



UTPL
La Universidad Católica de Loja

Modalidad Abierta y a Distancia



Itinerario II: Methodology for Teaching English for Specific Purposes

Guía didáctica

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Departamento de Ciencias de la Educación

Sección Departamental de Lenguas Contemporáneas

Itinerario II: Methodology for Teaching English for Specific Purposes

Guía didáctica

Autor:

Ochoa Cueva Cesar Augusto



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Itinerario II: Methodology for Teaching English for Specific Purposes

Guía didáctica

Ochoa Cueva Cesar Augusto

Universidad Técnica Particular de Loja



Diagramación y diseño digital:

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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09 de noviembre, 2020

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1. Information data

1.1. Subject Presentation



1.2. UTPL Generic competencies

- Communication in English.

1.3. Program specific competencies

- Integrates pedagogical, didactic and curricular knowledge that interdisciplinary allow the updating of models, the use of learning methodologies and the incorporation of knowledge for the teaching of English as a foreigner language in a practical

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and systematic way, based on the development of critical, reflective, creative and experiential thinking in relation to the development of the person and its context.

1.4. Issues addressed in the course

- Limited methodological and didactic knowledge, as well as scarce development of critical and reflective thinking.



2. Learning methodology

The methodology of the course is based on the UTPL distance student-centered approach. A variety of methodologies and strategies are used, including presentations, discussions, debates, individual work, video discussions, simulations, among others.

The design of activities, as well as the selection of the study techniques and tools to be used, are selected according to the learning outcomes and competences to be achieved to guarantee training oriented towards the development of the professional profile of the program. Thus, on one hand the self-learning approach will be used when students have to read the materials alone without the supervision of an instructor and on the other hand, collaborative learning will be applied as a learning methodology since students will participate in activities with other peers to share knowledge and ideas with the help of their tutor.

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3. Academic guidelines per learning outcome

Dear student, studying at distance implies a great challenge and responsibility since it requires much effort, planning ahead and organizing time better. I am glad you have taken this academic opportunity and I am sure the following guidelines are going to help you during the learning process. Organizing your time is crucial in an at-a-distance program like this; therefore, I may say that dedicating two hours every day is advisable to obtain the results you want. Along with organizing your time, it is also important to find an illuminated place; avoid distractions, look for a site far from much noise. Check the deadlines for all the activities presented in the platform and the planning of this course so that you can accomplish all of the assignments properly, do not hesitate to ask your tutor if you need help on how to carry out the tasks. Every week, your tutor will post announcements in this online platform to remind you about the activities programmed in each unit. To attain the learning outcomes in this subject, there will be tasks aimed at defining and classifying ESP; differentiating types of assessment in ESP; analyzing differences between EAP and EOP; differentiating approaches to teach ESP; analyzing ESP language skills; using materials in ESP contexts; analyzing the role of subskills in ESP; and designing ESP materials for a course. In addition, there will be four quizzes and two on-site evaluations focused on understanding ESP concepts.

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Learning outcome 1

Identifies the basic foundations and areas of the study of English for specific purposes.

In order to attain this learning outcome, there will be recommended activities to do and contents to read so that, you will recognize the difference between ESP and General English courses; and you will also define the intention that ESP courses have. Furthermore, you will participate in an Academic Chat in which you share your opinions on ESP definition and classification; there will be activities in which you will classify and exemplify the different types of ESP courses presented. Finally, you will do an Activity (1) in which you will differentiate and exemplify EAP and EOP courses.

I encourage you do all the tasks in regards to this unit and fully participate in the interactive activities so that the learning outcome is accomplished appropriately. In addition, doing all the recommended activities will help you get feedback on behalf of your tutor and thus verify your learning progress in this unit.

Contents, resources and learning activities



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Week 1



Unit 1. English for Specific Purposes (ESP): Overview

Dear student, welcome to week 1 of the course. This first part of unit 1 provides a general background of English for Specific Purposes; how it was born, how it has evolved, its definition and classification. Furthermore, there will be an explanation about the main branches of ESP which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

1.1. Introduction to ESP

As explained by Dudley-Evans and St John (1998), teaching English for Specific Purposes has been conceived as a separate activity in the field of English Language Teaching and ESP research as a recognizable component of applied linguistics study. In accordance with the above explanation, I invite you to respond to the next questions:

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What do you think about the above idea?

Can we separate ESP from the field of English language teaching?

The ideas you will provide when you respond to the above questions are very valid since we have to start setting the foundations of this course. Now let's continue with a brief explanation of the history of ESP.



In terms of the history of English for specific purposes, we can say that this resulted from the developments in the world economy in the 1950s and 1960s; science and technology growth increased the use

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of English as the international language and business was part of this since certain oil-rich countries sent several people to study in the USA, the UK and Australia. In the mid- to late 1960s various influences came together to generate the need to and enthusiasm for generating ESP as a study area. ESP was given its initial start by the work in the field of register analysis which focused on the grammar of scientific and technical writing and pointed to certain areas of priority for teaching and materials generation.

From what research presents, Paltridge and Starfield (2014) suggest that there are at least three concerns to know about the beginning of ESP; one can be deciding when the review should start, in other words, at what point in ESP's long history. This problem was solved by the first steps taken from (Swales, 1988) whose movement history, *Episodes in ESP*, begins in the early 1960s.

The second problem is that despite the fact that much of the research done was written for international journals, there has always been considerable regionalized, on-site English for Specific Purposes (ESP) / Language for Specific Purposes (LSP) research that is either unpublished, published in a language other than English, or in local journals. To mention some, there are, or have been, regional ESP journals in Brazil; for example, *ESPECIALIST* as well as conferences and research publications in other parts of Latin America (Horsella & Llopis de Segura, 2003), where the Latin American ESP community has been active for many years. In Europe, we can include *ASP: la revue du GERAS* (Gledhill, 2011) and *Ibérica*, the official journal of AELFE, the European Association of Languages for Specific Purposes (Bhatia, 2002). It is also important to add to this list, The European Association for the Teaching of Academic Writing (EATAW) conferences which includes a variety of papers that could fall under the ESP area (Futász & Timár, 2006). Since there is variety of information published, it is sometimes difficult to mark new tendencies in research and what relevant articles to cite.

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A last concern refers to the reviewer, as well: making a clear distinction between research and practice. Unlike many other research areas in theoretical and applied linguistics, ESP has been, at its essence, a practitioners' movement, devoted to establishing, through careful research, the needs and relevant discourse characteristics for a targeted group of students, as referred by (Richterich & Chancerel, 1977).

As stated by Dudley-Evans and St John (1998), ESP has always retained its emphasis on practical outcomes. Then, the main concerns of ESP have been and remain that way with needs analysis, text analysis, and preparing learners to communicate effectively in the field where they study or work. It is important to say that the theory of ESP can be based on either the specific nature of the texts from which learners require knowledge or on the basis of the needs-related nature of the teaching. But the emphasis has been placed on relating course design to learners' particular needs rather than on theory issues.

ESP has come a long way in terms of research practices since its beginning in the 1960s; but genre, a topic initiated in 1981, remains today. In the case of genre analysis, Swales (1990) explains that this is extremely useful for English for Academic Purposes, Business English and other areas of ESP such as Legal English. It appears that genre as a research topic is nowhere near exhausted. Because it offers possibilities for increasingly complex discussions of text, context, writer, audience, language, and other issues, it may continue to intrigue researchers and ESP practitioners for many years to come. Each academic discipline shares a specific set of language and discourse characteristics and that the differences are at the genre level. The number of genres varies from one discipline to the other and there is also variation between different disciplines. Furthermore, other topics and methodologies have opened the path for learner-centered approaches, supported by (Hutchinson &

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Waters, 1987), and later, by (Tardy, 2006). Thus, the learning-centered approach has to be seen considering the process of learning and students' motivation to work out exactly to what is needed in order to enable students to reach their goal. Then, if students may only need to read information in their area, it may also be useful that they practice oral skills to reach their target. In the future, there will probably be further interest in classroom-based research and in studies in less-popular academic settings, such as secondary and vocational schools or in regions where English is the lingua franca. It is possible that for the needs of local students and international scholars, research may become more centralized in international journals, although online publications may diminish some of these issues.



Please, go ahead and respond to the following question:

When and how did the ESP movement start?

Dear students, were you able to answer the question? If not, please, reread the information of the history of ESP where you will find that the movement started in the 50s and 60s. Remember for further help in this or in any other issue, you can contact your tutor. Now let's continue with the next topic which is the definition of ESP.

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1.2. Definition of ESP

Dear student, this section includes information of different views and ways to explain what ESP means; researchers have suggested some characteristics ESP deals with. One definition provided by Anthony (2018) explains that English for Specific Purposes is an approach to teach the language that focuses on the academic and/or occupational needs of target groups. Thus, this field helps students to meet their needs of language, genres and abilities by means using certain teaching materials and approaches. Another definition of this field is the one provided by the Macmillan Dictionary (2020) which says that it is the English taught to people whose first language is not English, but who need to know technical, scientific, and other English vocabulary from specific fields for their careers or education. After reading the definitions presented above, I suggest that you respond to the following questions:



What is your definition of ESP?

What aspects would you include?

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Dear students, I know you were able to answer the questions. That was easy, I guess! Remember that there are not good or bad answers; in fact, it is your own ideas of ESP and we are going to study more about this in the next part; so let's continue.

As cited by Knight, et.al. (2010), English for Specific Purposes (ESP) is a subdivision of a wider field, Language for Specific Purposes (LSP), which is defined as: "...the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs" (Swales, 1992, p. 300).

As stated by Hutchinson and Waters (1987), ESP is seen as an approach and not as a product in which ESP does not necessarily refer to the type of material, sort of language, materials used or methodology. It is explained by the need of knowing why the student wants to learn a foreign language. In this way, ESP is suggested to deal with the learners' needs, the language required and the context where the learning process takes place. Consequently, there is an emphasis in the need to know, the reasons why a student is learning English; those reasons might be to learn the language to be part of a postgraduate program, to work for a business company or to make hotel reservations in a travel agency.



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In this regard, what other purposes can you mention students can have to learn English?

Dear students, probably you thought about traveling, health care, studying abroad, software management, building houses, among others which are all different reasons people can study English for.

Another definition given by Strevens (1988) claims that there is a distinction between four absolute characteristics and two variable characteristics of ESP. The first states that ESP is viewed as part of English language teaching like this:

Chart of Absolute and Variable characteristics

Absolute Characteristics	Variable Characteristics
Tailored to meet particular learners' needs.	Might be limited to focus on certain learning skill such as speaking, reading only.
Content related to the specific themes or topics of the disciplines.	May not be taught as any other predetermined methodology.
Focused on the language appropriate for those disciplines in terms of syntax, lexis, discourse, semantics and discourse analysis.	
Opposite to general English.	

Source: Strevens (1988)

On the other hand, Robinson (1991) accepts the relevance of including needs analysis in defining ESP. Her criteria are that ESP is usually goal-directed, and that ESP courses develop from needs analysis where the aim should be specific on what the learners need to fully act in the medium of English. These particular features are seen in ESP to generally be controlled by a limit time period, in

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which the goals must be reached, and are taught to adult learners in homogenous classes in terms of the specific activities students are dealing with.

A more complete definition, which considers the previous ones, is given by Dudley-Evans and St John (1998). They suggest that ESP should reflect the concepts and activities of the broad discipline and so linked to that profession or discipline; thus, the methodology used here has to be different from what is applied in General Purpose English teaching. By methodology, they refer to the way in which ESP teachers and learners interact. It may be possible that sometimes the teacher-students' interaction be much of the one used in a general English course if it is a general ESP class; however, when dealing with more specific ESP aspects, teachers may act as language resource or consultant who enjoy equal status with the learners who have their own expertise in the field.



How can you summarize this last definition - in its first part - using your own words?

I know you were able to summarize the definition in a good way; thus, let's continue with more information in this regard.

These same researchers above believe that ESP should be taught considering the language in the activities that students need to carry out, since those activities produce and depend on registers, genres and associated language that learners need in order to handle the tasks.

The following characteristics were adapted from the previous authors and described here:

1. *Absolute features:*

- ESP is designed to meet the learners' needs.
- ESP makes use of the methodology and activities generated from the disciplines it serves.
- ESP is centered on the language, skills, discourse and genres suitable for the activities.

2. *Variable features:*

- ESP might be related to or designed for particular areas or professions.
- ESP may use different methodology from the one used in general English in specific teaching situations.
- ESP is likely to be aimed for adult students, at a tertiary level institution or in a professional work context. Although, it can be used for students at a secondary school level.
- ESP is generally intended for intermediate or advanced students. However, it can be used for beginners who are not very proficient in the language.

(Dudley-Evans and St John, 1998).

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Recommended Learning Activities

Use a chart to summarize and show all the characteristics of ESP definitions given by: Hutchinson and Waters, Strevens, Robinson and Dudley-Evans and ST John.

Chart of Summary of characteristics of ESP definitions per author and year

Name	Year	Definition
Hutchinson and Waters		
Strevens		
Robinson		
Dudley-Evans and ST John		

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Complete the next chart in which you differentiate the characteristics of ESP and General English courses.

