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Itinerario II: Curriculum Design for Academic and Specific Purposes

Guía didáctica

Facultad de Ciencias Sociales, Educación y Humanidades

Departamento de Filosofía, Artes y Humanidades

Itinerario II: Curriculum Design for Academic and Specific Purposes

Guía didáctica

Carrera	PAO Nivel
▪ <i>Pedagogía de los Idiomas Nacionales y Extranjeros</i>	VII

Autora:

Zuñiga Ojeda Alexandra



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Zuñiga Ojeda Alexandra

Universidad Técnica Particular de Loja



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Ediloja Cía. Ltda.

Telefax: 593-7-2611418.

San Cayetano Alto s/n.

www.ediloja.com.ec

edilojainfo@ediloja.com.ec

Loja-Ecuador

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1. Information data

1.1. Subject Presentation



1.2. UTPL Generic Competencies

- Research and innovation orientation.
- Critical and reflective thinking.
- Commitment and social involvement.

1.3. Specific Competencies of the Program

- Integrates pedagogical, linguistic, didactic and curricular knowledge that allow, the updating of designs, the use of learning methodologies and the incorporation of knowledge for the teaching of English as a foreign language in a practical and systematic way, based on the development of critical thinking, reflective, creative and experiential thinking, in relation to the development of the person and its context.

- Organizes the curricular designs and the management of English learning focused on students, taking into consideration the interaction with the institutional, community and family contexts. This is achieved through the practice, links with the community, research and innovation, to foster interculturality, inclusion, democracy, and methodological flexibility in education.

1.4. Issues Addressed in the Subject

- Limited methodological and didactic knowledge, as well as scarce development of critical and reflective thinking.
- Limited knowledge on the design, application and evaluation of educational resources and strategies for the adaptation, flexibility and integrality of personalized learning experiences.



2. Learning methodology

Dear student, the selected approach for this course is the Flipped Classroom Methodology which addresses the needs of distance students and allows a more effective work with the professor. It is a pedagogical model in which the traditional elements of the lesson taught by the teacher are reversed, the primary educational materials are studied by the students at home and then they are worked in the classroom. With this methodology, the teacher continues to be responsible for the teaching process and learning, but its role is emphasized in being the great provider of resources, methods, tools, information; creating learning environments; formalizing knowledge; facilitating research and development; and, motivating and accompanying the student, providing assistance throughout the educational process.

On the other hand, this methodology views learners as active agents and uses interactive strategies to motivate students to bring their own knowledge, past experiences to be combined with new content and practice in class. As a result, students can take control of their own learning process based on the access of information provided in advanced by the professor. Another benefit of this method is that students receive immediate and valuable feedback while working in individual or collaborative activities.

The main characteristics underlying this methodology allow students to develop skills such as critical thinking, decision making, problem solving, cooperative and collaborative work that are relevant to succeed in language teaching and contribute to the needs of education.

Based on this methodology the idea is to make students builders of their own knowledge where they develop the competencies required, achieving the learning outcomes proposed for this course.



3. Guidelines for learning outcomes



First bimester

Learning outcome 1

- Identifies the different curriculum theoretical foundations and applies in the teaching-learning process.

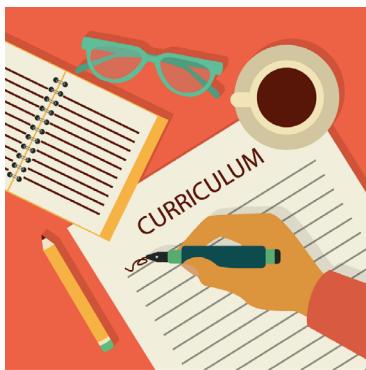
To achieve the learning outcome, it is important to first be familiar with some terms and definitions, then it is fundamental to analyze the background and evolution of curriculum from syllabus to course design that will become the basis for understanding the ESP curriculum development process. This theoretical foundation will allow students to make decisions when designing an ESP course.

Contents, resources and suggested learning activities



Week 1

Dear students, it is a pleasure for me to welcome you to the study of this course which complements your training as English teachers in the area of course planning. This first unit covers important topics that will allow you to understand the background of Language Curriculum and how ESP contributed for the evolution and innovation of English teaching. Let's begin with the first topic.



Note: @freepik | freepik.es.

This unit provides information about the development of the English Language around the world due to the growth of its use for communication, starting from little knowledge in the area of teaching to the up-to-date methodologies used at present that where the result of English for Specific Purposes. Likewise, you will explore the foundations that underlie the development of curriculum to be compared with the Ecuadorian English Curriculum. Some of the information of this unit is developed and expanded in this guide and complemented with information of your coursebook. You will be guided to read the specific topics and units in the book as it corresponds.

1.1. Historical and Philosophical Foundations of Language Curriculum

The development of humanity has brought with it several advances in different fields and the teaching of English has not been the exception. Many years ago, the teaching of English was simple, less structured, and in my opinion less effective. As I stated at the beginning the ongoing evolution of ways of English teaching has contributed to the discovery of new ways of teaching languages and English for Specific Purposes -ESP has played a fundamental role in this process. What do you think this contribution has been? Well, at the beginning English was taught for general purposes, which is known as English for General Purposes- EGP and by using traditional methodologies based on repetition and grammar translation. Likewise, teachers based their teaching just on lesson plans where they organized

their ideas, activities, and resources for teaching. However, with immigration as a result of World War II, the need for communication in specific situations appeared around the world. This growing need made linguists and psychologists analyze the whole context and different variables that come into play in the process of English teaching to propose more effective courses based on a broader plan that is known as Language Curriculum.

According to Richards (2017, 9) "Language curriculum generally reflects a particular philosophy or set of beliefs concerning the nature and value of language learning which serve as justification for a particular approach to language teaching." I invite you to watch the video: [Keywords to better understand the Philosophies of Education](#), to identify the one that support your way of teaching.

Based on this brief background of the evolution of English, now, it is time to read the topic History of ESP in your coursebook, which is explained by Woodrow (2018). After you finish reading, compare your understanding with the *Timeline* that summarizes the main issues in the evolution of ESP. This information is presented in a table that includes dates, the approach, and examples for each approach.

As you could analyze, all these approaches gave the foundation for the creation of ESP courses. With this brief explanation of the history of language teaching, let's start with a contextualization of the importance of English teaching and ESP courses.

A new perspective and vision of English language teaching have arisen due to the demands of a globalized world because this language is considered the most used in commerce, education, travel, and communication, among others. According to Richards (2017), the importance of English in the world requires effective programs that will benefit national development. These situations, where the language is used, require specific content to be taught according to the purpose and needs of the students which is provided through ESP courses.

I invite you to watch this *Open Educational Resource*: a video that presents the history of ESP Courses, its definition and some characteristics: [English for Specific Purposes History](#).

Do you think this video was interesting? I hope this information expands and clarify the history of ESP Courses and some characteristics.

1.2. Definition, Classification, and Types of ESP

 Before starting with the definition of ESP, I would like to present the following *Open Educational Resource*: video: [English for Specific Purposes](#) that gives a quick but full presentation of ESP. I hope you enjoy the video as I did because I consider it as a complete overview of the process to design an ESP course.

To continue with the study of this topic, it is time to refresh the definition of ESP that you studied in previous courses; so, I invite you to read in your coursebook the topic *English for specific purposes*. Here you will find a very clear explanation of ESP and its branches, as well as the definition and characteristics of English for General Purposes-EGP.



ESP stands for English for Specific Purposes. Those specific purposes are often jobs: English for hotel receptionists, English for pharmaceutical salesmen, English for call center operators, English for architects or many others (Scrivener, 2011). 310).

It is important to analyze the table about the characteristics of ESP and EGP to identify the differences of students' needs before to start planning a course. With these definitions and characteristics in mind ;can you identify different types of courses or situations where English is taught? Provide some examples for ESP and EGP.

Table 1.

Type of English Course.

Type of English Course	Examples
ESP	<ul style="list-style-type: none">▪ -▪ -▪ -
EGP	<ul style="list-style-type: none">▪ -▪ -▪ -

I imagine, it was easy for you to cite some examples of ESP and EGP courses after reading about the differences between these two types.

On the other hand, if we focus our attention specifically on ESP, you will see that this one also has its own classification, so to understand it better, I suggest you analyze the two figures that summarize and organize this classification; after that, start reading the detailed explanation because the understanding of this information will help you make decisions about the course design.

Once you finish reading about the classification, you may start analyzing the features of each type of ESP course. As the author mentions “many of them overlap” (Woodrow, 2018, p.13).

Now, I invite you to reinforce your knowledge in the following recommended activity:



Recommended Learning Activity

Dear student, analyze task 1.3 in your coursebook that describe different types of courses and mark with an X their characteristics in relation to their classification: general or specific and pre-or post-experience.

Table 2.

Types of English Courses.

Types of ESP course	General	Specific	Pre-experience	Post-experience
1				
2				
3				
4				
5				

Note: Include the characteristics of ESP courses in this table. Take the information from the coursebook Introducing Course Design in English for Specific Purposes

I imagine you did an excellent work because this activity had the purpose to make you reflect and analyze the types of course in relation to the aim of students.

1.3. Assumptions to Syllabus Design and Evolution of Methods

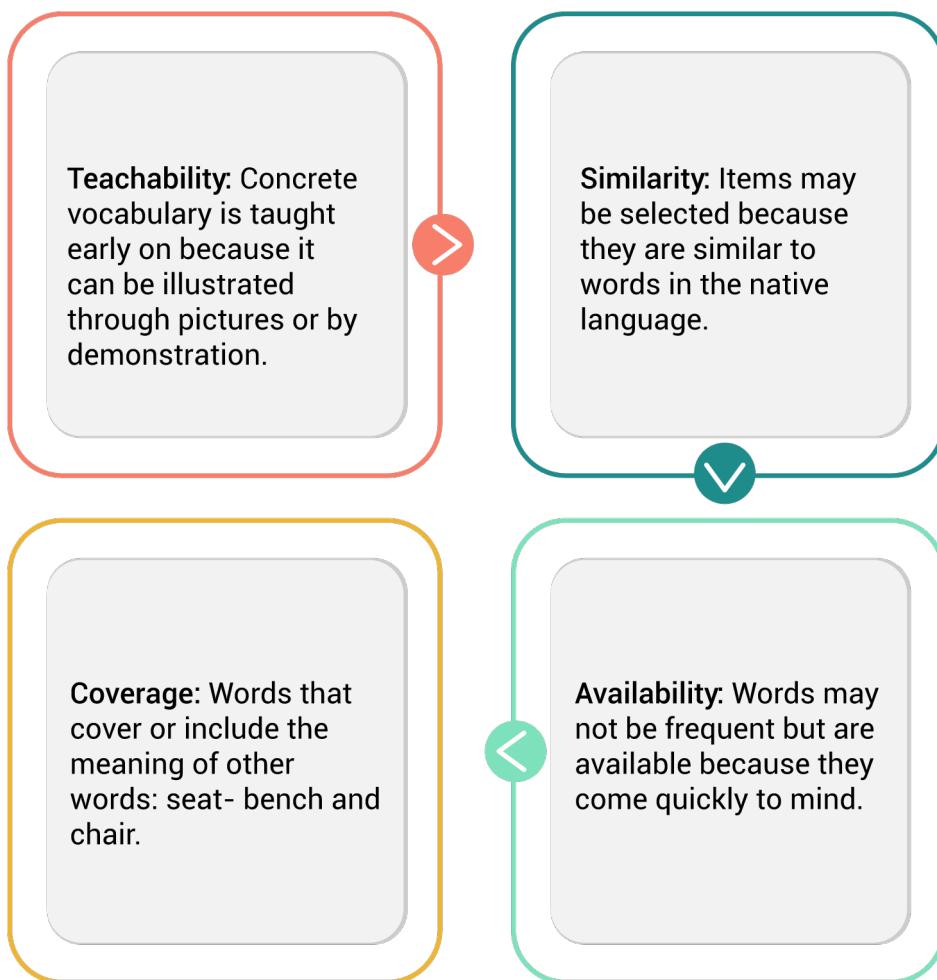
To start with this topic, we are going to review the definition of Syllabus. According to the Cambridge Dictionary, syllabus is a plan showing the subjects or books to be studied in a particular course, especially a course that leads to an exam. A syllabus provides the organizational structure for a course, based on the teaching goals.

According to Richards (2017), "all teaching, of course, demands a choice of what will be taught from the total field of the subject, and the teaching of a language at any level and under any circumstances requires the selection of certain features of the language and the intentional or unintentional exclusion of others" (p.4). A lot of research has been done to determine the appropriate *vocabulary and grammar* structures for language teaching because these elements have been considered de pillars and the beginning for *syllabus design*.

The selection of vocabulary in language teaching constitutes a very important aspect and a starting point in *syllabus design* because enough and appropriate vocabulary gives meaning to the language. In ESP courses, its importance is more marked since vocabulary reflects the specialization of the course.

The number of words that should be taught depends on the objectives of the course and the time allocated for teaching. Furthermore, it is important to analyze that the selection of words is not easy because they are part of communication where grammatical constructions are involved. The good news is that there is specialized people in charge of creating Corpus which contains lists of words that are grouped considering different characteristics such as usefulness and frequency, among others. However, these characteristics are not enough and according to Richards (2017), the following are more specific criteria for vocabulary selection:

Figure 1.
Vocabulary Selection Criteria.



Note: Vocabulary selection criteria presented in the coursebook Curriculum Development in Language Teaching. Designed by Zúñiga, A. (2021)

The procedures for vocabulary selection made effective the design of a *Lexical Syllabus* where the teaching was organized in levels and a list of 500 words were assigned to each level. One of the most important lists of words (Corpus) was made by Michael West called A General Service List of English Words (1953), however, nowadays there is still a need to improve the criteria to create new list to respond to the demands of the language.

Grammar Selection is another fundamental aspect in language teaching whose purpose is to create basic structure lists of grammar. As in vocabulary selection, there were many attempts to determine the appropriate order to teach these grammar structures, thus, the term *Gradation* appears which is concerned with the grouping and sequencing of teaching items in a syllabus. With these elements, the *Grammatical Syllabus* appears which contains the grammatical structures and the order in which they should be taught. In this case, the following criteria has been presented to decide on the selection.

Figure 2.

Grammar Selection Criteria.



Simplicity and centrality: Structures that are simple and more central to the structure than those that are complex.



Frequency of occurrence of structures in real language.



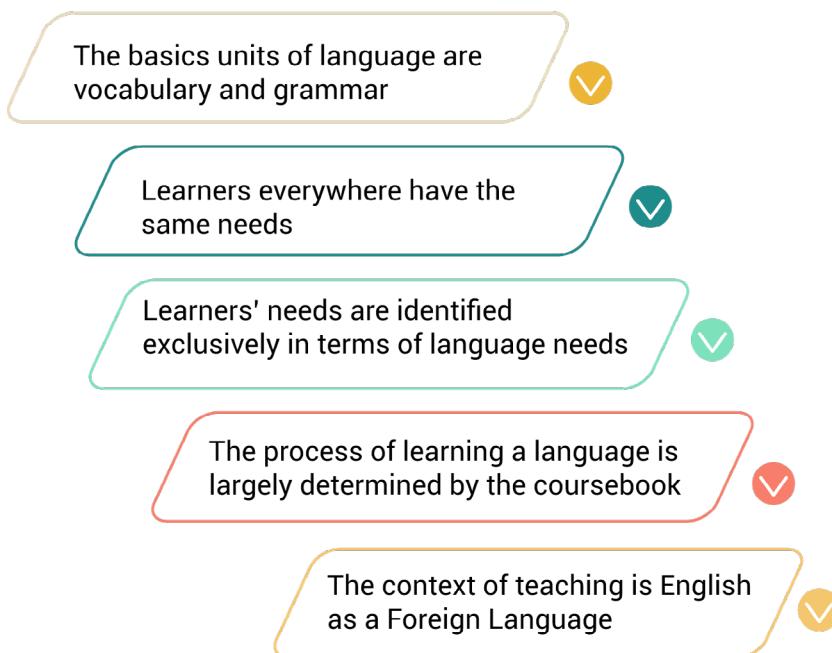
Learnability refers to the order in which grammatical items are acquired in second language learning.

