

Online Open Forum Event 2025

stay connected, share ideas & good practice

 13 December 2025  10.00 - 13.00 (UK time)

Programme

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BRINGING TOGETHER ESP, EAP, EOP, EPP, CLIL AND EMI


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Programme

- Aims of today's event
- Meet the committee
- Our collaborations

From our collaborator: *ESPIS*

Kevin Knight

Sixty-five ESP Project Leader Profiles: Accounts of Creating and Achieving Visions

The English for Specific Purposes (ESP) Project Leader Profiles were created so that ESP practitioners and researchers worldwide in the ESP Interest Section (ESPIS) of TESOL International Association (TESOL) could share their professional experiences with each other. The first profile was published in May 2015, and the accounts of the projects in the profiles mention six of the seven continents. Fifty (1 to 50) of the 65 profiles were first published on the blog of TESOL International Association. The more recent profiles (51 to 65) have been published in ESP News (the newsletter of the ESPIS published by TESOL). The e-publisher, Candlin & Mynard, republished 55 of the profiles (1 to 55) in the volume English for Specific Purposes Project Leader Profiles: The Leadership Communication of 55 ESP Project Leaders (Knight, 2022), and the PDF version of the volume can be downloaded for free on the publisher's website. Knight (2013) defined leadership as communicating in order to create and achieve a vision, and in a profile, the featured leader responds to two prompts: 1) Define leadership in your own words, and 2) Tell me an ESP project success story. Focus on your communication as a leader in the project. How did you communicate with stakeholders to make that project successful? In his presentation, the speaker illuminates how the profiles were created and what they reveal about ESP project leadership.

Pop-up presentations 1

Dr Emna Maazoun, Assistant Professor in the Military Academy, Tunisia

Boosting ESP teachers' professional development

My presentation will zoom on the existing professional challenges that ESP teachers face in the Tunisian Context. One important obstacle is related to the shortage of continuous professional development provided to in-service ESP teachers. Therefore, raising the awareness about this concern represents an urgent need to sensitise practitioners and trainers about the basic role of boosting teachers' professional development and to shape new opportunities to collaborate professionally.

Ros Wright, Englishformedicine.net

Why Specialised Teacher Training Still Matters in English for Healthcare

Preparing learners for emotionally charged, high-stakes interactions, where patient safety and effective outcomes are a priority, carries a certain professional responsibility rarely required in other areas of ELT. For those embarking on a career in medical English or preparing candidates for OET – be they ELT or former healthcare professionals - this therefore warrants a level of personal investment that goes beyond a cursory google search or an hour spent on ChatGPT. In this session, despite all the affordances of AI, the presenter will advocate for the continued need for specialised teacher training in English for healthcare.

Ioana Crețu, Crețu R. Ioana PFA

Tired of AI flaws and red flags in high-stakes ESP? Me too, so let's use them!

I am a freelance ESP expert from Romania who partners with healthcare professionals passionate about effective clinical communication and well written scientific research. I use AI tools with both interest and frustration, finding them great and terrible at the same time. At the Open Forum this year, I would like to encourage collaborative brainstorming on how we might turn AI faux-pas into proper ESP learning material. My proposition is that AI flaws and red flags can be used to spark vocabulary growth, critical thinking, and information literacy skills. A full TESOL ESP webinar on this is in the works for January 2026, and I would very much like to spread the word and take the pulse of colleagues who might want to join. Discussion guaranteed!

Yoohee Rachel Kim, Rachel's English Laboratory (South Korea)

AI-Human Hybrid Diagnostic Writing Assessment for Post-IELTS EAP Learners

This presentation introduces a small-scale digital diagnostic writing assessment designed for post-IELTS learners transitioning into English for Academic Purposes (EAP) writing. My previous students who have already achieved their target IELTS scores still struggle to transfer grammatical, lexical, and organisational knowledge into structured academic writing. To address this gap, the assessment adapts hybrid evaluation model AI-assisted analysis for surface-level features with human judgement of discourse-level aspects. A Boolean check list and a 0-4 analytic rubric work together to identify learner strengths and weaknesses in a transparent, actionable way. The approach aims to support EAP readiness by linking diagnostic feedback to pedagogical materials commonly used in academic writing instruction. This presentation outlines the rationale, design, and implications for ESP/EAP practitioners who seek sustainable and interpretable diagnostic tools for writing development.

