

The integration of linguistic, disciplinary and intercultural competence in ESP materials

**Concepción Orna-Montesinos
Universidad de Zaragoza**

AESLA 2017

The integration of linguistic, disciplinary and intercultural competence in ESP materials

the global challenge

multilingual & multicultural hybridity of professional communication

the ELT challenge

the integration of an intercultural dimension to language learning programs

(e.g. Byram, Gribkova, & Starkey, 2002; Pulverness & Tomlinson, 2013)

the ESP challenge

training professionals for linguistic, disciplinary & intercultural competence

(e.g. Bocanegra-Valle, 2015; Candel-Mora, 2015; Lario & Vázquez, 2013; Lindner, 2010)

The integration of linguistic, disciplinary and intercultural competence in ESP materials

the general goal

to make the ESP classroom an intercultural broker
to successfully interact in intercultural encounters

to equip learners with linguistic & intercultural attitudes, knowledge & skills

the specific goal

to address the needs of specific professional contexts

The integration of linguistic, disciplinary and intercultural competence in ESP materials

the approach

intercultural communication competence (**ICC**)

(e.g. Bennett, 1993, 1998; Byram, 1997; Deardorff, 2006; Hammer, Bennett, & Wiseman, 2003; Kramsch, 2001; Lieberman & Gamst, 2015; Lustig & Koester, 2003; Scollon & Scollon, 1995)

the **integration** of a cultural dimension in language learning

(e.g. Byram, 1997; Byram, Gribkova, & Starkey, 2002; Lázár et al., 2007; Planken, van Hooft, & Korzilius, 2004; Pulverness & Tomlinson, 2013; Sercu, Méndez García, & Castro Prieto, 2004)

linguistic and cultural diversity

linguistic competence to communicate orally and in writing

intercultural competence to understand, accept & interact with cultures

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the approach

ELF / BELF

(Alptekin, 2002; Canagarajah, 2007; (Kassis Henderson & Louhiala-Salminen, 2011)

language + culture – sources of misunderstanding
reformulation of communicative competence
beyond linguistic competence
adaptation / negotiation / accommodation

culture – the **fifth language skill**

(Tomalin, 2008)

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the specific professional context

the Spanish military

more than 70,000 soldiers

participation in supranational organizations

intercultural communication competence an essential professional skill

culture & language strategy

English-level certification required

cultural awareness training

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the materials

integration of linguistic & intercultural competence

linguistic goals

linguistic, sociolinguistic, pragmatic competence
oral & written reception, production & interaction
(CEFR, van Ek & Trim, 2001)

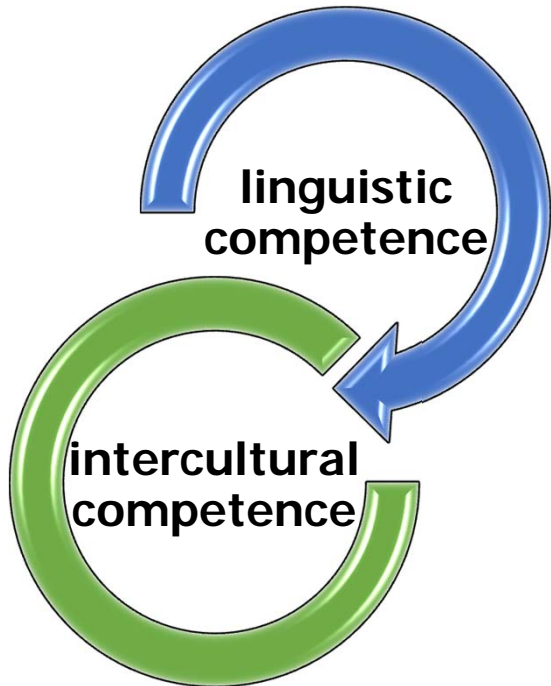
intercultural awareness goals

attitudes / knowledge / skills

(e.g. Byram, Gribkova, & Starkey, 2002; Che & Starosta, 2000;
Kealey, 2015; Stier, 2006)

social justice

(e.g. Gamst & Liang, 2013; Sorrells, 2015)