Note: Grammar selection criteria presented in the coursebook Curriculum Development in Language Teaching. Designed by Zúñiga, A. (2021)

This systematic selection and organization of grammar resulted in the *Grammatical Syllabus* which was considered as the core of a language program. These approaches to syllabus design were underlid by the following assumptions:

Figure 3.

Assumptions for Grammar Syllabus Design.



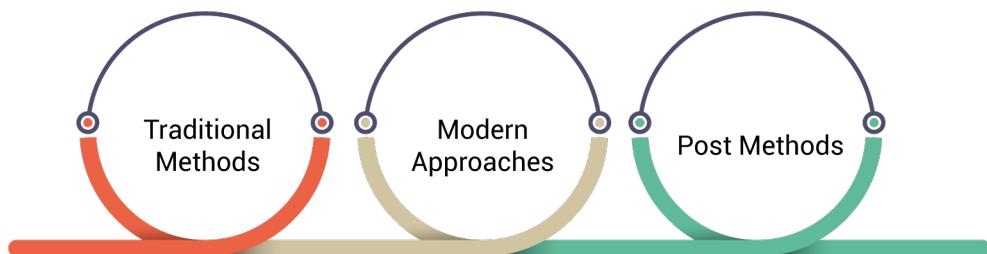
Note: Assumptions for grammar syllabus design summarized from Curriculum Development in Language Teaching. Designed by Zúñiga, A. (2021).

As you could see, the *syllabus* provided a simplified plan to teachers in which selection of vocabulary and gradation of grammar were the most important elements in the teaching process; however, the demands of the globalized world and the environments where English was taught made evident the need to consider more aspects in the teaching process.

In addition to the advances in syllabus design, an important fact to consider is the approaches and methods that have been proposed for teaching English. Thus, the 1950s and the 1960s are identified as the years of changes in language teaching since English language teaching profession was demanding up-to-date methods to supply the needs of the growing world. Linguists and psychologists played an important role with the contribution of theories that allow the understanding of the nature of the language and of language learning (Richards 2017). As a result, it can be stated that language teaching has been influenced by different trends along the years that have led to the most refined way of teaching. To this respect, Richards (2017) states, "Many methods have come and gone in the last 100

years in pursuit of the “best method.”. All of them have contributed somehow to each other. According to Alghamdi, Alghamdi and Alsolami (2019), ELT has experienced phases of approaches or methods, which are summarized in the following figure.

Figure 4.
Phases, Approaches or Methods in ELT.



Note: Phases, approaches, and methods summarized from English Language Teaching: Historical Overview. Designed by Zúñiga, A. (2021)

Now, it is time to read the article about [English Language Teaching: Historical Overview](#). This paper will help you to identify the methods and approaches that are grouped in these phases. After you finish reading, you will be ready to complete the following exercise. Group the methods and approaches according to the following classification.

Table 3.
Evolution of ELT Approaches and Methodologies.

Traditional Methods	Modern Approaches	Post-Method
---------------------	-------------------	-------------

Note: Table to complete the Evolution of ELT Approaches and Methodologies from the article English Language Teaching: Historical Overview.

I consider that this organization is very useful to reflect on the evolution of ELT approaches and methods, and to understand that all of them have contributed somehow to each other; for this reason, at present we continue using the Communicative Approach, but it has been enriched with additional approaches to make it more successful.



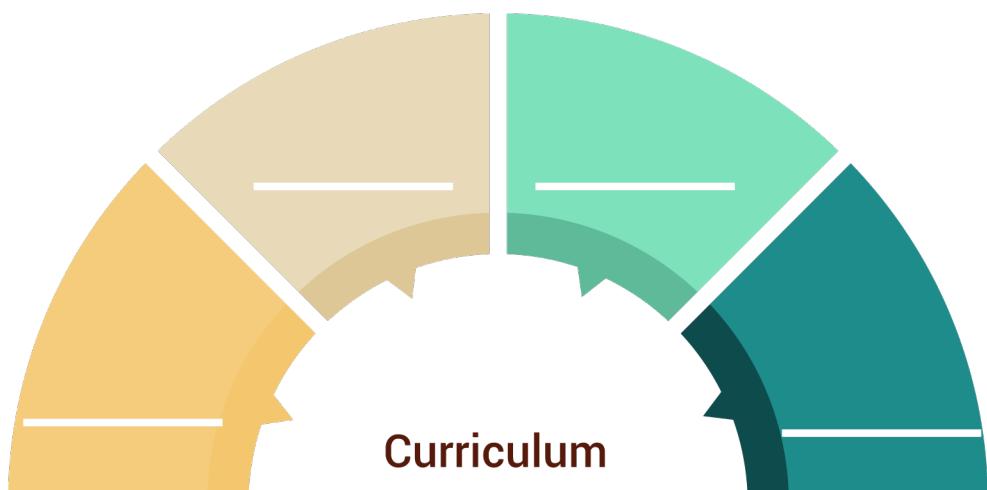
Now, that you have a sound background of the history of English language, it is important to emphasize that the demands of the language originated the need to have well-structured processes to design language courses in order to reach the desired objectives which are required by users of the language in different fields and situations around the world. This process will be explained in the next topic.

1.4. From Syllabus to Language Curriculum

As you could see, the design of syllabus was a good starting point for teachers to provide a plan to teach; however, it was not enough to supply the most important needs of learners. Teaching general English did not cover aspects such as academic, employment in different fields or immigrants needs.

I would like to start this topic by brainstorming some ideas about the definition of curriculum. What do you understand by curriculum?

Figure 5.
Language Curriculum Definition.



Note: Brainstorm some words that can be related to Language Curriculum definition.

Well done! I imagine that you made your best effort to define curriculum and provide some words that can help to describe the meaning of curriculum.

In simple words, curriculum can be defined as a plan that educators follow in the teaching-learning process, but a syllabus is also a plan that teachers follow. For this reason, and with the purpose of clarifying the term curriculum, we can say that it implies more complex procedures that take into consideration language contents and skills that students are expected to learn and learning aims and objectives that they are expected to meet, that contribute to cover their language needs. It also includes the methodologies, units of organization of a lesson that teachers teach, the assignments and projects given to students; the books and materials used in a course, the tests, and other methods used to evaluate student's learning (Zúñiga 2013).

To make it easier to understand for you, I would like to summarize the process of Language Curriculum Design by citing the figure by Nation and Macalister (2003), where they describe it in the following way: the syllabus is represented with an inner circle where the goals denote the center that provides focus to the whole process around it; this inner circle is composed of three important elements of the syllabus: content and sequencing, format and presentation, and monitoring and assessing. At the same time, these elements are supported and influenced by three outer circles that represent teaching principles, environment and needs. All of them are contained in the outer circle which represents the evaluation that may occur at any time during the process.

[Language Curriculum Design Process](#)

As you can see, the design of a course combines different aspects of the teaching process, starting from the analysis of students' needs, the environment that allows teaching and learning to take place, all these, based on the teaching principles that shape the choices for teaching. These aspects influence the syllabus design to reach the planned goals.

Now, that you have a clear idea of what curriculum is and what it involves, you are ready to start with the analysis of the English National Curriculum, which will be a fundamental activity to identify its organization.



Week 2

So far, we have covered the theory and fundamental concepts to understand the purpose of this course. In this second part of the first unit, you will do a more practical and analytical activity where the structure of the Ecuadorian English Curriculum will be analyzed, focusing your attention on the methodologies and principles chosen for its design.

In order to access to the information of the [2016- Foreign Language Curriculum](#), I invite you to explore the Ministry of Education Web Page. Here you will find a brief and broad introduction to the topic of Foreign Languages Curriculum for Ecuador that covers French and English.

However, we will focus our attention on the *English as a Foreign Language Curriculum*; for this purpose, you have to review the following *Open Educational Resource* a video: [Curriculum de Inglés](#). This resource presents an explanation of the Ecuadorian EFL Curriculum. In addition, you can broaden your knowledge by reading the formal and full document: [Currículo de los Niveles de Educación Obligatoria Nivel BACHILLERATO](#).

The description of the EFL Curriculum starts in page 191, so start reading from this page up to page 220. Once you read this information, you will be able to define the essential elements of the curriculum, its goals, curricular threads, and approaches and methods chosen for it.

1.5. Understanding the Objectives and Core Principles of the EFL Ecuadorian Curriculum

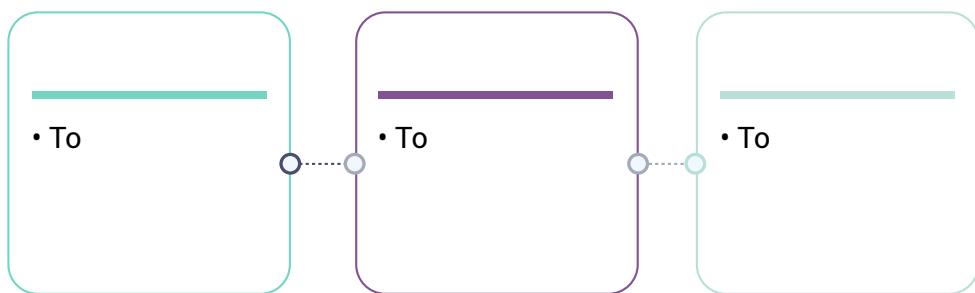
Any educational plan needs a foundation based on a teaching philosophy, language principles, ideology, values and so on, which are the result of theories, research, experience, and reflection of the teaching processes. This cognitive activity will affect the decision on the design of curriculum.

At this point, it is important to reflect on what you have learned in previous courses about methodologies and teaching planning; also, it is important to relate this knowledge to the contents of Second Language Acquisition, here you will identify the theories and cognitive process studied for learning a language. This reflection is fundamental to understand the decisions behind the Ecuadorian EFL Curriculum.

To measure your understanding of the Ecuadorian EFL Curriculum, organize your ideas in the following activities:

Any project needs to have its purpose established and it is usually stated through objectives as it is the case of the Ecuadorian EFL Curriculum. Identify the objectives of the EFL curriculum which are stated as: skills for the 21st Century.

Figure 6.
Curriculum Objectives.



Note: Table designed to Identify and register the objectives of the EFL curriculum.

In addition to teaching methodologies, at present, the teaching learning process is built around well-established principles of second language acquisition. Summarize the core principles that underlie the EFL Curriculum, and include them in the following figure:

Figure 7.
EFL Curriculum Core Principles.



Note: Figure to summarize the core principles that underlie the EFL Curriculum.



If you want to deepen your knowledge on the importance of teaching principles, you may watch this short video by Richards: [Teaching Principles](#).

1.6. Language Methods and Approaches

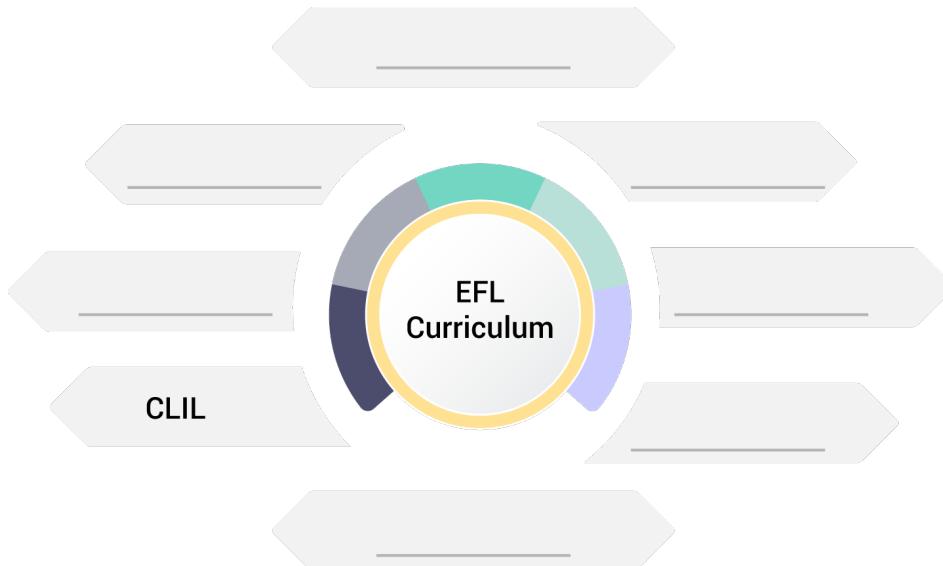
Focus your attention on the Ecuadorian EFL Curriculum document for identifying the specific methods that will be used along the teaching and learning process. Then create your own figure to explain the relationship among the Communicative Approach, CLIL, and the Threads.



Note: This is a space to create a mind map or figure to explain the relationship among the Communicative Approach, CLIL, and the Threads.

Now that you have analyzed the Curriculum, you are prepared to summarize and complete the figure with the main elements of the EFL Curriculum:

Figure 8.
EFL Curriculum Elements.



Note: Figure to summarize and complete the information with the main elements of the EFL Curriculum.

After you finish with these exercises, you can compare your responses by reviewing the following presentation [Ecuadorian EFL Curriculum 2016_ MINEDUC](#).

Well, dear student, as soon as you finish with the study of unit 1, it is time to measure the progress of your knowledge on this topic by taking the self-assessment. Thus, I invite you to answer the following questions.



Self-assessment 1

- 1. The focus of language curriculum development is:**
 - a. The evaluation of factors that intervene in a language program.
 - b. The selection of appropriate content, vocabulary and grammatical structures for a course.
 - c. The design, revision, implementation, and evaluation of language programs.
- 2. In order to have effective language programs, curriculum design must include a systematic procedure which includes:**
 - a. Methodology design, teacher development, program content and learners' needs.
 - b. Situation analysis, needs analysis, goal setting, syllabus design, materials analysis and evaluation.
 - c. Course design, management, and evaluation.
- 3. At present, to support language teaching, it is necessary to have:**
 - a. Language approaches and modern methods.
 - b. Curriculum development.
 - c. Syllabus design and curriculum development.
- 4. The first attempt to solve the demands of the world in relation to teaching English as a language of international communication was the _____.**
 - a. Up-to date methods.
 - b. Up-to date technology.
 - c. Up-to date syllabuses.
- 5. The purpose of _____ is to train learners in the use of English in specific occupations and situations.**
 - a. Situational Approach.
 - b. English for Specific Purposes.
 - c. Communicative Language Teaching.

- 6. The ESP approach in language teaching was built based on _____ and _____ to determine the linguistic characteristics of different disciplines.**
- science and experience.
 - register and discourse analysis.
 - discussions and analysis of different fields.
- 7. An ESP course is developed around an analysis of the _____.**
- language content.
 - learner's needs.
 - context needs.
- 8. _____ refers to a collection of texts which can be analyzed using computer software. The results are used to determine the linguistic design of a course.**
- Conversation analysis.
 - Corpus analysis.
 - Genre analysis.
- 9. The approaches and methods that underlie the Ecuadorian EFL Curriculum are:**
- Citizens development in Ecuador who can communicate effectively in today's globalized world.
 - Communicative language approach and Content and Language Integrated Learning (CLIL).
 - General educational goals of justice, innovation, and solidarity.
- 10. _____ are shaped ways of teaching derived from experience, own believes and values, institutional organization, and philosophy of teaching.**
- Teaching methods.
 - Teaching roles.
 - Teaching principles.

Answer Key



Unit 2. Instruments and procedures to collect information

In this unit, you will learn about instruments to collect information about learners and the stakeholders who are part of the teaching context. Get ready to learn about the characteristics of these instruments and the factors that will be considered for their design.

2.1. Needs analysis for designing ESP/EAP courses

The importance of needs analysis lies on the position of learners as the main actors in the language teaching-learning process, since they provide the most relevant information that will be used to plan the course, and as a result, the course will satisfy their needs for communication.

