled at the start of each year, beginning in September 2012. The decided-on strategy was to teach general English to the trainees in hopes that they would get enough language to be successful in compounding and testing elastomer compounds, and, later, building actual tires in the workshop.

At the time, 2 years into the 5-year contract, the concept of English for occupational purposes (EOP) had not yet been considered. No relevant linguistic or cultural needs assessment had been conducted, and it became apparent that the entire program at HIEI hinged on developing the linguistic skills of the trainees. No “Elastomer English” had ever been investigated before, which includes the details of the chemistry, physics, and manufacturing language of the elastomer conversion industry. Problems encountered in the needs assessment were:

- the denial of access to the jealously guarded rubber manufacturing settings;
- the highly technical habits of mind of the most of the scientists and manufacturing experts involved, which made untangling the language used and modifying it to be accessible to beginner EOP learners in KSA;
- the insistence on using inappropriate instructional texts, some of which sometimes even violated the principles of Saudi-style Islamic culture; and
- the contracted English instructional service provider that focused almost exclusively in the notion of general English.

The initial HIEI EOP curriculum for the first two semesters was written by the curriculum designer and vetted by several technical experts over the course of 2 months, prior to the welcoming of the first cohort of ETTs in September 2012. In the words of our outside consultant, “We are building the plane and flying it at the same time!” EOP, in the true
sense, could not be an initial approach, but was rather combined with English for academic purposes (EAP) as limited by the institutional needs of HIEI only.

The program of instruction was for five semesters in the 2.5-year HIEI program. The first semester delivered more than 600 hours of English instruction, both general (as a compromise), and an adapted course aligned with the grammatical syllabus of the general English class, but using relevant content drawn from actual workshop and elastomer science content. The second semester offered more than 400 hours of English instruction, almost all was designed to be relevant to the elastomer conversion contexts of workshop compounding and testing language needs. Problems and resistance arose again from the English language instructors who felt they were not equipped to teach “science,” ignoring the fact that the curriculum was content-based and all resources were provided them to teach effectively. Furthermore, the English instructors worked along with the Saudi technical instructors and ex-pat elastomer experts. The remaining three semesters reduced English language support to 40 hours per semester.

In conclusion, the first cohort of 58 ETTs graduated from HIEI in March 2015 with overwhelming success evidenced in the data of their English and technical skill development. Lessons learned during the project include the following:

1. EOP must be considered in the initial planning for such projects. Language experts must be consulted during the brainstorming period before any action towards designing a program begins.

2. EOP must be provided relevant and appropriate resources and content for the context. They must also have ongoing interaction with the technical experts as they become more knowledgeable of the linguistic needs of the job.

3. Employing “accidental tourist” types from among the thousands EFL “teachers” in the world is an enormous limitation to efficiency and timeliness of language support in a vocational program. People often take EFL jobs worldwide in order to meet personal interests in travel and “experience” local cultures. EOP professionals, on the other hand, must be committed to the tasks at hand, and must identify as co-learners in the program because it is their role to learn the technical content, collaborate with knowledgeable experts, and devise language teaching strategies to meet everyday demands of the specific training context.

4. The notion of general English is simply a myth. All language skills are for specific purposes in living and run a gamut of content, functions, and genres relevant to tasks at hand.
5. Elastomer English is largely receptive in nature and function rather than expressive. Technicians must receive instructions and recipes, and understand and do the work without much talk. Writing involves lab report writing, data recording, and short email messages to clarify or report problems on the floor. A side note—the floor of a rubber plant is so noisy that it is very difficult to hear conversation, anyway!


I very much like John’s last point above: “Needs assessment must continue throughout the program.” I am reminded of motivational speakers (such as Tony Robbins) who talk about “constant and never-ending improvement.” Further, you might want to take a look at Scollon and Scollon’s (2004) nexus analysis in view of Schön’s (1992) reflective practitioner. One exciting aspect of ESP is that as ESPers, we always need to be learning!

Please post any comments or questions for John below!

All the best,

Kevin

References


Hello, ESPers worldwide!

In this ESP Project Leader Profile, you will read about Karen Schwelle, who is a past chair (2007-08) of the English for Specific Purposes Interest Section and currently serves on the ESPIS Steering Board as secretary/archivist. She has developed and taught courses to meet the English communication needs of students and researchers in architecture, biomedical sciences, business, law, and social work. In her responses to the questions below, she describes an ESP course for international graduate students in the field of social work.

Karen Schwelle, Director of English Language Programs  
Washington University in St. Louis | kschwelle@wustl.edu

How would you define leadership?

It’s complicated! One important element of leadership is the ability to innovate—not just openness to innovation and the technical skills to make it happen, but the discernment to recognize what forms of innovation will pay off, and the communication skills to earn buy-in from colleagues. Another important element of leadership in English language teaching, program administration, and ESP is to advocate in a smart and productive way within the framework of your organization for your program, your staff, and your students, with students’ needs at the forefront. That’s not a comprehensive definition, but these are skills that I admire in many people that I work with at my university and in many TESOL colleagues, and they are skills that I am always trying to strengthen in myself.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

**Project:** A course in ESP to support master’s degree students in social work (MSW)

**Description:** Our university-based English language program developed an ESP course to help international MSW students obtain the English communication skills they need to succeed in a core course in the MSW curriculum. In the core course, students learn skills for social work practice with clients in individual, family, and group settings. Much of the core course is spent in supervised role plays with classmates as “simulated clients.” The core course requires students to read textbooks and research articles, and to complete assignments such as an annotated bibliography about evidence-based interventions for a problem experienced by their simulated client. Later in the semester, they must write both practice-oriented and academic genres such as case notes and research papers.

**Outcome:** In the ESP course, we support MSW students by working with them on skills such as accurately and appropriately describing clients’ feelings, recognizing euphemisms and slang (especially in relation to sensitive topics), jumping into group conversations, and managing group conversations. We also work with them on general academic reading strategies and writing skills such as summarizing, paraphrasing, writing critiques, and commenting on data.

**Communication With Stakeholders:** Since this course was launched almost 10 years ago, we have maintained lines of communication with stakeholders including (but not limited to) the following:

- **Students:** Students complete several short written reflections per semester in which they describe their success stories and challenges in applying new English communication and intercultural skills. These reflections help instructors know in what respects the ESP course is meeting students’ needs and in what respects it is not.

- **MSW Program Faculty and Administrators:** When we were developing the ESP course, I sat in on the core course for two semesters to better understand the communication demands it places on students. This step was crucial in order to develop a relevant course and materials. For the last several years, one or both ESP course instructors have attended meetings twice per year with all faculty teaching the core course in order to better understand their perspective on international students’ challenges and successes. This line of communication has allowed ESP instructors and MSW faculty to share concerns about particular students, confer
on how to handle issues such as plagiarism, and better align assessments of things like class participation. This connection also led to the opportunity for two ESP course instructors to attend training along with MSW faculty on an evidence-based client interview technique taught to students in the core course.

- **Within the English Language Programs:** Communication within our program is probably the area where we encounter the biggest challenges. It’s easy to take for granted that the instructor in the other section of the ESP course is approaching things the same way, but that is not always the case. Because both sections of the ESP course meet at the same time, some important discussions about the course happen at the copy machine or on the walk from our offices to class. We also use a Dropbox-like service for instructors to share materials. These materials can then be easily shared when new instructors teach the course. Other important conversations happen in weekly meetings for all instructors in our program (who are not necessarily teaching ESP courses) and in the placement process.

**Comments:** Because this ESP course has been in place for so long, we have navigated multiple stages: launching the course, recognizing what wasn’t working, and adapting. Later we responded to different sets of changes: new and different student populations entering the MSW program, new instructors coming into our program, faculty and administrators in the MSW program changing roles, and other changes that required us to regroup and adjust our approach. I am confident that the course is a success story, but managing the lines of communication in an ESP project is never truly finished.

Karen’s comments in the **Within the English Language Programs** section above resonated with me: “It’s easy to take for granted that the instructor in the other section of the ESP course is approaching things the same way, but that is not always the case.” From a leadership perspective, this is the challenge of communicating to achieve a shared vision. (In this connection, see my blog post on teaching negotiation: [http://blog.tesol.org/teaching-negotiation-in-leadership-terms-to-ells/](http://blog.tesol.org/teaching-negotiation-in-leadership-terms-to-ells/))

Do you have any questions or comments for Karen? Please post those in the Leave a Reply box below! Thanks!

All the best,

Kevin
13. ESP Project Leader Profile: Esther Perez Apple

Posted on 23 February 2016 by Kevin Knight

Hello, ESPers worldwide!

In this ESP project leader profile of Esther Perez Apple in Miami, Florida, you will learn about how the communication skills of an ESP project leader include the ability to conduct an effective needs assessment. Esther is founder and principal of Perez Apple & Company, which specializes in business communication (see http://www.perezapple.com).

Esther is currently the English for occupational purposes (EOP) representative of the TESOL ESPIS, and she also has experience as community manager. She will become chair-elect of the ESPIS at the annual convention in March.

Esther Perez Apple, MA
Founder and Principal, Perez Apple & Company
Email: esther@perezapple.com
http://www.perezapple.com

How would you define leadership?

As a context-driven ESPer and linguist, I think of leadership in terms of its root word *leith*, meaning to go forth and die, as in battle, or to mobilize an individual or group to dominate or succeed. The ESP practice I am engaged in with multinational professionals is aimed at helping them to go forth and succeed in the workplace. By raising their communicative competence linguistically, socially and strategically, they are
empowered to be better leaders in the pursuit of making a difference for themselves and their families, their organizations, its stakeholders, and the community.

The leadership role I play is informed by carefully analyzing an individual’s position within the organization and by assessing their instructional needs. This can only take place by understanding the unique communication environment of each individual. Consideration of language proficiency levels are combined with questions about the work setting and percentages of time spent communicating in English. In addition, assessing how much formal vs informal communication is done, how much of it is face2face, video conferencing, on the telephone, or in writing as well as how much is with peers, the public, superiors, or subordinates. In addition, finding out which communication tasks are required such as presentations, meetings, discussions, and written reports or emails. Much consideration is given to this communication profile so as to tease out and focus on the elements that will have the greatest impact on communicative competence and desired goals.

**Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?**

My works spans industries across the business sector and I most frequently work within a corporate or small business environment where talented and highly educated individuals are being held back by English communication performance gaps.

The owner of an information technology service company contacted me about his Sr. Technical Account Manager. This individual’s technical skills were deemed superior but his language skills were keeping him from interacting in written and spoken communication and therefore advancing into the management position that was desired by the manager and the company’s owner. The position’s requirements were to interact with potential and current customers, explain services, and develop ongoing relationships with clients both in written and spoken communication.

A blended learning program was designed to focus on writing, speaking, and communication strategies. An online writing program which supported the face2face program addressed grammar, usage, mechanics, and sentence construction. This was integrated into email writing projects in training sessions that focused on format, word choice, tone, and style.

Business communication strategies were narrowed to focus on the following discourse strategies:

- Considering option and choices
- Asking questions and verb inversion
- Yes/no questions; open-ended questions; probing questions; leading questions; hypothetical questions
- Seeking clarification and maintaining understanding

In addition, pronunciation skills for keywords used in email and discourse strategies were introduced along with writing and discourse strategies.

This highly motivated individual succeeded in improving his email writing and general command of business discourse. He received positive feedback from the company’s owner as well as his customers. He was able to write and speak with a minimum of grammar and usage errors as well as form relationships with customers by using English discourse strategies. Expectations were clear from the beginning that language learning and improvement take place over a period of time with continued practice.

What made this program succeed is the explicit focus on the skills and tasks that needed to be improved which can only be accomplished by an organizational and individual needs assessment. Successful programs emerge by balancing the language needs of the student, his/her goals, expectations of management or stakeholders, and the commitment of the individual and/or company that will benefit from the training.

As I was reading Esther’s profile above, I really liked her focus on providing customer satisfaction in an EOP context. Satisfying multiple stakeholders is a very important aspect of ESP project leadership, and we can gain insights into effective communication from Esther’s profile.

Feel free to provide any comments or questions for Esther below, or contact her directly at her email above!

All the best,

Kevin
Hello, ESPers worldwide!

It has been almost 1 year since the ESP project leader profiles were announced in April 2015. In this TESOL Blog post, you will read the 14th ESP project leader profile! It is my pleasure to take the stance of Schön’s (1983) reflective practitioner as I share with you my own story about the “creation” of the ESP project leader profiles. My hope is that this account will inspire you to become a project leader in the ESPIS and elsewhere!

Kevin Knight, PhD, MBA, MPIA
Associate Professor, Kanda University of International Studies, Japan
http://www.kandagaigo.ac.jp/kuis/english/
The Leadership Connection Project:
https://leadershipconnectionproject.wordpress.com/

How would you define leadership?

Leadership is a conceptualization with various inputs and is socially constructed. (See Knight & Candlin, 2015.) I view leadership as a creative activity that involves 1) communicating to create a vision, and 2) communicating to achieve a vision. (See this TESOL Blog post in 2013.) My conceptualization of leadership above is very easy to teach to my undergraduate students in Japan, especially in the context of project leadership where the students are responsible for creating and achieving their socially-responsible visions. Further, my conceptualization of leadership is reflected in the creation of various ESPIS projects, including the ESP project leader profiles.
**Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?**

**Project:** The ESP project leader profiles

**Background:** Christopher Candlin, in his role as my doctoral thesis supervisor, guided me in such a way that I came to see things in terms of cause-and-effect relationships. In view of such relationships, my purpose in this profile is to explain (or account for) why and how the ESP project leader profiles were created. The ESP project leader profiles were launched after two other projects. The first was an ESP PowerPoint project (Knight, Lomperis, van Naerssen, & Westerfield, 2010). The second was the “TESOL ESPIS Community Discussions 2011-2012” about which I (Knight, 2013) wrote:

A new way for the members of the TESOL International Association to communicate was created with the launching of the TESOL Community Network (i.e., online threaded discussions). The English for Specific Purposes (ESP) group in TESOL took advantage of this new community network to create the ‘TESOL ESPIS Community Discussions 2011-2012’ for the professional development of its members and non-members on a global scale. (pp. 23–24)

In sum, the two ESP projects above gave me the experience of creating in collaboration with ESPIS colleagues.

**The Vision:** As I write in another TESOL Blog post ([http://blog.tesol.org/esp-project-leaders-profiles-professional-communication/](http://blog.tesol.org/esp-project-leaders-profiles-professional-communication/)), I was inspired by the comments of the ESPIS chair, Jaclyn Gishbaugher, about the ESPIS Open Meeting at the 2015 TESOL convention in Toronto. Jackie writes that her discussion group came up with the following idea: “regular profiles of ESP practitioners to share what people are up to and compare projects.” In addition, as my doctoral research was on leadership conceptualization and leadership communication for the purposes of leadership development, I could see the value of exploring the professional communication of ESP project leaders for the professional development of ESP practitioners worldwide!

**Communicating to Achieve the Vision:** In an email dated 5 April 2015 sent to the other members of the ESPIS steering board, I wrote:

I would love to do profiles on your ESP work. In fact, I was thinking that I could approach this from a different angle. For a profile, I would ask 2 questions:

1. Define ESP in your own words. [Note: ESP was later changed to leadership.]
2. Tell me an ESP project success story. Focus on your communication in the project. How did you communicate with stakeholders to make that project successful? (I would break this down into questions such as “Who were the stakeholders?” to make this easier to answer.)

In this way, I would hope to capture 3 things:

1. The ESP practitioner’s conceptualization of leadership
2. The details of the project
3. The communication with stakeholders in the project

I think that this approach would be new. We usually “label” ESP in advance, and we do not usually focus on the importance of communication in this way in ESP. However, the communication aspect itself is extremely important.

There are many experienced ESPers here. I need volunteers to get this going. Kristin or Jaclyn, would either of you be willing to be first?

Kristin volunteered! I also informed the TESOL board of directors about the proposed project and contacted ESPIS leaders outside of the steering board.

Results

The ESP project leader profiles to date are as follows:

1. May 5, 2015: ESP Project Leader Profile: Kristin Ekkens
2. June 2, 2015: ESP Project Leader Profile: Charles Hall
3. July 14, 2015: ESP Project Leader Profile: Ronna Timpa
4. August 11, 2015: ESP Project Leader Profile: Evan Frendo
5. September 8, 2015: ESP Project Leader Profile: Jaclyn Gishbaugher
6. October 6, 2015: ESP Project Leader Profile: Anne Lomperis
7. October 20, 2015: ESP Project Leader Profile: Ethel Swartley
8. November 3, 2015: ESP Project Leader Profile: David Kertzner
9. December 1, 2015: ESP Project Leader Profile: Margaret van Naerssen
10. December 15, 2015: ESP Project Leader Profile: Marvin Hoffland
11. January 12, 2016: ESP Project Leader Profile: John Butcher
12. January 26, 2016: ESP Project Leader Profile: Karen Schwelle
13. February 23, 2016: ESP Project Leader Profile: Esther Perez Apple
14. March 8, 2016: ESP Project Leader Profile: Kevin Knight
A former ESPIS chair, Shahid Abrar-ul-Hassan, suggested in an email to the ESPIS membership that I extend my search (as far as I can globally) for ESP project leaders. I agreed! Shahid’s profile will be published next month, and if you are an ESP project leader, please contact me!

I would like to share with you one final thought. When I joined the ESPIS, the chair, Karen Schwelle (see her profile above), nominated me to do the ESP PowerPoint. I accepted and reached out to the community for help. That was my first step. So my advice to you is to take that first step, become a project leader, and remain committed to achieving the vision!

All the best,

Kevin

References


15. ESP Project Leader Profile: Shahid Abrar-ul-Hassan

Posted on 5 April 2016 by Kevin Knight

Hello, ESPers worldwide!

In this ESP project leader profile, you will read about Shahid Abrar-ul-Hassan. Shahid is a seasoned EAP educator, academic researcher, professional development consultant, and official ESOL examiner (speaking, writing) based in Vancouver, British Columbia, Canada. He has also worked as section editor of TESOL Journal (Scopus-indexed) and as associate editor of the TESOL Encyclopedia of English Language Teaching (a pioneering work of the TESOL International Association and Wiley Blackwell). Shahid is an alumnus of the Middlebury Institute of International Studies at Monterey (California, USA). He was a recipient of the Charles Wallace Fellowship (British Council/Charles Wallace Trust) and the Fulbright Fellowship (U.S. Department of State). He has also received a Best Teacher award for excellence in research and teaching from Sultan Qaboos University (Muscat, Oman). Shahid has led commissioned/invited professional development workshops in Albania, Canada, China, Nepal, Oman, Pakistan, Sri Lanka, Taiwan, Thailand, and Turkey.

________________

Shahid Abrar-ul-Hassan
Vancouver, BC, Canada
sahassan@alumni.middlebury.edu
**How would you define leadership?**

Leadership, in ESP contexts, sets professional and academic standards as well as supports practitioners in effectively reaching those targets. Most importantly, leadership is expected to demonstrate in practical terms how to put the latest research into action; that is, promoting research-informed practice. Those who assume leadership roles MUST be aware of the current trends and developments in ESP research and, clearly desirable, be able to publish their practiced-based research in mainstream or top-tier publications. In my view, just years of experience here and there does not complete the skill set for an ESP leadership portfolio. Thus, the leadership role entails specialist expertise in two domains: theoretical knowledge base grounded in the current research and practical application of the research-based best practices.

As we are aware, EAP has become remarkably widespread as an offshoot of ESP in the wake of globalization and adaptation of English as an International Language (EIL). It is safe to surmise that EAP represents the great bulk of ESP practice in terms of number of students, practitioners, research productivity, teaching materials, and geographical coverage.

ESP leadership (e.g., at ESP-IS) stays abreast of the developments in the field beyond their local teaching context. For instance, our PD sessions need to represent new realities that challenge the traditional conceptualization of EAP instruction. EAP is not the mother tongue of any individual, and the advanced or L1 English language proficiency does not make anyone well-versed in academic discourse, which is situated as opposed to being detached or generic. University and college students are members of multiple discourse communities, and academic discourse communities are populated by users of English from across the world. Thus, multidialectical competence is desirable. Moreover, plurilingualism is a natural linguistic resource that can be tapped in order to make EAP instruction effective. And, EAP-like programs focused on honing general language skills are limiting and contrary to the fundamental principles of ESP approach.

**Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?**

Of the numerous projects, both local and international, one worthwhile project grew out of my leadership tenure with ESP-IS. A set of FAQs were posed by ESP practitioners both old and new every year at our TESOL convention sessions: What is and isn’t ESP? How is ESP different than CBI, CLIL or GLT? What is ESP pedagogy and assessment? What specifically are ESP best practices? Although these questions still don’t have definite answers, I attempted to pen an article that synthesized and examined the ESP approach in its entirety based on the current literature in the field. It was a daunting task, but I was able to develop a full-length article (“The Ins and Outs of English for Specific Purposes”) after reviews by expert ESP peers to ensure its authenticity. The article delineated the ESP approach and tackled the key questions for practitioners.
The next step was how to communicate with the wider ESP audience across the globe, who were the prime stakeholders. ESP-IS membership is substantial and varied, but it does not reach out to most ESP practitioners in the world. So, I chose IATEFL’s ESP SIG journal Academic and Professional English as a venue to disseminate the article. This journal is reputed as a practitioner-oriented and open-access publication, which is edited by well-known ESP scholars. The article was published in the 2012 issue and is readily available online from my Academia.edu site. (https://www.academia.edu/8414183/The_Ins_and_Outs_of_English_for_Specific_Purposes_ESP)

The article has been a bestseller, with hundreds of views/downloads thus far. I feel gratified that it has helped orientate practitioners into the ESP approach, and while focusing particularly on the pedagogy, it offers a methodological framework for designing and implementing ESP courses. “This article captures the development of the ESP approach and specifically examines how ESP is differentiated from general English teaching.” Since I published the article, phenomenal developments have taken place in the field and continue to be with the incorporation of EAP in higher education in TEIL settings. So, more focused work is needed of the ESP leadership in terms of theoretical positioning as well as practical implementation of efficacious ESP courses.

As I read Shahid’s responses to the two questions above, I recalled a conversation that Shahid and I had at a TESOL convention. He was telling me how he had written his article after the ESP PowerPoint (Knight, Lomperis, van Naerssen, & Westerfield, 2010) had been created in order to provide a stronger academic foundation for the PowerPoint. Shahid’s article can also be accessed in the TESOL ESPIS library in the TESOL Community Network.

In addition, Shahid’s conceptualization of leadership refers to professional expertise that provides for the shaping of the vision of who we are as ESP researchers and practitioners and where we are to go in the future. (See Candlin on expertise and Richards on creativity.) In my own leadership research, one leader shared how he strongly believed that technical competence in a field would cause others to defer to the decisions of the “expert.” I also believe that it is the ESP professionals with expertise in multiple fields who can provide us with their creative insights.

Do you have questions or comments for Shahid? Please post those below!

All the best,

Kevin
References


Hello, ESPers worldwide!

In this TESOL Blog post, you will read about Dr. Robert T. Connor, who is the current chair of the TESOL ESP Interest Section. (Before becoming the ESPIS chair, he had been coeditor of *ESP News*, the ESPIS newsletter.) Outside of TESOL International Association, Robert is an EAP professor and program director and has continuing projects in academic English in Rwanda and Panama. His academic accomplishments include a Bachelor of Engineering from Vanderbilt University, a Master of TESOL from American University, and a PhD in linguistics and educational research methodology from Louisiana State University, where his dissertation focused on pronouns in scientific discourse. He was a Peace Corps volunteer in Burkina Faso and taught at university in Japan and the Caribbean. He currently directs Tulane’s English for Academic and Professional Purposes Program. In his responses to the questions below, you will read about an online collaboration with a university in Rwanda.

Dr. Robert T. Connor, Director
English for Academic & Professional Purposes Program, Tulane University
robert@languagenetwork.info

**How would you define leadership?**

Leadership in our context is making connections between colleagues in order to advance the field. In the ESPIS, we seek connections to refine our practice and develop greater coherence as we encounter changing situations. In our interactions in the professional
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Recently, we developed an online collaboration with a Rwandan university to prepare African students to take American university classes in English. There were numerous challenges, including the lack of resources for the students, time zone differences between trainers and students, cultural expectations for “real” classes, and different views on the purpose of education. As a leader, I had to make the connections between all the stakeholders’ views in order to advance the projects.

My mantra is incremental progress, always improving. Putting something in place is the first step. In fact, it is a giant step to move from nothing to something, but it is not the end. Refining the process is essential because so many complications and opportunities cannot be foreseen. Our training modules have evolved each semester to adapt to the rapid changes in online education. We moved from American trainers acting as teachers to a more peer-to-peer project-oriented module, which truly made the students and teachers team members to accomplish specific tasks.

When I reflect on this project and the field of ESP, I am struck by how many differing perspectives we have to accommodate. Examining our own perspective and seeing the overlaps with our clients is the first step, but the more difficult step is closely examining where these views differ so that everyone can be brought to an understanding of how to resolve these differences in a specific situation. The question is: In this case, at this time, what is the most useful way to first proceed?

When I read the responses above, I see Robert working with stakeholders to create and to implement a shared vision. In addition, I can appreciate his focus on incremental progress in acting to achieve the vision. When I think of incremental progress, I am reminded of Anthony Robbins and CANI (constant and never-ending improvement), W. Edwards Deming and kaizen in Japan, and Christopher N. Candlin’s advice to me of festina lente (make haste slowly). Jim Kouzes (coauthor of The Leadership Challenge) describes leadership in Liu (2010) as “something that everyone can do.” Kouzes explains:

After the first edition of The Leadership Challenge we expanded our study to include student leaders, as well as others outside of formal organizations. We asked: What is it that you are doing when you are performing at your best as a leader? (p. 30)
In our book, we define leadership as the art of mobilizing others to want to struggle for shared aspirations. And each of those words is chosen carefully. (p. 31)

In connection with the ESP project leader profiles, I see the definitions of leadership and the related stories of the project leaders as being contextually bound. We should always keep in mind that the ESP project leaders are being asked to share a success story (for a TESOL International Association Blog post featuring the project leader) that connects a leadership definition and communication in a leadership role with an ESP-related achievement. From this perspective, I believe that one of the many things that ESP practitioners can learn from these ESP project leader profiles is how to present ourselves to a global audience online effectively.

My advice is to take advantage of the global network of ESP project leaders that is being created through these ESP project leader profiles! Do you have comments or questions for Robert? Please post those below! Thank you!

All the best,

Kevin

References


17. ESP Project Leader Profile: Jigang Cai

Posted on 17 May 2016 by Kevin Knight

Hello, ESPers worldwide!

Jigang Cai is a full professor at the Foreign Languages and Literature Department of Fudan University, Shanghai, China. Jigang is currently president of the China EAP Association and vice president of the Chinese Association for ESP. In addition, he works for the Shanghai government as chair of the Shanghai Advisory Committee on EFL teaching at Tertiary Level. His research interests include contrastive linguistics to applied linguistics and ESP/EAP studies.

In the last 10 years, he has been promoting the implementation of ESP and EAP at the tertiary level in mainland China. He has published more than 50 research papers on ESP and EAP in many academic journals. He is currently responsible for the paradigm shift from teaching EGP (English for general purposes) to ESP at tertiary institutions in Shanghai and in mainland China.

__________________________

Professor Jigang Cai
Foreign Languages and Literature Department, Fudan University, China
caijigang@fudan.edu.cn

How would you define leadership?

Leadership in ESP for me entails persistence and innovation. There are many barriers to ESP practice in mainland China. Those who assume leadership roles must be strong enough when faced with opposition and negotiate the tensions. Innovation means that leaders should find a unique way in implementing ESP, as ESP practices vary from country to country. For example, the proportion of English-medium instruction...
programs and courses in Chinese universities are low. To motivate students to select ESP and EAP courses, one must be innovative in designing the program and curriculum.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Teaching English as foreign language (TEFL) to non-English majors at tertiary level in mainland China is popularly known as college English teaching (CET). Since 1978, CET has been oriented toward English for general purposes (EGP), and the majority of college English programs in the academy is to help students to pass CET-4, a nationwide EGP-based standardized test. The appointment as chair of the Shanghai Advisory Committee on EFL teaching at Tertiary Level by Shanghai government in 2012 provided me with an opportunity to initiate a paradigm shift from EGP to ESP. I worked with my colleagues to design A Framework of Reference for CET in Shanghai (Framework), which is an ESP-oriented curriculum. I know, however, it is impossible to impose a top-down curriculum on local college English programs without the government support, because ESP pedagogy is strongly biased and criticized in mainland China where both the MOE (Ministry of Education) and policymakers of foreign language instruction believe that the ideological or educational values of foreign language teaching should take priority over its instrumental role.

It is crucial, therefore, to persuade the Shanghai government to issue an administrative document if the framework is to be accepted by all Shanghai tertiary institutions. I talked with the officials of Shanghai Municipal Education Commission about the significance of the paradigm shift, which will not only change the test-oriented CET programs but also help to establish Shanghai as the international hub of finance, commerce, technology, and transportation by producing graduates with strong competitiveness in the global marketplace. The communication led to the release of the framework as a government document in 2013, which requires that all Shanghai tertiary institutions should “equip students with English language skills to enable them to succeed in their academic studies and future careers.”

As I read about Jigang’s activities in the area of policy-making processes, I was especially interested and impressed because I obtained a graduate degree in Pacific International Affairs at the School of Global Policy and Strategy (GPS formerly IR/PS) at the University of California, San Diego (UCSD) (http://gps.ucsd.edu/). As a leader, Jigang has been effective in collaborating with stakeholders to achieve positive change in Shanghai (An excellent example for all ESPers worldwide)
It will be very interesting to see how Shanghai changes in the future. In this connection, I am reminded of the role of UCSD in the transformation of San Diego, California. (For Japanese readers, you can see a recent JFIT report here of how the city compares to the traditional center of innovation, Silicon Valley.)

Do you have questions or comments for Jigang? Please post these below or contact him directly!

All the best,

Kevin
Hello, ESPers worldwide!

Ismaeil Fazel is an EAP professional and instructor (UBC-Ritsumeikan Program) at the University of British Columbia in Vancouver, Canada. He has also earned, as part of his doctoral program, a subspecialization in measurement, evaluation, and research methodology from the University of British Columbia. Ismaeil has been engaged in the field of ESP for over a decade now, in a variety of leading roles such as practitioner, curriculum specialist, and researcher.

He has published in numerous well-known journals including English for Academic Purposes, TESL Canada, and BMC Medical Education. One of his recent publications is a coauthored encyclopedia entry on English for Specific Purposes (Abrar-ul-Hassan & Fazel) in the TESOL Encyclopedia of English Language Teaching (in press), published by Wiley-Blackwell. Ismaeil has regularly presented at the TESOL convention, the American Association for Applied Linguists Conference, and the Canadian Association for Applied Linguistics Conference. He aspires to make a difference in the lives of ESP educators around the world by promoting research-based pedagogical practices and practice-based research that address real-life issues in the field.

Define leadership in your own words.

Leadership in ESP, as with any other type of leadership, entails but is not limited to accurate identification and meticulous management of (material, social, and human) resources at one’s disposal, as well as having effective communication skills. However,
being an ESP leader somewhat goes beyond the general conceptions of leadership, and also demands skills specific to the nature of ESP program delivery. A leader in an ESP project wears multiple hats, the most notable of which include being:

- A needs assessor (pre-implementation of an ESP project) and a program evaluator consistently and constantly monitoring the quality of the program (once the ESP project is underway)
- A course designer, a material developer, a public relations officer, and an instructor of the ESP course (if need be)
- A skilled and savvy negotiator (and an arbiter if disputes arise) trying to deal with and meet the expectations of different stakeholders, while managing one’s instruction team.

In addition to the above requirements, what I believe lies at the heart of ESP leadership is being able to flexibly tailor the ESP program to cater to the local needs of a given context, while adhering to the core principles and precepts of ESP, which would in turn ensure the integrity and quality of the program being delivered.

**Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?**

Back in 2004, I was asked to develop and deliver an English for Medicine course at the behest of the Hormozgan University of Medical Sciences in Bandar Abbas, Iran. Aligned with the principles and protocols of ESP program design, prior to devising the course I sought out the input of the stakeholders. To do so, I arranged multiple meetings (and a few one-on-one interviews) with the university officials as well as with the medical school faculty (and later with student representatives) to elicit and elucidate their expected outcomes of the course to be deployed. Meanwhile, I administered a placement test to the incoming students to gauge their baseline proficiency level.

Once I had the intended input and an adequately clear picture of the needs, expectations, and course objectives as expressed by the stakeholders, I set out to design the course. Essentially, the expectation was to enable students to be well-versed in the medical discourse, such that they would be able to read target medical texts, but also to produce medical reports and briefings.

To prepare the course material, I used both semi-authentic as well as (selected) commercially available materials. I asked the medical faculty to provide me with samples of authentic target texts and reports. Then, I tweaked and tailored the garnered materials to cater to the course objectives, and tried to embed problem-solving tasks
and activities and offer models for language use, to the extent possible. Both formal assessments and informal measures such as input from the students, faculty, and university officials indicated satisfaction with the project. Halfway through the initial project, I was asked by the university officials to also devise and deliver other courses including English for Entomology, English for Midwifery, and English for Nursing courses.

In retrospect, I think a key and critical factor contributing to the perceived success of the project, besides developing an awareness of the local context and culture, was clear, precise, and ongoing communication with the stakeholders in that project. At frequent intervals, I arranged feedback sessions with the stakeholders—namely university officials, select medical school faculty, and student representatives. What I basically did following a feedback session was that I would send the involved parties a memo that summarized what was said or agreed upon. Doing so allowed for checking the accuracy of communication and served as a (documented) reminder of any agreements, commitments, or promises made (by me or others) in the feedback session.

As I was reading Ismaeil’s profile above, two things came to mind. The first was that in order to be a leader, you have to learn. Technical competence seems to be required to influence others, and Ismaeil outlines ESP-related technical competence (including program development/management and professional communication skills) in his definition of leadership. The second was the importance of “framing” in influencing how stakeholders perceive and evaluate an ESP program. (See my previous blog post, which is related to framing as the language of leadership.) Ismaeil reminded stakeholders that he was always conducting training in view of previous agreements, commitments, and promises. He was following through on what he said he would do. In summary, as a leader, he could show to stakeholders that he was acting (as agreed) to achieve the shared vision (i.e., the desired and agreed upon goals).

Do you have any questions or comments for Ismaeil? Please post those below or contact him directly!

All the best,

Kevin

Reference

19. ESP Project Leader Profile: Yilin Sun

Hello, ESPers worldwide!

In this ESP Project Leader Profile, you will read about a former president of TESOL International Association—Dr. Yilin Sun. Here is a portion of her bio on the TESOL website (http://blog.tesol.org/author/ysun/):

Yilin Sun has served as president of TESOL International Association, as chair of the TESOL Affiliate Leadership Council, and president of Washington Association for the Education of Speakers of Other Languages (WAESOL). In 2011-2012, Dr. Sun was a Fulbright Senior Scholar in Taiwan at the National Taiwan Normal University. Dr. Sun received her doctorate in applied linguistics/curriculum and instruction from the University of Toronto, Canada. She has more than 28 years of experience in the field of TESOL as a teacher educator, a researcher, a classroom teacher, and a program leader with various institutions of higher education in China, Canada, and the United States.

