



UTPL
La Universidad Católica de Loja

Vicerrectorado de Modalidad Abierta y a Distancia

Itinerario II: Methodology for Teaching English for Specific Purposes

Didactic guide



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Didactic guide

Carrera	PAO Nivel
Pedagogía de los Idiomas Nacionales y Extranjeros	V

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Guía didáctica

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1. Information data

1.1 Subject presentation



1.2 UTPL generic competencies

Communication in the English language.

1.3 Professional profile competencies

- To apply pedagogical models, employ innovative methodologies, and integrate knowledge for teaching English as a foreign language in an interdisciplinary, practical, and systematic manner. This involves the integration of psychopedagogical, didactic, and curricular knowledge with a strong ethical and professional sense.
- To manage learning through the creation of environments, planning, the use of methodologies, assessment, and the incorporation of knowledge for teaching English as a foreign language in a practical and systematic way, promoting the development of critical, reflective, creative, and experiential thinking in relation to personal development and its context.

1.4 Issues addressed in the course

- Limited systemic mastery of epistemology and pedagogy from philosophical and historical derivation.
- 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 online student-centered approach. A variety of methodologies and strategies are used, including presentations, discussions, debates, individual work, video discussions, and simulations, among others.

The design of activities, as well as the selection of the study techniques and tools to be used, is selected according to the learning outcomes and competencies 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.



3. Didactic guidelines by learning outcomes



First bimester

Learning outcome 1:

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

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 academic activities in which you share your opinions on ESP definition and classification. There will be assignments so you will classify and exemplify the different types of ESP courses presented. Finally, you will do an activity in which you will differentiate and exemplify EAP and EOP courses. I encourage you to do all the tasks concerning this unit and fully participate in the synchronous activities so that the learning outcome is accomplished appropriately. In addition, doing all the recommended tasks will help you get feedback on behalf of your tutor and thus verify your learning progress in this unit.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 1

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

Dear student, welcome to week 1. In this first part of Unit 1, I provide a general background of English for Specific Purposes, how it was born, its evolution, definition, and classification. Furthermore, there will be an explanation of 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. Following the above explanation, I invite you to respond to the following questions:

- What do you think about the above idea?
- Can we separate ESP from the field of English language teaching?

Note: please complete the questions in a class notebook or Word document.

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 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 by 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.

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 exhausting. 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 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 & 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 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?

Note: please complete the question in a class notebook or Word document.

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 us continue with the next topic which is the definition of ESP.

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?

Note: please complete the questions in a class notebook or Word document.

Dear students, I know you were able to answer the questions. That was easy, I guess! Remember that there are no 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 to know 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.

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:

Table 1
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.	

Note. Taken from Absolute and Variable Characteristics of ESP, (pp. 1-2), by Strevens, P., 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 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?

Note: Please complete the question in a class notebook or Word document.

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).

Based on the different definitions explained above, you are able now to know the main characteristics those researchers have established for ESP.

After you have studied the information provided about the definition and characteristics of ESP and General English, I invite you to do the next activities.



Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. 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.

Summary of characteristics of ESP definitions per author and year

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

Note. Ochoa, C., 2024.

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

Characteristics of ESP and General English Courses.

ESP courses General English courses



Note. Ochoa, C., 2024.

Note: please complete the activities in a class notebook or Word document.

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.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 2

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

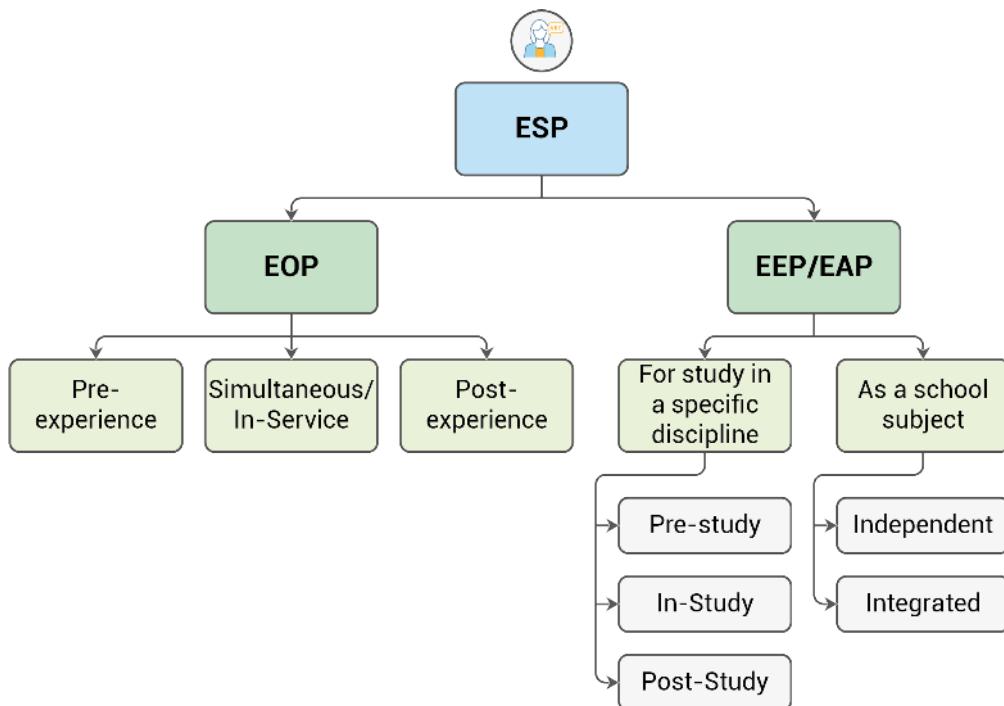
1.3 Classification of ESP

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 the first part of unit 1, 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 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).

Figure 1
ESP Clasification



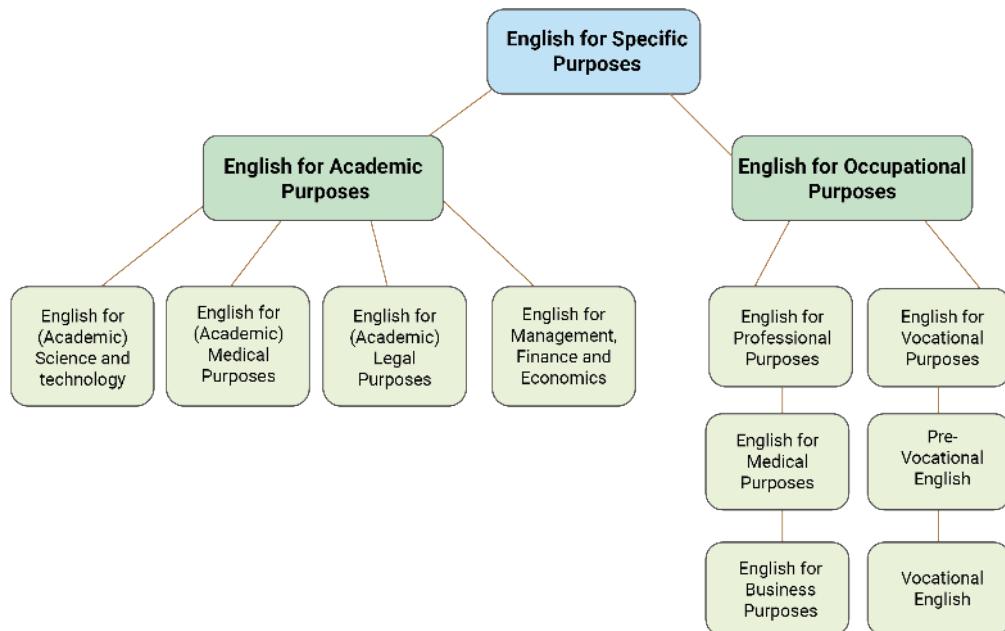
Note. Taken from ESP today: A practitioner's guide (pp. 3-4), by Robinson, P., 1991, Hemel Hempstead.

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).

Figure 2
ESP Division



Note. Adapted from *Developments in English for specific Purposes [Infographic]*, for Dudley-Evans, T., & St John, M., 1998. Cambridge: Cambridge University Press.

1.4 ESP Division

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 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”.

1.5 Continuum of ELT course types

Then, I invite you to review the following Inforgraphic to deepen your knowledge on this topic.

[Continuum of ELT course types](#)

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.

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.

Recommended learning activity

It is time to apply your knowledge through the activities that have been proposed below:

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.

Differences among types of ESP courses

Types of ESP course	Characteristics	Examples

Note. Ochoa, C., 2024.

Note: Please complete the activity in a class notebook or Word document

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.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 3

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

1.6 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 us 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.

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.
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.
- Situation 4.

Note: Please complete the activity in a class notebook or Word document.

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.

Note: please complete the question in a class notebook or Word document.



Nota: Tomado de Una joven atractiva mujer asiática con ropa casual está sentada en una mesa en un café con su tableta digital, mirando la vista afuera, soñando despierta o pensando en algo [Fotografía], por BongkarnGraphic, 2024. [Shutterstock](#), CC BY 4.0.

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:

1.6.1 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).

1.6.2 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 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.

1.6.3 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 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).

1.6.4 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-solving classes in applied discourse analysis where teachers and learners discuss in great detail the mechanisms of an English text (Alderson & Scott, 1992).