Chart of characteristics of ESP and General English Courses

ESP courses	General English courses

I am sure you were able to complete the activities above; although those tasks will not be graded, it is important that you do them since they constitute learning strategies so that you achieve the skills in this course. Please, write an email to your tutor so that feedback is provided if necessary.



Week 2

1.3. Classification of ESP

Dear student, welcome to the second week of the course. In this section, you will learn about the way in which different ESP researchers have classified the field of English for specific purposes. In this regard, one assumption is that ESP is divided according to the students' necessities and that is true since Hutchinson and Waters (1987) explain that ESP is based on the learner's reason for learning.

In this unit, in its introduction, you studied that the teaching of ESP, initially, was largely motivated by the necessity people had to communicate across languages in fields such as commerce and technology. Therefore, Belcher (2009) classified ESP in the following areas: English for academic purposes (EAP), English for

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occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for sociocultural purposes (ESCP). Another view is that English for Specific Purposes can be divided into two principal areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The way ESP is classified may be explained by the next tree diagram which was taken from (Robinson, 1991).

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The above diagram explains the division of EAP and EOP and the courses according to when they take place. This distinction is important since it will affect the degree of specificity which is appropriate for each course. The fundamental factor in this way of classifying ESP is the time these courses take place, which might affect the degree of specificity of the course content. A pre-experience or pre-study may not have any specific work related to the actual discipline; nevertheless, the in-service / post-experience courses will certainly offer the more specific content.

Another diagram for ESP includes a division of EAP and EOP according to the discipline and professional area and it is seen in the next diagram adapted from (Dudley-Evans & ST John, 1998).

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As you observe in the previous diagram, in EAP, English for Science and Technology (EST) has been the core area, but English for Medical Purposes (EMP) and English for Legal Purposes (ELP) have maintained their place. In recent years, the academic study of business, finance, banking, economics, and accounting has become

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fairly important, especially for people studying their Masters degrees in Administration. We also have EOP which refers to English that is not for academic purposes; it comprises professional purposes in administration, medicine, law and business, and vocational purposes for non-professional students in work or pre-work positions. We find here that English for Medical Purposes is both under EAP and EOP. The first is designed for medical students, and the latter is designed for practicing doctors. Within English for Vocational Purposes (EVP), there are two sub-sections: Pre-Vocational English and Vocational English. The previous one deals with the skills of finding a job and interview skills; the latter refers to the language learning for specific trades or occupations.

Another way to present ESP is the one proposed by Dudley-Evans and ST John (1998). This is based on the reasons that using tree diagrams fail to “capture the essential fluid nature of the various types of ESP teaching and the degree of overlapping between ‘common-core’ EAP or EBP and General English”. Consequently, they suggest a continuum that runs from very clearly defined General English courses to much specified ESP courses in order to “clarify the nature of more precise ESP work”.

According to these researchers, they suggest that the overall context of the language program decides if a given course can be classified as an ESP course or not. An example is that an advanced secondary school level listening course will be seen as General English as the course itself has “the aim of teaching English as part of a broad educational process”; nonetheless, a course with a similar component taught to international learners who are about to embark on a postgraduate course will be seen as ESP because “it is part of a focused course with a specific time period with clear and specific objects”. Although, the teaching materials might be very similar, but the teaching approach will be different.

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In the case of more specific ESP courses, these are not very homogenous from one discipline or profession. For instance, if we talk about engineers, scientists or doctors, we deal with broad groups but inside these groups, individual members may have quite different interests and backgrounds. So, great care should be taken in selecting the specific skills to focus on and the contexts in which to do that. Here the materials need to be prepared to satisfy the groups' needs to be acceptable and understandable to all branches and contexts.

In the last position of the classification, the course becomes in fact specific. The course can be guided towards specific needs of the target situation and of the individuals involved in the learning process and the materials used would be as authentic as possible to the subject area. The methodology used should be adequate and flexible to meet the individual or group necessities.

We may say that it is important to have in mind the necessity of finding a clear classification; however, we might tend to overlap and get confused, but this attempt is advisable to define and classify ESP appropriately.

Dear students, I invite you to participate in an academic chat in which we will discuss about definition and classification of the ESP. I also encourage you to do the next recommended activity.



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Recommended Learning Activities

Use the following chart to establish the differences among the types of ESP courses; provide characteristics and examples for each case; add more cells to expand the chart as needed.

Chart of differences among types of ESP courses

Types of ESP course	Characteristics	Examples

I know you were able to do the suggested activity; please write an email to let your tutor know if you have questions in this regard so that feedback can be provided if you need it.



Week 3

1.3.1. English for Academic Purposes (EAP)

In academic settings, ESP instructors play an important role for learners, who may look to the instructors for support not only in their current studies, but also in providing them with guidance for their postgraduate studies and careers (Anthony, 2018).

Let's start now with one of the fields of ESP which is English for academic purposes. EAP deals with researching and teaching the English needed by those who use the language to perform academic tasks.

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This area originally arose out of the wider field of English for specific purposes and over the last two decades has increased immensely in importance because of the global growth in the use of English for employment, as well as academic research. Although most often applied to university level settings and non-native speakers of English (NNSE), the term is very broad, covering, for instance, both the requirements of native-speaker (NSE) secondary school students who have to read textbooks and write essays, as well as those academics that need to give lectures and write research articles. Therefore, EAP has become a major research area, responding to the demands of a widening circle of users by providing increasingly sophisticated explanations of academic discourse and translating these insights into pedagogically valid methods and materials (Paltridge & Starfield, 2012).

Since EAP has been seen as one movement inside ESP, it is suggested by Dudley-Evans & St John (1998) that there are four different kinds of situations and that teachers need to look very carefully at categories of courses and materials before deciding whether they are relevant to their own setting. In fact, it is advisable that the language teacher works together with other departments to plan the courses.

The kind of EAP depends on the type of English that is taught in the place where the course is going to be developed. The situations where English is taught are described here:

1. An English-speaking country, such as UK or USA.
2. An English-as-a-Second-Language (ESL) situation where English is the official language of education and widely spoken as in former British colonies in Africa or South East Asia.

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3. A situation in which certain subjects, such as medicine, engineering or science, are officially taught in English, while of other subjects and at other levels of education the national language is used.
4. A situation where all subject courses are taught in the national language, but English may be important for supplementary reasons.

According to the information above, give examples of the countries in which English is used for each of the different situations.



Situation 1.

Situation 2.

Situation 3.

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Situation 4.

As teachers of an ESP course, we have to bear in mind that students might need help with both, the language of academic disciplines and, the specific skills required of them during their academic course. Dear students, as you know, it is essential that you, as future teachers of ESP or EFL, know strategies to teach Academic courses, I encourage you to watch the next [Webinar](#) in which the presenter will speak about steps and several strategies you can use in teaching academic writing in some contexts. Also, the speaker will cover strategies on how to develop and organize discovery activities, how to run effective peer review sessions, how to use models of academic writing in class, how to help students read with a purpose, and how to use rubrics effectively. Which of the strategies explained in the Webinar will you use and how will you do it in a specific ESP course? Choose two strategies and provide an example for each one. Your tutor can help you if you need feedback in this regard; thus, write an email to consult about this issue.



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As the study situation in this field changes, the emphasis on different abilities also needs to change. The important factor here is to know the extent to which either English or the national language (Spanish in our Ecuadorian context) is used as the medium of instruction for subject courses (Dudley-Evans & St John, 1998). These writers explain the following situations in which EAP is taught:

EAP in an English-speaking country

We may begin saying that most universities around the world accept international students and have given the responsibility to the English departments of helping such students reach their fully academic potential. Teaching is generally carried out on pre-sessional and in-sessional courses. The first ones run for between 4 to 12 weeks prior to the beginning of the academic year and deal with both academic language and the study abilities related to all the principal skills. The courses seek to prepare learners for the studies they are about to take. The focus is done on common-core academic language and skills; some more specific work is added, but cannot be very extensive since it is a pre-study course. The second courses run in parallel with the subject courses and thus include the chance to integrate subject-language teaching and more concrete work on the key abilities of academic listening, writing and reading as well as more common-core EAP courses (Dudley-Evans & St John, 1998).

EAP in English as a Second Language Situation

Dear student, let's see now what happens with the case of English in a different context. In places such as Africa and in South Asia there has been an increasing number of EAP work. English in these places is used along the education system, in most cases from the primary school level, in others from secondary level. It seems that the proficiency level might be very high but many learners in these settings need help with adjusting to the demands made of them when they start an undergraduate class. This has happened

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with students that come from rural areas who may have had less exposure to English and might have been less well conducted at school level (Dudley-Evans & St John, 1998). These researchers have also stated that the learners' English tuition up to tertiary level will have been in the field of general English and it might not be possible to have involved specific preparation to study at university level or for specific tasks conducted in English in a work or business setting. The most remarkable communication abilities in ESL countries deal with the use of a combination of ideas from EAP tradition and the communication skills for native speakers' tradition. There have been courses that were concentrated on developing common-core skills for students from a mixture of disciplines that focused on reading and writing. The challenge in these courses is to find materials and activities challenging and motivating enough for learners who have high proficiency levels.

EAP settings where certain subjects are taught in English

In countries of the Middle East, English constitutes the medium of instruction in some subjects, mostly medicine, engineering and science subjects. What is the difference of these cases with the ones of Africa and Asia? There is no particular or general tradition of English-medium education in the country, and the school system mainly uses the national language to teach all subjects. Consequently, learners have to make the adjustment from studying all subjects such as science, medicine and engineering in English in tertiary level. This situation has led countries to include some EAP work in the English curriculum at upper secondary school level (Dudley-Evans & St John, 1998). Furthermore, these authors explain that students begin courses with much less knowledge of English than in ESL situations. This lower level often leads to a situation where the course lecturers, who might not be native English speakers, might deliver the speech in a combination of English and their national language. This may involve for example, dictating notes in English but delivering the

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lecture in Arabic. Although evaluations will be written in English, their design may usually include items that do not make large linguistic demands on students. Complete essays or technical reports might not be required and learners will be assessed using multiple choice questions, calculations, diagrams and short-note answers (Douglas, 1986; Swales, 1980). In other settings, learners are asked to write term papers in English, but lecturers may not pay very much attention to linguistic errors and weaknesses of presentation (Mustafa, 1995).

EAP situations in which subject courses are delivered in the national language

In this last setting, English is included on the timetable but the subject course is given in the national language. In many situations of Latin American countries, South East Asia, Western Europe and Eastern Europe the medium of instruction is regularly the national language. EAP in South America has been taught as Technical English and the courses have dealt with mainly reading activities. The case of Brazil for example is focused on developing materials and on teacher training, but allowing individual institutions to write their materials within the overall framework (Alderson & Scott, 1992; Celani et al., 1988). The materials deal with key micro-skills related to the overall macro-skills of reading but also courses include certain lexical and grammatical items relevant to the understanding of undergraduate academic reading texts.

Since institutions lack perception of learners' needs and their true "desires", students' motivation is perceived and thus consequent disillusionment of teachers, as well as being a waste of resources (Hutchinson & Waters, 1987).

In Brazil, the courses are taught in Portuguese and this allows the teachers to include very detailed discussions about the linguistic characteristics of the text and the strategies of deducing meaning from a text in a foreign language. This is seen as somehow problem

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Dear student, write your own ideas in this regard.

I am sure you have come across with some examples from your experience of the above situations.

For further reading in this field, I recommend that you check the information provided in the [Journal of English for Academic Purposes](#); this is a forum for the dissemination of information and views which enables practitioners and researchers in EAP to keep current with developments in the field and to contribute to their continued updating.

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1.3.2. English for Occupational Purposes (EOP)

In occupational settings, ESP instructors are likely to play a vital support role for workers, helping them manage their daily tasks and providing them with opportunities for career advancement (Anthony, 2018).

Now dear students we are going to deal with the last topic of this unit which is English for Occupational Purposes (EOP). As defined by Kennedy and Bolitho (1984), EOP is taught in such a situation in which learners need to use English as part of their work or profession. EOP is traditionally seen as part of EAP as presented by Hutchinson and Waters (1987). Thus, there will be differences in such courses depending on whether the participants are learning English before; during or after the time they are being trained in their job or profession. The content of an English program for someone actually engaged, for example, on a secretarial course - with its acquisition of practical skills and theoretical knowledge - is going to be different from a program for someone who is already a qualified secretary but now needs to operate in English. They suggest that general English courses usually precede specific ones. Students need a good foundation before trying to accomplish demanding job activities at a foreign language.

As stated by Dudley-Evans and St John (1998), EOP can be taught to beginning students, however, the norm says to wait until they have obtained a basic command of the language provided that specific work activities are planned to be reached. Furthermore, the strong demands on students in EOP courses may increase the stress of heavy work they have to deal with; thus it is recommended to start training learners when they have reached a low-to-high intermediate level. It is important to say that again the needs of the EOP learners are the core of the courses. Therefore, to set clearly definable needs that aim at meeting the students' job specific goals is crucial.

