DEVELOPING SKILLS AND RESOURCES FOR TEACHERS IN AN E S P SITUATION[1]

T.C. Jupp
National Centre for
Industrial Language Training
Southall, London

Contents

1. ACKNOWLEDGEMENTS

I am only one contributor to the work or in-company English language training in Britain which this paper reflects. In particular, I have drawn upon our two years' experience with a teaching staff development programme and the building up of a resources centre.

I would have chosen to write this paper jointly with Elizabeth Laird, had circumstances permitted, because she has had the major hand in this aspect of our work. As it is, I would like to acknowledge Elizabeth Laird's contribution to the ideas in this paper and that of other colleagues at NCILT, at the Pathway Further Education Centre, and at a number of other centres in the country.

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2. INTRODUCTION

My concern in this paper is with in-service teacher training programmes. I shall examine some aspects of English in a specific purpose situation in order to appreciate the teacher training needs which arise, and in so doing I shall describe and take my examples from my own work in industry in Britain with Asian immigrants who need to improve their English communication skills in relation to their jobs. I shall not concern myself with the initial training needs common to all English language teachers, such as the understanding of language form and usage, and the mastery of general classroom techniques.

This paper by the nature of the subject - teacher training - is bound to be concerned with the practical and the possible. But I consider that the general principles which we have evolved over the last two years for our teaching-staff development programme could be applied quite widely in the field of ESP because they have arisen from our attempt to base our English language training projects on the specified communication needs of particular groups of learners. It is this principle which is at the centre of many current attempts to evolve language programmes for academic and employment purposes.

I start by stressing two important characteristics of the ESP situation for the teacher. First, he has to leave the security of the subject-based approach. Instead of "This is the English Department, so we teach English", he finds, "This is a natural gasfield and some of our technicians need English to work with their supervisors. Your job is to make them more effective in their work". This in turn means that the English language teacher is often a comparatively isolated specialist. He works alone or as a part of a small team in a comparatively isolated situation where his status may be uncertain and his organisational and resources requirements not apparent to others. The new skills demanded of the ESP teacher are often practical ones which can only be learned by exposure to the work itself. Thus an in-service training programme (linked into the job) is often an essential support for ESP projects as well as a way of over-coming the teacher's isolation and meeting the need to share teaching materials and data collection, if only for reasons of economy.

There is a natural reluctance on the part of many teachers to accept the need for the new skills and knowledge which arises from an ESP approach. This attitude must be respected, and is only likely to be modified through an in-service training programme of a high professional standard and backed by adequate resources and finance so that teachers are not expected to attend in their free time. However, there is also the need for teachers taking on ESP jobs to be presented with proper job specifications and to go through appropriate recruitment procedures which enable the teacher to recognise the job he is undertaking so that teachers come into the work with a commitment to learn new skills for a new type of language teaching.

In this paper I shall look first at the distinctive skills and knowledge called for in ESP language teaching situation. These can be sumarised as:

(a) Participating in, understanding, and being accepted in the wider environment (outside the language classroom itself) where communication in English is needed, and taking responsibility for the English project making an effective contribution to it.

(b) Understanding the needs and the background of students.

(c) Creating classroom methods which allow participation and fully respect the students' experience, knowledge and own learning strategies.

(d) Being able to analyse relevant communicative transactions, and investigate the reality and costs of communication breakdowns in English in the target situation.

(e) Being able to construct a syllabus and impose it upon whatever teaching materials, equipment and classroom practice already exists.

On each of these points I will seek to draw teacher-training implications as I proceed. I will then look at <u>how</u> we have organised a teacher-training programme to help the teacher acquire this skill and knowledge. I see no point in seeking to generalise on how an in-service training programme can be organised, so I shall simply summarise our experience briefly.

3. THE WIDER SKILLS AND BROADER CONTEXT OF THE TEACHER

I want to begin by looking at the additional non-classroom demands which as ESP situation makes upon the teacher. These arise in two main respects:

1. The requirement for the teacher to investigate the target language-use situation, and to analyze his students' learning needs in relation to this, and in relation to their previous experience.

2. The requirement to link classroom learning to opportunities for real practice in communication outside the language classroom in the target situation if the course is to have credibility and if the unique advantage of the EOP situation is to be secured.

Both of these necessitate the teacher emerging from his classroom and from his library. He has to become an accepted and effective professional in the context where communication in English forms part of a much wider academic, commercial or industrial enterprise. He has not only to understand this enterprise, but to integrate his work into it, with all that implies in terms of personal acceptance and negotiating skills.

I have deliberately chosen to focus on this area of the teacher's skill first because it is easier to concentrate for teacher training purposes upon the questions of methodology, course design and classroom techniques and overlook the skills and techniques needed beyond the classroom and the teaching materials.

