



✓ In the Innovation Lab

Beyond General ESL/FSL: Exploring EMI, ESP, and Other New Program Models

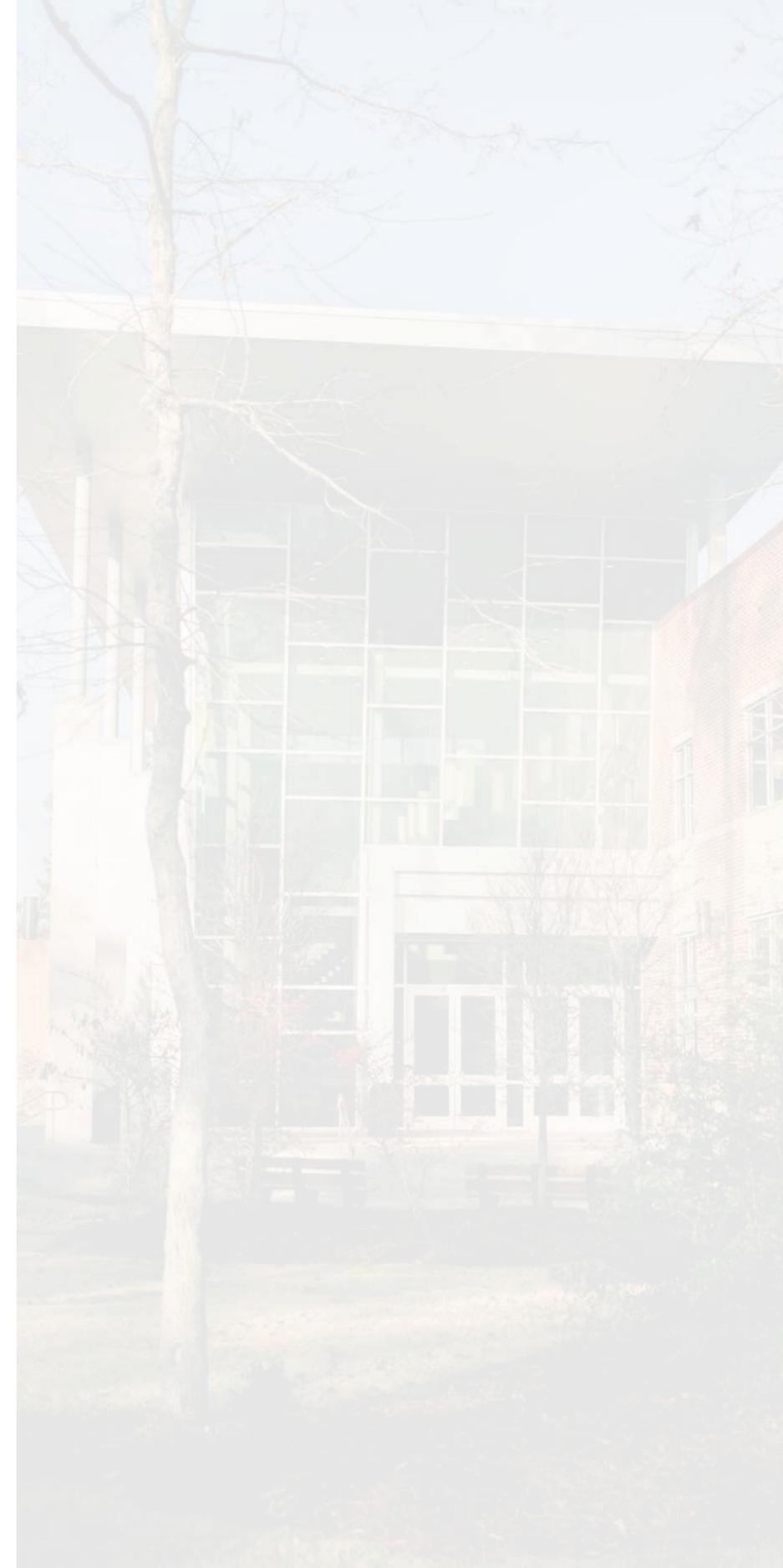
A Panel Discussion

Dr. Ayesha Mushtaq, Dalhousie University

Corinne Whitney, Georgian College

Dr. Ismel Gonzalez, Lakehead University

Moderator: Dr. Jennifer MacDonald, Languages Canada





Our Agenda

- 01 **The End of TENOR.**
Jennifer MacDonald
- 02 **3Ps! English Plus: Pathways. Partnerships. Professional Learning.**
Ayesha Mushtaq
- 03 **English for Specific Purposes (ESP) Experiences from Georgian College.**
Corinne Whitney
- 04 **Innovation in Practice: Designing for Different Learners, Different Needs.**
Ismel González
- 05 **Panel Discussion**
- 06 **Open Q & A**

TENOR (Teaching English for No Obvious Reason)

Abbott (1980; 1981)

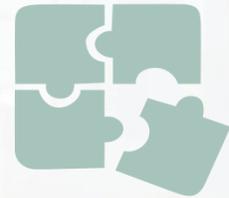
A context where “[...] the future needs of the learners [are] either heterogeneous (English for mixed groups) or [are] difficult, even impossible, to specify.”

English as a compulsory school subject, etc. Often associated with younger learners, public contexts, etc., lower levels.

Commonly referred to as General English

Demand for Increased ROI

Students, families, institutions, funding bodies seeking “English/French *plus...*”



Specific and Content-Based Approaches

English/French for Specific Purposes (ESP / FSP),
Content & Language Integrated Learning (CLIL),
English/French-Medium Instruction (EMI / FMI)

Teaching students and professionals

Teacher training in specific and content-based
approaches



Reasons for Changing Demand

Better, more accessible and higher quality
language education worldwide.

Students becoming proficient in English at a
younger age than ever before.