From the previous description of EAP and knowing that what works well in one case may not be applied in another, which of the four situations do you have experience of?

Dear student, write your own ideas in this regard in a notebook or Word document.



Note. Tomado de *Estudiante de secundaria tomando notas del libro para su estudio. Joven sentada en el escritorio y encontrando información en la biblioteca universitaria. Niña enfocada que estudia en el salón de clases completando su tarea* [Fotografía], por Ground Picture, 2021. [Shutterstock](#), CC BY 4.0.

I am sure you have come across 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.

1.7 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.

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, 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 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 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 to be 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. What materials can you suggest teachers for a course in the tourism field

Note: please complete the question in a class notebook or Word document.

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 do the next activity.





Note. Tomado de *Hermosa y positiva chica adolescente hispana que ve el seminario web de aprendizaje, clase en línea, clase de video en laptop, notas de escritura, resumen, estudiando en la biblioteca universitaria, sentada en un libro abierto, sonriendo* [Fotografía], por Fizkes, s.f. [Shutterstock](#), CC BY 4.0.



Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

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

Characteristics and examples of EAP and EOP courses

Type of ESP	Characteristics	Examples
EAP		
EOP		

Note. Ochoa, C., 2024.

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.

Note: please complete the activity in a notebook or Word document.

2. Please complete the self-assessment below to deepen the knowledge you have acquired.

Dear students, I encourage you to respond to all the questions proposed here. As you know, if you have any questions or concerns, you can consult your tutor for help.



Self-assessment 1

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 abilities.
 - 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.
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 was the focus of early ESP research?
- a. Developing speaking skills for tourism.
b. Analyzing grammar in scientific and technical writing.
c. Teaching literature to non-native speakers.
7. How does Robinson (1991) emphasize the importance of needs analysis in ESP?
- a. It ensures learners reach broad educational goals.
b. It identifies specific learner requirements.
c. It standardizes teaching methods.
8. Which course type is included in English for Vocational Purposes (EVP)?
- a. Pre-vocational English.
b. Advanced grammar courses.



c. Literature-focused classes.



9. Which skill is often emphasized in EAP courses?

- a. Oral communication for customer service.
- b. Writing research papers.
- c. Listening for informal conversations.



10. Which methodology is commonly used in ESP?



- a. Task-based language teaching.
- b. Literature-based instruction.
- c. Grammar-translation method.

Answer key



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.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 4

Unit 2. Methodological approaches for teaching ESP

2.1 Approaches for teaching ESP courses

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 student check the previous contents and complete this activity.



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 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 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. As 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. 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.



Recommended learning activities

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.

1. 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 on the topic of methodologies to teach ESP courses.
2. 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 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.

Note: Please complete the activities in a class notebook or Word document.

3. Dear students, remember that you can contact your tutor if you need further help to do this task.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 5

Unit 2. Methodological approaches for teaching ESP

2.2 Learner's knowledge on ESP

Let's begin dear students by talking about the way students' knowledge influences the methodologies to teach ESP; it is important to mention that learners bring with them the cognitive and learning processes from passed

experiences of learning and working within their specialist field. In this regard, in an ESP classroom, teachers should design the language-learning activities based on the learners' 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 learners' 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 to 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 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 in a class notebook or Word document.

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. In this sense, the relationship between teachers and learners has to be 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, and control the activities (pair work or group work). Thus, the role of the teacher is what the learners expect that a teacher does in the classroom and in this case, the teacher has the role of provider of input and activities. As 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 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 extra 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.



Recommended learning activities

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.

1. 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.

2. In addition to the previous activity, make a list of the roles learners and teachers play in an ESP course.

Note: Please complete the activities in a class notebook or Word document.

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 for the recommended task to your tutor or you can share them during the weekly tutorials so that you can get feedback in this regard.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 6

Unit 2. Methodological approaches for teaching ESP

2.3 Teaching English to Business People

Welcome to this week. It is important to begin by saying that Business English, or English for Business, is a broad topic that requires definitions based on the contexts in which the language will be learned and utilized, the types of instruction we are discussing, and the types of English we are instructing. Therefore, generally speaking, English for Business falls under the umbrella of EOP (English for Occupational Purposes), but that term encompasses a wider range of registers, such as English for Science, English for Aviation, and many more. For our purposes, "business" will be defined as any type of managerial, administrative, or commercial activity in any of these fields (Trinder & Herles, 2013).

Another important aspect to keep in mind is that people who work in fields that do not seem to have anything to do with business and commerce nevertheless use business-like language and procedures. For instance, dealing with

suppliers, partner organizations, big industrial concerns, and others is becoming a common task for educators, school administrators, health professionals, and volunteers, among many others (Neeley, 2012).

We should also bear in mind that we all frequently deal with business transactions in our personal, non-work-related activities, and we require the language to do so. Naturally, most of the time, people deal with these issues in their first language or languages, but in a world that is becoming more interconnected, it is not unusual for people to find themselves interacting with businesses located in other nations. As things stand, English is the default language used because it is the most common lingua franca in business settings (Trinder & Herles, 2013).

Like any other type of English language instruction, business English instruction takes place in a variety of settings, each with its own unique opportunities and difficulties. Thus, dear students, we are going to move to some examples of the types of training learners may require and the different settings where they might need the language for.

Universities and vocational colleges. According to Trinder and Herles (2013), the majority of students in these kinds of settings are younger, more experienced students who are not under any pressure to use their skills right away in the "real" world. Although there are nearly infinite variations across the board, these courses fall into four primary categories.

- *Undergraduate Generalized* courses that concentrate on broad facets of business and commerce, including management, administration, finance, and accounting. These classes are rarely specifically industry-specific, and participants require more general language in order to read, write, and discuss business.
- *Industry-specific undergraduate courses* are those that concentrate on a specific industry and are frequently sponsored or operated in collaboration with significant local businesses. The demands of their field will be the primary focus of participants in these courses.

- Vocational colleges courses that qualify students below the degree level, which may be more broadly focused or very narrowly focused on a single topic. Participants in the first kind of course might have their employers sponsoring them and taking the course to improve their skills, while those in the second kind might be less focused and only interested in earning a portable qualification to use as a means of entry into the workplace.
- Post-graduate courses, this often takes students to a master's degree in business administration. Participants may be mature individuals taking time off to obtain credentials that will improve their career prospects and increase their mobility in the workplace, or they may be continuing from a first degree and not overly focused on a particular industry (though they may have one in mind). Since the emphasis is on theory rather than daily practice, they will not be expecting any particular industry-focused materials or instruction in either scenario. We have another type of setting below.

Private English-language teaching institutions. In this regard, Trinder and Herles (2013) explain that although there are many options, the private sector typically focuses on two kinds of courses:

1. **Generalized, short courses in Business English.** These classes have been depressingly characterized as costly General English classes with carpet on the floor. They can be taken entirely in English-speaking countries or partially in other languages. Focusing on particular industries or job roles is not feasible in either scenario since the course is not made to accommodate individuals in that manner.
2. **Tailor-made courses for companies.** Some private schools in all fields are able to establish partnerships with companies to provide business English training to their staff. These courses are frequently highly specialized, concentrating on individuals in specific roles within a single organization. At other times, the group may consist of individuals in a variety of roles, even though the company background may be the same, and the course design becomes extremely problematic. A different kind of environment is the one explained next.
3. **In-company courses.** Some big businesses can afford to set up their own internal language training programs. These typically serve as a division of a

bigger training center. These programs typically target middle or senior management and are field and role specific. Individuals in this group might be preoccupied with the language and abilities required to present or take part in meetings (Trinder & Herles, 2013).

However, because the company has a policy of using English internally wherever its employees are working worldwide, there will occasionally be an attempt to train all employees in the language. In the latter scenario, more specialized training in communication is needed to support employees in carrying out their duties, particularly in relation to interactions with clients and suppliers (Trinder & Herles, 2013). Let us think about the next question: What do learners need to know about English to communicate effectively in the Business field?

Well, conventionally trained English teachers frequently assume that the aim of their instruction should be communicative competence rather than grammatical or phonological accuracy. That might not always be a good idea in a business English setting. Although there is little evidence from international studies, those that have been conducted seem to indicate that many business English learners value grammatical, lexical, and perhaps most importantly, phonological accuracy over communicative effectiveness. Business English is frequently used in contexts that are more or less formal and stiff, and it is in these contexts that precise grammar and vocabulary usages as well as proficient pronunciation are most important (Swan, 2002).

Therefore, many Business English users view formal accuracy as the path to communicative competence, even though communication is valued. They are aware that they do not want to provoke bigotry or be dismissed, and they most definitely do not want to be perceived as ignorant or uneducated.

Dear students, you have been made aware that preparing for a Business English program is not going to be easy. Thus, before planning to teach the language in the business field, what should we consider earlier we even meet our students?

According to Trinder and Herles, (2013), there are two important points to focus on: The number one is *field, roles, and culture*. If we are lucky, one or more of these traits will be shared by the members of the group. Although they may have a common lexical need for industry-specific terms and expressions, participants may have very different roles and cultural issues to deal with even if they are working in the same general field or register. As a result, any program must be modified and designed to account for these differences.