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In this sense, Belcher (2006) explains that tailor-made courses make instructors resist the tendency toward being overly teacher-centered. Because teachers are expected to consult with students on an ongoing basis to accomplish the course goals, teachers need to see the language training participants as resources (Brown & Smith, 2003). It is true; however, that teachers may lack the participants' specialist knowledge in certain areas, but this fact might free EOP instructors to be the only responsible designers of the goals, content, materials and activities; thus encouraging teachers to share the course design task with the training participants whose specialist knowledge will complement the instructors' expertise in the language teaching. As it was expressed by Hutchinson and Waters (1987) this approach leads to learner-centeredness which is a key feature of EOP courses. This was also identified by Brown (2001) who stated that the participants in workplace language training need to have the degree of control over the learning experience which is learner-centered instruction. In order to create a learner-centered atmosphere, it is necessary collaborative work, continuous consultation with students, and opportunities for learners to contribute their input and creativity. In this context, Friedenberg, et al., (2004) assert that in EOP the students contribute to design the curriculum by bringing communication challenges they have found in the workplace to class for discussion. Involving learners in course and task design becomes a crucial factor for the success of an EOP course. It is suggested by Belcher (2006) that ESP classes should encourage communities of inquiry in which both teachers and students have opportunities to learn.

In this regard, Dudley-Evans and St John (1998) argued that bi-directionality should be an attribute of teacher-learner relationships in many ESP situations, as opposed to vertical relationships that allow little negotiation of goals, contents and activities. For instance, Uvin (1996) reported that an EOP course failed in its initial stages, in spite of the needs analysis and detailed planning, because

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the students' participation in course design was not considered. Success was obtained after the learners contributed their input regarding expectations and cultural differences. At this point, classes were more responsive to the personal, affective, cognitive, and metacognitive needs of the students.

On the other hand, materials in EOP can be teacher-generated or learner-generated.

Teachers can also adapt available materials and should also be material designers since well-designed materials constitute a source of motivation for students. Nonetheless, Dudley-Evans and St John (1998) state that the challenge of creating specific materials may lead the novice EOP trainer to uncertainty about the resources and course design activities. Normally, subject to the EFL situation's wide textbook variety, the beginner workplace teacher might see the materials design as overwhelming. This issue is complex since it has a direct connection with the *what - how* and with the responsibility of keeping students fully engaged in the course. In this regard, Graves (1996) suggested that for some teachers, the lack of materials is a challenge, for others, it is an opportunity. Thus, teachers who are starting to train in the ESP field need to learn to view course and materials design as a new role.

Research done on the importance of tailored materials and tasks is presented by Garcia (2002) who reported that in spite of the lack of appropriate materials in the market for the members in her program, the instructors in the project found that customized materials provided the best practice. The learners' workplace is in fact, the best source for teachers to find materials in order to analyze and adapt for classroom purposes. The trainers in Garcia's study used materials such as company newsletters, work forms, paycheck stubs, training manuals, tools, parts and safety equipment as essential input for classroom practice. In Gordon's (2002) study, CD-ROM materials were used in English and Spanish for manufacturing

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workers build reading and listening comprehension skills. These materials were identified as a key feature in the success of their study program. Also, in a study done by Uvin (1996), materials were found as a successful factor because they stemmed from the workplace or were generated by learners. Success in EOP courses therefore, depends greatly on the open communication channels among teachers, students and their companies for an appropriate course design. The use of authentic materials provided by learners is also a key element for teachers to develop suitable classroom activities to help students succeed.

In this unit, we have discussed about the differences among the ESP courses where the business courses have been more explored; in this regard, the professional demands for Business English teachers is higher than those in other fields.

For further reading on the field of EOP you can visit [English for Occupational Purposes](#) where you are going to find information of researchers in this area.

Now dear students, it is important that you can think of materials that might be needed in different ESP fields; in this regard, let's do the next task.



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What materials can you suggest teachers for a course in the tourism field?

Once you have finished the contents of unit 2, dear student, it is time to verify what ideas you have internalized and what contents you need to revise again. Therefore, I invite you to complete an on-line quiz to verify your progress in unit 1. In addition, I suggest you to do the next activity.



Recommended Learning Activities

Please, use the next chart to provide characteristics and examples of the EAP and EOP courses.

Chart for characteristics and examples of EAP and EOP courses

Type of ESP	Characteristics	Examples
EAP		
EOP		

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The previous activity will be graded and the instructions to do this task will be found in the planning of this course. Check for the guidelines and rubrics so that you present this task correctly. As you know, if you need help to better understand this activity, you can contact your tutor.

Learning outcome 2:

Applies theoretical, methodological and practical approaches when teaching English for specific purposes.

In order to attain this learning outcome, you will have to read the contents of this unit and do all the suggested activities; you will have to do two activities, participate in a forum and complete a quiz; therefore, by means of all these tasks, you will be able to identify the differences between English for Academic Purposes as opposed to English for Occupational Purposes, differentiate the types of approaches to teach English for Specific Purposes courses, differentiate between classroom assessment and classroom tests, distinguish the different types of assessment used in ESP courses and identify current ways learners can have to study ESP courses.

I encourage you do all the tasks in regards to this unit and fully participate in the interactive activities so that the learning outcome is accomplished appropriately. In addition, doing all the recommended activities will help you get feedback on behalf of your tutor and thus verify your learning progress in this unit.

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Week 4



Unit 2. Methodological approaches for teaching ESP

2.1. Learner's knowledge on ESP

Before we start with the contents of this unit 2 and fourth week, it is important to say this in this week, you will need to complete Activity 1 on the platform in order to identify the differences between English for Academic Purposes as opposed to English for Occupational Purposes by using a chart to explain the main dissimilarities. Remember that the information to do this task was given in the previous week 3 so, dear students check the previous contents and complete this activity.

It is important to recognize that ESP is different from ESL because students' purposes to study the language are diverse and who want to communicate and perform according to their professional field. Thus, please watch the next [video on "what is ESP?"](#) and focus on the learners' purposes to study English.

Let's begin dear students by talking about the way students' knowledge influences the methodologies to teach ESP; it is

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important to mention that students bring with them the cognitive and learning processes from passed experiences of learning and working within their specialist field. In this regard, in a ESP classroom, teachers should design the language-learning activities based on the pupils' specialist world (Dudley-Evans & St John, 1998). Now, let's see how the learners' specialist knowledge influences and impacts on ESP classroom practice. When learners are in a classroom, they bring their own specialist knowledge in any field and also, the way they communicate in that area. A classroom may be formed by students or professionals in the field, we can say that a classroom which has apprentices to the specialist field bring less knowledge than those who have already experience in the area and are practicing specialists. Some of the knowledge brought by learners -content knowledge - might be conscious as in some aspects of communication; for example, how the verb system in English works or the way a scientific report or paper is structured. On the other hand, some knowledge may only be latent and thus, learners will not have the skills to control the use of such knowledge. In this regard, the teachers' job has to be the one to develop the leaners' awareness to gain control over such latent knowledge, being it about language structure or communication skills (Dudley-Evans & St John, 1998).

Another aspect to refer in this topic is the fact that teaching ESP is different from teaching EFL because learners have the knowledge that most of the times ESP teachers may lack. In this sense, teachers may feel threatened until they find out that their learners do not expect them to have knowledge of all fields. For example, medicine specialists do not expect that ESP teachers know how to make a surgery, diagnose a patient or prescribe medicine; what is expected is that ESP teachers have some understanding of the patient-doctor interactions in order for specialists learn the appropriate language involved in that relationship. In an EFL context, the carrier content comes from a stock of shared knowledge and contents while in ESP, it is necessary to include more specialized carrier content when teaching a course. Thereof, the ESP instructor

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has to be very skillful to balance content level and language level and to see the real content. It is necessary to be aware that the learners' knowledge in any field enables them to identify a real context for the vocabulary and structures of the ESP classroom. In this way, the learners can take advantage of what they already know about the subject matter field to learn the target language. The ESP teacher and the learner should work together to agree on what is appropriate or accurate in the area and thus, ESP practitioners have to be seen as consultants who provide advice, suggest alternatives and allow learners to make informed decisions (Dudley-Evans & St John, 1998).



Dear students, let's see now the impact of the learners' knowledge. How can the learners' knowledge influence the ESP classroom practice? What do you think? What aspects are influenced by such knowledge? Write your ideas.

All your ideas are fine and you will be able to find out whether your thoughts are right or need to be improved. Let's say that one aspect that is influenced by the students' knowledge is the role and relationships they have with the teachers in the classroom. Thus, it is important to mention that teachers should negotiate with the learners since an ESP practitioner cannot be the font of wisdom but a consultant in the classroom because the learners have the carrier content and this has to be used appropriately by teachers.

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In this sense, the relationship between teachers and learners has to be the one of equal members in the classroom. Therefore, learners in the ESP classroom are more likely to make a real contribution to the language learning process since they are generally aware of the purposes for which they will need to use the target language. The way the role is played in the classroom by the students will depend on the learners' experience, cultural expectations and what status a teacher has thus, how status is awarded in the classroom (Dudley-Evans & St John, 1998).

In this same regard, it is important to state that the way learners perceive their instructors is relevant in an ESP course or program. If students perceive their instructors to be badly qualified to teach the target material, they may begin to lose interest in study, which will adversely affect the quality of learning, their desire to continue studying, and their success in mastering the target language skills. This can be a common problem in ESP settings, where learners may believe that they are more knowledgeable about the subject content matter than their instructors (Anthony, 2018).

On the other hand, the question of the ESP teacher's role has been controversial but very important (Hutchison & Waters, 1987; Swales, 1988, Johns & Dudley-Evans, 1993). In some contexts, the teacher is expected to control the class, provide information of the skills and language, control the activities (pair work or group work). Thus, the role of the teacher is what the learners expects that a teacher does in the classroom and in this case, the teacher has the role of provider of input and activities. As it was pointed out before, in other situations the role of an ESP teacher can be the one of a facilitator or consultant. In this regard, Dudley-Evans and St John (1998) explain that a teacher manages rather than controls a situation; the teacher may not make decisions on how to design a course but will negotiate with the learners about the most appropriate contents to include and when to include them. In this case, the teacher can

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even ask members of the class to bring materials to be used in the class. Thus, a teacher can act as an intermediary and becomes an equal with students but uses his/her more knowledge of the language and the nature of communication to help learners interpret what is happening in the specialist course or training. There will be cases in which the role of the teacher may move from being a provider of knowledge to being a facilitator or consultant. Moving from one role to the other might depend on institutional and/or cultural expectations of the students; thus, one group of learners may be pleased to have a teacher who plays the facilitator role, while another group may find it completely strange; however, certain attitudes can be modified to reach the learning outcomes of the ESP course. Please, dear students, I invite you to watch a [video in which Jeremy Day, an ESP teacher](#), explains what he sees as the key features of teaching English for Specific Purposes and gives advice to those thinking of moving into this area of teaching. After you have watched this video, you will be able to understand better the teacher's role in the ESP field.

Now dear students, I invite you to do the next suggested activities through which you will be able to practice what you have been learning so far.



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Recommended Learning Activities

Please, read the information provided in Anthony (2018), *Introducing English for Specific Purposes* (Section 1, Introducing the four pillars of ESP, learners' role) where you will find information of the students' role in EAP and EOP courses. In addition to the previous activity, make a list of the roles learners and teachers play in an ESP course. Although the previous task will not be graded, it is important that you do it so you can achieve the learning outcome of this topic. Dear students, remember that you can send your ideas of the recommended task to your tutor so that you can get feedback in this regard.



Week 5

2.2. Approaches for teaching ESP courses

When teaching ESP courses, there is no best approach to take; all techniques and methods are a response to a particular situation, ESP teachers should have the ability to assess a situation so as to select and adapt their methodology according to the learner's needs (Dudley-Evans & St John, 1998). Many teaching and learning methods have been promoted in the field of English language teaching (ELT). These include the audio-lingual method, the grammar-translation method, the communicative language teaching (CLT) approach, task-based language teaching (TBLT), and more esoteric methods such as

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Suggestopedia, Total Physical Response (TPR), The Silent Way, The Natural Approach, and The Lexical Approach. For a review of these different methods, see Richards and Rodgers (2014). Although all of these methods have value in some contexts, you will find that in an ESP classroom, the most successful teaching and learning methods are usually those that closely align with the materials that you adopt, adapt, or create, and the learning environment that you have to work in. As a result, it is not recommended that you try to force everything that happens in a classroom into a single, popular theory. Rather, you will find that an eclectic approach to ESP teaching and learning is usually more effective (Anthony, 2018).

The audio-lingual method, which was popular in the 1960s, focuses on the drilling of learners in the separate skills of reading, writing, listening, and speaking using short dialogues and language items. In an ESP context, this behaviorist approach might prove to be very effective in the teaching and learning of opening statements and transition phrases in oral presentations. On the other hand, it will be of little use when helping learners manage the language required to understand and respond to questions in the Q&A session after a presentation. In this case, a communicative language approach is likely to prove more successful. Then again, the value of the communicative language approach is questionable if it is being applied in an intensive, one-day EOP course for restaurant waiters that have to master the language needed to explain the menu and take orders. In this context, perhaps the audio-lingual method will again prove effective (Anthony, 2018).