In addition to the above, Yilin will be a plenary speaker at the Joint International Conference, ESP in Asia (http://www.g-edu.uec.ac.jp/jointesp2016/): Frontier and Advancement, The 8th International Conference on ESP in Asia & The 3rd International Symposium on Innovative Teaching and Research in ESP in Japan.

I look forward to hearing Yilin speak at the conference. You can find the call for papers here. The deadline for proposals is 30 June 2016 (23:59 GMT).

Dr. Yilin Sun, South Seattle College
Yilin.Sun@SeattleColleges.edu or yilsuntesol@gmail.com
Define leadership in your own words.

To me, leadership skills include the ability to inspire a team of professionals to work together to develop a vision into reality. It takes unwavering commitment to accomplish bringing people together to transform a vision into a tangible project. It needs clear strategic directions and accountable action plans to make it happen.

Effective leaders are genuine advocates for their profession, their students, and their community. They walk the walk and are trustworthy. A good leader doesn’t need to be always in the spotlight but she/he knows when to lead from the front and when to step back and lead from the peripherals.

During my service as president of TESOL International Association, I shared two blogs on the topic of leadership, which I hope will provide you with a better understanding of my definition of leadership. One is entitled Demystifying the Myths About Leadership (http://blog.tesol.org/demystifying-myths-about-leadership-an-innest-perspective/) and the other is Seven Magic Words to Develop Teachers as Leaders (http://blog.tesol.org/seven-magic-steps-toward-developing-teachers-as-leaders/).

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Over my career I have been involved with several ESP projects including curriculum development, ESP teacher training, and teaching ESP/EAP courses. There are always stories behind success as I see success as a journey requiring ongoing collaborative effort with all stakeholders, not just by a single leader.

I have two stories to share. These illustrate the two types of students I normally teach. One project is an ESP teacher training program and the other is a language program for adult immigrants and refugees students.

The ESP-AMT (Aviation Maintenance Technology) teacher training program was a project I designed for a group of international ESP teacher trainees. This project turned out to be very successful; a true team success as a coteacher teaming with the AMT instructors. Unlike conventional teacher training courses where the trainees would work by themselves, this group of trainees attended AMT classes with local American AMT students for 4 hours a day, hands-on training. Following the conclusion of classes each day, we would debrief as a group. Instructors engaged trainees’ questions, and modified instructional materials and activities as needed. One of the tasks that contributed to the program’s success was that I would conclude each week with working directly with trainees on topics related to ESP lesson planning, needs assessment, teaching techniques, and AMT genre-analysis, etc.
Another story I’d like to share is the Project I-DEA program. I-DEA stands for integrated digital English acceleration. I started with this program in summer 2015. This is a program targeting community college students in Washington State’s lowest three levels of English Language Acquisition courses. The program aims to help immigrant and refugee students through the integration of technology and language learning. The I-DEA project is funded by the Gates Foundation. For more information about I-DEA, please refer to its website: http://www.sbctc.edu/colleges-staff programas-services/i-dea/default.aspx

In this program, the instructors utilize a blended/hybrid format with a flipped instructional model and integrated instructional technologies. The students meet with me in class and online for 11 weeks. It was a challenging start; the majority of students had no computer skills and limited English abilities, not to mention knowing nothing about how to work online.

However, with concerted efforts by the students and the teacher, at the end of 11 weeks, the students’ progress was amazing—both in digital literacy and language skills. The new skills have given these students confidence to work online, work in teams, and share ideas in class and on Canvas. Those skills are essential in moving forward on their pathway for career and college success.

Here are the six points that I feel are necessary in making a project successful:

1. Shared vision, trust, passion, and commitment for student success among all team players
2. Everyone works collaboratively as a true community of practitioners
3. Willingness to step out of comfort zones and embrace new ideas, intercultural communication, and interdisciplinary collaboration—border crossing acts
4. Motivation, commitment, and support from all stakeholders: unit administrator, college IT services, and learners
5. Realistic long-term and short-term goals and steps to measure and achieve them; ongoing needs assessment
6. Innovative approaches and modules in scaffolding steps: A flipped model allows the program to significantly increase the rigor for students without requiring them to be on campus for additional time, fosters independent learning, and increases individual attention; project-based learning encourages students to utilize the course information and critical thinking to creatively solve problems
After reading Yilin’s profile above, I took a look at the I-DEA program website as she suggested. On the website:

- The Integrated Digital English Acceleration (I-DEA) program teaches English language skills in the context of college and careers for learners who face the largest language gaps. Unlike traditional approaches — in which learners are expected to learn English before pursuing college or job-training — I-DEA teaches English in tandem with college and career skills. Students quickly learn skills relevant to their lives and careers.

- I-DEA is based on Washington state’s I-BEST program (http://www.sbctc.edu/colleges-staff/programs-services/i-best/default.aspx), which integrates instruction using team-teaching to combine college-readiness classes with job training. I-DEA connects to I-BEST and other programs that lead to certificates, degrees and family-wage jobs.

Very interesting and useful information!

Do you have any questions or comments for Yilin? Please post those below or contact her directly! Thank you!

All the best,

Kevin
20. ESP Project Leader Profile: Tarana Patel

Posted on 26 July 2016 by Kevin Knight

Hello, ESPers worldwide!

Tarana Patel is the founder of learnEd, LLC with a base in Los Angeles and an office in Ahmedabad, India. Early career starters and corporate employees are learnEd’s primary audience. learnEd’s first entrepreneurial effort was an internship program for MATESOL students of The Middlebury Institute of International Studies at Monterey (MIIS), Tarana’s alma mater. More than eight MATESOL candidates interned in India to assist in teaching and developing oral skills courses for engineering, pharmacy, IT, and management students at a rural area college campus in the state of Gujrat. For this effort and her vision for learnEd, Tarana was awarded the Young Alumni Achievement Award in 2012 by MIIS. Currently, Tarana is building an app for business English communication for engineers and managers in IT and manufacturing industries.

Tarana Patel, Founder & CEO at learnEd, LLC
http://www.learned.guru
.tarana.patel@learned.guru
Define leadership in your own words.

I’ve experienced notable leadership insights from fields other than mine. I have also learned important leadership lessons from participants in my courses. The most important leadership quality for me is courage or grit as explained by Travis Bradberry (https://www.linkedin.com/pulse/do-you-have-grit-dr-travis-bradberry) and also mentioned by Kevin Knight in a past TESOL Blog Post (http://blog.tesol.org/tesol-research-colloquium-and-other-adventures-in-sydney/). Other leadership attributes that stand out for me depending on my context and project experience are:

- Empathy
- Foresightedness/vision
- Collaboration
- Delegation
- Trust
- Consistency (in action and communication)
- A global vision for impact beyond the classroom and in your professional field
- Sharing success
- Sharing knowledge

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project

learnEd is currently building an app for business English communication for engineers and managers in IT and manufacturing industries. A prototype of the app is scheduled to launch in Fall 2016. It’s a brand new endeavor for me to synthesize the understanding of on-site training motivators and behaviors in an ESP setting with a gamified design for a mobile learning experience. The goal is to give our learners the practice and help they need—wherever and whenever—beyond their on-site courses.

Project Inspiration Through User Understanding

ESPer Robin Sulkosky included the following point in his summary of the TESOL ESP-IS June reading group: “The discussion narrowed to the importance of embedding oneself in a needs analysis, rather than relying exclusively on knowledgeable insiders.” My experience has been in alignment with this understanding. I learned quickly after my initial on-site experience in India that insiders and decision makers do not offer a complete viewpoint of training needs and that learner stories and field observations are an enlightening source of information to inform course design.
One of the questions in my needs assessments for on-site training asks potential participants to mark what motivates them to work on their English communication skills. Many commonly known factors such as better job opportunities, promotion at the current job, access to online information, communicating with global counterparts, and so on generally rank higher. India has a family-oriented culture; therefore, I also included the item “to help my children with English homework” as a possible choice. Over 60% of the 150 learners surveyed marked that item as one of their top five motivators. This feedback was an enlightening source of information!

I dug deeper through my conversations with my learner groups to further understand what this feedback really meant. Because English is considered to be the language of opportunity in India, they feel most accomplished when they can pass on their learning to their children. We started with this discovery as our motivator as we collaborated to finalize our coursework for that session. Flipped learning and learner training for peer teaching became hot topics in our groups. We drew team building and management parallels with peer teaching and group work and became flipped learning advocates because it allowed family participation. Learners enjoyed watching the TED Talks I assigned in class with family members at home and came prepared to conduct classroom discussions to explore workplace communication principles. Time and budget constraints for ongoing classroom training and the role of mobile devices in our training sessions were simple observations that transformed into an opportunity to build a tech-based solution to assist our learners with their daily communication challenges at work.

Assessing Needs To Create A Value Proposition Design
More than 300 corporate employees have gone through learnEd’s on-site training programs in the past 2 years. In their daily work life, our learners mostly communicate in their local language. They need English to communicate with global partners or to create official documents and presentations. Another important finding for us was that it is challenging for our learners to continue their practice after their on-site training ends. They want a place where they can go to find answers to specific questions about situations in which they need English. They also want to get help for writing high-stakes correspondence, preparing for important presentations, and dealing with negative situations.

We had more conversations with our learners about their learning needs beyond our courses. We understood that two types of needs assessments were extremely important to define and develop an effective app design:

1. Profiling our potential user—her daily routine, her language needs, and any other factors that would affect how she interacts with the app, and
2. Breaking down learner feedback to plot their pain relievers and gain creators to further understand their habits and drivers (Osterwalder, Pigneur, Bernarda, & Smith, 2014).

Present Situation Analysis and Target Situation Analysis (Friedenberg, Kennedy, Lomperis, Martin, & Westerfield, 2003) fit perfectly with Osterwalder et al.’s (2014) framework of Value Proposition Design. Thus, we created our own framework for instructional needs assessment, instructional design, and value proposition design for the app as a learning product to gather data in several rounds before starting the design process. In this way, we were able to determine an important value proposition for our potential app user/learner:

- learn in real-time through real-life experiences
- enable purposeful and democratic communication in English in any situation

©2016-17 learnEd, LLC

Keeping an Eye on the Future
So far, our understanding of our learners’ and stakeholders’ needs reflected in program design has created satisfied clients and new business opportunities (Maslow, 1970; Dörnyei, 2008).

Check out this blog post Q&A to learn more about learnEd’s app project.

After reading Tarana’s inspiring profile above, I am very interested in the types of TED Talks that she assigned because I also use TED Talks in business English and leadership development activities (http://blog.tesol.org/leadership-communication-in-business-english-class/). Do you have any questions for Tarana? Please post those below!

All the best,

Kevin

References


Friedenberg, J. E., Kennedy, D., Lomperis, A., Martin, W., & Westerfield, K. (2003). Effective practices in workplace language training: Guidelines for providers of
workplace English language training services. Alexandria, VA: Teachers of English to Speakers of Other Languages.


Hello, ESPpers worldwide!

It is my privilege to be able to introduce to you Dr. Prithvi Shrestha, who has worked closely with the TESOL ESPIS over the years in his role as a leader of the IATEFL ESP Special Interest Group. In his profile, he shares information about a project in Bangladesh involving training for 80,000 English language teachers that has become a model for projects in Pakistan and India. Please see his bio below:

Dr Prithvi Shrestha is Senior Lecturer in English Language Teaching at the Open University UK. He served on the IATEFL ESP SIG committee as an editor for seven years and a Joint-Coordinator for three years (until April 2016). He designs and develops English for academic purposes (EAP) and ESP courses and materials for open and distance learners. He also produces teacher professional development materials for English language teachers who teach English as a second or foreign language (ESL/ EFL). All of these materials are technology-mediated (e.g., mobile phones). Dr Shrestha has been working in international development projects, the most recent being English in Action in Bangladesh and Teacher Education through School-based Support India (TESS-India) in India. He has led or co-led a number of research projects. Particularly, his projects have focused on EAP, ESP, academic writing, assessment and educational technologies. Currently, he is leading on an impact study of the IELTS test in Bangladesh and Nepal. He has published articles in international peer reviewed journals and recently edited an ESP/EAP book entitled Current Developments in English for Academic and Specific Purposes: Local Innovations and Global Perspectives (Garnet Education) (http://www.garneteducation.com/Book/777/Current_Developments_in_English_for_Academic_and_Specific_Purposes:_Local_innovations_and_global_perspectives_(eBook).html).

I would also like to add that I had the pleasure to work with Prithvi in his capacity as an editor when I submitted an article cowritten with Christopher Candlin to his ESP/EAP book above. For an illustration of my own conceptualization of leadership, be sure to check out the figure in that article.
Define leadership in your own words.

As an ESP researcher and practitioner (and a former IATEFL ESP SIG Joint Coordinator), I see leadership as an ability to provide academic directions in ESP informed by research and good practices in the field at both local and international levels. It requires a number of skills and knowledge as stated by the ESP leaders on this blog. I do not want to repeat them. However, I would like to state a few that are key to the success of an ESP leader.

An effective ESP leader should be able to

1. offer mentoring support to other members proactively,
2. lead by example,
3. create an environment of mutual trust,
4. critically reflect on what has been achieved and what needs to be done to achieve the set goal,
5. delegate tasks to others as needed,
6. communicate regularly with all stakeholders to provide them with updates,
7. learn from others, and
8. take responsibility.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I have led on a number of ESP projects in my own institution (The Open University, UK), IATEFL ESP SIG, and internationally. These projects had very distinct contexts and stakeholders. In this blog, I would like to share my experience of leading on an international project called English Language for Teachers (EL4T) which was seen as a model and followed in a number of other international projects.

**EL4T as an ESP Project**

EL4T was an ESP project implemented in Bangladesh and aimed at enhancing English language teachers’ language proficiency and pedagogical knowledge and skills. It was found that school English language teachers’ language proficiency was at A1 to A2 of the Common European Framework while the textbooks were up to the B1 level (EIA, 2009). In order to address this challenging situation, the English in Action project (£50m funded by DFID) was launched in 2008 and aimed to improve English language education in Bangladesh. Within the project, EL4T was launched to help teachers improve their language proficiency.

EL4T was designed by considering the English language textbooks used in schools, the specialist discourse they need to use, and the local contextual knowledge. The idea was to focus on speaking and listening skills by taking into account functional English language and structures and vocabulary of direct relevance to classroom teaching and the national textbook series, *English for Today*. Two sets of bilingual (Bangla and English) audio and print-based materials worth 120 hours in total for primary and secondary teachers were produced. The materials were developed to be used on low-tech mobile phones (Nokia C1) by uploading them to a secure digital (SD) card. At the time of writing this profile, the EL4T materials were distributed to about 80,000 English language teachers across Bangladesh through workshops. Given the ubiquitous presence of mobile phones in Bangladesh (Shrestha, 2012), the decision to use mobile phones as a technological tool was taken.

The project was international and involved multiple stakeholders. The materials were written by Bangladesh local experts under the guidance of the Open University UK academics. The project was managed by the EIA office in Dhaka. As an ESP expert, I had to be in constant communication with the local authors and the staff in the EIA office. Likewise, I had to liaise with local illustrators and audio recording artists to ensure that the quality and the content were not compromised and misinterpreted, especially when two languages, Bangla and English, were used in the materials. While working with the authors, it was essential to make them feel valued in the project given the potential power relationship issues and offer mentoring support. For this, I ensured that project aims were clearly explained and local knowledge incorporated into materials.

This working model has been followed in two other international projects: a British Council project in Pakistan and a teacher education project in India.
As Prithvi makes clear in his profile above, a key to the success of the project in Bangladesh was good communication. I am also pleased to see that he provided an account of this success story in Shrestha (2012). As a researcher, I have been interested in Scollon’s (2001) nexus of practice and mediated discourse analysis. In this connection, Prithvi’s work seems to provide some very interesting sites of engagement. Do you have questions or comments for Prithvi? Please post those below or contact him directly at his email above!

All the best,

Kevin

References


Hello, ESPers worldwide!

In this ESP Project Leader Profile, we meet Robin Sulkosky, who is a leader in the TESOL ESPIS, as you will read below. Born and raised in central Alabama, Robin currently lives in Japan with his wife, an Army veterinarian. He serves as an EFL instructional technician to Japanese engineers and planners at a naval ship repair facility. This year, Robin has plans to conduct a needs analysis on behalf of his division and introduce an ESP course for his students on integrated fleet maintenance. Robin taught ESL at Auburn University Montgomery for 4 years, and, before his post in Japan, he served as a composition lecturer at Auburn University and Howard University.

Robin Sulkosky
EFL Instructional Technician, U.S. Navy, Japan
rsulkosky1@gmail.com

*Define leadership in your own words.*

In a professional context, leadership is taking care of your people, whether those people are students, supervisors, or colleagues. It’s anticipating needs and wants, and fulfilling those needs and wants. It’s this idea of leadership that informs my current undertaking as member-at-large on the ESPIS Steering Board: the Practitioner Reading Group.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

The Practitioner Reading Group is an open access reading group that encourages ESPIS members to read and discuss scholarly articles pertinent to the discipline. In starting this group I had frank discussions with several other leaders in the interest section about the possible needs and wants of members. The group is only newly minted, so I’m ever mindful of facilitating it in a way that is both engaging and inviting by listening to colleagues’ needs and wants.

For example, the group was initially envisioned as much more interactive, with members contributing and eventually selecting readings for the month. However, it quickly became apparent that the group was too new—too amorphous—for this interactive element to work well. Participation in early stages need not extend, I found, to the selection of the scholarly work itself. I quickly set this aspect aside in order to get the group off the ground. I think it’s important to be ready to make changes to shape a project into something useful, not force it to be something it’s not. In keeping with this mantra, the group changes slightly from month to month. To really find that sweet spot that combines interesting and useful, I expect it will continue to do so!

I believe that the way members interact with the group from month to month can and should inform continued improvements to the group. In fact, communication from members need not always come directly, but also in the way members silently interact with the framework of the reading group. I do my very best to “listen” to both sorts of feedback—that’s what “taking care of your people” means. Part of this silent feedback is data from the message boards. It’s very easy to see how much traffic and impact a running thread has, and the numbers can and do suggest things that work and things that don’t. Again, “listening” is much more than being open to direct and clear communication: It’s anticipating and adapting to more subtle messages.

The final thing to note about facilitating the reading group is thinking practically about the timing of group communiques. With the modern practitioner inundated by communications of all kinds, it’s important to consider exactly how often to reach out to members. Even welcome communications can become tiresome if they fill up a mailbox too often, or come at inopportune times (such as during a finals week!). Hence, I always try to keep in mind the frequency and type of communications sent to stakeholders. There’s no perfect formula, but I find that considering these things keeps the group toward its goal of being interesting and useful.

More information on the reading group
The Practitioner Reading Group generally hosts a new open-access article at the beginning of every month. The article is open access to ensure all IS members can read it without violating copyright law. Discussion takes place on the message board on the
community page. There are discussion prompts provided for each article, but generally any relevant topic can be introduced. The group is a great opportunity to ask timely questions on ESP or to be introduced to new aspects of it, or it even acts as a refresher on familiar topics.

I recently noted Robin’s activities to launch the Practitioner Reading Group in another TESOL Blog post that addresses professional development for ESPers (http://blog.tesol.org/4-ways-to-address-the-question-what-is-english-for-specific-purposes/). In connection with professional development (of pre-K–12 educators), I also found Judie Haynes’s TESOL Blog post to be helpful (http://blog.tesol.org/why-pre-k-12-educators-of-els-should-participate-in-ellchat/). Judie writes:

Karen and I strongly advocate using Twitter chat groups to deliver professional development to educators of ELs. There are important benefits to teachers who participate in Twitter chats, especially if they don’t have a learning community that supports their professional development in school. It is our opinion that teachers of ELs need to find ongoing PD that is geared to their teaching requirements. Teachers require a venue where they can ask questions, discuss issues, share resources with colleagues, and support the learning of their students. #ELLCHAT gives teachers of ELs access to thousands of educators around the world, and it’s free!

The ESPIS Practitioner Reading Group could become the ESPIS Practitioner Reading Chat! We need to continue to seek ways to interact effectively for professional development purposes.

Do you have any questions or comments for Robin? Please post those below or contact him directly. Thank you!

All the best,

Kevin
Hello, ESPers worldwide!

It is my pleasure to introduce Dr. Philip Chappell from Macquarie University in Sydney, Australia, where I received my PhD in linguistics. I first met Phil in Tokyo, Japan at a JALT conference where he was head of the Macquarie University Showcase. Phil was also one of the leaders of the TESOL Research Network Colloquium (2015) at the University of Sydney and made it possible for me to present at that conference. (I am very grateful! You can read about my Sydney adventure here: http://blog.tesol.org/tesol-research-colloquium-and-other-adventures-in-sydney/).

Phil’s bio highlights his expertise in TESOL:

Philip Chappell is senior lecturer in applied linguistics and TESOL at Macquarie University. He convenes the Graduate Certificate of TESOL, conducts research in a variety of areas of TESOL, and supervises research students at Masters and PhD levels. Phil regularly publishes in leading journals and book series. Recent publications are a book chapter, “Creativity through Inquiry Dialogue” in Jack Richards’s and Rodney Jones’s, Creativity in Language Teaching: Perspectives from Research and Practice (Routledge), and his book Group Work in the English Language Curriculum: Sociocultural and Ecological Perspectives on Second Language Classroom Learning through Palgrave Macmillan. Phil is the executive editor of the English Australia Journal.

I am also excited to be able to publish Phil’s profile because this means that the ESP projects in the 23 ESP Project Leader Profiles to date have been conducted on six continents: Asia, Africa, North America, South America, Europe, and Australia!
Define leadership in your own words.

I think the most productive and potentially successful form of leadership is focused on the premise that you are aiming for creative collaboration. The traditional form of leadership emphasises structure and control. The leader assigns roles, divides the task into manageable activities, tracks progress on a timeline, and coordinates the team members. Leadership in a creative collaboration approach is less structured. Following the ideas of Keith Sawyer (2007), I like to think that leadership for creative collaboration is distributed. The leader is first and foremost responsible for creating the environment for creativity to flourish. This entails creating an environment where team members are intersubjectively engaged. Each member shares the perspectives of each other member, and there are those magical moments where a member can say, “I know that you know that I know what you mean” (Chappell, 2014). This is when the team is self-managing, motivating and supporting each other, and in the creative flow (Csikszentmihalyi, 1997), which is “a peak state in which people are free to concentrate on a goal-oriented task, and become fully absorbed in it, letting go of their immediate environment” (Chappell, 2015, p. 134). The leader is an active participant in the task, working as a peer, ensuring the environment is conducive to creative collaboration.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

In an EAP program that I comanaged with a colleague, we were interested in introducing dynamic assessment (Poehner, 2008) as a way to assist us with determining which level to place the students in prior to commencing their class. Our premise was that since many of the students had not been in an English-speaking environment for some time, although their proficiency levels were reasonably high, they may not perform as well as they would have had they been using English recently. The principle of dynamic assessment is that an understanding of a learner’s ability is best understood by examining the process of development while it is being promoted by the teacher. Our vision was to introduce this teaching/learning principle into a placement test setting, where we could get the best out of the student, rather than merely what they could do unassisted.

The first task was to brainstorm how this might occur. As a team of four, we got away from the fast-paced college setting and into a closed-door meeting, where no one else could disturb us. As the team leader, I wanted to create a setting where we had the space to be creative. My communication aim at this stage was to ensure all four of us had a shared understanding of the problem we were setting out to address, and also the principles of dynamic assessment (all of us were familiar with Vygotksy’s work on which it is based). This took us a good couple of hours, and the outcome was that we had not only agreed on the problem and the overarching solution, but we also had some strategies to think about.

In the spirit of wanting to create the best environment to continue our creative collaboration, I suggested that we spend some time thinking about this and come back together in a few days’ time. We had several informal chats about it between ourselves in between those two meetings, and it became clear that a particular team member had developed some great ideas to take us forward. At our next meeting, this team member naturally and spontaneously took the lead and threw out his ideas for implementing dynamic assessment. I was working with the team as a peer—indeed we all were, and the leadership was distributed amongst us as we got in the flow and knocked the ideas into a manageable approach to conducting a placement test interview based on dynamic assessment.

As a team, we decided to write this up together so that we could ensure all our voices were heard and we had joint ownership of the proposal that we would then take forward to the teaching staff. That took us a good couple of hours around a computer, and we spontaneously did some role plays to work through some of the steps in the process we were developing. In the end, this allowed us to present the proposal as a team, modelling and demonstrating the steps for the teaching team. Again, this
collaborative approach allowed the communication to be instructive and developmental rather than institutional and top-down. The proposal was accepted by teachers and we instituted the new placement test interview process over the next few months, fine-tuning it with feedback from teachers and students.

Phil’s leadership definition resonated with me, particularly the following: “The leader is an active participant in the task, working as a peer, ensuring the environment is conducive to creative collaboration.” Further, he clearly outlines how the team communicated to create and to achieve the vision, which matches my conceptualization of leadership.

Please feel free to contact Phil directly, or post your comments below! Thank you!

All the best,

Kevin

References


Hello, ESPers worldwide!

In the 24th ESP Project Leader Profile, it is my pleasure to introduce you to Professor Jie Shi. I first met Jie at the 8th International Conference on ESP in Asia and the 3rd International Symposium on Innovative Teaching and Research in ESP in Japan (http://www.g-edu.uec.ac.jp/jointesp2016/), and I am pleased that she focuses on that event below. Fortunately, we were introduced to each other by former TESOL president, Yilin Sun (http://blog.tesol.org/esp-project-leader-profile-yilin-sun/). Jie is an ESP leader in Japan, as you can see from her bio:

SHI Jie, a professor at the (National) University of Electro-Communications (UEC), Tokyo, Japan, has been an EFL teacher, an action researcher, a curriculum and course designer, and a teacher trainer in several countries such as China, Singapore and Japan during her academic career of over thirty years. Her research areas include ESP (EAP & EST), Curriculum Development, Teaching Methodology, Corpus Linguistics for ESP, Bilingualism and Trilingualism in Sociolinguistics, World Englishes, and Translation Theories. Professor Shi Jie is the founder and the Head of the Research Station for Innovative and Global Tertiary English Education (IGTEE) of UEC Tokyo and has organized several international symposia on ESP in Japan. Currently, she is the Director of the Undergraduate Technical English Management Committee of UEC Tokyo, the Chair of the ESP SIG Kanto Chapter of the Japan Association of College English Teachers (JACET), and a PD (Professional Development) specialist for the Inter-University Seminar House of Japan.

In view of Jie’s impressive background, I look forward to finding ways that TESOL and JACET can collaborate in the area of ESP!
Define leadership in your own words.

Leadership is an innate quality as well as an acquired set of skills of being able to perform the following effectively:

- Creating visions or new directions for development
- Setting specific objectives and goals
- Devising innovative methods for achieving objectives and goals
- Motivating and inspiring people to work together and build effective teams
- Addressing the needs and providing necessary support at both individual and team levels
- Discovering and providing opportunities for people to grow and shine
- Identifying and solving problems and conflicts
- Having a strong sense of responsibility for all stakeholders
- Delivering results and demonstrating outcomes
- Possessing cultural and cross-cultural understanding and flexibility
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Event:

The Joint International Conference of the 8th International Conference on ESP in Asia and the 3rd International Symposium on Innovative Teaching and Research in ESP. (http://www.g-edu.uec.ac.jp/jointesp2016/)

Time and Location:

August 19–21, 2016, the University of Electro-Communications, Tokyo, Japan (http://www.uec.ac.jp/eng/)

Conference Organizers:

Main Organizer:

The Research Station for Innovation and Global Tertiary English Education (IGTEE) of UEC Tokyo, Japan

Co-Organizers:

- The Chinese Association for ESP
- Taiwan ESP Association (http://www.tespa.org.tw/)
- JACET ESP SIG Kanto Chapter (https://jacet-esp-kanto.org/)
- The Undergraduate Technical English Management Committee of UEC Tokyo
- Research Centre for Professional Communication in English, The Hong Kong Polytechnic University (http://www.engl.polyu.edu.hk/RCPCE/)

Supporting organizations:

- JACET ESP SIG Hokkaido Chapter
- The Japan Association for Language Teaching (JALT) (http://jalt.org/)
- JALT College and University Educators (CUE) SIG (http://jaltcue.org/)

Conference Themes:

- Curriculum and course design in ESP
- Materials design and writing in ESP
• Development and application of ESP theories
• ESP teaching and learning approaches and methods
• Innovations in ESP research and instruction
• ESP teacher development
• Development of ESP testing and assessment
• English teaching and learning for academic purposes
• English teaching and learning for vocational purposes
• English teaching and research for business purposes
• English teaching and research for legal purposes
• Intercultural communication in ESP teaching
• Corpus linguistics for ESP education

Invited plenary speakers:

• Yilin Sun, South Seattle College, TESOL International Association, USA
• John Maher, International Christian University, Japan
• CAI Jigang, Fudan University, China
• Paul Thompson, University of Birmingham, UK
• Helen L. Basturkmen, University Auckland, New Zealand
• Yoshimasa A. Ono, RIKEN Center for Emergent Matter Science (CEMS), Japan
• Laurence Anthony, Waseda University, Japan

Outcome and Key to Success

This conference is a historical event on ESP in Japan, being the very first extensive international conference devoted to ESP education and research in the country. It attracted researchers and educators from various countries in Asia, especially from Mainland China. Approximately 50% of the papers were delivered by the researchers from Mainland China, an unprecedented ratio in any academic conferences on English education and research in Japan. This conference was indeed a bridge for ESP researchers and practitioners from not only Japan and China but also many countries in Asia and the world.

Many factors contributed to the success of this conference. First of all, the leaders of the ESP organizations of the previous Asia ESP conferences strongly believed in creating new and direct communication platforms for ESP professionals from similar cultural and educational contexts in Asia and firmly supported my decision of bringing the conference to Japan. Secondly, I received vigorous support from the hosting university, the organizing committee, and the supporting staff. Hence, I was able to focus on training the staff and building a close team. Thirdly, my multi-cultural background and experiences living and working in several countries enabled me to communicate
effectively with the presenters and participants from various countries and to solve cultural differences during the preparation stage as well as at the conference. Finally, implementation of innovative approaches, such as creating Best Paper Awards and Best Young Researcher Awards and inviting EST specialists and trainers from the industries, added new perspectives and practices to the conference and provided incentives to the researchers and practitioners for greater development of ESP in Asia.

As I read Jie’s profile, I was pleased to see that two of the plenary speakers listed above also have ESP Project Leaders Profiles: Yilin Sun and Jigang Cai. Later this year, the profile of a third plenary speaker, Laurence Anthony, is scheduled to be published.

Jie and I were two of the featured speakers at the conference. Jie’s presentation was listed under the conference theme of “Curriculum and Course Design in ESP” and titled “Incorporating the Needs of Subject Specialists in Curriculum Design of ESP Programs: The Experience of a Japanese University of Science and Engineering.” I spoke about the ESP Project Leader Profiles under the conference theme of “ESP Teacher Development.” In the near future, you will be able to access the PowerPoint presentations and conference proceedings (i.e., published research papers) on the conference website, which will thereby become a valuable resource for ESPers worldwide (so be sure to share the website with others!)

Do you have any questions or comments for Jie? Do not hesitate to contact her directly or to share your thoughts below.

All the best,

Kevin
Hello, ESPers worldwide!

In this 25th ESP Project Leader Profile, it is my pleasure to present to you an ESP researcher and practitioner in Japan, Dr. Laurence Anthony. According to his bio:

Laurence Anthony is Professor of Applied Linguistics at the Faculty of Science and Engineering, Waseda University, Japan. He is a former director and current program coordinator of the Center for English Language Education in Science and Engineering at Waseda University. His main interests are in corpus linguistics, educational technology, and English for specific purposes (ESP) program design and teaching methodologies. He received the National Prize of the Japan Association for English Corpus Studies (JAECS) in 2012 for his work in corpus software tools design.

You can learn more about Laurence at his website (http://www.laurenceanthony.net/). The program that Laurence describes below will soon be 10 years old. Are you interested in what has been called “the best English curriculum for science and engineering students in Japanese universities”? If so, please continue reading.

Define leadership in your own words.

Leadership to me is first and foremost about maximizing the potential and effectiveness of the group. But I think it is also about maximizing harmony, satisfaction, and success within the group. The two dimensions are intrinsically related. To achieve these various
aims, I think a leader needs to focus primarily on individuals. That means listening to the people within the group and trying to understand their strengths, weaknesses, pressures, and constraints. It also means understanding the contexts and pressures on individuals that work outside the group who have a direct or indirect impact on the group’s workings. Once a leader has gained an understanding of the complexities of the different stakeholders, they can begin to form a vision of where the group can, could, or should be heading, and start working to make that a reality.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project
Re-inventing the Center for English Language Education in Science and Engineering (CELESE) Technical English Program at Waseda University

Background
Back in 2004, the Faculty of Science and Engineering at Waseda University, Japan, wanted to initiate a new English program that would develop their students’ technical reading, writing, and presentation skills. To implement this new initiative, the university created the Center for English Language Education in Science and Engineering (CELESE) and hired three new tenured faculty members with backgrounds in science and engineering.

Unfortunately, trust in the established English faculty was at an all-time low. So, instead of focusing on teaching, the new program was designed to encourage students to take general standardized English tests and even exempted students with very high test scores from all required English classes.

Planning for Change
As one of the newly hired faculty members with a role to implement this new program, I felt it was first necessary to understand why trust in the established English faculty had been lost, and why promoting standardized test taking was considered to be an improvement over teaching. It was also necessary to establish who was promoting the new program, who was against it, and the individuals’ reasons for their feelings and actions. To achieve this, I needed to attend various meetings, discuss the situation with group members, and talk to outside stakeholders, including the faculty dean and university president. Only after understanding the complexities of the new program was it possible to start considering if and how the new program could be redesigned to better meet the goals of the students and address the desires and constraints of the faculty members.
Implementing Change
Many changes to the program needed to be initiated at the level of design, materials, and assessment. For example, it was clear that the students needed to develop technical reading, writing, and presentation skills that were not being addressed through studying solely for the standardized English tests, so new courses aimed at developing these skills were created.

It was also clear that highly proficient students with high test scores were not being challenged by the program. So, program-wide streaming (ability grouping) was introduced, and special sections of courses were created for the more advanced students.

It was also necessary to address the personnel hiring processes and the expectations of both part-time and full-time faculty members. Initiating changes in personnel procedures was a very sensitive issue and required interviewing all faculty members, learning about their views of students and their own teaching methods, and finally gaining the trust of the non-English faculty by explaining the new goals and hiring procedures of the program in a logical and persuasive way.

Measuring Success
The revised CELESE program was fully implemented in 2007 and continues in mostly the same form today. Internally, the CELESE faculty members cooperate in harmony together working to create new materials, assessment procedures, and teacher training programs. The non-English faculty members also appear satisfied with the program to the extent that it is commonly cited as a model for other faculty English programs.

Perhaps the best measure of success is the assessment the program received from external reviewers. We asked experts from academia and industry to observe our classes and materials and report on what they found. We were very happy to see that the reviewer from one of the largest manufacturing companies in Japan had described our program as “the best English curriculum for science and engineering students in Japanese universities.”