Let me start by describing this process of involvement in an industrial enterprise where English is needed to carry out aspects of the job. My example is taken from a food processing factory in Britain where an English language training programme was set up for Indian immigrant operatives and supervisors whose English was inadequate for their work. (Appendix One (see page 22) illustrates the communication network and daily routine of an Indian worker in this factory and provides some background to the work outlined below.[1])

There are seven main areas of work:

Firstly, the pre-course investigative work and data collection:

1. Observing and understanding the work and organisation of the factory. This will be best done by a mixture of explanation to the teacher by management, supervision and other workers and by the real participation in the target situation by the reader.

2. An investigation of when and how communication in English is required in the course of the work (role, situation, purpose, etc.). This is done by a process of asking people when English is needed, by observing when it is used, and by recording actual examples of use. This work should also cover instances of communication breakdowns, how communication in English can be avoided, and how communication between two native-speakers of English is carried on in the same circumstances.

3. An assessment of the level of English of potential trainees in relation to 2.

4. Discussions with relevant members of management and supervision responsible for organising and making use of the training, and trade union officials. Discussions with native-English speakers who have to communicate with the language trainees in order for the teacher to judge attitudinal and cultural factors.

This investigative work will be written up as a report, some or all of which will be shared with the company.

Secondly, during the language training course the teacher has to maintain links with the target situation:

5. The organisation of opportunities for language trainees to use their new language in the target situation during the course. This will require co-operation from management and supervision.

6. Briefing and background sessions for English-speakers to improve their ability to communicate across the barriers of language and culture. This includes their participation in the language classroom situation.

7. Organisation of an evaluation process which involves the target situation (as opposed to mere validation of linguistic performance in the classroom).

Parallels can easily be drawn for a technical site overseas where there are expatriate English-speaking managers, supervisors or technicians; for a language training programme preparing technicians for further training and industrial experience overseas in an English-speaking country; for a financial or commercial organisation which needs executives who can negotiate and establish social contact with English-speaking customers or suppliers; for an area of the curriculum in a school or university where English is required as a study skill; and for many other ESP situations.

It may be argued that the investigation and data collection work (1-4) is a once-and-for-all process which only needs to be done initially to identify the profile of language learning need of students and the real points of behaviour and communication which a language training course will seek to modify. This may be true in the fullest sense of an investigation, but some such process is needed to induct any teacher into a project and in order to make him professionally acceptable and effective with his students and the staff of the company.

A teacher requires a range of skills and techniques to undertake these seven areas of work successfully - which he is unlikely to have acquired on a TEFL programme or as a result of his experience of English language teaching.

An in-service training programme should, therefore, provide exercises and guidance with each of the following types of skills. Again, my examples are specific, but I consider the skills will be generally needed in EOP contexts.

Activity	Skills and Knowledge
1. Observing and understanding the work and organisation of the target situation (e.g. factory, university, faculty, etc.)	An appreciation of e.g. "How industry thinks"-culture, context roles, attitudes to teachers or language teachers Techniques for acquiring this information.
2. An investigation of when and how communication in English is required and the nature and consequences of communication breakdowns in English.	Techniques of observation, of interviewing non-students, and data collection and analysis.

3. An assessment of: (a) the level of relevant communication skills in English and in the L1 of potential students, (b) command of English structure and form.	Testing and assessment techniques.
4. Organising classes in company (place, time, shifts, arrangements for release.)	Access to guidelines and experience.
5. Discussion, negotiation with, and training for management and other key interlocutors in the target situation.	Negotiation and presentation techniques appropriate to industry/institution.
6. Evaluation in terms of: (a) Language objectives (b) Behaviour objectives	Techniques of validation and evaluation.
7. Preparation of reports (investigations, recommendations, evaluations).	Report writing skills. "Model" reports.

I will briefly discuss two objections to this demand for wider skills. It has often been suggested to me that it is unnecessary to involve ourselves in the target situation in this way. Language teachers (the argument goes) should simply offer a service in English language learning to employers because we are experts in English. But how can we decide what service? I see the language trainer in industry as having two clients:

(a) the organisation as a whole which needs English language skills amongst some of the employees.

(b) individual learners as members of the wider organisation.

It is, therefore, the teacher's job to understand and be effective within the wider environment he is seeking to service. The same argument exactly holds when offering English as a service subject in academic or technical higher education.

The second objection I have heard is that the skills described depend on the personality of the teacher; the right

person will just acquire them. This second line of argument is tempting, particularly as many teachers regard the opportunity to be involved in the real world where their learners need English as a fascinating and challenging opportunity. But is is not sufficient to regard a vital aspect of the job as a matter of personality and challenge. Sooner or later even those with the "personality" will go wrong because they have not really understood the nature of the skills they are using.

I have seen many teachers on EOP projects become frustrated and anxious because they have lacked the skills to manage their wider environment and as a result they have suffered lack of reliable organisation, absence of data, inadequate status from students and management, and missed opportunities for follow-up and reinforcement. In these circumstances the whole project suffers. Equipping teachers with the type of skills and knowledge suggested is particularly important, bearing in mind my earlier remarks about the comparative isolation of many teachers on ESP projects, particularly when involved in in-company EOP work.