Methodology in ESP courses is based on what language learners need and use teaching materials and practices that will facilitate learners to meet their needs. In this regard, identifying needs, developing materials, and implementing effective teaching practice take serious challenges. So, it should raise the new method and approach to solve the challenges. In the latest trends, ESP uses

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the learning-centered approach as the new approach to ESP (Hutchinson & Waters 1987). From this point of view, there are three main approaches to teach an ESP course: language-centered, skills-centered, and learning centered. The most known approach is the language-centered one; it focuses on the linguistic performance of the learner in the target situation (Hutchinson & Waters, 1987). Thus, this approach is aimed at drawing direct connection between the target situation and the content of the ESP course. However, this approach fails to recognize the fact that learning is not a straightforward, logical process. Also, in this approach, the analysis done of target situation data is only at the surface level; it reveals very little about the competences that underlie the performance.

On the other hand, the second approach – skills-centered aims at helping learners to develop skills and strategies which will continue after the ESP course. Furthermore, this approach does not only provide language knowledge but makes the learners better processors of information. As stated by Hutchinson and Waters (1987) the role needs analysis in this approach is to help the ESP practitioner discover the potential knowledge and competences of the learner, and their perspectives of the target situation. Finally, this approach sees the learner as a user of the language rather as a learner of a language.

The third approach is the learning-centered one. Weimer, (2002) explains that in this approach learners are ultimately responsible for their own learning using different strategies such as students have to engage in assigned learning activities and exert the effort required to learn. Hutchinson and Waters (1987) also state that the learning-centered approach aims at acquiring the learners' competency levels and the course design considers the learners at every stage in the process of designing. Thus, if students are supposed to take responsibility for their own learning, teachers need to give them more control over the way learning experiences are structured.

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Furthermore, teachers who use this approach have to control aspects of the course to ensure that they meet their professional responsibility to design a course that addresses the expected learning outcomes. In this same token, students need to control aspects of the learning environment to meet individual learning goals and maintain motivation.

Finally, despite the fact of using a language, learning, or skills-centered approach or a combination of the three; designing an ESP course as dynamic and flexible as possible is necessary to produce successful learning outcomes. Therefore, a clear understanding of the learners' needs and the demands of the target situation will help in developing the appropriate methodologies and materials needed to function effectively in a given field.

Dear students, I invite you to do the next suggested activities so that you know how much knowledge of the previous topic you have internalized.



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Recommended Learning Activities

Please, read the information provided in the next article ([English for Specific Purposes: Role of Learners, Teachers and Teaching Methodologies](#) by Choudhary Zahid Javid) so that you can have additional points of view to the ones that have been previously presented in the topic of methodologies to teach ESP courses. In addition to the previous task, I suggest that you draw a concept map in which you explain the differences that exist in the different approaches to teach ESP courses as you have recently studied in this first part of the unit 2. This activity will be graded and thus, you need to check the guidelines and rubrics in the planning of the course so that you can present this task correctly. Dear students, remember that you can contact your tutor if you need further help to do this task.



Week 6

2.3. Class size

Class size in ESP can vary depending on the intention of the course; for instance, a class can be formed by one individual as in business; one business person might form part of a class. On the other hand, a class can have several students as in a first-year tertiary level class. Although this type of differences in the size of the class is not exclusive for ESP courses, it is more frequent in ESP than in other areas of English language teaching (Dudley-Evans & St John, 1998). Dear student, there is a short video I invite you to watch about

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teaching large classes; here there are some teachers' opinions on what they think of having large classes. After watching the video, what is your own opinions of teaching a large class? Do you agree or disagree with the opinions of the teacher in the video? Why?



The notion of large classes is not well defined; let's say, there is no a specific number of students that can form a large class. Thus, when a class is really large? The idea of what a large class is will depend on situation, purpose and experience (Dudley-Evans & St John, 1998). For instance, in school and high school public institutions, a class of over 35-40 learners may be seen as large; while in private institutions, over 15 students can be large. In some contexts, such as Nigeria and Indonesia, 150 tertiary EAP students is common to have in a class; thus, having 50 leaners in such countries could be seen as a small class. In this regard, Dudley-Evans and St John (1998) explain that a large class cannot be defined numerically; it might be necessary to see size as an issue that requires conscious and substantial modification to approach. It is also possible to say the same of a small class (teaching two or three pupils) which also requires adaptation.

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Having a large class to teach an ESP course is very challenging and teachers around the world find it difficult to deal with; not only the number of students is an issue to tackle but there are certain circumstances and cultural aspects that might need to be considered to get a particular solution. For instance, in countries where the budget to run an ESP course is limited, sometimes students are required to get photocopies of the materials to use and keep them so that such resources cannot be used again; thus there should be a distinction between the materials that students can keep and those that can be collected to be reused in parallel groups in subsequent courses; in such countries, resource constraints are highly significant. In other contexts, a challenge of having many students in class or perhaps in two classes taught in the same week by only one teacher would be to learn the pupils' names. This issue might be a matter of culture since the use of names would be important in certain contexts and this is a significant aspect that requires an innovative approach to be solved (Dudley-Evans & St John, 1998).

There are other issues to take into account when dealing with large classes. Many teachers around the world have reported that problems as control (behavior and noise), assessment and feedback, individual attention, mixed abilities, and the use of mother tongue have to be resolved. Such issues appear when a teacher takes the sole responsibility of teaching a class, teaching is equated with learning and personal attention is seen as direct teacher-to-learner time (Dudley-Evans & St John, 1998). Dear students, it is important and I encourage you to read some research carried out in regards to large classes – [why investigate large classes?](#) – in which you will find information on other issues teachers have found in different contexts and what solutions have been proposed to solve such problems. What do you think of the solutions given? Do you agree with them? Why? Can you propose other solutions?

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On the other hand, teaching small classes is also very challenging as in the case of one-to-one instruction. This type of teaching is divided into two categories; the intensive courses and extensive courses. Dudley-Evans and St John, (1998) explain that intensive courses are direct and equate almost exclusively with professionals in the business and diplomatic fields. As for the extensive courses, they can be direct or indirect; the direct ones refer to cases in which contact is occasionally or spread over some weeks or months; for example, in EAP and EOP environments. This contact is very direct between teachers and students. Extensive courses can be indirect as in the case of email and telephone courses where no direct contact is seen, although this methodology can be used as adjunct to contact courses.

The next link will provide information on [one-to-one teaching](#). Thus, it is recommendable that you watch this video so that you can get teaching advice on how to deal with one-to-one courses.

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The following study has more information on [Class size in ESP teaching](#); please read the article so that you can have more information on advantages and disadvantages of large and small classes. In addition to reading the previous information, it is important that you can make a comparison chart in which you include advantages and disadvantages of working with large classes and small ones. This activity is not graded but, it can help you as a learning strategy; you can ask your tutor for help in this regard thus, you can get feedback in this topic.



Week 7

2.4. Assessment in ESP

Assessment in ESP is in fact no different from other areas of language assessment. In this regard, ESP teachers must take account of test purpose, test taker characteristics, and the target language

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use situation. The traditional needs analysis in ESP covers the purpose of the assessment, the personal, educational, and knowledge characteristics of the test takers, and the context of specific purpose language use. Test developers must offer evidence that the tests they design provide consistent measurements of specific purpose language ability, that the inferences and decisions based on test performance are warranted, and that the consequences of the test are the intended ones and are beneficial for test takers (Douglas 2000).

Dear students, knowing how to assess students is really important whether you work in ESP or EFL contexts. Therefore, I really encourage you to watch the next video on [Assessment Strategies](#) since the speaker will discuss important issues such as continuous vs summative assessment, assessing group work, authentic learning and e-portfolios, cheating and monitoring, among others. After watching the video, what types of assessment would you apply in an ESP class? Why? You know your tutor can help with feedback in this regard; that is why, you may write an email if you need suggestions in this topic.



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Further reading is necessary to understand this topic better. Therefore, dear student, please, read the information provided in Anthony (2018), *Introducing English for Specific Purposes* (Chapter 7, Evaluating learners). In this chapter, you will find information on the connection between evaluation and the related concepts of assessment and testing; there will be a description of four characteristics of an effective evaluation measure and how you, as future teacher, can ensure that they are included in your own teaching procedures; also, there is information on how you can apply these ideas in the evaluation of learners, instructors, courses, and programs, and finally, there is some discussion of the challenges that are often faced when doing an evaluation. Now, let's continue with the next topic and final one of this first term; it deals with how is ESP studied.

2.5. Current ways of studying ESP

It is true that a classroom might be the solely place in which learning takes place; however, in current days there are other autonomous ways of learning that are beginning to be used thanks to the developments in technology (Dudley-Evans & St John, 1998). This was said in the 90's, today, we are going to see that there are more challenges and opportunities teachers have to face when using the ESP approaches to teach students so that they can learn about the field of their interest. Thus, dear students, in your textbook, please read the information provided in Anthony (2018), *Introducing English for Specific Purposes* (Section 3, Chapter 10, Moving forward in ESP). In this chapter, there is a description of the future of ESP from four different perspectives: context, curriculum design, classroom practices, and research in ESP. Also, there is some discussion of the contentious issue of how learners should best position themselves within their discourse communities and the role that ESP should have in empowering learners to close the gap between their current skills/knowledge and the skills/knowledge that the discipline community might want and accept.

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Recommended Learning Activities

Dear students, regarding assessment in ESP the topic 2.4 in this week 7, I encourage you to construct a concept map in which you place the different types of assessment that can be done to evaluate students in a ESP course; use the information provided in Anthony (2018), chapter 7, evaluating learners. Although this activity will not be graded, it is helpful as a learning strategy. After doing this task, you can ask your tutor for feedback if necessary so that you are clear about this topic; remember to write an email to your tutor so that you can be in touch if any question.

In relation with current ways of studying ESP, Anthony (2018) explains in the chapter I asked to read in topic 2.5 that globalization has affected the future of ESP; thus, I recommend you to identify what changes will be incorporated into the new ways of studying ESP in the years to come. Please, do this task by writing a paragraph in which you identify what changes will be the result of globalization in ESP courses; this task will not be graded but, it is important that you do this activity and consult your tutor so that you are clear about this topic. Remember to contact your tutor to get feedback on the proposed tasks.

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Now, it is time to close the first term and that is why, I encourage you to check the last activities in week 8 so that you get prepared to be evaluated about what you have learned during the last 7 weeks.



Final mid-term activities



Week 8

Review of Units 1 and 2

Self-evaluation Activities:

Dear students, I encourage you to respond to all the questions proposed here and only when you have completed the evaluations, you can check the responses. As you know, if you have any question or concern with these activities, you can consult your tutor for help.

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Self-assessment 1

According to the definition and characteristics given to ESP courses, analyze the following courses to see which ones are in fact ESP courses. Give reasons for your decision.

- a. A course in remedial grammar for business people with each unit based on a particular grammatical weakness identified by tests.

- b. A course that teaches undergraduate engineering students from various branches (civil, electrical, mechanical etc.) to write reports on design projects.

- c. A course that teaches reading skills to a group of postgraduate students from a range of disciplines, studying in a British university. The texts used are of a general academic nature, but are exploited to teach specific reading skills.

[Answer Key](#)

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Self-assessment 2

Choose the best alternative to respond to the questions or complete the statements.

1. Which of the following statements is considered one of the absolute characteristics of ESP?
 - a. ESP is one of the basic elements at the time of teaching children.
 - b. ESP is designed to meet specific need of the learner.
 - c. ESP is focused on only one discipline.
2. Which of the following statements is considered one of the Variable characteristics of ESP?
 - a. ESP may be related to or designed for specific disciplines.
 - b. ESP is generally designed for children.
 - c. ESP has only one discipline which is science.
3. Choose the discipline that does not belong to English for Occupational Purposes.
 - a. English for Vocational Purposes.
 - b. English for Professional Purposes.
 - c. English for Legal Purposes.

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4. What does English for academic purposes refer to?
 - a. It refers to any English teaching that relates to a study purpose.
 - b. It refers to any English language course to a migration purpose.
 - c. It refers to any English language to both study and migration purpose.
5. Teaching ESP is different from teaching EFL because _____
 - a. Learners do not have knowledge that they need to use and the ESP teachers, generally have.
 - b. Learners have knowledge that they need to use and the ESP teachers, generally do not have.
 - c. Learners have knowledge that they do not need to use and the ESP teachers, generally have.
6. What do Business people expect of a Business English teacher?
 - a. They expect a knowledge of how language is used in business.
 - b. They expect that teacher knows how to run a business.
 - c. They expect that teacher understands a business course.
7. What skill does an ESP practitioner have to acquire?
 - a. The ability to provide feedback.
 - b. The ability to choose the correct book for the course.
 - c. The ability to balance content level and language level and to “see” the real content.