Why travel abroad to study English or French?

DALHOUSIE UNIVERSITY

NOVA SCOTIA, CANADA





24,217 TOTAL STUDENTS //
15,574 undergraduate students // **62%** out-of-
province students // **25%** international students

200+ PROGRAMS //
2,000+ work terms // **130+** Master's and PHD
programs // **\$27M** Undergraduate financial
awards

\$194M+
ANNUAL FUNDED RESEARCH //
92 Rhodes Scholars // **150,000+** Alumni

A stylized map of Nova Scotia is shown in a dark blue color against a lighter blue background. A bright yellow circle is overlaid on the map, highlighting the central part of the province. The text 'NOVA SCOTIA' is written in large, bold, yellow capital letters on the left side of the map.

NOVA SCOTIA

Come study in Canada's
ocean playground.

HALIFAX

An aerial photograph of Halifax, Nova Scotia, Canada. The image shows a dense urban landscape with numerous high-rise buildings, particularly in the downtown core. A large body of water, likely the harbor, is visible in the foreground, with several boats and a pier. The background features a large body of water and a forested hillside. The overall scene is a mix of modern architecture and natural beauty.

Population: 425,000+

One of the fastest-growing city in
Canada

Atlantic Canada's most
multicultural city

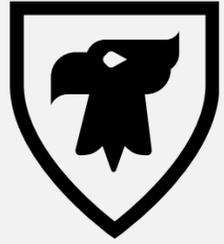
Campus is a 15-minute walk
from the downtown core

An educational hub, with 5
universities

An aerial photograph of the Dalhousie University campus. The image shows a mix of modern and traditional architecture, including a large green sports field with soccer goals, several multi-story buildings, and a central clock tower with a dome. The scene is captured from a high angle, showing the layout of the campus and surrounding greenery.