I feel very fortunate to have been able to include this inspiring profile of Laurence with those of the other 25 ESP project leaders to date. My understanding is that more than 10,000 students have completed the CELESE program at Waseda University, and Laurence is recognized worldwide as an ESP expert in Asia.
The ESP Project Leader Profiles focus on the leadership conceptualization and the professional communication and actions of ESP project leaders. The profiles are listed as a reference in the TESOL ELT Leadership Management Certificate Program Online. Please see the previous 24 profiles listed below. [Note: The links to the 24 profiles were deleted for this volume.]

Do you have any comments or questions for Laurence? Please feel free to post them below.

All the best,

Kevin
Hello, ESPers worldwide!

In this ESP project leader profile, we will take a closer look at the work of Barrie J. Roberts, who has created mediation as a second language (MSL). Here is her bio:

Barrie J. Roberts has been a public interest lawyer, mediator, ESL/ESP instructor, and Alternative Dispute Resolution (ADR) Director/Consultant for two southern California superior courts, working with judges, attorneys, and court staff to develop court-connected mediation programs.

She created Mediation as a Second Language (MSL), aka ESP for Conflict Resolution, and has taught a variety of MSL courses for undergraduates at UC Berkeley and LL.M. students at Chapman University’s Fowler School of Law in Orange, California.

Barrie has presented at TESOL, CATESOL, ETAI, the Global Legal Skills Conference, the International Conference on Conflict Resolution in Education, and most recently in Tokyo at the August 2016 Joint International Conference on ESP in Asia. Along with four UC Berkeley colleagues, she will be presenting a workshop at TESOL 2017 called Conflict Resolution and ELT: Win-Win Approaches for All.

If you have been reading the TESOL blog, you may already be familiar with some of Barrie’s work through the guest post by Sybil Marcus titled “Literature in ELT: Using Literature for Conflict Resolution” (http://blog.tesol.org/literature-in-elt-using-literature-for-conflict-resolution/). In Barrie’s interview, you will see how her beliefs and experiences have shaped her approaches to MSL.
Define leadership in your own words.

I haven’t had a moment’s peace since Kevin asked me to follow that instruction. *Leadership* is not a key vocabulary word for mediators; we tend more toward *collaboration* and *facilitation*. But today I tried an old mediator’s trick on myself: “Tell me why this isn’t working for you.”

That I can do! A mediator’s job is to facilitate communication between people who are stuck in a dispute. Our goal is to help them understand each other in new ways so that they can solve their own problems. To accomplish this, mediators “control the process,” providing a structured, fair and respectful session rooted in “active listening” designed to help participants feel relaxed, safe, and hopeful enough to start working together on the same team, often quite creatively.

Wait a minute! By describing mediation, have I described some key elements of leadership?

My ESP students certainly think so, as they rise in role-plays to greet the “disputants,” take control of the mediation process and lead the problem-solving session at the end. And if you walked into my classroom without knowing what was going on, you’d assume that the mediators were group leaders, and so they are.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I’ll describe two projects, one small and complete; one big, endless and with room for you.
Negotiating for an ESP-Negotiations Course
Several years ago I was invited to teach a negotiations course for two groups: native-English-speaking law students from the United States, nonnative-English-speaking (NNES) lawyers whose English was high-intermediate at best.

What a terrible idea! The role-plays alone would present linguistic, cultural, academic, professional, and ethical frustrations for professor and students alike. I wanted to teach a separate ESP–negotiations course for the NNES lawyers but (1) the school had never offered such a course and (2) the invitation to teach was not exactly in the form of a signed contract, so my leverage was on the thin side.

How could I get the dean to see why an ESP-negotiations course was such a good idea? And how could I accomplish my goal without worrying the current negotiations professors about threats to their own courses?

Instead of trying to persuade anybody about anything, I decided to try active listening to see how the current negotiations professors felt about having “foreign” students in their courses. Either they’d make my case for me or I’d learn that I had it all wrong.

Sure enough, and quite understandably, these law school professors described frustrations with papers, plagiarism, assigned readings, misunderstandings, grading, and, of course, role-plays, all of which they had swept under the rug because they didn’t seem to have any options. These professors had no experience with ESL, ESP or any other “E,” and if I wanted the very students that they were not equipped to teach, I’d be doing them a favor—as long as there were enough American students to fill their classes.

I brought this information to the dean along with another negotiation tool, a “yesable” solution, in this case my offer to teach an ESP-negotiations course for just one semester, as a pilot program, and to reassess thereafter.

These two communication tools, combined with a forward-thinking dean, created a win-win for all concerned, especially the students. I start teaching the fifth class next week.

ESP for Conflict Resolution: A Future ESP Project Success Story
One key element of leadership not discussed above is vision, which I will now attempt to demonstrate by sharing this vision for a new field. I envision thousands of English language teachers all over the world trained in conflict resolution and teaching variations of ESP for conflict resolution for their students’ various academic and professional purposes, from literature to law, with business, medicine, social work,
engineering, aviation, tourism, international relations, and many other subjects in between. This project will offer teacher trainings, websites, videos, textbooks, workbooks, journals and international conferences and more! To learn more, visit www.mslmediation.com

There are several things that I have gained from reading Barrie’s responses to the interview questions.

- The perspectives presented in Barrie’s profile and in Sybil’s article provide readers with a deeper understanding of what I consider to be the start of an MSL movement, and I see Barrie as the leader of that movement.
- When I aim to give undergraduates leadership experiences, I focus on project leadership. I am now thinking that MSL would fit nicely into my leadership courses.
- Finally, I see leadership in negotiation because negotiation is focused on creating a (hopefully win-win) vision (see the related TESOL Blog “Teaching Negotiation in Leadership Terms to ELLs” (http://www.mslmediation.com/)). In connection with the blog post, Barrie told me that in her MSL training, she has her own “orange” story that is based on Getting to Yes.)

I look forward to learning more about MSL. How about you? To learn more, please visit Barrie’s Mediation as a Second Language website (http://www.mslmediation.com/). You can contact her directly on that website. Furthermore, in connection with Barrie’s vision of thousands of teachers (and their students) with MSL training, take advantage of the opportunity to attend her MSL workshop at the TESOL convention in Seattle in 2017, where she will be joined by her colleagues Sybil Marcus, Melody Noll, Michael Clark, and Jennifer Burton.

All the best,

Kevin
27. ESP Project Leader Profile: Jen Cope

Posted on 7 February 2017 by Kevin Knight

Hello, ESPers worldwide!

So far, we have published more than 25 profiles in the ESP Project Leader series, with projects on six continents. The first profile from Australia was Phil Chappell (http://blog.tesol.org/esp-project-leader-profile-philip-chappell/). In this second profile from Australia, we meet Jen Cope.

Jen Cope recently received her doctorate from the University of Sydney, Australia. Jen has developed a theoretical model to analyse discourse and a pedagogical approach to help English learners develop critical literacy skills. She has published book chapters and journal articles and presented extensively at international conferences. Jen is a researcher and educator, who works at Macquarie University in the Master of Applied Linguistics and TESOL program and is an Honorary Postdoctoral Fellow in the English department. At the University of Sydney, Jen has taught in the Master of Education in TESOL program and participated in the linguistics department’s English literacy project. Additionally, Jen has extensive experience managing and teaching ESOL courses at TAFE NSW (a major Australian vocational college). Prior to her academic career, Jen was a publisher of financial, business, and legal texts.

I first met Jen at the University of Sydney, where we were both participating in the TESOL Research Colloquium (http://blog.tesol.org/tesol-research-colloquium-and-other-adventures-in-sydney/). We had both published chapters in an IATEFL ESP SIG book edited by Prithvi Shrestha (http://blog.tesol.org/esp-project-leader-profile-prithvi-shrestha/). (See Cope, 2015). Jen’s responses below focus on her ESP research.

-------------------------------
Define leadership in your own words.

In the ESP context, I believe that a leader ultimately helps to facilitate the development of English language skills of learners. This can be achieved as a teacher, a researcher, or an innovator of pedagogy. Importantly, leaders should be proactive in helping ESP language learners to engage with and participate in their domain as well as being responsive to their needs. To ensure that the ESP community benefit from innovative practices, a leader should disseminate their research results and pedagogy while encouraging ESP teachers and practitioners to implement new ideas in their practice.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

My current experience of being an ESP leader relates mostly to a pedagogical approach I have devised to help develop critical literacy skills of language learners in academic and professional language learning contexts. The approach was informed by the findings in my doctoral research project (Cope, 2016), and I view it as one of my ESP project success stories.

My research study examined how cultural differences can affect the presentation of similar content in three countries in which English is the first language (Australia, the United Kingdom, and the United States). I employed critical discourse analysis and presented a pedagogical approach with practical techniques for raising learner awareness of cultural differences in language use. My English language teaching practice was one of the main motivations for selecting my research study. Some years previously, I had taught on an ESP course to a group of Vietnamese bankers in Sydney, Australia. Owing to limited Australian-specific materials, I adapted British and American ones.
My doctoral study found that while language constructions between the US, UK, and Australian contexts were fairly uniform, the use of certain textual devices varied somewhat. Culturally specific references embedded in texts, however, differed hugely between each country. This finding contested previous assumptions that proficient English learners can understand English language texts, regardless of where they were published, and confirmed that it is also necessary to understand references relating to the specific cultural setting in which the text is produced to gain a deep and full understanding of it.

Scholarly literature acknowledges the importance of developing critical literacy skills of English-language learners (Hammond & Macken-Horarik, 1999), to highlight and unpack ideologically loaded ideas (Fairclough & Wodak, 1997), and hence to empower learners through participating in the discourse (Cope, 2009).

I have communicated my pedagogical approach to developing critical literacy skills through publication (Cope, 2015; 2016) and at numerous international workshop and conference presentations. Such presentations are attended by second language research scholars, TESOL professionals, and teachers. The pedagogical approach draws on genre-based instruction (Paltridge, 2012) and consists of a series of steps. Each step asks a series of questions related to contextual and textual features to guide learners towards discovering and understanding deeper or ‘hidden’ meanings in texts. In communicating the pedagogical approach to benefit ESP learners, I address the following issues:

**Context Matters**
Contextual factors affect the use and meaning of English language across cultures, making it important to recognise the interdependence of context and meaning. Developing the ability of ESP learners to unpack meanings allows them to make connections between a text’s language and contextual references relevant to understanding the text.

**Contextualising ESP Teaching Materials**
Materials need to be recontextualised, as exemplified by adapting US and British materials for the Australian-based ESP course for Vietnamese bankers, or pre-analysis by ESP teachers is required for texts set in other cultural contexts. Identifying main topics, names, and events make texts more accessible to ESP learners.

**Enabling ESP Learners to Participate in the Discourse**
ESP learners understandably might not wish to challenge opinions of authoritative writers, owing to lack of confidence, cultural constraints, or unfamiliarity. Yet, for ESP learners to achieve their real-world goals, Basturkmen (2010, p. 8) asserts that English
is the means to engaging in “academic, professional or occupational pursuits.” Incorporating critical literacy skills into ESP instruction encourages learners in their achievements.

I continue to receive excellent feedback on my pedagogical approach with an increasing number of teachers applying it to their practice. The approach can be modified and applied to different contexts. I am delighted to contribute this innovative approach to developing language learners’ critical skills and to assist them in contributing their own valuable experience to their academic and professional fields.

------------------------------

Jen’s focus on research and practice is inspiring. It reminds me of my own research on leadership discourse and its application to the training of my students in Japan. I hope that we will see more alignment between research and practice in the future.

Do you have any questions or comments for Jen?

Please feel free to contact her directly.

All the best,
Kevin

References


Hello, ESPers worldwide!

In this ESP Project Leader Profile, we meet Susan Barone, Executive Director of Global Learning and Education at Vanderbilt University in Nashville, Tennessee, USA. At Vanderbilt, Susan has effectively bridged the gap between linguistics research and program design.

Susan Barone is a senior lecturer in the Peabody School of Education and the College of Arts and Sciences [at Vanderbilt University (VU)] in the area of second language research and theory and teaching methodology. In her roles as Executive Director of Global Learning and Education, she focuses on language and cultural competences for both incoming and outgoing students. As a sociolinguist, Susan’s research investigates the intersection of Applied Linguistics and Narrative Medicine and the connection between clinician elicitations and patient narratives in intercultural health-care contexts. She has been instrumental in developing discipline-specific language programs in the VU schools of Education, Engineering, Law, Nursing, Medicine, and Management. Professional interests include needs analysis, program design, and medical discourse analysis. Susan presents at international conferences, and her publications include articles, book chapters, and the textbook, *American Legal English* (http://www.press.umich.edu/titleDetailDesc.do?id=231089).

I first met Susan at a TESOL annual convention where we were two of the presenters in an academic session of the ESP Interest Section. I was pleased to learn that she had studied with Janet Holmes (http://www.victoria.ac.nz/lals/about/staff/janet-holmes) because I had seen Janet speak at the APACLSP inaugural convention in Hong Kong in 2008 about the Language in the Workplace Project (http://www.victoria.ac.nz/lals/centres-and-institutes/language-in-the-workplace). Further, my own research interest was in leadership discourse.
Define leadership in your own words.

I am of two mindsets about leadership. On a personal level, I do not believe in hierarchy, so when I refer to leadership, I am speaking to qualities and characteristics, not necessary to position and power. On a professional level, I understand that hierarchies exist institutionally, and where there is greater leadership, there is greater reward for all involved. My personal stance informs the professional understanding I have of the concept of leadership.

Plan Ahead
Balance making plans with being open to new ideas as they emerge. Coach yourself to be able to see the big picture along with the details and how the two are connected. For example, while recently working with one of our professional schools, it became important to maintain a focus on the school’s administrative goals to inform the more specific curricular objectives. If we learn how to articulate both perspectives and talk through the steps for getting the details to connect, we can better achieve the overarching goal.

Listen Well
Listening helps you understand individual and institutional needs and expectations. Importantly, it helps you remain student focused. On a campus, listen to the full range of individuals: students, staff, faculty, and administration. Listening includes offering full attention, giving feedback when relevant, and acting on what you’ve heard when possible. Listening means much more than hearing to develop an immediate response. This type of listening may be challenging because staff sometimes seem to expect responses from those in administration.
**Work Hard**
Work, and work hard, but do your best not to overwork. Do your due diligence, be a model of your work ethic expectations, and actually do your work. At the same time, do your best not to overwork. Achieving not overworking isn’t always easy or possible on a regular basis. There are times when you just have to bite the bullet, roll up your sleeves, and overwork. When you can, however, pick which projects need this more rare type of commitment and pull back on others. Keeping work in check helps free up energy to do other things, likely in more creative and innovative ways. In the end, the other endeavors inform and renew your work in addition to helping you maintain balance. It is also important to note that you model your work ethic for staff and students. You don’t want any of them to be consistently overworked and to experience burnout.

**Serve**
Be of service to others. On a college campus, we are in service to students and we certainly also need to be in service to our staff. In many cases, we may be their best, if not only, advocates within an institution.

**Give Credit**
Give credit to those who contribute to your work, from those who offer you time to listen to your ideas, to those who take action on tasks. As a campus leader, your name will get the praise for work well done, so be sure to name names and express gratitude and appreciate for those with whom you work.

**Continue to Learn**
Continue to learn. Everyday.

*Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?*

Our English Language Center is an ESP-EAP focused program at Vanderbilt University. My example focuses on the importance of listening in the design of an EAP program our language center has been developing over the last five years.

Informal conversations with an assistant dean at our School of Education prompted a discussion about preparing incoming students for whom English is not a primary language and whose standardized language assessment scores were quite advanced, often well beyond the minimum requirement. Yet, in carefully listening to the concerns, I was able to identify that there was a need to address the conceptual level of mental lexicon development: what did these terms mean within the context of a U.S. school of education?
Actively listening and drawing from experience, I was able to contextualize possible solutions in very specific ways much sooner in the process. I remembered reflecting on this fact immediately as our plans to develop the program were in place. In the spirit of listening with intention, the language center instructors created an ongoing needs analysis as a tool for listening carefully to the needs of students and remaining student focused.

In her responses, Susan focuses on personal actions. From a leadership perspective, these personal actions lead to collaborative activities to create and to achieve visions. I especially like the fact that such vision building involves ongoing needs analysis. In effect, we are looking at a program design system that meets the needs of various stakeholders.

For ESP practitioners, it is very important to be able to meet the needs of stakeholders. In my own research conducted with leaders in the public, private, and academic sectors, listening was considered to be very important. Such active listening provides leaders with a framing opportunity. How are you framing your programs for your stakeholders?

Do you have questions or comments for Susan? Please feel free to contact her directly.

All the best,

Kevin
Hello, ESPers worldwide!

In this ESP Project Leader Profile, Debra Lee shares her expertise in online course development in business English for Ukrainians displaced by the Russian/Ukrainian conflict. Her bio describes her as follows:

Debra (M.A., Teaching English as a Second Language, Memphis; J.D., Tennessee College of Law; M.S. Instructional Technology, University of Tennessee, Knoxville) is a language teaching specialist and technology coordination at the English Language Center, Vanderbilt University. Professional interests include e-learning, use of technology for learning, and English for specific purposes (ESP). She has designed and taught online courses in synchronous and asynchronous formats since 2002. She has also consulted with the U.S. Department of State in Europe, Asia, Africa, and the Middle East on curriculum and materials development as well as legal-English program design. She is co-author of American Legal English (http://www.press.umich.edu/titleDetailDesc.do?id=231089).

Debby is the second ESP project leader to be working at Vanderbilt University. (The first was Susan Barone: http://blog.tesol.org/esp-project-leader-profile-susan-barone/). She is also one of several ESP project leaders who have been involved in projects with the U.S. Department of State. In the TESOL ESP Interest Section, I worked together with Debby to monitor the mailing list when she was community manager. Debby has also been ESPIS chair. (Here is a list of all ESPIS chairs: http://newsmanager.commpartners.com/tesolespis/issues/2017-01-26/6.html). Further, Debby was the first ESPIS representative in a leadership exchange program with the IATEFL ESP Special Interest Group.
Debra Lee, PhD candidate, M.A., J.D.
Language Teaching Specialist, Vanderbilt University
http://blog.tesol.org/esp-project-leader-profile-debra-lee
debra.s.lee@vanderbilt.edu

How would you define leadership?

Leadership is communication and empowering others as they develop professionally or personally. Communication is the willingness to value opinions other than your own. When two-way communication is the norm, people are more likely to understand why a leader must occasionally make decisions that are not universally liked.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project: Career English Online (CEO) for Internally Displaced Persons (IDPs) in Ukraine
With Ukrainian teachers, I helped create an online course to teach business English to Ukrainians displaced by the Russian/Ukrainian conflict.

Project Background
The Regional English Language Office (RELO) in Ukraine asked me to work with Ukrainian teaching professionals to create an online course for people displaced by the Russian/Ukrainian conflict. Levels of the students were anticipated to be A2/B1. Four developers learned how to use the free version of Canvas, a U.S.-developed learning management system (LMS), created course materials, and then acted as lead teachers for two other teachers during the pilot of the CEO program, which had a total of twelve teachers teaching 20–25 students each.

Project Steps
2. Informal needs analysis of IDPs during a face-to-face meeting in Ukraine.

3. Ukrainian teachers wrote and tested pilot program (1 week course introduction, followed by 8 modules of two weeks each). Blended course with asynchronous, synchronous, and face-to-face meetings. Student recruitment by Ukrainian NGO. During the pilot program, I worked with the four lead teachers helping them with issues and questions. Many of the twelve teachers had never taught online before.

4. Revised pilot program based on student and teacher feedback. Ran course a second time with same twelve teachers. Recruitment by NGO continued. Levels of B1/B2 were most likely to complete the course. Took this into consideration during the revision.

5. Revised a second time, shortening to four one-month programs fully online in asynchronous/synchronous form, with option for students to take one or more one-month modules. Recruitment by teachers and developers with assistance by the RELO office. Program is currently ongoing and will likely continue in the future.

Final Deliverables
- Ukrainian-developed and -delivered Career English Online course that has numerous applicants each time it is offered.
- Additional Ukrainian online course developers and teachers with confidence to create and teach their own online courses.

Key to Project Success
Listening to needs of teachers and students. Being a colleague and understanding that local teachers’ understanding of the situation and the course was much more complete than mine ever would be no matter how many needs analyses and course reviews I read.

Communication with Stakeholders
For online course developers, autonomy is key. Help when needed and no more. Stay in communication with funders and work with them to discuss potentially sensitive issues, such as language capabilities or plagiarism by developers. U.S.-funded projects follow U.S. plagiarism guidelines, which are different from many other cultures.

Debby’s responses above illuminate how to achieve success in an international project funded by the U.S. Department of State. In connection with communication and needs analysis, I was inspired as I read how highly she valued the local teachers’ perceptions of the situation. It was also interesting to read how she needed to communicate to her students the importance of U.S. law related to communication. With her background
in law and her expertise in communication and online course development, it seems to me that she was an ideal leader for the project.

Do you have any comments or questions for Debby? Please feel free to contact her directly.

All the best,

Kevin
30. ESP Project Leader Profile: Kay Westerfield

Posted on 18 April 2017 by Kevin Knight

Hello, ESPers worldwide!

In the 30th ESP project leader profile, we meet the founder of the ESP Interest Section, a former member of the TESOL Board of Directors, and one of the TESOL 50 at 50 award winners, Kay Westerfield.

Kay Westerfield is a veteran consultant and invited speaker in the fields of English for Specific Purposes, International Business Communication, Leadership, and Program Evaluation. Kay has worked with audiences in academia and in the corporate sector throughout Africa, Asia, Europe, Latin America, and the Middle East. She founded and directed the International Business Communication Program at the University of Oregon. Kay is the co-author of several articles and books, including Effective Practices for Workplace Language Training. She served on the Board of Directors for TESOL International Association and was recognized by TESOL in honor of the association’s 50th anniversary as one of the 50 at 50: 50 individuals who have made significant contributions to the profession within the past 50 years.

In Kay’s interview, we learn about intrapreneurship in ESP.

-------------------

Kay Westerfield
Global Communication Consulting
kwesterf@uoregon.edu
Define leadership in your own words.

My colleagues in their postings have highlighted key aspects of leadership in ESP including recognizing a need, carefully listening to all stakeholders, building trust, creating an action plan, and communicating effectively (not easy!). To their gems, I’d like to add a few of my favorite quotes on the topic: “A leader is someone who wants to help” (Margaret Wheatley). “If you inspire others to dream more, do more, become more, you are a leader” (John Quincy Adams). “Leaders don’t force people to follow. They invite them on a journey” (Charles S. Lauer).

Intrapreneurship in ESP

In ESP, we often have the opportunity to be intrapreneurs rather than entrepreneurs. That is, rather than creating our own business as an entrepreneur (which also definitely happens in ESP), we see the need for a change within our existing organization (e.g., university, language institute, school, professional association), and take the responsibility to make that change happen. For many of us, this might take the form of developing a new program or content-discipline focused course to address the needs of a specific group of learners.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

One ESP Project: The International Business Communication (IBC) Program at the University of Oregon

As Charles Hall wrote in his ESP Project Leader blog post, it’s hard to choose a “success” story because we learn a lot even from the “failures”—the projects that didn’t work out for one reason or another.

The International Business Communication (IBC) Program, now in its 21st year, is offered at the University of Oregon by the American English Institute/College of Arts and Sciences and the Lundquist College of Business. It stands on the shoulders of other intrapreneurship projects in ESP-business that did not continue but were rich learning experiences and provided the foundation for subsequent ESP endeavors.

Through those early projects, I was able to bump up my knowledge and expertise in business communication (a field new to me!) by sitting in on classes in the College of Business; this helped me to build trust and relationships with senior business faculty and, therefore, my credibility when it came to establishing a new program in international business communication.
Program Needs Assessment
My colleagues in the College of Business and I believed there was a need to better serve international, undergraduate business students in their academic courses and in their future careers, so we embarked on a needs assessment—the heart of ESP.

The initial needs assessment focused on key stakeholders: students, business faculty, student advisors, top administrators, and companies.

- For international students, we held focus groups (with snacks!) to determine interest, preferred courses, and the importance of receiving a Certificate of Mastery in International Business Communication. I also sat in on undergraduate business classes to understand what was required for student success.
- For business faculty, we conducted face-to-face interviews using a questionnaire. We also worked closely with the university’s business and economics reference librarian to understand the business research genres and databases required in courses and by companies.
- For student academic advisers, we met to understand the constraints in adding courses to student schedules and how best to manage that.
- For top administrators, we met individually with those in our own institute or college and then had meetings with all together.
- For company stakeholders (the future employers!), we relied on information from current and former international students, and statements from local and international companies.

The International Business Communication Program
As a result of our needs assessment, we designed five, 300-level courses in international business communication offered in the College of Business. For more information, see University of Oregon’s International Business Communication Program at Lundquist College of Business and American English Institute.

Some Thoughts on Credibility and Communication in ESP
- In ESP, being able to bump up one’s discipline-specific content knowledge is key for building credibility not only with content experts but also with colleagues in one’s own language department, the latter being emphasized by an early leader in language teaching, Wilga Rivers.
- ESP course credibility is increased by pushing in to the field (housing advanced discipline-specific communication courses in the content department) rather than pulling out and offering those advanced courses in the language department.
ESP practitioners and researchers benefit greatly from strong cross-cultural communication skills as they seek to enter the new discourse community of the content discipline.

Here’s another leadership story that is not really an ESP story.

**Intrapreneurship in TESOL International Association**

Establishing the ESP Interest Section in TESOL International Association 20 years ago was an intrapreneurship project that arose in response to a clear need: the need to see the field of ESP more fairly represented by the number of ESP sessions at TESOL conventions. This project required

- understanding the steps in the process to establish an interest section (IS)
- being able to enlist others to collaborate, documenting the strong interest in ESP by listing past convention sessions
- marketing our vision for an IS and gaining the required number of TESOL members committed to making the ESP IS their primary IS
- listening to and effectively responding to the concerns of other IS leaders
- fostering sustainable leadership within the IS after its approval.

The ESP IS will now be considering how best to continue advocating for ESP and enhancing communication among ESP practitioners and researchers during upcoming changes to the IS structure in TESOL International Association.

__________________________

Kay’s responses illuminate the importance of *collaboration* on multiple levels. Her definitions of leadership were provided in view of the definitions of others. Her intrapreneurship activities were also conducted with others.

I see the future ESPIS as a community where members are all collaborating to do the following: (1) to achieve their own goals and (2) to help others to achieve their own goals. In my mind, this means that we all continue to develop our leadership skills (when leadership is conceptualized as an activity that involves creating and achieving a shared vision).

Do you have questions or comments for Kay? Please feel free to contact her directly.

All the best,

Kevin
31. ESP Project Leader Profile: Stephen Horowitz

Posted on 2 May 2017 by Kevin Knight

Hello, ESPers worldwide!

At the 2017 Annual TESOL International Convention & English Language Expo (http://www.tesol.org/convention2017) in Seattle in March, I met Stephen Horowitz in person. In the 31st ESP Project Leader Profile, we will all learn more about this former Wall Street lawyer and ESP program director. Here’s his bio:

Stephen Horowitz is the Director of Legal English Programs at St. John’s University School of Law, where he began working in 2014. He is a graduate of Duke Law School and former associate at the Wall St. law firm of Stroock & Stroock & Lavan, with an M.A. in TESOL from CUNY-Hunter College. He also previously taught English in Japan on the JET Program and subsequently spent time studying law and interning for Japanese lawyers. Now overseas, Stephen designs curriculum for, and teaches in, the American Law: Discourse & Analysis (ALDA) program as well as the summer intensive English for American Law School (EALS) program and the Bar Exam Language & Strategies (BELS) course. He is also the creator of the Bankruptcy Bill cartoon and has played in ultimate Frisbee tournaments in 8 different countries. He currently lives in Brooklyn, NY, with his wife and 3 children.

In his interview responses below, he describes a program for helping students pass the bar exam.

___________________________

Stephen Horowitz, Director of Legal English Programs
St. John’s University School of Law: http://www.stjohns.edu/law
horowis1@stjohns.edu |St. John’s Legal English Blog: http://stjohnslegalenglish.com/
Define leadership in your own words.

One form of leadership is recognizing unfilled needs of an organization, developing a vision and strategy, having deep conviction in that vision and strategy, persuading stakeholders of the value of supporting the project, and filling those needs in a way that benefits the stakeholders and the organization.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project: The Bar Exam Language & Strategies (BELS) course, designed to help students improve their results on the essay writing section of the bar exam.

Background: There was never a specific request. But in early in 2016, I started to realize that a number of our nonnative-English-speaking master of laws (LLM) students planning to take the bar exam were in need of some sort of language-related support. And I began thinking about developing a hybrid bar exam and language support course. A professor with expertise in bar preparation who had many of the LLM students in his classes had observed to me that, for those LLM students who did not pass the bar, language seemed to be a primary obstacle. Additionally, a colleague had analyzed bar scores taken by our LLM students and concluded that for those students who did not pass, the greatest opportunity for improvement was the essay section. At the time my jurisdiction was pre-LLM programs. But I decided it was time to start developing support programs for LLM students, starting with a language support course for bar preparation.

Challenges:
- Figuring out what the course would look like
- Getting buy-in from my supervisor
- Persuading a professor to let us work with his exam materials
- Fitting the course into the already full schedules of LLM students
- Persuading students that this new course would be worth their time

Process:
1. Collaborated with my colleague Kathryn Piper to brainstorm and conceive of what the course would look like. (Katy has both law and ESL experience, and has particularly unique insights and ideas around the intersection of law and language support.)
2. Gained my supervisor’s support, with the understanding that it would need to be a support course offered at no additional charge.

3. Developed rapport with the professor whose exams I would need to use. Established trust and procedures to ensure security of exam materials.

4. Communicated with administrators and students to find optimal time to meet. Devised course so that all work would be during class time—no homework assignments—in order to avoid adding to their already full loads.

5. Met with students to explain the rationale for the class and conduct needs analysis to determine their greatest concerns and fears about taking and passing the bar exam.

Outcomes:
- We quickly learned that in addition to language support needs, time was the students’ other greatest obstacle. As a result, we began focusing on language-related strategies designed to help students write more quickly and efficiently.
- Student interest remained high during the pilot course, despite the fact that they were concurrently enrolled in paid bar review courses (e.g., BARBRI). Students appreciated a forum to ask language-related questions and get language-related feedback.
- Bar results impact still unclear, but demand from both students and administration has led to BELS course incorporation into the fall and spring semester schedules.

Comment: In spring 2016, as far as I knew, this idea had not been tried previously, so this very much felt like a new wheel to be invented. (Though I recently learned of another legal English specialist, Kirsten Schaetzel, who has also been involved with bar support for LLM students at Emory Law School.) As a result, it has felt very satisfying to start from scratch and see this idea develop into a positive component of the LLM experience at St. John’s Law School as well as a unique support offering for nonnative-English-speaking students that is specifically highlighted in conversations with potential LLM applicants.

Stephen’s story points to what we need to be doing as ESP practitioners. We need to identify the specific communication needs of our students and provide them with the communicative expertise to achieve their goals. In my case, many of my students need to prepare to communicate effectively in job interviews. In this connection, they need
to be able to speak and write about their experiences. I would argue that passing the bar exam and being hired are both important goals to the relevant students. By empowering our students to achieve such important goals, we are illuminating the importance of communicative expertise and communication training for career success.

Do you have questions or comments for Stephen? Please feel free to contact him directly!

Good luck in empowering your students to achieve their academic and professional goals!

All the best,

Kevin
Hello, ESPers worldwide!

In this ESP Project Leader Profile, we visit Washington University in St. Louis in the United States to meet Pam Dzunu. Below is Pam’s bio:

Pamela Guntharp Dzunu grew up in rural northeast Mississippi and graduated with an English major from William Carey University (Hattiesburg, MS). She completed a Master of Arts in Intercultural Studies at Golden Gate Baptist Theological Seminary and an MA-TESOL degree at Southern Illinois University in Carbondale. Her research interests are intercultural communication, socio-cultural anthropology, and ethnic studies.

Pamela has extensive travel experience, including living two years in Ethiopia (East Africa) and two years in Azerbaijan (Central Asia). In both countries, she taught English as a Second or Foreign Language among high school or university students. Pamela’s wide-ranging travel experience has given her a broad worldview and appreciation for all cultures. She has been teaching in the English Language Program at Washington University since 2003 where she specializes in legal English.

Pam is also a representative for English in academic settings (EAS) for the TESOL English for Specific Purposes Interest Section (http://www.tesol.org/connect/interest-sections/english-for-specific-purposes) and a colleague of Karen Schwelle (http://blog.tesol.org/esp-project-leader-profile-karen-schwelle/), another ESP project leader. I was able to talk with Pam at TESOL 2017 (http://www.tesol.org/convention2017) together with another ESP project leader in the legal English field, Stephen Horowitz (http://blog.tesol.org/esp-project-leader-profile-stephen-horowitz/). We learn more about the legal English training provided at Washington University in Pam’s responses to the interview questions about leadership.
Define leadership in your own words.

Leadership is the ability to recognize the strengths and talents in others, and then to engage those people in using their talents to accomplish a mutual goal. A good leader does not necessarily have all the answers but knows how either to find the needed answers or to work around the lack of information while continuing to seek the answers. This is a continuous process of leading and learning, just as John F. Kennedy said, “Leadership and learning are indispensable to each other.”

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

In the English language programs (ELP) at Washington University, we have a summer intensive English program called English Advantage (EA), in which we train incoming graduate students in business and law. Due to a strengthened partnership with the School of Law and some minor tweaking of our schedule, 2016 saw record enrollment in our program for masters of law (LLM) students. The two courses in the program, Intensive Listening/Speaking for International LLMs, and Intensive Reading/Writing for International LLMs, increased from one to four sections, and student enrollment increased from 16 to 54. Consequently, the ELP recruited six additional instructors who had strong backgrounds teaching ESL and English for academic purposes (EAP), but none of them had a law background. To help the instructors prepare to teach legal English for the first time, we held an instructor training workshop about a month before the program began, and we held regular meetings throughout the term. In the end, the feedback from the instructors regarding their experience was very positive. One listening/speaking instructor commented that it was the best course she had ever taught.

One of the components of the EA-LLM program of which I am very proud is the program-wide Moot Court Competition, which was our culminating activity. As the lead
listening/speaking instructor, I worked closely with the lead reading/writing instructor to create the assignment, which included a hypothetical case about a lesbian couple who brought suit against a florist for refusing to provide flowers for their wedding on religious grounds. We researched and provided real cases that students read and used to make legal arguments. We chose this topic because of its relevancy in current American culture at the time, and because it is a Constitutional issue. In English Advantage, we are not only preparing LLM students for law school but also helping them better understand American culture, so this project gave us multiple opportunities to discuss various American viewpoints. Students conducted community surveys, so they could get a more accurate idea of local Americans’ attitudes.

The two courses were interwoven for this project: In the reading/writing course, students wrote a mini trial brief, in multiple drafts. They then used the legal argument that they had written to make an oral presentation. Students wrote their arguments and then competed in giving oral arguments as either plaintiffs or defendants. First, they competed against the students in their own sections. Then, finalists from all four sections competed against one another. Winners were recognized at an awards ceremony on the last day.