The teacher acquires from this work the necessary understanding of the target situation and can create opportunities for student reinforcement in it. He also gains an appreciation of the students' real priorities on a language course of limited duration. Language courses are always of limited duration (perhaps 100 hours in a year), but within the walls of an academic department the teaching of English all too often proceeds at a speed which seems to assume that limitless time is available. The teacher who understands the target situation will appreciate the pressures which limit the time available, as well as having a basis for choosing priorities.

4. UNDERSTANDING STUDENT BACKGROUNDS AND THE TEACHER-STUDENT RELATIONSHIP IN THE COMMUNICATIVE CLASSROOM

We have looked at the information and skills a teacher requires in relation to the target communication situation. The learner is equally central to the task of designing an appropriate methodology and syllabus in a communicative approach to language learning. The teacher must identify learning

needs and methods partly in terms of learners' backgrounds, and he must cease to see his role as the fountain-head within the classroom. We require "a pedagogy of participation" rather than "a pedagogy of imposition."[2] These aims require the teacher:

1. to study the background of his learners in the fullest sense;

2. to respect his learners' knowledge and experience, their communicative skill and learning strategies within the classroom.

I have already touched upon the need to assess the learner's language skills in English if he is not a beginner. This process needs not only to assess grasp of linguistic code, but also communicative skills in relation to ultimate behavioural objectives. This is a most difficult sort of testing and one which requires research attention. But this language and communication skills assessment is only the first and most obvious way of investigating the learner's needs. The education and employment in English which he must seek to understand are even more important. The tasks are different depending upon whether the teacher is a native English-speaker or shares the background of his students, but in either case it is equally demanding. The teacher who shares a common background with his students needs to spend less time in understanding this and more time in analysing the norms of language use and other relevant aspects of behaviour required in English. Understanding students' backgrounds is another aspect of the investigative work (already discussed) and some of it would be carried out in the course of the preliminary work in the target situation.

Examples of training needs:

Again I shall draw my examples in this discussion from experience with language training projects for Asian immigrants in British factories.

1. The background and culture of students before settling in Britain with particular emphasis upon mother-tongue, education, fundamental social and cultural values, experience and attitudes relevant to target language-use situations.

Training:

(a) Acquisition of general background knowledge:
- general reading in appropriate social anthropology
- access to special studies and presentations by language teachers who have visited the country of origin. (Background Studies).

(b) Detailed studies of illuminating points:
- case studies in depth of individual students as a model for teachers to produce their own.
- contrastive study of specific narrow areas of language and social behaviour. For example: forms of address; strategies of approach; styles of negotiation.

Materials for this second type of training have to be drawn from a special resources centre.

2. The socio-economic reasons for students being in their present situations and their need to learn English. Example: understanding economic reasons for immigration to Britain and the position of immigrants in employment; the relevance of English to e.g. training, promotion and trade union participation.

   Other examples might be the significance of English in a multinational company, in particular industries and technologies (e.g. electronics and oil), in academic subjects (e.g. medicine); as well as more broadly in relation to the polico-economic position of a country (e.g. Sweden).

   Training: On the one hand teachers need to be provided with examples of current theories and studies; and then to match them to the experience and situation of individual students.

3. Techniques of interviewing and assessing students and participant observation alongside students (e.g. working in a factory and observing the daily programme of an individual and all instances of his needing to communicate in English). The teacher will also appreciate as a result the extent to which his students are professional and expert in their own fields.

   Training: Interviewing and observation techniques.

4. Understanding the students' point-of-view in relation to personal motivation for learning English, expectations in the English language classroom, reaction to particular classroom methods and student evaluation of courses.

   Training: Seminar with former students and chaired and led by non-teachers who have some common background with students. Language teachers observe and provide a minimum of comment and information. Seminar can include video of language classes for discussion. Such discussion can be recorded and teacher-participants required to write up only the comments of non-teachers. Another useful approach is for teacher to compile case histories of individual student progress.

I shall now turn to the classroom situation. Within the classroom the teacher-student relationship should reflect both the background of the students and the intention of teaching communicative skills. This requires a radical change in the style of pedagogy and the cultural assumptions of the teacher. It would be pointless to draw up a hypothetical inventory of the skills and techniques by which a teacher might achieve this, when in reality this relationship can only be the unique product of the situation and the individuals in it. I will, however, briefly discuss two facets of the relationship.

A teacher needs to recognise what students bring to the language classroom; and a recognition of this will make for a more equal and creative relationship:

1. Students are normally more expert in the content of their work or subject of study than the teacher. Therefore, the students should be encouraged to contribute information on the technicalities of their subject and explain things to the teacher. The teacher's job lies in communicative skills in English, not trying to be master of a subject or type of work not his own. Another implication of this is that the teacher does not need to spend time creating "authentic" situations and content as an introduction to the language work when the authentic situation is already understood and familiar to students.

