

**E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012**

**Sharing Best Practices in ESP: A Blended Training Program for
Functional English College Lecturers of Chandigarh, India
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College teachers teaching Functional English in Chandigarh need training in teaching communication skills for specific purposes in order to equip their students for the jobs available in the IT Sector and Journalism. They also need appropriate training materials and an orientation into identifying authentic and non-authentic appropriate materials for teaching students of Functional English. Therefore, the 12-week blended training program in English for Specific Purposes will help them in understanding the importance of having specialized programs for specific groups of learners. The purpose of these two 12-week programs is to train 60 local college teachers of English in two lots. The training will help them in setting appropriate and achievable goals and objectives in ESP and thereafter, identifying and developing appropriate materials to achieve their goals. The first ten weeks of the program will be conducted online and the last two weeks are for project completion wherein participants will have the option of consulting the instructor as needed. These teachers in turn will train other teachers of English working in Punjab, Haryana, Himachal Pradesh and Jammu and Kashmir states that are closer to Chandigarh. Materials used for the online program will come from the U.S. Department of State E-Teacher Scholarship Program course, ESP Best Practices developed by the University of Oregon (UO) and the E-Teacher Professional Development Workshop, Summer 2012, at the University of Maryland, Baltimore County (UMBC). By the end of the online course, lecturers will be well entrenched into ESP and will be well equipped to address learners' needs and goals as students of Functional English and also to be trainers of ESP for taking the courses to the other states of India.

- Host:** The Regional Institute of English (RIE), Chandigarh Administration, UT
- Participants:** 30 College lecturers teaching Functional English in local colleges of Chandigarh
- Program:** Two 12-week online workshops on ESP: Sharing Best Practices
- Schedule:** 1 April 2013 – 29 June 2013
7 October 2013 – 4 January 2014
- Two online courses from the Regional Institute of English, Chandigarh, UT; and face to face Instruction for Project Completion at Regional Institute of English, Chandigarh
 - Replication of these workshops in other colleges (both private and government) by these lecturers after completion of their projects in 2014
- Goals:** The goals of this workshop are to:
- Introduce participants to best practices in ESP;
 - Enable participants to exchange ideas online with other teachers sharing best practices and solutions;
 - Enable participants to develop and select appropriate teaching materials;
 - Differentiate between ESP and English for General Purposes (EGP);
 - Introduce participants to the principles of materials development, delivery, and evaluation;
 - Enable participants to identify authentic and non authentic teaching materials on the Internet and other library resources; and
 - Enable them to develop learner-centered activities and build their own pool of ESP materials for sharing with other teachers.



Problem Identification

Chandigarh is a city which is surrounded by two satellite towns - Panchkula and Mohali. This tri-city is emerging to be an IT hub and is generating a lot of jobs, but unfortunately many young people in the northern region are not able to avail themselves of the opportunities because these jobs require them to communicate fluently and appropriately with people of different countries. They are not confident about their communicative skills in English. In their graduation, students opt for Functional English, hoping to acquire the skills they need for the jobs, but even after they complete their graduation, they are not able to acquire the required skills. This problem, however, is not unique to Chandigarh. It is common to most states in India that young people with good degrees do not get the jobs they study for because their communication skills are not good enough for doing these jobs.

The reason for this could be attributed to a lack of human resource training for teaching the English language. In India, English teaching is generally given to people who have an MA in English. Doing an MA in English entails studying literature because the universities generally do not offer an option of doing a paper on ELT to the student. Some universities that offer linguistics or ELT do not encourage people to take that paper as there are not enough people to teach that option. Generally, university and college teachers do not want to do language teaching, thinking it to be the job of primary/secondary school teachers, with the result that there are not enough people who are masters in English and can comfortably teach English to students and people who need English for various purposes. However, there are some college teachers who teach Functional English courses, but due to the reasons mentioned above, they are not trained to teach the English Language. They teach because they have been appointed to teach English in colleges and possess good communication skills themselves.

Contextual Analysis

The Regional Institute of English is a government body established in 1963 to bring about improvement in the teaching and learning of English in the northern region of India. Being a teacher-training center it addresses the needs of government in-service school teachers in the northern region. It organizes two regular courses for teachers and also many needs based courses for teachers teaching at all levels and for other people. The institute often associates with educational institutions such as schools, colleges, universities, state governments, and education boards for training teachers at different levels. The institute also organizes workshops and seminars, and provides training to foreign students and teachers.