English Language Studies Department





Core Programming in English Language Education



General English



English for Academic Purposes



Short Summer Programs



Teacher Training



Core Programming



General English



English for Academic Purposes



Short Summer Programs



Teacher Training

Pathways EAP

- University Bridging Program
- Faculty specific Credit Courses
- Articulation Programs

Short Summer Programs

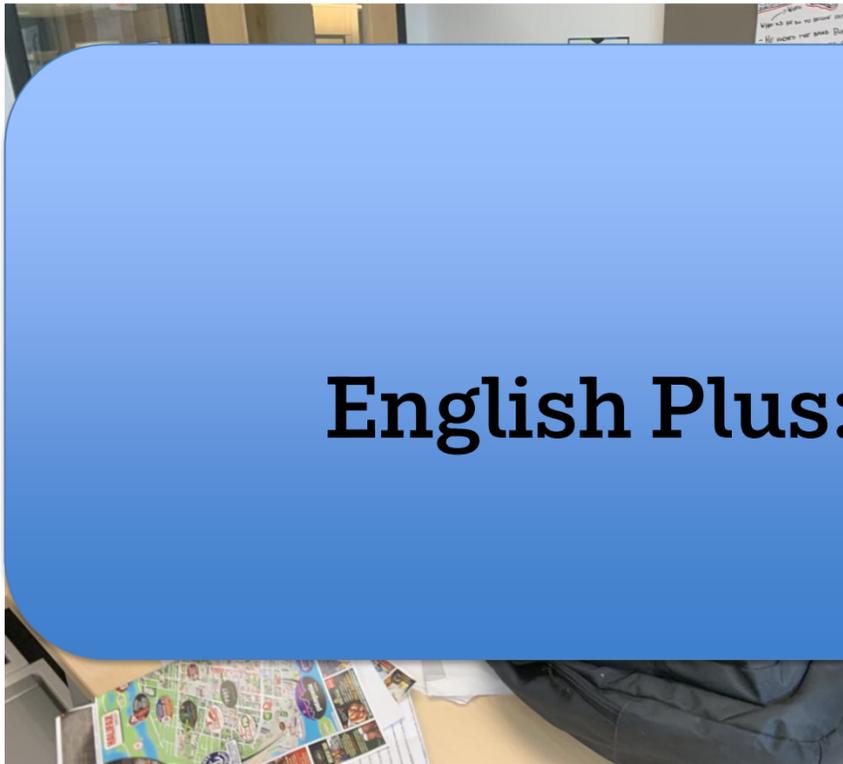
- Language and Cultural Immersion
- University Enrollment Strategy
- Bespoke Courses for Individual Partnerships

Teacher Training

- English Medium Instruction
- Professional Learning Courses



Dalhousie Strategy: 3Ps!
English Plus: Pathways. Partnerships. Professional Learning.





What it is

Students combine EAP with Dalhousie credit courses, building academic English while pursuing undergraduate courses.



Who is involved

ELS instructors, academic departments, advisors, and international students in their UG programs at home.



Outcomes

Students earn transferable credits, gain academic confidence, and transition smoothly into full undergraduate programs.



Strategic Alignment –

- **Pathways** – Direct bridge from English study to degree programs
- **Partnerships** – Collaboration between ELS and Dalhousie faculties
- **Professional Learning** – Builds institutional expertise in supporting multilingual learners

EAP → University Bridging Program



What it is

Customized programs that prepare students for specific faculties or partner institutions, often aligning language and academic skills with program requirements for direct degree entry or credit transfer.



Who is involved

ELS instructors, faculty leads, international partners, and incoming students preparing for degree programs.



Outcomes

Students gain faculty-ready skills, meet admission or articulation requirements, and transition seamlessly into targeted degree programs.



Strategic Alignment

Pathways – Direct entry or credit transfer into faculty programs

Partnerships – Collaboration with faculties and partner institutions

- **Professional Learning** – Strengthens faculty and ELS capacity to design and deliver targeted, multilingual-ready curricula

EAP → **Faculty Specific/Articulation Programs**

An aerial photograph of the Dalhousie University campus. The image shows a mix of modern and traditional architecture, including a large green sports field with soccer goals, several multi-story buildings, and a prominent building with a central tower and dome. The scene is set against a backdrop of lush green trees. A large yellow rounded rectangle is overlaid on the left side of the image, containing the text 'Short Summer/Winter Programs'.

Short Summer/Winter Programs



English in Canada (EIC)

This four-week program is an immersion experience that combines language classes, a university elective course in English, and a robust sociocultural program.





