From ESAP to ‘EVSAP’: developing materials to teach very specific lexis on an International Business course.

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Outline

- The context
- Aims and rationale
- Approach and sample materials
- Challenges
- Recommendations
Which vocabulary groups below should EAP tutors focus on when teaching an ‘Academic English for Business’ course?

- analyse, factor, process, issue
- Regional integration, transition economy, trade imbalance
- WTO, IMF, FDI
- range of products, consumer products, launch new products
- competitive, competition, competitor, compete
‘while.....it should not be the responsibility of the ESP teacher to teach technical vocabulary, in certain specific contexts it may be the duty of the ESP teacher to check that learners have understood technical vocabulary.....’

(Dudley-Evans and St John, 1998:81)
The context

- 150 students on International Business Top-Up course (level 3 students) at Coventry University
- Language level: IELTS 6-6.5
- Core module: Global Business
- EAP credit-bearing module: Advanced Business English (20 credits)
Needs analysis

- Target Situation Analysis: tasks/expectations
  Receptive (listen to lectures, read textbooks, articles)
  Productive (contribute to seminars, write assignments)

- Learning Situation Analysis: needs of the learners

  Evans and Morrison (2010: 392) highlight students’ ‘lack of a rich technical vocabulary’.

- Focus on subject-specific vocabulary
  - Raise awareness
  - Develop productive use
  - Integrate with other skills work
Business terminology: lead-in matching task
Source: Lecture on ‘Global economics’
a) Suggest 2 functions of regional integration and give 2 examples of areas where regional integration is taking place.

b) Give 2 examples of countries that have been classed as transition economies.

c) What are the 2 main factors that create a trade imbalance?
### Business abbreviations: lead-in identification task (Find 10)

**Source:** Textbook (International Business)

<table>
<thead>
<tr>
<th>Abbreviations used in International Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDI</td>
</tr>
<tr>
<td>YMCA</td>
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<tr>
<td>CCFC</td>
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</tbody>
</table>

www.triptico.co.uk/
a) The main function of the __________ is to encourage trade between over 150 member states through trade agreements.

Name three countries which belong to this organization and identify one specific benefit of membership.

b) The __________ is the most senior manager in a company and has more authority than anyone else.

Give two examples of decisions that a person in this position has to make.
Sample assignment
Source: ‘Global Business’ Moodle site

• **Assignment:** Write a 1750 word essay critically evaluating **Marks and Spencer** using the key frameworks of Global Business.

• **Case Study:** Marks and Spencer

• **Frameworks:** International business trade theories (Legal, political, cultural, economic), FDI (Greenfield, JVs, Franchising), Marketing (4ps), Strategy (SWOT, Value Chain, 5 Forces)
**Framework materials**

Aim to provide learners with ‘...materials that allow them to provide the context from their own experience.’ (Ellis and Johnson, 1994: 131)

*Discuss the theories/strategies you could use for this assignment and complete the table (one example is shown).*

<table>
<thead>
<tr>
<th>Framework –theory, strategy etc.</th>
<th>Definition/Meaning</th>
<th>How the theory/strategy can be applied or used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWOT Analysis</td>
<td>Method for evaluating - <strong>Strengths</strong> (internal) - <strong>Weaknesses</strong> (internal) - <strong>Opportunities</strong> (external) - <strong>Threats</strong> (external)</td>
<td>Used to assess a product, position or direction of a company, industry etc. e.g. case study about Macdonald’s marketing strategy</td>
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<tr>
<td>The 4ps</td>
<td></td>
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<tr>
<td>Porter’s 5 Forces</td>
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</tbody>
</table>

After reading the case study, in groups complete the SWOT matrix about Marks and Spencer then present your ideas to the class.
So far so ESAP....... 

The case study

- Common tool/approach on Business courses in HE. Research from different perspectives including:
  
  - Improving key communication skills – ‘discovery, problem-solving and collaboration ‘(Zhao, 1996)
  - Promoting critical thinking, reflective skills (Currie and Tempest, 2008).
Business case studies of international organisations

Content

• Different company types, locations e.g. Pepsi Co, BP, Unilever, L’Oreal, Nissan

Expectations

• Analysis of micro and macro environment to ‘develop and evaluate strategic options.’
• Seminar topics, feed into assignments and exams.
The Corpus: EVSAP

- Pilot study
- Small, specialised local context
- 8 case studies/8,868 tokens (IB textbook)
- Vocabulary focus (in class/Moodle)
  - Frequent nouns and their collocates
  - Noticing grammatical patterns
  - Word building
Using case studies: rationale

✓ ‘Authentic’ business text from the target discipline
✓ Exposure to appropriate type/level of language
✓ Focus on contextualised subject-specific lexis:
  - *It was hoped that an amicable settlement could be reached, but prospects dimmed in 2004, when the dispute was taken to the WTO.*
  - *PepsiCo's new CEO, Indra Nooyi, was appointed in 2006.*
✓ Increases motivation (‘more case studies’)

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It was hoped that an amicable settlement could be reached, but prospects dimmed in 2004, when the dispute was taken to the WTO.

