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Editorial: Future Perspectives and Challenges of ESP/EAP. In Honor of Helen Basturkmen's Contribution to ESP/EAP Research

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Dr. Helen Louise Basturkmen is a leading researcher and a respected academic in Applied Linguistics, particularly in the fields of English for Specific and Academic Purposes (ESP/EAP). During the early 1990s, she worked as a lecturer and teacher educator at Bilkent University (Turkey) and Kuwait University (the Middle East). In 1998 she moved to the University of Auckland (New Zealand), where she has been working in Applied Language Studies and Linguistics since then and is currently an Associate Professor. She has published extensively, supervised students and led a number of research projects. Her books on ESP linguistic descriptions, learning, teaching and course design (Routledge 2006, and Palgrave Macmillan 2010) are today among the most influential titles in ESP-related research and a must-read for both experienced and novice ESP practitioners and researchers. Also, her 4-volume edited collection *English for Academic Purposes: Critical Concepts in Linguistics* (Routledge, 2015) is a useful resource for delving into those key issues that have impacted the field over the last 35 years. Her recently published book *Linguistic Description in English for Academic Purposes* (Taylor and Francis – Routledge, 2021) provides a concise overview of the kinds of descriptions of academic English that have resulted from the increased use of English as a lingua franca and research in EAP.

This special issue of *Language Teaching Research Quarterly* is a token of gratitude to Professor Helen Basturkmen for her past and present work in the fields of ESP and EAP and her bibliographical legacy. It contains six articles that were submitted to the journal in

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response to a Call for Papers and accepted for publication after peer review. Together with this group, the volume opens with a contribution from Professor Basturkmen.

In this opening article, Professor Basturkmen aims to identify enduring and emerging lines of inquiry in the ESP research literature. “ESP Research Directions: Enduring and Emerging Lines of Inquiry” pivots around two main themes of inquiry: inquiry into description of linguistic registers, and inquiry into curriculum and pedagogy in ESP. From the origins of ESP, both lines have worked alongside towards constructing the promising field of research that is, today, ESP. Linguistic inquiry provides descriptions of academic English, disciplinary registers and genres as well as workplace and professional registers. At an early stage, linguistic inquiry was mainly motivated by teaching needs, and today is supported and enhanced by corpus analytic software and techniques. The second line of inquiry traces back to the emergence of courses on second and foreign language as applied to work or study domains; a time when, as Basturkmen observes, many ESOL teachers moved into ESP. Course design, materials, teaching practices, learners’ needs, or learner language are specific topics that prevail in this pedagogical line of inquiry. However, the most interesting discussion of this article relates to those emerging lines of inquiry that may draw researchers’ interest in the coming years. The reasons behind specific purposes language choices, ESP teaching practices across settings, learning processes and how learning a specific purposes language occurs, or ESP teacher education, are some of the lines reviewed by Professor Basturkmen in this inspiring article for ESP researchers seeking new research avenues.

The second article deals with what Professor Basturkmen in her opening review article has defined as “[a] mainstay topic of ESP research inquiry” (p. 8); that is, the analysis of learners’ needs. In “Affordances and Challenges of Mixed-Methods Needs Analysis for the Development of ESP Courses”, Eun Jeong Park addresses the notion of needs analysis and discusses the advantageous contribution of a mixed-methods research approach to the assessment and identification of needs in ESP courses. Mixed-methods needs analyses, so Park argues, can be used by teachers and organisations to improve their teaching materials, syllabus design, curriculum and instruction.

Content and language integrated learning (CLIL) is the focus of Helga Rolletschek’s article titled “Effects of Bilingual Biology Teaching at Middle Schools”. The participants, 254 German-speaking middle school students learning Biology through English, were divided into three groups to match the study purposes. The main aims were to examine potential differences in motivation and content knowledge of students exposed to monolingual or bilingual content-based teaching. Rolletschek provides details about how the lesson was structured, how content was scaffolded, and how the teaching unit was designed. She also includes samples of teaching materials to illustrate the effective integration of content and language. Conclusions indicate that neither knowledge nor motivation were negatively impacted in the English (bilingual) class group, and that learners with multilingual backgrounds were those that benefited most from the English instruction. Also here, learning needs emerge as main drivers in CLIL contexts.

