

Welcoming the new reviewers

THE EL Gazette has a new reviews team starting next month. Jonathan Wright, director of studies at The Language Project in Bristol, UK, will take over the main responsibilities with Irena Kostenbauer from English for Kids in Vienna, Austria, looking at the



multitude of publications produced for teaching young learners. Jonathan, who has a PhD in Literature and Philosophy, has worked in English language teaching since 1982 as both a teacher and an author of Basic English. He is currently undertaking a MEd.



Irena brings 20 of experience in teaching English to young learners. As founder of English for Kids in 1984, Irena set up one of the first private language schools in Austria for small children. Its youngest pupils are just three years old. Irena has an MA in English and American philology, an RSA Diploma, and is an author of all teaching materials for children.

Facing the realities in modern ESP training

LSP: PROBLEMS AND PROSPECTS (ANTHOLOGY SERIES 33)

THE PRACTICE OF LSP: PERSPECTIVES, PROGRAMMES AND PROJECTS (ANTHOLOGY SERIES 34)

Edited by Rosemary Khoo
SEAMO Regional Language Centre, Singapore, 1994

REVIEWER: Bryan Robinson

THE APPEARANCE of these two volumes is more than enough to indicate what they are all about.

The cover of the first is a plain dark blue. The other is a drab brown. Why is it that books of this calibre are published in such unattractive covers? And what is the five-letter word that Alan Waters - in his scener-setting introductory contribution - fails to mention, but never ceases to talk about?

Waters' contribution sets the tone by reviewing the last two decades of ESP development. Having looked at course design and academic approaches to ESP and ESP trainers, his conclusions are pessimistic.

Shortcomings cited by Waters include: Less rigorous application of needs analysis work; Fewer tailor-made course designs; Selection of materials from a few mass-produced textbooks and fewer precisely-focused in-house materials.

Academic work on ESP does seem to have dried up. Fewer academics are involved within the subject and Waters feels that the work of at least one of this dying breed - John Swales (genre and genre analysis) - is not all it is cracked up to be.

Nowadays, ESP trainers are often inexperienced, are faced with large classes and can no longer command the high salaries or fees that their predecessors once did.

But aren't these trends typical of the world in general?

Finance from the Middle Eastern states which financed so much of the

ELGAZETTE BESTsellers				20 TOP PHOTOCOPIABLE BOOKS		April, 1996	
This month		Last month		This month		Last month	
1	PRONUNCIATION: GAMES Mark Hancock (CUP) Contains activities suitable for a wide range of levels.	3		11	ADVANCED GRAMMAR WORKSHEETS Jackson and Jackson (Phoenix ELT)	7	
2	LISTENING AND SPEAKING: ADVANCED Briggs and Dummett (Heinemann) From the 'i plus' series. Authentic listening material for communicative tasks.	6		12	ADVANCED COMMUNICATION GAMES Hadfield (Longman) The blue one.	19	
3	BUSINESS ENGLISH ACTIVITIES (Klett) Diary pages, role play cards and suggestions for negotiation scenarios are included.	8		13	PLAY GAMES WITH ENGLISH Granger (Heinemann) The highest level of the revised series.	13	
4	ELEMENTARY GRAMMAR WORKSHEETS Jackson and Jackson (Phoenix ELT) Designed for self-access. Also includes optional audio cassette.	1		14	REWARD INTERMEDIATE RESOURCE PACK Kay (Heinemann) Designed to be used either with the coursebook of the same name or as a series of free-standing pieces of supplementary material.	18	
5	INTERMEDIATE GRAMMAR WORKSHEETS Jackson and Jackson (Phoenix ELT).	4		15	ELEMENTARY COMMUNICATION GAMES Hadfield (Longman) The yellow one.	-	
6	TAKE YOUR PICK! Woolcott (Longman) 96 colour photos (designed to be cut out and laminated) are included with 100 suggested activities.	14		16	HEINEMANN CHILDREN'S GAMES Toth (Heinemann) Adaptable resources for a variety of language areas.	11	
7	ENGLISH SKETCHES 1 Case and Wilson (Heinemann) 16 photocopiable sketches with recordings and teacher's notes detailing points on acting as well as language.	2		17	SURVIVAL LESSONS Hall and Folz (Longman) Provides 30 units, each based on a structure, with two pages providing 50-60 minutes of teaching which can be used at short notice.	-	
8	BUSINESS ENGLISH TEACHER'S RESOURCE BOOK Reed and Nolan (Longman) Contains lesson plans and photocopiable course participant worksheets. Special notes are included for one to one teaching.	-		18	GRAMMAR ACTIVITIES 1 Forsyth and Lavender (Heinemann) Seventy-seven Intermediate level worksheets.	9	
9	INTERMEDIATE COMMUNICATION GAMES Hadfield (Longman) When a book is often known by its colour and/or author's name (ie the Blue Murphy, the red Meanings Into Words) it has become a classic. This is the pink one.	12		19	READING GAMES Hadfield and Hadfield (Longman) Intermediate to Upper Intermediate level material featuring over 20 activities based on scripted and authentic material. Contains step-by-step teaching notes.	17	
10	GRAMMAR GAMES AND ACTIVITIES Watcyn-Jones (Penguin) One of the most prolific authors in ELT comes up with another set of original material. Example: 'My First Love' is used to practice the Simple Past.	5		20	READY MADE ENGLISH 1 Scheithner (ed) (Heinemann) Thirty-six Multi-level instant lessons.	-	

CHART SUPPLIED BY THE ENGLISH BOOK CENTRE, OXFORD

work in ESP has now dried up. Today, most of the money comes from the publishers. As a consequence, materials are "where it's at". The seasoned trainers of the 70s are now writing coursebooks.

Waters suggests four areas where improvements could be made: In-service Training; Curriculum Design; Teaching Materials and

Academic input to ESP.

In another contribution, Philip Bebb describes the problems involved in *Taking Language Out of the Classroom*. He cites a real-life problem: how do you handle tight training objectives in English and Indonesian when working on a mining site in East Kalimantan? Here, learners are

working on three different time-off rosters: 42 days on site with 14 days off or 36 days working with seven days off or 6 days on site, with one day off.

This structure calls for real-life curriculum design - with all of the consequences.

Also worth a mention is editor Rosemary Khoo's description of

ESP teacher development programmes in which trainers were offered a wide range of material support - bibliography, course descriptions and company profiles - to enable them to gain access to the resources which they needed.

■ Bryan Robinson teaches at the University of Granada, Spain

More levels, more choices