2. Students already understand discourse and language-communication in their own language. They require help with the expression or comprehension in English of language

functions and skills already familiar to them in their mother tongue.

3. Most ESP students, particularly in EOP projects, are adults. Adults have developed their own strategies for learning. They may be introduced to new ones, but they must be allowed to use and develop existing ones which are effective for them. This can be encouraged through group work and individualisation.

I shall examine just one area of classroom methodology. One of the most important classroom methods on an EOP course teaching spoken language skills is role-play or simulation. [3] Much work in the classroom has to be controlled, artificial and exclusive of the unpredictable. But in reality very little discourse is predictable (except where it is situationally controlled and both parties want the same thing, e.g. buying a railway ticket) even though it takes place within definable variables. It is, therefore, important that some classroom work is done which enables students to process discourse and participate in discourse. Role-play seeks to do this. Students have to take part in a transaction (first with the teacher and then with each other) within a situation they fully understand and where "there is an initial divergence of interest between the parties which must be resolved to their mutual satisfaction". [3]

"The challenge to be totally and spontaneously involved in the interchange lies at the heart of this method. We are demanding that the student be constantly on the alert to respond and initiate appropriately, to focus more on communication than on language, while gradually acquiring more subtle and accurate forms of language with which to do this." [3]

Total and spontaneous involvement implies real communication which can only occur in an open classroom where a teacher relaxes his formal role and at times attaches more importance to communication and fluency than to accuracy. Again, I believe teachers have to experiment with their own techniques. But first a teacher needs the self-confidence of feeling he can turn real communication (genuine discourse), whatever mistakes occur in it, to a learning purpose. To feel a self-confidence in doing this, a teacher needs skill and practice in discourse analysis. Since any speaker of a language has this skill subconsciously, it can be practised fairly easily using authentic spoken and written exercises in training sessions.

One of the great advantages of role-play is that students reveal their own weaknesses in language skills and functions in the process of trying to communicate. The teacher can then develop language practice work which he knows to be appropriate to the needs of his students rather than simply based upon an analysis of discourse for a given situation without reference to what any particular learners know or do not know already. Help with role-play teaching techniques should first be given through micro-teaching sessions between groups of teachers, and then through some team teaching with an experienced role-play teacher.

5. TEACHING-MATERIALS PLANNING

There is a danger in this work of making unrealistic demands upon teachers, and this is particularly true in relation to teaching materials in this field because so little published or accessible material exists. It would, therefore, be logical (and attractive in what is still a pioneering field) to discuss how we train teachers to write their own courses. But this would be unrealistic and very wasteful; I already have the impression that teachers on ESP projects are metaphorically reinventing the wheel daily.

Teachers do not require the ability to write a complete course from scratch each time. But they do require the ability to analyse the communication needs for the target situation and the background and learning experience of their students, which is why I have given so much attention to training needs in these two fields. It is the specification of needs which must be unique to the situation and from which a teacher must be able to plan a particular syllabus. Given a syllabus, the teacher can then make the most economic use of existing materials as they stand, whether by adaptation, or by the addition of new items. All too often the teacher's attention is focussed upon the problem of materials before he has decided either his methodology or his syllabus.

In order to understand the complications of trying to teach the skills of discourse, teachers need to do a range of exercises from analysis of relevant and typical native-speaker discourse to analysis of language teaching items contained in traditional English language textbooks. In our teacher-

training programmes we have used the following kinds of taped material for spoken discourse analysis exercises designed to help teachers identify language skills and functions which they would wish to include in their syllabus:

1. Spoken conversation recorded in relevant situations at work between native English speakers. This type of material is used both to help understand how conversation works and to help identify specific skills and uses of language which students will need help with.

2. Spoken conversation between English people and fluent Indian speakers of English in situations of negotiation or stress.[4] This material can be used to pinpoint cross-cultural linguistic confusions. Communication breakdowns are analysed which arise from linguistic features which are used with different meaning and significance by the two speakers. A mixed group of Indian and English speakers is required to do this type of exercise. The causes of the breakdowns may be obvious or they may only emerge when the analysis of the English and Indian people present is compared. There appear to be discourse features used by different ethnic and cultural groups which are not recognised as linguistic failures or differences, but are wrongly interpreted as indicators of attitude and hostile behaviour.

3. Communication breakdowns in work situations: Spoken conversation between English people and Indian-speakers of English where there is total breakdown of communication arising from obvious lack of English vocabulary and forms. Teachers are asked to work out the language needed by the Indian speaker, and how his successful use of English would in turn have modified the English person's use of language. This type of exercise highlights practical student needs in a very obvious way, as well as bringing out the distortions of power and relationships which result from lack of appropriate English in the workplace. (See Appendix Two for an example of such an exercise).