What it is

A 3-week immersive program combining English language communication, problem-based learning, and hands-on community engagement with organizations supporting the SDGs



Who is involved

ELS instructors, community organizations, program facilitators, and participating students.



Outcomes

Students develop English communication skills, critical thinking, and global awareness, while contributing to real-world community projects aligned with the SDGs.



Strategic Alignment

- **Pathways** – Strengthens students’ skills for global learning, internships, and future studies
- **Partnerships** – Collaboration with community organizations and local initiatives
- **Professional Learning** – Provides instructors and facilitators experience in service-learning and experiential education

Short programs → **Course**

Bespoke Courses: Global Citizenship



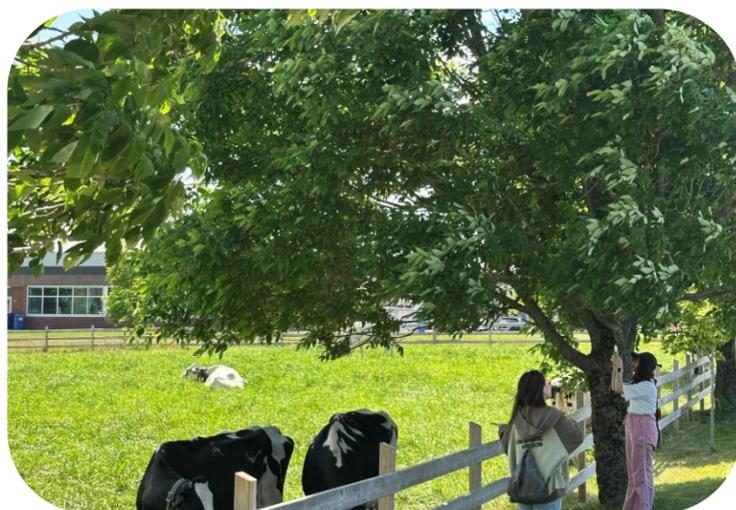
What it is

Customized program that aligns with strategic enrollment while providing a soft landing at Dalhousie for prospective students



Who is involved

ELS instructors, faculty leads, international partners, advisors, and participating students.



Outcomes

Students gain faculty exposure and find the right programs for themselves



Strategic Alignment

- Pathways – Young learners finding their interests
- Collaboration with faculties and partner institutions
- Professional Learning Students gain skills and experience aligned with faculty expectations and academic culture

Short Programs → Guidance for Undergraduate Admissions: Dalhousie Summer Academy

An aerial photograph of the Dalhousie University campus. The image shows a mix of modern and traditional architecture, including a large green sports field with soccer goals, several multi-story buildings, and a central clock tower with a dome. A large yellow rounded rectangle is overlaid on the left side of the image, containing the text 'Teacher Professional Development'.

Teacher Professional Development



English Medium Instruction Certificate

This certificate will help improve teaching and learning in an EMI context by developing knowledge of CLIL pedagogy. Through a variety of lectures, discussion, and hands-on activities, participants develop a working knowledge of CLIL and learn to implement CLIL strategies for teaching and assessment. Participants will also improve their English language skills needed for teaching and managing the learning and teaching environment