The facility is well equipped with various resources such as very comfortable classrooms, a well-equipped library with books on teaching/learning English, two computerized language labs with 30 computers in each lab with good language software, and an Internet connection with wifi technology which is freely available to anyone who has a laptop or a computer. The classrooms are equipped with interactive whiteboards, LCD projectors, TVs and some audio equipment with speakers. The Institute also has a studio with high resolution video cameras and a linear editing suite. A permanent technical assistant and two contractual employees are available to help. One constraint is the time that the trained teachers have. Being a nodal teacher training agency, the institute runs four to five courses simultaneously which implies that the faculty may not be available for teaching these courses. However, this problem can be solved if the courses are organized in the months of April-June and October-December, when the faculty is relatively free.

Learner Analysis

The program will include 30 lecturers from 10 colleges of Chandigarh who teach students at the undergraduate level. They are experienced teachers with good communication skills in English who teach in different parts of the city and will be able to cater to the neighboring states of Chandigarh. Another important aspect is that these lecturers teach Functional English in their colleges preparing students for the job market. Under 'Functional English', they help their students to study English for professional purposes such as for newspapers, television, businesses, etc. But this they do without any real training of ESP. Most teaching is done on the basis of their intuitions, net surfing for the content and perhaps reading books. They know what to teach as the syllabus is prescribed by the university but are not much aware of

how to teach. Additionally, due to lack of any training, most lecturers teach what they like without following the order or sequencing with the result that not many Functional English students land the jobs they need due to their inability to communicate effectively as required for the job.

Content Analysis

The program will include training in ESP theory and methodology. The course will draw theoretical content from the U.S. Department of State sponsored online E-Teacher Scholarship Program course on ESP: Best Practices, offered by University of Oregon and also from the various workshops of the E-Teacher Professional Development Workshop at the University of Maryland, Baltimore County (UMBC), Summer, 2012. Topics will include needs assessment, communicative competence, curriculum design, materials identification, evaluation and design. Practice material will be selected from those articles available on the Internet which are close to Indian culture, relevant books, magazines, etc. A common closed blog site will be set with permission to its members to write their response to the online tasks. A Facebook group and a wiki are also options for discussion topics.

Teaching resources available at the Institute may also be used for the practical aspect of the course. This material may be used as is or adapted according to the needs of participants. Books on business, advertising, banking, marketing, intercultural communication and communication skills may be used as authentic and inauthentic material for the course participants.

After this online course, the participants will be asked to send in their feedback on whether they would require any such course in the future. However, there is a possibility of giving them a face-to-face course in the future on the important aspects of ESP as mentioned above.

Delivery Analysis

As mentioned earlier, the course will replicate the ten-week asynchronous online ESP Best Practices course. The participants will be required to write weekly assignments after reading the matter that will be available on the Institute website to download. The task and the discussions will be posted on the blog and the participants will be given a week to finish the task and three days to post their answers to the discussion topics. The participants will be expected to interact with at least one of the participants who is not from their college and reply to all questions put to them by other participants. They will also be required to hand in a project on ESP two weeks after they finish their online course. The Regional Institute being in the same city as the colleges of the participants will extend the facility of its library and other resources to the participants if they wish to. They will also be given some face-to-face consultation if they require it to complete their projects. But it will not be mandatory for them to visit the institute premises. They will be encouraged to send in their queries via email to the course coordinator.

Project Plan

There will be two courses in the year 2013. The schedule for these courses is below.

Course 1

Online course dates: 1 April 2013 – 14 June 2013

Project completion: 15 June 2013 – 29 June 2013.

Course 2

Online course dates: 7 October 2013 – 20 December 2013

Project completion: 21 December 2013 – 4 January 2014.

Stages	Milestones	Time required	Dates
Stage 1	Planning and preparation	6 weeks	December 2012 - January 2013
Stage 2	Piloting the workshop with colleagues	1 week	January 2013 - Week 2
Stage 3	Modifying on feedback from colleagues	3 weeks	January week 3 - February week 1
Stage 4	Conducting the workshops (including the project submission)	12 weeks each	(1 April 2013 - 14 June 2013 15 June 2013 - 29 June 2013) (7 October 2013 - 20 December 2013 21 December 2013 - 4 January 2014)
Stage 5	Evaluation of the Workshop	1 week each	1 July 2013 - 7 July 2013 6 January 2014 - 13 January 2014
Stage 6	Preparation of workshop materials for teacher trainers	6 weeks	February 2014 - March 2014
Stage 7	Organizing workshops for teachers of other colleges by college teachers		April 2014 onwards

Design

One of the main goals of the course is to acquaint the participants with the importance of sharing best practices with colleagues and how they stand to gain by the experience. Doing an online course would help them to reflect how useful it can be to be in constant touch with colleagues from other institutions on the Internet as they can solve any problems they may have.