Zhiwen Peng

ESP course design Quick Start-up: ABC-Learning Design

Course designers and teachers often are required to design a new program, refine the previous one, or even adjust to the current one they are teaching under poor-time situations. Under such circumstances, a framework is needed to start up and complete this shortly. The ABC-learning design (LD) framework stands out for this. The ABC-LD framework will be introduced through sharing my experience of co-designing an EMI and CLIL teacher training course. Through this, the key principles and features of this framework will be briefly explained as well as its pros and cons. Then I will share how this framework can be used to EAP course design or adjust current one(e.g. ESAP) to meet learners' emergent needs with an example of an ESAP course I taught before.

- **Financial / membership report**
- **Communicating with our members**

From our sponsor: Express Publishing

Aleksandra Popovski

Could ESP be the future of ELT?

As AI continues to reshape education and redefine the traditional roles of teachers, how can English language professionals adapt and thrive?

In this thought-provoking session, Aleksandra Popovski will explore how English for Specific Purposes (ESP) could offer a framework for more tailored, skills-oriented instruction—helping educators stay relevant in an AI-driven world. Could focusing on learners' specific needs be the key to the future of ELT?

Meet the members Pop-up Presentations 2

Enock Mbenza, Department of ELT, Congo American Language Institute (CALI) – DRC
Student-Generated Videos to Enhance Communicative Competence in ESP Contexts

This presentation will address the issue of authentic language use in ESP and aims to provide attendees with five practical steps to help students “scenarioize” ESP learning content. I believe this session aligns strongly with the conference's focus on ESP experience and innovation, and I look forward to the possibility of contributing to meaningful discussions.

**Prof. Marina Falasca, INSPT UTN, I.E.S. en Lenguas Vivas "Juan Ramón Fernández",
Buenos Aires, Argentina**

Designing ESP Courses: Insights from EFL Trainee Teachers in Buenos Aires

This pop-up presentation shares insights from an exploratory study conducted with 25 EFL trainee teachers in Buenos Aires as they designed their first English for Specific Purposes (ESP) course not focused solely on reading comprehension. The findings highlight key challenges faced during this process: integrating ESP principles into general language teaching, addressing curriculum development and needs assessment, aligning tasks and assessments with learner objectives, responding to diverse learning styles, and redefining the role of basic language skills in ESP contexts. The presentation will discuss how these perceptions shed light on the professional development needs of future ESP instructors, emphasizing the importance of institutional support and training in course design. Attendees will be invited to reflect on how these findings resonate with their own experiences and what strategies might best support novice teachers as they transition into ESP practice.

Fajarudin Akbar, GSE Ambassador

Using Generative AI to Personalise ESP Materials: A Teacher-Led Micro Workflow

This presentation demonstrates how teachers can use generative AI tools to personalise and adapt ESP materials for specific professional and academic contexts. The session focuses on a practical, teacher-led workflow that begins with defining learner needs and ends with creating a customised task aligned with CEFR/GSE proficiency levels. It shows how effective prompting strategies enable teachers to generate workplace-relevant texts, scenarios, and activities for areas such as Business English, EMI support, and EAP. The presentation also highlights how frameworks like the GSE Teacher Toolkit can guide the evaluation and refinement of AI-generated content to ensure accuracy, relevance, and suitability. The aim is to provide a concise, classroom-ready example of how teachers can integrate generative AI into ESP material design while maintaining full pedagogical control.

By the end of this presentation, participants will be able to:

- *Describe how teachers can use generative AI to personalise ESP materials.*
- *Apply simple prompting techniques to develop ESP-focused tasks.*
- *Use proficiency frameworks to align AI-generated content with learner needs.*

Dr. Yasmine Mustapha, University of Laghouat, Algeria

Real-World Tasks, Real Engagement: PBL in the ESP Classroom

In this 5–7 minute pop-up presentation, I will share my experience using Problem-Based Learning (PBL) in ESP classes. By engaging students with real-world problems, PBL encourages critical thinking, collaboration, and practical language use. I will discuss the strategies I applied, challenges I faced, and the positive impact on student motivation and

participation. Attendees will leave with practical ideas to make ESP classes more interactive, meaningful, and effective.

Mr. Ho Yuen Cheung, Raymond, The University of Hong Kong School of Professional and Continuing Education Community College
Teaching an EGAP Course in the Liminal Space between Secondary and University Education: A Teacher's Short Sharing

In this presentation, I will introduce my teaching context as an EAP practitioner at a community college in Hong Kong and discuss the challenges I have faced over the years with this specific group of learners in Hong Kong's tertiary education, who may have different long-term and short-term educational goals compared to typical university students. Furthermore, I will briefly discuss how I have attempted to balance direct knowledge delivery with the Communicative Approach in my material design to suit these learners' result-oriented attitude.

- **Our upcoming events**
- **Join the ESPSIG!**
- **Quiz time!**
- **Closing remarks**