This project gave us an integrated way to measure students’ attainment of the goals for each of the courses. Students gave very positive feedback, even though it was extremely challenging for them to complete it in such a limited time. The project certainly was not without mistakes, and we learned from this first attempt. Overall, we considered it so successful that we are repeating it this year, with a new hypothetical, with two additional sections and over 80 students.

When I read Pam’s definition of leadership, I was very pleased to see that she had drawn upon John F. Kennedy in connecting learning and leadership. In addition, as Pam writes above: “A good leader does not necessarily have all the answers, but knows how either to find the needed answers or to work around the lack of information while continuing to seek the answers.” From my perspective, the leader is focused on creating and achieving visions, and learning is a part of that.

I could also see connections in her program development and a TED Talk by Adam Grant titled The Surprising Habits of Original Thinkers (filmed in 2016):

    It’s much easier to improve on somebody else’s idea than it is to create something new from scratch. So the lesson I learned is that to be original you don’t have to be first. You just have to be different and better.
I was already familiar with moot court (https://en.wikipedia.org/wiki/Moot_court) and mock trial (https://en.wikipedia.org/wiki/Mock_trial). Pam has improved on this idea to meet the needs of her students. Similarly, I have adapted how I teach business case studies in view of my students needs to develop their communication skills. As David Kertzner (http://blog.tesol.org/esp-project-leader-profile-david-kertzner/) has written in ESP News (http://newsmanager.commpartners.com/tesolessis/2015-02-06/7.html), “[t]he wheel does not need to get reinvented every time.” We can all learn from this.

If you have questions or comments for Pam, please feel free to contact her directly!

All the best,

Kevin

Reference

Hello, ESPers worldwide!

In this ESP Project Leader Profile, we meet Marta Baffy, a lawyer and a linguist at Georgetown Law in the United States. (I love how ESP researchers and practitioners often have expertise in multiple areas.) Marta’s profile appears below:

Marta Baffy is a lawyer and linguist with over a decade of ESL teaching experience in Hungary and the United States. She obtained a J.D. from the Benjamin N. Cardozo School of Law and an M.A. in applied linguistics from Teachers College, Columbia University, and a Ph.D. in linguistics from Georgetown University. Marta is the faculty director of the Two-Year Master of Laws (LL.M.) Program at Georgetown Law, where she teaches academic legal English (ALE), a year-long intensive course in the first year of the program that prepares international students for the linguistic and intellectual demands of LL.M. study in the second year of the Program. Marta’s research interests lie at the intersection of law and linguistics, particularly in the courtroom and legal classroom. Her most recent work focuses on how foreign-trained attorneys are socialized into the culture of an American law school during class interactions. Marta lives in Baltimore with her husband and dog.

In Marta’s responses to the following interview questions, we learn about how she created a “legal analysis unit” for academic legal English (ALE). (After her responses, you can see a photo of her dog!)

Marta Baffy
Director of the Two-Year LL.M. Program
Senior Lecturer in Legal English
Georgetown Law
Define leadership in your own words.

Leadership to me means collaborating with others and asking for feedback and help from students and colleagues throughout the life of a project. Leadership also means recognizing the unique strengths and expertise of colleagues and harnessing these to make the project a success. Finally, leadership means a willingness to engage in critical self-reflection.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project: Create a legal analysis unit for the ALE class.

Background: When I began teaching in an earlier iteration of the ALE class several years ago, I recognized that students weren’t reading legal cases or working on exam-taking and legal analysis skills in the class. Legal cases typically form the foundation of students’ LL.M. coursework and practically all LL.M. students take timed exams during their studies. Indeed, many students take only exam classes, with grades for these courses based entirely on a single exam administered at the end of the semester. I noticed a gap that needed to be filled.

So a large-scale, long-term project I took on was to create a robust legal analysis unit for the ALE class. Broadly speaking, this has involved gradually incorporating legal cases and multiple timed-writing tasks into the ALE syllabus. Students now read ten torts/negligence cases in the fall semester, which we discuss using the Socratic Method. They “brief” (summarize) each case, for which they receive feedback on content and language. Finally, they complete four timed-writing tasks in which they must identify and resolve legal issues using rules from the cases we’ve read. Students receive individualized feedback on both content and language on each of the timed writing tasks (two 30-minute questions, a one-hour practice exam, and a two-hour final exam). In the spring semester we repeat roughly the same process, with eight cases in the area of criminal procedure/police interrogation law.

To carry out this project, I first had to collaborate with my co-instructors. We employ a team-teaching approach at Georgetown Law: I am a content/language specialist, while my co-instructors are language specialists. Together, we’ve negotiated how much class and out-of-class time we can dedicate to class discussions of the cases and feedback on students’ case briefs and timed writing tasks, as well as who would do what. Though ALE meets for eight hours per week, we have to cover a range of other topics in the class, including paper writing and general writing skills, grammar and style, seminar discussion, and pronunciation.
At first, I was convinced that I could (and should) do all of the legal analysis unit myself: the planning, teaching, and feedback on both content and language. But with time I learned—through self-reflection and some eye-opening conversations with my co-instructors—that part of being a successful leader is collaborating with others and creating opportunities for colleagues to use their expertise. I’ve learned to ask for help from my colleagues and at times defer to their professional judgment instead of taking everything on myself. So while I read timed-writing tasks for content, they often help me by providing the language feedback. This has decreased feelings of burnout and ensured that our students get better, more useful comments.

To make the legal analysis unit a success, I also communicated extensively with students. We’ve made tweaks to the ALE syllabus every year based on student feedback. We obtain this feedback in the form of anonymous course evaluations (administered twice during the first year of the program) and exit interviews (conducted at the end of the second year of the program). Communicating with students in these ways has been critical for continually refining the ALE syllabus and making sure that we create optimal conditions for students’ linguistic and intellectual development. Recent evaluations indicate that students have learned a great deal from, and even enjoyed, the legal analysis component of the class. Further, students’ grades in their elective law classes suggest that the increased focus on legal cases and timed writing tasks has helped them to do better in their law classes.

Communication with and openness to the ideas of both my colleagues and students has been essential to making the legal analysis unit useful and effective. Having learned this valuable lesson, I now try to use it to inform my approach to other teaching/curricular projects.
When I read Marta’s responses, the following jumped out at me: “Part of being a successful leader is collaborating with others and creating opportunities for colleagues to use their expertise.” I would like to change the word *colleagues* to *stakeholders* because of Marta’s extensive communication with students. In a previous blog post, I wrote that “we could say that the creation of the vision (i.e., the training) and how to achieve the vision (i.e., the delivery of the training) continue to be co-constructed (i.e., negotiated) by the various stakeholders over time.” It seems to me that Marta has created opportunities for stakeholders to continually develop the ALE program.

Please feel free to contact Marta directly with any questions about her leadership, program development, and/or her dog, Stanley.

All the best,

Kevin
34. ESP Project Leader Profile: Vince Ricci

Posted on 8 August 2017 by Kevin Knight

Hello, ESPers worldwide!

In this ESP project leader profile, we meet Vince Ricci, who wears many hats. He is both an ESP practitioner and a graduate school/MBA admissions counselor when he works with his Japanese clients to prepare them for the top universities in the United States, Europe, and Japan. Vince’s bio describes him as follows:

Vince Ricci has been a full-time graduate admissions consultant since 2002. After launching VincePrep.com in 2007, Vince returned to AGOS as a Director in 2014 (http://www.agos.co.jp/english/). Vince has been recognized with the Lyons Award for Service to Stanford University, a Distinguished Teaching Award for the State of Louisiana, and Non-Profit Program of the Year for the City of New Orleans. Before moving to Tokyo in 2002, Vince completed his M.A. in Digital Media Design for Learning at NYU. He currently serves as President of The Association of International Graduate Admissions Consultants (AIGAC) (http://aigac.org/).

As an undergraduate student at Stanford University, Vince was a leader of an improvisational (improv) theater group. Such improv theater is fascinating to me because of its focus on communication and relevance to leadership development. Vince talks about leadership in his interview responses.

Vince Ricci
Founder and CEO, VincePrep, and Director, AGOS
vince@vinceprep.com
Define leadership in your own words.

Leaders identify and capture opportunities—for themselves and others. As a leader, I provide tools that help my colleagues and clients get where they’re trying to go.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Since 2002, I have been preparing Japanese and other nonnative English speakers for Harvard Business School (HBS) interviews. Over the years, I have noticed that many applicants struggle with the unpredictable and conversational nature of the HBS interview.

What is the HBS interview like, and what are they evaluating? As explained on the HBS Admissions Director’s blog (retrieved 2013/10) (http://www.hbs.edu/mba/admissions/Pages/from-the-admissions-director.aspx):

Your interviewer will be a member of the Admissions Board and will be very experienced in meeting with candidates. He/she will have read your application thoroughly. There is no formula for how an interview will be conducted or list of standard questions. Your written application will be a starting point but the conversation may not stay there very long. Your interviewer is trying to understand you and assess your ability to thrive in our case method classroom.

First, an applicant must understand how the case method classroom works. Professors “cold call” students, and then challenge their answers. Students are also encouraged to challenge each other. Meanwhile, a scribe sits in the corner marking each time a student speaks. Class participation counts for 50% of a student’s grade. Not everyone who starts an HBS MBA can finish. Every year, students are asked to not return for the second year.

Second, an applicant must understand how her interviewer thinks. The HBS interviewer has read the applicant’s entire 30-page application. Sometimes the interviewer wants the applicant to dig deeper into something that he has already shared. Other times, she asks applicants to surprise her by sharing information not included in the written application. The HBS application contains lots of personal and professional information, so it’s pretty hard to surprise the interviewer.

Until 2008, I only provided one-to-one mock interviews. In these mock interviews, I play the role of a proxy interviewer. MBA alumni interviewers ask a relatively consistent list of predictable questions, with minimal follow-up. By contrast, HBS interviewers ask whatever they want, in any order they want. A domestic Japanese client with limited
English who had written about eating raw horse meat while on assignment in Kazakhstan was asked, “How was the horse?” as soon as he took his seat. A returnee client was asked for 10 minutes about a decision he had made at age 13.

After 15 years of seeing who gets admitted and who gets denied, and what they report after their interview, I see a clear pattern: Those who prepare more usually do better. I wondered: How could I motivate clients to dedicate more time to interview prep? Then it hit me: Let them meet their competition. Thus, in 2008, I began offering Japan’s first HBS Interview Seminar because I wanted to help Japan-based MBA applicants who have been invited to interview with HBS practice as a group.

From 2008 through 2015, I continued to modify the three-hour seminar. I asked everyone to answer a few common questions, including “Tell me about yourself” and “Why MBA?” I provide feedback, and ask everyone to critique each other, offering one point of praise and one improvement point. Clients left the seminar feeling confident and glad to know their peers who might be joining them at HBS. Still, after the real interview, I consistently heard from clients that they struggled with surprise questions. I knew each interview is truly unscripted. Still, even if I could not help clients guess what interviewers might ask, maybe I could prepare them to select and prepare stories that they wanted to share.

In October 2016, I asked my clients if they were interested in learning a new method that I was still testing. I called it 16 Stories. I told my clients:

> Once we know which stories demonstrate our core values and potential contributions to the school and the learning environment, then we can look for opportunities to share those stories—to tell the right story at the right time. Starting today, and continuing on your own, with each other, and with me begin to gather a mix of stories from your professional and personal life. These stories should demonstrate your ability to drive results, bridge diverse teams, motivate peers and junior colleagues, and influence senior colleagues and decision-makers. Be sure to include both successful examples as well as times when you failed or felt like you failed, to achieve results. Most importantly, think about what you learned about yourself in the process.

The seminar I delivered in October 2016 was my best ever because I fostered a community of practice that continued to thrive after the seminar ended. After the seminar, my clients met and tested the 16 Stories method on their own and gave me hints about how to improve it.
Of those in attendance, two were admitted to HBS and two to Stanford GSB. My 16 Stories method works particularly well for Stanford interviews, which are usually conducted by alumni who share the applicant’s industry background and usually consist primarily, if not entirely, of behavioral questions. Preparing a broad range of stories, and understanding what those stories might indicate about one’s future behavior, is the best way to prepare for a behavioral interview.

If you wish to learn more about 16 Stories, please visit my YouTube channel (https://youtu.be/7Vp4cpACxV8).

I read Vince’s description of his interview training program with much interest! In government-sponsored Hello Work programs in Japan for unemployed Japanese professionals preparing to re-enter the workforce, I also have my students prepare each other for their future interviews in English. They are usually not future competitors, and they often have different language abilities. Through such training, they learn how to frame themselves for successful interviews.

Do you have questions or comments for Vince? Please feel free to contact him directly!

All the best,

Kevin
35. ESP Project Leader Profile: Kirsten Schaetzel

Posted on 6 September 2017 by Kevin Knight

Hello, ESPers worldwide!

In the 35th ESP Project Leader Profile, we meet Kirsten Schaetzel, who was previously a program director at Georgetown Law School and is currently an ESL specialist at Emory University School of Law. (My thanks go again to ESP project leader, Stephen Horowitz (http://blog.tesol.org/esp-project-leader-profile-stephen-horowitz/), for recommending Kirsten!) In this profile, Kirsten describes leadership in ESP contexts as curricular decision making. Before reading Kirsten’s profile, I had read an article about decision making in international relations in the light of the behavioral revolution (Hafner-Burton, Haggard, Lake, & Victor, 2017). Accordingly, as I read Kirsten’s account of project leadership, I continued to ask myself, “Why do ESP project leaders make the decisions that we do?” Kirsten’s bio describes her as follows:

Kirsten Schaetzel has been teaching English as a Second Language for over thirty years and has been working with international lawyers for the past nine years. She holds a doctorate in applied linguistics from Boston University (1993), a master’s in teaching English as a second language from the University of Illinois (1984), and a bachelor of arts in English literature with a secondary teaching certificate from Wheaton College, Wheaton, Illinois (1981). She lived in Asia for ten years and taught English at North-South University, Bangladesh; The University of Macau, China; and The National Institute of Education, Singapore.

Before working at the Georgetown Law Center and Emory University School of Law, her present position, she worked at the Center for Applied Linguistics at the Center for Adult English Language Acquisition. In this capacity, she worked with adult education programs. Her research interests include English for specific purposes, specifically English language materials for law students, and English for academic purposes. Her recent publications include “A Survey of Writing Instruction in Adult ESL Programs: Are Teaching Practices Meeting Adult Learner Needs?” in the Journal of Research and Practice for Adult Literacy, Secondary and Basic Education (Summer, 2017), with Rebeca Fernandez and Joy Kreeft Peyton, and “Teaching Writing to Adult Learners: Lessons from the Field” in the Journal of Literature and Art Studies, (October, 2016) with Joy Kreeft Peyton. She is currently working on a text for pre-law students with Marta Baffy.

She lives in Atlanta, GA with her husband, Tom, three Singaporean cats, a Labrador retriever, and her son, Nate, when his college is on break.
Kirsten’s bio illuminates various factors (educational background, professional and international experience, etc.) that could possibly influence her curriculum development decisions. She provides further insights into such factors in her interview responses below.

Kirsten Schaetzel
ESL Specialist
Emory University Law School
kirsten.schaetzel@emory.edu

Define leadership in your own words.

Leadership in an ESP setting, to me, is learning as much as possible about an English language environment and then using one’s expertise and experience to make the most promising curricular decisions. To get good information, on which to base decisions, it is important to talk with different stakeholders and, if possible, actually see how English is used. In working at a law school, and not ever having been a law student, it was important for me to talk with professors, students, administrators, and practicing lawyers about what English skills they feel are important. I also sat in on several law classes to observe how professors and students interact and to determine what “kinds” of English are used. Based on all this information, I made curricular decisions in designing an ESP program for law students. Similarly, when I was teaching English for Academic Purposes in Asia, it was important to examine the role of English not only at the institutions where I taught, but also in the wider society outside the university. Most of the students I taught were studying to be English teachers, and they needed classes that reflected English as it was being used in society. After observing the role of English in society and talking with professors and students, I made curricular decisions so that my English classes best reflected the role of English.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I would like to describe the curricular decisions I made in two projects based on the information I received from my observations and interviews: teaching English to law students and teaching English to pre-service teachers in Macau and Singapore.

After observing law classes and talking with professors, students, and administrators, I designed a curriculum to develop English language skills students need to do well. These include the ability to respond to questions in classes taught using the Socratic method, give presentations, facilitate and participate in seminar discussions, write according to academic English principles, and read academic material. I first used general academic English materials. Then, after three years, my supervisor asked that I try to make the course materials “more legal,” to “hide” the English in the law. So, I scoured law reviews and stories of lawyers and cases, creating materials as I went, and these materials formed the basis of my teaching. Though the students were not unhappy with the general materials, they were extremely happy with the legal materials. Since they were in the United States to study law, they were happiest learning about American law while improving their English.

Similarly, I changed the materials I was using after observing how English was used in Singapore and Macau. Through my observations and talks with professors, I noticed that English was being used to write both fiction and nonfiction in Asia. I wondered why English classes were using materials by authors who lived in the United Kingdom and the United States. If there were English materials set in Asia written by Asian authors, why weren’t we using these? They would not only provide good role models for student writers, but they would also be written from a social and cultural environment already familiar to students; therefore, students could work more on language without needing many explanations about society and culture. So, I incorporated writings by Catherine Lim, Shirley Geok-lin Lim, Pat Wong, Philip Jayaretnam, Banana Yashimoto, Kishor Mahbubani, F. Soinil Jose, and others. Students were at first surprised that there were so many Asian writers writing in English. They enjoyed reading short stories, novels, and essays in English from their own countries.

So when making curricular decisions for ESP classes, it is important to consider the English that the students will be using in their study and lives. If it is possible to find materials that reflect the English language of the students’ worlds, then learning English will be easier, more enjoyable, and a journey that boosts students’ confidence.
After reading Kirsten’s informative and interesting profile for ESP professional development purposes, I reminded myself that from the stance of a linguist, I needed to ask, “How and why did Kirsten write her responses to the interview questions?” Discourse analytical approaches for content, narrative, and metaphor analyses could be used to gain deeper insights into her professional communication.

Do you have any questions or comments for Kirsten? Please feel free to contact her directly!

All the best,

Kevin

Reference

36. ESP Project Leader Profile: Elizabeth Matthews

Posted on 5 October 2017 by Kevin Knight

Hello, ESPers worldwide!

In this ESP Project Leader Profile, we visit Elizabeth Matthews at Embry-Riddle Aeronautical University in Daytona Beach, Florida. In her profile, she addresses aviation English, the development of leadership skills in pilots and cabin crew, and International Civil Aviation Organization (ICAO) language policy creation. On a personal note, I was extremely impressed that she was writing this profile and a newsletter article for ESP News (the ESPIS newsletter), while she was evacuating Daytona Beach due to Hurricane Irma! Please read her bio:

Elizabeth Mathews brings an academic background in Applied Linguistics and TESOL (MA-TESOL, University of Alabama, 1991) to language problems in aviation. An Assistant Professor in the Department of Applied Aviation Sciences at Embry-Riddle Aeronautical University (ERAU), Mathews focuses both on improving industry awareness and understanding of language as a factor in aviation safety (LHUFT) and in raising standards of teaching and testing English in aviation.

Elizabeth works at ERAU with Jennifer Roberts, who is another author in the current edition of ESP News, so be sure to read their articles on aviation English. You can read Elizabeth’s interview responses below.
Define leadership in your own words.

The aviation industry employs a unique approach to developing leadership skills in pilots and cabin crew. Decades ago, the airline industry understood that flight safety is enhanced when the captain integrates the full range of resources available, soliciting and advocating for the input of all the members of a flight. Conversely, the safety of a flight can be threatened when a captain employs an autocratic, old-style of command leadership: “I’m the captain; don’t question my authority!”

Crew resource management, or CRM, is the industry approach to developing team leadership skills in flight and cabin crew. Leadership on the flight deck requires establishing a working environment, on every flight, with constantly rotating crew members, in which each individual’s input is expected and respected. Research into flight deck communications suggests that leadership is established, or not, in the first few minutes of the initial preflight briefing (Sexton & Helmreich, 2000). Understanding how pilots establish leadership is a rich area of research for applied linguists. The perspective of applied linguistics into all aspects of aviation communications is increasingly important as aviation is increasingly a multilingual activity. (See Casey & Condon’s LHUFT Bibliography, 2017.)

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Because of my early work in aviation English at Embry-Riddle Aeronautical University, I was invited, in 2000, to join the International Civil Aviation Organization, in Montreal, as Linguistic Consultant, to guide the Proficiency Requirements in Common English project, with the mission of strengthening ICAO Standards regarding the use of English in international civil aviation.

ICAO gathered a study group composed of more than thirty representative stakeholders, including applied linguists and TESL specialists experienced in aviation English and airline pilots, controllers, and representatives from civil aviation authorities, including the FAA, Russian, Argentina, and China. A wide cross section of aviation, operational, and language cultural backgrounds were represented.

My first step was to review existing ICAO provisions governing language use in aviation contained within the 19 various ICAO annexes to the convention. Working with the study group, we developed proposed amendments to the ICAO annexes, establishing language testing requirements and a target level of language proficiency. There were, naturally, many constraints upon the project, including most urgently a need to succeed in this first ICAO effort to establish language proficiency requirements for pilots and
controllers. The strong consensus was that a failure to pass an amendment would lead to decades of delay in implementing an ICAO language policy.

A very interesting part of the process was that as the target audience got more important, more influential in the adoption or rejection of the proposed language proficiency requirements, our time and opportunity to present the case to them became briefer and more limited. For example, we wrote and discussed many internal papers within the study group; we had hours over several days to debate the proposals with the Air Navigation Commission.

We were able to send documents to the 191 member states for feedback and input, which was then incorporated into revised proposals. Presentation to the council, however, was in a single brief paper and a one-hour debate, before they decided, in March 2003, to approve the adoption of the proposals, effective March 2008, giving member states time to prepare for the strengthened language requirements.

During the two years of this process, from initiating the process to council approval, a particular focus for me was to marshal linguistic and ESL support for what I knew would be an enormous, ongoing development of the teaching, testing, and teacher training infrastructure that is required to support what is the world’s first global language policy. I reached out to the International Civil Aviation English Association to alert them to the new ICAO requirements, as well solicited the interest of ILTA and other language testing specialists. While the ICAO Standards were a start, they were necessarily incomplete, and the real work of developing aviation English remains to be done. The need for academically well-qualified TESL specialists is key to improved success.
Elizabeth’s interview responses above were very interesting to me on two levels. First, she illuminates the policy-making process that generated the ICAO Standards. In contrast, I am reminded of the ESP Project Leader Profile of Jigang Cai as he addresses ESP-related policy-making processes in China. Second, Elizabeth’s focus on preparing aviation leaders made me recall a TESOL Blog post that I had written about Tony Hughes’ account of an air crash and Captain Richard de Crespigny, who responded to my blog post in the comments section.

If you have any comments or questions for Elizabeth, please feel free to contact her directly!

All the best,

Kevin

Reference

37. ESP Project Leader Profile: Mark Krzanowski

Posted on 14 November 2017 by Kevin Knight

Hello, ESPers worldwide!

In this ESP Project Leader Profile, we have the privilege to meet Mark Krzanowski, who has been involved in English language teaching since 1990 and was leader of the IATEFL ESP-SIG when I was chair of the TESOL ESPIS. Please read a short version of Mark’s bio:

Mark Krzanowski holds an MA in Applied Linguistics, the RSA/UCLES Dip TEFLA, a PG DMS, and is a Fellow of HEA (the Higher Education Academy) and is at present completing his EdD at the University of East London (UEL). The topic of his dissertation is Black South African English (BSAE), and one of the aims of his thesis is to ensure that BSAE finally gains an official status of a variety of English worldwide. Mark is based in London and works at the University of Westminster as Lecturer in English, Linguistics, TESOL and Teacher Training. In the past, Mark was Academic Co-ordinator for ELT in the Dept of PACE at Goldsmiths College, University of London (2002–2005); Head of ELT Unit and Senior Lecturer in EAP at the University of Hertfordshire (1997–2002); and EAP Co-ordinator at UCL/University College London (1993–1997). Mark was the Co-ordinator of the IATEFL’s (International Association of Teachers of English as a Foreign Language) ESP (English for Specific Purposes) SIG (Special Interest Group) from 2005 until 2013, and since 2014 he has been Editor-in-Chief of its journal: Professional and Academic English (PAE).

Mark and I collaborated on launching a TESOL-IATEFL ESP speaker exchange with the sponsorship of the British Council, and three ESP project leaders were involved in that exchange: Debra Lee, Kristin Ekkens, and Prithvi Shrestha. In addition, as part of our collaboration, Mark provided TESOL ESPIS members with the opportunity to publish in the IATEFL ESP-SIG Journal. Mark writes about the creation of the journal in his responses to the interview questions.
Define leadership in your own words.

The concept of leadership is very close to my heart, mainly because I have assumed this role in a number of professional contexts and probably in each case there were some minute variations to how this role was discharged. However, the main modus operandi remained the same, with some changes as my roles evolved depending on the working environment that I was in.

For myself, leadership is the ability to lead, guide, and inspire colleagues, peers, or coworkers in such a way that the immediate team is able to perform to the best of its ability, with trust, caring, and mutual support. As most of my work has been in higher education (HE), and certainly with volunteer work in teaching organisations, it is clear to me that leadership cannot be equated with orders, commands, or line management implications. In HE and in voluntary nonhierarchical set-ups, a leader needs to gain respect through setting an example and/or being a role model.

Back in 1997 I completed a postgraduate two-year Diploma in Management Studies (DMS) which is considered to be two-thirds of an MBA. While it is a generic qualification, it offered me a set of extremely valuable transferable skills which I later successfully applied at work. It was during this course that I became aware of such concepts and principles as sub-optimisation (a euphemism for dysfunctional organisational behaviour), McGregor’s theory X and Y, the (Japanese) Kaizen philosophy, Belbin’s typology of teams, and a marketing mix of 7Ps for services—to mention but a few examples. In fact, I was able to put all this to good use in my work, and I was able to teach this and reflect on this while I delivered a module “Educational Management in TESOL” on one of the MA TESOL courses that I am still involved in.
Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

There have been quite a number of success stories in this respect in my career. Possibly one of the most tangible ones is establishing a journal version of the previous IATEFL ESP SIG newsletter, and editing three EAP/ESP books reflecting the expertise and knowledge of ESP/EAP colleagues within and outside the ESP SIG. All this became possible owing to the initiative of Christopher Shakespeare and Olly Twist from Garnet Education (https://www.garneteducation.com/) (the former no longer working with Garnet). Back in 2006 we realised that it would be worthwhile to raise the profile of ESP/EAP worldwide—as reflected in the activity of the ESP SIG—through the support and sponsorship of a publisher like Garnet Education. By that time Garnet was already gaining more and more international profile as an independent publisher, and it was obvious that for them ESP/EAP was a niche area on which they focused and in which they invested.

Soon all the SIG Committee members (at that time, Ruth Breeze and Prithvi Shrestha, who became the main editors as well), myself and Garnet Education arrived at the first historic issue of the ESP SIG journal: Professional and Academic English (PAE). We came up with a prototypical template, which, essentially in addition to a memorable title cover, would be followed inside by five to seven key topical articles, three or so conference reports, and around ten book reviews.

The formula proved to work very well: We soon received very complimentary feedback from our members who saw the journal as a vehicle of professional empowerment and an opportunity to submit their own non omnis moriar ESP/EAP contribution, be it an article or a conference report or a book review. Gradually, it became apparent that in the world of ELT still there are many Cinderellas—historically disadvantaged and/or marginalised voices—for whatever reason. It was very rewarding to realise that we have the ability and a pulling power to attract and empower such colleagues. From then onwards, each issue of the journal would include at least a couple of quality contributions representing such voices from all the continents.

In terms of the project leader’s communication with the stakeholders, to make the project successful we had to be inclusive, supportive, and encouraging. I spent many hours liaising with Garnet Education colleagues, ESP SIG colleagues, IATEFL HO colleagues, and naturally the SIG members. Everything had been done in a consultative and consensual manner, and maybe this was part of the success story.

The excellent editing work originally done by Ruth Breeze and Prithvi Shrestha has recently been continued by Bernard Nchindila and Andy Gillett (Andy now being the
current deputy editor with me on the editorial board). It is a pity that in 2016, due to financial constraints and downscaling, Garnet Education was unable to support us with our journal and with our books any longer; we remain eternally grateful to them. Nevertheless, we continue to keep the tradition going and will ensure that the journal, as well as any potential future books, remains faithful to its mission.

It was a wonderful experience for me to be able to collaborate with Mark again on this profile. It also brought to mind that Shahid Abrar-ul-Hassan and I both published articles in the journal.

Please feel free to contact Mark directly.

All the best,

Kevin
Hello, ESPers worldwide!

In this ESP Project Leader Profile, it is my pleasure to introduce you to Sandra Zappa-Hollman, who was introduced to me by another ESP project leader, Ismaeil Fazel. Her story is an inspiring one of bringing together experts in various disciplines to create a new English for specific academic purposes (ESAP) program for students coming to the University of British Columbia from all over the world.

Sandra Zappa-Hollman, MA and PhD in TESL, is the Director of the Academic English Program at Vantage College, University of British Columbia (UBC), where she is also an assistant professor in the Department of Language and Literacy Education. Before moving to Canada from Argentina, Sandra taught EFL for several years at the elementary, high school, and college levels. She has been working at UBC since 2001, teaching a variety of undergraduate and graduate courses and across programs (teacher education, MA and PhD in TESL, exchange programs for international students, etc.). Her research interests include English for specific academic purposes, academic discourse socialization, second language writing, intercultural competence development, systemic functional grammar, collaborations between language and disciplinary specialists, and integrated language and content instruction. She has published in TESOL Quarterly, The Canadian Modern Language Review, the Encyclopedia of Applied Linguistics (among others); has presented widely at key international, national and local conferences; and has served as editor of the NNEST Newsletter and is currently on the steering committee of the Second Language Writing IS.

After reading Sandra’s bio, I was reminded that many different TESOL Interest Sections have ESP practitioners and researchers. Sandra discusses her ESAP program development at UBC in her interview responses.
Define leadership in your own words.

Leaders are individuals who are in a position to inspire and have influence over others. Yet, being in a leadership role doesn’t automatically turn someone into a good leader. Being effective at it is the result of a process of “becoming.” Among other things, this process requires engaging in sustained critical reflection, gaining self-awareness of one’s strongest and weakest areas, and seeking professional development opportunities in a wide range of aspects related to the responsibilities of the role.

Excelling at leading involves following a set of core values and principles, as well as possessing certain personal attributes that include

- Having a vision for the program/project one is responsible for, being passionate about it, and being able to communicate this vision to others to provide initial direction and motivation
- Having a curious, open mind, and recognizing that learning is a lifelong endeavour through observation, interactions, as well as training
- Fostering respectful, trustworthy relationships with colleagues through promoting and modelling effective collaboration
- Consulting widely with all stakeholders and taking into account multiple perspectives to make fair, informed decisions
- Advocating for the rights and needs of others, which assumes deep familiarity with the situational contexts and the individuals one works with
Good leaders are enablers who strive to empower others by recognizing their potential and their contributions, and by pointing to helpful material and human resources. Effective leaders are encouraging and patient, displaying a high degree of adaptability and resourcefulness. Beyond the skills and technical knowledge required, approaching leadership humbly, ethically, with gratitude as well as with a sincere caring disposition for the wellbeing of others (and of oneself) may well be what most significantly contributes to transformative, rewarding leadership.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

The story I would like to share here is fairly recent; in fact, we could say it’s still in progress. The setting is the academic English program at Vantage College, a new academic unit that offers first-year programming for international students at the University of British Columbia, Canada. Our students are enrolled in either a bachelor’s degree in science, arts, management, or engineering. They complete their freshman year at Vantage, where they are provided with an enriched educational experience that includes embedded disciplinary language instruction across the program.

As newly hired director of the academic English programming at Vantage in 2014, my first task was to head the design of discipline-specific language-oriented curriculum and materials for each of the first-year bachelor’s degree program options. Working on a tight timeline and alongside a curriculum manager and another ESAP specialist (a consultant at the time) with expertise in systemic functional linguistics (the language orientation that underpins our curriculum), we interviewed our disciplinary colleagues, examined their instructional materials, and conducted a survey that allowed us to identify the academic and professional skills, genres, and registers in the respective disciplinary areas. This mapping exercise informed the design of the language-oriented curriculum. A materials designer was subsequently hired to create customized sets of lessons for the various adjunct courses paired up with the different disciplinary courses. Almost concurrently to all these developments in programming and materials, I launched the hiring process to build our instructional team, which was to include six full-time ESAP lecturers.

The challenges at the time, as you can imagine, were almost overwhelming: We were all charting new territory; none of us had previously collaborated in such an interdisciplinary environment, where epistemologies, pedagogical approaches, and discourses didn’t always align. Yet despite all this, we managed to establish a very productive relationship in great part due to our shared efforts at understanding each other’s needs and goals. By the time we launched our program – six months after my initial appointment – we had a full team of highly motivated, experienced, and relentless
ESAP instructors ready to welcome our first cohort of 188 students from across the world. I would be providing you with a distorted account of “reality” if I said we were fully ready: there were many bumps to overcome and tweaks to make, yet overall our launching year was a great success, and a testament to that are our graduates, who are now about to begin their fourth (for many their graduating) year of undergraduate studies at UBC.

As we begin our fourth year, our program has matured and learned much from the ongoing program evaluation findings, from our regular planning meetings throughout the academic year, our yearly retreats, our in-house professional development sessions, and from the collaborations with our disciplinary colleagues. Our ESAP instructional team, which has since grown to include 14 full-time members, has now engaged in a variety of scholarship of teaching projects and knowledge mobilization activities to report on the innovative pedagogical approaches in our program. I feel extremely grateful and privileged for the opportunity to lead such a fine, dedicated group of colleagues.

Sandra’s interesting account illuminates the value of boundary-spanning leadership for ESP project leaders (https://www.ccl.org/articles/white-papers/boundary-spanning-in-action-tactics-for-transforming-todays-borders-into-tomorrows-frontiers/). How do you span boundaries in your ESP program creation and implementation?

Please feel free to contact Sandra with any questions or comments.

All the best,

Kevin
Hello, ESPers worldwide!

It is wonderful to be able to start the new year (2018) with the 39th ESP project leader profile! This profile features Valia Spiliotopoulos at Simon Fraser University in British Columbia, Canada. Valia is the supervisor of the incoming ESPIS chair-elect, Ismaeil Fazel. Please read Valia’s bio below:

Valia Spiliotopoulos completed her Ph.D. in Language and Literacy Education at the University of British Columbia (UBC), and has taught EAP and ESP for over 15 years across Canada in Quebec (Laval University), Ontario (University of Toronto), and British Columbia (UBC and SFU). She is currently the Director for the Centre for English Language Learning, Teaching, and Research (CELLTR), and an Associate Professor of Professional Practice at Simon Fraser University. Originally from Greece, Valia recognized the important role that language plays in terms of access to education and professional opportunities in Canada’s officially bilingual and multicultural context. She obtained degrees in both English and French as an additional language, and completed her teacher certification in second language education. She is currently teaching undergraduate and graduate courses in language teacher education and draws on her rich experiences of teaching English and French in various contexts. Her current research interests focus on how faculty/teacher development and curriculum innovation (i.e., content and language-integrated learning, intercultural competency development) can improve teaching and multilingual student learning, particularly in discipline-specific university environments. She has published in the Canadian Modern Language Review; presented at local, national, and international conferences; and received university and government grants in support of a range of educational initiatives. Given her current leadership role, she is also interested in broader questions of systemic educational change that supports inclusion and student success of multilingual learners, with a particular focus on the nature and impact of interdisciplinary collaborations.