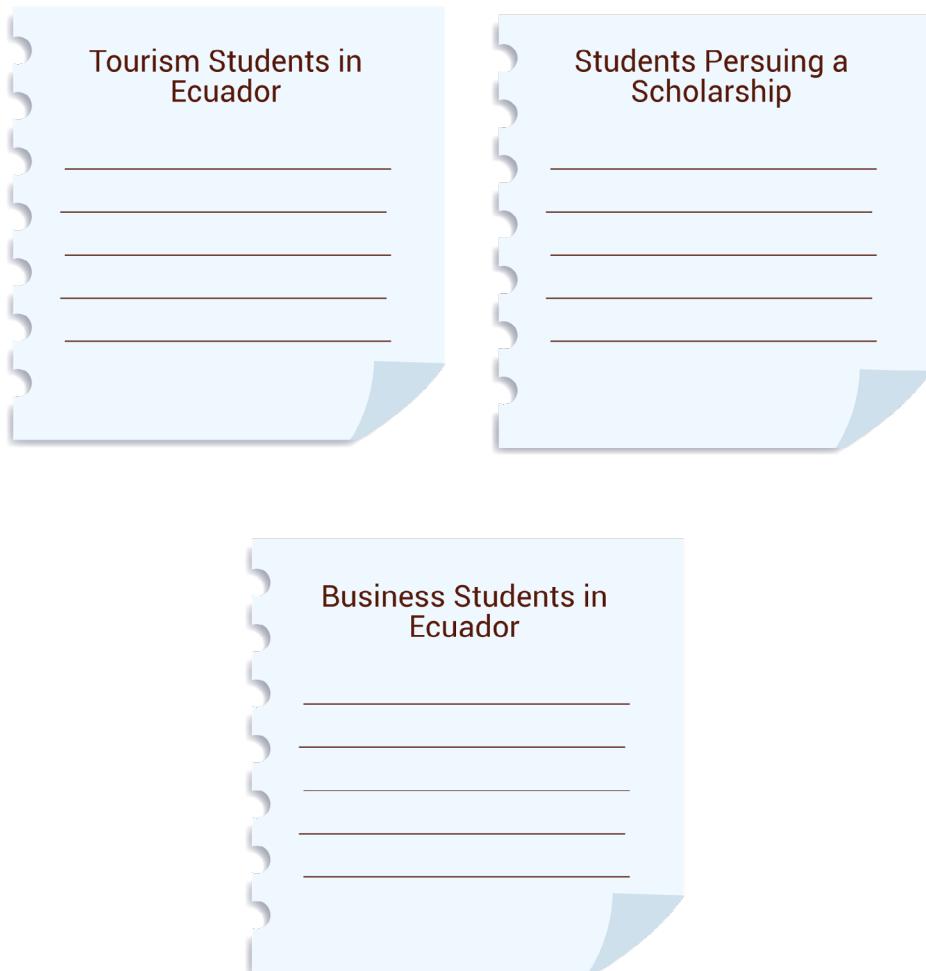
Nation and Macalister (2003) state that the aim of needs analysis is to obtain important information about the students' necessities, lacks, and wants with the purpose of including relevant and useful information that will contribute to the goals and content of a course.

Now, it is time to read the topic *Needs Analysis and ESP Course Design* in the coursebook, that explains the importance for ESP courses. First, it gives a definition of needs analysis, second, it covers the types of needs; third, it talks about stakeholders' perspectives and finally, specific methodologies for the design of needs analysis.

Remember that while you are reading, it is important to use any of the techniques that will help you recall the main ideas and remember important aspects by highlighting them or making notes next to them.

Based on the previous reading, can you provide a list of language needs for the following groups of students?

Figure 9.
Students Language Needs.



Note: provide a list of language needs for the groups of students.

How was this activity? I am sure, it made you think of the different needs that students may have, based on their purpose to learn a foreign language. Great! Now you know that a program needs to be planned according to students' needs and having in mind the purpose of their study.



To finish with this topic of Needs Analysis in ESP, I would like you to compare the purpose of this instrument and its procedure by watching the following *Open Educational Resource* video: [Needs Analysis in ESP](#).

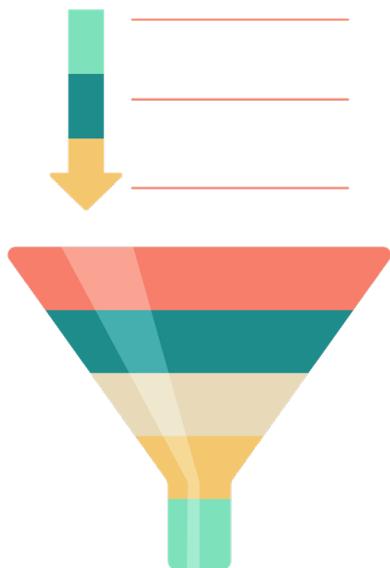


2.2. Situational Analysis for designing ESP/EAP courses:

The following information is part of unit 2, and you will not find it in the coursebook, so I invite you to study these contents in this virtual guide. The topic that we are going to study is *Situation Analysis*. So far you have analyzed the importance of Needs Analysis to design an ESP course; however, as you could see in figure 5 of the Process of Curriculum by Nation and Macalister (2003), the planning of a course or a series of courses requires another important aspect that is the analysis of the environment where the teaching process will take place.

Now to start with this topic, I would like you to brainstorm some factors that intervene in the success of an ESP course, in addition to the students' needs. You may write them as they occur to you and do not worry if you have too many or just a few.

Figure 10.
Situational Analysis Factors.



Situational Analysis

Note: Brainstorm some ideas to define Situational Analysis.

Did you get some ideas? Great! I know you are doing very well. Remember that your ideas are very important, and I am going to refine them in the following section where all the factors will be described. Let's start defining Situational Analysis.

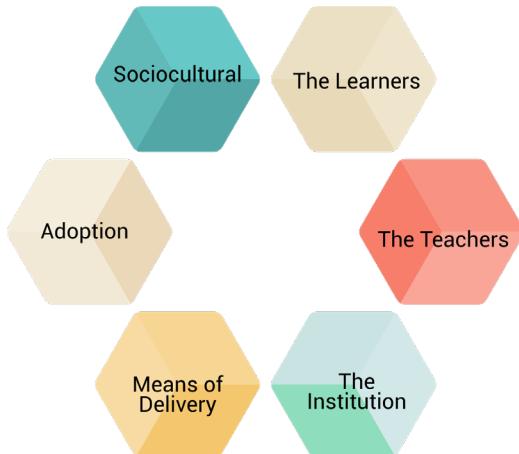
Richards (2017) states that language programs are carried out in a variety of contexts or situations and having information of the contexts is very important because this will contribute to make decisions to have a good plan or improve the one we have. In the context of language teaching, there are different factors that need to be taken into consideration because they are often key determinants of the success of a program.

Nation and Macalister (2003) recognize the Situation Analysis as Environment analysis where the presence of some factors is analyzed since they affect the design of a course by shaping the goals of a course, the contents, and ways of assessing it.

We can say that a situational analysis complements the information gathered during a needs analysis; therefore, it is important to get as much information about the context to identify the factors which will differ from setting to setting.

According to Richards (2017), there are 7 factors in the teaching context that may affect the language course:

Figure 11.
Situational Analysis Factors.



Note: Situational Analysis Factors that summarize the process taken from Curriculum Development in Language Teaching (2017). Designed by Zúñiga, A. (2021).

2.2.1. Sociocultural Factors

It is undeniable that we are all part of a society; and that just as we all contribute to it, society also influences us. The role that English as a foreign language has in the community, the importance in the curriculum, educational traditions, and experience in language teaching, are fundamental aspects for the design of curriculum; thus, it is very important to gather the expectations that members of the community have for language teaching and learning. These members are known as stakeholders and they can see the design of curriculum from different perspectives; therefore, they can influence its planning according to the role they play in the society; for example, this group of people can be policymakers (government), employers, education specialist and institutions, parents, citizens, and students.

Now, to reinforce what you have learned I invite you to participate in the following recommended activity:



Recommended learning activity

To understand this topic, I would like you to complete this recommended learning activity. Answer the following questions:

- How important is the role of English teachers in our country? Why?
- Do English teachers and institutions require highly qualified professionals?
- What are the attitudes of parents towards the learning of English?
- Do business and employers require English skills to employees?
- How important is English for the government (Ministerio de Educación)?

Note. Answer these questions in a notebook or Word document.

When planning an ESP course, we must analyze the environment where it will be taught, and we have to be conscious that people have some expectations about the course. This is also influenced by the experience and traditions in language teaching in the place where they live. To this respect, Richards (2017, p.112) states “Context also influences learners’ understanding of the meaning and value of English and their attitudes toward learning English and other languages”

Let's think for a moment as professionals, for example, if you were working as a teacher, have you ever thought about what the parents of the students want them to learn? or if they are adult students, have you reflected or asked them, what are their goals or future plans in relation to the language and their professions? Do they study the language because it is part of their programs? Do they feel the need because the society requires it for business, or a means of communication among groups?

Responding to these questions, I can say that since English is considered a global language, nowadays, the society around the world is demanding the learning of the language and most of our community agrees with this request. For this reason, it is important to be able to supply the society with *specialized courses* that suit the demands of each group of citizens.

2.2.2. Learner Factor



Note: ESB Basic|shutterstock.com.

Richards (2001) states that "Learners are the key participants in curriculum projects" because they provide the most relevant information to design, plan, and evaluate them. Thus, it is essential to collect as much information about the learners as possible before a curriculum project begins. "Learners bring certain assumptions and beliefs about language teaching and learning based on their cultural and educational background and their previous learning experiences" (Richards 2017, p.114).

In this section, we will analyze learners from the perspective of the teachers or the institution which are offering the English course. This factor can be confused with students' needs analysis; however, here the teacher analyzes information of the learners according to what they expect from the course that will help to engage them with the language course. According to Brown (2001) a teacher needs to know who the students are by identifying their age, education, occupation, general purpose in taking English, and entering proficiency level. Another important aspect is to know their specific language needs, for example: to read English scientific texts, to serve as a tourist guide and so on.

In this sense, we recall the importance of teachers on gathering and negotiating with learners the appropriate organization of the course, methods, techniques, technological resources, among others that will be included in the design of the course. For this purpose, the designers of a course must gather information about the way students learn, appropriate methods and approaches for the group, how they see the ideal teacher, the materials and technological resources that are accessible to all the learners, and so on.

2.2.3. Teacher Factor



Note: Kingalshutterstock.com.

Teachers play a fundamental role in successfully implementing curriculum. They are the ones who are in charge of harmonizing the activities that give rise to the teaching-learning process in an appropriate environment of trust and confidence. However, we need to ask ourselves: what are the characteristics of a good teacher? Nowadays, the competitiveness in the world requires teachers to have the best professional qualifications in the field of teaching English, thus, teachers need to be skillful in the language and master the pedagogical procedures for teaching English. Furthermore, Richards (2017, p.117) states “Exceptional teachers can often compensate for the poor-quality resources and materials they may have to work from”. Hence the importance of having teachers with highly skilled professionals.

Among their common responsibilities, they have to design or plan according to students' needs, then develop the teaching-learning process, fostering individual or group activities, after that they must monitor the learning activities providing students with opportunities to work autonomously and finally evaluate the process.

It is important to analyze that if teachers have a proficient level and if they feel confident in the use of the language, they will be able to achieve the goals of the program. On the other hand, if they do not comply with language and pedagogical requirements, they will not be able to handle the activities in the classroom; in this situation, there are some strategies to support these teachers such as training courses, teachers mentoring, good practices sharing, and so on. So, it is important to identify teachers' qualifications when planning a language course in order to ensure that the program achieves its goals.

Now, I would like you to complete the following recommended learning activity. Answer to this question:



Recommended learning activity

If you were hiring a teacher for your ESP course, what would be the three most important characteristics you would look for?

Note. Answer these activities in a notebook or in a Word document.

Well done! The purpose of this activity is that you identify the teacher's characteristics that you consider the most important ones. So, any attempt you make is important because your point of view also shapes the way you design, plan or evaluate an ESP course.

2.2.4. Institutional Factor

Different types of institutions such as schools, universities, institutes, and academies take in English language-teaching programs. These institutions base their mission and vision on a teaching philosophy, principles, and values for teaching, which are considered in the design of all the courses offered and shape the way these courses are delivered. In addition, institutions vary in the way they support the teaching-learning process, some institutions provide a strong and supportive climate with effective and positive leadership. On the other hand, other institutions offer a distrustful climate that has no firm commitment to the school.

On the other hand, physical aspects that can be provided by the institution also are very important such as classroom facilities, available resources, coursebooks, and materials, which will facilitate teachers to create appropriate environments and attain the goals of the course. To this respect, Brown (2001) states that it is important to identify the institutional constraints of the institution we are teaching in, such as: budget, equipment, classroom space and size, philosophy of the institution, among others. Furthermore, it is basic to analyze the availability of supporting materials they offer such as coursebooks, audio visual aids, overhead projectors and so on. Nowadays, and in addition to the previous mentioned materials, we have to take into consideration computers, teaching platforms, Internet connection, and software for virtual communication.

There are other factors of the institution that can affect the language course, for example the reputation that institutions have for delivering successful English language programs and the commitment to attain excellence because this will make learners to trust on the design and delivery of the course and all the standards required in the institution.

Therefore, it is important to know what administrative support is available within the institution because this may affect the success of the course by allowing and supporting innovations.

2.2.5. Means of Delivery

Means of delivery have to do with the styles of teaching. According to Richards (2017) courses are different because of three important aspects: the *mode of instruction*, which refers to the role of the teacher in class; *learning sites*, which is determined by the way the course is delivered such as in the classroom, media lab, campus, and home; and finally *the learning resources* which compile all the material to support the class for example books, worksheets, mobile devices, computer, DVDs, whiteboards, internet, television, and movies.

As you can see a course is shaped by all these aspects and we need to consider them when designing an ESP course. Before to continue, I would like you to reflect on the following questions:

Before the pandemic

What was the mode of instruction in your institution?

What was the mode of delivery of classes in your institution?

What learning resources were typically used in your institution?

After the pandemic

What is the mode of instruction in your institution?

What is the mode of delivery of classes in your institution?

What learning resources are used in your institution?

To sum up, Richards (2017) states that the following are aspects that affect the delivery of a language course:

- Availability of books.
- Availability of technology.
- Classroom resources.
- School resources such as access to graded readers, DVDs, whiteboards, photocopy machines, realia, and a library of self-access center.
- Access to and use of the Internet.
- Modes of teaching and learning.

2.2.6. Adoption Factor

Adoption factor refers to changes in the curriculum and this affects the way teachers accept and adapt them in their teaching, and students' responses to these changes. Richards (2017) claims that curriculum changes are of different kinds, and they may affect teachers' and learners' pedagogical values and beliefs, the understanding of the nature of the language, their classroom practices, and use of teaching materials.

The same author mentions that there are some issues that need to be considered when changes need to be implemented.

- Its perceived advantages.
- Its alignment with current practices.
- Its links to existing beliefs, attitudes, organization, and practices within a classroom or school.
- Its level of complexity.
- Its track record in other contexts.
- The level of interest it attracts from teachers and learners.
- Its champions and advocates.
- The levels of teacher support accompanying it.

Because of these constraints, it is recommended to apply the changes in a reduced group to be able to analyze the reaction of teachers and learners and to identify possible problems and solutions, so with the results, the plan can be adjusted to diminish adoption problems.

Dear students, in the following section you will find a self-assessment that will help you to reflect on your knowledge of the contents studied and analyze if you have reached the proposed learning outcomes. Please complete the second self-assessment.



Self-assessment 2

- 1. This is the initial stage in ESP course design. Data is collected from the main actors of the teaching-learning process in order to shape the design of the course.**
 - a. Present Situation Analysis.
 - b. Situational Analysis.
 - c. Needs Analysis.
- 2. What is not a purpose of a needs analysis?**
 - a. To find out what language skills a learner needs in order to perform a particular role, such as tour guide or restaurant employee.
 - b. To provide the basis for developing tests and other assessments procedures.
 - c. To determine the cultural, political and personal characteristics of students.
- 3. Learners' needs and _____ are relevant to the design and implementation of successful ESP language programs.**
 - a. Context factors.
 - b. Curriculum development.
 - c. Needs analysis.