The second one is: Teaching and learning settings. Depending on how a program has been designed, promoted, or proposed, the course format can vary even within a single institutional type. The target audience, the structure of the groups, and the goals of the individuals will all have a significant impact on how a course is created and presented.

The previous analysis will help us to determine how best to establish the following aspects:

- a. The subjects on which students must feel comfortable speaking, writing, and reading,
- b. The roles that students will play in using the language and the necessary skills, and
- c. The potential cultural influences at work.

Consequently, to do all the above mentioned, you must research and elaborate a needs analysis.



Important to consider. After all the previous considerations, we must be aware of the field, roles, culture, and setting in which we operate before we can start creating a needs analysis and, from there, a teaching program.

Dear students, after you have analyzed the information of how business courses can be structured, I am providing below examples of how different methodologies can be applied in a course for business people. The course

explores different instructional methods applied in the business English context, integrating specific activities for each method to enhance students' language skills for various business environments.

There are different Business English Methodologies for Effective Communication depending on the type of learners, settings, culture, goals, among other features we discussed previously. Thus, here we have an example of one course that runs considering different weeks and approaches.

Course Overview:

This course provides an overview of teaching methodologies used in Business English, focusing on techniques that facilitate effective language acquisition for occupational purposes. We will apply various methodologies, each with associated activities, to address the diverse needs of students, including role-specific vocabulary, formal communication, and intercultural competence.

Week 1: Needs Analysis and Communicative Language Teaching (CLT)

Objective: Identify students' specific needs and introduce communicative language techniques to enhance spontaneous and practical language use.

Methodology: Needs Analysis followed by CLT

Description: Start with a needs analysis to tailor the program to students' fields, roles, and cultural contexts (Neeley, 2012). CLT will then provide a foundation for authentic language practice.

Activity: Conduct role-play scenarios such as client meetings or negotiations. Students will use functional language suitable for their roles, simulating realistic conversations they would encounter in their workplace.

Week 2: Task-Based Language Teaching (TBLT)

Objective: Enhance language proficiency through tasks that mimic real-world business functions.

Methodology: Task-Based Language Teaching (TBLT)

Description: TBLT focuses on engaging students in tasks that mirror actual workplace responsibilities, such as writing emails, preparing presentations, or conducting sales pitches.

Activity: Have students draft a formal business email responding to a hypothetical client complaint, focusing on tone, formality, and lexical accuracy as Trinder and Herles (2013) suggest for business settings.

Week 3: Genre-Based Approach for Professional Writing Skills

Objective: Develop students' writing skills with a focus on business genres, such as reports, proposals, and executive summaries.

Methodology: Genre-Based Approach

Description: The genre-based approach emphasizes the structure, vocabulary, and language functions characteristic of professional writing in business.

Activity: Students analyze samples of business reports, then draft their own report based on a given scenario. Peer review focuses on adherence to business conventions and clarity.

Week 4: Content and Language Integrated Learning (CLIL)

Objective: Integrate business content with language skills development.

Methodology: CLIL for Business Contexts

Description: CLIL enables students to learn language and business concepts simultaneously, fostering language acquisition through content relevant to business contexts.

Activity: Introduce a topic like "Marketing Strategies" and have students discuss, in English, how different strategies apply to specific case studies. This approach aligns with the idea that business English learners require context-specific terminology and communication skills (Swan, 2002).

Week 5: Simulation-Based Learning

Objective: Improve students' ability to conduct business meetings and presentations.

Methodology: Simulation-Based Learning

Description: This approach provides immersive experiences, such as conducting a simulated company meeting. It helps learners practice both language and behavior typical in professional contexts.

Activity: Students participate in a simulated board meeting where they must present quarterly results and respond to questions from their peers acting as stakeholders.

Week 6: Reflective Practice and Cultural Awareness

Objective: Develop intercultural communication skills and reflective awareness.

Methodology: Reflective Practice for Intercultural Competence

Description: Reflective practice encourages students to consider how cultural norms affect business communication. This is essential in global contexts where English serves as a lingua franca (Neeley, 2012).

Activity: Discuss case studies highlighting cultural misunderstandings in business, followed by group reflection and discussion on how they would approach similar situations.

Week 7: Blended Learning and Autonomous Study

Objective: Equip students with self-directed learning tools to continue improving outside the classroom.

Methodology: Blended Learning with Autonomous Study

Description: This approach combines classroom learning with online resources, encouraging students to independently refine their language skills.

Activity: Provide access to business-focused language apps or online platforms, allowing students to practice pronunciation, vocabulary, and listening. Assign online activities and require students to complete reflective journals on their progress.

I am sure you found the information important as it will help you when designing a business course for your students. Now, we are going to focus on a lesson plan. This planning is an example of how you can incorporate the Content and Language Integrated Learning (CLIL) approach to teach a business English lesson.

In the following lesson plan, there are sample materials for a week, using the Content and Language Integrated Learning (CLIL) approach to teach business English.

This lesson is focused on Marketing Strategies.

Class Duration: 90 minutes

Level: Intermediate to Upper-Intermediate (B1-B2)

Objectives:

1. Students will understand and discuss basic marketing strategies in English.
2. Students will expand their vocabulary related to marketing and business.
3. Students will improve their ability to present and discuss ideas in a business context.

Table 2
Lesson Outline

<p>1. Warm-up activity (10 minutes)</p>	<p>Direction: Ask students about their understanding of marketing and its importance in business.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What are some ways companies attract customers? • Can you name a company you think has good marketing? Why? <p>Purpose: Activate students' prior knowledge and introduce key vocabulary like advertising, brand, campaign, and target audience.</p>
<p>2. Vocabulary Introduction (15 minutes)</p>	<p>Material: Vocabulary list with definitions and example sentences.</p> <p>Key Terms: Market segmentation, target audience, brand positioning, promotion, advertising, product differentiation, sales funnel, and customer retention.</p> <p>Activity: Introduce and explain each term. Ask students to create sentences using these terms to ensure comprehension.</p>
<p>3. Reading and Content Comprehension (20 minutes)</p>	<p>Material: A short article or case study on a real company's marketing strategy. (A sample of this resource is attached at the end of this lesson plan.)</p> <p>Activity: Students read the article individually and answer comprehension questions.</p> <p>Example questions:</p> <ul style="list-style-type: none"> • What was the target audience for the campaign? • What strategies did the company use to promote its product? • Was the marketing campaign successful? Why or why not?
<p>4. Group Discussion (15 minutes)</p>	<p>Activity: In small groups, students discuss the case study.</p> <p>Questions: How effective was the company's marketing strategy? Can you think of a similar strategy for a different type of product?</p>

	<p>Purpose: Encourage application of vocabulary and deepen understanding through peer interaction.</p>
<p>5. Task: Marketing Strategy Proposal (20 minutes)</p>	<p>Activity: Each group chooses a product (e.g., a new coffee brand, fitness app) and develops a basic marketing strategy.</p> <p>Guidelines:</p> <ul style="list-style-type: none"> • Define the target audience. • Decide on the brand positioning. • Outline one promotional activity. <p>Presentations: Groups present their strategies to the class in a short, informal presentation.</p>
<p>6. Feedback and Wrap-Up Activities (10 minutes)</p>	<p>The teacher provides feedback on language usage, especially marketing vocabulary and presentation skills.</p> <p>Teachers summarize key concepts and encourage students to think about how these strategies apply in real-world business.</p>

Note. Sample Materials. The following resources can be used in the lesson previously described. Ochoa, C., 2024.



Table 3
Vocabulary Handout

Term	Definition	Example Sentence
Market Segmentation	Dividing a broad consumer or business market in sub-groups of consumers based on needs.	"Our market segmentation focuses on young adults in urban areas."
Brand Positioning	Establishing a brand in a particular way in the minds of consumers.	"We position our brand as the eco-friendly option."
Product Differentiation	Distinguishing our product from its competitors.	"Product differentiation is the key in a saturated market."
Customer Retention	Keeping existing customers engaged with a brand over time.	"Loyalty programs improve customer retention."

Note. Ochoa, C., 2024.

Case Study: Marketing Strategy of Good Coffee Co.

Good Coffee Co. launched its new coffee brand with a strong emphasis on eco-friendly packaging and a premium taste. The company's target audience was environmentally conscious young professionals who valued sustainable products. Good Coffee Co.'s marketing strategy included social media campaigns featuring influencers, in-store promotions, and a focus on quality content that highlighted the brand's eco-friendly mission. By aligning the brand with environmental values, Good Coffee Co. attracted a loyal customer base and increased its market share in its first year.

Comprehension Questions:

1. Who was Good Coffee Co.'s target audience?
2. What promotional methods did Good Coffee Co. use to reach its audience?
3. Why did Good Coffee Co. emphasize eco-friendly packaging in its marketing?

This lesson plan, along with the materials, provides a structured way to integrate business content with language learning using the CLIL approach.

Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

Dear students, after you have read the example above, please write your own idea of a lesson to teach Business Students, suppose you have a group of learners who want to orally communicate in English and thus, they need your help. Design a lesson plan and include the materials and strategies to teach such a class. This planning can be shared with your tutor during the weekly session of the course so that you can get feedback on your work. Although this activity will not be graded, it will help you consolidate your knowledge in this regard.