In the following interview, Valia focuses on program development that includes strands of ESP training for undergraduate and graduate students in different fields.
How would you define leadership?

Leadership is the ability to share your passion, vision, and values, and draw others in wholeheartedly. A true leader models both practices and dispositions, takes action, and makes things happen based on research, analysis, and evaluation. A respected leader also demonstrates genuine caring about the professional and personal progress and well-being of team members. He or she focuses on showcasing individuals’ work, strengths, and talents, and supports them in moving forward in the face of inevitable challenges. Effective leadership involves an awareness of the political environment in an organization, and engaging in ongoing communication, negotiation, and coordination with team members, as well internal and external stakeholders. Leading with integrity and fairness in the field of ESP is particularly important because we are ultimately advocating and supporting those who are in a position of vulnerability and who may not yet have professional power, language, and communication skills to achieve their goals.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Project: Growing the Centre for English Language Learning, Teaching, and Research at Simon Fraser University.

Project Description: Build capacity and develop a centre that coordinates language support across faculties and support units as well as engages in research and development projects that address English as an additional language (EAL) students’ needs across the disciplines.

Outcome: This project is still underway, but we have had small victories with limited resources:
We have gathered important data from postentry language assessments over the course of three years, developed a required second-year writing-intensive course for undergraduate students in business and in economics, as well as offered course-aligned support to undergraduate students in engineering.

We have partnered with faculties to provide support to graduate students in communications, as well as those in the international teaching assistant (TA) program.

Interest and attendance at our faculty development sessions has increased, and our co-curricular online and face-to-face programs, such as Tandem Language Exchange, Job Search Success, and Intercultural Communication, have supported inclusion, have helped develop confidence and skills and have celebrated linguistic and cultural diversity.

These small victories energize us and keep us moving forward in realizing the vision and goals of a multilingual campus community.

**Stakeholder Communication**

An overwhelming portion of the leadership role involves the coordination and ongoing communication with a variety of stakeholders across the university: students, program directors, student advisors, deans and associate deans, faculty, sessional instructors, TAs, staff. Five main strategies have supported the communication process:

1. Faculty liaisons (lecturers) assigned to a faculty member within the university (i.e., applied science, business) that identify needs and issues, provide support, and report back to our centre

2. Project agreement documentation shared with our partners that identify resource requirements, timelines, and the roles and responsibilities of various stakeholders

3. Biweekly group meetings involving those internal to the centre where projects, lessons learned, and ideas are shared, as well as bimonthly meetings where we provide project updates to external partners and address university-wide governance, coordination, and strategic planning

4. A website that shares details on projects and events, and offers important resources to students, faculty, and staff. A web-based, mail-out newsletter is also distributed every term.

5. Participation and representation at faculty-level curriculum meetings, as well as regular one-on-one meetings with program directors, student advisors, associate deans, and deans to discuss needs, resources, and strategy.
The success of the project will depend in large part on ongoing communications, negotiations, and consensus-building around the most effective ways of providing EAL support across the disciplines. In a research-intensive environment like Simon Fraser University, stakeholder buy-in will likely occur if decisions and supports are informed by previous and current research in the field, data-informed decisions, and developmental evaluation that help us understand the impact of various interventions. It is hoped that these communication strategies will help develop a university-wide community of practice that supports and celebrates multilingual students across campus.

What I like most about Valia’s profile is that it provides us with a vision of managing multiple projects with a diverse group of stakeholders. From a leadership communication perspective, I was especially pleased to read Valia’s five strategies. I think that such communication strategies are a useful reference for ESP project leaders trying to obtain the support of various stakeholders. In her profile, I also see strands of ESP in the course-aligned support provided for engineering undergraduates and for graduate students in communications and in the international TA program.

I have learned from ESP project leader Margaret van Naerssen the importance of clarifying when we are actually ESP practitioners. For example, I was recently asked to teach three new courses in English, and the content will be business communication, small group communication, and language and culture. My undergraduate students will be from Europe, North America, and Asia (including Japan). I plan to use case studies and project-based learning to provide content-based instruction (CBI). In this case, I am not taking an ESP approach. For an introduction to ESP, please see the ESP PowerPoint on the ESPIS homepage.


Do you have any questions or comments for Valia? Please feel free to contact her directly!

All the best,

Kevin
Hello, ESPers worldwide!

Can you believe that this is the 40th ESP project leader profile published on the TESOL Blog since May 2015? This profile features a recognized leader, ESP practitioner, and lead singer in a rock band in Tokyo, Japan.

Please read Andrew Silberman’s bio:

Andrew Silberman has been coaching high performance individuals and teams since 1989. At AMT Group, which he co-founded in Tokyo in 1992, he leads a team of multinational facilitators and staff whose mission is “developing global thinkers.” His clients are managers and executives from leading firms throughout Asia (as well as occasionally in the U.S. and Europe).

Since 2010 he has been an adjunct professor of HR (Managing and Developing Human Capital) for the Temple University Japan Executive MBA program and since 2016 guest professor for Keio University’s business school’s Global Passport Program. His volunteer activities include leadership positions at the American Chamber of Commerce in Japan (ACCJ), where he was awarded Leader of the Year in both 2006 and 2009 and was elected governor in 2012–2014. He is also a board member of International Secondary School (ISS), a high school for kids who have difficulties adapting to the regular school system.

In his “spare” time, under the alias Andy Atkins, he is the lead vocalist and rhythm guitarist for Moonshots, a feel-good/roots rock band, playing for weddings, charity events, private parties and “live houses” in Tokyo.

Andrew holds an A.B. in the political economy of industrial societies from U.C. Berkeley (1984) and an MBA in international management from the Fisher School of Business at the Monterrey Institute of International Studies in Monterrey, CA (with distinction, 1988).

In his ESP success story, he focuses on a program that prepares employees for successful communication in teleconferences.
Define leadership in your own words.

Leadership is “influence.” Anyone can demonstrate leadership by the influence they wield over a group.

In my MBA HR class, Dr. Loren Moore wrote, “Leadership = f (L, F, S).” He explained that leadership is a function of the leader, follower(s) and a situation.

And then there’s my little brother Blaze, who, at age 14 was told by my step-mom that he needed to “be more of a leader.” “I am a leader,” he said. “I just don’t have any followers yet.”

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Background
A challenge in Asia is global teleconferences. The time differences often mean late nights calls, but that’s just an inconvenience. More difficult are the cultural barriers when faced with assertive and sometimes aggressive participants on the other side of the world. Companies want to help their more reticent participants participate more effectively.

Delivery
A large financial news gathering and reporting organization contracted AMT Group to implement “global teleconference impact” training for their Tokyo office. The training takes a total of three hours and requires no preparation by participants.
The workshop opened with a fuel-tank analogy. We asked how much people like conference calls. In this case, like most, the average of all “tanks” was less than one-quarter full. The purpose of the training, therefore, is to move the needle just a few notches up, so that everyone is at least more than half-way looking forward to their next call.

We then used a flip chart and asked, “What are the first impressions given by people who are on a call but who don’t speak up?” The answers included “not interested,” “not prepared,” “bored,” “shy,” “intimidated.” One said, “not even there,” and another, “doing something else.” One person said, “good listener.”

“Most of these are negative. So why don’t we speak up more often? What are the barriers to speaking up?” We listed possible reasons, some of which matched the impressions given above: “not interested,” “not prepared.” Also “didn’t understand,” and one said, “didn’t want to interrupt.”

We then shared that all of those may be their reasons but that “other people have excuses, I have my reasons.” And we went through this second list, one by one, checking to see if it’s worth creating the negative impression that silence gives. Instead of “not understanding,” and giving the possible impression of “not interested,” how about asking for clarification? After all, no company is paying you to be “not prepared,” and this client was no exception.

What about that person who said the silent one was a “good listener”? We asked, “When was the last time you heard someone complimented on how well they ‘listened’ on a teleconference?” That brought laughter from the whole group.

We then introduced the analogy of a crew team (rowing) and shared that a teleconference has an objective, just like the rowers on a crew team, and that all call participants can help the call reach that objective efficiently. We shared seven “conversational oars” that can get the job done, among them, breaking in with a compliment, asking questions, recapping, paraphrasing, and three more.

Finally, we ran through three simulated calls, and recorded them on a digital audio recorder, playing back for review. We encouraged participants to jump in whenever they wanted by stating a speaker’s name so the speaker would stop for a split second, and they experienced what it feels like to be acknowledged with a “great point” or an “I agree,” and how that differs being interrupted.
Outcome
Participants and call leaders learned that just like successful crew teams, conference calls have no dead weight (silence). The Tokyo office earned kudos from their New York counterparts on their next call, and some brought the list of seven oars to their next call. Another client did the same, and he received a congratulatory email from his overseas boss on how well he participated on the call. We’ve now delivered the training across Asia and have licensed their in-house trainers to deliver it around the globe.

Comment
What I love most about this training is that people can put what they learned into practice immediately, and they can raise their profile inside the company. And some great ideas that used to go unsaid are now openly and freely discussed. For those who successfully completed the training, their tanks are now way more than half full.

After reading Andrew’s success story, I thought carefully about the “deliverables.” The training left his students with a set of communication strategies that they could take with them to their various sites of engagements to get the job done. I am currently working on a program in which such a set of communication strategies will be especially important takeaways, so Andrew’s profile is particularly relevant to my own work at this moment.

I was also inspired by Andrew’s accomplishments in a wide range of fields. The connection between them seems to be leadership and professional communication, which are the two themes that appear in the ESP project leader profiles. You can access all of the profiles on the TESOL Blog or, if you are a TESOL member, in the TESOL ESPIS Library (http://www.tesol.org/about-tesol/membership).

Do you have any questions or comments for Andrew? Please feel free to contact him directly.

All the best,

Kevin
41. ESP Project Leader Profile: Jennifer Roberts

Posted on 13 March 2018 by Kevin Knight

Hello, ESPers worldwide!

In this ESP project leader profile, we meet our incoming English in occupational settings (EOS) representative for TESOL ESPIS. If you would like to speak with Jennifer and other ESPIS members in person, please attend the ESPIS Open Meeting at TESOL 2018 in Chicago. Jennifer’s bio highlights her background as an aviation English specialist, her international experience, and her research interests:

Jennifer Roberts is a faculty member in the College of Aeronautics at Embry-Riddle Aeronautical University, Worldwide, serving as the Aviation English Specialist to develop and implement aviation English programs both locally and internationally. Before coming to Embry-Riddle, she served as an English Language Fellow in Indonesia where she focused on teacher training and program development, shortly after receiving her MA in applied linguistics and ESL from Georgia State University. Her research interests are in the pedagogical applications of corpus linguistics, language policy and planning, and curriculum and materials development in English for specific purposes settings. Currently, her research focuses on the level of English language proficiency necessary for ab initio aviation personnel, such as those beginning flight training.

In her responses to the interview questions below, Jennifer shares how she uses through promotional methods to get stakeholder buy-in for an aviation English course.

Jennifer Roberts
Faculty, Aviation English Specialist
College of Aeronautics
Embry-Riddle Aeronautical University, Worldwide
roberj62@erau.edu
Define leadership in your own words.

“Good management is the art of making problems so interesting and their solutions so constructive that everyone wants to get to work and deal with them” Paul Hawken (1987, p. 39).

Although “management” isn’t always synonymous with leadership, Hawken’s quote embodies what I try to do as a leader; i.e., advocate for solutions by highlighting the issues in a way that engages, inspires, and ultimately drives others to contribute because they see the value in what we are doing and find the context to be so interesting. Leaders in ESP settings should strive towards developing and implementing innovative solutions to complex problems, but with the mindset of doing whatever it takes to adhere to best practices while accommodating the specific needs of the target audience. Additionally, great leaders capitalize on opportunities and find ways to say “yes” in an effort to allow those we service to move forward based on the support they receive from our courses, programs, etc.

Prior to working in aviation English, I was privileged to work with many diverse groups of English language learners, beginning with adult immigrants and refugees, transitioning to university IEP students, traveling to China to train teachers and excite summer camp students, and finally working with Indonesian university students, future teachers, lawyers, and even ornithologists. These experiences taught me that our most important responsibility is the identification of the specific need and the careful consideration of how to appropriately and effectively respond to that need.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Background

Today, aviation is growing exponentially in countries where English is not the first language. Coupled with the looming pilot shortage, the need for new pilots to be trained quickly and permitted to enter the job market has become a hot topic and is contributing to the increase in nonnative English speakers traveling to countries where the language of flight instruction is English. To successfully complete flight training in a manner which is safe, cost-efficient, and time-sensitive, cadets should ideally enter the program with adequate English language proficiency.

Problem

Through conversations with flight schools and an outpouring of anecdotal evidence, I learned the unfortunate truth that if a student pilot’s English skills are found to be insufficient after beginning training, most flight schools do not have a viable solution to
offer. Students are often “grounded” and told to find private tutoring, or they continue to try and fail, spending money and time in an effort to obtain their pilot’s license. Additionally, common complaints from flight school instructors and administrators reference the student’s lack of technical English skills, such as aviation-related vocabulary knowledge.

Solution
Here at Embry-Riddle Aeronautical University, we decided to create a program that could be offered to students prior to entering flight school, to facilitate the acquisition of language skills and foundational aviation knowledge, designed to support the communicative demands the student will encounter during their journey through flight school. Importantly, these demands extend beyond pilot–air traffic controller radio communication, to include a student pilot communicating with his flight instructor, both on the ground and in the flight deck, or a student pilot in a classroom during ground school, listening to lectures and taking notes.

Our major goal in the “Aviation English for Flight Training” course is to provide language skills that will allow nonnative English speakers to participate fully in flight training without language proficiency interfering with safe and efficient flight operations or overall program cost and time. The intensive program we have developed utilizes a content-based approach, focusing on foundational aviation materials and the language skills put forth by the International Civil Aviation Organization (ICAO): comprehension, interaction, fluency, pronunciation, structure, and vocabulary.

An important component of the course implementation has been, of course, the “selling” of the course. Communicating with stakeholders, including flight school administrators, flight instructors, and the student pilots themselves, has been most effective when the value of the program is emphasized in an educational and supportive manner through outreach initiatives such as newsletters and webinars.
In her conclusion, Jennifer focuses on an important skill for ESP practitioners. We all need to be able to obtain stakeholder support in creating and implementing our courses. Jennifer uses the word “selling,” and I see a relationship between “sales” and “leadership” when the act of persuading stakeholders involves obtaining stakeholder support for achieving a shared vision. The creation of the shared vision (or goals) in an ESP program is a collaborative effort.

If you haven’t read Jennifer’s article titled “Responding to the Unique Needs of Aviation English Students,” please take a look at it and the other two aviation English-related articles in the October 2017 issue of ESP News.

Do you have any questions or comments for Jennifer? Please feel free to contact her directly.

All the best,

Kevin

Reference

42. ESP Project Leader Profile: Elise Geither

Posted on 10 April 2018 by Kevin Knight

Hello, ESPers worldwide!

The 42nd ESP project leader profile features Elise Geither, who gave a presentation at TESOL 2018 in Chicago in an ESP-EFL (English as a foreign language) intersection session. In addition to being an ESP practitioner, Elise is a multitalented teacher and novelist, who supports students with disabilities:

Elise Geither, PhD, has been teaching for over 20 years. Geither has taught English, ESL, and Education and set up programs for K–12 school districts and universities. She works closely with students in higher education as they transition to university life and navigate their way to success. Geither is the author of a book on academic writing and support for students on the autism spectrum, and her young adult novel, The Deer, was released in 2017. She continues to research how to best support international students, students with disabilities, and specifically students on the spectrum as they make their way to American universities. Geither lives in Ohio.

In her interview, Elise describes her role as leader of an English for legal purposes course related to a Master of Laws (LLM) program at a university in the United States.

____________________________________

Elise Geither, PhD
Associate Director of Spoken English Programs
Case Western Reserve University
ejg65@case.edu
Define leadership in your own words.

I have had many opportunities to engage as a leader and observe leaders in action. In the area of ESP, I have found that observing our graduate instructors, mentors, and supervisors as they work toward becoming better teachers and leaders has been most interesting and educational. Because much of my background is in teaching, I am always looking at the skills that my students and paraprofessionals are developing in terms of educating others.

The areas of Best Practice for ESPs also cross into the areas and skills needed to become a good leader and teacher. For example, identifying and assessing client needs helps any leader become better informed in how to move forward with a project or class. I encourage our ESP instructors to use formative and summative assessment to learn more about their students and clients. Then moving toward a better program design becomes easier.

Leadership, in my eyes, is helping others learn and engage in experiences that will then help them to become better leaders and share their expertise with the next wave of instructors, supervisors, mentors, and leaders.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Our most successful ESP project has been an ongoing course that we build on each year. Having the ability to work on this program for a number of years has helped it develop into an engaging course for the students and one that provides the school with the outcomes they require of their students. This is an English for legal purposes course that is part of a summer program for the LLM program at our school.

We are lucky in that our courses are embedded into a larger program that is highly supported by the law school. The overall program includes lectures and classes by instructors from the law school along with our classes in spoken English, which complement what students learn in the law sections.

Over the years, we have been able to develop the pre- and postassessment for the program so that we are gathering the most useful information on student skills and needs in an easy-to-use and easy-to-manage format. This has required numerous attempts and changes over the past few years. In addition, we have developed a highly successful instructor training program, as we use graduate students as well as professionals as instructors.
Much of the success, I believe, comes from the support of the law school and their administration. As they see the importance of language and communication skills as an integral part of the success of their students, we can work together to provide the best program.

Elements that have made this program successful include our assessments, instructor training, unique and flexible materials, a program design that is negotiated by our course instructors and the law school, curriculum that has been tested, and an environment that provides a positive learning experience for the students. Again, we have been lucky to have the time, resources, and support to watch this program develop into one of our best programs on campus.

As the lead in this project, I think that my experience as an educator has enabled me to view this program through a unique lens. Understanding student needs and student “wants” along with what the law school sees as the outcomes for the course has helped me to work with the instructors to develop curriculum that works. However, by also turning leadership over to instructors and periodically student supervisors, we have also gained valuable insight into how to make the program work.

By looking at the current pieces of this successful program, we are able to look at other ESP programs we have on campus and move to make changes that will help those programs become more successful as well. Finding out how the best practices of ESP programs meet the unique needs of each program helps us make important changes as we move toward greater program success.

Elise provides us with a leadership vision of how ESP practitioners can become “change agents” using ESP “best practices principles” to improve curriculum campus-wide. It was interesting to read how various stakeholders are involved in program development, which means that there are multiple negotiations involved in the creation of what eventually is offered as a course. I also liked the focus on continuous improvement, which is certainly an important part of an ESP program at a university or in the workplace.

Do you have any questions or comments for Elise? Please feel free to contact her directly!

All the best,

Kevin
Hello, ESPers worldwide!

In this ESP project leader profile, we meet Michael Ennis, a leader in Italy who shares his story of launching a TESOL group that has held several ESP conferences. Please see Mike’s bio:

Michael Ennis is the English Language Coordinator at the Free University of Bozen-Bolzano’s Language Centre and the founding coordinator of the TESOL Italy Val d’Adige Local Group. He has taught English and German at multiple universities in the United States, Germany, and Italy, and has given numerous conference presentations, organized teacher training, and published on his interests in ESP, ESAP, CLIL, extra credit and motivation, intercultural language teaching, and cultural studies. He is an active member of TESOL Italy and TESOL International, also serving on the TESOL Italy National Committee and the Editorial Review Board for TESOL Journal. He recently contributed an entry on “bilingual programs” to the TESOL Encyclopedia of English Language Teaching.

In his interview responses, Mike reflects on project leadership and provides valuable information for ESP practitioners aiming to start up an ESP group.

Michael Ennis, Ph.D.
Didactic and Scientific Coordinator for the English Language Centre, Free University of Bozen-Bolzano
MichaelJoseph.Ennis@unibz.it
Define leadership in your own words.

The definition of leadership and the ideal profile of a leader changes with each new project because every project requires leaders with a different set of traits and skills. In fact, the real leaders of a project often receive little public recognition because it can be difficult to even determine who the real leaders were until after the project successfully (or unsuccessfully) ends. Leaders can only be evaluated in terms of how successful their team was in achieving its objectives, so the difference between good leaders and bad leaders can only be determined retrospectively. My best definition is as follows: A good leader is someone who recognized (i.e., past tense) his or her own strengths and weaknesses with respect to an objective and managed to form strategic partnerships with like-minded individuals possessing the traits and skills required to meet that objective.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I moved to Verona, Italy, in the autumn of 2009 and taught ESP and EAP at several Italian universities until the Free University of Bozen-Bolzano (unibz) (https://www.unibz.it/) became my sole employer in 2016.

Although teaching in Italy is rewarding, during the first few years I found myself starting over in Italian academia. I soon had colleagues with whom I worked regularly at two or three universities, but I no longer felt part of a community of practice (CoP). I no longer had time and funding to engage in continuous professional development (CPD), and I was no longer actively participating in professional and academic discourses. I quickly realized that I would not find university teaching in Italy rewarding long term unless I found a way to network and collaborate with colleagues.

One of the few conferences I managed to attend was the TESOL Italy National Convention (http://tesolitaly.org/new/), which is held each November in Rome. In 2014, I decided to form a TESOL Italy “local group” (LG) that would operate in the three provincial seats along the Adige River (i.e., my frequent commute to work): Verona, Trento, and Bozen-Bolzano. My ambition was to connect with local colleagues so that we could form our own CoP and create our own CPD opportunities. My first objective was to establish a dialog across the three local universities: unibz, the University of Trento (unitn) (http://www.unitn.it/en), and the University of Verona (univr) (http://www.univr.it/jsp/index.jsp).

The first hurdle was seeking approval from TESOL Italy to form an LG. My selling points are listed below:
As part of TESOL Italy, our CPD activities would be associated with a respected brand and accredited by the Italian Ministry of Education.

With the founding members based at the three universities, we could form partnerships with the universities that would endow our events with credibility and prestige.

Focusing on the needs of university instructors at first, we could gradually include members from primary and secondary schools.

After gaining approval to form the TESOL Italy Val d’Adige Local Group, the next challenge was recruiting at least four additional founding members, ideally ELT professionals with more experience in Italy than me, as well as strong ties to one of the three universities.

Recognizing that experienced and established university instructors might have some apprehensions about joining another professional association, I described my vision for the group as a collaborative project that would bring mutual benefit. In my correspondence with potential founders, I employed the motto “By English teachers, for English teachers” and stressed that all members would be invited to propose, plan, speak at, and attend our events, though they would be free do so at their own leisure.

The founding members (Paola Bazzoni, Sharon Hartle, Jemma Prior, Catherine Riley, and Steven Sparks) had over 100 years combined teaching experience in Italy!

During our constitutive meeting in June 2014, I proposed that our first event should be a symposium on teaching English for ESP/EAP, hoping that this would secure the interest and participation of the founding members, in particular my experienced colleague Jemma Prior.

For our first symposium on Teaching ESP/EAP (2014), we invited speakers from the three universities—including four founding members—to share perspectives and experiences teaching ESP/EAP.

The success of our first event cemented ESP/EAP a cornerstone of our LG. For our symposium on Assessing ESP/EAP (2015), we likewise invited LG members and other speakers from the three local institutions, while calls for papers solicited national and international perspectives at the symposia on Teaching English for Tourism (2016) and Approaches to ESP/EAP (2016).
Upon accepting a position at the unibz Language Centre, I proposed that the Language Centre host a fifth symposium including the other two official languages of instruction at unibz: German and Italian. The call for papers for the Symposium on Teaching LSP/LAP in Higher Education, which will be held on 29 June 2018, has attracted almost 50 submissions from more than 20 countries.

Our LG has organized more than 20 lectures, seminars, and symposia to date, and we have successfully expanded our activities and membership to include secondary and primary teachers. All of the founding members have taken on a leadership role on multiple occasions. Due to our rapid growth, our LG split in two and the Verona LG (https://www.facebook.com/TESOLVeronaLG) was formed in 2017.

Although I could benefit much more from the LG personally and professionally, it is clear that our group would be better served by a new coordinator. For this reason, I have nominated Andrew Wimhurst to replace me as coordinator of the Val d’Adige LG. I am confident that a continued focus on ESP and EAP will sustain the participation of our most active members.

Mike’s account of his creation of a CoP in Italy reminded me of the TESOL ESPIS transition to a COP under the current organizational structure of TESOL International Association. As a co-leader with Kay Westerfield of the ESPIS transition team and as a member of the Governance Review Task Force (appointed by the TESOL Board of Directors), I recognize the importance of various stakeholders.

Please feel free to contact Mike with any questions or comments!

All the best,

Kevin
In the 44th ESP project leader profile, we learn more about one of the TESOL ESPIS leaders, the secretary and archivist, Jennifer Speier. When I spoke with Jennifer at the annual convention in Chicago in March 2018, I learned that she was multilingual and doing ESP work in Mexico, and I was especially pleased that she agreed to share her experience as an ESP project leader in this profile.

Jennifer Speier is a current Master’s International Peace Corps volunteer working at a polytechnic university in Hidalgo, Mexico, as part of the English for Technical and Academic Purposes program. She is in the process of completing her MA TESOL degree from California State University Sacramento. Prior to beginning her MA degree Jennifer taught in EFL and ESL classrooms in France, Colombia, Wisconsin, and California. Her research interests include assessment, second language writing, and materials development.

In Jennifer’s responses to the interview questions, we gain insights into how to successfully create an ESP program that meets the English communication needs of faculty and students.

---

**Define leadership in your own words.**

At a basic level, I would define leadership as the ability to manage a team to bring about the successful outcome of a project. Leadership styles and context go hand in hand; leadership will look different depending on the project, team members, resources, etc. Successful leaders recognize the strengths of team members and assign tasks...
appropriately to facilitate collaboration, foster effective communication within the team, and inspire the team to ensure investment in the project; they keep the project driving forward and learn from their mistakes in order to continue to grow.

In this field especially, it is important to recognize that leadership in a multicultural setting adds an additional layer of complexity because potentially multiple value sets are at play. When I have taken on leadership positions, I’ve found that willingness to collaborate, effective listening, and humility go a long way.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

During my Peace Corps service in Mexico, I have had the privilege of working with the graduate studies department at my university. When I began my service, English classes were not formally part of the curriculum for masters and doctoral students, yet these students were expected to participate in professional development opportunities in English and reach a B2 level on the CEFR at the time of graduation. Working alongside the department chair, we have been trying to implement English support for students and faculty. We created a course on public speaking to prepare masters and doctoral students as well as university faculty to present their research in English, and we are beginning a writing program to support those who would like to publish in English.

University students and faculty are expected to be able to research, collaborate, and access professional opportunities internationally in both English and Spanish. Those with limited English capabilities are unable to share their work and compete on a global level. In the beginning of my service, it became evident that the ability to get published in journals and present at conferences in English was a main priority for the university; however, students and faculty were given very little language support to do so. Articles written in English were already incorporated into the curriculum; thus, most students and staff felt comfortable reading in English and had a general understanding of the genre, but they struggled when it came to writing and speaking about their own research.

In my experience, projects are more successful and sustainable when they are participatory and inclusive, so I tried to involve stakeholders, in this case the chair of graduate studies, faculty and students, as much as possible in the design of both projects. To this end, a significant portion of my needs analysis was stakeholder interviews, but I also reviewed the current curriculum of the three programs I was working with and analyzed previously published articles and drafts in progress. Once the needs had been established and the planning and approval phases had begun, I found that patience and persistence were key. There were delays due to scheduling and turn over at the
university, but I kept communication open with the stakeholders and the projects eventually moved forward.

Once the classes had begun, it became clear that the most significant challenge was participant buy-in. As these projects were not formal curriculum classes, participants were lacking the extrinsic grade motivation and were struggling to make time in their schedules. Even if they enjoyed the sessions and could see the value and their improvement, consistent turnout was still a struggle. To combat this, I’ve added more emphasis to online components where possible, expanded my availability, and adjusted the grouping of participants to personalize the sessions more for their needs.

I consider both the public speaking course and writing program to be ongoing projects, but they have been successful for me so far. It has been a great learning process, and my goal is that continued collaboration between the graduate studies department and the foreign languages department will lead to these projects continuing beyond my service.

The views expressed do not necessarily reflect the views of the U.S. Government, the Peace Corps or the Government of Mexico.

It is interesting to me that the word “peace” appears in Jennifer’s profile because I was recently asked to write an article about peace leadership, and I view the ESP project leader profiles as providing examples of leaders engaging in socially responsible activities for good purposes. In this connection, I am reminded of the TED Talk given by Ernesto Sirolli (September 2012) (a sustainable development expert, which is described as follows:

When most well-intentioned aid workers hear of a problem they think they can fix, they go to work. This, Ernesto Sirolli suggests, is naïve. In this funny and impassioned talk, he proposes that the first step is to listen to the people you’re trying to help, and tap into their own entrepreneurial spirit. His advice on what works will help any entrepreneur.

I see connections between leadership and entrepreneurship because they are both creative activities that involve others. In her profile, Jennifer shows us how to work together with others to create programs that meet learners’ real and immediate needs for English language communication skills.
Please feel free to contact Jennifer directly with any questions or comments!

All the best,
Kevin

Reference

Siolli, E. (September 2012). Want to help someone? Shut up and listen!
https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen
Hello, ESPers worldwide!

In this ESP project leader profile, we meet Dr. Gina Mikel Petrie from Eastern Washington University, and she shares with us her ESP work in Nicaragua. I was introduced to Gina by another ESP project leader, Mike Ennis, who is located in Italy. The world is indeed a small place when our friends and colleagues are not only living next to us but also living halfway around the world away from us! Please read Gina’s bio:

Gina Mikel Petrie, PhD, is an associate professor of English as a Second Language at Eastern Washington University and coordinates and teaches in the ESL Bachelor’s and TESOL Certificate programs, which in part prepare pre-service teachers to teach ESP. Since 2012 she has carried out research and provided professional development to teachers in Nicaragua, many of whom teach English for Tourism and Hospitality. She will complete her first English Language Specialist assignment in July 2018 at Ammon Technical College, Jordan, carrying out needs analyses and workshops related to ESP and CLIL in the English Department.

In her responses to the interview questions, she shows us how she moved instructors from general English to ESP in Nicaragua. (By the way, making the transition from general English to ESP is a theme that will be explored in the next edition of ESP News, the newsletter of the TESOL ESP Interest Section.)

Gina Mikel Petrie
Associate Professor of English as a Second Language
Eastern Washington University https://www.ewu.edu/
gpetrie@ewu.edu
Define leadership in your own words.

I think a key to good leadership in any context is active listening—true active listening—being able to hear what the other person is truly saying and not letting your own thoughts interrupt that process. A leader needs to act, which means they need to make some choices, and the more those choices have been filtered through the perspectives of the stakeholders, the more likely they are going to be effective. I believe that we often walk away from an interaction thinking that we have understood the other person when we are only really walking away with what we expected to hear. So, in short, I think active listening is key to leadership.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

This does not begin like an ESP project story, but it ends as one.

Over the last six years I have supported the English program at a small private technical school in Cárdenas, Nicaragua. I carry out professional development and curriculum advising.

When I first began working with La Escuela San Miguel, the school provided general English classes that were attended by high school students and adults in the village area. The program provided six levels which could take students up to the intermediate level. In 2014, for the first time, a group of students was about to exit the current program, and they wished to continue learning English. I was asked to design what the next six levels of the program should look like so they could do so.

Through many conversations with the students, the school director, and the teachers, it became clear that English for most of the students was directly related to tourism—either their work had been reshaped by needing to speak occasionally with visiting tourists or they hoped to get a local job in the area in tourism. Thus, I moved in the direction of an ESP focus on English for Tourism for the next six levels. This decision made sense to us all, and I got to work designing the curriculum.

Of course, this meant a shift in pedagogy as well for the school, at least in those next six levels—to refocus the learning on skills that the students could connect with their real everyday communications with tourists. As with many programs moving from general English teaching to ESP, this meant a change from focusing on grammar lectures, reading general subject texts, completing grammar exercises, and occasional written assessments to a focus on functional language in context, “just enough” grammar, role-play activities, and constant formative assessment. It was with pedagogy that we hit a
bit of a wall. The teachers indicated that they wished to make the change, but my visits to their classes showed evidence that they were relying on their previous pedagogies.

This is where the story turns, because this is where I really started listening to what the teachers were saying. I began to ask different questions: about what grammar lectures meant to them, about how they felt when they carried out role-plays in their classrooms, and about what “English teaching” looked like to them. In other words, I began to listen to teachers’ affective experiences, which shape our instructional choices far more than we may wish they did. Once I began responding to this other kind of information, we began to move pedagogical practices in a different direction. We were all taking a leap of faith together.

________________________

I read Gina’s profile with interest because it focused on listening to the “teachers’ affective experiences,” and in June, I participated in a webinar hosted by the Research Institute for Learner Autonomy Education (RILAE) at Kanda University of International Studies (KUIS) in Japan (https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/4-june-lab/):

**Affect and Learner Autonomy**

**3.30 pm to 5.30 pm (Tokyo time)**

In our second Lab session (https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/), we explored the role of affective factors in the development of learner autonomy. By affect, we mean the motivational and emotional factors that influence success in language learning. Questions we considered were: What is the relationship between affect and learning? What tools and strategies can language learners draw upon to achieve a greater sense of awareness and control over their emotions? and how can research in other fields influence research in applied linguistics? Through a series of short presentations, we shared ideas and engaged in discussion about this important aspect of the learning process.

The slide and recordings are available online (https://kuis.kandagaigo.ac.jp/rilae/lab-sessions/4-june-lab/). (You will need to scroll down the page). Gina’s interactions with teachers reflected my presentation insofar as listening and leadership are concerned. It also brought to mind Maynard’s (1989) perspective-display sequence and the relevance of active listening in that connection.
Do you have questions or comments for Gina? Please feel free to contact her directly!

All the best,

Kevin

Reference

Hello, ESPers worldwide!

This ESP project leader profile features Dr. Charles Browne, who was one of my former supervisors at Sony many years ago. His bio from Meiji Gakuin University in Japan, where he is a professor, includes his work in the area of vocabulary acquisition.

Dr. Browne was born in Boston in the United States, but has lived and worked in Japan since he graduated college in 1985. He is Professor of Applied Linguistics & TESOL at Meiji Gakuin University in Tokyo Japan and a specialist in Vocabulary and Reading research, especially as they apply to online learning. He has more than 25 years experience working as a teacher trainer, starting with his role as the first National Chairman of the JET Program in 1987, serving on many different national MEXT committees, such as the teacher educational advisory committee and the English textbook committee, and has done countless teacher training workshops for thousands of Japanese teachers of English through his active help of local Boards of Education throughout the country. He has written dozens of research articles, books, and textbooks about these topics. In addition to his recent work in creating five important new corpus-based word lists for second language learners known as the New General Service List (NGSL), the TOEIC Service List (TSL), the New Academic Word List (NAWL), and the Business Service Lists (BSL), he has also helped to create a wide variety of free research-based language learning apps and online tools to make better use of these lists, working hard to share this knowledge with teachers and researchers through countless presentations, seminars and hands-on workshops around the world. He is married and with 3 wonderful children, and enjoys spending his free time participating in marathons, bike races, and traveling to new countries.