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8. What is the strength of the deep-end strategy?
 - a. The approach to the task is the student's and is likely to reflect their personal and professional world.
 - b. To use the language appropriate for a given social context
 - c. To manage the process of relating meaning with interlocutors.
9. What are examples of subject learning approaches in ESP situations?
 - a. Oral presentations and portfolios.
 - b. Case studies and project work.
 - c. Projects and oral presentations.
10. Which are the challenges of large classes?
 - a. Control of behavior and noise, control of assessment and feedback, remember the name of every student.
 - b. Monitor relationships, respond to students needs and lacks as fast as possible, establish an interpersonal learning dialogue between the teacher and the learner.
 - c. Manage time, establish an interpersonal learning dialogue between the teacher and the learner, manage materials.
11. What strategies can be implemented in large classes?
 - a. Allow individual work, full reports per student and extensive written tests or quizzes.
 - b. Allow learners to consult other students, introduce pair and group work and assess activities by asking groups one single question.
 - c. Allow students to only ask questions to the teacher, introduce individual work, teacher assessment of written work.

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12. Which are the challenges in one to one teaching?

- a. Manage time, manage materials and control of behavior and noise.
- b. Remember the name of every student, time and resource constraints.
- c. Establish an interpersonal learning dialogue between the teacher and the learner, match students' behavior and learning style.

13. What strategies can be implemented in one to one teaching?

- a. Peer assessment of written work, self-checking using teacher checklists, avoid decision making or written assignments
- b. Give learners physical and mental space, variate the pace and types of activities, share decision making.
- c. Avoid asking questions to students, self-checking using teacher checklists, do not take into account students' class suggestions.

14. Why assessment is grouped into two main headings?

- a. For feedback to aid learning and for a comparable measure of competence
- b. For reinforcement and confidence building
- c. For feedback to aid learning and building on strengths

15. Which are the basic types of learner assessment in ESP?

- a. Placement tests, achievement tests
- b. Proficiency tests, placement tests, mid-term tests
- c. Placement tests, achievement tests, proficiency tests

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16. Why course evaluation is important?

- a. Because the future of the course depends on the feedback it receives
- b. To satisfy a particular educational need
- c. Because it helps to have a plan about the teaching materials

17. What is course design according to Hutchinson and Waters (1998)?

- a. It is the process by which the raw data about learning need is interpreted in order to produce an integrated series of teaching.
- b. It is prepared in advance and rarely deviated from it that allows changes and modification based on negotiation
- c. It is to adapt or write materials in accordance to the syllabus, to develop a methodology for teaching those materials.

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Learning outcome 2

Applies theoretical, methodological and practical approaches when teaching English for specific purposes.

In order to attain this learning outcome, you will have to read the contents proposed in this unit 3; you will also need to describe the way in which the skills of speaking and listening are taught in ESP courses; there will be a video session in which you will analyze the importance of teaching the 4 language skills in an ESP course; you will have to describe how the skills of reading and writing are taught in ESP courses; and finally, you will do an activity of writing a paragraph in which you analyze the role of vocabulary and grammar when teaching ESP courses.

I encourage you do all the tasks in regards to this unit and fully participate in the interactive activities so that the learning outcome is accomplished appropriately. In addition, doing all the recommended activities will help you get feedback on behalf of your tutor and thus verify your learning progress in this unit.

Contents, resources and learning activities



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Unit 3. Teaching Language Skills in ESP

Dear student, in this section we will outline the key characteristics indicating the relevance of teaching the language skills and thus, we will consider how listening, speaking, reading and writing are taught depending on the field; for instance, medicine, law, architecture, tourism, aviation, among others. Now, I invite you to watch a [video about medicine](#) in which you will observe the interaction that takes place when you visit a doctor. In this regard, providing students information of the specific field that is being taught will contribute to understand the language much better.

3.1. Teaching Speaking



Traditionally, the stimulus for ESP research has been to address the unique needs of English language learners and users in specific areas. As Belcher (2006) stresses, the boundaries among researchers, instructors, materials designers, and curriculum

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developers are often unclear. And indeed, much recent work in ESP speaking continues to be aimed at providing appropriate, tailor-made instruction. The teachers' job in ESP has been to assist learners in their efforts to acquire the language they need or perhaps desire to achieve academic, professional, or occupational goals. This is still fundamental to the field. What has been evolving in many cases, however, is the learners, the context of their language use, as well as teaching and assessment practices that best address these changes.

Using the speaking skills to give oral presentations is spoken monologue and can be a characteristic of EOP and EAP work. Mostly the teaching of oral presentations in EAP happens in English-medium situations, such as in the USA, the UK or Australia to name some places and it may be done in settings where English is used at all education levels, the civil services but people continue using their mother tongue for everyday situations as for example the case of Zimbabwe. On the other hand, EOP oral presentations mostly deal with courses for tour guides, sales reps and professional people such as doctors and engineers (Dudley-Evans & St John, 1998).

For an effective oral presentation, it has to be constructed based on language and skills and requires confidence. ESP courses are aimed at *structuring, visuals, voice and advance signaling as well as language*. The term structuring refers to the way the message is conveyed as it needs to have a start, a middle and an end; let's say it is like a map listeners want to use to be clear. In these oral presentations, the moves from the introduction (start) to the conclusion (end) deal with some features: In the introduction we have to establish credentials, state the purpose and topic, also indicate time and outline what is to come. In conclusions, we summarize, make recommendations and call for action (Dudley-Evans & St John, 1998). The middle stage is more complex but if it has started well, then the listeners are engaged. And of course a good end is essential since it allows listeners to remain something useful. The middle section depends

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upon the type and purpose of the presentation. As in the case of written information is presented, oral production follows its natural and logical characteristics since it involves the pattern of situation (problem-solution-evaluation), general to specific and most to least significant.

Now, in the case of the visuals, as it is said “a picture is worth a thousand words.” They can include a few words but will not help if they are primarily text and then get read aloud. Nevertheless, there is specific spoken language related to visual aids such as: signal that a visual aid is coming, say what the visual represents, explain why the visual is being used and highlight what is the most significant. On the other hand, voice work might involve pronunciation. Phrasing, pausing, speed delivery, volume, and tone variation play a very important role too and may require much attention as the actual words. Pausing means silence and it often makes speakers to feel uncomfortable and less confident but it is part of the language of visuals since this can be the time when the visual makes its impact and the audience absorbs and processes the information (Dudley-Evans & St John, 1998).

In the advance signaling or signposts, the listeners are helped by the speakers' use of the structure of the information and argument; here the role of visuals is significant. For instance, through enumeration as in “I've divided my presentation into three parts” or advance labelling as in “The next chart will help you understand why” (Tadros, 1985).

Oral presentations are often seen as one component of ESP courses with restricted numbers. Nevertheless, it is possible to include this skill in large class contexts. There might be a possibility in which the teacher splits the group and while some students are doing a task, the other group can be practicing speaking. Then the groups are joined to give general feedback. In other cases,

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oral presentations have been based on the outcomes of reading and writing projects; the presentations are prepared and given by groups. This can motivate learners who want to improve their spoken English even though their immediate needs might be the written word. Oral presentations regularly happen on the stand-up prepared talk accompanied with visuals. For many business people, however, a short presentation in a meeting is more likely to happen. They may be asked to state the current position of a project, to fill in details, or to explain the need for extra resources. Here, most of the principles and language of a longer presentation might be applied and expressions such as "well, that's an interesting point" or "thank you for asking about that" are useful strategies as they give a short time frame to think on the response (Dudley-Evans & St John, 1998). These researchers suggest that feedback in spoken interactions depends upon a confidence factor. Strengths need to be highlighted and built on, thus the positive aspects have to be remarked first. Areas in which the learners need some improvement need specific suggestions of ways and mechanisms of achievement. Consequently, teachers should use numerical ratings of different characteristics in EAP settings where grading is part of the regular courses. However, this same practice might be less appropriate for business people.

We might or might not be used to having rating charts for feedback on oral presentations; it is useful to create a checklist of points to watch or listen for.

Dear student, prepare a checklist with different features to take into account when evaluating oral presentations; thus, write the characteristics under the headings: voice, body language, use of visuals, structure of information, language, and overall impact. You can add more space if needed under each heading.

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Chart to give feedback on oral presentations

Voice	Body Language	Use of Visuals	Structure of Information	Language	Overall Impact

As for ESP speaking research, it has been varied and insightful, but it remains unclear how much of this work is being “repurposed” in the form of teaching materials. Central to ESP is the perspective that it is an approach to *teaching*. As such, it is surprising that in comparison to other approaches to English language teaching; relatively few pedagogical materials are readily available. While many studies indicate that research has been undertaken to inform teaching, the materials developed are largely occluded, shared to a much lesser extent than the actual research. Given the wealth of information on how English is used, efforts to develop and make available evidence-based instructional materials are needed, together with accounts of their evolution and research to evaluate effectiveness (Paltridge & Starfield, 2012).

As you have seen, speaking is a very important skill and teaching this ability will depend on the context and area you are dealing with.

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Therefore, I invite you to watch the next video about law and some usual phrases that lawyer should know. Focus your attention on the vocabulary and observe how such terminology can be taught in a speaking class. Remember each field has its own terminology and might be explained in different ways to our students.

Dear students, it is important to develop the speaking skill in our students; thus, whether we work in ESP or EFL contexts, the ability of speaking is necessary to improve. In this regard, I encourage you to watch the next video in which the presenter will talk about **types of speaking and how to apply speaking in the classroom**. After watching the video, what strategies would you use to teach speaking in the classroom? Why?



3.2. Teaching Listening



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In a recent review of materials for English for specific purposes (ESP), McDonough (2010) identified over 20 professional areas in which English was needed for effective communication.

These included aviation, commerce, customer care, engineering, finance, human resources, information technology, law, law enforcement, maritime communication, media, medicine, nursing, telecommunications, and tourism.

The listening ability is particularly important in EAP situations and has been given much attention in both research and teaching materials. On the other hand, in EOP situations, the listening activities involve understanding conferences, presentations, instructions, etc. Listening to a lecture, seminar or business presentation includes the same two-stage process used in second language reading comprehension; thus, the first being processing of the language and the second being the change to background knowledge of the topic which results from understanding the language. These types of listening activities refer to listening to monologues (one-way listening) which implies listening to a prolonged talk or discourse performed by a single speaker, especially one dominating or monopolizing a conversation.

There are certain skills related to listening to monologues which are seen necessary for effective comprehension. Flowerdew, (1995, p. 12) quotes Richards (1983) who lists the following “micro-skills”:

- Identify the purpose and scope of the monologue.
- Identify the topic of lecture and follow topic development.
- Recognize the role of discourse markers.
- Recognize key lexical items related to subject/topic.
- Deduce meanings of words from context.
- Recognize function of intonation to signal information structure (pitch, volume, pace, key).

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For Dudley-Evans and St John (1998), the case of listening is similar to what happens with reading, the process involves a focus on the meaning of the text and on making links between meanings in different parts of the text. Both include guessing the meaning of unknown vocabulary from context and understanding the role of logical connectors. The sole difference when listening is that the learners do not get a second opportunity to grasp the meaning of the listening text; whereas the readers can go over the text as many times as needed until the meaning is clear. Therefore, a speaker includes much more redundancy in the text, more sentences introducing and summarizing ideas, and more repetition too. Thus, if listeners are able to recognize the redundancy used in a monologue, this will improve their ability to follow the topic development.

According to Dudley-Evans and St John (1998), there are five specific characteristics of listening to monologues that influence the design of courses and materials for this skill.

The first corresponds to phonology; listeners have to deal with phonological characteristics of language such as intonation patterns and unit boundaries. They need to recognize phonological signals indicating both the main points of the lecture and the deviations into asides, jokes and other topics unrelated to the main focus of the presentation (Flowerdew, 1995). The next feature corresponds to speed of delivery; learners have to cope with the speed in which the monologue takes place. Research done by Flowerdew (1994), shows that non-native speakers have comprehension difficulties at a high speed of delivery. In this sense, Griffiths (1990) found that a fairly fast speed rate of 220 words per minute led to a significant fall-off in comprehension among lower-intermediate students. However, the use of a very low speed-rate, 100 words per minute, did not lead to better comprehension than with the average rate which is 150 words.

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The third feature deals with the fact that a monologue has to be comprehended as it is delivered since there is no chance to listen to certain portion of the lecture again as it can happen with a written text. The fact that it is difficult to listen to a lecture a second time creates the need for learners to discipline themselves not to lose concentration on the core thread of the argument in sections of the presentation where the lecturer introduces an aside in colloquial language that is hard for non-native speakers to understand (Dudley-Evans & Johns, 1981).

The taking of notes is the next characteristic; this is a complex task that requires the listeners to be able to assess whether or not it is important to note down a point made by the lecturer and how it can be taken in such a way that it can be comprehensible when the notes are consulted at a later stage. Learners have to process the language, relate new information to existing representations and find a way to record that new, related information. Note-taking might be part of a reading skills course where the concern should be to summarize information rather than just writing the information down. In EOP contexts, note-taking is likely to be more limited; a few key points or questions may be written down (Dudley-Evans & St John, 1998).