The participants will be given instructions about the design of the course and will be introduced to some important rules for smooth running of the online cum face-to-face course – which have been discussed above.

The course will have weekly objectives and the participants will be able to achieve the objectives chalked out for the week. The course will have an end term project for which face to face consultation will be an option. The project will incorporate everything that has been done during the weeks in order to show the overall comprehension of the ten week course.

Objective	Content	Learning/Training Activity	Assessment
Week 1 By the end of the of the week, the participants will be able to write a clear definition of ESP and be able to differentiate between teaching ESP and EGP.	Participants will read online material on ESP “An overview of ESP: English for General Purposes and English for Specific Purposes”	Online posting of views in response to one task and one discussion topic Response to the fellow participant’s queries	They will be marked on their responses they post on the blog, timely submission, and net etiquette every week. They will not be allowed to use bad language in case of an argument. They will write clear definitions of ESP differentiating it from EGP.

Objective	Content	Learning/Training Activity	Assessment
Week 2 By the end of this session and after reading an excerpt participants will be able to identify their target situations and their target learner(s).	Participants will read online material on ESP “An overview of ESP: Identification of EAP and EOP target learners by participants”	Participants will reflect in their own college groups about their specific context and identify their target learners according to the component they teach in the functional English Course i.e. films; commentary, anchoring, radio announcing, etc. They will share it with rest of the group in the blog and wait for comments from other participants and make changes if they agree with the suggestions of the other participants They will also respond to the discussion topic about their understanding the difference between EOP and EAP	They will be marked on their responses they post about their context, selection of their right target group, timely submission, and net etiquette.
Week 3 By the end of this week, participants will be able to: - analyze needs of their participants and to apply this to their target group. After doing Needs Assessment (NA) in ESP - select the data collection tool they will be using for their project.	Reading online material on needs assessment of target group. Why Needs Assessment is important to do in ESP courses? Assessing: - present Situation Analysis (PSA) - target Situation Analysis (TSA) - context Analysis (CA) Introduction to Research tools in Needs Assessment such as survey, interview and observation. Samples on Needs Assessment Survey.	Sharing their PSA on blog set up for the course Discussion on blog on the topic related to the TSA and CA	They will finalize their needs assessment tool and write posts about their PSA, discussion on TSA and CA

Objective	Content	Learning/Training Activity	Assessment
Week 4 By the end of this week, participants will be able to identify and formulate five performance goals based on what they know about their target learners.	Read online material on ESP Course Design - formulating goals and objectives - matching needs of target learners to aims chalked out in ESP	Sharing their list of five performance goals of their target learners on blog Discussing and responding to other people's performance goal and making relevant comments	The participants write relevant goals according to their CA; timely submission, their comments on other people's responses and net etiquette.
Week 5 At the end of this week, participants will be able to formulate goals and objectives using the ABCD method and write two measurable objectives (to reach one of the five goals they identified for their target learners)	Writing goals and objectives: - relationship between "goal" & "objective" - the ABCD Method - Bloom's Taxonomy	Online practice from The University of Tennessee's website Planning for Instruction Posting two measurable objective as task in the blog Commenting on other people's posts and giving one valuable suggestion on making them measurable if they are not. Replying to comments either accepting suggestion or rejecting it giving reasons for using/not using the suggestion	The participants will state their objectives clearly based on ABCD method.
Week 6 At the end of this week the participants will be able to create a course map using their performance goals. They will also be able to sequence their performance goals listed in Week 5 with rationale.	Read online material on developing a course outline: creating a course map and sequencing communication goals as building blocks	Post their goals in a sequence with rationale Comment on other people's sequencing and give suggestions Reply to comments relevantly	The participants will develop a course outline by creating a course map, sequencing their goals, their rationale.