4. Role plays of typical communication situations at work[5] made by English people who work there themselves. The role play would be quite unscripted but would be briefly discussed beforehand. Appropriate material of good quality can be far more easily obtained this way and is far more accessible for analysis. This material can first be

used for discourse analysis and then for planning teaching items based on the same language skills and functions.

5. Language teaching items which aim to teach particular communicative skills can be analysed by teachers and they can decide how far they measure up to aims and needs analysed in earlier exercises or investigative work.

6. Language teaching items taken from structuralist textbooks are examined to decide how far they are relevant to needs and can be used.

These last two types of exercise bring me to the subject of the use and evaluation of existing teaching material.

I would turn again to my earlier point that the priority is a syllabus based, in the first instance, upon the communicative needs of the learners defined in terms of verbal purpose, context and role, which also takes into account the learners background and experience as well as the constraints and opportunities of the teaching situation. It is a common misunderstanding about "communicative" or "functional" syllabuses that they somehow represent a new language teaching method; a new alternative to first, the grammar/translation method and more recently, the structural/behaviouralist method. But our purpose is not to throw out any of the great range of techniques and methods which have been proved useful. The aim is quite different: it is to establish a broader framework of objectives based upon language use and, within this, to adopt an eclectic and broad approach to methods and techniques which respects proved experience. The essence of language teaching is to "focus" on a particular aspect of the language at any given time. A broader communicative syllabus therefore implies that the different aspect of language, which in reality operate concurrently, at times have to be separated out and that within the overall syllabus (defined in terms of participation in discourse contexts) there are a number of sub-syllabuses operating.[6]

We have found the following system of classification a simple and useful one for teacher to apply:

Classification of teaching materials: A question of focus[7]

1. Broad syllabus specification

In terms of communicative transactions defined by context, roles and medium (etc.)
Examples: Sorting out a personal need at work (e.g. a day off) Reading a set of operating instructions for a machine.

2. Four sub-syllabuses

These four aspects are present in any piece of language learning material. The writer's purpose and the teacher's skill is to "focus" in a given teaching item on one aspect.

2.1 Functional

In terms of communication 'moves' or functions (e.g. greeting, apology, etc.) and communication skills (e.g. logical connectors, sequencing, etc.). Meaning here has to be defined by reference to transactions in 1.

2.2 Structural

In terms of grammar and phonology.

2.3 Situational

In terms of lexis and particular setting.

2.4 Informational and cultural

In terms of information required by learners (e.g. leave of absence procedure, the quality required from a machine) and the cultural norms of behaviour (e.g. saying 'sorry' when you touch someone by mistake).

In terms of syllabus construction 2.2, 2.3 and 2.4 arise from and relate back to 1 and 2.1. In any teaching items all four sub-syllabuses will be present, but the teacher will focus for learning purposes primarily on one (e.g. the functional, the structural, etc.). We have not found a "notional" sub-syllabus (in terms of the basic concepts used in verbal communication) an aspect of language which we can successfully apply in syllabus description and design.

I have examined this matter of sub-syllabuses because access to existing materials for use and adaption depends upon an adequate descriptive classification of any existing material being available to the teacher, or his ability to apply one relatively easily. It is, after all, the simple and clear descriptive labelling of structural courses which makes them so accessible and usable by the teacher and interchangeable. The proliferation of supplementary materials which are also described by the same structural labels (e.g. structural readers, composition and oral practice books) underlines this point. The ESP teacher's task is more difficult because he has to design his own syllabus, but he needs training in doing so with descriptive sets and sub-sets which are generally and widely used so that he can then relate to and select from existing materials.

How much material already written is potentially useful to the ESP and "communicative" teacher? One would like to answer: all materials which have proved successful in the classroom. But there are great difficulties in using complete general English courses which have been designed primarily on a structural syllabus. Firstly, if the language use in teaching items in the courses is analysed (as suggested in the discourse exercise type 6 (page 15), the language turns out to be either highly contrived or unusual and not very useful in terms of context of situation and roles. Generally, therefore, as might be expected these courses can only offer teaching items for structural "loops"[1] in the syllabus. These items may need a good deal of adaption in terms of sub-syllabuses 3 and 4 to avoid the extra amount of vocabulary and background explanation from making their use uneconomic. Structurally designed materials and exercises published for supplementary use are likely to be far more accessible and usable.

This is particularly the case when the supplementary books are dealing with the skills of reading, writing, speaking and listening. These books often have some sort of overt "structural syllabus", but this need not interfere radically with their treatment of discourse in relation to the skill dealt with.

But I shall now turn to the much more important and long-term matter of making use as widely as possible of published material for ESP. As yet there is not much available (parti-

cularly outside EAP), but I have come across an alarming tendency to quickly reject material on the ground of linguistic level, subject matter or ordering of the syllabus of the book. These objections are unrealistic and unnecessary since they presuppose that teachers can continue to be served pre-packaged lessons in ESP situation which contradicts the first principle of a syllabus based upon the learner's situation and needs. Certainly in the field of English for employment it is unrealistic to think of courses which simply consist of pre-packaged lessons and I doubt that they can be produced to any great extent in the field of academic study. But published or accessible materials need to be labelled and described under the type of headings I have suggested, and teachers require training in the application of descriptive labels to syllabuses and the adaptation of existing material. The task of adaptation can be broken down under the headings of the four sub-syllabuses outlined earlier.

