

ENGLISH FOR SPECIFIC PURPOSES, ALIGNING CONTEXT WITH PRACTICE AND MATERIALS (ESP)

**U.S. DEPARTMENT OF STATE - E-TEACHER SCHOLARSHIP PROGRAM
UNIVERSITY OF OREGON, DEPARTMENT OF LINGUISTICS, AMERICAN ENGLISH INSTITUTE**

Course Overview

This course will develop participants' skills in designing, implementing, and evaluating English for Specific Purposes (ESP) courses based on best practices in the field. Because the foundation of this course is in best practices, new and experienced ESP practitioners are welcome from all areas of the field. Course participants may be addressing the needs of pre-experience learners (those preparing to enter a specific discourse community) who need (1) English for Academic Purposes (EAP) for courses in specific disciplines in universities, or (2) Vocational English for Specific Purposes (VESP) for courses at vocational and technical secondary schools. Other course participants might be focused on English for Occupational Purposes (EOP) courses in the business sector or other fields that are intended for pre-experienced or experienced learners already in the workplace who need English as a tool for their job. ESP target learners are usually adults with an intermediate level of English or higher. The course will also address the need for training in English for Specific Purposes to promote education and economic development at the local and national levels.

Special requirements: This course is intended for EFL educators of teens and adults only.

Learning Objectives

By the end of this course, participants will be able to

- differentiate between ESP and English for General Purposes (EGP)
- recognize best practices in ESP for course needs analysis, curriculum design, materials development, delivery, and evaluation
- evaluate the effectiveness of their current materials and methods
- locate high-quality sources of authentic materials on the Internet and in their own communities to further the development of key professional communication skills and content knowledge
- adapt authentic texts and select teaching points for their learners
- create a personalized "ESP toolkit," a folder on their own computers or storage drives for documents and resources useful for creating and delivering their own ESP course
- create an initial needs assessment for a specific target learner population
- communicate more effectively in English by having participated in course activities
- gain support and inspiration from a collaborative network of ESP practitioners through new friendships and stronger professional relationships

In the near future after having taken this course, participants should be able to

- provide effective EAP and VESP courses for pre-experience learners taking courses in university departments and vocational or technical schools
- respond to the needs of the business and professional community through designing EOP courses that benefit the learners, local communities, and the national workforce

Course Scope and Sequence

- Week 1: Orientation to course; introductions and getting to know others in the class
- Week 2: ESP vs. EGP, an overview of the field; the “circles of impact” from ESP
- Week 3: Needs Assessment Phase: Target Situation Analysis (TSA), Context Analysis (CA), Present Situation Analysis (PSA)
- Week 4: Curriculum Design Phase I: Creating course objectives; communicative competence
- Week 5: Curriculum Design Phase II: Sequencing goals and creating a syllabus
- Week 6: Materials Development Phase I: Adapting and selecting teaching points from authentic texts
- Week 7: Materials Development Phase II: Genre analysis of authentic texts
- Week 8: Implementation Phase I: Lesson planning and activities for specific ESP learners
- Week 9: Implementation Phase II: Formative and authentic assessment; task-based lessons
- Week 10: Evaluating an ESP course

Course Requirements for Certificate of Completion

This class is pass/no pass. Participants receive a final score (maximum = 100 percent) at the end of the course. Participants with a final score of 70 percent or higher will pass the course.

Participants receive an overall percentage score for this class based on work in three areas:

1. Online discussions (40 percent of the total grade)
2. Weekly tasks (40 percent)
3. Final project (20 percent)

Sample Materials and Resources

- Articles from the *English Teaching Forum* journal, (e.g., “Between the ESP Classroom and the Workplace, Bridging the Gap”), <http://americanenglish.state.gov/resources/english-teaching-forum-2009-volume-47-number-3#child-271>
- *Language and Civil Society E-Journal*, Chapters on Business Ethics and Business Education, from U.S. Department of State, <http://americanenglish.state.gov/resources/language-and-civil-society-e-journal-business-ethics#child-759>
- *English Grammar and Technical Writing*, from U.S. Department of State, <http://americanenglish.state.gov/resources/english-grammar-and-technical-writing>
- *An Overview of Needs Assessment in English for Specific Purposes*, by K. Westerfield
- *Effective Practices in Workplace Language Training: Guidelines for Providers of Workplace English Language Training Service*, by J. Freidenberg and D. Kennedy
- *What Is English for Specific Purposes?* by R. Smoak
- *Developments in English for Specific Purposes: A Multidisciplinary Approach*, by T. Dudley-Evans and M. St. John
- *Designing Language Courses: A Guide for Teachers*, by K. Graves