The fifth characteristic deals with deducing the speaker's attitude. In words of Dudley-Evans and St John (1998), it will be important in some monologues to deduce the attitude the speaker is using towards the information that is being reported. To identify whether the speaker is in favor of, neutral towards or critical of a topic is the key factor. In EAP settings this is almost habitually done carefully, using politeness strategies and for sure when dealing with criticisms; thus, it is often difficult for non-native speakers to deduce exactly what the speaker's stance is.

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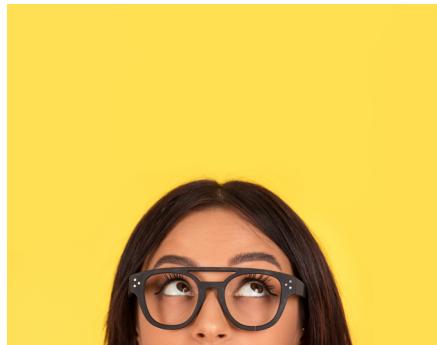
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With the previous information in mind, devise a list of ways in which reading and listening to monologues are similar.

And, in which ways listening to monologues differs from reading?

I am sure you were able to do the previous activities, or otherwise you can have your ideas to be shared with the tutor of the course.

Let's continue dear student. A different idea from the ones exposed before is that when the listening activity involves the interaction of learners with others, it is produced interactive listening. In this case, listeners engage their interlocutors in repeating and explaining messages to obtain greater clarity in their attempt to construct an understanding of the message (Dörnyei & Kormos, 1998; Farrell & Mallard, 2006; Vandergrift, 1997, 2006). The goal of second language listening instruction is to develop active listeners and this is also the goal of the more defined area of ESP listening. The term "active listener" refers to "someone who constructs reasonable interpretations on the basis of an underspecified input and recognizes when more specific information is required. The active listener asks for the needed information" (Brown, 1990, p. 172).

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As stated by Paltridge and Starfield (2012), active listening can occur in all types of listening settings and is not limited to situations where the individual is interacting with others. It is needed when one is talking to another person (interactive listening) or when listening to a talk or a lecture (one - way listening).

Active listening has been implemented from management interpersonal skills courses and is an example of an interdisciplinary boundary. It includes the non-verbal and the verbal reinforcement given to a speaker; such as non-verbal physical expressions, gestures and movements, and verbal back-channeling devices like "uh, really, right, that's interesting, tell me more" and questions (Dudley-Evans & St John, 1998). They also add that active listening includes paraphrasing and summarizing so that the speaker knows that their message has been heard. Therefore, active listening can consist of speaking; it is about showing that we have been listening and understanding and not thinking about other matters.

Another characteristic of good listening refers to body language. What body language conveys has a cultural dimension. Scollon and Scollon (1995) discuss how a smile may be a sign of satisfaction in one culture (western cultures) and a signal of a possible problem in another as in the case of the Asian cultures. Matching the speaking body language and tone of voice can make speakers more comfortable and willing to talk more.

One reason for the perceived differences between ESP and ESL listening is the assumption that learners who require ESP training already possess some level of proficiency in the language that enables them to communicate in English. Learning materials for these learners therefore tend to focus on developing the specific vocabulary of the field of work or study, a conclusion that McDonough (2010) drew from her survey of current ESP materials.

ESP listening is similarly dependent on knowledge about language forms and vocabulary that directly facilitates the perception

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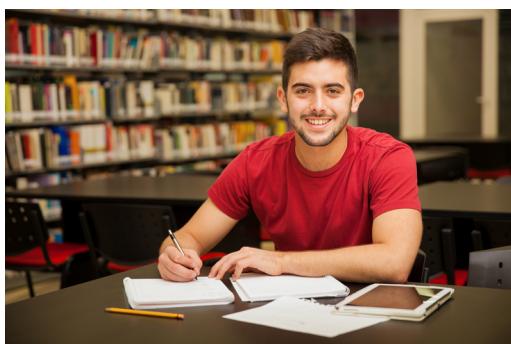
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and parsing of spoken input. Vocabulary remains a challenge for ESP listeners since each discipline has its body of technical and specialized terms that have to be additionally acquired. Furthermore, even after a learner has encountered these words and become familiar with their meanings, they may still have problems recognizing the words in a stream of speech. Another challenge related to vocabulary is ESP listeners' lack of familiarity with idiomatic and fixed expressions that may be used by their interlocutors or lecturers. International university students' comprehension of lectures has been shown to be affected by their inability to understand some of the expressions that their lecturers use (Dudley - Evans & Johns 1981; Huang & Finn 2009; Littlemore 2001).

Much has been achieved in the area of ESP listening by way of research into academic listening and the development of EAP materials. EOP listening, however, has not been able to benefit from similar kinds of research insights. Given the diversity in the range of EAP and workplace English learning needs, it has been suggested that the scope of ESP be redefined by excluding EAP (Harding, 2007).

Dear students, there are different strategies teachers can use to enhance the listening ability so that students can improve this skill. Therefore, in the next video, you will be able to watch a class in which the teacher is using a [listening strategy](#) called "focus" in order to help students listen for a purpose.



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Recommended Learning Activities

Please, dear students, as we have seen along the two first skills (speaking and listening) teaching a specific field requires that students get involved with the terminology of such area. Thus, I invite you to watch a [video on aviation](#) in which certain grammar topics are taught. Focus on the way the structures are presented and think if you can use other forms to present the contents for learners to understand better. As you know, if you need feedback, please contact your tutor.

After that, provide 2 examples in which you describe how the skills of speaking and listening are taught in ESP contexts. You may use additional sources from the internet, apart from the ones I provided, to do this task. Although this activity will not be graded, it will help you as a learning strategy to learn this topic. In addition, you can email your tutor to get feedback in this regard.



Week 10

3.3. Teaching Reading



Reading occupies what may be conceived as curious in English for specific purposes. In this regard, as Jordan, (1997, p. 51) has stated, "in any self-assessment or questionnaire-based survey, students almost always cite reading as the skill causing them the least difficulty." Thus, there would not seem to be much reason to address it in ESP. On the other hand, reading is at the core of much of what ESP learners do, both in acquiring knowledge of target community discourse and in combination with the use of another skill, such as writing. Therefore, McDonough, (1984, p. 70) proposed "it will come as no surprise to most people to discover that, in ESP terms, by far the most significant skill is that of reading." Then, even if many students rank reading as the "least difficult" of the skills, "this does not mean that students have no problems at all with reading" (Jordan, 1997, p. 51). Consequently, there are important reasons to focus on reading in ESP courses and conduct research in this area.

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At this point, we will see how the purpose of reading and the balance between skills and language affect the teaching of this skill in ESP. What is the purpose of reading? In an ESP course, learners are asked to extract information accurately and quickly which is more important than language details. The understanding of the macrostructure comes before language study and the application of the information in the text is so much relevant. The reader first processes the language and then joins the ideas to what is already known, as referred by Johns and Davies (1983). It is important to say that ESP reading courses require the learners to have good language and skills. As stated by Alderson (1984), poor reading in a foreign language is due in part to poor reading in the mother tongue, along with an inappropriate accuracy of the foreign language. Students need to reach a beginning level of language knowledge before they can transfer the mother tongue skills to their foreign language reading activities. Therefore, the reading component of an ESP reading course should include a balance between skills and language development. In this regard, these are some of the main skills to be learned or transferred into the new language:

- Selecting what is relevant for the current purpose.
- Using the characteristics of the text (headings, layout, and typeface).
- Skimming for content and meaning.
- Scanning for specifics.
- Identifying organizational patterns.
- Understanding relations within a sentence and between sentences.
- Using cohesive and discourse markers.
- Predicting, inferring and guessing.
- Identifying main ideas, supporting ideas and examples.
- Processing and evaluating the information during reading.
- Transferring or using the information while or after reading.

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As noted by Dudley-Evans and St John (1998), in a reading ESP course, once the material, text, has been identified as appropriate, the learners need to read carefully, extract meaning and consider the author's attitude; this author's position is particularly relevant.

How can we select the texts? Traditionally, they are chosen by the institutions and teachers. Institutions get the textbooks available on the market and teachers have the textbooks in their resource center or library, as well, instructors may provide some supplementary material. Nevertheless, it is considered important that learners and subject specialists form part of selecting texts for reading; this can be done specially in EAP and English for Vocational Purposes (EVP) where texts are to study and use. For example, in EVP contexts, there might be a need to understand specific manuals for doing maintenance processes or operating equipment. In such cases, the actual texts for work may be brought to the actual classroom; other interesting, accurate and work-related texts might be provided to be used in the language process. In this way, the ESP teacher can choose the material to motivate students to learn better since they possess the actual texts from work with which they are involved and committed to understand. The way the teacher can ask students to use the material would be in group or individual tasks as part of the class or as extra activities depending upon the needs and interests of the learners.

How do teachers design the activities once the materials were selected? As stated by Dudley-Evans and St John (1998), teachers need to know what learners really need to do with a text and why is important for setting the activities that will lead the reading process and determine all the other steps. For example, for EAP students it may be enough to make just notes or add to previous ideas; on the other hand, EVP learners might carry out an action while reading, such as follow instructions; in the case of Business English (BE) students, they may have to write a response or make a phone call. For teachers to know what kind of activities and processing would be associated with the specific texts and information.

Now, let's think of different ESP learners, [doctors](#), [travel/tourism](#), [engineers](#), and [business](#); for these students, draw up a chart showing what documents they may read, what they need to do (purpose) in reading and what skills or strategies can be more appropriate to use in each document.

For example, in the case of a hotel receptionist:

Chart with information a hotel receptionist may read

Documents	Purpose	Task	Skills
fax/letter of reservation	extract booking requirement	check availability; write replies; record booking on form or computer	find details; relate to other information

Suggested by Dudley-Evans & St John (1998)

It is important that exists a good balance among the chosen texts; so, including a full variety of visual representations. But, over-emphasizing on diagrams may not help learners either. Once the general task is determined, the individual activities are designed to help students to process the language and relate the new information to previous representations. These activities should be presented in a sequenced way.

As stated by Paltridge and Starfield (2012), in terms of both teaching and research, a wide range of approaches to the treatment of reading in ESP-related contexts has emerged over the past three decades, especially under the influence of the groundbreaking work on discourse and genre analysis. It has been demonstrated the remarkable importance of reading in the ESP area which continues to attract attention in the field of pedagogy and research, despite perceptions that it is not as challenging to obtain or use as other skills.

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Dear students, teaching the reading skill is very necessary in all contexts; thus, I suggest you to watch the next video in which the speaker will focus on **teaching reading** and some strategies that you can use to incorporate when you teach the ability to read to your students. After watching the video, what strategies would you incorporate in your classroom? Why?



3.4. Teaching Writing



Now dear students, we have the last skill. It is important to say that in general, institutions see writing as perhaps their core task since many activities such as educating students, keeping records, engaging with customers, selling products, showing learning

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and spreading ideas mainly depend on writing. Not only is it hard to imagine current academic and business life without essays, commercial letters, emails, medical reports and meetings, but this skill is also a fundamental characteristic of every student's experience. While multimedia and electronic technologies are starting to influence learning and how it can be tested, in many areas, conventional writing remains the way in which learners both consolidate their learning and prove their understanding of subjects. With the continuing supremacy of English as the universal language of business and scholarship, writing in this language is perhaps very important for students in higher education and on professional training courses. Many individuals around the globe must then gain fluency in the conventions of writing in English to understand their disciplines, to establish their careers or to effectively navigate their learning (Paltridge & Starfield, 2012).

In the field of teaching writing we can refer to two approaches which are the product and the process approaches. We may say that the constructionist approach which deals with results of genre analysis and sociological studies of academic and professional discourse, moves forward the qualities of both the product and process methodologies.

The acquaintance of genre is essential in all communication and especially valuable in writing academic and / or professional texts. This knowledge implies having an understanding of the expectations of the discourse community that reads the information and of the conventions that have developed over time about structure, the language and the rhetoric of the genre. It also includes an awareness of the fact that genres advance with time and vary in accordance with changes in the communities that use them. The skills that are part of the development of writing include the ability for planning, drafting and revising thus the final product is appropriate both to the purpose of the writing and the intended readership. The art of

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writing begins by planning the piece of writing and then doing the actual writing. Then this product will be revised before the final draft is submitted. Another way might be that the writer starts by writing as much as possible and then revising, polishing and adding further points. When planning, writing and then revising writers will have in mind an audience and will think about their necessities and the purpose of the document. Thus, it is suggested to have a map to guide writers throughout the process that includes a clear message, audience and purpose. To do this, writers need to ask themselves questions like when to expand an idea, provide an example or define a term in order to help the audience understand the text or convince them of the validity of the argument stated. It is advisable that the reader be a real person who in fact is going to read the text; however, if that is not possible, writers have to construct an image of a fictional audience (Dudley-Evans & St John, 1998).