The integration of linguistic, disciplinary and intercultural competence in ESP materials

the materials design

about the tasks

a genre- and task-based approach

(Belcher, 2006; Dudley-Evans & St. John, 1998; Feak, 2010; Swales & Feak, 2009)

learners' needs oriented

(Dudley-Evans & St John, 1998; Long, 2005)

authenticity & professional applicability

The integration of linguistic, disciplinary and intercultural competence in ESP materials

<p>Me & the others</p>	Who am I?	Identity
	Who are the others?	Judging by appearances / Judging by race / Judging by gender
	What is culture?	Cultural iceberg / Home & nation / Traditions & celebrations / Food / Cultural briefing
<p>Me & communication</p>	What is professional culture?	Workplace military culture / Workplace protocol & etiquette
	What is professional intercultural communication?	Verbal & non-verbal communication / Cross-cultural communication
<p>Me & the world</p>	What is my job?	Fitness & sport / Crime & crime fighting Deployment: Peacekeeping missions
	How do I see the world?	Seeing the world / A world in danger / The rich & the poor / Fighting the challenge

The integration of linguistic, disciplinary and intercultural competence in ESP materials

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Me & communication	What is professional culture?	Workplace military culture / Workplace protocol & etiquette
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Me & the world	What is my job?	Fitness & sport / Crime & crime fighting Deployment: Peacekeeping missions
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identity & culture

prof. culture & communication

The integration of linguistic, disciplinary and intercultural competence in ESP materials

Me & the others identity & culture	Who am I?	Identity
	Who are the others?	Judging by appearances / Judging by race / Judging by gender
	What is culture?	Cultural iceberg / Home & nation / Traditions & celebrations / Food / Cultural briefing
Me & communication prof. culture & communication	What is professional culture?	Workplace military culture / Workplace protocol & etiquette
	What is professional intercultural communication?	Verbal & non-verbal communication / Cross-cultural communication
Me & the world world challenges & social justice	What is my job?	Fitness & sport / Crime & crime fighting Deployment: Peacekeeping missions
	How do I see the world?	Seeing the world / A world in danger / The rich & the poor / Fighting the challenge

the materials design

<p>Speaking</p>	<p>Speaking 1: You are my guest Speaking 2: Other foods and me Speaking 3: You are what you eat? Goals IS 3 – Conversation (IS 3.1 / 3.3) IS 4 – Informal discussions (IS 4.2 / 4.3 / 4.5) IS.8 – Information exchange (IS 8.1 / 8.2)</p>	<p>Task: Food Activities</p>
<p>Writing</p>	<p>Writing: Comparison/contrast essay: MREs around the world Goals PR.2 – Creative writing (PR 2.1 / 2.2) PR 3 – Reports & essays (PR 3.1 / 3.3 / 3.4)</p>	
<p>Presentation</p>	<p>Presentation: Comparison/contrast presentation: MREs around the world Goals PR.2 – Creative writing (PR 2.1 / 2.2) PR 3 – Reports & essays (PR 3.1 / 3.3 / 3.4) PS 3 – Sustained monologue (Putting a case) (PS 3.1 / 3.2) PS 5 – Addressing audiences (PS 5.1 / 5.3)</p>	