Organize the steps in Needs Analysis. Consider 4 as the first step.

Organization	Steps
4. First	a. Translate events into list of communicative events.
5. Second	b. Determine syllabus items based on the above.
6. Third	c. Evaluate courses.
7. Fourth	d. Identify stakeholders.
8. Fifth	e. Devise best methods of collecting data.
9. Sixth	f. Consult previous needs analysis and current research in the area.
10. Seventh	g. Collect and analyze data.

- 11.** The circumstances of foreign language teaching are completely different in two different countries due to educational traditions, experience in language teaching and expectations that the community may have. This is a definition for _____.
- a. Project Factors.
 - b. Institutional Factors.
 - c. Socio-cultural Factors.
- 12.** Exceptional teachers may compensate for the poor-quality resources and materials, means that they can _____
- - a. work more hours to monitor other teachers.
 - b. improve their language proficiency.
 - c. improve and adapt materials and resources.
- 13.** Which of the following items is not a teacher's factor?
- a. Training and qualifications.
 - b. Language proficiency.
 - c. Strong and positive school climate.
- 14.** Triangulation of data sources means that the course designer should:
- a. Collect information from a range of sources.
 - b. Use a universal approach.
 - c. Selecting a sample for gathering the information.
- 15.** One of the important aspects in Needs Analysis is:
- a. To give an appraisal to students who participate in the process.
 - b. To include learners to develop a sense of ownership and responsibility.
 - c. To make learners be aware of their needs.

Answer Key



Unit 3. ESP/EAP Course Planning

3.1. Determining contents for ESP/EAP courses

This week we will start with the study of a new unit whose purpose is to start making decisions for the design of ESP or EAP courses based on the results and analysis that we can obtain from the Needs and Situational Analysis. The information that will be covered in this unit, you will find it in the basic coursebook of this course.

 In addition, I suggest you watch the following *Open Educational Resource* video: [ESP Course Design](#). This introductory video to this unit will explain basic concepts of language and content, basic for the course design.

3.1.1. Language Skills

As it was study at the beginning of the course, ESP courses appeared to supply the needs of the students and to fulfill professional needs, as a result, ESP courses focus on skills and contents rather than on grammatical features. I invite you to read the text under the topic: Language and skills in English for specific purposes.

Dear student, to reinforce what you have learned, I invite you to participate in the following recommended activity



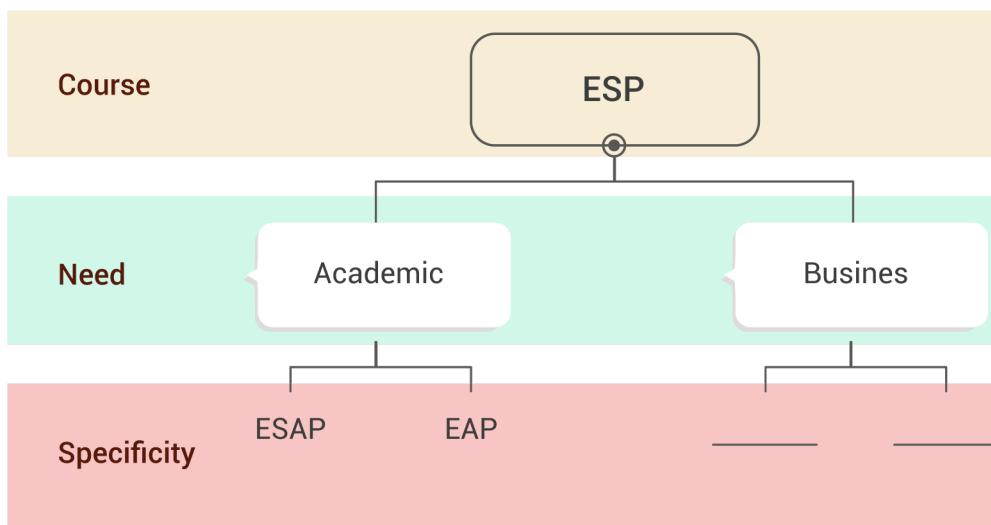
Recommended learning activity

To reflect on your own experience, it is important to answer to the proposed questions in the book about the importance and even reflect on the balance that you can determine to decide on the skills and grammar that you may include in the design of a course.

After you finish with the above-mentioned activity, it is imperative to reflect on the fact that the Communicative Approach has been the most effective theory proposed in the 1970s; this approach is explained in Canale and Swain's conceptualization of communicative competence which give the foundation of this approach. Read carefully the sub-competences that describe the main purpose of learning a language: communication. Then complete task 3.1 in the coursebook and review the sample units in the link provided.

The next important topic to study is Specificity of content and language, this topic explains the reasoning that needs to be made before deciding on the contents to be included in the course. Please read carefully and underline the main ideas. Then complete the following activity: What would be the initials of the courses for Business, based on the specificity of the contents explained in the coursebook.

Figure 12.
Understanding ESP Course Design.



Note: Understanding ESP Course Design. Complete this figure based on the coursebook Introducing Course Design in English for Specific Purposes.

The next important topic to read and analyze is ESP and Grammar which explains the difference of grammar and its importance in General English, and how it is included in ESP courses with a different point of view. Then continue reading the topic: ESP and functions and notions in language, please identify their definition and use in the courses. With this information complete the proposed task 3.2.

With this knowledge gained so far, you are ready to start studying the contents in relation to language skills: writing, reading, speaking and listening. Use the most suitable strategies that help you to internalize the main ideas, you may underline, make notes, make concept maps to summarize important ideas. Then complete the task 3.3 to reflect and check your understanding on the topics.



Recommended learning activity

If you want to broaden your knowledge on this topic, you might review the following link: [The importance of grammar teaching for ESP students](#).

I know that you are doing an excellent job, so please continue with the same motivation because you are guided to design successful courses.

3.1.2. Vocabulary

Let's continue with another important component in the design of ESP courses. I encourage you to read the topic: Vocabulary and English for specific purposes which is aimed at addressing the nature of ESP vocabulary and its role in course design.

I consider very important to work in the reflection activity 4.1 in your coursebook, which makes you think from your experience to connect it with the topic studied.



In the following section you will be provided with information about the types of vocabulary. Once you read about it, it is important to pay attention on the examples provided in table 4.1. Here you will see the difference between the three types of vocabulary. Furthermore, you will be taken to the topic: Vocabulary levels and Sources of ESP vocabulary, very important topics that will help you identify the appropriate vocabulary for an ESP course.

Now, I invite you to reinforce your knowledge in the following recommended activity:



Recommended learning activity

The next topics are focused on relation to teachers' point of view when designing and working with the specialized vocabulary and the students' perspective is covered in relation to the selection of vocabulary. Please complete task 4.4.

As the author of the coursebook, Woodrow (2018) declares, these topics will be developed in further chapters, thus, if you are interested in deepening your knowledge you might review them.



Week 6

3.2. Course Planning

3.2.1. Teaching English for Specific Purposes

From the study of contents of grammar, vocabulary and skills in the previous unit, we are ready to jump to the next topic that will be found in the coursebook under the heading: Teaching English for specific purposes. The purpose of this topic is to describe the qualifications of ESP teachers, and this information is very helpful for new and experienced language teachers who want to enter into the teaching of ESP.

At this point, I would like to site an explanation by Dudley-Evans and St. John (1998) who think that there is a difference between the professional who teaches general English, well known as teacher, to the one who teaches ESP who are called as practitioners because they teach to a variety of needs and professions. These authors mention that ESP practitioners fulfill different roles such as: teacher, course designer and materials provider, collaborator, researcher, and evaluator.

As we studied before, the role of a teacher is fundamental, and the role of ESP practitioners become even more important and challenging because they have to be providers for the needs of the learners, considering that they are probably not the most knowledgeable on the specific content and that they must use students' knowledge to create the activities in the classroom.

Now, I would like you to complete the following recommended learning activity.



Recommended learning activity

So far, you are ready to complete the reflection activity 5.1 about the role of ESP practitioners. In addition, it is important to analyze the figure 5.1 in the coursebook.

After you finish with this activity, you are ready to continue reading about the roles of ESP practitioners. Then, complete the activity task 5.1 which purpose is to make you think about coursebooks and activities choices for ESP courses. Furthermore, in this section you have an example in Table 5.1 where you will have the opportunity to analyze the organization (scope and sequence) of an EAP course.

As you could see, this chapter has covered main differences between EGP teachers and ESP practitioners, pointing out some of the roles of practitioners. These responsibilities of practitioners contribute to the design of ESP courses.

3.2.2. Learning English for Specific Purposes

Now it is time to analyze ESP courses from the perspective of the learners who are considered the center of teaching process. So, it is important to analyze their characteristics. In addition, this chapter will also cover some types of ESP courses from the learners' perceptions.

Brown (2001) asserts that "Learner-centered instruction includes techniques that focus on or account for learners' needs, styles, and goals. Techniques that give some control to the student (group work or strategy training, for example)"

With this introduction in mind, let's start reading Chapter 6: Learning for specific purposes in your coursebook. Remember to use any of your favorite study strategies to comprehend what you are reading. Complete the activities proposed that will make you reflect and compare the theory with your experience.

With all the information studied so far, you are ready for the next hands-on topic. So, please keep putting the same effort.



Week 7

3.3. Course Planning

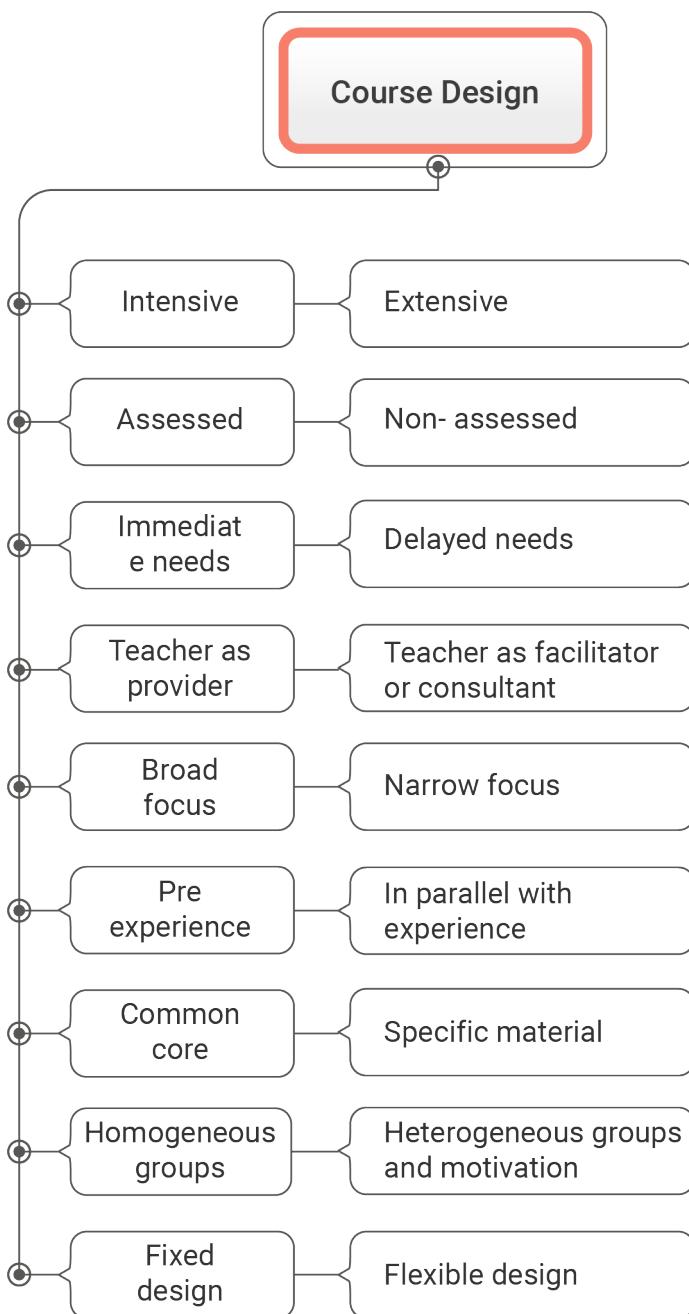
3.3.1. Choosing an appropriate approach for ESP course design (First Part)

The information that we will cover this week is not part of your coursebook, thus I invite you to study it in this virtual guide. The purpose of this topic, Course Design, is to analyze an integrated approach to course design presented by Dudley-Evans and St. John (1998), which I consider easy to follow. Furthermore, the position of the authors is neutral because they provide different positions or options that can be chosen according to the client, environment, and other determined by the course designer.

Nurpahmi (2016) states course design is a series process based on the results of need analysis, whose data needs to be interpreted to create syllabus, material writing, classroom teaching, and evaluation.

In the following figure, I will summarize the main parameters of course design by Dudley-Evans and St. John (1998).

Figure 13.
Main Criteria for Course Design.



Note: This figure summarizes main criteria for course design from Developments in English for Specific Purposes. Designed by Zúñiga, A. (2021)

These parameters will be described in the following section. To this respect, Dudley-Evans and St. John (1998) suggest that a course designer should analyze these parameters to choose the best options.

Intensive or extensive

As the word expresses it, intensive ESP course means that most of the learners' time will be committed to the study. On the other hand, an extensive ESP course is planned to be developed taking just a small part of students' time.

If we consider the classification of ESP courses in EOP and EAP, it is easy to notice that these groups of learners do not have too much time available for teaching. For this reason, these types of courses are frequently intensive.

According to Dudley-Evans and St. John (1998), there are some ***advantages of intensive courses***. The students devote all their time to the course; in addition, they focus their attention exclusively to the purpose of the course. If to this condition, we add that the course is residential, students can be immersed in the English environment. To summarize, students are concentrated in the development of activities and working without distractions can make students and teachers to attain the desired results.

On the other hand, the ***disadvantages of intensive courses*** may be that students do not receive enough reinforcement, and the long time spent in these courses may fall in the situation that students lose their attention span, and the class gets bored for them. In addition, motivation may decline, too.

The advantages of ESP extensive courses are drawn from the situation that these courses can be taken along with the professional activity and the contents and activities that they learn may be adapted according to the needs or experience that the learners are gaining.

Alternatively, the main disadvantage of the extensive ESP course is the lack of continuity between classes. Students tend to skip the classes because their professional or academic demands.

Dudley-Evans and St. John (1998), suggest that "the choice between intensive and extensive courses is generally determined by circumstances within the institution or company for which the course is being run" (p.147).

Assessed or non-assessed

Regarding assessed courses in EAP, which are usually compulsory, it is important to think about the process of assessment that will measure the learners' performance. Moreover, this activity rises the status of the subject, and in a certain way, this will require more responsibility from the learner. On the other hand, short-intensive EOP courses are not planned to evaluate learners' performance. However, longer intensive and extensive courses may be assessed and for this purpose there are some options on the market such as tests of proficiency for business and professional communication (Dudley-Evans and St. John, 1998).

Immediate or delayed needs

Dudley-Evans and St. John, (1998 p. 148) provide a clear definition of these two terms. "By immediate needs, we refer to those needs that students have at the time of the course, while by delayed needs we refer to those that will become more significant later." According to their experience the authors mention that EAP or EOP deal with delayed needs.

These authors explain that EAP are usually taken in parallel with subject courses, thus the need of learning English in the first years is not that evident. Even though, in the middle of their programs they may need English for their presentations, the need of English is more demanding at the end of the programs because they need the language for research, dissertations and so on. The authors suggest that running EAP courses in the final years is better because students are more motivated since they need the language for oral and written communication in their professional world.