Professional Development Courses

Skills and Strategies for Online Language Education

Technology in Language Education

Teaching English for Academic Purposes

Equity, Diversity, Inclusion and Access in Language Education

Pedagogical Innovation: Content-Based Language Education

Global Competency Development

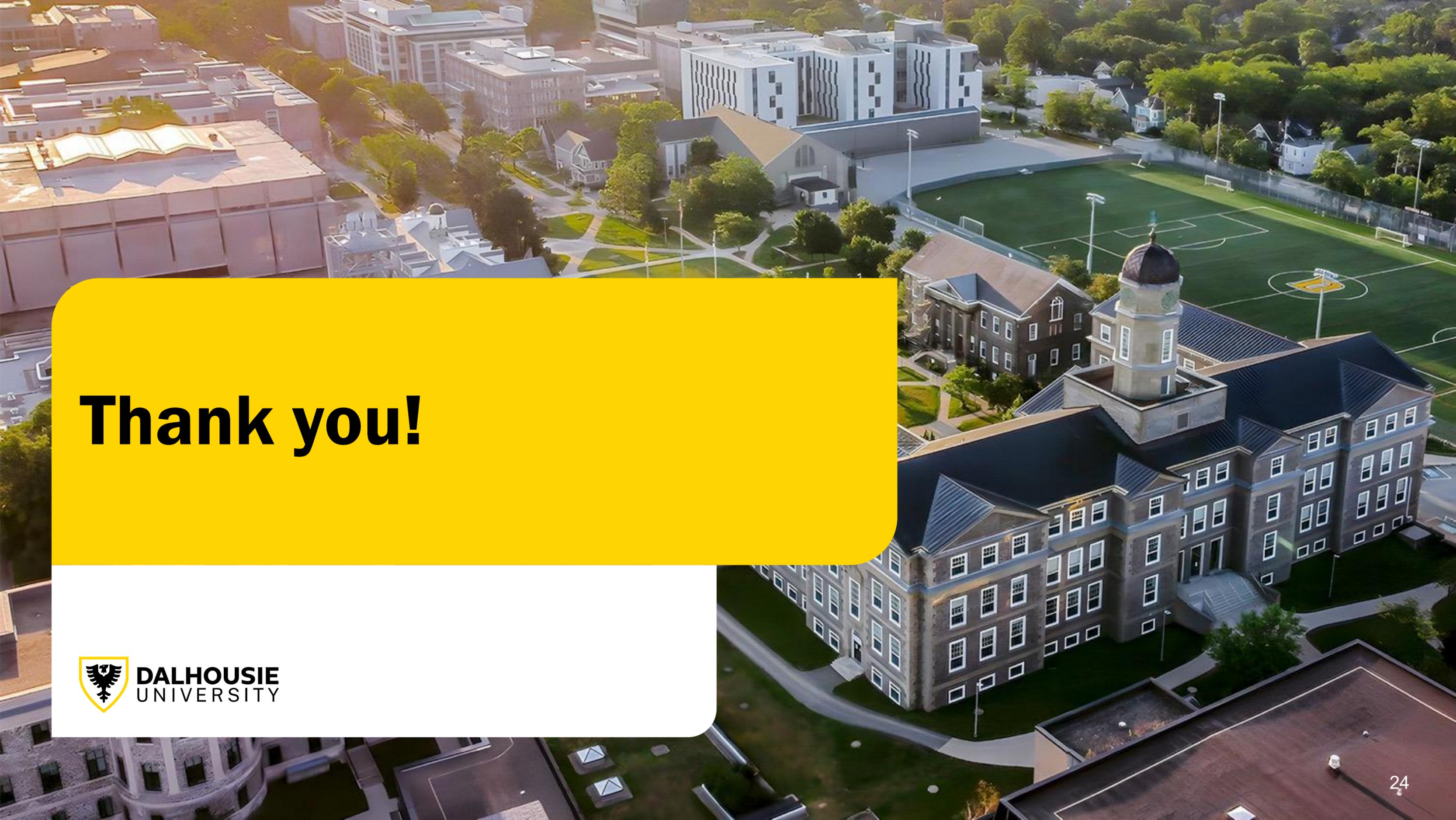
Intercultural Communication in a Higher Education Context





If any of these ideas resonate with your institution, I'd love to continue the conversation!



An aerial photograph of the Dalhousie University campus. The image shows a mix of modern and traditional architecture, including a large green sports field with soccer goals, several multi-story buildings, and a central courtyard with trees. A large yellow rounded rectangle is overlaid on the left side of the image, containing the text 'Thank you!'.

Thank you!