Note: Please complete the activity in a class notebook or Word document.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 7

Unit 2. Methodological approaches for teaching ESP

2.4 Teaching English for Tourism

In this week, we are going to focus on Teaching English for Tourism, which is also known as English for Tourism Purposes (ETP). It involves equipping individuals with the language skills necessary to work effectively in tourism-related roles. This can encompass a wide range of professional activities, including guiding tours, interacting with international visitors, and managing accommodations or services within hospitality. As tourism is inherently global,

English often serves as the primary lingua franca, making it essential for professionals in this field to achieve a high level of competence in both general and specific tourism-related language (Basturkmen, 2006; Harding, 2007).

Defining the Scope of English for Tourism.

As we pointed out in Unit 3, English for Tourism falls under English for Specific Purposes (ESP), a branch of English Language Teaching (ELT) that focuses on specific contexts, such as English for Academic Purposes (EAP) or English for Occupational Purposes (EOP). English for Tourism, specifically, involves learning the vocabulary, expressions, and communicative strategies needed for tourism, hospitality, and cultural interaction. In this context, tourism professionals may work in varied environments—from large metropolitan areas with frequent international visitors to rural sites with specialized ecotourism attractions. Hence, tourism English instruction must be adaptable to these diverse contexts and able to address the unique cultural and linguistic needs of each setting (Dudley-Evans & St John, 1998).

Common Settings for English for Tourism.

The first setting is Universities and Vocational Colleges. Courses in these institutions often target students planning careers in hospitality, tour management, or travel services. For example, in a vocational tourism program, students may focus on English communication skills needed for travel planning, tour guiding, and customer service interactions (Robinson, 1991). These programs usually offer the following types of courses:

- **Generalized courses:** Covering broad tourism topics, like customer service, hospitality management, and tour operations.
- **Industry-specific courses:** Focused on particular tourism sectors, such as ecotourism or luxury travel, with an emphasis on the unique language used in these areas.
- **Certification programs:** Offering credentials for entry-level or advanced tourism roles, with English language training tailored to specific career requirements (Harding, 2007).

The second setting deals with Private English Language Teaching Institutions.

These institutions often provide flexible short-term courses for those already employed in tourism that need to improve their English skills quickly. In this case, classes may include:

- **Short Courses:** Aimed at enhancing general communication, especially focusing on listening and speaking skills needed for direct interactions with customers.
- **Specialized Training for Companies:** In collaboration with tourism businesses, private language schools may offer customized courses. These courses might train employees in handling complex inquiries, addressing complaints diplomatically, or promoting cultural sites in English (Basturkmen, 2006).

The last kind of setting is related to In-House Training for Tourism Companies.

Here, we have large hotel chains, tour operators, or airlines often provide in-house language training. This training is role-specific, focusing on situations employees frequently encounter, such as welcoming guests, handling reservations, and managing complaints. Training may vary in scope from front-desk interactions to conducting detailed guided tours (Dudley-Evans & St John, 1998).

Key Competencies for English in Tourism.

Dear students, it is important to mention that tourism professionals need skills that extend beyond basic communicative competence. For example, the following information includes key competencies:

- a. **Politeness and Cultural Sensitivity:** Unlike other fields, tourism English requires sensitivity to cultural nuances, as professionals often interact with people from diverse backgrounds.
- b. **Clear and Concise Communication:** Tourism interactions frequently involve directions, explanations, and recommendations. Therefore, clear, direct language is crucial (Harding, 2007).

- c. **Problem-Solving Language Skills:** In high-stakes or urgent scenarios, like addressing customer complaints or last-minute changes, tourism professionals must communicate solutions calmly and effectively.
- d. **Knowledge of Destination-Specific Terminology:** Depending on the region, specialized vocabulary for local attractions, customs, and experiences may be essential (Robinson, 1991).

Practical Considerations for Instructors.

In this regard, dear students, since you are going to become professionals in the field of teaching English, the following pieces of advice will guide you to design the most appropriate lessons to instruct learners in this field of tourism.

1. Conducting a Needs Analysis is fundamental. Similar to other ESP contexts, a thorough needs analysis is essential to determine the specific language functions required by learners. This might include an understanding of common tourism activities, the roles learners will assume, and the cultural contexts in which they will work (Basturkmen, 2006).
2. Another recommendation is incorporating Role-Specific Scenarios. By simulating real-life tourism interactions, instructors can help learners practice language use in context. Scenarios may include guiding a tour, handling a lost reservation, or explaining cultural sites to tourists.
3. Emphasize pronunciation and intonation. Tourism workers are often the first point of contact for foreign visitors, making clarity in pronunciation and natural intonation vital. Exercises that emphasize these features of spoken language can build learners' confidence in real-world interactions.
4. A last point to take into account is using authentic materials. Materials such as brochures, maps, travel guides, and online resources are invaluable in tourism English classes. These tools not only enhance language practice but also familiarize learners with the typical content they will encounter and communicate in their professional roles (Dudley-Evans & St John, 1998).

Dear students, the following section has been included in order to provide an example course for teaching English for Tourism using various methodologies, each focused on addressing the unique needs of tourism professionals.

Course Title: English for Tourism: Methodologies for Effective Communication

Course Overview:

This course provides an overview of instructional methodologies in teaching English for tourism, focusing on techniques that prepare learners for diverse tourism contexts. Each methodology includes specific activities, promoting the application of language skills needed for interactions with international tourists, handling customer service scenarios, and guiding tours.

Week 1: Needs Analysis and Communicative Language Teaching (CLT). In this regard, Basturkmen (2006) emphasizes the importance of needs analysis to adapt content to the tourism industry.

Objective: Identify learners' specific needs and introduce communicative techniques to enhance authentic language use.

Methodology: Needs Analysis and Communicative Language Teaching (CLT)

Description: Start with a needs analysis to assess students' specific roles and language requirements. CLT will then facilitate practical conversation skills and situational language.

Activity: Role-play a front desk check-in scenario, where students practice greeting guests, confirming reservations, and providing directions within a hotel. Students rotate roles and give feedback on the clarity and cultural appropriateness of each interaction.

Week 2: Task-Based Language Teaching (TBLT). According to Dudley-Evans and St John (1998), TBLT encourages task completion while allowing language skills to develop naturally.

Objective: Engage students in real-world tourism tasks to build relevant language proficiency.

Methodology: Task-Based Language Teaching (TBLT)

Description: TBLT involves students completing tasks that mirror their work in tourism, such as managing customer interactions and problem-solving.

Activity: Students work in pairs to create a tour itinerary for an eco-tourism destination. They must research the destination, design an itinerary, and then present it to the class as if they were pitching it to tourists, focusing on vocabulary related to tour guiding and environmental sustainability.

Week 3: Genre-Based Approach for Professional Communication. In this context, Harding (2007) suggests genre-based learning for ESP contexts to teach the structure and style required in tourism communication.

Objective: Develop professional communication skills focused on genre-specific tourism texts.

Methodology: Genre-Based Approach

Description: This approach helps students understand the structure and language of specific tourism-related documents, such as brochures, emails, and informational guides.

Activity: Students analyze a sample brochure from a tourist information center, and then create their own brochure for a local tourist attraction, using descriptive and promotional language to appeal to potential visitors.

Week 4: Content and Language Integrated Learning (CLIL). In relation to this approach, Robinson (1991) highlights that it is ideal for tourism as it enriches both subject knowledge and language competence.

Objective: Teach language skills and tourism-specific content, enhancing comprehension and contextual usage.

Methodology: Content and Language Integrated Learning (CLIL)

Description: CLIL integrates tourism knowledge with English language instruction, teaching tourism content (e.g., cultural landmarks, history) alongside English vocabulary and structures.

Activity: Introduce a lesson on UNESCO World Heritage sites and have students research a particular site. They will prepare a presentation as if they were tour guides, explaining the significance of the site and answering questions from classmates acting as tourists.

Week 5: Simulation-Based Learning for Realistic Interactions. According to Dudley-Evans and St John (1998), this method of simulations is effective for preparing learners for the spontaneous nature of customer interactions in tourism.

Objective: Enhance students' ability to handle realistic tourism scenarios and improve spoken English fluency.

Methodology: Simulation-Based Learning

Description: Simulation activities mimic real-world situations, allowing students to experience tourism-specific language use in context.

Activity: Conduct a simulation where students handle a customer complaint at a tourist information desk. Students role-play as tourism workers dealing with issues like missed tours or language barriers, practicing empathy and conflict resolution language.

Week 6: Reflective Practice and Cultural Awareness. With respect to this approach, Harding (2007) emphasizes the need for cultural awareness in tourism education, particularly for learners working with diverse international clients.

Objective: Develop intercultural competence and reflect on personal language use.

Methodology: Reflective Practice for Intercultural Communication

Description: Reflective practice enables students to consider how cultural norms influence communication and to identify areas for improvement.

Activity: Students read a short case study about a cultural misunderstanding in tourism, and then discuss in small groups how they would address similar situations. They then complete a reflection journal entry about their own intercultural strengths and challenges.

Week 7: Blended Learning and Autonomous Study. In relation to this method, Basturkmen (2006) supports it to be used for ESP courses as it allows students to extend learning beyond the classroom.

Objective: Foster self-directed learning using online tools and resources.

Methodology: Blended Learning with Autonomous Study

Description: This approach combines classroom instruction with digital resources, enabling students to practice language skills independently.