ESP continues to ground instruction on a study of the texts students will need in their target contexts rather than our impressions of writing. While all teaching starts with where the learners are and takes their backgrounds, language proficiency, teaching and learning preferences into account, ESP focusses on the world outside the writing classroom by going beyond grammar and vocabulary to prepare students for their future experiences using the most detailed needs analysis that time allows. This seeks to warrant that learning to write is related to the genres that students will confront and the situations in which they will confront them: it is the means of establishing the *how* and *what* of a course. An analysis of students' writing needs not only helps to determine the genres and content of a course, but also its objectives, materials, and tasks of a course (Dudley-Evans & St John, 1998). Decisions about what to teach and how to teach it, however, are not neutral professional questions but are likely to reflect the beliefs of the most powerful parties in any setting, notably the teacher, the employer or the funding body, with important consequences for students (Benesch, 2001).

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The way teachers should focus ESP writing will be to help students see that they need to get the competences in writing for particular types of writing which are valued and expected in some academic and professional settings. An exploration of the target genres helps learners to see the assumptions and values, which are implicit in those genres and to understand something of the relationships and interests in the context. In other words, seeing needs, contexts, and genres together locates writing in a wider frame while providing a basis for both developing the skills learners need to participate in new communities and their abilities to critically understand those communities (Paltridge & Starfield, 2012).

Let's see now the approaches used for ESP writing. The first deals with the product approach which refers to the characteristics of the actual text, the end-product that writers have to generate. It usually involves the proposal of having a model text, which is analyzed and then forms the basis of a task that leads to the writing of an exactly similar or a parallel text. This methodology is best seen here which summarizes what Robinson (1991) suggested.



Figure to show the process to write based on a product approach

The product approach was seen as copying of a model text which was a simple mechanical task that involved no real thought about the purpose of the writing, the readership or the expectations of the discourse. However, the use of models to generate a new text can have an important role to play in teaching writing. This happens especially when the teaching of writing is accompanied by the teaching of reading. The situation in which the writer observes a model or previous example of a text and then adapts it for the

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specific purposes; this usually happens in business and academic writing (Dudley-Evans & St John, 1998).

On the other hand, we have the process approach which started as a reaction to the simple model-based method whose focus was only on the end-product. This method emphasizes the idea of a problem-solving writing with a focus on thinking and process. This approach has been related with the work done by Flower (1985) whose textbooks show learners how to identify the rhetorical problem, plan a solution or various alternatives to the problem and finally reach a suitable conclusion; this is called the thinking phase. The next stage is called the process period which implies translating the plan into paragraphs and sentences, reviewing the first draft and then revising the text to generate a number of successive drafts. In the teaching process, the skills of editing and reviewing are imparted by means of peer review and group work and the emphasis is on moving learners on from over-concern with sentence-level accuracy. The sequence below illustrates the process approach:

Thinking Stage ---> Generate Ideas ---> Select Ideas ---> Group the Ideas ---> Order the Ideas

The subsequent writing stages are characterized by Robinson (1991, p.104) in the following way:

Writing Task ---> Draft 1 ---> Feedback ---> Revision ---> Input

Draft 2 ---> Feedback ---> Revision ---> Draft 3

The process approach deals with individual writers and readers; it does not consider the broader context of the writing process. We have to think that writing is a social activity in which writers have to be conscious of the settings in which they are producing the text. The context presents some restrictions on what writers can produce and on the ways in which they can express the ideas. The

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“ideal” approach can be the one which writers are shown how to integrate the hopes and norms of the community to which they belong or which they desire to join and how these expectations shape the established practices of the writing certain community. The communities are seen as discourse communities (Bizzell, 1982; Swales, 1990), and to succeed in writing within a discourse community involves having an awareness of the community’s values and expectations of text and the skill to solve the tension between writers’ creative needs and the norms for writing generated by the agreement within the community. The principles stated above refer to the so called social constructionist approach and is associated with the development of genre analysis as a key approach to text in ESP and work on the sociology of science (Bazerman, 1988; Myers, 1989). The social constructionist method encourages writers to take on board their role as participants of a discourse community and what this suggests on terms of the style and position that they should assume.

What teaching materials can be used and what exercises can be done from the previous approaches? According to Dudley-Evans and St John (1998), these are exercises that develop:

- Rhetorical awareness.
- Particular abilities or language features step-by-step.
- More extensive writing skills thorough tasks
- Editing skills through peer review.
- Editing skills through reformulation exercises.
- More specific rhetorical and linguistic awareness through Integrated teaching with subject specialists.

Think about the way writing is taught in your institution.

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Do you follow a specific approach? Or do you combine approaches?

What kind of activities do you use?

To what extent does the writing take place in the class or as homework?

As it was said before, your ideas and experience are important to link them with this course.

In order to develop the above activities in a writing class, it is suggested that teachers should recognize that students do not want to only spend the whole class doing writing. This skill is a tough and tiring activity and usually needs time for reflection and revision, plus a peaceful atmosphere, none of which are necessarily available in the classroom. Students do not want to have all the writing practice as homework activities either. Therefore, learners want help and

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ideas while writing and not only as feedback tasks. In this sense, the teacher of writing should seek to maintain a balance between talking about writing and setting up tasks where learners actually write individually, pairs or groups while in class (Dudley-Evans & St John, 1998). These researchers add that this skill, as well as the others, needs to be taught in an integrated form; thus writing needs to be related with reading and listening with speaking and vice versa in accordance with the purpose of the course. For instance, research shows that following a written text when it is read aloud grows understanding and remembering when it is subsequently read silently. Likewise, hearing the correct pronunciation of a vocabulary item helps storage of that item in the memory and retrieval when it is necessary for speaking or writing.

Dear students, as future teachers, you need to be prepared to teach in different contexts and to different students. In this regard, the skill of writing is important to be developed since the early ages; that is why, I recommend you to watch the next video in which instructional [strategies for teaching writing](#) to elementary students are provided. After watching the video, would you apply the same ideas to teach older students? Why yes or why not?



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Recommended Learning Activities

Please, dear students, provide 2 examples in which you describe how the skills of reading and writing are taught in ESP contexts. You may use additional sources from the internet to do this task. Although this activity will not be graded, it will help you as a learning strategy to learn this topic. In addition, you can email your tutor to get feedback in this regard.

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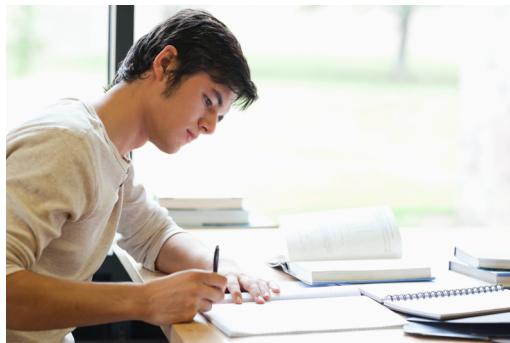


Week 11

3.5. The role of Vocabulary and grammar in ESP

Teaching vocabulary in ESP is important and widely accepted; therefore, it is necessary that you read the next research about the [role of vocabulary in ESP teaching and learning](#) in which you will be able to learn how vocabulary is taught.

In the case of grammar teaching in ESP, it is important to say that there have been many misconceptions about the role of grammar in ESP teaching and even, it is said that the field of ESP is not related with grammar. In this regard, I ask you to read the next research about [grammar learning strategies applied to ESP teaching](#) in which you will find good reasons to include grammar when you teach an ESP course.





Recommended Learning Activities

Write a paragraph in which you explain the role of vocabulary and grammar when you teach an ESP course. This activity will be graded and thus, dear student, it is important that you check the planning of the course to get the guidelines and rubrics for this task. Please, email your tutor if you need further explanation on how to do this activity.

Resultado de aprendizaje 3

Adopts and adapts didactic resources and material for teaching English for specific purposes.

In order to attain this learning outcome, it is necessary that you, dear student, will have to recognize the purpose of using materials in ESP courses; you will also participate in an academic forum in which we are going to discuss about the four reasons for using materials in the ESP context; you will also have to distinguish the way in which teachers write or supply materials to be used in ESP courses; you will have to design materials to teach an ESP class of any field by planning a lesson to teach a class. This activity will contribute to the Integrating knowledge project called: Design and management of learning environments for teaching English; furthermore, you will have to analyze how current resources and technology contribute to create ESP courses; finally, there will be two quizzes you need to do in order for you to verify the progress in this unit.

I encourage you do all the tasks in regards to this unit and fully participate in the interactive activities so that the learning outcome is accomplished appropriately. In addition, doing all the recommended activities will help you get feedback on behalf of your tutor and thus verify your learning progress in this unit.

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Contents, resources and learning activities



Week 12



Unit 4. Materials and Resources for Teaching ESP

4.1. Purpose of materials in ESP



Let's begin by explaining about materials in ESP courses. Materials are used to stimulate and support language instruction and thus, designing and/or adapting them to the needs of the learners is an important element of ESP teaching practice. In this regard, Hyland (2006) states that materials are mostly paper-based; however, they may also include audio and visual aids, computer- and/or Internet-

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Recommended Learning Activities

Devise a concept map in which you explain about the four reasons Dudley-Evans and St John, (1998) believe that using materials seem significant in the ESP context. As you know, your tutor will help in this regard; although this task is not graded, you can email your teacher to get feedback.

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Week 13

4.2. Teachers as writers or providers of ESP materials

Dear students, we may believe that ESP teachers need to know everything about designing materials for courses; however, it is not expected that ESP practitioners have the skills to write or produce materials. An ESP teacher can make a choice between materials writing and the use of commercial materials produced by other ESP specialists who have the knowledge of the relevant discourse theory, research, and target-domain data (Belcher, 2012). Taking into account the previous facts, it is important that you learn more about this topic and that is why, I encourage you to read the next information taken from Dudley-Evans and St John, (1998: 172-176). The excerpt starts with a discussion whether teachers need to write or to provide materials for an ESP course. Then, it describes that ESP teachers or practitioners need to be good providers of materials and that a good provider is the one who is able to accomplish with some characteristics; please identify such features a good provider of materials needs to have.

In addition, I invite you to watch the next video on [the role of materials in ESP](#), so you understand the topic of this section in a better way.

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Recommended Learning Activities

Identify the 4 characteristics good providers of materials need to have. You can use a flow diagram or any other presentation to place your ideas. This activity will not be graded, but it is important that you do it to internalize this knowledge. You can email your tutor to ask for help in this regard so you can get feedback.



Week 14

4.3. Learner-generated vs. teacher-generated materials

Dear students, in relation to whether learners or teachers need to produce materials or not, in this part of unit 4, we will discuss about this issue. First, let's begin by saying that there is a wide array of instructional materials that can be used by ESP teaching practitioners or it is also possible that learner help providing materials to be used in class. Thus, according to Sener (2007), the term learner-generated

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material deals with work products or other artifacts that students produce, compile, extend, or create for learning and other purposes in the context of a course.

On the other hand, when teachers provide materials, Hutchinson and Waters (2010) propose a materials design model, which includes a coherent framework for the integration of various aspects of learning such as input, content, language and task. Thereof, it is important to discuss the issue of teacher-generated material as opposed to learner-generated material and in this sense, I encourage you to read the information provided in this regard and which was taken from Dudley-Evans and St John, (1998: 176-184). Here, you will find the reasons why in some cases learners may provide materials for a course and in other circumstances, teachers would be the ones who produce materials to fit the requirements of an ESP course.Ç

In addition, I invite you to check the next video on [taking advantage of student-generated videos](#) as part of an English course.





Recommended Learning Activities

Write a comparative paragraph in which you present your ideas of why it is convenient to use teacher-generated materials as opposed to leaner-generated materials; use examples to support your opinions. This activity will not be graded, however; I encourage you to do it since it is important to internalize what you have learned so far in this unit. If you need help, please contact your tutor to get feedback in this regard.

Further reading; dear students, you it is really important to know more about materials to teach ESP courses; that is why, in your textbook, Anthony (2018), *Introducing English for Specific Purposes* please read the information provided in (Section 2, Chapter 6, Deciding materials and methods). Focus your attention in the next topics – the role of materials in ESP and how best to evaluate them; how to adopt, adapt, or create effective materials for the ESP classroom based on the needs of different stakeholders and the limitations in terms of the resources and time available – of this chapter since they correspond to materials.

After you have studied about the previous topics in this unit on materials and resources, you know that finding appropriate supplies designed to meet the learners' needs is really difficult; thereof, we need to adapt materials to best provide authentic contexts to teach ESP or EFL. In this regard, I propose you to watch the next video in which the speaker will discuss about [using authentic materials in class](#). After watching the video, what types of materials do you think are more suitable to use in an ESP context? Why?

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Week 15

4.4. Resources and technology for ESP courses



Dudley-Evans and St. John (1998) discussed the future of materials design by explaining that there was a need for more flexibility, explanations, practice items, and reference resources.

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They also suggested a need for more modular-based courses, more sociological framing of materials, and a better foundation of knowledge in terms of what language is used, when, and with what effect (Anthony, 2018). Data and analysis tools have had a huge and extremely valuable impact in almost all fields of study. From this perspective, it seems clear that large, well-designed corpora that can be accessed through powerful and easy-to use corpus analysis software will have an equally huge and valuable impact on future ESP materials and methods development. We can also imagine the emergence of other new technologies that can assist learners in understanding their field, and help them to experience and interact in the world of their target discourse community. One obvious example is the technology of virtual reality (VR). Already this is being used in medical training; for example, to help dental students to learn and practice drilling, cavity preparation, and so on (Tse, et al., 2010). There are also VR applications that help people to overcome their nerves when giving academic presentations and interacting in business meetings (Zakrzewski, 2016). We can anticipate that the next generation of learners will be quite comfortable with such technology. The challenge for ESP instructors will be how to familiarize themselves with these new resources.