Teacher as provider or as facilitator or consultant

Teacher as provider of input. I consider this role as the most common one in our country. As Dudley-Evans and St. John (1998) states, teachers are expected to be the ones who control the class by following some stages that go from providing information about the language and content, then promoting pair or group work, but always under their control. Since many of us received a similar way of teaching, this what we usually expect from teachers.

Teacher as facilitator or consultant

Among the characteristics of these ESP teachers, there are the following ones. They manage the class instead of controlling it. They ask and negotiate the planning of the class with the students and ask students to bring materials to work with them in the class. ESP teachers may have little or no knowledge of the specific content, but they take the conditions and knowledge of the learners to propose interesting activities for them. According to Dudley-Evans and St. John (1998 p. 150), "in many situations, the role of the teacher may constantly move between that as 'provider of knowledge' and that as 'facilitator' or 'consultant'"

Dear students, in the following section you will find a self-assessment that will help you to reflect on your knowledge of the contents studied and the developed competencies. Please complete the third self-assessment.



Self-assessment 3

1. _____ refers to those specialist words understood by experts.
 - a. General vocabulary.
 - b. Technical vocabulary.
 - c. ESP vocabulary.
2. In ESP courses the role of the teacher, in relation to vocabulary use, is _____.
 - a. the language teacher needs to adopt a questioning role to measure understanding.
 - b. the language teacher should be the subject specialist.
 - c. the language teacher presents vocabulary as the main content of the course.
3. When teaching vocabulary in ESP, _____.
 - a. Vocabulary is considered the same for comprehension and production.
 - b. Technical vocabulary needs to be learned in advanced.
 - c. Semi-technical vocabulary can be planned in the lesson.
4. What is the best definition for communicative competence?
 - a. Good knowledge of grammar, vocabulary, semantics, and phonology.
 - b. Good knowledge of language use, coherence and cohesion.
 - c. Good knowledge of grammatical competence, socio-linguistics competence, discoursal competence and strategic competence.
5. The level of content and language generality is shaped by _____.
 - a. ESP practitioners with subject expertise.
 - b. Homogeneity of the students and resources available.
 - c. The course books of the market.

6. In ESP courses the language focus is primarily on_____.

- a. Syntax, tense, and aspect.
- b. Deductive and Inductive Grammar.
- c. Systemic functional grammar.

Match the term with the appropriate definition:

Terms	Definitions
7. Functions	a. _____ refer to the abilities of the language, which can be receptive and productive.
8. Notions	b. _____ represent the intention or purpose of the language needed in communication.
9. Skills	c. _____ refers to the knowledge of verbal and non-verbal communication strategies.
10. Strategic Competences	d. _____ refer to concepts such as time, movement, and time used in language use.

[Ir al solucionario](#)



Week 8



Midterm activities (1st bimester)

Congratulations, dear students, we have reached the midterm and you have worked really hard. I am sure you gained a lot of useful knowledge. I suggest you review the contents of the guide and the self-evaluations included at the end of each unit, as well as the recommended learning activities, resources, and videos to be well-prepared for the test. In addition, check the corresponding chapters of your coursebook.

Do your best!



Second bimester

Learning outcome 2

- Applies the curricular foundations at a macro, meso, and the micro curricular level for designing courses of English for Specific Purposes.

To achieve the learning outcome, students will apply what they have learned so far about the foundations and evolution of language curriculum in the design of an ESP course or program by making decisions on the best methodologies, course design, materials and evaluation processes according to learners' needs and the teaching environment.

Contents, resources and suggested learning activities



Week 9

3.3.1. Choosing an appropriate approach for ESP course design (Second Part)

Dear students, we are ready to start with the Second Bimester. I would like to encourage you to begin this Bimester with same positive attitude and putting your best effort as you have been doing so far.

As you will see, this week we are going to continue with the same topic in relation to choosing the best approach for ESP according to the options that the authors, Dudley-Evans and St. John, (1998) provide; therefore, we will be analyzing other important factors in course design.

Broad or narrow focus

These characteristics of a language course determine the extent to which we want to cover in relation to the aspects of the profession we are working with. According to Dudley-Evans and St. John, (1998), a *broad focus* refers to the inclusion of a variety of events, professional skills, and genres. This variety does not interfere with the skills of the language that are being taught, which need to be covered in great detail. The authors mention

that learners may be happy and motivated to learn the *specific content of the course*; however, sometimes it is important to include some general conversational work, or some information about the history and culture of English-speaking countries, which cannot be necessarily welcomed by learners.

On the other hand, the narrow focus can be defined as a limited balance of target events and language skills. It might include just a few events or some skills. “A narrow focus is appropriate where the needs are limited and the learners are convinced of the importance of concentrating just on those needs” (Dudley-Evans and St. John, 1998, p. 151).

Pre experience or in parallel with experience

The following characteristics of an ESP course have to do with the learners. If they have previous experience with the discipline or situation that will be the focus of the course or if they are learning about the situation or discipline at the same time, they are taking the ESP course. Dudley-Evans and St. John (1998) state that these parameters are not easy to control by the course designer since they depend on the experience of the group of learners, so it is better to plan by focusing on a more common-core study or professional skills.

Undoubtedly, having a group of learners with experience in the field facilitates the way of teaching because teachers can draw from this knowledge and provide interesting exercises and create an interactive environment where learners feel more comfortable because they are familiar with the situations and vocabulary.

Common-core or specific material

The description of these parameters complements the previous characteristics because the decision on the use of common-core material addresses the lack of knowledge or experience of learners of the discipline, they may have generalized knowledge of their discipline, so in this case, the use of specific material is determined by the characteristics of the learners.

On the other hand, specific material is used when the learners have experience in their profession; however, specific material can be restricted by “the timing of the course and other institutional constraints as well as motivation of the learners” (Dudley-Evans and St. John, 1998, p. 152).n

Homogeneous or heterogeneous groups and motivation

These factors have to do with the characteristic of the group of students that can vary from having students of the same discipline, of different disciplines and even the ones that belong to the same discipline can come from different levels and these situations make the learning needs be different for each member.

For heterogeneous groups is advisable to work with common-core material in this way we address the various interests in the group. While for homogeneous groups is easier to design specific material since all of them share the same knowledge, skills and interests.

Dudley-Evans and St. John (1998) mention that the teacher plays an important role in identifying the motivation of learners and taking this as an advantage to work with them. Likewise, they mention some strategies like grouping students into smaller and more homogeneous groups to assign more specific activities as well as to try to establish a balance of activities that suit the needs of the group.

Fixed course design or flexible negotiated course design

These characteristics refer to the decisions on the planning of a course which can be stated by the course designer, institution and some other interested stakeholders, becoming a less flexible design. While the other situation might be courses in which the opinion and needs of the learners are fully considered; in this case, materials and activities are focused on addressing students' needs and wants. This last one is well known as flexible negotiated course.



Unit 4. Developing Material for ESP Courses

Dear student, we're going to start the study of this unit with some questions that will help you to reflect on the topic:

- What types of materials can you mention for teaching English?
- Is it easier to create your own material or use the one from the market?
- When you choose an English book is it better to use it as it is or it is better to adapt it to the needs of the group?

Certainly, you could answer the questions, then it is time to read the content found in this fourth unit, so you will be able to compare the responses with the information provided by experts on this topic.

4.1. ESP Materials



Note: Maglara| shutterstock.com.

Now, I invite you to read chapter 14 in your coursebook, here you will find a clear definition of ESP materials.

Materials are used in all ways of teaching, and they vary from worksheets or any kind of printed material, audios, videos, real objects to technological apps and equipment. There are different reasons for using materials, according to Dudley-Evans and St. John (1998) the most important ones are: as a source of language, as learning support, for motivation and stimulation, and for reference.

As you continue reading along the chapter, you will see that the role of material is the same for the variety of English courses, starting from general English up to ESP courses. The author of the basic course book proposes a list of considerations that can help to the evaluation of material. There are 8, please read and reflect on their importance. What do you think, do you agree or disagree with the author? Can you add one more? I leave this thinking cloud, so you can contribute with new ideas:

Figure 14.
Cloud exercise.



Note: Thinking cloud to include some ideas about material for teaching ESP.

4.1.1. Authentic materials

In the next topic, Authentic materials are analyzed to identify pros and cons in relation to the contents to be studied and the students' English level. I encourage you to complete this list of authentic materials for teaching ESP, please see the first example.

Figure 15.

Authentic materials for teaching ESP.



Note: Authentic materials for teaching ESP.

Now, I would like you to complete the following recommended learning activity.



Recommended learning activity

I invite you to answer the questions proposed in the coursebook in exercise 14.1, whose purpose is to reflect with your own experience, if you are now working as a teacher or from the point of view as a student. I know that you will do an excellent job because here there is not a right or wrong answer. All your responses are valuable!

It is important that you analyze the criteria suggested in table 14.1 when you decide on the use of authentic material. Remember to use study techniques that suit your learning style: make notes, highlight, or underline important information; in addition, you may read aloud, among others.

4.1.2. Adapting Authentic materials

The materials that we find and choose to teach, most of the time do not fit the needs and characteristics of the students, thus it is important to know that we, as ESP practitioners, can adapt the material. Please pay attention to the suggestions provided in figure 14.1 in your coursebook that will guide you on how to make the adaptations.

So far, you have analyzed all the aspects in relation to authentic material, now it is time to jump to the next topic: ESP coursebooks.



Week 11

4.2. ESP Coursebooks

4.2.1. Choosing ESP coursebooks



The selection of coursebooks is really important since in our country most of the courses are based on these materials. Even though, coursebooks are designed by experts and their teams, they need to be analyzed to decide if they comply with the requirements for the group of students or if adaptations are required. In the next section you will learn about the specific responsibility that ESP practitioners have in relation to the selection, adaptation and production of material.



Before to continue reading in your coursebook, I invite you to watch the *Open Educational Resource* video: [Coursebooks and Materials - Authentic and Created Materials](#). This resource presents in an entertaining way a list of authentic and created materials that can be used for teaching English.

After watching the video, continue reading the topic *ESP practitioner and materials* with the same attention as you did before because the next topics provide detailed information in relation to the role of ESP practitioners when selecting, adapting and creating materials and coursebooks; in addition to the criteria to be considered for doing those activities.

I agree with experts in teaching English that the balance between authentic and created material provides with better and more complete learning experiences.

Let's point out some advantages and disadvantages of using coursebooks.

[Advantages and disadvantages of using coursebooks](#)

Based on the analysis of the advantages and disadvantages of using a coursebook, think of a course in which you used a coursebook and were satisfied and one in which you used a coursebook and were not satisfied. What is your conclusion after doing these activities of analysis, do you think advantages overcome the disadvantages or the opposite?

If you think that disadvantages can be solved, you are ready to go to the next topic which is adapting ESP coursebooks to the students' needs.

4.2.2. Adapting ESP coursebooks

Graves, (2000) states the importance of getting familiar with the organization of the coursebook before making decisions of its adaptation. This author suggests 3 levels of adaptation: *the activity level* that allows change, supplement, and elimination of activities, *the unit level*, in which you can change the order of activities and adapt existing activities and the last one *the book or syllabus level* that allows change, add or eliminate parts of the syllabus. She explains that these adaptations are cumulative because one change may affect another level.

Please continue reading about this topic in the basic coursebook and after you finish you will be ready to complete the next activity:



Recommended learning activity

I invite you to complete the activities suggested in the coursebook 14.2 and 14.3 whose purpose is to make you put into practice what you have learned so far in relation to adaptation of materials.

4.2.3. Criteria for coursebook evaluation

What are the main characteristics of a coursebook that you analyze when choosing one? According to Cunningsworth (1984) cited by Richards (2017), the main criteria for evaluating textbooks are the following:

- They should correspond to learners' needs
- They should match the aims and objectives of the language learning program
- They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use the language effectively for their own purposes.
- They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method"
- They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Different instruments have been proposed to have a more objective list of factors that allow the evaluation of coursebooks. I encourage you to go to the Resources section of the coursebook and review Table 15.1 *Checklist for evaluating ESP materials*. Analyze this list and feel free to contribute with more ideas. How would you improve that instrument if you had to use it?



Week 12

Unit 5. ESP Course Digital Resources



5.1. Technology and English for Specific Purposes

The contents that we are going to study will be found in chapter 7 in your coursebook: Technology and English for specific purposes, so please I invite you to get ready to start reading this section.

Nowadays, it is impossible to think of education without considering technology. Technology for teaching has become an indispensable resource that supports teaching and learning. According to Richards (2017) "Computers and interactive whiteboards are increasingly common in schools worldwide, and the speed with which schools can connect to each other and to the world constantly increases" (p.252).

Please read the beginning of the chapter by using any of the study strategies you have to make content more comprehensible, then answer the question proposed in exercise: Reflection 7.1. These questions measure your skills when working with technology. I imagine that your responses were to be from a medium to high level of domain because being a student from the distance system allows you to develop technological skills that other students will not.

5.1.1. Types of technology and digital resources

Technology for teaching English can be of different types and used for different purposes such as communication, presentation, practice, and evaluation. Please continue reading and pay special attention to Table 7.1 that provides some examples of types and uses of technology in ESP.

Woodrow (2018) presents two main technological tools for communication in ESP courses: e-mail and blogs. It is essential to read about the importance of using these tools and after you finish, please complete Reflection Activity 7.2 where you will answer questions in relation to blogging and microblogging.

I invite you to reinforce your knowledge in the following recommended activity



Recommended learning activities

With this information you are ready to complete Task 7.1. By answering the proposed question, you will measure your understanding of the topic and provide some examples in relation to the use of these communicative tools in ESP courses.

On the other hand, the next topic presented by Woodrow (2018) talks about the use of technology as a pedagogical tool. Let's read about the selection and integration of resources such as Webpages, authentic materials, and internet for class delivery.

I hope you have enjoyed the study of these topics so far because we are going to continue with more important information about technology.

5.1.2. Influence of technology in ESP course/teaching and learning

The teaching of ESP has become a common need around the world and the need to measure English performance has led to the development of different tests; for this reason, the next topic that you have to read and pay attention is the influence of technology on assessment.

After you read this section, can you state which of these tests are familiar to you? Have you ever taken one? If so, which are its characteristics?

The use of technology for an ESP practitioner becomes a great responsibility in choosing the appropriate resources and material to teach. And as the same a teacher selects and adapts other types of materials; they need to be prepared to evaluate any kind of technological resources. Please finish reading all the topics of this unit in your coursebook and get ready to work with the next activity.



Recommended learning activities

It is time to complete Task 7.3, here you will be able to put into practice what you have learned so far in relation to technological resources.

Dear students, in the following section you will find a self-assessment that will help you to reflect on your knowledge of the contents studied in units 4 and 5 and analyze if you have reached the proposed learning outcomes. Please complete the self-assessment.



Self-assessment 4

1. _____ refers to the use in teaching of texts, photographs, video selections that were not prepared for pedagogical purposes.
 - a. Created materials.
 - b. Authentic Materials.
 - c. Textbooks.
2. What feature does not correspond to authentic material?
 - a. A documental of Discovery Channel.
 - b. A piece of text based on the descriptors of the CEFR.
 - c. A radio program about OVNIS.
3. When adapting materials, ESP practitioners can do the following adaptations: _____.
 - a. Modifying content.
 - b. Extending tasks.
 - c. All the above.
4. Read these asserts and choose the one that does not correspond to authentic material:
 - a. They have a positive effect on learners' motivation.
 - b. They provide exposure to real language.
 - c. They contain appropriate language for the level.
5. One of the disadvantages of developing materials is that _____.
 - a. It is time consuming and expensive.
 - b. They can be tailored to meet students' needs.
 - c. They provide adequate support for teachers.

Match the following list of materials adaptations with its corresponding description:

Types of adaptations	Description
6. Adding	a. Rewriting, simplifying and restructuring activities to supply students' needs.
7. Deleting	b. Changing the sequence established for activities to match the requirements of students.
8. Modifying	c. Including activities and exercises to reinforce language, include and skill and so on.
9. Reordering	d. Reducing the number of activities and exercises because of time constraints.