Activity: Provide access to tourism-related language apps or websites where students can practice vocabulary, listening, and pronunciation. Assign a reflective task for students to report on their progress and the most valuable resources they discovered.

Dear students, the purpose of the previous examples of course methods used to teach this field of ESP was to show you how different methodologies can provide a holistic learning experience for English in tourism, preparing students to handle diverse tasks and improve their professional communication skills. Now, we are going to continue by describing the way a lesson can be designed based on one of the methods previously studied. Therefore, the next lesson plan and sample materials are focused on the Task-Based Language teaching approach in English for Tourism course. This lesson will center on designing a tour itinerary.

Lesson plan topic: Designing a Tour Itinerary for a Tourist Destination

Class Duration: 90 minutes

Level: Intermediate to Upper-Intermediate (B1-B2)

Objectives:

1. Students will understand and apply vocabulary related to tourism and tour planning.
2. Students will develop an itinerary for a specified destination, improving their ability to structure and present information.
3. Students will practice speaking and presenting skills in a simulated tour-guide setting.



Table 4
Lesson Outline

1. Warm-up (10 minutes)	<p>Activity: Start with a quick discussion on famous tourist destinations. Ask students:</p> <ul style="list-style-type: none"> • "What are some popular tourist activities at these places?" • "What type of tourists might visit these locations (e.g., adventure seekers, families, eco-tourists)?" <p>Purpose: Activate students' prior knowledge and introduce key terms like itinerary, landmark, excursion, and local attractions.</p>
2. Vocabulary Introduction (15 minutes)	<p>Material: Vocabulary list with definitions and example sentences (see sample below).</p> <p>Key Terms: Itinerary, landmark, excursion, cultural heritage, guided tour, recreational activities, eco-tourism.</p> <p>Activity: Review vocabulary with definitions, and then ask students to create sentences using the terms to reinforce understanding. According to Basturkmen (2006), vocabulary practice in specific contexts is essential for ESP learners, as it enhances task performance.</p>
3. Task Explanation and Group Assignment (10 minutes)	<p>Activity: Explain the main task: "Imagine you are working for a travel agency. Your task is to create a one-day tour itinerary for a local attraction that you'll present to the class."</p> <p>Requirements:</p> <ul style="list-style-type: none"> • Define the target audience (e.g., families, young travelers, retirees). • Outline attractions and activities for the day. • Specify timing and transport options. • Include one meal option (breakfast, lunch, or dinner) with a short description of local cuisine. <p>Purpose: Set clear task parameters to guide students' work.</p>
4. Task Execution (30 minutes)	<p>Activity: In small groups, students research and develop their itineraries. According to Ellis (2003), tasks that require problem-solving and creativity help students develop fluency in ESP contexts like tourism.</p>

	<p>Guidelines:</p> <ul style="list-style-type: none"> • Encourage students to structure their itineraries by time (e.g., "9:00 AM – Meet at central plaza for guided tour of the historical district"). • - Remind them to use the vocabulary covered in class. 	
<p>5. Presentation of Itineraries (20 minutes)</p>	<p>Activity: Each group presents their itinerary to the class as if they were pitching it to potential clients.</p> <p>Feedback Focus: Listen for correct use of vocabulary, clear timing, and a logical flow of activities. Encourage peers to ask questions as "tourists."</p> <p>Purpose: Provides a practical application of language and encourages presentation skills.</p>	
<p>6. Feedback and Wrap-Up (5 minutes)</p>	<ul style="list-style-type: none"> • Summarize key points about structuring an itinerary and give feedback on language use, focusing on vocabulary accuracy and clarity in presentation. • - Encourage students to consider how they might refine their itinerary based on feedback. 	   

Note. Sample Materials. The resources included below are aimed at teaching the lesson just described. Ochoa, C., 2024.

Table 5
Vocabulary Handout

Term	Definition	Example Sentence
Itinerary	A detailed plan of a journey, especially a tour.	"Our tour itinerary includes visits to historic sites and a local restaurant."
Landmark	An important historical or cultural site often visited by tourists.	"The Eiffel Tower is a major landmark in Paris."
Cultural Heritage	Traditions, monuments, and artifacts passed down within a culture.	"The town's cultural heritage is reflected in its annual festivals."
Guided Tour	A tour led by a guide who provides information about the sights.	"The guided tour includes commentary on the castle's history."

Note. Ochoa, C., 2024.

Table 6
Example Itinerary Template

Time	Activity	Notes
9:00 AM	Meet at main plaza for introduction.	Overview of local history.
10:00 AM	Visit historical museum,	Guided tour, focus on cultural heritage exhibits.
12:00 PM	Lunch at a traditional restaurant.	Local cuisine with vegetarian options.
2:00 PM	Afternoon excursion to scenic viewpoint.	Opportunity for photos and sightseeing.
4:00 PM	Return to main plaza for conclusion.	Farewell and feedback on the tour experience.

Note. Ochoa, C., 2024.

Table 7
Assessment Rubric for Presentations

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)
Vocabulary Use	Accurate use of all terms	Most terms used accurately	Some terms used inaccurately	Frequent vocabulary errors
Clarity of Itinerary	Clear and logical structure	Mostly clear structure	Lacks clarity	some Difficult to follow
Presentation Skills	Confident, clear, engaging	Clear and mostly engaging	Somewhat unclear	Unclear and disengaging

Note. Ochoa, C., 2024.

Dear students, it is important to mention that Teaching English for Tourism requires a blend of general and specialized language skills personalized to real-world contexts. The global nature of tourism demands that professionals possess both linguistic and cultural competency, enabling them to provide exceptional service and enrich the experiences of international visitors. By focusing on authentic language use and cultural sensitivity, we can help learners navigate the dynamic and diverse field of tourism effectively. Therefore, you as future English instructors need to take into account all the above pieces of advice to help your learners achieve the goals in this area of ESP.



Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Design a lesson plan that provides a structured, task-based approach to help students develop essential tourism communication skills following the example above. Share the class planning with your tutor during the weekly meetings to get feedback. As you know, this activity will not be graded, but it will help you consolidate your knowledge.

Note: please complete the activity in a class notebook or Word document.

2. Dear students, after studying Unit 2, please check how much you have learned by doing the next evaluation. Remember to contact your tutor if you have any questions.



Self-assessment 2

Choose the correct answer for each question. Each question has three options.

Read carefully before selecting your response.

1. What is the key principle of an eclectic approach in ESP teaching?
 - a. Adapting methods based on the learners' needs.
 - b. Following one dominant teaching methodology.
 - c. Avoiding material customization.
2. What is a defining feature of the learning-centered approach?
 - a. Focus on teacher-driven methods.
 - b. Encouraging learner responsibility.
 - c. Emphasis on memorization.

3. How does learners' specialist knowledge influence ESP classrooms?

- a. Teachers become content experts.
- b. Learners provide context for language use.
- c. Specialist knowledge replaces language instruction.



4. How do cultural expectations influence ESP classrooms?

- a. They dictate course content.
- b. They ensure uniform teaching styles.
- c. They affect teacher-learner relationships.



5. What is the primary focus of Business English courses?

- a. General language proficiency.
- b. Industry-specific communication.
- c. Literary analysis.



6. What type of learning is emphasized in in-company Business English courses?

- a. Role-specific training.
- b. Theoretical knowledge.
- c. Literature reviews.



7. What is the primary objective of English for Tourism?

- a. Academic writing skills.
- b. Tourism-specific communication.
- c. Scientific research.



8. Why are authentic materials valuable in Tourism English?

- a. They simplify teaching.
- b. They reflect real-world contexts.
- c. They replace classroom instruction.

9. Which methodology integrates subject content with language learning?

- a. Task-based learning.
- b. Audio-lingual method.
- c. Content and language integrated learning.



10. What is the main goal of needs analysis in ESP?

- a. Identifying learners' specific requirements.
- b. Standardizing course content.
- c. Eliminating cultural differences.



Answer key

Learning outcomes 1 and 2:

- Identifies the basic foundations and areas of study of English for specific purposes.
- Applies theoretical, methodological and practical approaches when teaching English for specific purposes.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 8

Final Mid-Term Activities

Dear students, welcome to the last week of the first bimester. The purpose of this section is to provide you with some pieces of advice to review the contents of units 1 and 2. I will start by reminding you that the first bimester test will consist of different questions aimed at verifying your knowledge of the studied units. Let us begin with unit 1. In the Introduction to ESP, it is important to remember the following issues:

- ESP is a branch of English Language Teaching (ELT), designed to meet learners' specific needs in academic, occupational, or professional contexts. It emerged in the 1950s-1960s due to global economic and technological changes. It is also focused on practical outcomes, such as communication in specific fields or disciplines.
- On the other hand, talking about the History of ESP, there are some aspects to consider from early contributions until these days.
 - Early influences: Register analysis in scientific/technical writing (1960s).
 - As for later developments: Genre analysis (1980s) and learner-centered approaches. Lastly, current trends emphasize classroom-based research and learner motivation.