In his interview responses, Charlie focuses on ESP as a genre and shares a story about the development of word lists that can be used in ESP programs to meet learners’ immediate needs for communication in academic or workplace settings.
Define leadership in your own words.

Although leadership is not a topic I have studied or thought about deeply, I have been in positions of leadership many times throughout my career, and I suppose that, for me at least, leadership is less a set of specific actions than it is an attempt to apply certain values I have in a given situation. I think that more than anything, I am guided by a sense of deeply held respect for other people, which, in terms of leadership, means that I try to listen carefully to each member of the team, knowing that each person has something valuable to contribute, not just in helping to complete the project in the way I’ve set out but quite often with better ideas about how to reach that goal.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I would consider our entire New General Service List project to be a success story, one that is based on the hard work and cooperation of many people. Each of our free, corpus-based ESP word lists for TOEIC English, academic English, and business English offers the highest text coverage in the world for that ESP genre. Each word list now has an accompanying range of free resources which includes the word lists themselves; definitions written in easy English and easy Japanese; statistical data on the creation of the lists; uploads to free learning websites such as Quizlet.com and Memrise.com; free and paid iPhone and Android spaced-repetition flashcard apps such as NGSL Builder and Word-Learner; free online analytical tools to help create, edit, or analyze graded reading and listening materials based on these word lists (this includes our own OGTE tool known as Online Graded Text Editor, as well as Tom Cobb’s VocabProfile and Laurence Anthony’s AntWordProfiler); free assessment tools known as NGSLT (New
General Service List Text) and NAWLT (New Academic Word List Text), which have among the highest published reliability and validity of any vocabulary test to date; and a free, graded reading and listening website that makes extensive use of these lists known as ER-Central.com (http://er-central.com/).

For each list, resource, app, and tool, I had to work together with, listen to, encourage, and follow up with a wide range of professionals with many different strengths (and weaknesses), but in each case, I think that the respect and patience I showed them, while reminding them of the overall vision and value of providing so many useful resources to students, teachers, researchers, and materials developers, helped to keep the project moving forward and on track.

All of the tools and resources mentioned above can be accessed from the main NGSL website (http://www.newgeneralservicelist.org/). We have many more lists and tools in the works, but I was surprised to find that the more I work on this project and the bigger it gets, the quicker we are able to build things: I attribute this to the growing number of people who have come to believe in this project and who are willing to contribute their time and effort to pushing it forward. A team effort if ever there was one!

Interestingly, this project has also been a success financially. Despite the fact that almost all the tools and resources mentioned above are open-source and 100% free, the project has somehow led to quite a number of unsolicited requests from schools, publishers, online startups, and companies for me to publish materials based on these lists (such as the Cambridge University Press In Focus series of EFL textbooks I was head-author for), create OEM apps and learning platforms that use our lists, or give pedagogic advice to improve existing online learning platforms. The requests have been so numerous that I actually needed to create my own separate company (http://www.charlie-browne.com/) to handle them. Here, too, I think leadership and good communication skills helped me to succeed. Each client has their own needs and vision, each CEO their own way of doing business, so I think that being a good listener while keeping my focus on the larger vision and value of creating a product that is grounded in good science and pedagogy has led to many wonderful successes.
It seems to me that one vision has led to another in Charlie’s case, which brings to mind a quote of Bennis and Nanus (Carnegie, Levine, & Crom, 1995) about the relevance of vision to leadership:

[The critical point] is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists. (p. 20)

You might be interested in a TED Talk that Charlie gave introducing the importance of the NGSL project (https://www.youtube.com/watch?v=Wg4__7ygQ11A). If you have any questions for Charlie, please feel free to contact him directly!

All the best,
Kevin

Reference

Hello, ESPers worldwide!

In this ESP project leader profile, we travel to Brazil to meet Dr. Marcelo Concario at São Paulo State University, who was introduced to me by ESP project leader, Dr. Gina Mikel Petrie. Marcelo’s research and teaching in the areas of content-based instruction (CBI) and content and language integrated learning (CLIL) include strands of ESP as students learn the language they need to know for other courses and are prepared for specific activities that involve communication in English. Please read Marcelo’s bio:

Marcelo Concario earned his PhD from Unicamp (Brazil) and has been a visiting researcher at Eastern Washington University (Cheney, USA), and Universität Wien (Vienna, Austria). He is assistant professor at São Paulo State University (UNESP), School of Architecture, Arts and Communication, Bauru (www.faac.unesp.br).

Leaders in the TESOL ESP Interest Section have written that ESP is not synonymous with CBI, which can be considered one approach to ESP (e.g., Abrar-ul-Hassan, 2012; Knight, Lomperis, van Naerssen, & Westerfield, 2010). In Marcelo’s interview responses, he shares his experience of using CBI (and strands of ESP training if you look carefully) to motivate learners and faculty and lead them to seek ESP solutions to the communication challenges that they face.

Dr. Marcelo Concario
São Paulo State University
São Paulo, Brazil
marcelo.concario@unesp.br
Define leadership in your own words.

In my experience, leadership has to do with an ability to mediate relations among people and the use of resources. A good leader will help individuals in a group focus on what they can do best, and this can be extremely challenging. I have seen excellent professionals become frustrated in their jobs as a lot of their time and enthusiasm was taken by activities they were not cut out for. Leadership, therefore, involves an interest in understanding and supporting individuals in a group. It is a strategic and managerial skill that facilitates the execution of tasks. This does not mean that leadership is more important than other competencies; in fact, it is one factor among many that can affect the result of teamwork.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

When I joined my university in 2010, the required English language courses in our Social Communication programs were under attack: program administrators argued that the courses did not contribute to the general education of our students; some faculty members claimed that our students already knew a lot of English and, therefore, other courses could be offered instead; and our students themselves were becoming less and less excited about “English for Specific Purposes.” However, from a specialist’s viewpoint, there were other problems affecting the teaching of English in our programs. For many years, the fact that the courses had been taught by temporary, substitute teachers did not allow for long-term projects to be implemented. In addition, “English for Specific Purposes” back then was understood as the teaching and practice of reading strategies without a clear focus on what our current students need and already know.

As a recently hired faculty committed to classroom research, I started working on a project to investigate the possibilities and challenges associated with the implementation of content-based instruction (CBI) in our English language courses. The different approach involved reviewing the syllabuses of many courses in different programs, buying and studying textbooks in English dedicated to a range of fields pertaining to social communication, and carrying out needs analysis and surveys with students. Between 2011 and 2014, documented data revealed that students became much more motivated in the classrooms, and program administrators noticed a marked change in how the language courses were perceived by students and other faculty members. Between 2013 and 2016, research and extension projects benefited from institutional support, and another permanent faculty with significant experience in ESP was hired.

Despite the more favorable climate at present, continuing classroom research suggests that CBI does not lead to significant gains in terms of the learning of language as forms.
Tests, recordings of oral presentations, a corpus of written texts, and journal entries collected with students show that there are persisting errors in their production, such as inadequate use of articles and verb tenses, poor sentence and paragraph structure, lack of planning and editing of texts, among others. However, there is robust evidence that the impact on motivation and satisfaction is very positive. In addition, the new approach has caused many students—and even faculty members—to look for language courses in and outside our college. Other documented benefits of CBI in the words of students are the opportunities to learn new things or remember what they need to know for other courses they take, and the fact that many of them have become less anxious when they need to deal with written or oral material in English. To me, this is indicative of success in the project because progress has been made, especially as far as institutional change has been noticed. Program administrators have understood that classes with fewer students are necessary in language courses, and that IT resources are required to make courses more attractive and efficient.

As I read Marcelo’s account of program development, the following quotation brought to mind the need for ESP training: “...the new approach has caused many students—and even faculty members—to look for language courses in and outside our college.” This made me think that they were looking for language training that would help them to meet immediate and specific needs for English language communication skills as a tool in their training or in their work; in other words, they were seeking ESP training.

Dr. Margaret van Naerssen, who is also an ESP Project leader, has worked hard as a TESOL ESP Interest Section former chair to make ESP practitioners and researchers aware of the differences among ESP, CBI, and other acronyms. Recently, she was working for the U.S. Department of State:

Her] EL Specialist project was prompted by a relatively recent policy change from the Ministry of Education (MOE) in Vietnam calling for institutions of higher education to begin delivering course work through English as a medium of instruction (EMI). As such, van Naerssen led intensive workshops during a national conference to reflect on current policies and practices in ESP/EMI education, key challenges facing the stakeholders in delivering ESP/EMI education, and the visions and outcomes of ESP/EMI education in different contexts within Vietnam.
Marcelo’s account may reflect this movement toward ESP/EMI education, and ESP teacher-training would be valuable.

Do you have questions or comments for Marcelo? Please feel free to contact him directly!

All the best,

Kevin

References


Hello, ESPers worldwide!

In this ESP project leader profile, we go to England to meet an expert in ESP, Andy Gillett, who has represented the IATEFL ESP Special Interest Group in events with the TESOL ESP Interest Section, including a month-long online threaded discussion about ESP and a TESOL-IATEFL webinar about how ESP projects can create positive social change. Please see his bio.

Andy Gillett specialises in ESP, especially English for academic purposes. He worked for many years at the University of Hertfordshire where he was programme leader for the MA in English Language Teaching. Since 2009, Andy has been involved in consultancy work in various countries, as well as continuing to teach MA students. He is currently teaching a research methods module to MA business students in Hertfordshire and has recently produced writing materials for an ESRC-funded project at Coventry University and a course for vocational English teachers for the British Council. He is a member of IATEFL and TESOL and has been involved in the ESP special interest groups since they began. He was a leading member of BALEAP, for which he was chair from 2003–2005.

In his interview responses, he shares with us his insights into English for academic purposes (EAP).
Define leadership in your own words.

The most useful definition of leadership from my point of view is Northouse’s (2007, p. 3): “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.” Defining leadership as a process means that it is the interaction between the leader and the followers that matters. Leadership, therefore, involves groups of people and collaboration with a common purpose.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

The ESP projects that I have been responsible for have always involved a range of stakeholders, with a shared goal.

I have for several years now worked with students and teachers on a pre-master’s programme at a U.K. university. This was a 16-week course to prepare students for entry to a business master’s degree. It involved a range of students, all who needed to develop some aspect of their studies before they could proceed on to their choice of master’s degree programme. Some of the students—particularly from the Far and Middle East—had a relevant undergraduate degree, that had not been taught in English. Some—often from Africa or South Asia—had undergraduate qualifications in a nonbusiness subject, such as engineering or bioscience. There were also students from countries (e.g., USA) where the undergraduate qualification was considered to be too general for direct entry to a narrow U.K. master’s degree. In the pre-master’s programme, the subject matter included the business subjects, taught by a business specialist, and ESP, taught by me, and we needed to work together.

Students in the pre-master’s programme take four courses from the range offered, depending on the master’s degree they hope to follow. I have been involved with several, including the economic context, business strategy, and human resource management, but the one I spent most time with was accounting and financial management, something which I did not know much about myself.

It is clear, therefore, that the ESP needs of the broad range of students in my class vary widely. However, the one thing they share is the need to write accounting and finance assignments in a professional academic way in a U.K. university. I say “professional academic” because, although it is an academic course, it is intended to have professional relevance. The language needs include the use of the English language, the relevant language of accounting and financial management, and the language requirements of a U.K. university.
As I am not an expert in accounting and financial management, collaboration between me and the different stakeholders involved— all sharing the goal of helping students to succeed—is essential.

The most important aspect of our course design was that we (I and the business expert) shared the teaching. I could—and did—attend all her classes and she attended some of mine. All the materials that I used were from her teaching and the tasks that I worked with came from her. Moreover, the students were assessed jointly.

As far as collaboration was concerned, the most important person was the business teacher. I did, however, need to involve the current students, previous students, teachers of the master’s courses the students intended to go on to, the leader of the pre-master’s programme, teachers (both ESP and business) of the other courses the students were taking, university administrators, and sometimes government and embassy officials related to visas.

The main piece of assessment undertaken by the students was a report to a potential investor in a well-known international company; the actual company changed regularly. The purpose was to advise the potential investor, using financial information from the company’s annual report. My task was to work with the business teacher to help students understand and communicate the financial information presented in the annual report, concentrating on the balance sheet or statement of financial position. It was necessary to work with the business teacher, both to understand these documents and find out about the relevant language (vocabulary, syntax, etc.) to communicate this. There were interesting lexical and grammatical challenges. For example, the business teacher used the word “variance” to refer to the difference between the budgeted amount and the actual amount, rather than the square of the standard deviation—which the students knew about. All the students also had difficulty distinguishing between “a 2% increase” and “an increase of 2 percentage points.” For example, a change from 40% to 44% is a 4 percentage point increase, but is an actual 10% increase. This was something I had never paid attention to before and needed my collaboration with the business teacher to sort out.

From a writing point of view, I followed Nesi and Gardner’s (2012) approach, which means first identifying (in collaboration with the business teacher and the students) the primary purpose of the text and the genre family involved. Then, from an examination of previous students’ work and teacher recommendations and comments, I could identify the cognitive genres needed (Bruce, 2008) and work out the lexical and grammatical realiseations.
Much of what and how accounting students and professionals write is not intuitive to an English teacher, and, without the collaboration of the groups of people I worked with, it would not have been possible for us to achieve our goal of successful students. I also learned a great deal about accounting, which came in very useful when I became treasurer of an academic teachers’ association.

I am very pleased that Andy has shared with us his account of EAP practice, which I believe will benefit many ESP practitioners now and in the years to come.

Do you have questions or comments for Andy? Please feel free to contact him directly!

All the best,

Kevin

References


Hello, ESPers worldwide!

In the 49th ESP Project Leader Profile, we travel again to the United Kingdom, this time to meet Louise Greener, and we gain insights into spreading “organizational culture” and “best institutional and pedagogical practices.”

Louise was introduced to me by another ESP project leader in England, Andy Gillett. Please read her bio.

Louise Greener is currently associate professor (teaching) and head of Pre-sessional programmes in the Durham Centre for Academic Development. Louise has worked in English language teaching since 1998, first as a general English teacher in Poland and Mexico, and, since 2002, in English for academic purposes (EAP) at U.K. universities. In her current role, she manages Pre-sessional provision at Durham University, delivers modules in global Englishes and teaching EAP on the MA programmes in TESOL and applied linguistics, and supervises dissertations on related topics. She is also an assessor for the BALEAP Accreditation Scheme.

In her interview responses, Louise talks about the Pre-sessional programme at Durham.
Define leadership in your own words.

Considering my own experience in English for academic purposes (EAP) management, and reflecting on successes and failures, I would suggest the following as a summary of how I try to approach my leadership role. I attempt to focus on:

- having a clear ethos and direction for the programme that can be communicated to the wider institution, my own department, Pre-sessional teachers, and students;
- ensuring I am aware of wider sector and institutional issues that might impact the delivery of the programme;
- ensuring I am aware of developments in scholarship and research relevant to EAP;
- ensuring everyone involved in the delivery of the programme has the time, support, and resources to contribute effectively;
- understanding that it’s not my job to have all the great ideas, but to support and facilitate others;
- ensuring there are plenty of avenues for feedback from a range of sources (including departments, teachers, students, and professional services) and providing protected space for review and reflection, as well as accepting that good ideas are not always good ideas indefinitely; and
- “treating triumph and disaster just the same” and trying to keep perspective in the face of inevitable challenges (which is often easier said than done!).

Of course, I’m still learning, and I still make mistakes!

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

The Pre-sessional programme at Durham has grown over the years, from approximately 300 students in 2011–12 to nearly 800 students in 2017–18. Most of our students are heading to postgraduate courses in business, law, education, or TESOL, although we work with students from all departments.

I should note that we are by no means the biggest Pre-sessional in the sector; some institutions have nearly 2,000 students. However, even working at this scale presents real challenges, and delivering a successful programme requires effective communication with all of our stakeholders.
The goal of the Pre-sessional programme is to develop our students’ academic language and literacy skills and to prepare them for life in their Durham departments; we aim to deliver a curriculum and assessments that, where possible, are differentiated by academic discipline. Communicating clearly with university senior management, departments, and professional services, therefore, is crucial for both the smooth running of the programme and institutional understanding of what a Pre-sessional programme delivers.

Our students are highly able and highly motivated. The course has developed in response to our particular context; it is both intense and demanding, and we set clear expectations from the outset. Student feedback is always invaluable, and questionnaires and focus groups help ensure we are both challenging students and providing them with something of worth when they progress to their departments.

Most of our 60+ Pre-sessional teachers are hired in for the summer, and although we are lucky to work with highly qualified and experienced professionals, if we are to deliver high-quality provision across the programme, it is essential that our teachers understand our approach to EAP and the principles that have informed our curriculum and materials design. Therefore, we spend as much time thinking about the teacher experience as we do about the student experience, and it is our goal is to have as many teachers as possible want to return year after year.

We have come to appreciate the importance of a detailed teacher induction that sets out the goals and ethos of the programme, of having weekly meetings that focus on the curriculum, and of having coherent, well-developed materials that allow teachers to concentrate on how they will deliver the content rather than on queuing at the photocopier. We learn endlessly from our teachers, who provide sometimes bracing, but always valuable, feedback and insight.

Delivering a successful large-scale Pre-sessional is challenging on many levels and, as we’re often working on shifting sands (be it new U.K. Visas and Immigration regulations, new discipline areas or unexpected increases in student numbers leading to last-minute teacher recruitment), it requires endless problem-solving and real resilience from those in leadership roles. However, there is great satisfaction in delivering something, sometimes against the odds, that students and teachers have found meaningful and valuable.
I was inspired by Louise’s focus on communicating to share the “vision” in order to make the vision into reality. I am reminded of Harvard Business School professor Tsedal Neely’s TEDxCambridge presentation titled Why Global Success Depends On Separating Language & Culture (https://youtu.be/B8VoxpR08Vg). (On the website, her talk is described:

How can language be used to unite rather than divide a global workforce? Through her unfettered access to the inner workings of the globalization efforts of one of the fastest growing technology companies in the world, Harvard Business School professor Tsedal Neeley disrupts prevailing beliefs by revealing the power of treating language and culture separately...

In my classes, my students were having trouble understanding how language and culture can be separated, so I used the following examples:

1. The people who live in one part of Japan (Kansai) and another part of Japan (Kanto) have different business practices, different dialects, etc. From one perspective, they have different cultures. However, they use Japanese as a common language to communicate.

2. In your company, there are different departments. These departments have different leaders and different ways of getting work done. They have different technical language and business practices, but they use a common language to communicate.

3. At school, there are different clubs (i.e., “circles”). The Japanese archery club and the hula dance club have different rules and different ways of doing things. They describe their activities with specialized words, but they can communicate with a common language.

In the TED Talk, I was impressed with how the Japanese company Rakuten had used English as a common language to spread its corporate culture—the company’s way of doing things. Louise, with her teacher inductions, is doing something (on a smaller scale) similar to the leaders in Rakuten headquarters, who promote the central corporate culture and business practices to Rakuten subsidiaries worldwide.

Do you have questions or comments for Louise? Please feel free to contact her directly.

All the best,

Kevin
50. ESP Project Leader Profile: Tim Murphey

Posted on 11 December 2018 by Kevin Knight

Hello, ESPers worldwide!

In the 50th ESP Project Leader Profile, I am honored to be able to feature a TESOL veteran and my colleague at Kanda University of International Studies (KUIS), Professor Tim Murphey. Tim’s profile is my final post as an official, regular blogger for TESOL International Association. Since May of 2012, I have written 135 blog posts, including the 50 ESP Project Leader Profiles which feature ESP leaders and their projects on six different continents.

As a leader in the ESPIS, I am very grateful to TESOL International Association for giving me this opportunity to write about ESP, and I wish success to the next ESP blogger! I plan to continue the profiles in ESP News, the newsletter of the ESPIS of which I am the current editor. Please note that you can access all of the profiles in the ESPIS library and in ESP News. Now, let’s look at Tim’s impressive bio.

Tim Murphey, PhD Université de Neuchâtel, Switzerland, TESOL’s Professional Development in Language Education series editor, coauthor with Zoltan Dörnyei of Group Dynamics in the Language Classroom (Cambridge University Press, 2003), author of Music and Song (Oxford University Press), researches Vygotskian socio-cultural theory (SCT) with transdisciplinary emphasis on community, play, and music at Kanda University, Japan. His most recent books are Teaching in Pursuit of Wow! (Abax, 2012) and Meaningful Action – Earl Stevick’s Influence on Language Teaching (Cambridge University Press, 2013), coedited with Jane Arnold. He also has a critical novel on the Japanese entrance exam system in Italian, Japanese, and English, The Tale that Wags (Perceptia, 2010) and about 50 short teaching presentation videos available on YouTube by searching “Tim Murphey Tips.” You can browse and download his articles freely on Academia.edu.

Tim has a diverse background and multiple interests. (At the end of this profile, you can see a photo of Tim juggling while downhill snow skiing.) He has worn many different hats in the ELT field, but I knew that he must have an ESP story that he could share. During a social gathering of faculty at KUIS, I learned that he has been recently doing ESP. In his interview responses, he shares how he has been training graduate students at a women’s university to acquire the communication skills that they need to make presentations and publish articles in their STEM fields of practice. Tim’s focus in ESP, as in all of his teaching, is to transform students into autonomous learners who can become agents of change. He is creating leaders!
Define leadership in your own words.

Leadership within pedagogic practice includes the capacity to formulate and accomplish strategies that are conscious of our ethical duty toward engaging students’ and fellow teachers’ autonomy. Our role as “leader” involves not only sustaining the momentum of the teaching practice, but also contributing toward the purpose of being together. The very goal of teaching is to create an environment that facilitates students’ abilities to move toward autonomy: to lead students, paradoxically, beyond a need to engage with the teacher, to their independence. Here, fostering student autonomy lies at the heart of pedagogical leadership because the experience of autonomy—which is developed interpersonally—expresses itself in a state of internal clarity and cohesiveness through which students are more capable of exercising control over the trajectory of their life beyond the relationship with their teachers. Three characteristics of the teacher-leader are important in this regard: discernment, determination, and humility. Each of these are most fully exercised when teachers possess a commitment to ensuring an ethic of collaboration and egalitarianism, underpinned by therapeutic “well-being.” (See note for Kinsella, 2018.)

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

In Japan, at Wayo Women’s University Graduate School of Human Ecology (WUGSHEs, acryminalized), the students are scientists working in STEM laboratories, hospitals, and education, and are developing the English communication skills to make professional presentations and to publish their findings in international journals in their fields. In order to prepare them for such activities, they give short presentations in every class, sometimes improvised, and do poster presentations once or twice a year at English teacher conferences where they can present their ideas in English to teachers and argue
for their usefulness in general ESP/CBI/CLIL education in Japan. We also do an end-of-term publication of their “work in progress” that can be used by ESP practitioners to popularize STEM research more broadly and initiate their capacity to potentially publish later in English in their field.

I also present/improvise in every class, prepare my own poster and present with them at conferences, and publish a short science-oriented paper with them in our class publication. I also find myself teaching other classes at other universities about the work of these young scientists and seeing them in turn get very excited about Wayo work.

Recently, one of my students from 5 years ago, Sayuri Kodama, coedited a book, The Structure of Healthy Life Determinants (Hoshi & Kodama, 2018). She now is a near peer role model (Murphey & Arao, 2001) for Wayo students and inspires them to present and write and see that presentations and publications in English can be done and lead to bigger and more important things, including the making of a better world.

__________________________

Tim’s definition of leadership is illustrated more fully in an article that we coauthored and published in TESL-EJ (Knight & Murphey, 2017). I encourage you to read it because it focuses on empowering learners to collaborate and to create. Such collaboration and creation is important in the various communities of practice (e.g., the ESPIS) in TESOL International Association, and I hope that you will read our related chapter (Knight, Iswanti, & Murphey, 2018).

Do you have any questions or comments for Tim? Please feel free to contact him directly. (My guess is that he is a good juggling teacher, too.)

All the best,
Kevin
References


(Note: The answer to question #1 is a paraphrase of Kinsella’s abstract put into pedagogical understandings, whereas Kinsella is talking more generally about therapeutic situations.)


51. ESP Project Leader Profile: Alan Simpson

Kevin Knight, Kanda University of International Studies, Chiba, Japan

Hello, ESPers worldwide!

This profile of Alan Simpson is the 51st ESP Project Leader Profile and the first to be published in ESP News. Fifty profiles were published on the TESOL Blog, with the 50th profile being that of Tim Murphey, published in December 2018. (A profile in ESP News will also be limited to 1,200 words, and the standard format in the blog will be maintained.) I met Alan for the first time at an English for specific purposes (ESP) conference in Tokyo, Japan that was created by another ESP project leader, Jie Shi, and Alan is currently in charge of creating an ESP conference in Osaka, Japan, in which I hope to participate and talk about the profiles. Please see Alan’s bio:

Alan Simpson was a defense industry avionics test system engineer in Scotland for 5 years. He cycled around Vietnam and ran the New York marathon for charity. He then became a teambuilding and fundraising event coordinator for 600 defense company employees. The satisfaction of helping people led him into teaching and a new career in Japan, where he became a trainer for 5 years. He then worked as an English program coordinator for a Japanese engineering company for 10 years, at which time he completed his MSc in TESOL from Aston University. After that, he became the Japan Association for Language Teaching (JALT) Business Communication special interest group coordinator, developed the group from fewer than 10 members to 70 members, and has been involved in organizing two ESP conferences. He is currently a lecturer at Miyazaki International College, where he is involved in developing Business and Professional Communication courses.

I was pleased to see that Alan has acquired expertise in engineering, ESP, and leadership (in a TESOL International Association affiliated association in Japan). In his interview responses, he focuses on professional communication in an international teleconference involving Japanese and Chinese participants.
Define leadership in your own words.

Great leadership is about inspiring people. Working hard, and making a good example. Being decisive but also being able to admit mistakes. Supporting others to learn, listening to and developing their ideas, giving them credit, and taking the blame when things don’t go well. Identifying gaps, and matching people’s interests and skills with jobs and tasks that they are good at. Creating a shared vision, making strategies, implementing, evaluating, and learning. Results that help people, build trust.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

I was working for a Japanese engineering company as their in-house English program coordinator and trainer, and I had been teaching English for general purposes at a contact lens subsidiary for one year. That time was important for building trust and creating the possibility of gaining access to their business meetings. I was aware of their need to hold monthly video conferences with their head office in English and asked the Japanese manager and head researcher informally if they thought it would be possible to observe and record an online meeting. I then wrote a formal request and confidentiality agreement. The Japanese manager then asked the head office manager in California, who was Chinese. I was able to join and audio record a video conference meeting. The meeting aim was to discuss contact lens research progress, such as improving the contact lens chemical strength. This meeting and follow-up interviews served as the course needs analysis. The main issues were sound quality or positioning
of the mics, some people being off screen, comprehending the English, and the ability to ask clarification questions.

Therefore, the design of the five-person course was mainly built around improving comprehension of the Chinese English. The trainees recorded subsequent meetings, and selected up to 1-minute extracts as study materials. It was important that it was trainee driven. Then, we all tried to transcribe the extract, before the next lesson. I had to learn about phonology, and the first language (L1) influences on the second language. The important point was not what the sound, word, or phrase should sound like, but whether it was intelligible. Sometimes there was a negotiation in the meeting, but often there was not, with trainees trying to guess later, or following-up with emails afterwards to clarify the action points. Some students guessed at the words using their limited vocabulary, some just wrote the sounds, and I guessed too, because I did not have their chemical engineering vocabulary. I was not the gatekeeper of knowledge, I was the language specialist, but they were content specialists, which meant that an authentic negotiation of meaning could occur in the classroom, and they also revealed insights about when they felt comfortable asking questions and taking turns in a hierarchical meeting. The Chinese English depended on where the person was from in China, where they were educated, and their work experience. Similarly, for the Japanese trainees, sometimes their L1 affected their comprehension by using Japanese phonology to describe sounds, such as the common r/l confusion. Chinese and Japanese often finish words with vowels, and do not use consonant clusters, but English does. So, when sounds were dropped it made deciphering more difficult.

The trainees were motivated and learned about whether they use more top-down or bottom-up listening strategies. Top-down strategies encourage jumping over unknown words and guessing meaning from context, whereas just using bottom-up strategies to combine sounds was too difficult when the word was incomprehensible, and unsupported by a lack of vocabulary. Follow-up interviews and evaluations were conducted with all trainees, because they all had different strengths and weaknesses to discuss their listening and comprehension skills, and they also revealed insights about when the trainees felt comfortable asking questions and taking turns in a hierarchical meeting (Simpson, 2017).
As I read Alan’s profile, I was impressed by his ability to patiently establish trust with the client, which eventually gave him access to their internal meetings. I had a similar experience with a semiconductor equipment manufacturer years ago. The Japanese engineers were being trained to work at a facility being established in the United States, and I was able to sit in on meetings when the American engineers visited Japan for training. I could also interview the Americans about what they felt the Japanese engineers needed to learn.

Alan is also one of the ESP project leaders who has been a leader in an interest section or a special interest group and who has been active in creating ESP conferences and events. I think that the ESP Project Leader Profiles are one way for ESP project leaders around the world to connect and build bridges with others in our field of practice. Based on the profiles, I have already been able to introduce ESP experts to others seeking speakers for conferences, webinars, and other events.

Do you have any questions or comments for Alan? Please feel free to contact him by clicking on his name to access his email.

All the best,

Kevin

Reference

52. ESP Project Leader Profile: Christoph A. Hafner

Kevin Knight, Kanda University of International Studies, Chiba, Japan

Hello, ESPers worldwide!

This profile of Christoph Hafner is the 52nd ESP Project Leader Profile and the second to be published in ESP News. (Links to all 52 profiles to date are available in the About This Community section of this issue of ESP News and in the TESOL ESPIS Library in myTESOL.) Christoph and I both wrote our doctoral dissertations under the supervision of Christopher Candlin, and we both attended the inaugural conference of the Asia-Pacific LSP & Professional Communication Association in Hong Kong in 2008 at which Vijay Bhatia was elected its first President (https://www.lsppc.org/history). As you can see in his bio, Christoph is current President of the association as well as the co-author of an ESP volume.

Christoph A. Hafner is associate professor in the Department of English, City University of Hong Kong. He is the immediate past president of the Hong Kong Association for Applied Linguistics and the President of the Asia-Pacific LSP & Professional Communication Association. His research interests include specialised discourse, digital literacies, and language learning and technology, and he has published widely in these areas. His most recent book examines the way that ESP pedagogies can adapt to a rapidly changing digital world, where specialised discourses are increasingly in flux. The book is entitled English in the Disciplines: A multidimensional Model for ESP Course Design (2019) and is co-authored with Lindsay Miller and published by Routledge.

In his responses to the interview questions below, Christoph describes the development of legal English videos that are accessible on YouTube. In order to succeed in this project, he brings together various stakeholders, which is something that the association led by Christoph aims to do as well.

____________________
Define leadership in your own words.

For me, leadership involves creating the conditions where others can thrive in pursuit of a jointly held vision or set of goals. This means that leaders firstly need to recognise what those jointly held goals are: what is it that inspires the members of a community and what is it that they strive for? Secondly, leadership is also about figuring out how those goals can best be realised: that is, leaders don’t just envisage a destination, they also work actively with the community to chart a course towards it. Therefore, I see leadership as a joint enterprise and leaders as involved in a continuous dialogue with the members of their community, whose interests they are continuously reflecting. For this to work, a leader needs to be able to listen and adapt to the needs and wants of the community. At the same time, and this may introduce a kind of tension, the role of a leader is also to inspire, to propose new visions, new directions, and new creative ideas.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

One project that I am especially fond of involved the collaborative development of genre-based instructional videos and expert interviews about specialised communication in legal contexts (see https://legalenglish.hk). I worked with a team of legal academics from the three law schools/faculties in Hong Kong. We conducted a needs analysis and created materials focused on written and oral legal argument. Although these materials were mostly aimed at law students, they have also been picked up by legal professionals in Hong Kong and have circulated globally as the videos are publicly available on YouTube. Altogether, the videos have been viewed over 300,000 times and I think a lot of this success is down to the mix of backgrounds in the team: both applied linguists and legal academics contributed.

To ensure the success of the project, I had to initially communicate the main idea: that we could use video as a vehicle to teach, not only by creating instructional videos, but also by recording interviews with legal experts, whose views on successful communication we could then bring to our students. And I had to communicate this idea to different kinds of people: my legal colleagues, when I invited them to join the project
as co-investigators; the funding body, when I put together an application; and other stakeholders like legal academics and legal professionals, as we went through the process of needs analysis and materials design. Explaining the value of this idea to these different audiences naturally involved a range of different strategies. And it wasn’t always me who did the communicating: my legal colleagues reached out to their contacts and found volunteers to take part in research-oriented surveys and focus groups, and teaching-oriented videos. They did a fabulous job with this, perhaps because, as one of them commented partway through the project: ‘it’s a good idea’.

As well as this idea, the ‘what’ of the project, another thing that I had to communicate was the ‘how’. Compared to applied linguistics, law as a discipline often takes much less of an empirical approach to knowledge creation and relies much more on logical argument. For this project, though, we wanted to ground our pedagogical innovations in an empirical understanding of the real needs of law students and novice legal professionals. Again, how to do so was something that needed to be communicated to different kinds of audiences. Finally, we had to communicate the project outcomes to the wider community of applied linguists, language teachers, legal professionals and legal educators. Our main vehicle for this was a half-day Symposium with three applied linguists and three legal professionals presenting their views on issues of legal communication. Addressing this mixed audience and telling the story of the project was quite a challenge but I hope that participants went away feeling that it was an afternoon well spent.

As can be seen in Christoph’s narrative, effective communication is a key to achieving successful collaboration. In fact, Christoph and I have been thinking how the Asia-Pacific LSP & Professional Communication Association and the TESOL ESPIS can collaborate. I mentioned that Aviation English has been of specific interest. (See the article of Anne Lomperis and Jennifer Roberts in this issue of ESP News.) Christoph immediately pointed me to a recent publication in a book series of Brian Paltridge and Sue Starfield. (See Estival, Farris, & Molesworth, 2018.) Christoph proposed that a group from the ESPIS might want to visit Hong Kong for the biennial conference of LSPPC in May 2021. As in the case of any collaboration involving the TESOL ESPIS, the ESPIS leaders are involved, and the TESOL Board of Directors are informed. Christoph and I both seem to be following Chris Candlin in our interest to take part in activities that bring stakeholders together.

All the best,

Kevin
References


53. ESP Project Leader Profile: Caroline Hyde-Simon

Kevin Knight, Kanda University of International Studies, Chiba, Japan

Hello, ESPers worldwide!