10. Which one is not a disadvantage of using a coursebook?

- a. There may not be the right mix of activities.
- b. The content may not be relevant to the group.
- c. It provides consistency within a program for a given level.

Answer Key

After completing this self-assessment, you may compare your responses with the answer key.



Unit 6. Methods and Approaches in ESP

In previous units, we have studied different aspects that come into play at the moment of designing ESP courses and as ESP experts suggest, it is of great importance to consider linguistic aspects such as vocabulary, grammar structure, corpus, genre and discourse analysis as well as specialist knowledge and experience in the field that will allow ESP practitioners to select and balance all the aspects needed for the design of a course.

Dudley-Evans and St. John (1998) affirmed that Psychologists showed that there are different ways of perceiving the world; therefore, approaching learning. Likewise, Irfani, (2014) stated "course design requires specialized expertise which can be gained through learning and practice. Designing courses is unlike preparing one's own teaching as it should be understood by others who will use the design". In addition, in ESP courses, it is a must to consider the strategies that have been developed through the specialized field.

Under these circumstances, it is essential to analyze the methodologies and approaches most commonly used in the design of ESP courses.

6.1. Discipline-based methodologies

It is time to start reading the coursebook: chapter 12: Discipline-based methodologies. In this chapter you will read about two (2) methodologies that are frequently used in teaching specific disciplines: Medicine and Business. Problem-based learning is commonly used in teaching ESP for medicine, while Case-study approach is used for teaching ESP for business.

I invite you to start reading about the Problem-Based Learning approach, pay special attention to their characteristics and identify the stages that are used to carry out the course. Examples provided by the author will help you to acknowledge the dynamic of the activities. After you understand and internalize the stages of the Problem-Based Learning methodology you will be ready to complete Task 12.1.

Dear student, I would like you to complete the following recommended learning activities:



Recommended Learning Activity

- This activity: Task 12.1 makes you reflect and imagine how you can use the stages of this methodology in other ESP courses. So, it is important to complete this activity because you will use your imagination to put into practice these stages in other ESP courses. Which discipline do you think will allow the use of this methodology?

It is important to mention that PBL is carried out in different lessons because it requires a lot of group work out of class. Continue reading and deepen your knowledge analyzing and understanding the activities proposed week by week and detailed in the sections in figures 12.3 and 12.4, respectively. After this continue reading to determine the advantages and disadvantages of this methodology.

- After this reading, it is important to complete task 12.2 and task 12.3 because here you will have the steps in using PBL in ESP course design. Remember that there is not a specific recipe of what you will include in an ESP course because your decisions are shaped by different factors such as a principle of teaching, beliefs, experience, and of course, the needs of the students, but it is our responsibility to make rigorous decisions.

The next approach is the case study, which is commonly used in business. Both approaches the previous one and this one focus on solving problems and has students as the main actors of the learning process, these are student-centered.

As in the previous approach, the author of the coursebook provides de stages to carry out a case study, please analyze figure 12.5. Then you will have the opportunity to analyze table 12.2 that presents advantages and disadvantages of this approach. Important information is provided in figure 12.6 where you will find the steps to analyze a case study. This information is very helpful to give us an idea of the process that can be applied.

- After you finish reading about case study, you will be ready to complete the activity proposed in task 12.4. Take the challenge and make your best effort finding a case study that can be applied to a group of students of business. Then design a plan of how you would include it in a course for this discipline.

6.2. Specific EAP Approaches

The contents of this topic can be found in chapter 13 in the coursebook, here we will analyze two current approaches to course design: CBI/CLIL and academic literacies. I encourage you to read the introduction section of the unit where the contents are presented.

Content-Based Instruction and Content Language Integrated Language are considered synonyms, both refer to the teaching of content and language. I imagine you already studied these approaches in previous terms; however, we are going to study them in relation to ESP course design. Please, read their description and identify advantages and disadvantages of these approaches. Analyze Figure 13.1 that summarizes the types of CBI and CLIL.

The next approach is Academic Literacies which is focused and organized around needs of communication in academic settings. This approach is shaped by the academic community and the roles that they fulfill in it. What they want and expect from learners varies according to their expectations. Analyze figure 13.2 and identify some participants in an academic community. The application of these approaches varies according to the level of collaboration of subject specialists that will shape the contribution to the course and participation in it.

Now, I invite you to reinforce your knowledge in the following recommended activity



Recommended learning activities

I invite you to complete Task 1.5, you may use one of the journal articles included in this course and use the instrument to conduct the analysis. I hope this task allows you to analyze the article and identify the criteria included in the grid.



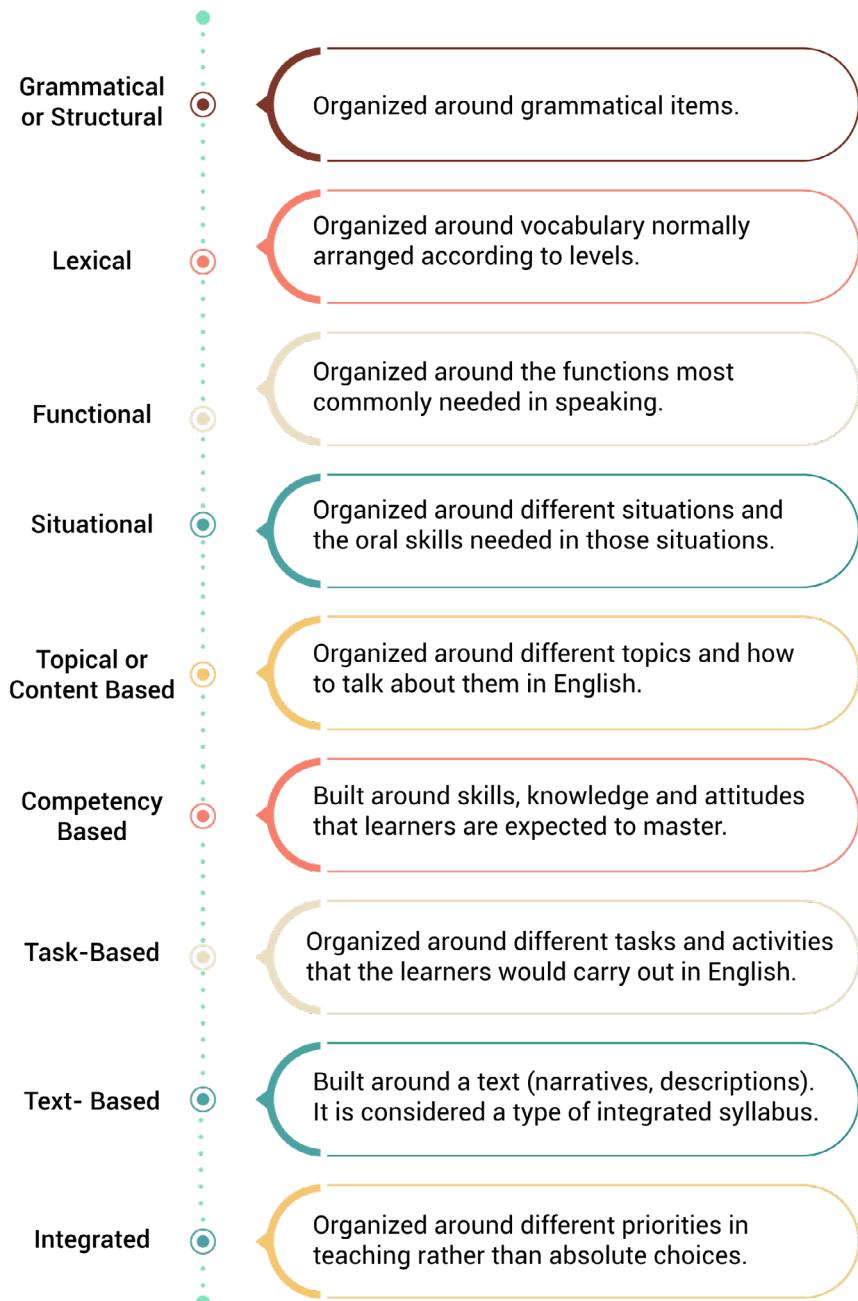
Week 14

In planning the course structure, planners and teachers must select a syllabus framework. Choosing a particular syllabus framework might be influenced by any of these factors: Knowledge and beliefs, research and theory, common practice, and trend of teaching. In the same fashion, Richards (2017, 164) states “given that a course has to be developed to address a specific set of needs and to cover a given set of objectives and learning outcomes, what will the syllabus and content of the course look like?” This is a question that allows us to think of the organization of the course in relation to content, language and personal experience or training.

In the following figure, I will summarize the most common types of syllabi used to teach English and most of them are usually used in ESP courses. After you analyze this figure, you will be ready to study a journal article that covers each of them.

6.3. Types of Syllabi

Figure 16.
Types of Syllabi.



Note: This figure summarizes the most common types of syllabi used to teach English by Richards (2001). Desidned by Zúñiga, A. (2013).

To deepen your knowledge on the types of syllabi I will provide this journal article that contains detailed information about different types of syllabi:
[**Syllabus Design for English Courses.**](#)

Well, dear student, as soon as you finish with the study of unit 6, it is time to measure the progress of your knowledge on this topic by taking the self-assessment. Thus, I invite you to answer the following questions.



Self-assessment 5

Match the methodology with the corresponding description

Methodology/Approach	Description
1. Content-based instruction	a. It deals with more complex situations where many solutions can be presented.
2. Problem-based learning	b. It involves the students in the analysis of their educational settings
3. Case study approach	c. Learning occurs in the process of investigating to propose solutions.
4. Academic-literacies approach	d. It focuses on teaching subjects such as Natural Science, Math, and History, using English as the foreign language.
5. _____ is a specification of the content of the course of instruction and lists what will be taught and tested. It acts as a guide for both teacher and learner by providing goals to be accomplished.	<p>a. Team teaching. b. Syllabus. c. Simulated adjunct.</p>
6. _____ in this technique, students ask questions about texts, context, strategies and experts' knowledge.	<p>a. Academic literacies. b. Students as researchers. c. Peer tutors.</p>
7. _____ This methodology is the most commonly used in medicine because students analyze a specific scenario and then a solution must be suggested.	<p>a. Content-based instruction. b. Communicative approach. c. Problem-based learning.</p>

8. The aspects of language teaching method which are closely related to _____ are the theory of language, theory of learning and the learner type. In addition, other aspects must be taken into consideration: what gets taught and in what order.
- Course design.
 - Syllabus.
 - Evaluation.
9. In _____ the content of the teaching is a series of complex and purposeful activities that the students want or need to perform with the language they are learning.
- Task-based syllabus.
 - A skill-based syllabus.
 - A situational syllabus.
10. _____ is one in which the content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught.
- A notional/functional syllabus.
 - A content-based syllabus.
 - A structural syllabus.

Answer Key



Unit 7. Assessment of English for Specific Purposes

Welcome to this week where we will be studying about essential elements of assessment and evaluation of course design. This information can be found in chapter 8 in the basic coursebook. Assessment occurs at the classroom levels: first *the lesson level* where the purpose is to measure the aims of the lesson and at *the course level* whose purpose is to measure the achievement of students stated level.

 On the other hand, evaluation is part of the course design which allows reflection of the decisions taken in the ESP course. To differentiate between assessment and evaluation watch the following *Open Educational Resource* video: [Evaluation and Assessment](#).

Remember that you already had a subject of assessment and what you learned there will be applied in this section; in addition, you will compare that knowledge with specific application in the ESP area.

 Let's start watching this *Open Educational Resource* video: [Assessing English for Specific Purposes](#). Then continue reading about Need and Purpose for Assessment. After you finish reading about these topics you will be ready to complete the Reflection activity 8.1. You may contribute with your responses from the point of view as teachers if you have the experience or I invite you to answer from the point of view as students being trained to be teachers.

I imagine that now you know the importance of assessment in ESP courses but overall, you acknowledge the importance of having a purpose to supply the needs of the students.

7.1. Types of assessment

The next topic that will be covered in the coursebook is Common Types of Assessment in ESP. It is important to read carefully each type of assessment because there are slight differences among some of them, other ones are very specific; therefore, they are used in specific situations where need it.

As soon as you finish reading about this topic, I would like you to complete this table with the most relevant information of each type of assessment:

Table 4.

Characteristics or purposes of types of assessment.

Types of Assessment	Main characteristic or purpose
Diagnostic Tests	
Placement Tests	
Entry Tests	
Exit Tests	
Achievement and progress Tests	
High-stakes Tests	

Note: Complete this table with the most relevant information of each type of assessment.

To complement this topic, it is important to read about the descriptors of language ability of the Common European Framework of Reference (CEFR). After you understand its level that go from A1 to C2, I encourage you to understand Table 8.2 in your coursebook that presents the equivalences of some popular tests used with ESP.

To deepen your knowledge in relation to the CEFR, I invite you to read more about it in this link: [Common European Framework of Reference for Languages \(CEFR\)](#). Getting to know more about these descriptors will help you understand and make decisions when planning and evaluating a language course.

7.2. Assessment methods

It is time to read the next topics in your coursebook about the variety of assessment. Pay special attention to the Reflection activity 8.2 that will make you relate what you are learning with your own experience. I am

pretty sure that you thought about your experiences when you took tests for receptive skills such as reading and listening and the difference with the tests applied for productive skills: writing and speaking. Maybe for these two last skills there was the support of rubrics or descriptors to avoid subjectivity.

Continue reading about the role of the practitioner as the person responsible of guiding the assessment process and the steps that they need to follow in order obtain the intended information. Another important topic is to identify the difference of formative and summative assessment. What characteristics they have, when do we apply each and the benefits for teachers and students.

7.3. ESP Course evaluation

The last topic that we are going to cover is Course Evaluation. Any project needs to be evaluated to analyze its success, to make recommendations and corrections. According to Richards (2017, 286), "The purpose of evaluation is to promote review, reflection, and revision of the curriculum based on careful compilation of information from a variety of different sources."

This author suggests considering the following criteria for planning the evaluation of a program:

Scope: it refers to the range of information collected that include the most important aspects of the program-

Audience: the information collected needs to serve the desires of the audience; for instance, institutional authorities, language coordinators, among others.

Reliability: this aspect has to do with the consistency of the findings which means that the same results will be obtained if applied by others.

Objectivity: it refers to the process of collecting and processing information that needs to be clear and understood in the same way by the participants.

Representativeness: this aspect has to do with all the aspects that have been included in the evaluation. Do they describe the program?

Timelines: It states the dates established to complete the collection of information.

Ethical considerations: these aspects have to do with the information that must be managed with professionalism and respecting confidentiality.



Now, if you want to deepen your knowledge in relation to language course evaluation, I invite you to watch the following *Open Educational Resource* video: [Evaluating a Language Curriculum](#)

Now, I would like you to complete the following recommended learning activity



Recommended Learning Activity

After you finish watching the video, you will be ready to complete Task 8.3. This activity has the purpose of reflecting and designing a plan for a course evaluation. Thus, it is important to think of the aspects of a course that you would like to evaluate.

I hope that what you have studied so far has become in really important information for all of you to design, plan, and evaluate ESP courses. You are ready to review the examples of authentic ESP courses. Each course is presented in a detailed way, including rationale, participants, length of the course, needs analysis, approach to course design, course aims, syllabus list, assessment, projects, course materials, and additional aspects needed for a specific discipline.

Well, dear student, it is time to measure the progress of your knowledge on this topic by taking the self-assessment. Thus, I invite you to answer the following questions.



Self-assessment 6

1. Course _____ is concerned with collecting information about different aspects of a language program in order to understand how the program works, and how well it works.
 - a. development.
 - b. planning.
 - c. evaluation.

2. _____ refers to the production of the language such as writing a report.
 - a. Indirect testing.
 - b. Direct testing.
 - c. Formal testing.

3. _____ has the purpose of evaluating the effectiveness of a course to propose changes or redesign, analyze each aspect of the course design, and make decisions about the continuity of the program,
 - a. Course evaluation.
 - b. Formative evaluation.
 - c. Summative evaluation.