- With respect to Definitions and Characteristics of ESP, the following themes have to be recalled.
 - ESP is tailored to meet specific learners' needs and contexts.
 - It also differs from General English by focusing on the language, skills, and genres of specific disciplines.
 - Moreover, it varies in methodology based on teaching situations and learners' proficiency levels.
 - Its absolute characteristics include meeting learners' needs and discipline-specific content. In the case of variable characteristics, they include focus on specific skills, flexibility in methodology, and adaptability for various proficiency levels.
- In general terms, Classification of ESP is another point to check. ESP is divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Further subdivisions include English for Vocational Purposes (EVP), English for Business Purposes (EBP), and others. Distinctions depend on timing (pre-experience, in-service) and specificity of the course content.
- In regard to EAP and EOP, the next information must be contemplated. EAP supports learners in academic tasks, such as writing essays or giving presentations and in the case of EOP, it addresses workplace communication needs and varies based on job-specific requirements. Both benefit from learner-centered instruction and authentic materials.

Moving on, let us remember about unit 2. First, in relation to Approaches for Teaching ESP Courses, ESP courses require flexible and dynamic teaching methodologies tailored to learners' needs and target situations. Thus, three Main Approaches must be taken into account:

1. **The Language-Centered** approach focuses on linguistic performance in specific contexts but may overlook deeper learning processes.
2. The next approach, **Skills-Centered**, emphasizes developing strategies for continuous learning beyond the course and views learners as active users of language.

3. Another approach is **Learning-Centered**; it encourages learners to take responsibility for their own learning, supported by teachers as facilitators.
4. Lastly, the **Eclectic Approach** combines multiple methodologies to align with diverse learner needs, ensuring a flexible and effective teaching strategy.

Other issues discussed in unit 2 included the **Role of Learners in ESP**. Therefore, it is important to remember that learners' specialist knowledge significantly impacts classroom practice, requiring instructors to integrate learners' expertise into the learning process. Moreover, the teacher's role varies from facilitator to consultant, often negotiating with learners based on cultural expectations and course objectives.

The next theme to recall deals with **Teaching English to Business People**. This branch of ESP is a subset of English for Occupational Purposes (EOP), requiring precision in grammar, vocabulary, and pronunciation. In this sense, some key considerations for BE instruction include learners' roles, cultural influences, and professional contexts. Furthermore, courses may vary across settings such as universities, private institutions, or in-company training.

Finally, in unit 2, we focused on **Teaching English for Tourism**. This field focuses on equipping learners with language skills for hospitality, guiding, and customer service. Moreover, some key competencies include cultural sensitivity, clear communication, problem-solving, and knowledge of destination-specific terminology. Instruction in this area must be adaptable to diverse settings, including vocational colleges, private institutions, and in-house training programs.

Good luck with your evaluation!



Second bimester



Learning outcome 2:

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

To attain this learning outcome, you will have to read the contents proposed in unit 2, weeks 9 and 10; you will also need to describe how to implement ESP courses in the fields of medicine and engineering. There will be synchronous sessions in which you will analyze the importance of teaching such courses in these areas. You will have to describe how the language skills are taught in ESP courses; and finally, you will be able to design lesson plans as learning strategies to consolidate your knowledge in the area of teaching ESP courses.

I encourage you to do all the tasks in this unit and fully participate in the weekly synchronous 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.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 9

Unit 2. Methodological approaches for teaching ESP

2.5 Teaching English for Medicine

In this week, the aim will be to learn more about Teaching English for Medicine, or English for Medical Purposes (EMP). It involves equipping healthcare professionals, medical students, and support staff with the specific language skills necessary to perform effectively in medical and healthcare settings. This includes a broad range of language applications, such as patient interactions, understanding and discussing medical research, and communicating with colleagues from diverse linguistic backgrounds. Given the global nature of healthcare and the prevalence of English in medical literature, a high level of competence in medical English is essential for professionals in this field (Basturkmen, 2006; Howard, 2005).

Defining the Scope of English for Medicine.

Dear students, English for Medicine is a branch of English for Specific Purposes (ESP) focused on the language needs of healthcare professionals. It is distinct from General English due to the specialized vocabulary, formal register, and clinical precision required in medical communication. EMP instruction focuses on medical terminology, effective patient communication, and understanding complex academic texts in medicine. Consequently, medical professionals work in varied environments, including hospitals, research institutions, and international health organizations. Therefore, teaching English for Medicine must address the unique demands of each setting, offering language training that is both flexible and specific (Dudley-Evans & St John, 1998).

Common Settings for English for Medicine.

There are different environments where English for Medicine is taught, among them, we can mention the following:

1. Universities and Medical Schools

Students pursuing careers in healthcare are frequently served by these institutions. Medical English courses in these settings aim to equip students with the terminology and communication skills required in medical school and clinical environments. Such courses may include:

- **Generalized medical English:** Covering topics like anatomy, symptoms, and diagnostic procedures, often within a structured curriculum.
- **Specialized courses:** Focused on specific medical fields, such as cardiology or neurology, with targeted vocabulary and case studies.
- **Certification programs:** Providing qualifications for advanced English proficiency in medical contexts, often in preparation for licensing exams or clinical internships (Howard, 2005).

2. Private English Language Teaching Institutions

These institutions often offer medical English classes for international healthcare professionals or medical students who need short-term language support. These courses typically include:

- **Intensive courses:** Focused on essential medical terminology, patient communication, and clinical scenarios, designed for professionals entering English-speaking healthcare environments.
- **Custom courses for healthcare organizations:** Tailored to meet the needs of hospitals and clinics that employ a multilingual workforce, emphasizing role-specific vocabulary and patient interaction skills (Basturkmen, 2006).

3. In-Hospital Language Programs

Large hospitals and healthcare organizations may offer in-house English training programs. These courses are often role-specific, focusing on areas like emergency care or patient management. The curriculum may cover topics such as:

- **Patient-Professional Communication:** Emphasizing clear and empathetic communication with patients.
- **Collaborative Communication:** Preparing staff for teamwork and effective communication with other healthcare providers.
- **Cultural Competency:** Addressing issues that arise from language and cultural differences in patient care (Dudley-Evans & St John, 1998).

Key Competencies for English in Medicine.

It is important to say that *Medical English* requires precise language use, strong listening and speaking skills, and cultural sensitivity. Thus, key competencies include:

1. **Technical Vocabulary Mastery:** Medical professionals must have command of technical vocabulary in areas such as diagnostics, treatment procedures, and pharmacology.
2. **Empathetic Communication Skills:** Unlike other fields, medical communication often involves discussions of sensitive topics, requiring healthcare workers to convey empathy and understanding (Howard, 2005).
3. **Clarity in High-Stakes Situations:** Medical professionals need to communicate clearly and concisely, especially in emergencies or during complex procedures where language errors can have serious consequences.
4. **Cultural Awareness:** With the growing diversity in patient populations, healthcare providers must be sensitive to cultural differences in health perceptions and communication styles (Dudley-Evans & St John, 1998).

Practical Considerations for English for Medical Professionals Instructors.

To run a course in this field, the following guidelines are important to consider.

- 1. Conducting a Needs Analysis:** Instructors must perform a needs analysis to determine the specific language requirements for each learner group. This includes understanding their medical specialty, the types of patients they will interact with, and the typical language functions they will need (Basturkmen, 2006).
- 2. Using Case Studies and Realistic Scenarios:** Teaching through case studies helps students practice language in context, making it easier to recall medical terminology and communication techniques in real-life settings. Examples can include presenting a case, discussing symptoms, and formulating treatment plans.
- 3. Focusing on Pronunciation and Intonation:** Medical professionals are often required to provide clear instructions to patients and families. Proper pronunciation and intonation training help avoid misunderstandings in critical settings.
- 4. Integrating Authentic Materials:** Resources like patient charts, medical articles, and discharge instructions provide students with practical language exposure. These materials also help students practice interpreting and generating medical documents commonly used in the field (Dudley-Evans & St John, 1998).

Dear students, the following section includes a sample course for teaching English for Medicine, incorporating various methodologies that focus on equipping medical professionals with essential language skills. This example of a course covers different methodologies, each with specific activities aimed at enhancing the practical communication skills needed in medical circumstances.

Course Title: English for Medicine: Methodologies for Effective Healthcare Communication

Course Overview:

This course introduces instructional methodologies suitable for teaching English for Medicine, focusing on the practical application of medical terminology, patient interactions, and collaborative communication. The activities are designed to meet the language requirements of healthcare professionals, allowing them to communicate accurately, empathetically, and effectively in clinical settings.

Week 1: Needs Analysis and Communicative Language Teaching (CLT)

- Objective: Identify learners' language needs and use communicative techniques to enhance interactional skills.
- Methodology: Needs Analysis and Communicative Language Teaching
- Description: Start with a needs analysis to assess students' specific roles and language requirements, followed by CLT to develop interactive and functional language use. In this regard, Basturkmen (2006) highlights the importance of needs analysis in ESP settings to tailor instruction to specific professional requirements.
- Activity: Conduct role-plays simulating patient intake scenarios where students practice asking questions about symptoms, medical history, and allergies. Students take turns playing the roles of medical professionals and patients.

Week 2: Task-Based Language Teaching (TBLT)

- Objective: Improve medical vocabulary and fluency through realistic tasks in a healthcare context.
- Methodology: Task-Based Language Teaching
- Description: TBLT involves students in practical, real-world tasks that mirror their work as healthcare providers, encouraging language use through purposeful, relevant activities.
- Activity: Students work in pairs to create a patient care plan based on a fictional patient profile. They discuss symptoms, potential diagnoses, and proposed treatments, presenting their care plan to the class for peer feedback. In this context, Ellis (2003) advocates for TBLT in ESP courses as

it enhances language use through meaningful tasks, promoting professional fluency.