PepsiCo's new CEO, Indra Nooyi, was appointed in 2006.
Relative frequency of nouns compared with written English in BNC (using Wmatrix)

<table>
<thead>
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<th>Item</th>
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<th>%1</th>
<th>O2</th>
<th>%2</th>
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<tr>
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</table>
Key word cloud (from Wmatrix)
Words that collocate with ‘markets’?

- overseas
- target
- financial
- new
Concordance of ‘markets’ (from Wmatrix)

<table>
<thead>
<tr>
<th>21 occurrences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>mpelling it to make changes in its markets, products and its organization. Traditions decisions on acquisitions in key markets. While it does not aspire to overt led to look for growth in emerging markets, such as Eastern Europe, Russia and China, who are turning to emerging markets to make up the shortfall. China is an emerging market, the US and other global markets, primarily China. Slowing sales in its Infiniti brand in a number of markets including the Middle East, South, pressures are mounting in emerging markets, where manufacturers are focusing seeking to expand in international markets. By contrast, PepsiCo looked main o produce these products for local markets. Increasing international sales has the fastest growing overseas snacks markets, while the Middle East, China and behind Coke in most international markets. Both companies see emerging markets as the brightest prospects for growth, becoming more discerning in all markets. In response, as in the period of re raw materials and nurture local markets for 1.5 manufactured products. As leaders or in second place in their markets, with potential to grow. In foods trating on developing and emerging markets. Asia and Africa now account for 2</td>
</tr>
</tbody>
</table>
Noun frequency (by lemma).

www.sketchengine.co.uk/
brand(s), market(s) or strategy(ies)?

its home market, the US and other global __________, primarily China. Slowing sales in Japan than its rivals in entering the Chinese __________, announcing a 50/50 joint venture with competitive pressures are mounting in emerging __________, where manufacturers are focusing on small board. With Quaker Oats came Gatorade, the __________ leader in energy drinks, further diversifying

1990s, BP embarked on a new environmental __________. In 1997, it became the first large oil that the purchase would enhance its core __________ of building brands in beauty products, matured, the companies evolved divergent __________. Coke remained focused on carbonated beverages strike a balance between global and local __________. The new CEO and the more streamlined management

corporate performance. The company's range of __________ offers abundant variety. Consumer brands which used it for a version of its premium __________, Michelob, aimed at the younger consumer health-conscious consumers, Pepsi's established __________ have had a sizable head start. It owns
Vocabulary in context

Organisation focus: L’Oreal, Unilever, Heineken

- Identify the company’s established and premium strategies/brands/markets.
- Which brands/markets/strategies has the company targeted in recent years?
- Evaluate the company’s core markets/brands/strategies in recent years.
  What recommendations would you propose?
Verbs that collocate with a/the market  e.g. enter a market

**Verbs**
- enter
- penetrate
- dominate
- break into
- capture
- corner
- saturate
- monopolise

More sample activities

See handout
Noticing activities: what’s the difference between ‘global’ and ‘international’?

In the global aircraft market, companies have become increasingly global, making the notion of 'national' companies less relevant. An example is Coca-Cola, which has found itself drawn into global competitive pressures in beer markets in 18 years. Of the company’s global workforce of 52,000, 11,500 are in the US and other global markets, primarily China. Slowly but surely, products which have remained a global powerhouse for decades. Others are different, were less conducive to global marketing. For example, tomato sauce was to strike a balance between global and local strategies. The new CEO

(see Figure 2), particularly policy of staff development and international traffic, which is growing more international. It is increasingly focused on international markets. By contrast, PepsiCo international activities are managed by a separate division, PepsiCo International, which is responsible for both international expansion. Its international sales have also helped to offset American soft drinks market. International revenues are now more than a third of $10 billion, and international profits account for 22% of a total.

Coca-Cola trails behind Coke in most international markets. Both companies see emerging international expansion. PepsiCo, like Coke
Time for a kibbitzer.......(see Johns 1991)
Lead-in activity: Match the nouns (competition, innovation, production) to the quotes (Karl Marx, Steve Jobs, Walt Disney).

a) ‘I have been up against tough **competition** all my life. I wouldn’t know how to get along without it.’
   - Walt Disney

b) ‘**Innovation** distinguishes between a leader and a follower.’
   - Steve Jobs

c) ‘The **production** of too many useful things results in too many useless people.’
   - Karl Marx
Compare business case study sample with sample from BAWE corpus

http://wwwm.coventry.ac.uk/researchnet/BAWE/Pages/BAWE.aspx
Challenges and limitations

- Small, specialised corpus
- Vocabulary focus only part of the provision – discrete or integrated?
- Co-operation of subject-specialists important
- Materials development time consuming
Recommendations

- Expand the corpus to test findings
- Link vocabulary selection and focus to research-based learner needs
- Continue to liaise closely with subject-specific tutors
- Use corpus to create range of useful, engaging materials
- Integrate activities with other skills
- Produce word lists? (Collocations - Durrant, 2009)
- Keep it Very Specific!
References


SketchEngine. http://www.sketchengine.co.uk/

Wmatrix. http://ucrel.lancs.ac.uk/wmatrix/

Any comments/questions?

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