This profile of Dr. Caroline Hyde-Simon is the 53rd ESP Project Leader Profile and the third to be published in ESP News. (Links to all 53 profiles to date are available in the About This Community section of this issue of ESP News and in the TESOL ESPIS Library in myTESOL.) Caroline and I collaborated on the first webinar in the history of the IATEFL ESP-SIG, and I met her in person for the first time in Liverpool, UK during the IATEFL ESP-SIG PCE in 2019. I was also surprised to learn that she knew the 51st ESP project leader, Alan Simpson. Alan and I work in Japan, and Caroline is currently teaching in Switzerland.

Caroline is Lecturer in English at the Zurich University of Applied Sciences (ZHAW) in Switzerland, a position she has held since 2012, where she teaches EAP and ESP in the School of Life Sciences (Biotechnology, Chemistry, Food Technology, Environmental Engineering) and Facility Management. Her research interests lie in the area of ESAP materials writing and course design, and she is currently involved in the present curriculum reform, comprising course revisions in the direction of ESAP. She is also Joint Coordinator of the IATEFL ESP SIG, a position held since April 2019, and has presented at the IATEFGL main conference in the ESP strand for the past 4 years.

In her responses to the interview questions, she focuses on the importance of collaboration in material creation and course development in the field of Life Sciences. Her approach is of particular interest to me because I have been able to teach ESP in the Center for English Language Education in Science and Engineering (CELESE) at Waseda University in Japan of which the 25th ESP project leader, Professor Laurence Anthony, is the director.
Define leadership in your own words.

For me, leadership is setting direction within a team and building an inspiring vision of a way through to completion of a goal that the group have the desire to see fulfilled. It is about mapping out where the team wants to go, and encouraging, monitoring and igniting passion even when moral and motivation may be lacking. This must happen in such a way that respect and professionalism is maintained throughout the process. Leaders also use management skills to guide the team smoothly and efficiently.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

A project which I am involved in at the present time is actually what I would term an ‘ongoing success story’ in the sense that what has been achieved in the past informs the present and will inform the future. One of our main goals at the university where I work is to make our English courses much more specific to the particular disciplines (Life Sciences) in which we teach. Our main teaching goal has always been EAP and the challenge now has been to integrate our existing input with ESP input.

In the past, we have been partly reliant on EAP publications. Following a curriculum reform and subsequent needs analysis, however, within our team in terms of academic English input, with the students we teach to obtain their thoughts (an extremely important source!), and with subject specific teaching staff in the disciplines, it became clear that EAP does not equal motivation for our students. A different approach was necessary, and one in which we would need communication with non-English teaching staff to turn into success. As an initial step, the idea that we (i.e. English language lecturers) would be integrating subject-specific content into our classes had to be communicated to the Life Sciences lecturers to ask for their support in helping us locate...
(or even providing us with) suitable material as a starting point for our classroom input. This involved a lot of back and forth for many reasons (willingness, lack of suitable material, number of extra hours which had to be invested) and therefore became an ongoing project rather than one which we could simply implement at the start of the semester. On the one hand, to ensure the success of the project we have had to communicate on more than one occasion with the subject-specific lecturers to clearly explain and convince them that the combination of Life Sciences material and EAP would be motivating for the students. On the other, the success of the project has meant trialing the material with the other stakeholders (the students) to show them exactly what this new course approach can bring them, both in the short and longer term, and to inspire them in their English studies.

We are now at the stage where our ESAP project has moved on considerably from the ‘pure’ EAP material we used to base our classes on. As a result, stakeholder motivation is on the increase and this is reflected in attendance and in-class participation levels. Ultimately, the success, and ongoing success, of the project has been based on continued communication and encouragement, while maintaining professional respect for each of the parties concerned. Our fundamental goal has been, and will continue to be, to show effectively and with a sense of motivation that the ultimate success of ESP in Higher Education is based on input from more than one stakeholder, and that each has a role to play in shaping the future of the field.

Caroline’s final sentence about the role of stakeholders shaping the future of the field caused me to think of the marketing mix that I teach in my business classes. The four Ps in the marketing mix (product, price, place/distribution, promotion) depend on the target market. For example, the way that a cake is made, packaged, priced, distributed, and promoted depends on the prospective customer; e.g., is the cake intended for a wedding reception or a child’s birthday party? Likewise, as ESP researchers and practitioners, we may need to change the content and/or style of our writing to meet the expectations of reviewers and editors of various types of publications. In Japan, I am accustomed to multiple stakeholders providing input that shapes the vision to be achieved by the group. With the changes in technology, it will be interesting to see how stakeholder input from around the world affects program design and implementation.

Do you have any questions or comments for Caroline? Please feel free to contact her directly.

All the best,

Kevin
54. ESP Project Leader Profile: Shelley Staples

Kevin Knight, Kanda University of International Studies, Chiba, Japan

Hello, ESPers worldwide!

This profile of Associate Professor Shelley Staples is the 54th ESP Project Leader Profile and the fourth to be published in ESP News. Shelley’s profile is also the first to be published during the “new normal” of social distancing and online teaching resulting from the COVID-19 pandemic. (Links to all 54 profiles to date are available in the About This Community section of this issue of ESP News and in the TESOL ESPIS Library in myTESOL.) Shelley was elected to the position of English in Occupational Settings (EOS) representative in the ESPIS and has extensive experience in English in academic settings as well.

Shelley Staples is Associate Professor of English, Applied Linguistics, and Second Language Acquisition and Teaching at the University of Arizona. She is a corpus linguist and teacher trainer, and she has been an ESP/EAP teacher and researcher for almost 20 years, developing curriculum for diverse settings such as undergraduate first year writing, professional writing and oral communication for graduate students and postdoctoral researchers, and pronunciation for in-service nurses. Her publications can be found in the ESP Journal, Journal of English for Academic Purposes, and TESOL Quarterly.

In her responses to the two interview questions, Shelley talks about leadership as service to the community and describes a support-course that she developed for in-service nurses.

Dr. Shelley Staples, Ph.D.
Associate Professor of English Applied Linguistics, and Second Language Acquisition and Teaching, University of Arizona
Define leadership in your own words.

For me, leadership should be grounded in service to a community. Leaders create spaces and opportunities for members of a community to be heard and to share their own expertise, working together to solve problems. They also provide mentorship to new members of the community, and provide opportunities for long-standing community members to serve as mentors, thus creating openings for others to become leaders themselves. Finally, leaders take action to represent the interests of the community to broader stakeholders and advocate for the community.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

The project I’m most proud of is my work to develop a support course for in-service nurses, which was primarily focused on pronunciation. Communication was key from the beginning of the project. My stakeholders included the nurse educators at the hospital I worked with, nurse researchers who had worked on an earlier iteration of the project, nurses who participated in the needs analysis as well as the various iterations of the course, and instructors who delivered the course after its first iteration (I taught the initial iteration of the course).

I started this project by communicating with nursing researchers (who, importantly, had been practicing nurses themselves), to establish a collaboration around the goal of improving communication for nurses whose first language was not English. I reached out to a group of researchers as a kind of “cold call” based on a publication detailing their development of a training course for in-service internationally educated nurses. After establishing our shared interests in improving communication between internationally educated nurses and patients, we had several meetings discussing possible directions for our work together. Our first collaboration, in fact, involved two re-analyses of some of the data they had gathered to assess the communication skills of the nurses. This served to provide additional needs analysis for the training courses they were invested in providing, as well as to establish my ability to contribute to the team as a researcher.

At the same time, the nurse researchers had been in conversation with a nurse educator interested in the project and in implementing the training course (which was primarily focused on accent modification) they developed at her hospital. At this point, I became the primary contact on the research team for that nurse educator, and worked to establish a plan for conducting additional needs analysis and creating and delivering a training course at her hospital. Our communication was essential for 1) establishing the framework for the course, which I shifted from “accent modification” to a pronunciation course focused on intelligibility 2) recruiting participants for the needs analysis we conducted to inform the second iteration of the course 3) advertising the course to
nurses, and working with nurse managers to grant nurses time off from work to participate in the course 4) arranging for continuing education units to be offered to nurses upon completion of the course.

In developing the course content, I focused on pronunciation because that was the primary content of the previous training course and reflected the interests of the nurse educator (basically she wanted to replicate the same course and evaluation of that course for a new set of internationally educated nurses). I relied on conversations with the nurse educator to determine the suitability of some of the role plays I integrated into the course. I also communicated to her the plan of the course for her review. After the initial course was offered, we also worked together to analyze some of the data from the needs analysis in order to inform subsequent iterations of the course (this was in addition to my own individual analysis of the data). This involvement of the nurse educator both with the course development and research related to course development was essential for the legitimization of the course content. She also arranged for a presentation of the findings from the needs analysis and the course assessment to the hospital at large, further establishing its value to the community. The nurses who participated in the course, as well as other nurse educators, served as important stakeholders who provided feedback on the course content as well as contributing to the needs analysis through interviews, assessments, and ongoing conversations that would take place on a weekly basis. In fact, this ability to meet frequently and informally with the nurse educators in particular helped immensely in shaping my understanding of the hospital environment and the needs and concerns of the nurses. The initial iteration of the course was deemed a success by all, with significant improvement in both perception and production of pronunciation by all of the nurses who participated in the course. The only suggestion was to provide additional time for the course. Unfortunately, this was a constraint we were unable to modify for the second iteration of the course.

For the second iteration of the course, we brought in instructors from a local community college to teach the course using the curriculum I had developed during the first iteration of the course. I revised the curriculum to include lessons and activities to address the extensive needs analysis conducted during that first iteration. These changes added an additional layer of communication, and another set of stakeholders to gather needs from. The instructors had very little background in teaching pronunciation, so that was a major hurdle in delivering the course. They also needed to be trained on conducting the pre and post-test assessment of pronunciation. In response to these needs, I created a detailed instructor’s guide to be used along with the materials I created and the textbook materials I had integrated into the course plan. The instructors, despite their limited background in pronunciation teaching, were enthusiastic about the course and both they and the nurses found the second iteration of the course to be a success. Again, we saw significant improvement in both perception and production of pronunciation between the pre- and post-tests, and also were able to
I see improvements directly related to the new materials I integrated based on our needs analysis. From the nurses’ perspective, the main limitation again was the limited time for the course. From the perspective of the instructors, they would have liked more training before or during the course delivery.

Although I have not had the chance to offer this course again due to changes at the hospital and community college where my collaborators worked, this discussion shows the importance of strong communication among all stakeholders for the success of an ESP project. If there are ESP news readers interested in implementing such a course as the one described here, please reach out as I would be very happy to discuss implementing it or modifying it for new contexts.

-----------------------------

I read with interest Shelley’s definition of leadership and her program development for nurses because Christopher Candlin had been my doctoral thesis supervisor, and I was aware of Sally Candlin’s publications about nursing practice, including Candlin (2002) in which she quotes Benner (1984, pp. 31-32) to clarify the concept of expertise:

*The expert performer no longer relies on an analytic principle (rule, guideline, maxim) to connect his or her understanding of the situation to an appropriate action. The expert nurse, with an enormous background of experience now has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful alternative diagnoses and solutions.*

In my mind, Shelley’s description of leadership as service reflects Chris and Sally’s publication on “presencing” (Candlin & Candlin, 2014, p. 274):

*Nurses who allow their silent presence to communicate their caring can eliminate the loneliness that people may experience at the end of life. This for us constitutes presencing, being there only for the other person, regardless of one’s own needs and desires. Presencing is thus unconditional love and service in action….Perhaps, then, the art of presencing is the hallmark of the expert nurse, demonstrating the highest level of communication skills and strategies (S. Candlin 2008: 246).*

Do you have any questions or comments for Shelley? Please feel free to contact her directly.

All the best,

Kevin
References


Hello, ESPers worldwide!

This profile of Dr. Christine Coombe, former president of TESOL International Association and Associate Professor at Dubai Men’s College in the United Arab Emirates, is the 55th ESP Project Leader Profile and the fifth to be published in ESP News. (Links to all 55 profiles to date are available in the About This Community section of this issue of ESP News and in the TESOL ESPIS Library in myTESOL.) Christine was one of my instructors in TESOL International Association’s ELT Leadership Management Certificate Program, and I have contributed chapters to books that she has edited including Professionalizing Your English Language Teaching (Coombe, Anderson, & Stephenson, 2020). I was therefore pleased to hear that she has had ESP project leadership experience in addition to her other numerous accomplishments listed in her bio.

Christine Coombe has a Ph.D. in Foreign/Second Language Education from The Ohio State University. She is currently an Associate Professor of General Studies at Dubai Men’s College. She is the former Testing and Measurements Supervisor at UAE University and Assessment Coordinator of Zayed University. She served as TESOL President (2011-2012) and was a member of the TESOL Board of Directors (2010-2013). Christine received the British Council’s International Assessment Award for 2013. Her most recent honors were being named to TESOL’s 50@50 which “recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years” and to the US Department of State’s 30@30 list of English Language Specialists who have made an impact on the profession in the last 30 years. Dr. Coombe is the 2018 recipient of the James E. Alatis Award which recognizes exemplary service to TESOL.

In her responses to the two interview questions, Christine describes herself as a transformational leader who inspires her students to improve their communication skills for specific purposes in their respective fields (e.g., engineering, applied media) through activities that also develop their leadership skills.
Define leadership in your own words.

A big part of my identity as a person is that I am an educator. As such, my definition of leadership relates to education. Among the many styles of leaders that abound in the literature, I most relate to that of transformational leadership. A transformational leader is one who encourages and/or inspires others to find ways to grow and change. In education and in TESOL, this leadership style helps educators, from teachers and administrators to counsellors and staff, motivate each other to improve and innovate within their classrooms and within their educational context.

A distinction that exists in the literature is the differentiation between leader and manager. Many experts imply that a person is either one or the other. I feel that a true leader is one who embodies characteristics of both effective administrators/managers and leaders.

Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?

Although my current position at Dubai Men’s College is in the General Studies department where students from all majors come together to take courses in both required and elective subjects, in the past I was attached to a number of different departments, among them Business, Applied Media and Engineering. Back in those days I was the faculty leader for two very popular student clubs: Toastmasters and the Global Local Club. My most successful (and memorable) ESP experiences were my work with these student clubs.

For Toastmasters, I was attached to the Engineering Department and the first members to our student club were those in all divisions of Engineering including my own classes. Toastmasters is an international organization where members can hone their public speaking and presentation skills as well as acquire leadership abilities. Students would attend meetings with their teachers and give speeches (many of which were for their
other classes). Students valued the chance to showcase their communication, research and public speaking abilities and take home a ‘project speech completion’ ribbon for their efforts. So in addition to practicing what would be a presentation for one of their other classes, they were also earning their way into Toastmasters International qualifications, namely the Competent Communicator or CC award (please note that this ‘curriculum’ no longer exists and has been replaced with the new ‘Pathways’ curriculum) which was awarded after the successful completion of 10 targeted project speeches. In the early days of the club, when Engineering students were the majority of the members, students in the club learned about themselves and other branches of Engineering (Aviation, Electrical, Mechatronics, Civil, Mechanical) as well as how to communicate and present better while at the same time developing their leadership abilities.

A testament to the success of Dubai Men’s College Toastmasters and one of my fondest memories as a teacher was when one of my students, Fahad Al Qahtani, won the Middle Eastern Championships in extemporaneous speaking in Jordan at the annual DTAC Conference.

If you would like more information about this experience, please have a look at the following publications:


Perhaps the most memorable experience for me was my work with the Global Local Club or GLC. The GLC was a club that focused on student/teacher travel with an educational focus. Our slogan was “Discover the world, Discover yourself.” The trips were planned by students (in consultation with teachers) and were low cost (i.e., everyone paid their own way including teacher chaperones) so that all students could participate. Over the course of 7 years we embarked on 2 to 3 trips per year to places like Paris, China, Kuwait, Greece, the US, Nepal, Turkey, Italy, Spain, Hungary, Czech Republic, and Poland. A particularly good ESP memory was our trip to Greece almost entirely planned by our Applied Media students. Their attention to detail was amazing, from their choice of an architecturally-unique hotel which focused on fashion throughout history to their photography tutorials in places like the Acropolis and the temple of Delphi. The trip culminated in a photography contest and exhibition and was the final project for their photography course.
For more information about how to organize and carry out international education fieldtrips like the ones mentioned above:


I read with interest Christine’s description of how she inspired her students for several reasons. First, I teach an undergraduate course for Waseda University students in the Faculty of Science and Engineering in Tokyo, Japan using a Waseda University, Center for English Language Education in Science and Engineering (CELESE) curriculum and ESP textbook (Rose & Anthony, 2019). The course is designed to give students the actual communication experiences of scientists and engineers (including planning, conducting, and presenting research with international colleagues in English). In contrast, in my leadership seminar at Kanda University of International Studies (KUIS) in Chiba, Japan, I advised my students to join Toastmasters International, and one of my students became a champion in local and regional club competitions. Christine has combined both of these experiences for her students, as the engineers in her university could learn to talk about their research in professional contexts. In addition, in a year-long business internship program that I created at KUIS, the students acted as business consultants for British Hills (a Kanda Gaigo Group institution and reconstruction of a British village and manor house located in the mountains of Fukushima prefecture in Japan). In this business internship, my students developed business communication skills and leadership skills. Christine’s students developed professional communication skills and leadership skills in their educational teacher/student travel activities. It seems to me that threads or strands of ESP training and leadership development are woven together and run through all of these programs.

Do you have any questions or comments for Christine? Please feel free to contact her directly.

All the best,

Kevin

References


What can be learned about leadership and leadership communication from the 55 profiles? In my previous publications over the years, I have addressed this question to some extent, so in the same way that this volume has reproduced the 55 profiles as one collection, this chapter also brings together some of my insights. In doing so, I replicate parts of my blog posts, conference proceedings, and webinars that shaped my thinking about leadership and illuminate how leadership was conceptualized in the profiles. This chapter begins with the two conceptualizations of leadership that were used to create the profiles and shows how they were applied in my own teaching before explaining how they were used to define leadership as action and to frame ESP practitioners and researchers as leaders. The chapter argues that leadership was designed in a specific way and for a specific purpose, and in doing so, my objective is to increase awareness of how leadership may be viewed as an empty signifier, which is the focus of Knight (in review), and to encourage the reading of the profiles themselves which are contextually bound. I conclude this volume with the metaphor of the orchestra conductor because even though I was not a musician (except in my own profile), I did have an influence on the choice of the song and how the music was played. This chapter clarifies the role and perspective of the conductor, who can provide the musicians in the orchestra with room for interpretation of the score being performed. The music is heard in the profiles, and throughout this chapter, I encourage (and direct) readers to “listen to the music”; i.e., read the profiles.

**Two conceptualizations of leadership**

When I created the profiles, I had already solved the leadership design problem; i.e., I already had a specific conceptualization of leadership in mind that could be used to frame the action of ESP project leaders in proposing and creating projects. These conceptualizations were shared in Part I of this volume and are replicated here in Part III because of their relevance.
to how the profiles were analyzed. I understood that “a key to understanding leadership is to recognize that leadership is itself a conceptualization drawing on a number of positions, experiences, practices and ideologies” (Knight, 2015, p. 84). In other words, I was aware that people may talk about leadership in different ways depending on their intentions and the desired results. When I conceptualized leadership as a TESOL International Association blogger (Knight, 2013), I was working full-time at Kanda University of International Studies (KUIS) in Japan and studying part-time in a Ph.D. program at Macquarie University in Sydney as a fully-sponsored graduate student. In my doctoral research, I interviewed 20 leaders in the private, public, and academic sectors, and my focus was on the leadership conceptualization process. One of my objectives was to apply the findings from my research in a leadership communication program for my L2 undergraduate learners at KUIS. In my mind, a connection was being made between leadership and communication, and that connection would first appear in my TESOL Blog post (Knight, 2013).

“Leadership [is] a communication process consisting of two parts:
1. communicating to create a vision and
2. communicating to achieve a vision.”

Over time, I began to see that this definition could be applied in different ways. In another TESOL Blog post (3 June 2014), I wrote:

In an organizational leadership seminar that I teach at KUIS in Japan, we were looking closely at behavioral-based interview questions in the career guide of a large university in the United States. All of the questions seemed to be asking for examples of “leadership.”


1. Describe a situation in which you saw a problem and took action to correct it.
2. Describe a time when you had to organize a project under a tight timeframe.
3. Tell me about a situation in which you used teamwork to solve a problem.
4. Give me an example of a time you had to deal with an irate customer/client.
5. Describe your leadership style and give me an example of a situation where you successfully led a group.
6. Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
7. Give me an example of when you showed initiative and took the lead.
8. Give me a specific example of a time when you used good judgment and logic in solving a problem.
9. Give me an example of a time when you set a goal and were able to meet or achieve it.

Now, let’s look at how leadership is conceptualized. Liu (2010) had Conversations on Leadership (book title) with “global management gurus” (i.e., leadership experts) including Kouzes, Bennis, Senge, Gardner, and Kotter. From those interviews, he summed up leadership to be the following:

- “First, leadership is about activity [emphasis added], not about position.” (p. 3)
- “Second, leadership is about change [emphasis added], not about management.” (p. 4)

I discovered the same core themes of act and change in the data obtained from my own semi-structured interviews of leaders in the public, private, and academic sectors. In view of the conceptualizations of leadership above, the nine behavioral-based interview questions from the career guide are asking for examples of leadership. In other words, the interviewer is asking the interviewee, “Are you able to influence others and thereby change our organization for the better?”

When the featured leaders in the profiles describe their leadership projects, they are also talking about the actions that they took as leaders to influence others and achieve positive changes. In a reflective practice competition, I would later conceptualize leadership in view of my research findings as “Leadership is making real a vision in collaboration with others” (Knight, 2015, pp. 413, 426; Knight & Candlin, 2015, p. 36). Although these conceptualizations of leadership were the basis for creating the profiles, the featured leaders themselves define leadership in their own ways for their own purposes. (Listen to the music.)

The relevance of vision

From an ESP teaching perspective, the two conceptualizations of leadership (1. Knight, 2013, 2. Knight, 2015; Knight & Candlin, 2015) are very useful. As stated in the ESP PowerPoint (2010), ESP training involves the teaching of English language communication skills for specific purposes. The specific purpose of leadership communication (as indicated by the two leadership conceptualizations) is to create a vision and to make it real with others. These conceptualizations of leadership facilitate the teaching of the English language as a communication tool for creating and achieving specific goals (i.e., ESP). Fairhurst (2011) describes framing as the language of leadership, and from this perspective, leaders communicate in order to influence others. In sum, leadership is a creative activity that involves persuasive communication.
In a webinar hosted by the KUIS self-access learning center titled “Bright idea: Motivating SALC learning advisors with inspirational leadership and business consulting models,” I had shared the following quote by Bennis and Nanus (Dale Carnegie & Associates, Inc., 1995, p. 20) about the significance of the vision (Knight, 2018, slide 4, bold font added):

“A leader...must first have developed a mental image of a possible and desirable future state of the organization. This image, which we call a vision, may be as vague as a dream or as precise as a goal or a mission statement.”

The critical point...“is that a vision articulates a view of a realistic, credible, attractive future for the organization, a condition that is better in some important ways than what now exists.”

In Knight (2017a, p. 302), I wrote that the two conceptualizations of leadership reflect and promote:

1) the mission of the KUIS SALC (i.e., empowering KUIS students for “achieving their language-learning and other goals, becoming confident language users, developing language skills for future study and careers, and developing leadership skills”) and

2) the Bergen definition which “views learner autonomy as ‘a capacity and willingness to act independently and in cooperation with others, as a social, responsible person’ (Dam, Eriksson, Little, Miliander, & Trebbi, 1990, p. 102)” (Smith, 2008, p. 396).”

Leadership is being described as influencing yourself (self-leadership) as well as influencing others in order to achieve goals in a socially responsible way and for good purposes. Research would be conducted in the KUIS SALC on language learner autonomy and student leadership within and beyond the classroom and addressed the question: “How do SALC student leaders conceptualize leadership?” (Knight & Mynard, 2018). Students are empowered to act in order to maintain and/or to change the status quo when they acquire persuasive communication skills. For this reason, instilling in students a vision for social good is important when leadership communication is being taught. The featured leaders in the profiles all seem to have been pursuing socially responsible visions, which for me, is a very good aspect of this volume. Good stories need to be shared widely! (Listen to the music.)
The application of the two leadership conceptualizations to undergraduate courses in Japan

The communication of leaders that involved creating and achieving specific goals also seemed to me to be relevant to consulting, advising, negotiating, and fundraising (because these activities involve creating visions/goals and influencing others in the process). The two leadership conceptualizations were therefore used in four different courses for undergraduates at KUIS: 1) a business case study course, 2) a business communication course, 3) a leadership communication course, and 4) a leadership seminar. In extracts from the conference proceedings of JACET (Knight, 2021, pp. 97–98), I describe the four courses. The teaching of these courses has clearly focused my attention on leadership activities and communication that result in project success. In addition, the sentences in bold in the extracts show how my definitions of leadership can be seamlessly blended into such course descriptions to show that I was teaching leadership, which was my intention.

Business cases

Ellet (2007) describes three common situations in Harvard Business School (HBS) case studies: 1) problem, 2) decision, and 3) evaluation. A business case is a collection of different types and sources of quantitative and qualitative data. MBA students often place themselves in the role of the protagonist in the case as they ask themselves: “What is going on here? Am I being asked to identify the causes and effects of a problem, make a decision, or evaluate a situation (e.g., past performance, etc.)?” The business cases that I use with my students at KUIS are not HBS cases, but they may be framed as problems, decisions, or evaluations. In addition, I have chosen to create original versions of business cases by providing students with links to articles, videos, and websites available online. For example, my students may be asked to evaluate the success of different types of social business models, including: 1. the Grameen Bank and Danone collaboration in Bangladesh, and 2. Nokero Solar and intellectual property rights. My teaching approach may include using the materials that I have found online together with the relevant cases in textbooks such as Daniels, Radebaugh, and Sullivan (2019), which I have required in my classes. In addition, I ask my students to take on the role of the leader and collaborate with others in small teams to create and propose their visions for a business that addresses a social issue. These proposals are made in competitive presentations delivered onsite and/or online.

Business communication

In my business communication courses, my focus is on teaching my undergraduate students how to create and propose their visions. Two of the projects in my classes are a crowdfunding project and a business plan proposal. In the
first project, the students are required to analyze the campaigns on Kickstarter, which is a popular crowdfunding site (https://www.kickstarter.com/). The students then work in small teams to create their own Kickstarter campaigns. A Kickstarter campaign consists of a webpage and a video, and my students make videos, but instead of a webpage, they make PowerPoint presentations that include the content of a webpage; specifically, that amount of money needed to launch the project, the details of the project including the team and milestones, and the rewards that backers can receive for their pledges. In addition to the crowdfunding campaign, the students each create their own business plan proposals that they deliver individually in a longer version of the 60 second, 7-step elevator pitch on the Bplans website (https://www.bplans.com/). One of the challenges that students face in these activities is the requirement to generate project ideas and business plans that they themselves can actually achieve because they need to persuade others that their project plans and business plans will be successful.

**Leadership communication**

In my leadership communication courses, my students learn to see how and why people talk about leadership in specific ways. In addition, they learn the language of leadership itself, and Fairhurst (2011) is an important resource for understanding framing as the language of leadership. TED Talks are often used in the course to expose the students to different conceptualizations of leadership. The students learn to view critically (and analyze) ideas about leadership as they address issues of power, i.e., how certain conceptualizations of leadership empower or restrain different groups in society. They also learn about how culture influences how we view and practice leadership, especially in regard to deference and decision making (Meyer, 2017). The conceptualizations of leadership in Knight (2013), Knight (2015), and Knight and Candlin (2015) are used to show how the many conceptualizations of leadership in the course may be seen in terms of creating and achieving visions.

**Leadership seminar**

In the leadership seminars, the students learn about leadership through research and practice. They learn to interview leaders and collect data-sets, which include the beliefs of leaders (about leadership) and narrative accounts of leadership performances. In addition, the students work in teams to create and achieve their visions for their socially responsible projects onsite and online. The students learn to see leadership in the terms of Knight (2013), Knight (2015), and Knight and Candlin (2015), but they also experience firsthand how conceptualizations of leadership may be created in the research interview itself (Talmy, 2011). In addition, the students learn to tell leadership stories about themselves, and for this reason, the seminar has been described as being good for job interviews. At the same
time, it provides a strong foundation for students who want to write a graduation thesis.

The four classes that I have been teaching online were originally taught onsite. In all of my classes, my students have been required to collaborate in small teams and to make presentations. One key to success during the COVID-19 pandemic has been to empower my students to conduct these activities online by means of video communication (e.g., Zoom) and threaded discussions (e.g., Google Classroom, Blackboard). In addition, I have needed to be creative in making the activities meaningful and fun for all involved (Richards, 2013).

My understanding of ESP project leadership has been influenced by these four courses and many others. The featured leaders in the profiles have also been influenced by their own teaching and leadership experiences, and it is clear that these have informed their profiles. It is interesting to see how the featured leaders weave their own ideas about leadership into their profiles. (Listen to the music.)

**Framing ESP program development as leadership**

In a TESOL Blog post titled “ESP Best Practices in View of Leadership Conceptualization” (Knight, 2015b), which was published after my doctoral thesis, I quoted from Johns, Paltridge, and Belcher (2011, p. 1) in stating that ESP is conceptualized as “providing leadership”:

> English for Specific Purposes (ESP) has an established tradition that has undoubtedly provided leadership, as well as an intellectual “nudge,” for what is still generally called “General English” or, more disparagingly, “English for No Obvious Reason.” As John Swales demonstrated in his 1988 ESP history (Episodes), developing an appropriate pedagogy for a specific group of learners has always been the goal of ESP practitioners. Studying language, discourses, and contexts of use—as well as student needs, in the broadest sense—and then applying these findings to the pedagogical practices, is what distinguishes ESP from other branches of applied linguistics and language teaching. In a more recent historical overview, Belcher (2004) noted that:

> “Unlike other pedagogical approaches, which may be less specific needs-based and more theory-driven, ESP pedagogy places heavy demands on its practitioners to collect empirical needs-assessment data, to create or adapt materials to meet specific needs identified, and to cope with often unfamiliar subject matter and even language use....” (p. 166)
In contrast to “English for No Obvious Reason,” I saw that the “obvious reason” of ESP is its focus on creating and achieving a “vision” (i.e., ESP program development). The steps in ESP program development could be listed as: 1) appraising stakeholder needs, 2) determining performance goals, 3) formulating course design, 4) devising lesson plans, 5) producing training materials, 6) delivering training, and 7) constructing assessment tasks (Kertzner, Knight, and Swartley, 2012). The steps involved in EOP program development are listed as best practices in the ESP PowerPoint for practitioners and clients discussed in Part I of this volume (Knight, Lomperis, van Naerssen, & Westerfield, 2010, slide 14). (See Table 2.)

Table 2. Best Practices in EOP

<table>
<thead>
<tr>
<th>Best Practices</th>
<th>were developed for the following areas by the TESOL Task Force on Standards for Workplace Language Training: Guidelines for Workplace Language Trainers (J. Friedenberg, A. Lomperis, W. Martin, K. Westerfield &amp; M. van Naerssen, 2000-2001).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop an effective, current strategic plan</td>
</tr>
<tr>
<td>2.</td>
<td>Conduct effective marketing</td>
</tr>
<tr>
<td>3.</td>
<td>Assess the client organization’s needs</td>
</tr>
<tr>
<td>4.</td>
<td>Determine an appropriate program design</td>
</tr>
<tr>
<td>5.</td>
<td>Develop a proposal and negotiate a contract</td>
</tr>
<tr>
<td>6.</td>
<td>Identify and arrange program administration and staffing</td>
</tr>
<tr>
<td>7.</td>
<td>Conduct an instructional needs assessment (INA)</td>
</tr>
<tr>
<td>8.</td>
<td>Create an instructional design/curriculum</td>
</tr>
<tr>
<td>9.</td>
<td>Select and develop appropriate training materials</td>
</tr>
<tr>
<td>10.</td>
<td>Deliver training</td>
</tr>
<tr>
<td>11.</td>
<td>Evaluate course(s) and program, and apply recommendations</td>
</tr>
</tbody>
</table>

A version of this content can be found in the 2003 TESOL publication Effective Practices in Workplace Language Training.

As I view these so-called “steps” now, I think about the communication involved to create and/or achieve a vision. Consider the negotiation that would be required with the various stakeholders in the best practices listed in Table 2. In analyzing the profiles, it may be interesting to consider which steps in ESP program development are being described and how
much of the narrative (i.e., word count) is used to describe a specific step (i.e., content analysis).

(Listen to the music.)

The relevance of the S.T.A.R./C.A.R. frameworks

The second prompt in a profile to which the featured leader responds is intended to elicit a success story. Each of the nine interview questions listed at the start of Part III of this volume are behavioral-based interview questions which can be answered using the S.T.A.R./C.A.R. frameworks. The questions begin with:

1. Describe a situation in which you...
2. Describe a time when you...
3. Tell me about a situation in which you...
4. Give me an example of a time you...
5. Describe your leadership style and give me an example of a situation where you...
6. Tell me about a time when you...
7. Give me an example of when you...
8. Give me a specific example of a time when you...
9. Give me an example of a time when you...

In responding to such questions, the two frameworks are commonly used. In a TESOL Blog post (Knight, 2016b), I wrote how the S.T.A.R./C.A.R. frameworks became the ESP work I was doing in Japan with unemployed adult learners being trained to re-enter the workforce.

Although my primary responsibility is to teach business English to these students, I am also required to prepare them for job interviews. I consider such job interview preparation to be the ESP strand of my teaching. Accordingly, the ESP project leader profiles, which have appeared in the TESOL Blog since May 2015, have caused me to reflect on how leadership is connected to interview success. With “leadership” in my mind, I give the following advice to my students as they prepare for their job interviews.

1. **Be the leader of your own life** – One leader that I interviewed in my doctoral research said that you can be the leader of your own life as well as the leader of others. In my mind, leadership involves communicating to create and to achieve visions; therefore, **leadership of yourself** would mean “to set a goal” (such as a high English language test score) and then “to take steps to achieve that goal.” I want my students to be the leaders of their own lives when it comes to career success.

2. **Learn to see your past accomplishments** – It is very important for my students to become aware of their past accomplishments and then to be able to effectively share
success stories about those accomplishments. The ESP project leaders in the profiles are obviously aware of their past accomplishments and able to communicate such success stories to a global audience. In order to help my students in their self-reflective search for their own success stories, I tell them of a past (unemployed) student who had worked as a ground staff member of an airline at a large airport in Japan. That student did not think that she had a leadership story. However, after asking her questions in class, I learned that during one extremely cold winter day, while she was working at the airline counter, all of the airplanes were grounded. My student, who was not a manager, took the initiative to organize and lead her colleagues to acquire food and blankets for the 150 passengers in front of her airline’s check-in counter.

3. **Learn to tell your success stories** – I am a fan of the STAR and CAR frameworks for responding to behavioral questions in job interviews. The first step in a STAR/CAR response is to talk about a problem or a goal (i.e., Situation and Task in a STAR or Challenge in CAR). The next step is to talk about the Action you took independently to solve the problem or reach the goal. The third step is to share the impressive Results that your Action achieved. You can also reflect on what you learned from that experience and connect that experience to your future career goals.