4. The following questions refer to the evaluation of which aspect of course design: Does it flow from unit to unit? Do teachers acknowledge a smooth progression among units? Is the course content included in a balanced way?
 - a. Goals and objectives of the course.
 - b. Course organization.
 - c. Materials and methods.

Match the type of test with its definition or use.

Types of tests	Definition
5. Diagnostic test	a. This type of test is used in general English or ESP. its main characteristic is that they have bands according to the CEFR.
6. Placement test	b. It assesses if students have achieved the aims of the ESP course or if they need further study.
7. Entry test	c. This test is aimed at measuring students' progress, that is, how much they have learned during the course.
8. Exit test	d. This test measures that students have basic level of proficiency to study a specific course.
9. Achievement test	e. Used as part of the needs analysis because it provides information about the strengths and weaknesses of students.
10. High-stake test	f. It is used to measure students' proficiency in relation to levels previously established.

Answer Key



Week 16



End of term activities

Week 16 is the last one of the term, in this week you won't have new contents to study; however, it is suggested to use this time to review the contents studied from week 9 to week 15. This is also an opportunity to review the self-assessments proposed for units 4, 5, 6, and 7, the recommended learning activities, and the graded and non-graded activities. Going through these contents will prepare you to make an excellent job in the final evaluation (virtual/on-site).

Dear students, congratulations, at this moment we finish the course. I am sure that you have done your best to attain the goals of this course.

Good luck!!



4. Answer key

Self-assessment 1		
Question	Answer	Feedback
1	c	The focus of language curriculum development is the design, revision, implementation, and evaluation of language programs.
2	b	Curriculum design must include a systematic procedure which considers situation analysis, needs analysis, goal setting, syllabus design, materials analysis, and evaluation.
3	c	To support language teaching, it is necessary to have syllabus design and curriculum development.
4	a	The first attempt to solve the demands of the world in relation to teaching English as a language of international communication was the up-to date methods.
5	b	The purpose of English for Specific Purposes is to train learners in the use of English in specific occupations and situations.
6	b	The ESP approach in language teaching was built based on register and discourse analysis to determine the linguistic characteristics of different disciplines.
7	b	An ESP course is developed around an analysis of the learner's needs.
8	b	Corpus analysis refers to a collection of texts which can be analyzed using computer software. The results are used to determine the linguistic design of a course.
9	b	The approaches and methodologies that underlie the Ecuadorian EFL Curriculum are: Communicative language approach and Content and Language Integrated Learning (CLIL).
10	c	Teaching principles are shaped ways of teaching derived from experience, own beliefs and values, institutional organization, and philosophy of teaching.

Self
Assessment

Self-assessment 2

Question	Answer	Feedback
1	c	Needs Analysis is the initial stage in ESP course design. Data is collected from the main actors of the teaching-learning process in order to shape the design of the course.
2	c	A purpose of a needs analysis is to determine the cultural, political and personal characteristics of students.
3	a	Learners' needs and context factors are relevant to the design and implementation of successful ESP language programs.
4	d	Identify stakeholders
5	f	Consult previous needs analysis and current research in the area
6	e	Devise best methods of collecting data
7	g	Collect and analyze data
8	a	Translate events into list of communicative events
9	b	Determine syllabus items based on the above
10	c	Evaluate courses
11	c	The circumstances of foreign language teaching are completely different in two different countries due to educational traditions, experience in language teaching and expectations that the community may have. This is a definition for socio-cultural Factors
12	c	Exceptional teachers may compensate for the poor-quality resources and materials, means that they can improve and adapt materials and resources
13	c	A strong and positive school climate is not a teacher's factor
14	a	Triangulation of data sources means that the course designer should collect information from a range of sources
15	b	One of the important aspects in Needs Analysis is to include learners to develop a sense of ownership and responsibility

Self
Assessment

Self-assessment 3

Question	Answer	Feedback
1	b	Technical vocabulary refers to those specialist words understood by experts in a professional field.
2	a	In ESP courses the role of the teacher, in relation to vocabulary use, is the language teacher need to adopt a questioning role to measure understanding.
3	c	When teaching vocabulary in ESP, semi-technical vocabulary can be planned in the lesson.
4	c	The best definition for communicative competence is good knowledge of grammatical competence, socio-linguistics competence, discoursal competence and strategic competence
5	b	The level of content and language generality is shaped by homogeneity of the students and resources available
6	c	In ESP courses the language focus is primarily on systemic functional grammar
7	b	represent the intention or purpose of the language needed in communication.
8	d	refer to concepts such as time, movement, and time used in language use.
9	a	refer to the abilities of the language, which can be receptive and productive.
10	c	refer to the knowledge of verbal and non-verbal communication strategies.

Self
Assessment

Self-assessment 4

Question	Answer	Feedback
1	b	Authentic Materials refers to the use in teaching of texts, photographs, video selections that were not prepared for pedagogical purposes.
2	b	A documental of Discovery Channel and a radio program about OVNI's correspond to authentic material
3	c	When adapting materials, ESP practitioners can do the following adaptations: modifying content and extending tasks.
4	c	These are some characteristics of authentic material: they have a positive effect on learners' motivation, and they provide exposure to real language
5	a	One of the disadvantages of developing materials is that it is time consuming and expensive
6	c	Including activities and exercises to reinforce language, include and skill and so on.
7	d	Reducing the number of activities and exercises because of time constraints.
8	a	Rewriting, simplifying and restructuring activities to supply students' needs.
9	b	Changing the sequence established for activities to match the requirements of students.
10	c	One of the advantages of using coursebooks is that it provides consistency within a program for a given level.

Self
Assessment

Self-assessment 5		
Question	Answer	Feedback
1	d	It focuses on teaching subjects such as Natural Science, Math, and History, using English as the foreign language.
2	c	Learning occurs in the process of investigating to propose solutions.
3	a	It deals with more complex situations where many solutions can be presented.
4	b	It involves the students in the analysis of their educational settings
5	b	Syllabus is a specification of the content of the course of instruction and lists what will be taught and tested. It acts as a guide for both teacher and learner by providing goals to be accomplished.
6	b	Students as researchers in this technique, students ask questions about texts, context, strategies and experts' knowledge.
7	c	Problem-based learning methodology is the most commonly used in medicine because students analyze a specific scenario and then a solution must be suggested.
8	b	The aspects of language teaching method which are closely related to Syllabus are the theory of language, theory of learning and the learner type. In addition, other aspects must be taken into consideration: what gets taught and in what order.
9	a	In Task-based syllabus the content of the teaching is a series of complex and purposeful activities that the students want or need to perform with the language they are learning.
10	c	A structural syllabus is one in which the content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught.

**Self
Assessment**

Self-assessment 6

Question	Answer	Feedback
1	c	Course evaluation is concerned with collecting information about different aspects of a language program in order to understand how the program works, and how well it works.
2	b	Direct testing refers to the production of the language such as writing a report.
3	a	Course evaluation has the purpose of evaluating the effectiveness of a course to propose changes or redesign, analyze each aspect of the course design, and make decisions about the continuity of the program,
4	b	Course organization needs to give answer to the following questions: Does it flow from unit to unit? Do teachers acknowledge a smooth progression among units? Is the course content included in a balanced way?
5	e	Used as part of the needs analysis because it provides information about the strengths and weaknesses of students.
6	f	It is used to measure students' proficiency in relation to levels previously established.
7	d	This test measures that students have basic level of proficiency to study a specific course.
8	b	It assesses if students have achieved the aims of the ESP course or if they need further study.
9	c	This test is aimed at measuring students' progress, that is, how much they have learned during the course.
10	a	This type of test is used in general English or ESP. its main characteristic is that they have bands according to the CEFR.

Self
Assessment



5. Glossary

For the study of this subject, you may review the glossary that is presented at the end of the book.



6. Bibliographic references

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7. Resources

Annex 1: Curriculum philosophies

1 The nature of curriculum • 9

Curriculum philosophies

Language curriculum generally reflects a particular philosophy or set of beliefs concerning the nature and value of language learning which serves as justification for a particular approach to language teaching. Among those that have been used in the last 100 years are:

Academic rationalism: This stresses the intrinsic value of the subject matter and its role in developing the learner's intellect, humanistic values, and rationality. The content matter of different subjects is viewed as the basis for a curriculum, and mastery of content is an end in itself rather than a means to solving social problems or providing efficient means to achieve the goals of policymakers. It has been used to justify the teaching of ancient languages such as Latin or classical Greek.

Social and economic efficiency: This emphasizes the practical needs of learners and society and the role of an educational program in producing learners who are economically productive. Social, economic, and other needs of society can be identified and planned for by rational analysis and planning. Curriculum development is viewed as an applied science whose goal is to prepare learners to be productive members of society. In language teaching, this philosophy leads to an emphasis on practical and functional skills in a foreign or second language.

Constructivism: This emphasizes that learning involves active construction and testing of one's own representation of the world and accommodation of it to one's personal conceptual framework. All learning is seen to involve reorganization of one's previous understanding and representation of knowledge. The American educator John Dewey (1859–1952), one of the founders of this philosophy, emphasized that all intellectual growth involves some reconstruction.

Progressivism: This views education as providing opportunities for growth and development through experience and through the child's natural psychological, physical, and social development. It is a learner-centered approach that emphasizes learning through practical activities, through creative self-expression, and a focus on learner differences, learner strategies, and learner self-direction and autonomy. The Italian educator Maria Montessori (1870–1952) was a prominent advocate of this approach.

Social reconstructionism: This perspective emphasizes the roles schools and learners can and should play in addressing social injustices and inequality. Schools must engage teachers and students in an examination of important social and personal problems and seek ways to address them. Representatives of this viewpoint are associated with the movement known as *critical theory and critical pedagogy*. The Brazilian educator Paolo Friere (1921–1997) was a prominent advocate of this philosophy.

Cultural pluralism: This philosophy argues that schools should prepare students to participate in several different cultures and not merely the culture of the dominant social and economic group. The viewpoints of different cultural groups should be developed within the curriculum. Cultural pluralism seeks to redress racism, to raise the self-esteem of minority groups, and to help children appreciate the viewpoints of other cultures and religions.

See Clark (1987). See also White's discussion of Clark's account of curriculum philosophies in *The ELT Curriculum* (1988).

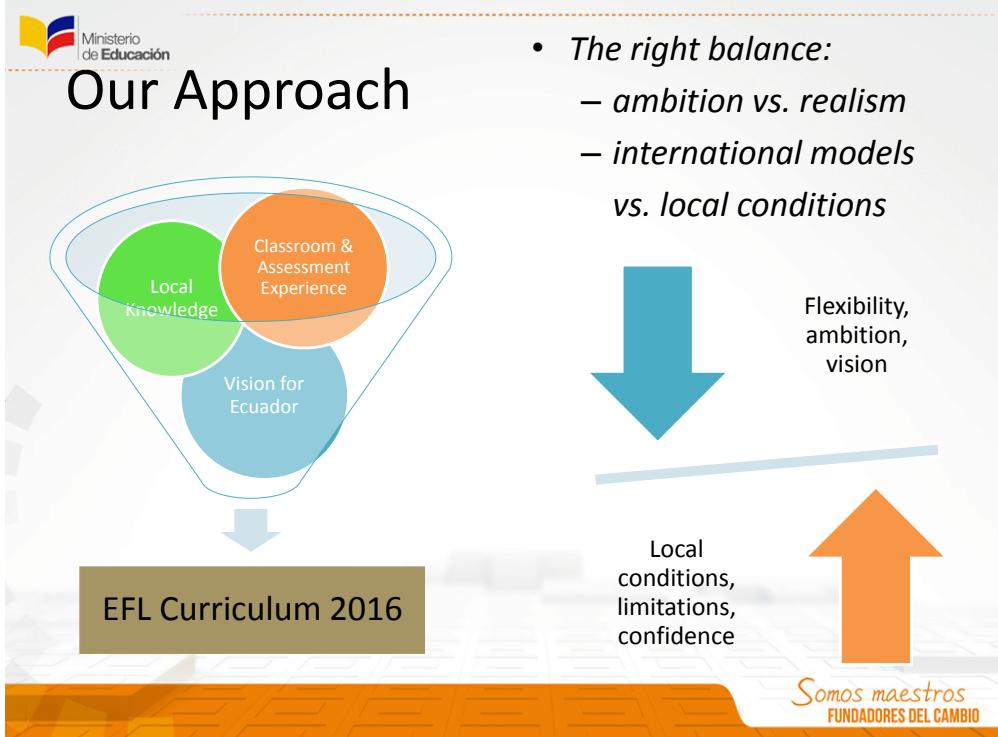


Welcome!

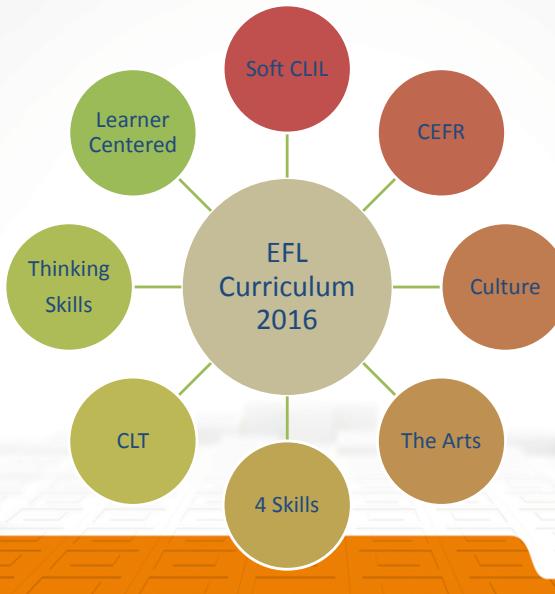
- Approach
- Threads
- Evaluation criteria and indicators

Plenary

- Sample unit plan
- Sample lesson plan
- Questions and answers



Essential Elements of the EFL Curriculum



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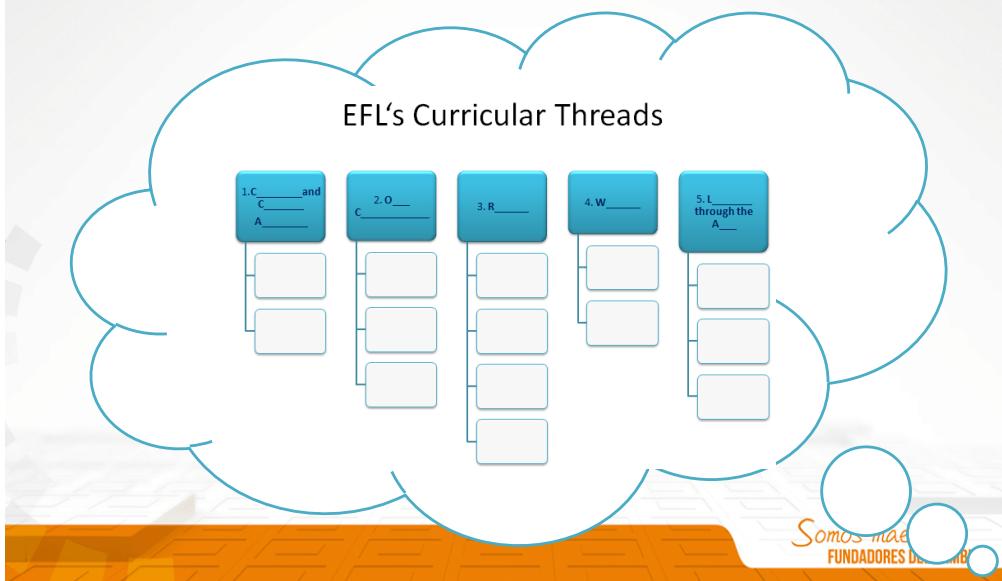
3 Main Goals of the EFL curriculum

- To develop learners' understanding of the world - of other cultures and their own - and to communicate their understanding and views to others through English.
- To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.
- To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond.