Beyond General ESL/FSL: Exploring EMI, ESP, and Other New Program Models

Corinne Whitney
Manager – English Language Studies

English for Specific Purposes (ESP) Experiences

Georgian College



Teacher Training

- Best Practices for International ESL Teachers



English for Aviation

- ICAO English Prep



Business English for International Automotive Professionals

- Sales, service and after-market professionals



English Curriculum Development

- Accounting and Finance / IT



English for STEM

- University STEM professionals

Experience

 **Georgian**

ACCELERATE
YOUR SUCCESS

The Many Hats of ESP Development: A Different Kind of Mindset

The Client Partner Hat

Build programs that respond to real workplace needs

Cultivate flexible, relationship-based partnerships

Balance client priorities with academic quality and viability

The Academic Designer Hat

Weigh accessibility, inclusivity, and learner experience

Scaffold learning aligned to authentic workplace practice

Ensure outcomes that can be applied immediately on the job and/or in day-to-day life

The Many Hats of ESP Development

A Different Kind of Mindset

The Business Hat

Consider the context of the development/delivery opportunity

Contemplate contract structure, revenue model and financial viability

Determine whether opportunity is scalable, combinable or replicable

Study market / sector opportunities

The Integrator Hat

Coordinate (juggle) clients, subject-matter experts, faculty, and learners

Translate technical content into teachable language objectives and tasks

Bridge and align client expectations, learner needs, and institutional priorities

INSTITUTIONAL GROWTH

- Enhances and sustains institutional **(and program)** relevance
- Expands programming options for international and domestic partners

STRONGER PARTNERSHIPS

- Aligns language with training partner and sector needs
- Opens doors to funded collaborations and other contracts

INNOVATIVE PROGRAM MODELS

- Adaptable across sectors and delivery modes
- Supports micro-credentials and modular learning pathways

Innovation in Practice: Designing for Different Learners, Different Needs.

Presented by: Dr. Ismel González González

Director, English Language Centre

Lakehead University

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Innovation Pathway #1: Discipline-integrated & Professionalized English Language and Culture Training