Dear students, as future teachers, it is necessary to know more about technology to enhance the teaching-learning processes; that is why, I really encourage you to read the next study on technology – [The use of digital technology in ESP: current practices and suggestions for ESP teacher education](#) – I suggest you to analyze this research and focus your attention mainly in the next sections (introduction, why go digital?, and technology and ESP today) since these topics will contribute to expand your knowledge in the field of using technology in ESP.

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Recommended Learning Activities

After you have read the information of this last theme in unit 4, it is important that you can choose one technological tool and explore how it can be used to teach a specific topic in an EFL context. I know you will be able to use your creativity and that is why I encourage you to do this activity. Although this task will not be graded, you can email your tutor to let him/her know what you did and if you need further help.

Now, it is time to close the second term and that is why, I encourage you to check the last activities in week 8 so that you get prepared to be evaluated about what you have learned during the last 7 weeks.

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Final-term activities



Week 16

Review of Units 3 and 4

Dear students, I encourage you to respond to all the questions proposed here and only when you have completed the evaluations, you can check the responses. As you know, if you have any question or concern with these activities, you can consult your tutor for help.

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Self-assessment 3

Choose the best alternative to complete the statements or respond to the questions.

1. Students need to reach a _____ before they can transfer the mother tongue skills to their foreign language reading activities.
 - a. Beginning level of language knowledge
 - b. Intermediate level of language proficiency.
 - c. High level of language abilities.
2. Listening to a lecture, seminar or business presentation includes _____ used in second language reading comprehension.
 - a. The same two-stage process.
 - b. Two different stage processes.
 - c. Only one step process.
3. ESP listening is similarly dependent on knowledge about _____ that directly facilitates the perception and parsing of spoken input.
 - a. Communicative skills.
 - b. Language forms and vocabulary.
 - c. Sentence stress and intonation patterns.

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4. Using the speaking skills to give oral presentations is _____ and can be a characteristic of EOP and EAP work.
- One way to speak.
 - The best choice.
 - Spoken monologue.
5. The skills that are part of the development of writing include _____ thus the final product is appropriate both to the purpose of the writing and the intended readership.
- Coherence and cohesion of the ideas.
 - The ability for planning, drafting and revising.
 - Connecting sentences in the paragraphs and linking ideas.
6. Which ESP writing approach involves the presentation of a model text to produce a parallel or similar text?
- Social-constructivist approach.
 - Product approach.
 - Synthesis of approaches.
7. Choose the micro skill of listening that is not correct.
- Recognize the role of discourse markers.
 - Deduce meaning of words from context.
 - Does not identify the purpose and scope of monologue.

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8. Which are the reasons for using materials in ESP contexts?

- a. To do not waste time, to provide a balanced presentation of information, to summarize a detailed sequence of teaching procedures, to provide an inadequate language exposure.
- b. To provide a chronological presentation of information, to give teachers all the lessons they need to cover in some detail, to assist inexperienced teachers, to provide core and interesting topics.
- c. As a source of language, as a learning support, for motivation/stimulation, for reference.

9. What does source of language refer to in ESP materials?

- a. Materials present 30% of real language, as it is used in a few situations, and the poor range that learners need and require.
- b. Materials present real language, as it is used, and the full range that learners require.
- c. Materials present in some way the real language, used in short limited situations and the partial range that learners need.

10. Which are reliable materials?

- a. The ones that are consistent and have some recognizable pattern
- b. The ones that stay within budgetary limits
- c. The ones that are supported by theoretical rationale.

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Self-assessment 4

1. What do stimulation and motivation refer to in ESP materials?
 - a. Materials must contain key information related to teachers' knowledge and experience to be able to teach contents in a successful way; to stimulate students' imagination and creativity.
 - b. Materials must offer new ideas and information whilst being grounded in the learners' experience and knowledge; to encourage fun and creativity.
 - c. Materials must provide core information related to school administrators; to encourage students critical thinking.
2. Which stage does not belong to stages mentioned when planning materials for ESP courses?
 - a. Matching real content to learning and real-world activities
 - b. Composing unclear rubrics
 - c. Planning an effective layout.
3. One of the myths in regards to ESP materials is that every teacher is also a:
 - a. Good designer of course materials.
 - b. Bad designer of course materials
 - c. Good provider of course materials.

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4. Who is not an ESP provider of materials?
 - a. A good provider of materials will be able to be imitative with what is available.
 - b. A good provider of materials will be able to select appropriately from what is available.
 - c. A good provider of materials will be able to modify activities to suit learners' needs.
5. Which characteristics do ESP materials need to have?
 - a. Creativity and generality.
 - b. Selectivity and accuracy.
 - c. Authenticity and specificity.
6. According to Belcher (2012) one of the fundamental responsibilities of the ESP practitioner is:
 - a. To select appropriately from what is available.
 - b. To investigate the gap between learners' current and target competencies.
 - c. To modify activities to suit learners' needs.
7. What do technology materials offer?
 - a. Information and the opportunity for repetitive practice.
 - b. Programs largely linear, constructed along certain thought patterns.
 - c. The possibility of alternative materials and classroom interactions.
8. According to Ellis and Johnson (1994) which is the key aspect for using framework materials?
 - a. Stimulating.
 - b. The setting box.
 - c. Grammatical structures.

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9. Which are the materials that learners can provide?

- a. Carrier content / activities for input and practice.
- b. Carrier content / framework.
- c. Activities for input / CD-ROOM.

10. Which characteristics reference materials should have?

- a. Be up to date, fact based and some way self-explanatory.
- b. Be complete, well laid out and self-explanatory.
- c. Involve problem-solving activities, well designed and not self-explanatory at all.

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4. Answer key

Self-assessment 1

This section will be presented to students after they complete the on-line self-evaluations activities.

Answers may vary. Suggested response.

- a. Not an ESP class: the main focus is on the language system rather than a work or study purpose. The aim of the course may be specific – concerned with aspects of grammar identified as weak – but this specificity is rather different from that of ESP.
- b. An ESP course: based on a specific need, writing reports on design reports.
- c. An ESP course: a specific need, the reading skill. The use of common-core materials does not mean that this is an EGP course; rather, the focus is on the reading skill.

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Self-assessment 2	
Question	Answer
1	b
2	a
3	c
4	a
5	b
6	a
7	c
8	a
9	b
10	a
11	b
12	c
13	b
14	a
15	c
16	a
17	a

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Self-assessment 3	
Question	Answer
1	a
2	a
3	b
4	c
5	b
6	b
7	c
8	c
9	b
10	a

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Self-assessment 4	
Question	Answer
1	b
2	b
3	a
4	a
5	c
6	b
7	c
8	b
9	a
10	b

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BE Business English

EAP English for Academic Purposes

EBP English for Business Purposes

EEP English for Educational Purposes

ELT English Language Teaching

EOP English for Occupational Purposes

ESP English for Specific Purposes

EST English for Science and Technology

EVP English for Vocational Purposes

ILTA International Language Testing Association

L1 First Language

L2 Second Language

LANA Language Needs Analysis

LSA Learning Situation Analysis

PSA Present Situation Analysis

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TEFL Teaching English as a Foreign Language

TESL Teaching English as a Second Language

TSA Target Situation Analysis



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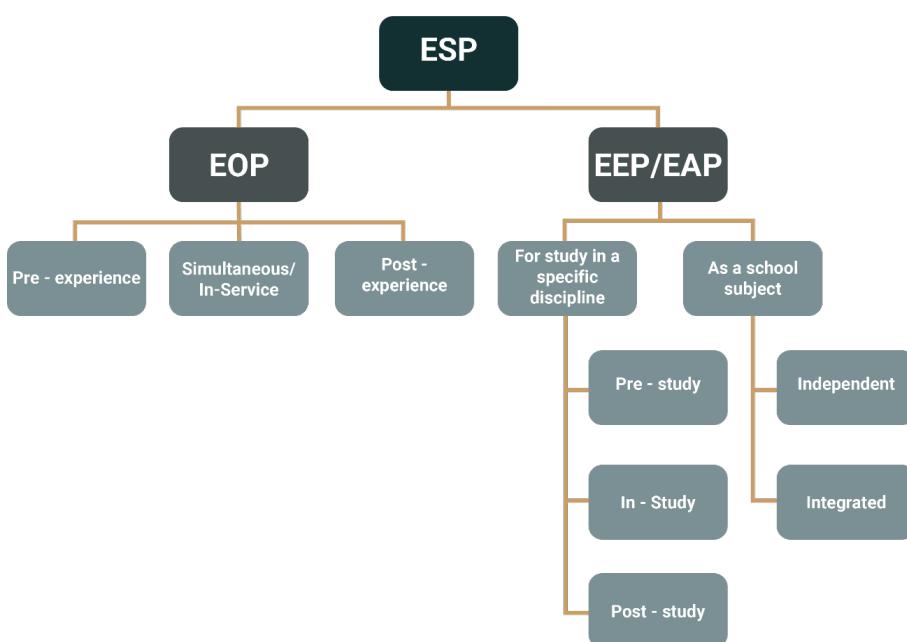
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7. Study Resources

ESP Classification

Figure to show the types of ESP



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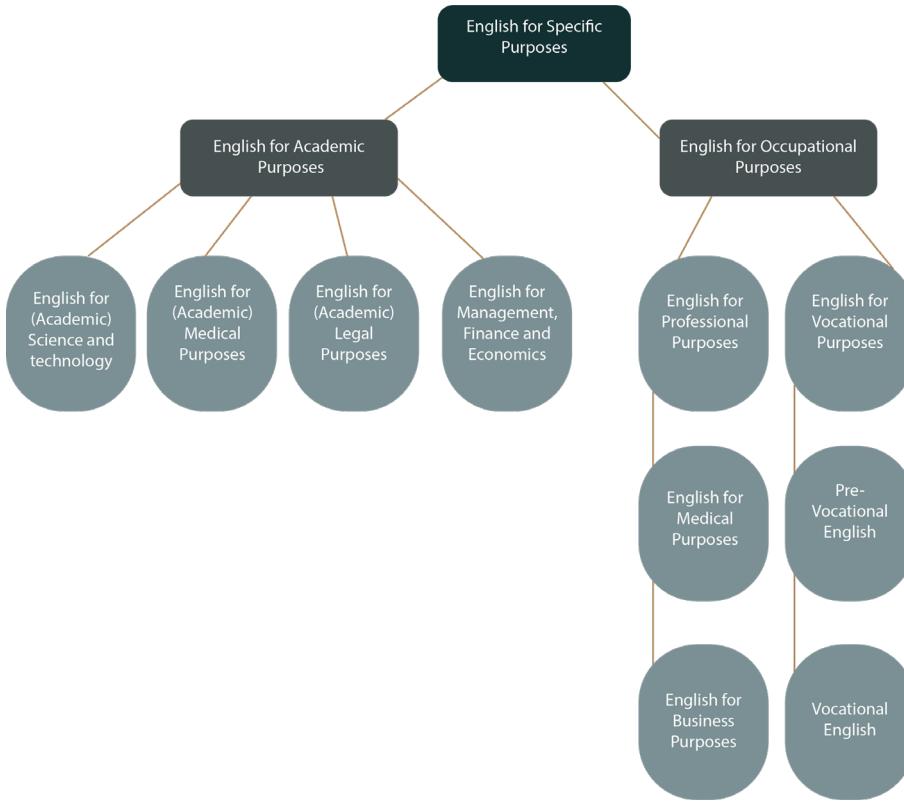
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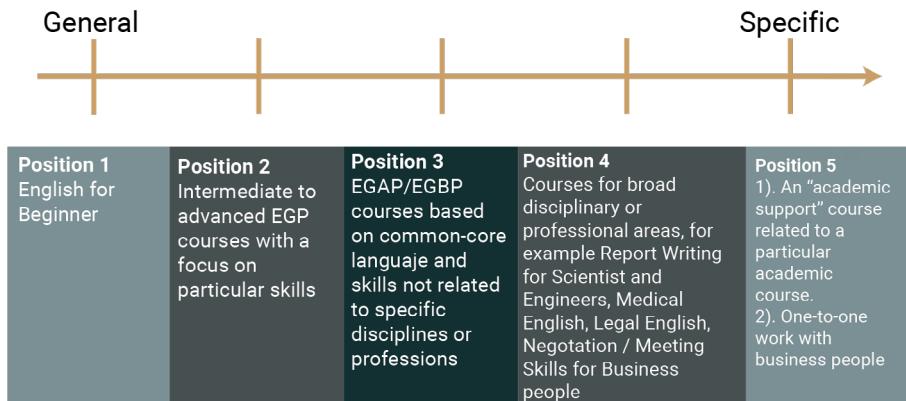
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Continuum of ELT course types

Figure with types of ESP courses that go from general to specific ones



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