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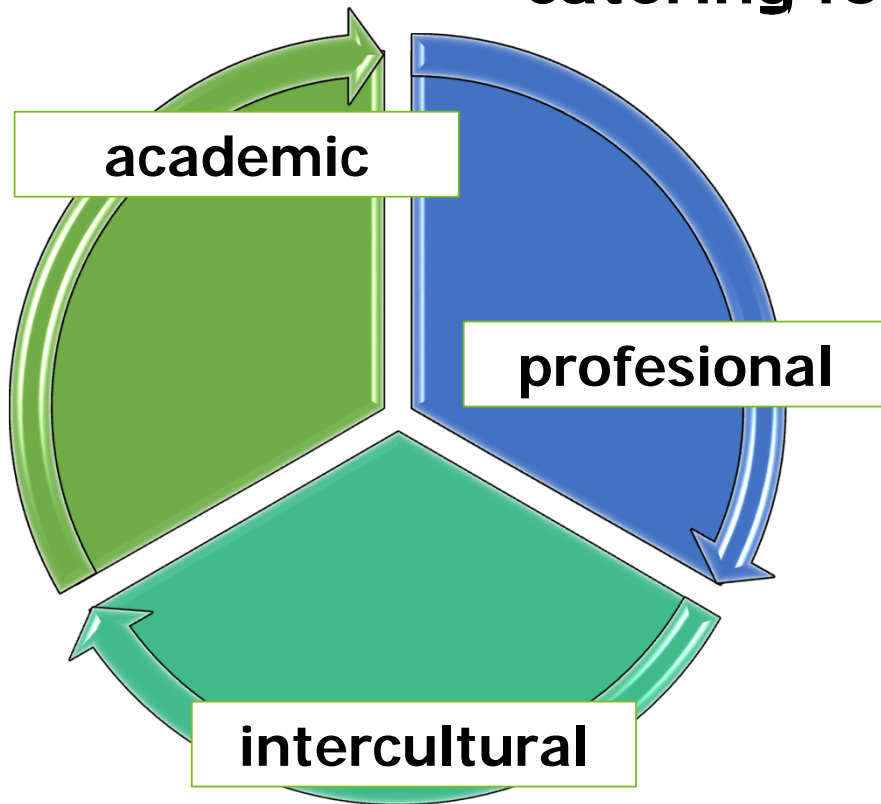
Reading	<ul style="list-style-type: none">• <u><i>How the other half eat</i></u> (dailymail.co.uk)• <u><i>The eat of battle: How the worlds armies get fed</i></u> (theguardian.com) Goals RW 3 – Reading for orientation (RW 3.1 / 3.2) RW 4 – Information & argument (RW 4.1 / 4.2 / 4.3)
Listening	<ul style="list-style-type: none">• <u><i>A taste of Tongren</i></u> (Peace Corps)• <u><i>The killer American diet that's sweeping the planet</i></u> (TED Talk)• <u><i>Inside an MRE</i></u> (YouTube)• <u><i>Civilians try military food</i></u> (YouTube)• <u><i>Drinking around the world</i></u> (BBC) Goals RS 4 – Listening to radio audio & recordings (RS 4.1 / 4.2)

Task: Food Resources

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catering for the needs of learners



- ✓ need for language proficiency
- ✓ need for professional socialization
- ✓ need for intercultural awareness

Speaking: You are my guest

Look at the situations and roleplay receiving an international guest in a professional environment.

Role 1: You are a captain in charge of welcoming a foreign Muslim officer visiting your unit. You have arranged a formal meal in honor of your guest. You want to make sure your guest feels comfortable and gets to know your country and its culinary traditions. You should recommend local products to try and places to eat.

Role 2: You are a Jordanian captain visiting Spain for the first time. You have been invited to a formal meal in your honor. You are very interested in the country and want to find out about the country, particularly about its culinary tradition. You also need advice on what local products to try, where to eat or what products to bring home.

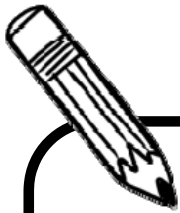
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- ✓ interaction
- ✓ multicultural scenario
- ✓ culture awareness



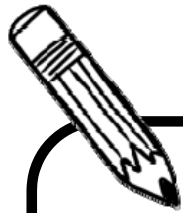
Writing: MREs around the world

You have to write a comparison and contrast essay which explores MREs around the world. You should emphasize the similarities and differences between them and hypothesize on the socio-cultural, religious, or economic reasons behind them.