In the following article, titled “On the Use of Video Description in an Online Collaborative Writing Project with ESP Learners of Tourism Studies”, Ana Ibáñez Moreno and M. Angeles Escobar explore the application of using video descriptions for the development of written

skills in an higher education on line course. The authors bring to the fore “audio narration” as an alternative technique to the more familiar “audio description”, and delve into the use of technology for the development of collaborative writing tasks in view of ESP effective learning. Findings from this collaborative task-based project conducted with 35 English for tourism students are reported on the basis of text production, learner attainment and a survey questionnaire administered at the end of the activity. Results attest that the use of audiovisual material and collaborative work, in combination with gamification, helps students to improve their vocabulary and writing skills. Moreover, other additional benefits like increased motivation, opportunities for self-direction and promotion of metacognitive and collaborative skills, are identified.

The next two articles deal with evaluation in ESP courses by placing the focus on students’ and teachers’ feedback. In “Formative Assessment and Motivation in ESP: A Case Study”, Snježana Kereković illustrates the ways that formative assessment (as opposed to generalised summative assessment practices) can be implemented in the ESP classroom in order to enhance students’ participation and motivation. Under the assumption that the main goal of formative assessment is to provide learners with feedback on their progress and make teachers aware of any aspects in the course that may be in need of refinement, this study collects data from multiple classroom tasks (group discussions, oral presentations, pair and group feedback) and multiple instruments (self-assessment grid and survey) to assess to what extent formative activities have increased students’ motivation and class participation. Regardless of the specificity of the target course (Business English for Engineers), readers will find in this study useful ideas that can be easily tailored to other ESP courses.

Also dealing with Business English, but this time under a wider lens, Viorela-Valentina Dima and Laura Raluca Ștefan explore how ESP teachers and learners can benefit from feedback exchange during the learning process. In their article titled “ESP Student Feedback — A Tool to Develop both Students’ and Teachers’ Competences”, the authors are particularly concerned with language teaching and learning competences. They conduct a qualitative analysis of student feedback based on feedback reports implemented in two stages and aimed at eliciting learners’ views on the usefulness of course activities for their personal, academic and professional development. Participants in this study are 675 first-year students at the Romanian Faculties of Economic Cybernetics, Statistics and Informatics, and of Accounting and Management Information Systems. Findings are discussed both from the language teacher’s and the learner’s perspectives, and conclusions are drawn on the mutual benefits of self- and peer-feedback for both stakeholder groups.

The last article in this special issue extends the acronym ESP to include all languages for specific purposes. In “LSP in European Projects: Recent Developments and Challenges in Language Policy and Practice”, Marie-Christine Deyrich explores language policy directives in the European Union (EU) and EU-funded LSP-related language learning projects with the aim of investigating if the latter act as agents for the promotion of European policy priorities. Three distinct projects conducted in the last decade and led by the French University of Bordeaux are assessed, each one with a different focus: LILIAM on employability, INCLUDE on social inclusion, and TRAILS on LSP teacher training. The main findings point at the pivotal role that EU-funded projects play not only in the process of policy dissemination

but also in the promotion of a particular education policy. Of particular relevance to this special issue are the details on the TRAILS project that addresses the education and training of LSP higher education teachers across Europe.

This special issue has shown that the field of ESP has a lot to offer to language teachers and researchers who are dealing with specialised English in many different ESP fields and contexts. Even though all the articles (except for the last one) fall within just one of the two lines of enquiry discussed in the opening article (that is, “inquiry into curriculum and pedagogy in ESP”), we believe that the diversity of themes and language specialisations (i.e., biology, tourism, economics, business for engineers), of contexts of application (i.e., middle and higher education), and of authors’ locations (i.e., Croatia, France, Germany, Romania, South Korea, and Spain) is an asset to this volume. This diversity demonstrates that ESP is an area of teaching and inquiry that poses major challenges and arouses interest in many parts of the world, despite linguistic specificities and however narrow- or wide-angled the specialised language course will be. We really hope readers find this compilation insightful for their teaching practices and inspiring for their research endeavours.

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Ethics Declarations

Competing Interests

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