Week 3: Genre-Based Approach for Medical Documentation

- Objective: Develop writing skills for specific medical genres, such as patient records and case notes.
- Methodology: Genre-Based Approach. According to Harding (2007), genre-based learning supports ESP learners in mastering the specific language structures and conventions of professional documentation.
- Description: This approach focuses on the conventions of medical writing, such as structure, style, and terminology commonly used in healthcare documentation.
- Activity: Provide a sample patient record and review its structure. Students then create their own patient record based on a case study, ensuring they use the appropriate abbreviations and medical terms.

Week 4: Content and Language Integrated Learning (CLIL)

- Objective: Teach language skills and healthcare content, fostering comprehension and practical application.
- Methodology: Content and Language Integrated Learning
- Description: CLIL integrates healthcare content with language learning, allowing students to learn medical topics (e.g., anatomy, diagnosis) while simultaneously improving their English. In relation to this approach, Robinson (1991) suggests that CLIL is particularly effective in ESP contexts, where content knowledge complements language development.
- Activity: Introduce a unit on common diagnostic procedures. Each student researches a different diagnostic procedure (e.g., MRI, X-ray, blood test) and presents it to the class, explaining the procedure, its purpose, and any necessary patient preparation.

Week 5: Simulation-Based Learning for Emergency Communication

- Objective: Enhance students' ability to handle high-stakes communication in emergency situations.

- Methodology: Simulation-Based Learning
- Description: Simulations replicate realistic, high-stakes scenarios, allowing students to practice emergency communication skills in a controlled environment.
- Activity: Conduct a simulation of an emergency room where students must communicate clearly and quickly in an urgent situation. They practice giving clear instructions to colleagues, explaining procedures to “patients,” and discussing symptoms. In this regard, Dudley-Evans and St John (1998) recommend simulation for ESP as it prepares learners for spontaneous communication and quick decision-making.

Week 6: Reflective Practice and Cultural Sensitivity

Objective: Develop students' reflective skills and intercultural communication competence.

- Methodology: Reflective Practice with a Focus on Cultural Sensitivity
- Description: Reflective practice encourages students to think critically about their language use, particularly regarding cultural and emotional sensitivities when communicating with patients.
- Activity: Students read a case study involving a cross-cultural misunderstanding in patient care. In groups, they discuss the case, reflect on how they might address the issue differently, and write a short reflective journal entry on their learning. In relation with cultural sensitivity, Harding (2007) emphasizes it as essential in English for Medical Professionals, noting that medical specialists must adapt communication for diverse patient backgrounds.

Week 7: Blended Learning and Self-Directed Study

- Objective: Enable students to continue language development through self-study and digital resources.
- Methodology: Blended Learning with Self-Directed Study. In this respect, Basturkmen (2006) supports blended learning in ESP as it allows students to expand their vocabulary and improve fluency outside of structured classroom settings.

- Description: This approach combines classroom instruction with online resources, allowing students to reinforce their learning independently.
- Activity: Provide access to online medical language platforms or applications that cover terminology, pronunciation, and comprehension exercises. Students complete a weekly progress report reflecting on new terms and skills practiced.

Dear students, the next example of a course is aimed at providing a comprehensive overview of methodologies and practical activities that can be used for English in medical settings, helping learners build language proficiency and intercultural communication skills essential for healthcare. The approach for the following lesson plan is Communicative Language Teaching for English for Medicine course, sample materials are also included. The general purpose of the lesson is to develop effective patient intake conversation skills.

Class Duration: 90 minutes

Level: Intermediate to Upper-Intermediate (B1-B2)

Objectives:

1. Students will use medical English vocabulary related to patient intake.
2. Students will improve their questioning skills for gathering medical information.
3. Students will practice conversational techniques to establish rapport and demonstrate empathy in patient interactions.

Table 8

Lesson Outline:

1. Warm-up and Needs Analysis (10 minutes).	<p>Needs analysis is essential in ESP as it adapts instruction to the specific professional roles and language needs of learners (Basturkmen, 2006).</p> <p>Activity: Briefly discuss the importance of patient intake in the medical field and ask students about their previous experiences or expectations in taking patient histories.</p> <p>Purpose: Activate prior knowledge and determine students' baseline understanding of intake procedures.</p>
2. Vocabulary Introduction (15 minutes)	<p>Material: Vocabulary list with definitions and example sentences (You can see a sample below).</p> <p>Key Terms:</p> <p>Chief complaint, symptoms, medical history, allergies, medications, lifestyle factors.</p> <p>Activity: Present and review each term, with students generating example sentences related to patient intake. Building vocabulary in context is crucial in ESP, as it reinforces relevant terms that will be applied in real tasks (Howard, 2005).</p>
3. Introduction to the Patient Intake Interview Structure (10 minutes)	<p>Activity: Outline the structure of a typical patient intake interview:</p> <ul style="list-style-type: none">• Opening questions (e.g., "What brings you in today?")• Gathering information on symptoms and medical history• Questions about medications, allergies, and lifestyle <p>Purpose: Provide a framework for conducting patient interviews, guiding students through the sequence of questions they will practice. According to Harding (2007), understanding structured language frameworks supports clarity and consistency in ESP settings.</p>
4. Role-Play Practice (30 minutes)	<p>Activity: In pairs, students role-play as medical professionals and patients, using the vocabulary and structure reviewed. Role-playing in CLT allows learners to simulate realistic communication, enhancing fluency and confidence (Ellis, 2003).</p> <p>Instructions: The "medical professional" asks questions to gather information on the "patient's" symptoms, history, medications, and lifestyle. After each role-play, students switch roles and repeat the exercise.</p>

	<p>Example Questions:</p> <ul style="list-style-type: none"> • "What symptoms have you been experiencing?" • "Do you have any known allergies?" • "Are you currently taking any medications?" <p>Purpose: Allow students to practice real-life scenarios, emphasizing communicative skills in context.</p>
5. Group Feedback and Reflection (15 minutes)	<p>Activity: Groups discuss their experiences with the role-play. Encourage reflection on clarity, empathy, and professionalism in their language use. Reflective activities enhance awareness of effective communication in ESP, promoting self-monitoring and improvement (Howard, 2005).</p> <p>Guided Questions:</p> <ul style="list-style-type: none"> • "What was challenging about asking questions?" • "How did you feel using new vocabulary in conversation?" <p>Purpose: Reinforce language use, address any difficulties, and promote self-assessment.</p>
6. Wrap-Up and Homework Assignment (10 minutes)	<p>Activity: Summarize the key language structures and vocabulary covered. Assign a reflection journal entry where students write about a hypothetical patient intake experience, focusing on the types of questions they would ask and the challenges they might encounter. Reflection supports deep learning and helps students consider practical language applications (Basturkmen, 2006).</p> <p>Purpose: Consolidate learning and encourage continued practice outside of class.</p>

Note. Sample Materials. The following resources have been included to be used as part of the lesson plan described above. Ochoa, C., 2024.

Table 9
Vocabulary Handout

Term	Definition	Example Sentence
Chief Complaint	The main reason the patient is seeking medical care.	"The patient's chief complaint is severe chest pain."
Symptoms	Physical or mental indicators of a medical condition.	"Please describe your symptoms in as much detail as possible."
Medical History	A record of the patient's past medical conditions and treatments.	"Do you have any significant medical history we should know about?"
Allergies	Abnormal immune responses to substances.	"Are you allergic to any medications or foods?"
Medications	Drugs the patient is currently taking.	"What medications are you currently taking?"
Lifestyle Factors	Aspects of daily life that impact health, such as diet or exercise.	"Do you smoke or consume alcohol regularly?"

Note. Ochoa, C., 2024.

Role-Play Scenarios. The next information is a sample of the materials that can be used for teaching the lesson just presented.

- **Scenario 1:** A 45-year-old patient visits with complaints of shortness of breath and fatigue. The medical professional should ask about symptoms, medical history, medications, allergies, and lifestyle.
- **Scenario 2:** A young adult patient is experiencing abdominal pain. The medical professional should inquire about diet, previous stomach issues, and any recent travel history.

The next rubrics can be employed as part of the lesson plan described before.

Table 10
Assessment Rubric for Role-Play

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)
Vocabulary Use	Accurate use of all terms	Most accurate terms	Some inaccuracies	Frequent vocabulary errors
Clarity of Questions	Clear, relevant questions	Mostly clear questions	Some unclear questions	Unclear or unrelated questions
Empathy Professionalism	and Very empathetic and professional	Mostly empathetic	Somewhat empathetic	Lacks empathy or professionalism

Note. Ochoa, C., 2024.

Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

Dear students, I suggest you design a lesson using a different approach to teach English to medical students. Follow the previous guidelines and include the corresponding resources to teach such a lesson. Please, use a structured approach that helps learners develop practical communication skills for patient interactions. Although this activity will not be scored, it will help you consolidate your knowledge of the course. Share your lesson design with your tutor during the synchronous sessions to receive direct feedback.