6. THE PROVISION OF A TEACHING-STAFF DEVELOPMENT PROGRAMME

So far in this paper I have described aspects of what the ESP teacher needs; the distinctive skills and knowledge called for in a communicative approach to language teaching. I have only thrown out passing suggestions on how training can help the teacher acquire the knowledge and skill.

I propose now to look at the question of how more fully. First, we need to appreciate that to achieve what I am suggesting demands "a cultural revolution" on the part of the teacher. The teacher has to see himself in a radically different cultural, social and economic setting from the authoritarian and classical traditions of classroom language teaching which have remained, in most parts of the world, untouched by the changed educational and vocational demands of their societies, no matter what has been written into official statements of principle and aim.

At NCILL we, therefore, identified teacher training and continuing staff-development as the most important task in our programme. It will be clear that in our field of in-company language training, the right teaching materials (whilst necessary) were certainly not sufficient to achieve the type of language learning required. Generally, I believe materials

are important, but it is a delusion to consider they determine what happens in a classroom.

We have approached in-service staff training in the following ways:

1. A programme of staff training seminars.
2. The development of staff training manuals (self-study modules for use on the job).
3. Other means such as a period of participant observation by the teacher in the target situation, and attachment to other language training units.

Our staff training seminars programme is outlined in Appendix Three. There are three parts to this. The first is a one-year induction programme linked to staff training manuals and working papers. Secondly, there are a series of small groups to which all members must contribute in a practical way. Thirdly, there is a programme of larger events intended to bring important new ideas to staff and stimulate new developments.

I shall describe our approach to the training of new staff in some detail to illustrate the general principles which have emerged. Our new teachers are usually qualified or have some experience in EFL or ESL. There are three main components.

1. Watching and working with someone who knows the job

   This is done in several ways. First, there is a short period of attachment to another unit (2 or 3 days) whenever possible. Secondly, the new teacher is never given complete responsibility for a course or project, particularly on the investigation, when starting, but works as a number two. It is a general principle that there are two teachers involved on a course anyway, and once a fortnight they should teach together.

2. Formal training on seminars away from the job (at the National Centre or regionally)

   The programme consists of five seminars (see Appendix 3). Each seminar lasts for two days which we find the most effective period for intensive work, and has up to ten

members. It is difficult to summarise the training methodology we use - and in any case, it varies considerably for the different subjects. But generally formal lecturing and discussion of theory without exemplifications is an absolute minimum. All formal sessions include visuals and tape recording (tape, video and slides). The major activities on the seminars are various sorts of practical exercises and assignments. These are done in groups of three or four and then discussed collectively.

3. On-going advice and instruction while doing the job

This is supplied by means of a Staff Training Manual[7] (and a tape to go with it). The manuals are linked to the formal seminars. They consist of a series of background sheets which are followed by practical exercises which can be done as part of someone's job. The use of the manual is best supervised by a more experienced teacher, but it can be done entirely on a self-study basis as the important point is reading it and doing the exercises. The background sheets containing the main ideas are each confined to one page.

Overall, the induction programme aims to train staff by exposure to the job, by practical training activities linked to this, by support from colleagues in a team situation, and by creating standards and group pressures to achieve and uphold them.

7. THE ORGANISATION OF A LANGUAGE-TEACHING RESOURCES CENTRE

There is a direct link between ESP and the need for resources banked in convenient centres. A Resource Centre can range from a national institution to the product of four teachers in one college. A resource centre is not by definition expensive. It requires little in terms of equipment; the defining characteristic is that teachers put in and take out materials which have simply arisen in the course of their work. In other words a resource centre is essentially a frame of mind; a willingness to share experience and materials.

Our resource centre has grown with material of two main sorts: background materials and teaching materials. The or-

ganisation and content of the NCILT resource centre is summarised in Appendix A. As the centre has grown, the cataloguing and accessibility of items has become an increasing problem. Much more use is made of materials which are well catalogued and described. We discourage people from making copies of materials unless they are definitely going to use them. We prefer them to read, look at, or listen to them on the spot.

We regard the resources centre as not only an essential way of pooling experience and making the best use of teachers' effort, but as also an aspect of in-service training. Teachers need time and opportunity to come and examine materials and read them, and we would like all teachers to spend on day a term keeping up to date with the new materials.

8. NOTES

1. A much fuller account of this work will be found in the first part of T.C. Jupp and S. Hodlin Industrial English (Heinemann 1975). The second part of the book seeks to provide an exemplification of the communicative language teaching approach in an EOP situation.

2. I have borrowed these phrases from Henry Widdowson, as they seem to me to sum up very well the methodological implications of the communicative approach.