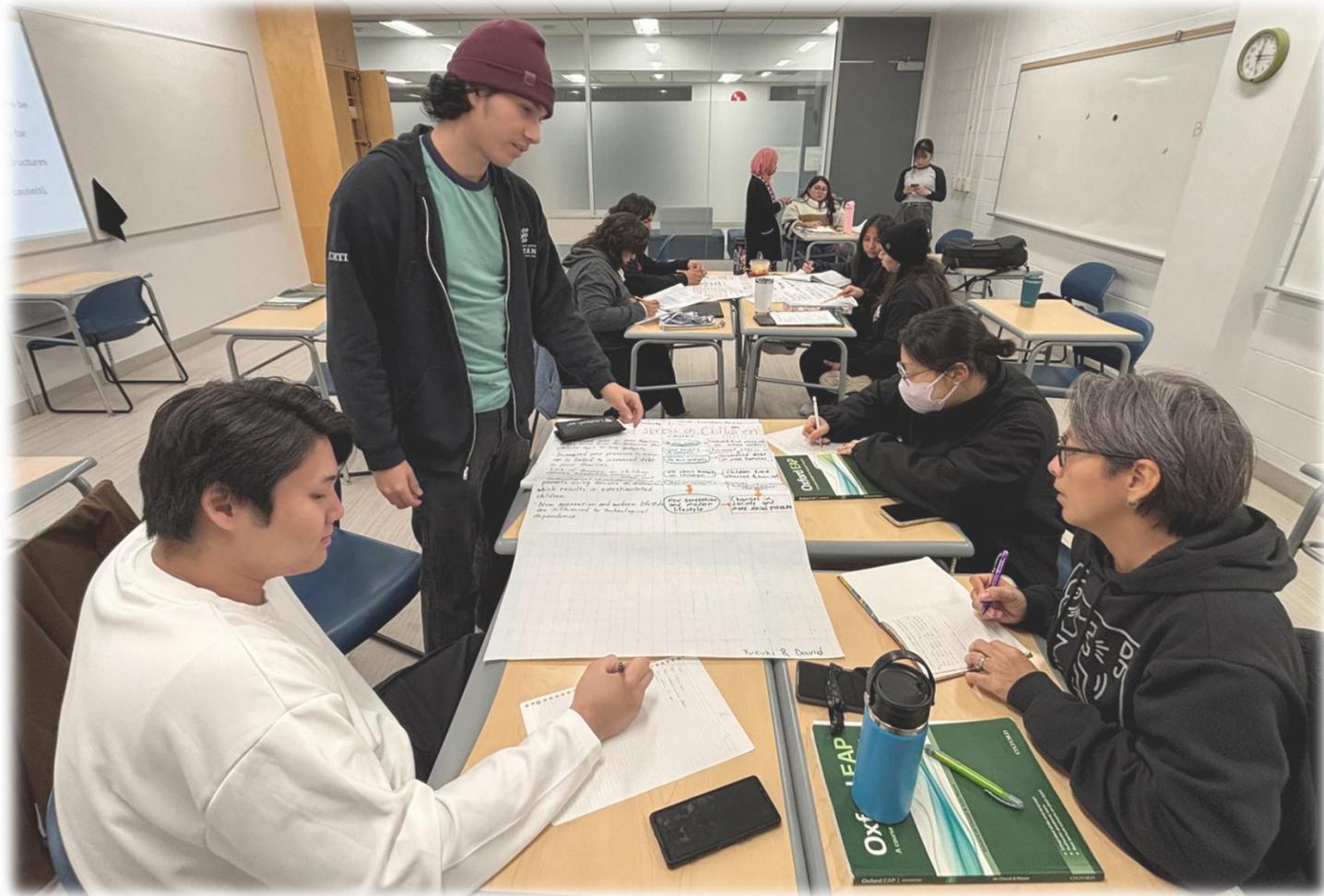
❖ Train the Trainer

- ❑ Teaching English to Speaker of Other Languages (TESOL)
- ❑ Content and Language Integrated Learning (CLIL)
- ❑ Intensive English Program for Professionals (IEPP)





Why This Matters Now



❖ Global trends

- ❑ Expansion of EMI programs
- ❑ Pressure to publish in English
- ❑ International faculty mobility

❖ Our response

- ❑ TESOL methodology
- ❑ EMI classroom language
- ❑ Academic writing for publication
- ❑ Professional discourse development