Objective	Content	Learning/Training Activity	Assessment
Week 7 At the end of this week, the participants will be able to differentiate between authentic and non authentic materials	Selecting Appropriate materials: Authentic Materials	Will do the task of defining authentic materials and post it on blog Will read two samples each of authentic and non authentic material and post their response on differences between the samples Reply to comments made by other participants	Participants will make an online search for authentic materials for their course and provide a link to the other participants and write how it facilitates learners to achieve one or more of the performance goals.
Week 8 At the end of this week participants will be able to evaluate online resources and materials relevant for their course.	Important considerations for materials selection	Group Work: Participants of same colleges select online ESP resources to suit their respective Functional English purposes and provide link to other participants in the blog stating why they selected the material Comment on participants' selection of materials with suggestions for improvement Reply to comments made by other participants	Each member will contribute online relevant materials to make a pool of teaching materials such as videos, podcasts, and internet articles and websites

Objective	Content	Learning/Training Activity	Assessment
Week 9 At the end of this week, participants will be able to select from the given samples and design communicative activities to develop the linguistic, sociolinguistic, discourse and strategic competence.	Material design: Adapting materials Designing communicative activities	Group Work: Participants of same colleges will select one of the given samples and brainstorm together to design activities They will post these activities on the blog as group with comments on how they will be able to develop these competences in their students They will comment on other participants' selection of materials and the activities they created with suggestions for improvement Reply to comments made by other groups/participants	Each member will make a note of how that sample may be helpful in what s/he teaches.
Week 10 At the end of this week, participants will be able to select appropriate materials from various open sites for the course. They will be able to use them for enhancing the linguistic, sociolinguistic, discourse and strategic competence of their learners.	A review of the course	Group work: Participants to select two types of materials- authentic and non authentic to develop relevant teaching activities and post the activities and the link for comments on the blog They will also post their plan to teach the activities they have made They will comment on other teachers' activities and their teaching methodology They will reply to comments made by other groups/participants	Participants will share activities and materials for use in the class and will be able to develop activities that other members may also use for their classes.

Rationale for Sequence

The rationale behind this sequence is that it will be effective as the content topics will function like a set of building blocks wherein each unit will depend on what has been done in earlier weeks. The sequencing has therefore been done on when each topic will be needed. Additionally, the activities and tasks that have been integrated in the course have also been sequenced in such a way that the new activities and tasks will be generally based on activities done earlier.

Development

The table below describes the how the instructional events will be carried out to achieve the objectives of the first week.

1. Gain attention	Since the proposed class is in an online course, the instructor will put up a story 'The City of ELT' given in the Introduction of the book <i>English for Specific Purposes: A learner-centered approach</i> by Tom Hutchinson and Alan Waters, given on page 1. The participants will read the story and do a small task on what they understand by ESP and post their responses online to share and comment. This will be beginning of their course discussions in which they will be able to put across their thoughts to other people on the course. This activity will also serve as an ice breaker.
2. Inform learners of objectives	By e-mail or on the blog, participants will be informed of the weekly design. By the end of the week, the participants will demonstrate understanding of ESP by completing assignments that will include writing a clear definition of ESP and being able to differentiate between teaching ESP and EGP.
3. Stimulate recall of prior learning	Instructor will post a worksheet on the blog about various ESP abbreviations for them to complete. The participants will be expected to complete the assignment till the end of the next day. However, they will not be allowed to put their answers and comments on the first day so that everybody thinks, consults books or check websites for the answers. The next day they will be expected to post and read other people's answers and give comments. THIS WORKSHEET WILL NOT BE INCLUDED IN THE ASSESSMENT
4. Present the content	Send the participants reading materials and give online links for exploring further. The reading materials could be in shape of articles, book chapters and power point presentations on 'What is ESP?'
5. Guide learning	Participants will be given mid week assignments based on the reading materials sent to them. The assignments they send will get comments from other participants and the instructor. The instructor will comment on the assignments and suggest on what they could add to the assignment and they could improve it further. The instructor will also comment on the suggestions given to the participant by other participants.
6. Elicit performance (practice)	The assignments will expect them to have read the readings carefully and to comment briefly on different aspects of ESP and related areas.
7. Provide feedback	Instructor will read the assignments and give positive comments on the assignments and polite suggestions on what they could add to the assignment and they could improve it further. The instructor may also comment on the suggestions given to the participant by other participants
8. Assess performance	Participants will be given an assignment on demonstrating their understanding of what ESP is by writing their own definition of ESP in Assignment 1 and in Assignment 2 which they will post by the end of the week will demonstrate their learning of how ESP and EGP are different. Definitions will not be given in the readings in week 1. They will be provided in Week 2 Readings.