3. I have based this brief description of the role-play methods on Denise Gubbay The Use of Role-Play (mimeo: National Centre for Industrial Language Training 1976).

4. This type of exercise has been developed for us by John J. Gumperz (University of California) in relation to his important research into rhetorical features in interethnic discourse. Some of the ideas Gumperz is now working on are contained in: John J. Gumperz: The Sociolinguistics of Interpersonal Communication (Centro Internazionale di Semiotica e di Linguistica, Universita di Urbino No. 33 April 1974 Series C).

5. This type of teacher-training and teaching material has been developed by my colleague, Celia Roberts, as part of her work on post-elementary language training materials for employment (forthcoming).

6. The problem is separating out the different components of discourse for teaching is usefully discussed in C.M. Candlin: Communicative Language Teaching and the Debt to Pragmatics (paper read at Georgetown Roundtable).

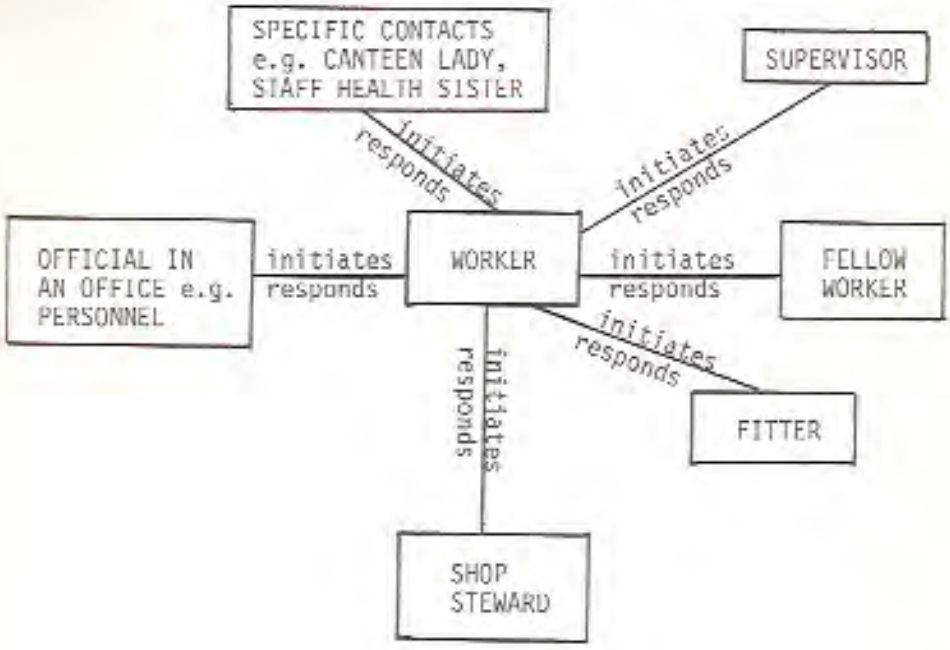
7. This classification is outlined in greater detail in Elizabeth Laird: Introduction to Functional Language Training in the Workplace - Training Manual for Teaching Staff: Number 1 (mimeo: National Centre for Industrial Language Training 1977).

9. APPENDICES

Appendix I

THE LANGUAGE LEARNER'S SITUATION IN A FOOD COMPANY IN BRITAIN

1. Here is an example of the communications network in the food manufacturing company. Each relationship in the network may involve different roles, contexts, media and types of language transactions.



2. Here is the daily timetable of a packer in the company pinpointing situations where English is used. (Different industries and companies will differ enormously with respect to this kind of timetable).

8.00am Arrives. Clocks on. Takes coat off in locker room. Goes to the packing department chatting with others. Supervisor gives instructions and sets up work for the day.

10.30am While checking, the supervisor finds a fault and explains what to do.

12.00am Lunch. Time for general chat in the rest room. A lottery organised.

12.30pm Back to work. Shop steward comes round with details of a meeting organised.

1.10pm A problem with the machine. Needs to fetch supervisor to report it. The fitter comes. Tells the fitter what is wrong.

3.00pm Called by supervisor to sort out the holiday schedule.

3.10pm Returns to work for finishing off and clearing up.

4.00pm Goes off to locker room amid chat. Clocks off. Out to the bus with the others.

Appendix 2

AN EXAMPLE OF A COMMUNICATION BREAKDOWN IN A WORK SITUATION

The following actual dialogue was recorded in a catering organisation between an English supervisor and an Italian employee. The employee walked up to the supervisor and stood there holding his pay-slip: (S=Supervisor; E=Employee)

RECORDED	INTENDED
S. What's your problem?	E. Can you spare a minute?
E. Is my rest day, no pay	S. What's your problem?
S. For when?	E. There isn't enough overtime on my payslip.