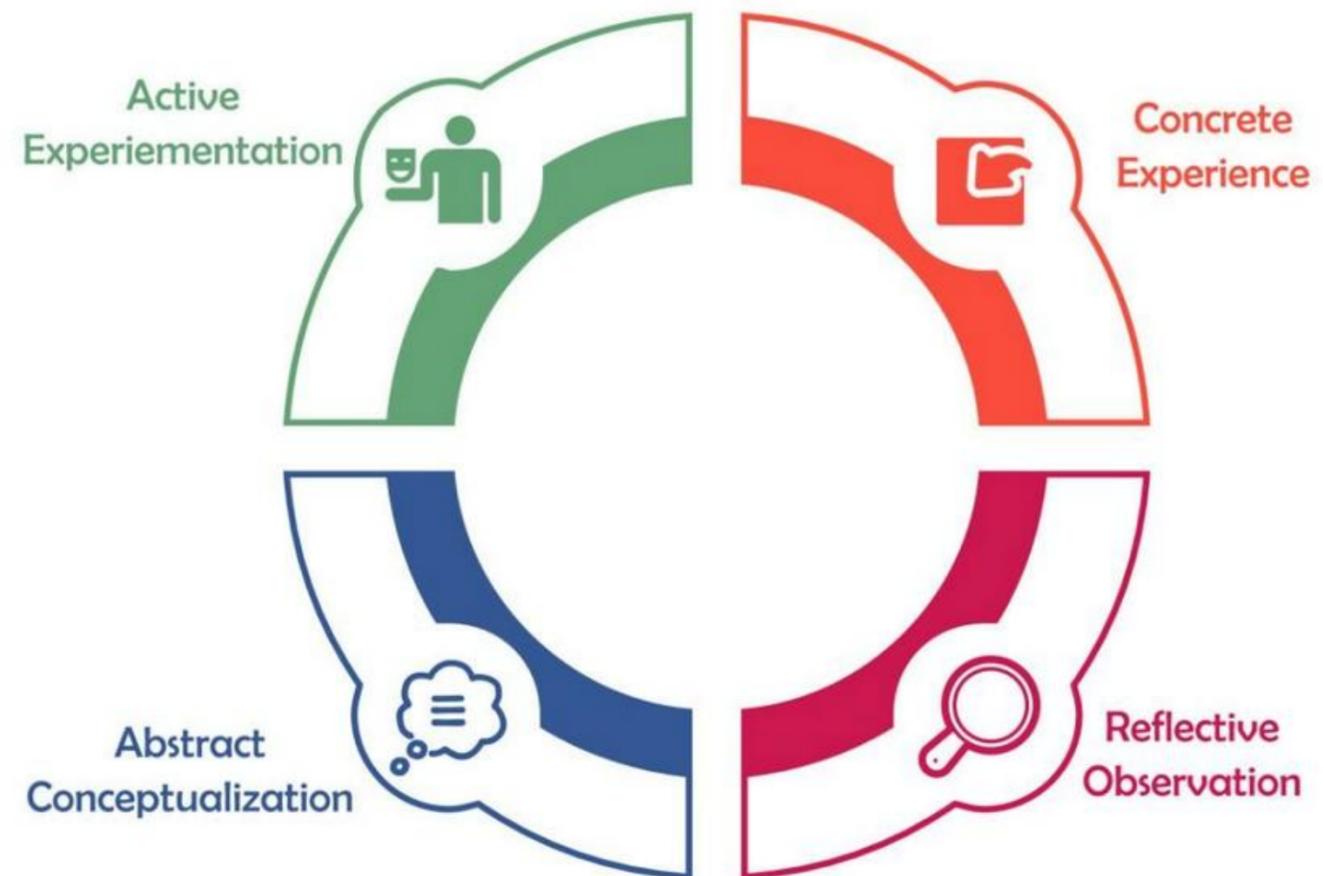
Innovation Pathway #2: Experiential Architecture



❖ David Kolb's Cycle of Experiential Learning

❖ Applied to:

- ❑ Boreal Adventure Language Camp (STEM Youth Summer Camp)
- ❑ English Innovation Programs
- ❑ Academic English Program
- ❑ Train the Trainer: TESOL





Boreal Adventure Language Summer Camp: Language Through Disciplinary Experience

- ❖ In partnership with:
 - ❑ Lakehead University Partners
 - ❑ Community Partners
- Concrete Experience → Labs & engineering tasks
- Reflection → Guided language analysis
- Conceptualization → Academic vocabulary & discourse
- Experimentation → Project presentations



English Innovation Programs: Community as Classroom



- ❖ **Volunteer Placements**
- ❖ **Academic English Seminars**
- ❖ **Structured Reflection Cycles**
- ❖ **Re-entry with revised strategies**



Three Innovation Pathways. One Instructional Strategy



Learner Type	Innovation Model
Educators & Professionals	TESOL + CLIL + Professional Language Integration
Youth & Adult Learners	Structured Experiential Architecture



Rethinking Innovation in English Language and Culture Education

❖ Innovation is not:

- ❑ Adding activities
- ❑ Rebranding programs

❖ Innovation is

- ❑ Aligning with global needs
- ❑ Integrating theory intentionally
- ❑ Structuring reflection
- ❑ Building institutional ecosystems



Innovation in practice begins with intentional design



Panel Discussion



**MOVING BEYOND
GENERAL ESL / FSL**

01

What shifts did you have to make in order to start offering these programs?

E.g. For example, how did you upskill teachers? How did you develop curriculum? How did you add an experiential component to your programs?



02

What advice do you have for institutions wanting to move beyond general ESL/FSL?

What lessons have you learned?



03 What role do partnerships play in this innovative programming?

Both external and internal institutional partnerships?



04 What advice would you give to an institution about how to find new opportunities beyond ESL/FSL?





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Thank you!
Merci!



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