

## **SPECIFIC AUDIENCE COURSE: ENGLISH FOR SPECIFIC PURPOSES – EFFECTIVE PRACTICES IN COURSE AND MATERIALS DESIGN (ESP)**

**UNIVERSITY OF OREGON, COLLEGE OF ARTS AND SCIENCES, AMERICAN ENGLISH INSTITUTE**

### **Course Overview**

This online course develops participants' skills in designing, implementing and evaluating English for Specific Purposes (ESP) courses based on effective practices in the field. Because the foundation of this course is in effective practices, new and experienced ESP practitioners are welcome from all areas of the field. Course participants may be addressing the needs of learners who need (1) English for Academic Purposes (EAP) courses for success in specific disciplines that are taught using English as the medium of instruction, or (2) English for Occupational Purposes (EOP) courses in the business sector or other fields that are intended for pre-service learners or experienced learners already in the workplace who need English as a tool for their job. Regardless of which ESP target learner population is the focus (EAP or EOP), the target learners are usually adults with an intermediate level of English or higher. The course also addresses the need for training in English for Specific Purposes to promote education and economic development at the local and national levels.

### **Learning Objectives**

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

- Differentiate between ESP and English for General Purposes (EGP).
- Recognize effective 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 and/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 courses for learners taking courses in specific university departments where English is the medium of instruction.
- Respond to the needs of the business/professional community through designing EOP courses that benefit the learners, local communities, and the national workforce.



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## 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 must satisfactorily complete the course final project and all course work with a final score of 70-100% to receive a certificate of completion. Course participants will be required to:

1. Participate actively in online discussions of course concepts (40% of the total grade).
2. Complete weekly tasks applying course concepts, and provide constructive feedback to peers (40% of the total grade).
3. Complete a final project, an initial Needs Assessment (NA) for a specific target learner population of their choice, as well as a reflection on this NA and the challenges anticipated, with possible ways to overcome those challenges (20% of the total grade).

## Sample Materials and Resources

- Friedenber, J., Kennedy, D., Lomperis, A., Martin, W., & Westerfield, K. (2003). *Effective practices for workplace language training providers*. Alexandria, VA: TESOL.
- Dudley-Evans, T. & St. John, M. (2010). *Developments in English for specific purposes: a multi-disciplinary approach* (pp. 145-169). Cambridge, UK: Cambridge University Press.
- Graves, K. (2000). *Designing language courses: A guide for teachers* (pp. 75-79, 260). Boston, MA: Heinle & Heinle.
- Orr, T. (2002). Introduction. In *English for specific purposes* (pp. 1-2). Alexandria, VA: TESOL.
- Salas, S., Mercado, L.A., Ouedraogo, L.H., & Musetti, B. (2013). English for specific purposes: Negotiating needs, possibilities, and promises. *English Teaching Forum*, 51(4), 12-19. Retrieved from [http://americanenglish.state.gov/files/ae/resource\\_files/51\\_4\\_3\\_salas\\_et\\_al.pdf](http://americanenglish.state.gov/files/ae/resource_files/51_4_3_salas_et_al.pdf)
- Smoak, R. (2003). What is ESP? *English Teaching Forum*, 41(2), 22-27. Retrieved from [http://americanenglish.state.gov/files/ae/resource\\_files/03-41-2-g.pdf](http://americanenglish.state.gov/files/ae/resource_files/03-41-2-g.pdf)