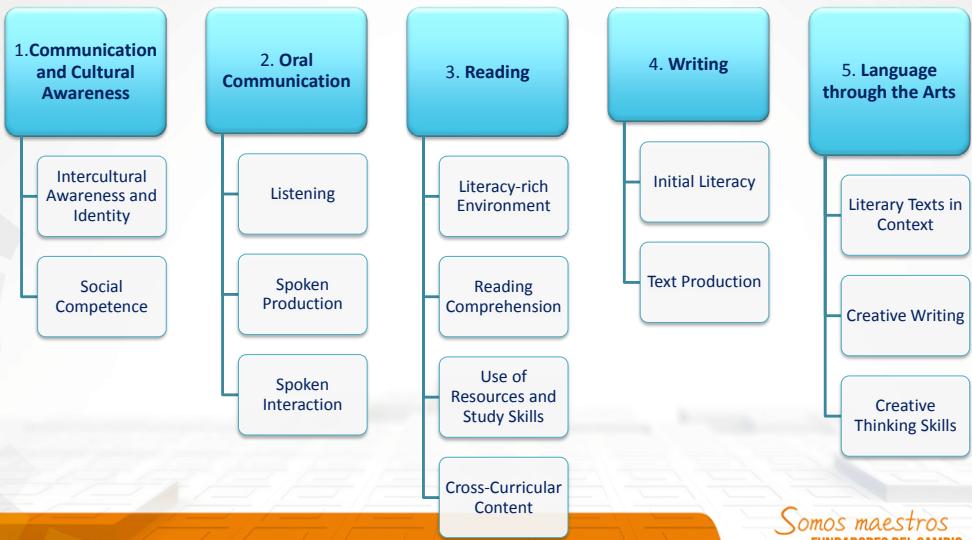
The goals are achieved through the threads

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Can you remember the 5 Curricular Threads?
Can you recall any of the sub-threads?



EFL's Curricular Threads



CLIL encompasses all 5 Threads

Content Language Integrated Learning

Communication
and Cultural
Awareness

Oral
Communication

Reading

Writing

Language
through the Arts

The EFL curriculum considers CLIL as a means to access and learn English in an authentic, meaningful context. Thus, the focus will be on language and language use, rather than knowledge of content.

1) Communication & Cultural Awareness

Intercultural Awareness and Identity

1. Communication
and Cultural
Awareness

"To communicate internationally inevitably involves communicating interculturally as well" (Çakir, 2006)

- Activities promote intercultural awareness
- Learners go into the real world using genuine communication

Intercultural
Awareness and
Identity

Social
Competence

1) Communication & Cultural Awareness

1. Communication and Cultural Awareness

Intercultural Awareness and Identity

Social Competence

Social Competence

- Learning to work together cooperatively
 - ✓ negotiating ✓ reciprocity, etc
 - ✓ sharing ✓ turn-taking
- Social skills acquired and values built
 - ✓ tolerance ✓ respect, etc
- Socially competent children >> improved **acetrionsnit** as adults

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2) Oral Communication: Listening and Speaking

2. Oral Communication

Listening

Spoken Production

Spoken Interaction

Listening Skills

- Best texts for age, interests, background, and language needs
- Tasks that focus on different listening strategies in meaningful contexts:
 - ✓ Gist ✓ Detail
 - ✓ Inferring ✓ Predicting
- **Ahenticut** texts >> help pronunciation
 - ✓ rhythm ✓ intonation

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2) Oral Communication: Listening and Speaking



Spoken Production

- **nelycuf** over accuracy
- Motivating and engaging tasks to increase confidence and lower the affective filter
- YLs: ↓inhibition, ↑ tendency to imitate ✓songs ✓ rhymes ✓ chants, etc
- Aim is clarity and effective expression ✓ sounds , rhythm & intonation ✓ speaking strategies

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2) Oral Communication: Listening and Speaking



Spoken Interaction

- Social element of group work >> confidence and motivation ✓ Problem-solving ✓ Risk-taking, etc
- Verbal and non-verbal communication
- Functional language in a variety of spoken **soxctent**: formal to informal
- Strategies (e.g. paraphrasing)

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3. Reading

Literacy-rich Environment

Reading Comprehension

Use of Resources and Study Skills

Cross-Curricular Content

3) Reading

Literacy-rich environment

- Acquisition of language improves in literacy-rich environments
✓ posters ✓ libraries ✓ ICT access, etc
- Create access to the "print culture"
- L1 and L2 literacy opens up global **unpotsiprotie**: personal and/or academic
- Truly competent users of written language access better futures

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3. Reading

Literacy-rich Environment

Reading Comprehension

Use of Resources and Study Skills

Cross-Curricular Content

3) Reading

Reading Comprehension

- Many reasons: HOTS and study skills, cognitive process = understanding
- Useful for L2 acquisition: good **models**
✓ grammar ✓ spelling ✓ vocabulary, etc
- Backbone for success in macro-/ sub-skills
✓ text organization ✓ discourse, etc
- **Stagistree** allowing processing of texts:
✓ gist ✓ specific information
✓ detail ✓ inference
- **Stagistree** to overcome obstacles, too.

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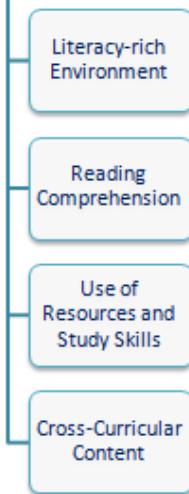


3) Reading

Resources and Study Skills

- Educate learners to make use of common resources and sources of information
 - ✓ ICT resources ✓ libraries, etc
- Essential for developing study skills
- Developing the skills needed to use these resources >> [mytanouu](#)
>> ability to critically evaluate sources

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3) Reading

Cross-Curricular Content

- Overlap content from other subjects
 - ✓ create [tiernest](#)
 - ✓ increase motivation to learn
 - ✓ establish authentic context for L2 communication

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4) Writing



Initial Literacy

- “Everyday literacy”: integral part of life
 - ✓ birthday card ✓ lists / ideas ✓ ICT
- Initial literacy in L2 will be:
 - influenced by level of literacy in L1
 - difficult: new letter-sound relationships
 - helped by listening and speaking, and immersion in literacy rich environment
- EFL literacy skills to be built at a very **plimse** level at first:
 - ✓ tracing ✓ copying single words
 - ✓ simple sentences using familiar vocab.

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4) Writing



Text Production

- Purpose of writing: expression of ideas Ur (2012), so ability to convey a message to the reader takes precedence
- Writing as a social practice:
 - ✓ context ✓ purpose ✓ audience
- Writing as a way to learn.
 - ✓ process writing ✓ brainstorming
 - ✓ handwriting ✓ spelling patterns, etc
- Centered on learners' interests, motivation and need to **niceatmumco**.

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5) Language through the Arts

5. Language through the Arts

Literary Texts in Context

- The Arts “engage students wholly... at the present moment” (Dewey)
✓ intellectually ✓ socially ✓ emotionally
- Literary texts as sources of stories / themes
- Both oral and written texts - rich resources for involvement with authentic uses of the foreign language (Cameron, 2001)
- ovel for reading: stimulate a joy of reading and to instill reading habits for the future.
- L2 literary texts should be based on learners' interests and the opportunities the texts offer for language learning

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5. Language through the Arts

Creative Writing

- Act and nature of creative writing in EFL builds another level in the tiparelonshi between learner and literary texts
- Emphasizes learners' responses to literary texts: making it their own and playing with it in order to reflect their personal experience and context
- In class workshop format >> feedback from teacher and peers ☺ ☹ ☺
- Start with short texts: song lyrics, etc
Later: express emotions, feelings, dreams
- It's the attempt to express that's vital

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5) Language through the Arts

5. Language through the Arts

Literary Texts in Context

Creative Writing

Creative Thinking Skills

Creative Thinking Skills

- Music, art, dance, and poetry >> stimulation and motivation to integrate multiple modes of communication
- *An arts education holds the potential to promote all communicative, educational, intercultural and aesthetic outcomes >> lifelong learning opportunities through:*
 - ✓ risk-taking ✓ self-confidence/awareness
 - ✓ social skills ✓ self-regulation ✓ memory
 - ✓ motivation ✓ attention ✓ metacognition
- Improved **tearcive** thinking skills >> highly functioning adults

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Key words from the Curriculum

awareness interaction

authentic fluency context

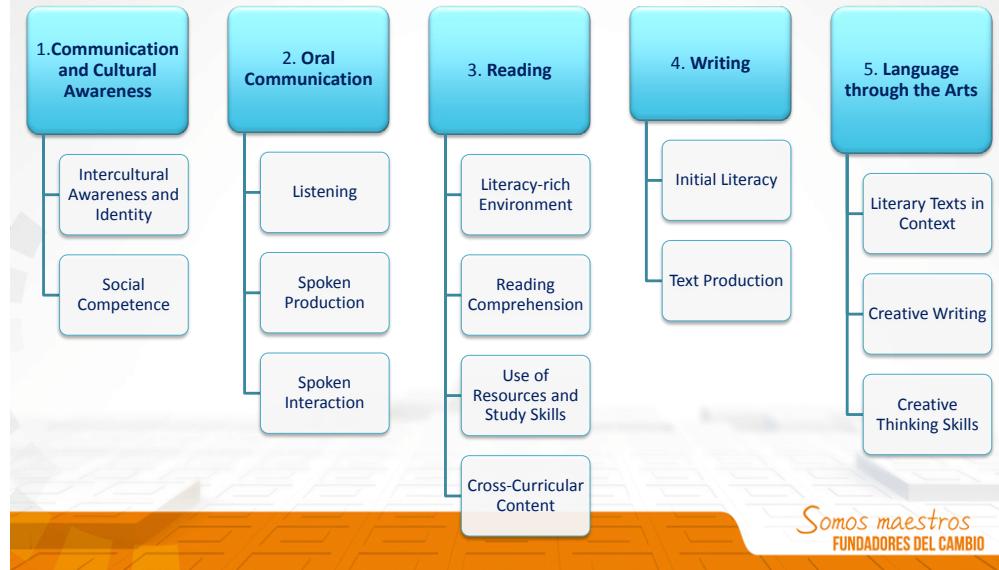
opportunities strategies autonomy interest

simple communicate

love relationship creative

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The Curricular Threads for EFL



EFL Curriculum for Primary

EFL for Subnivel Elemental EGB

1. Contribution of Subnivel Elemental EGB towards EFL's general objectives

2. Curricular Objectives of the EFL area for Subnivel Elemental EGB

3. EFL Performance Criteria for Subnivel Elemental EGB

4. EFL Evaluation Criteria for Subnivel Elemental EGB

Glossary and References

Part 2: Curricular Objectives

of the EFL Area for Sub-nivel Elemental EGB

By the end of
Subnivel
Elemental
of EGB,
and as a
result of
the
learning
outcomes
in the EFL
area,
learners
will be able
to:



2. Curricular Objectives of the English as a Foreign Language Area for Subnivel Elemental of Educación General Básica

By the end of Subnivel Elemental of EGB, and as a result of the learning outcomes in the EFL area, learners will be able to:

O.EFL 2.1	Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.
O.EFL 2.2	Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.
O.EFL 2.3	Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.
O.EFL 2.4	Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.
O.EFL 2.5	Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.
O.EFL 2.6	Write short descriptive and informative texts and use them as a means of communication and written expression of thought.
O.EFL 2.7	Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.
O.EFL 2.8	Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.
O.EFL 2.9	Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts, demonstrating a limited but effective command of the spoken language.

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Part 3: Performance Criteria

- For each thread, performance objectives are listed.
- 70% are mandatory, 30% are desirable
- Codes refer to:



- Perf. Criteria
- Where given, key words are names of sub-threads (skills only)

Writing	
MANDATORY (6)	DESIRABLE (3)
EFL 2.4.1 Initial literacy	Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: sea, mean, bee, etc.)
EFL 2.4.2 Initial literacy	Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 2.4.3 Initial literacy	Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer).
EFL 2.4.4 Text production	Write simple words, phrases and sentences for controlled practice of language items.
EFL 2.4.5 Text production	Write simple sentences on familiar topics to communicate basic ideas.
EFL 2.4.6 Text production	Write a short simple paragraph to convey some simple facts about people, animals, places, things, yourself or others, with the support of a model text. (Example: where they live, what they do, etc.)
EFL 2.4.7 Text production	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words).
EFL 2.4.8 Text production	Complete a basic survey or a questionnaire by providing personal details.
EFL 2.4.9 Text production	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)

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Part 3. Performance Criteria

In summary, performance criteria refer to:

- the **exit profile** for subnivel elemental
(for first 3 years of Primary
 - 2o, 3o, 4o EGB
- an **A1.1 level**
(after Starters, before Movers)



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Curricular Thread 4: Writing	
<p>4.4 Evaluation criteria R</p> <p>Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and handwriting / typography, and identify their meanings.</p> <p>Methodological orientation for evaluation criteria</p> <p>This performance criteria could be evaluated by:</p> <ul style="list-style-type: none"> Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /i:/ sound, etc.) Matching words. (Example: Under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided.) Unscrambling words or sentences and writing them out correctly. (Example: Word: veleen = eleven. Sentence: There's - under - the chair - a backpack, etc.) Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: does it live on a farm / does it have two legs, etc.) Writing new words in a picture dictionary and adding a sticker or picture. <p>General EFL area objectives being assessed</p> <p>OG.EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.</p> <p>How the objectives contribute to the exit profile</p> <p>13. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.</p>	<p>Evaluation Criteria and Indicators</p> <p>Each thread has</p> <ul style="list-style-type: none"> Several evaluation criteria (26 for the whole curriculum, A-Z) These are based on CEFR Can Do statements for skills threads Methodological orientation Match to general objectives Match to performance descriptors Contribution to exit profile Indicators <p>with CEFR level shown</p> <ul style="list-style-type: none"> Highlighted = mandatory Non-highlighted = A1.2 level

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Evaluation criteria

Suggestions on how to evaluate

Evaluation Criteria

Curricular Thread 4: Writing

4.4 Evaluation criteria R

Write simple words, phrases, and sentences to demonstrate knowledge of spelling, punctuation, capitalization and handwriting, typography, and identify their meanings.

Methodological orientation for evaluation criteria

This performance criteria could be evaluated by:

- Locating specific words on the page and writing them in a list. (Example: all the words beginning with the sound /k/ or all the words that contain the long /a:/ sound, etc.)
- Matching words to pictures. (Example: under the picture of a chair, learners write the word chair with the five letters of the word on the five lines provided, etc.)
- Unscrambling words or sentences and writing them out correctly. (Example: Word: veéeen = eleven. Sentence: There's - under - the chair - a backpack, etc.)
- Finding hidden questions in a box and writing them down with the correct punctuation and capitalization. (Example: does live on a farm / does it have two legs, etc.)
- Writing new words in a picture dictionary and adding a sticker or picture.

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Evaluation Criteria

General EFL area objectives being assessed	Skills and performance descriptors to be evaluated
OG_EFL6. Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately.	EFL 2.4.1 Know how to spell simple English words correctly, demonstrating awareness of sound-letter relationships. (Example: set, mean, bee, etc.) EFL 2.4.2 Make a simple learning resource, in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.) EFL 2.4.3 Write simple words, phrases and sentences with correct use of standard writing mechanics. (Example: spelling, punctuation, capitalization, and writing by hand and/or on the computer)
How the objectives contribute to the exit profile	Indicators for the performance criteria
I.3. We can communicate in a clear manner, in our own and other languages. We make use of different codes of communication such as numerical, digital, artistic, and gestures. We take responsibility for what we say.	EFL 2.4.1, 2.4.2, 2.4.3 Learners can write words, phrases, and short simple sentences using the correct conventions (spelling, punctuation, capitalization, and handwriting or typography, etc.), for making simple learning resources. (I.3) CEFR: A1.1 All topics

Connection with
general area
objectives

Connection to exit
profile

Performance
descriptors

Indicators

CEFR level / topics
maestr
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Dr. Miguel Herrera
Director Nacional de Currículo
MAT. Alexandra Pérez
Coordinadora de Lengua Extranjera
MINISTERIO DE EDUCACIÓN



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