9. Enhance retention and transfer	The participants will be asked to think about their 'Functional English' students and relate the content to what they teach in their colleges and submit a 100 word write-up on how ESP relates to their teaching context.
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Implementation Checklist

Items

- ☐ ESP Tool Kit (Folder of articles, book chapters, tasks, etc.)
- ☐ Computer with fast Internet connection
- ☐ Laptop
- ☐ Printer
- ☐ Scanner
- ☐ Photocopier
- ☐ Soft copies of readings to be sent to participants
- ☐ An inventory of assignment tasks for all the weeks
- ☐ An inventory of discussion topics for all the weeks
- ☐ A pool of authentic materials such as brochures, flyers, songs, stories, etc.
- ☐ Identified authentic and inauthentic websites
- ☐ Flash drives
- ☐ External hard drive
- ☐ E-mail ids of participants
- ☐ Certificates

For Project orientation program

- ☐ Classroom equipped with white boards, Internet, markers, flipcharts sketch pens, charts, pins
- ☐ Folders with pens, notepads, name tags, information brochure of the Institute
- ☐ Notepads
- ☐ Name tags
- ☐ Refreshments and water facility

Tasks

- ☐ Permission from the department to organize the courses
- ☐ Arrange finances for the course
- ☐ Send a circular to the English department with information about the course
- ☐ Visit colleges to talk to college lecturers
- ☐ Get email ids of participants
- ☐ Buy high speed portable Internet device
- ☐ Purchase stationary
- ☐ Print certificates
- ☐ Make soft copies of the required handouts and tasks
- ☐ Make the project worksheet
- ☐ Make midterm and course end surveys
- ☐ Make an Instructor's checklist for evaluation of the course
- ☐ Email the project worksheet after week 5
- ☐ Employ additional technical help
- ☐ Design an action plan to run the course smoothly
- ☐ Arrange a place/ a computer to be used for online course particularly in the language lab

Evaluation

The program will be evaluated thoroughly. The evaluation will be done mainly by the learners themselves.

Ongoing Formative Assessment

At the beginning of the course, the participants will be asked to fill up the 'K' and 'W' elements of a small KWL form online and email it to the instructor, which will give the instructor an idea to needs of the participants and at the same time it will give the instructor an idea on what they already know. Knowing about their prior knowledge will give the instructor an opportunity to rethink the content to be included in the program content. Such needs assessment will provide an insight into the program content and delivery most appropriate to the learners' needs.

The participants will be given a midterm online survey to evaluate the program they are doing. The survey will be posted on www.surveymonkey.com the link to which will be sent to the participants via their emails. Such topics will be included in the survey which may succinctly describe the program such as:

- Content and its appropriateness
- Content and its usefulness
- Duration of the course
- Course pace
- Materials provided to them
- Time management in terms of time given to them to read and submit the assignments and also time allotted to interactive discussion
- Sequencing of topics
- Role of instructor
- Quality of comments and suggestions
- Scope of improvement
- Any deletion or addition of topics
- Online execution, etc.

The participants will complete the form before they will be allowed to submit their first assignment in week 6. This exercise will give the instructor a fair idea of about the program and whether it is meeting the expectations of the learners.

Another formative assessment of the program will be understood by the discussions and the task submitted by the participants and whether their online discussions remain relevant to the content. Their group work in which lecturers of the same college are expected to engage in task-based activities will also demonstrate their understanding of content 'what they have learnt' from them. Their understanding of the content will reflect upon the success of the course. Besides the midterm questions, they will be required to send their honest reflections to the instructor which will again facilitate the instructor to bring about any changes that need to be made in the course.

Summative Assessment

The summative evaluation will again be done in two different ways. The participants will be required to fill another online questionnaire which will also include the 'L' element of the 'KWL' that was sent to them at the beginning of the course. The questionnaire will this time be more comprehensive with more open ended questions. The questionnaire will include questions on satisfaction of learners with the program, entry and exit level changes in behavior of participants as a result of the program, the kind of learning that has taken place as a result of the program, and how it will affect the institutions in which they work. The questionnaire will include a question on what the participants plan to do now to cascade their learning and how they plan to do it. Participants will be required to send this back to the instructor before they submit their projects.

The instructor will also make a checklist at the beginning of the program for him/herself to be sure that s/he has done everything required to be done. If any checks remain unchecked, the instructor will be able to evaluate the program and reasons for its success and also reasons for the problems which must be addressed in the next course.