E. Sunday. All day - off
S. You weren't off, or you were?
E. And off, and my rest day, 16 hours
S. You worked 7 days?
E. Yes, 7 days. And off . . .
S. You were sick one day?
E. Yes.
S. O.K. then.
E. No sick.
S. I thought you said. . . .
S. How many hours did you work?
E. My rest day, that's 16, and my day off. That's 12.
S. Oh yes, that's 28, not 21. Give me your slip and I'll check the clock card.
E. Thanks a lot.

Appendix 3

OUTLINE STAFF DEVELOPMENT PROGRAMME
National Centre for Industrial Language Training 1976/77

BASIC INDUCTION TRAINING FOR NEW STAFF (6-12 MONTHS)
This should be linked to supervision from a more senior colleague and to the practical assignments contained in the Training Manuals for Teaching Staff (as indicated below). Each seminar is for two days (about 12 hours in total each seminar).

1. Introductory Seminar
covering aims, student needs, new teacher expectations, assessing needs, materials and course design.
(linked to Training Manual 1.)

2. Language Learning Materials and Methodology
classroom demonstrations and videos, discourse analysis exercises, data collection, grading and development of a syllabus, selection of teaching items. (linked to Training Manual 3 - planned)

3. The Backgrounds and Needs of Students
Background and experience in Britain
(linked to Background Studies 1-4 and Manual)
Communication needs and language learning case studies.
(Organisation of seminars for Management and Supervision.)
(linked to Training Manual 2)

4. Investigation and Assessment of Language Training Needs
Data collection, Testing, Analysis, Writing up and reports
(linked to Working Papers 1 and 2)

5. Presentation of objectives to Industry
   Aims and objectives (defining character and environment), industry's outlook, principles and practice in presentation and negotiation.
   (linked to Training Manual 4-planned)

WORKING-GROUPS
One day meetings of smaller set groups with on-going practical objectives. These group meetings plan and lead to occasional larger seminars (1 or 2 days).

Examples during 1976/77

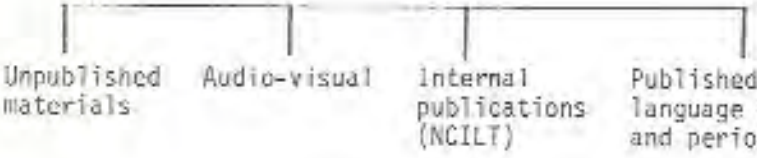
Post-elementary course design
Evaluation of language training projects
Students' work books
Trade Unions and English language training
Policy and organisation of Industrial English Language Training
The training of new teaching staff

OPEN PROGRAMME OF SPECIAL EVENTS (1 or 2 DAYS)
These are major events usually with outside directors or contributors and the aim is for all staff to attend at least one such event each term. These seminars bring important relevant outside developments into the training programme and make them accessible to staff.

Appendix 4

RESOURCE CENTRE
National Centre for Industrial Language Training

1. OVERALL



2. UNPUBLISHED MATERIALS

Language Teaching Materials
1. Complete courses for particular employers
2. Language teaching items or sequences of items
3. Student notes

Reports on Projects
4. Investigations
5. Evaluations
6. Follow-up studies of students

Background of Students
7. Materials on places of origin
8. Materials on employment of immigrants in U.K.
9. Case studies (for teaching and seminar use)
10. Learning experience and progress of individual learners.

Industrial English Language Training
11. Lecture and seminar notes (for employers, educationalists, etc.)
12. Teacher-training materials

Relevant practice and ideas from other fields
13. Various papers, handouts, etc.

3. AUDIO-VISUAL

1. Tapes - for published and unpublished language courses, particular projects, role-plays, authentic, student assessment, background, student cassettes.

2. Slides - teaching series, particular employment situations and jobs, background sending areas, and immigrants in Britain.

3. OHP transparencies - (for management and teacher training)

4. Realia - pictures, maps, letters, etc.

5. Film and video - own products and purchased or video recorded (For teacher training)

4. NCILT PUBLICATIONS (INTERNAL)

   1. Working papers - from in service training seminars and from working groups on materials development projects

   2. Training Manuals for Teaching Staff and Background Studies

   3. Information Sheets

   4. Publicity leaflets

5. PUBLISHED MATERIALS

DISCUSSION

In terms of teacher training and how "needs might affect the profession", three major points were discussed:

1. the status of the teacher within the overall teaching environment.
2. problems affecting relations between the areas (departments) of specific knowledge and the service English departments.
3. the distribution of materials which would serve as aids to teachers in adapting or changing over from EFL to ESP/EOP programs.

Language level and the means of adapting otherwise adequate materials was the principle concern of the second area of discussion. Lack of materials in general and the resulting necessity to modify existing ones was discussed, as was the possibility of developing learning modules.

In discussing methodology, the implication of the changed relationship between teacher and learner was mentioned. There was a suggestion providing simulated experience for students, and comments on changes in classroom environment and the resultant change in the behaviour of the student.

In the last area, concerning research in communication breakdown, several research projects were mentioned, and their sources given.