Presentation: MREs around the world

You now have to present the results of your research on MREs around the world and present your findings to your partners.



Writing: MREs around the world

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Presentation: MREs around the world

You now have to present the results of your research on MREs around the world and present your findings to your partners.

- ✓ writing skills
- ✓ presentation skills
- ✓ cultural diversity

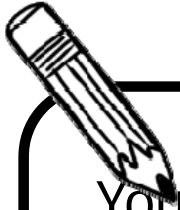
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authenticity & professional applicability

replication of authentic genres & tasks

access structures / easification devices
(Bhatia, 1983)



Writing 1.6: Faces of Spanish military culture

You have to work as a team to create the *Faces of the Spanish military culture* project. Each one of you will have to interview a member of the Spanish military. Then you have to write the profile of the soldier you have interviewed. Your project should cover the diversity of persons and jobs in the Spanish Army.

Presentation 1.5: Faces of Spanish military culture

Now you have to present the interview you carried. You have to introduce your interviewee and include the most relevant parts of the interview. If your interview was conducted in Spanish, you need to add subtitles, or a summary, in English. Your presentation should conclude with an analysis of the interview. After the presentation you will have to answer the questions and comments from the audience.



the materials design

about the reading & listening comprehension resources

integrated skills approach

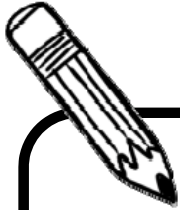
- ✓ development of linguistic skills
- ✓ disciplinary lexical, rhetorical & generic awareness
 - ✓ source of critical thinking skills
 - ✓ intercultural awareness

the materials design

about the reading & listening comprehension resources

internet-based sources

- ✓ digital literacy
 - ✓ authenticity
- ✓ challenge beyond the boundary of their linguistic proficiency
 - ✓ appeal & motivation as compensation for lacks
 - ✓ scaffolding



Writing: Presentation letter

You want to apply for a language course, professional position, research proposal or international mission participation, for which you need to submit a presentation letter. Write this letter to introduce yourself.



Presentation: Self-presentation video

You have to record a self-presentation video to be posted in an academic / professional website, in which soldiers from different countries introduce themselves. You can use the models you have read and listened to.

Letter from Ahmadou (Peace Corps)
Soldier self-introduction video (YouTube)

an intercultural dimension in ESP

“All moments in your day – when you are interacting with friends, coworkers, teachers, bosses, and strangers; when you are consuming pop culture in the form of music, clothes, your favourite TV shows, movies, and other outlets; and in your routines of what and where you eat, where you live, how and where you travel around – are all opportunities to engage in intercultural praxis.”

(Sorrells, 2015)

“all texts are culturally loaded, and are influenced by the social context; the same as language and non-verbal communication are charged with the social and cultural values of a society”

(Lázár et al., 2007: 17)

an integrative approach

integrate language learning, specialized knowledge and intercultural awareness learning goals

neither language learning with a culture component
nor culture learning with a language component
an integral part rather than an add-on

(Byram, Gribkova, & Starkey, 2002; Corbett, 2003; Pulverness & Tomlinson, 2013)

towards ICC

the development of curiosity, open-mindedness and flexibility towards aspects of intercultural interaction such as intercultural relationship, intercultural dialogue, and intercultural conflict

(Byram, Gribkova, & Starkey, 2002; Chen, 2012; Chen & Starosta, 2000; Stier, 2006)

an essential tool to fight the world challenges of poverty, injustice or global threats; in short, for the creation of social justice

(Gamst & Liang, 2013; Sorrells, 2015)

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ESP stories

make the creative processes of materials visible

ESP 'stories', ones of uncertainty, trial and error
(Feak, 2010)

thanks!

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genresandlanguages.org



European Union
European Social Fund
Investing in jobs and skills