4. **Have visions of future career success** – My students also need to learn to communicate their career goals: mission, short-term, midterm, long-term. In addition, they need to frame their past accomplishments to highlight how their skills are transferable from their past careers to their future careers. In other words, their past experiences become the stepping stones leading to their future goals. Finally, they need to be able to explain how they can take initiative to change their future organizations for the better.

The prompt that the featured leaders respond to in the profiles is: “Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful?” The narratives in the profiles should be viewed as the success stories of the featured leaders. Which parts of the S.T.A.R./C.A.R. are emphasized in the profile? Why is that the case? It seems to me that many leaders are not able to share certain details about the challenges that they faced or the solutions to those challenges due to nondisclosure agreements. (Listen to the music.)
Framing the communication in the profile narratives as leadership

Word clouds had been part of my leadership conceptualization process in Knight (2015a) and had illuminated how ESP projects involve creating and achieving visions. For example, the 11 items describing Best Practices in EOP in Table 2 were subjected to word frequency analyses with NVivo 11 Pro software, and the word clouds in Figures 4 and 5 were generated. In Figure 4, the word cloud is based on exact words, but in Figure 5, the word cloud is based on word groups (of similar words). The size of the words in Figure 4 is based on the number of words, but in Figure 5 the size of the words is based on the number of words in a word group.

Figure 4. EOP Best Practices (based on exact words)

![Figure 4](image1.png)

Figure 5. EOP Best Practices (based on similar words including generalizations)

![Figure 5](image2.png)

In these two figures, I saw ESP program development as a creative activity. Further, since I had already defined leadership as communicating to create and to achieve visions, I saw the communication in ESP program development as leadership. The second prompt in the profiles was intended to elicit from the featured leaders their own accounts of what I had defined as leadership.

The word cloud created with definitions of leadership given by the 55 featured leaders in the profiles is similar to the word cloud of the leadership definitions of the 20 leaders in the
public, private, and academic sectors in Knight (2015a). The prominent word group in Figures 6 and 7 is “act.”

Figure 6. Definitions of Leadership (based on similar words including generalizations)

In the S.T.A.R./C.A.R., frameworks, the A is the action in a narrative. The second prompt in the profiles was designed so that communication was the action of the featured leader in the narrative response. Figure 8 reflects the action of ESP leaders in developing ESP programs; specifically, ESP content and activities are provided to meet the needs of the students.

Figure 8. Narratives of 20 ESP Project Leaders (based on similar words including generalizations)
Abrar-ul-Hassan (2012, p. 5) writes how learner needs become the basis of an ESP program, and from my leadership perspective (i.e., Knight, 2013), the communication about such needs was part of the vision-making process:

As a cardinal rule, an ESP program establishes the course objectives principally based on the needs of learners and stakeholders. ESP instruction is centered around, in no uncertain terms, helping learners enhance their linguistic competence for professional or academic communication. ESP course development is initiated by this guiding principle, and the curricular procedures exclusively focus on authentic (or semiauthentic) communication (Basturkmen, 2006; Lee, 1995). Also, the ESP curriculum is:

... not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: Why does this learner need to learn a foreign language? (Hutchinson & Waters, 1989, p. 19)

Thus, the overarching characteristics of a true ESP program include being needs-oriented and being related to the learner’s academic or professional career. It is pertinent to mention that a language program cannot represent the ESP model unless these two characteristics are displayed in the full sense. However, a program can be an ESP-type of a varying degree, according to its proximity to the ESP approach.

Although the ESP Project Leader Profiles were launched with the intention to collect stories of such “true” ESP program development, it became clear from the narratives being provided by the featured project leaders that ESP practitioners wear many hats, including those of activist, administrator, and author. The leaders selected and wrote the stories that they wanted others to read. In those stories, the leaders focused on their communication to create and achieve visions. From such a perspective, the accounts of the ESP project leaders include the following three parts (Knight, 2016a, slide 20):

1. **The vision to be created**
   - An ESP program, book, research article, government policy
2. **Communication to create the vision**
   - Obtaining stakeholder input in creating an ESP program; e.g., needs analysis
3. **Communication to achieve the vision**
• Persuading stakeholders to support an ESP program that has been created
• Conducting activities in the ESP program
• Ongoing communication with stakeholders; e.g., student feedback and progress reports

A needs analysis may fall under communication to create the vision (e.g., designing an ESP program). Ongoing needs assessments may also be a part of the communication to achieve the vision (e.g., conducting an ESP program). Examples of communication to create a vision and communication to achieve a vision appear in Tables 6 and 7 (replicated and adapted from Knight, 2016, slides 20-21; 2016, p. 41; 2017b, pp. 201-202).

Table 6. Communication to Create a Vision

<table>
<thead>
<tr>
<th>Profile</th>
<th>Vision</th>
<th>Communication to create a vision</th>
</tr>
</thead>
</table>
| 1       | EOP program     | - Listened to perspectives of all stakeholders using a variety of methods (focus groups, surveys, 1:1 meetings).  
- Clearly articulated the vision, process, and framework to key stakeholders using visuals as well as written and oral communication methods. |
| 7       | EAP program     | - The stakeholders did not know that ESP was what they wanted, but because I had ESP analysis skills, I was able to help them define and envision a program that prepared the learners specifically for the communication tasks they would have to do.  
- Having opened Pandora’s box of dreams, I then had to help the stakeholders focus in on what their most important goals were for the program and to define what was achievable in the time available. |

Table 7. Communication to Achieve a Vision

<table>
<thead>
<tr>
<th>Profile</th>
<th>Vision</th>
<th>Communication to achieve a vision</th>
</tr>
</thead>
</table>
| 12      | EAP program     | “…we have maintained lines of communication with stakeholders…  
- **Students:** Students complete several short written reflections…which…help instructors know in what respects the ESP course is meeting students’ needs….  
- **MSW Program Faculty and Administrators:**…I sat in on the core course for two semesters to better understand the communication demands it places on students….For the last several years, one or both ESP course instructors have attended meetings twice per year with all faculty teaching the core course in order to better understand their perspective on international students’ challenges and successes…. |
Within the English Language Programs: …some important discussions about the course happen at the copy machine or on the walk from our offices to class. We also use a Dropbox-like service for instructors to share materials.”

Exploring the ESP Project Leader Profiles from the two leadership discursive perspectives of “communicating to create a vision” and “communicating to achieve a vision” can provide valuable insights to ESP practitioners about how to achieve their own ESP visions. (Listen to the music.)

Negotiating ESP program quality

The communication to create and to achieve the vision brought to mind a TESOL Blog post (Knight, 2015c) about teaching negotiation in leadership terms to my students that concludes with the relevance of the ESP Project Leader Profiles:

In Japan, I sometimes have the learners in a class stand and look at the board on which I have written the word “negotiation.” I then say to the students, “You can sit down when you have given me another word for ‘negotiation.’” My aim in doing this activity is to understand my students’ conceptualizations of negotiation before I share with them my own. After all of the students are seated, I tell them the following story about an orange, which I first heard from a friend years ago and have continued to modify (when I tell it). In a recent class of adult learners, I told (slowly, clearly, and with gestures) the following:

There was an orange. I think the orange was imported from California, my home state. The orange was on a table. The table was in a dining room. The dining room was in a house. In the house, there were a brother and a sister. [Note: I elicit from the students which sibling was older.] The brother and sister entered the dining room at the same time. They both looked at the orange on the table. Then they looked at each other. What do you think happened next? [Note: I elicit responses.] Actually, they raced to the table, but the older sibling, who was faster, reached the orange first. What do you think happened next?

I continue telling the story and involving the students as above. In doing so, I introduce the following points:

- The orange was “in demand” (i.e., they both wanted the orange).
- The older sibling was stronger (i.e., the more powerful party in the negotiation).
The younger sibling could try to use the power of emotional persuasion or *pathos* (e.g., crying and displaying tears) to convince the older sibling to share the orange.

If emotional persuasion did not work, the younger sibling could cry out for the help of Mom, who would become the mediator in the negotiation.

If Mom was not at home, but there was a knife on the table, the younger sibling could grab the knife and... [Note: I stop and tell the students that we are not going to go in that direction. This is a nonviolent story.]

If the knife was on the table, and the siblings agreed to share the orange, what would be the fair way to do so? [Note: I describe some options and elicit that one sibling cuts, and the other sibling chooses first.]

Finally, I share the following conclusion. As the older sibling starts to walk off with the orange, the younger sibling says, “Wait! Why do you want the orange? I need it to bake a cake. I only want the orange peel.” The older sibling wants to eat the fruit.

By asking questions for underlying reasons, they could come to a win-win agreement.

Next, I ask my students how *negotiation*, as conceptualized in the orange story, and *leadership* are related. I then explain that I conceptualize leadership as involving communication: 1) to create a vision, and 2) to achieve that vision. I then elicit from the students that *negotiating* is “communicating to create a vision.” To illustrate this point, I give them an example of going out to dinner.

*A:* I feel like eating pizza tonight.
*B:* Really? We had that last week. Let’s get sushi.
*A:* Again? We always eat sushi.
*B:* Hmm. Where can we get pizza and sushi in the same place?
*A:* I guess we could go shopping at the supermarket or eat out at the new food court. We can also have both delivered. Do you want to eat at home or go out somewhere?

In the dialog above, there are two visions. The vision of speaker A, and the vision of speaker B. (This idea of two visions clashing and causing problems appears in some of the business case studies that I teach.) I show students that in a negotiation, we want to communicate with the aim to “create” a win-win vision. It is not about compromise. It is about identifying the reasons underlying different positions in order to create the best way to meet both of our needs.
As I read the ESP project leader profiles, I am now paying more attention to the different visions of the ESP practitioner and the client. How do ESPers communicate effectively to create a shared vision? Read the ESP project leader profiles to learn more.

When reading the profiles, another question to ask from a leadership communication perspective is, “What is being negotiated?” In 2019, I had the opportunity to address that question with two slides in the first webinar of the IATEFL ESP SIG.

My recognition that stakeholders negotiate the definition of ESP program quality was informed by an understanding of the leadership conceptualization process in which I saw that “how leadership was defined” was influenced by the context of (and the participants in) the research interview when viewed as a social practice. In the same way, leadership has been conceptualized in the ESP Project Leader Profiles, as previously explained. (Listen to the music.)

**Keys to ESP project success in the profiles**

Narratives are stories that may contain hidden gems. In this volume, I consider such gems to be the keys to ESP project success in the accounts of the featured leaders. The collection of profiles may be viewed as an opportunity to search for treasure. It is up to the readers to find the treasure themselves, and the value of gems is relative to what a reader is seeking. In the IATEFL ESP webinar, my comments on specific profiles were, in effect, instructions on how to find treasure in the profiles. There is a well-known quotation, “Give a man a fish, and you feed him for a day. Teach a man to fish, and you feed him for a lifetime.” My objective is to teach you to fish rather than to give you a fish. For this reason, I focus on a few of the profiles and leave it up to you to explore the others on your own. The profiles are stories that were co-created and influenced by various factors. In addition, how the stories are interpreted is subjective. For this reason, I am framing the search for ESP project success in the profiles as a
safe and fun treasure hunt, an adventure, and a mystery, all at the same time, and this volume has provided many clues to help you to achieve success in your search for gems.

The six profiles that I highlighted in my webinar focused on primarily EOP projects:

- Healthcare System in the United States
- English for Social Progress - ESP for Tourism in Peru
- English for Automotive Purposes
- English for Academic Business Purposes
- English Language for Teachers (EL4T) as an ESP Project
- English in International Civil Aviation

In the extracts of each of these projects that follows, I retain the blue bold highlighting that was in my webinar. Please note that these are direct quotations from the profiles. Reading these extracts, I see again the importance of the work done by ESP practitioners and researchers. As you read the blue highlighted text in a profile, ask yourself the question, “What else do I want to know?”

Profile 1: Healthcare System in the United States

**Key to Project Success:** *Successful communication at all levels.* I believe this project was successful largely because our project team worked closely together to achieve goals and inspire people along the way. My role was to listen to stakeholders at all levels (find the challenges and root causes), to inspire key stakeholders to take action (pilot new learning solutions), and to empower leaders with the tools and strategies they needed to courageously move forward, creating a more inclusive workplace.

- **How did I communicate with the stakeholders?**
  - Listened to perspectives of all stakeholders using a variety of methods (focus groups, surveys, 1:1 meetings).
  - Clearly articulated the vision, process, and framework to key stakeholders using visuals as well as written and oral communication methods.
  - Provided efficient and effective follow-up to questions and concerns.

- **What was the result?**
  - I believe the result of this strong communication at various levels and in various ways helped build trust, strengthen
interdepartmental relationships, and contribute to higher levels of innovation and problem solving.

Profile 2: English for Social Progress - ESP for tourism in Peru

**Project**
- Conduct needs analysis to determine which aspects of the tourism industry involve the poorest of the poor and how they can be helped to gain “just enough” ELF to begin social progress.
- Involve local teachers at bi-national centers in creating and delivering curricula and materials to the participants.
- Repeat.

**Key to Project Success**
*Observation, reflection, willingness to discard established beliefs and truths*

**Communication With Stakeholders**
*Ask more, tell less*

Profile 5: English for Automotive Purposes

**Project Description:** Design an online, self-paced language program for Japanese transfer employees working in a variety of positions and departments at a large auto manufacturer in North America. Project success is defined by increased TOEIC scores, effective workplace communication, and better quality of life.

**English for Stakeholder Communication:** Just as important as engaging our learners has been engaging client management who oversee our program. Over the past two years, I feel like I’ve gone through my own “English for Stakeholder Communication” course...or trial by fire, rather. My effectiveness in communicating project design, benchmarks, and success, I found, was determined by my ability to:
- anticipate client questions;
- use corporate/business English;
- understand and incorporate client philosophies;
- understand and incorporate Japanese high-context style of communication; and
- find a way, while accomplishing 1-4, to assert the professional knowledge my team and I bring to the table.
We’ve heard again and again that ESP practitioners wear many hats. **Selling our program to stakeholders** is one of those hats that we may not be prepared for if we come from a non-Business English background. **It involves a complex, multidimensional style of communication that often is unique to each project and client.** That’s why I’m so grateful for a space here in this blog, and with our ESP IS community listserv to discuss these topics and learn from everyone!

**Profile 7: English for Academic Business Purposes**

**Project description:** Transform a general academic language orientation into a short ESP course for international graduate students in an American MBA program. **Success is defined** by more active participation and greater success of international students in MBA courses (as reported by business faculty), positive feedback from students about program relevance, and data from pre- and post-program proficiency assessments.

**Needs Assessment**

- interviewed business faculty, administrators, and current students (both domestic and international)
- attended departmental planning meetings with admissions officers and advisors
- listened to expressed needs and asked questions
- observed and recorded target course activities to analyze communication requirements
- collected sample assignment descriptions, target course texts, and syllabi
- conferred with departmental faculty and administrators to determine program design and content

**One challenge in this project** was that the business college administrators had a language orientation in place but were dissatisfied with its outcomes without knowing what they wanted instead. Leadership skills came into play as I asked questions, not about the weaknesses of the original program, but about the target skills and communication tasks that the learners needed to be able to perform in their business courses. **The stakeholders did not know that ESP was what they wanted, but because I had ESP analysis skills, I was able to help them define and envision a program** that prepared the learners specifically for the communication tasks they would have to do.

Having opened Pandora’s box of dreams, **I then had to help the stakeholders focus in on what their most important goals were for the program and to define what was**
achievable in the time available. In the end, because the stakeholders recognized that students needed some skills on Day 1 of their classes, while other skills could wait, we designed a two-tiered program: 2 weeks of intensive ESP workshops when the students first arrived in the country, followed by weekly ESP support sessions throughout the students’ first term in their MBA program.

By working with various types of stakeholders in the needs analysis process, I was able to identify who could do what in terms of providing ESP support. Some training could be provided by language professionals, while other skills could be addressed by business faculty and student peers. By involving people at each of these levels in the discussion and the decision-making, we developed strong buy-in from all levels of the business college, and the program ran successfully for more than five years.

Profile 21: English Language for Teachers (EL4T) as an ESP Project

EL4T was an ESP project implemented in Bangladesh and aimed at enhancing English language teachers’ language proficiency and pedagogical knowledge and skills. It was found that school English language teachers’ language proficiency was at A1 to A2 of the Common European Framework while the textbooks were up to the B1 level (EIA, 2009). In order to address this challenging situation, the English in Action project (£50m funded by DFID) was launched in 2008 and aimed to improve English language education in Bangladesh. Within the project, EL4T was launched to help teachers improve their language proficiency.

EL4T was designed by considering the English language textbooks used in schools, the specialist discourse they need to use, and the local contextual knowledge. The idea was to focus on speaking and listening skills by taking into account functional English language and structures and vocabulary of direct relevance to classroom teaching and the national textbook series, English for Today. Two sets of bilingual (Bangla and English) audio and print-based materials worth 120 hours in total for primary and secondary teachers were produced. The materials were developed to be used on low-tech mobile phones (Nokia C1) by uploading them to a secure digital (SD) card. At the time of writing this profile, the EL4T materials were distributed to about 80,000 English language teachers across Bangladesh through workshops. Given the ubiquitous presence of mobile phones in Bangladesh (Shrestha, 2012), the decision to use mobile phones as a technological tool was taken.

The project was international and involved multiple stakeholders. The materials were written by Bangladesh local experts under the guidance of the Open University UK
academics. The project was managed by the EIA office in Dhaka. As an ESP expert, I had to be in constant communication with the local authors and the staff in the EIA office. Likewise, I had to liaise with local illustrators and audio recording artists to ensure that the quality and the content were not compromised and misinterpreted, especially when two languages, Bangla and English, were used in the materials. While working with the authors, it was essential to make them feel valued in the project given the potential power relationship issues and offer mentoring support. For this, I ensured that project aims were clearly explained and local knowledge incorporated into materials.

Profile 36: English in International Civil Aviation

Because of my early work in aviation English at Embry-Riddle Aeronautical University, I was invited, in 2000, to join the International Civil Aviation Organization, in Montreal, as Linguistic Consultant, to guide the Proficiency Requirements in Common English project, with the mission of strengthening ICAO Standards regarding the use of English in international civil aviation.

ICAO gathered a study group composed of more than thirty representative stakeholders, including applied linguists and TESL specialists experienced in aviation English and airline pilots, controllers, and representatives from civil aviation authorities, including the FAA, Russian, Argentina, and China. A wide cross section of aviation, operational, and language cultural backgrounds were represented.

My first step was to review existing ICAO provisions governing language use in aviation contained within the 19 various ICAO annexes to the convention. Working with the study group, we developed proposed amendments to the ICAO annexes, establishing language testing requirements and a target level of language proficiency. There were, naturally, many constraints upon the project, including most urgently a need to succeed in this first ICAO effort to establish language proficiency requirements for pilots and controllers. The strong consensus was that a failure to pass an amendment would lead to decades of delay in implementing an ICAO language policy.

A very interesting part of the process was that as the target audience got more important, more influential in the adoption or rejection of the proposed language proficiency requirements, our time and opportunity to present the case to them became briefer and more limited. For example, we wrote and
discussed many internal papers within the study group; we had hours over several days to debate the proposals with the Air Navigation Commission.

We were able to send documents to the 191 member states for feedback and input, which was then incorporated into revised proposals. Presentation to the council, however, was in a single brief paper and a one-hour debate, before they decided, in March 2003, to approve the adoption of the proposals, effective March 2008, giving member states time to prepare for the strengthened language requirements.

**During the two years of this process, from initiating the process to council approval, a particular focus for me was to marshal linguistic and ESL support for what I knew would be an enormous, ongoing development of the teaching, testing, and teacher training infrastructure that is required to support what is the world’s first global language policy.** I reached out to the International Civil Aviation English Association to alert them to the new ICAO requirements, as well as solicited the interest of ILTA and other language testing specialists. While the ICAO Standards were a start, they were necessarily incomplete, and the real work of developing aviation English remains to be done. The need for academically well-qualified TESL specialists is key to improved success.

If you have questions about the content of the specific profiles, I would encourage you to reach out and contact the relevant ESP project leaders. (See their websites listed at the start of Part II of this volume or find their contact information in the profiles themselves.) In the preface of this volume, Ann writes in agreement with one of the featured leaders that the secret to success is “strong communication, mixed with deep cultural empathy and understanding, combined with the expertise necessary to carry out the project.” Do you agree? Can you find examples of this key to success in the different profiles? (Listen to the music.)

**Conclusion – the metaphor of the orchestra**

I have often quoted Candlin and Crichton (2011) and their reference to Georges Braque’s (Jakobson, 1962, p. 632) saying, “I do not believe in things. I believe only in their relationship.” In the same way that a painting captures and frames stories and relationships, this volume has also collected and framed stories and illuminated the relationships of ESP practitioners in a global community of practice. From a reflective stance, I see this volume as my painting or my story, which consists of many stories. Itay Talgam (2009), in his TED Talk about leadership and the great orchestra conductors, discusses the stories that make up the live concert performance. The orchestra conductor to whom Talgam refers below is the great Austrian conductor, Carlos Kleiber (1930-2004):
But what about the conductor? What can you say the conductor was doing, actually? Um, he was happy. And I often show this to senior management. People get annoyed. “You come to work. How come you’re so happy?” Something must be wrong there, yeah? But he’s spreading happiness. And I think the happiness, the important thing is this happiness does not come from only his own story and his joy of the music. The joy is about enabling other people’s stories to be heard at the same time.

You have the story of the orchestra as a professional body. You have the story of the audience as a community. Yeah. You have the stories of the individuals in the orchestra and in the audience. And then you have other stories, unseen. People who build this wonderful concert hall. People who made those Stradivarius, Amati, all those beautiful instruments. And all those stories are being heard at the same time. This is the true experience of a live concert. That’s a reason to go out of home. Yeah? And not all conductors do just that.

In this volume, I have been the conductor, and the volume itself is the concert, which has been recorded so that it may be enjoyed many times and shared widely. In this metaphor of the concert, TESOL International Association has provided the stages (TESOL Blog, ESP News) on which the performances of the featured leaders (musicians in the orchestra) and me (conductor of the orchestra) were performed and recorded. These recordings were made available as singles (of individual performers) in the TESOL ESPIS Library in myTESOL, but now, they have been made available as a collection (of all of the performers) in this volume (the concert) by Candlin & Mynard.

Talgam illuminated the leadership styles of the great orchestra conductors by showcasing their performances, and in illuminating my own role in creating the profiles in this volume, I have also been showcasing the performances of others. With the completion of this volume, I now understand more clearly Kleiber’s joy (and his gratitude, which I also feel) for all of the stories that he was able to bring together and to share worldwide in his live concert performances. It is my hope that this volume will also be enjoyed and inspire ESP project leaders to have a good impact worldwide! On a final note (pun unintended, but appreciated), the profiles are only one of the outcomes addressed briefly in the concluding chapter of Knight (in review), which is a book that explores my leadership conceptualization cycle. It also might interest some readers to know that after the first draft of the manuscript of this volume had been written, I was informed that the leaders of the TESOL ESPIS were nominating me for the D. Scott Enright Interest Section Service Award of TESOL International Association! A little over a month later, I was informed that I had been selected as the recipient of the award. Kay Westerfield, the founder of the ESPIS, shared the news in myTESOL on November 9, 2021.
Congratulations, Kevin! The ESP Interest Section is proud to announce that Dr. Kevin Knight has been selected as the 2022 D. Scott Enright Interest Service Award recipient, an award that recognizes outstanding and extended service to and leadership in TESOL Interest Sections.

Kevin has held leadership positions on the ESPIS Steering Committee since his first TESOL convention in NYC in 2008. Through his engaging official TESOL Blog (including the ESP Project Leader Profiles), informative community discussion posts, convention sessions, online webinars, publications, and TESOL Task Force participation, Kevin has excelled in furthering professional exchange among practitioners and researchers in the ESPIS, in other TESOL Communities of Practice, and in the broader international ESP community.

We cannot imagine anyone more worthy of the D. Scott Enright Interest Section Service Award and are sincerely appreciative of Kevin’s outstanding leadership and continuing service to our ESPIS and our field of ESP.

Kay would later write an article in ESP News about the award (Westerfield, 2022) which has been replicated in the appendix in this volume. A very happy ending indeed to this concert!

References


Knight, K. (2015a). Analyzing the discourses of leadership as a basis for developing leadership communication skills in a second or foreign language. (Identifier: mq:42732) [Doctoral dissertation, Macquarie University]. http://hdl.handle.net/1959.14/1055529


Knight, K. (In review). *Discourses of leadership: Conceptualization, analysis, and applications.* Bristol, UK: Multilingual Matters.

Knight, K., & Candlin, C. N. (2015). Leadership discourse as basis and means for developing L2 students into future leaders. In P. Shrestha (Ed.), *Current developments in English for academic and specific purposes: Local innovations and global perspectives* (pp. 27–50). Reading, UK: Garnet.


Richards, J. C. (2013, June 5). Creativity in language teaching. [Plenary address given at the Summer Institute for English Teacher of Creativity and Discovery in Teaching University Writing, City University of Hong Kong].


Announcement about the D. Scott Enright TESOL Interest Section Service Award 2022

KNIGHT RECEIVES 2022 D. SCOTT ENRIGHT TESOL INTEREST SECTION SERVICE AWARD

Published 3 March 2022 by Kay Westerfield, Global Communication Consulting, Eugene, Oregon, USA

Congratulations, Kevin! The ESP Interest Section is delighted that Dr. Kevin R. Knight, Professor in the Department of International Communication at Kanda University of International Studies in Chiba, Japan, was selected as the 2022 D. Scott Enright TESOL Interest Section Service Award recipient, an award that recognizes outstanding and extended service to and leadership in TESOL Interest Sections. Since the ESP Interest Section was founded almost 30 years ago, we have had many leaders who have given generously of their time and passion to address the needs of our members and to build a larger international community of ESP practitioners and researchers. However, no one has done this more tirelessly, more responsibly, and more continuously with a better spirit over the years than Kevin. The following offers a brief snapshot of the multitude of Kevin’s contributions to the ESPIS, TESOL, and the field of ESP/LSP.

Extraordinary service and leadership in the ESPIS and TESOL International Association

Dr. Knight, fondly known as Kevin to all of us in the ESPIS, has held numerous leadership positions in the ESPIS since his first TESOL convention in NYC in 2008. These contributions include: ESP in Occupational Settings Representative on the ESPIS Steering Committee; ESPIS Chair Elect, Chair, Immediate Past Chair; ESPIS Community Manager; Editor of the ESP News and frequent contributor; regular convention ESP proposal reader and reviewer; and ESPIS Steering Committee Nominating Chair (including stepping in at times to fill that job when leadership needed support and providing reminders when we’ve needed to “get going”).

In his early years with the ESPIS, Kevin led the creation of the ESP resource, English for Specific Purposes: An Overview for Practitioners and Clients (Academic & Corporate), in collaboration with ESPIS leaders (van Naerssen, Lomperis, Westerfield) to inform practitioners and clients about our field. The PowerPoint resource is available in the TESOL Resource Center and is a fixture on the ESPIS community webpage to help
newcomers to the field answer the question “What is ESP?”. It is particularly useful for people considering ESP proposals for the annual convention.

Based on Kevin’s familiarity with interest section structure and strong communication skills, he was appointed to the TESOL Board of Directors’ Governance Review Task Force. This experience also served the ESPIS well when he led the later restructuring of the ESPIS into a Community of Practice.

In the ESPIS Kevin is integral as a mentor of newly elected ESPIS leaders, helping them understand their role and introducing them to one another so they can do what needs to be done. As one ESPIS leader put it, “He is 100% the glue of ESPIS, at least currently, in my opinion! I’m not sure anyone has a deeper or more complete understanding of the ESPIS members, procedures, or history. My recent experience has been that Kevin personally takes on the responsibility of mentoring every new leader in ESPIS.”

**Extraordinary leadership in stimulating professional exchange within the ESPIS, TESOL and broader international ESP/LSP community.**

Kevin excels in furthering professional exchange among practitioners and researchers in the ESPIS, TESOL, and in the ESP/LSP community worldwide.

We see this at TESOL conventions where Kevin has consistently organized and presented high-profile sessions, including multiple collaborative InterSection sessions, Academic Sessions, Papers, and Discussion Groups, as well as organizing and presenting with colleagues two TESOL ESPIS webinars outside of the convention: “Principled ESP: Best Practices and Case Studies”, (Kertzner, Knight, and Swartley); and a collaborative TESOL ESPIS and IATEFL English for Specific Purposes Special Interest Group (ESP-SIG) webinar “TESOL-IATEFL Online Discussion on How ESP Projects Can Create Positive Social Change”, (Gillet, Ekkens, Timpa, Gishbaugh, Knight, Lomperis, and van Naerssen). These were followed by a third webinar sponsored by IATEFL in Japan on “The ESP Project Leader Profiles - Implications for Program Quality”. This was the first webinar in the history of the IATEFL ESP-SIG and highlighted leaders in ESP from TESOL and IATEFL.

Kevin has also been an outstanding participant in TESOL Community Discussion Boards. As ESPIS Chair, Kevin led the innovative international “TESOL ESPIS Community Discussions 2011-2012”, five, month-long international, professional development discussions on issues in ESP, including “Workplace Language Training” (Kertzner), “English for Medical Professionals” (Janjua), “Teaching Tips and Success Stories in ESP” (Knight and Swartley), “ESP and Intercultural Communication” (a collaboration with TESOL ICIS), and “ESP Around the World in Academic and Occupational Contexts”. The later was an historic, collaborative online discussion between the TESOL ESPIS & IATEFL
ESP SIG, initiating a long, fruitful collaboration between members. The discussion was followed by joint publications by participants and a two-year speaker exchange between TESOL ESPIS and the IATEFL ESP SIG supported by the British Council.

In myTESOL, Kevin has continued mentoring newcomers, exchanging expertise, and sharing resources, earning him a "Platinum Most Valuable Member" badge. One of Kevin’s greatest contributions to the field of ESP, the ESPIS, and TESOL are the ESP Project Leader Profiles created and launched on his official TESOL ESP Blog. Kevin held the role of official TESOL ESP blogger from 2012-2019. His 55 ESP Project Leader Profiles combine his academic research interests in leadership and ESP/LSP and present the work of ESP practitioners on six continents: Africa, Asia, Australia, Europe, North America, and South America. They provide mentoring, sharing of expertise, specialized curriculum, and research for all TESOL members and have been incorporated into the online TESOL Leadership Management Certificate Program. One teacher at a university in the USA provided a wonderful description of the profiles: “I stop and read each new one you post and feel my knowledge of leadership, different practices and the state of the field are enhanced.” (Adapted from the “About This Community Section” in ESP News.) A compilation of 55 profiles, English for Specific Purposes Project Leader Profiles: The Leadership Communication of 55 ESP Project Leaders, is in press for publication by Candlin & Mynard (Spring 2022 expected), and will be available for all to download free of charge on the publisher’s website: https://www.candlinandmynard.com/espprofiles.html

In addition to the ESP Project Leader Profiles, Kevin’s posts on the TESOL ESP Blog offer an impressive range of engaging content of relevance and interest to the larger TESOL membership, including posts on research, leadership development, sharing of global resources, career development, and facilitation of discussion groups. You can access the entire compilation at: http://blog.tesol.org/tag/kevin-knight/

Kevin has been a rock in our ESP Interest Section, leading, supporting, and informing our members and the larger TESOL membership since he joined TESOL in 2008. Through his engaging TESOL ESP Blog, informative community discussion posts, convention sessions, online webinars, publications, and Task Force participation, Kevin has addressed ESPIS goals and assisted TESOL International Association in realizing their Strategic Plan. We cannot imagine anyone more worthy of the D. Scott Enright Interest Section Service Award and are sincerely appreciative of Kevin’s outstanding leadership and extended period of service to our ESPIS. A hearty congratulations and warm thank you on behalf of the ESPIS.

Kay Westerfield, ESPIS Founding Chair, served on TESOL Board of Directors, received TESOL’s “50@50” Award and the 2021 US Department of State, Office of English Language Program’s “30@30” Award.
• *Autonomy in Language Learning: Opening a Can of Worms*. Carol J. Everhard and Jo Mynard, with Richard Smith (Eds.)
• *Learning Japanese: Voices of Experience*. Belinda Kennett and Yuriko Nagata
• *Learner Autonomy in Second Language Pedagogy and Research: Challenges and Issues*. Edited by Klaus Schwienhorst (Ed.)
• *Fostering Learner Autonomy: Learners, Teachers and Researchers in Action*. Christian Ludwig, Annamaria Pinter, Kris Van de Poel, Tom Smits, Maria Giovanna Tassinari, and Elke Ruelens (Eds.)
• *Autonomy in Language Learning: Advising in Action*. Christian Ludwig and Jo Mynard (Eds.)
• *The Answer is Learner Autonomy: Issues in Language Teaching and Learning*. Anja Burkert, Leni Dam and Christian Ludwig (Eds.)
• *Autonomy in Language Learning: Getting Learners Actively Involved*. Marcella Menegale (Ed.)
• *The Teacher's Role in Developing Learner Autonomy*. Katefina Sedláčková, Barbora Chovancová and Štěpánka Bilová (Eds.)
• *Supporting Learners and Educators in Developing Language Learner Autonomy*. Jo Mynard, Michelle Tamala, and Ward Peeters (Eds)
• *Navigating Foreign Language Learner Autonomy*. Christian Ludwig, Giovanna Tassinari, and Jo Mynard (Eds.)
• *Am I an Autonomous Language Learner? Self-Perceived Autonomy in Trinidad and Tobago: Sociocultural Perspectives*. Diego Mideros
The Positive Pedagogical Practice Series
Series editor: Tim Murphey

- *Voicing Learning*. Tim Murphey
- *Learner-Controlled Tasks for the Autonomy Classroom: A Teacher’s Resource Book*. Christian Ludwig and Lawrie Moore-Walter
- *Conversation Strategies and Communicative Competence*. Christian Jones
- *Collaborative Leadership Through Leaderful Classroom Practices: Everybody is a Leader*. Soyhan Egitim

Life and Education in Japan Series
Series editors: Diane Hawley Nagatomo and Melodie Cook

- *Teacher Narratives From the Eikaiwa Classroom: Moving Beyond “McEnglish”*. Daniel Hooper and Natasha Hashimoto (Eds.)
- *Foreign Female English Teachers in Japanese Higher Education: Narratives From our Quarter*. Diane Hawley Nagatomo, Kathleen A. Brown, and Melodie Cook (Eds.)
- *Intercultural Families and Education in Japan: Experiences, Issues, and Challenges*. Melodie Lorie Cook and Louise George Kittaka (Eds.)
- *An autoethnography of Teaching English in Japan: Bridging Life and Academia*. Sanae Oda-Sheehan
Other Titles

- *ILAC Selections - Whose Autonomy? Voice and Agency in Language Learning.* Adelia Peña Clavel & Katherine Thornton (Eds.)
- *Languages of Sydney: The People and the Passion.* Alice Chik, Susan Markose, and Diane Alperstein
- *English for Specific Purposes Project Leader Profiles: The Leadership Communication of 55 ESP Project Leaders.* Kevin Knight
- *Stories and Storyline.* Sharon Ahlquist and Réka Lugossy