To finish this week, it is important to mention that a specific method that emphasizes accuracy, compassion, and unambiguous communication is needed when teaching English for medical purposes. Medical English courses require giving students language skills that are both useful and flexible enough to be employed in a variety of professional contexts because healthcare is a high-stakes industry. English for Medical Professionals educators may equip healthcare specialists to communicate successfully in the international medical community by emphasizing authentic language tasks, patient contact techniques, and cultural sensitivity.

Note: please complete the activity in a class notebook or Word document.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 10

Unit 2. Methodological approaches for teaching ESP

2.6 Teaching English to Engineers

In this week, dear students, we are going to focus on Teaching English for Engineers, or English for Engineering Purposes (EEP). The objective of this type of course is to equip engineering students and professionals with the language skills required to excel in technical and professional settings. This branch of English for Specific Purposes emphasizes the specialized vocabulary, writing conventions, and communication strategies used in engineering disciplines. Engineers frequently use English to read academic articles, write reports, deliver presentations, and collaborate internationally, making English language proficiency a vital asset (Basturkmen, 2006; Huckin & Olsen, 1991).

Defining the Scope of English for Engineers. It is important to determine the type of scope this specific field has; therefore, English for Engineers is a subset of English for Occupational Purposes (EOP), distinct from General English due to its specialized terminology, formal tone, and focus on technical accuracy.

The instruction of English for Engineers Professionals (EEP) should target functional language skills, from understanding technical documents to giving clear and precise instructions. To succeed in their occupations, engineering professionals and students must cultivate both receptive (reading, listening) and productive (speaking, writing) language abilities (Dudley-Evans & St John, 1998).

Common Settings for English for Engineers. There are different environments where this kind of ESP instruction can be delivered. Thus, we are going to point out some of those learning situations.

1. Universities and Technical Colleges

Universities often integrate English for Engineers courses into engineering degree programs, focusing on academic and technical language needed in disciplines such as civil, mechanical, and electrical engineering. Course types include:

- **Generalized English for Engineers:** Covering topics like technical report writing, presentation skills, and understanding technical documentation.
- **Specialized Engineering English:** Tailored to specific fields such as software engineering or biomedical engineering, with targeted vocabulary and case studies.
- **Certification Programs:** Providing qualifications for specific technical skills in English, often as part of professional development (Huckin & Olsen, 1991).

2. Private Language Institutions

Many language schools offer English for Engineers as short-term, intensive courses for professionals seeking to improve their communication in global contexts. These may include:

- **Intensive Training for Specific Skills:** Emphasis on professional writing, technical discussions, and presentations.



- **Tailor-made Courses for Engineering Companies:** Courses designed in collaboration with companies to focus on specific roles, tasks, or engineering fields, such as aerospace or renewable energy (Basturkmen, 2006).

3. In-House Language Programs

Large engineering firms often offer in-house language training tailored to their unique needs, such as safety briefings, project management, or collaborative communication. These courses may cover:

- **Technical Document Understanding:** Training on reading and interpreting technical manuals, safety protocols, and project specifications.
- **Cross-Functional Communication:** Focus on effective communication between engineers and other departments, such as marketing, finance, or manufacturing.
- **Safety and Compliance Communication:** Emphasis on clear, unambiguous language in safety procedures and regulatory compliance requirements (Dudley-Evans & St John, 1998).

Key Competencies for English in Engineering. In this field of English for Engineers, the intention is to emphasize accuracy, clarity, and conciseness in communication. Thus, there are some key competencies to take into account:

1. **Technical Vocabulary Proficiency:** Engineers require extensive knowledge of specific terminology related to their field, including industry-specific jargon, measurement units, and terms for materials, processes, and tools.
2. **Precision in Writing:** Engineering communication often involves technical documentation, proposals, and project reports. Precision is crucial to ensure safety, compliance, and effective teamwork.
3. **Clear Verbal Communication:** Engineers frequently participate in meetings, presentations, and discussions that demand clarity and conciseness, particularly in international settings where miscommunication can lead to significant risks (Huckin & Olsen, 1991).

4. Cross-Cultural Communication Skills: With many engineering projects involving multinational teams, engineers must navigate linguistic and cultural differences, using clear language to collaborate effectively (Harding, 2007).

Practical Considerations for EEP Instructors. In order to conduct a design for a course in this field, some suggestions are necessary to point out; therefore, the next information will guide you to focus on such recommendations to succeed in creating a language course in this area.

- 1. Conducting a Needs Analysis:** Instructors should perform a needs analysis to tailor their course to the specific demands of students' engineering fields, roles, and language tasks (Basturkmen, 2006).
- 2. Using Project-Based Learning and Case Studies:** Engineering English benefits from project-based tasks and case studies, where students apply language skills to solve real-world engineering problems, such as designing solutions, evaluating risks, or discussing innovative technologies.
- 3. Integrating Authentic Materials:** Using technical documentation, project reports, manuals, and safety protocols provides students with relevant language practice. These resources help students become familiar with industry-specific language and formatting (Dudley-Evans & St John, 1998).
- 4. Emphasizing Pronunciation and Clarity:** Engineers frequently present technical information to varied audiences, from specialists to laypersons. Pronunciation and intonation practice help ensure clear communication in presentations and team meetings.

Dear students, as future instructors of the language, it is crucial to consider some features when designing a course for students in this area. Consequently, the following example provides a brief view of a course design for teaching English for Engineers (EEP), with different methodologies applied to address the specific language and communication needs of engineering learners and professionals. Each methodology includes activities that promote the development of technical vocabulary, clarity in communication, and precision in writing.

The name of the next sample course is English for Engineers: Effective Communication Methodologies.

Course Overview: This course provides an overview of instructional methodologies used in teaching English for Engineers. Each methodology focuses on developing skills such as understanding technical documents, participating in professional discussions, and creating engineering-related reports.

Week 1: Needs Analysis and Communicative Language Teaching (CLT). In this regard, Basturkmen (2006) highlights the importance of needs analysis to ensure that ESP instruction meets the specific professional goals of learners.

- Objective: Identify students' language needs and develop communicative competence for collaborative engineering tasks.
- Methodology: Needs Analysis and Communicative Language Teaching
- Description: Begin with a needs analysis to assess students' language requirements, followed by CLT activities that promote practical, real-world communication.
- Activity: Small-group discussions on recent engineering projects. Each student describes a project, highlighting the key challenges and solutions, while peers ask follow-up questions. This activity helps students practice explaining complex concepts simply and responding to questions effectively.

Week 2: Task-Based Language Teaching (TBLT). This approach is supported by Ellis (2003) who explains that TBLT in ESP fosters language use in authentic tasks, preparing students for real-world problem-solving.

- Objective: Improve students' ability to communicate effectively through realistic engineering tasks.
- Methodology: Task-Based Language Teaching (TBLT)
- Description: TBLT engages students in tasks mirroring their roles as engineers, such as planning, discussing specifications, and solving problems.

- Activity: In pairs, students create a brief design proposal for a new bridge, including specifications, materials, and budget considerations. They present the proposal to the class, simulating a design team meeting, and must answer questions regarding feasibility and potential challenges.

Week 3: Genre-Based Approach for Technical Writing. In this sense, Huckin and Olsen (1991) emphasize the genre-based approach for ESP learners in engineering, as it supports their ability to produce professionally structured documents.

- Objective: Develop skills in writing technical documents, such as reports and specifications.
- Methodology: Genre-Based Approach
- Description: This approach focuses on understanding the structure and conventions of technical documents.
- Activity: Provide a sample technical report on a civil engineering project. Analyze its structure, then have students draft a similar report based on a fictional project. The report should include sections like an executive summary, materials used, methods, and conclusions.

Week 4: Content and Language Integrated Learning (CLIL). According to Robinson (1991), CLIL is effective in ESP as it aligns language instruction with content knowledge relevant to students' professions.

- Objective: Integrate engineering content with language learning, enhancing both technical knowledge and English proficiency.
- Methodology: Content and Language Integrated Learning
- Description: CLIL involves using engineering content to teach English, combining vocabulary, reading comprehension, and presentation skills.
- Activity: Introduce a unit on renewable energy technology. Each student selects a renewable energy type (e.g., solar, wind, hydroelectric) and prepares a short presentation explaining its principles, benefits, and challenges. This fosters both technical understanding and English communication.

Week 5: Simulation-Based Learning for Safety Protocols. In this setting, Dudley-Evans and St John (1998) recommend simulation for ESP as it prepares learners for spontaneous, high-stakes communication in professional settings.

- Objective: Improve students' language skills in emergency and safety communication.
- Methodology: Simulation-Based Learning
- Description: Simulation replicates real-world situations where students practice precise, clear language under pressure.
- Activity: Conduct a safety simulation where students must explain emergency procedures for an industrial accident. Students take turns leading the explanation and addressing "emergency" scenarios posed by their peers, such as chemical spills or equipment malfunctions. The emphasis is on using clear, unambiguous language to ensure comprehension.

Week 6: Project-Based Learning for Collaborative Design. According to Harding (2007), PBL in ESP fosters collaborative skills and helps learners become more confident in presenting complex information.

- Objective: Encourage students to develop both language and teamwork skills in a collaborative project.
- Methodology: Project-Based Learning (PBL)
- Description: PBL focuses on a long-term project that requires extensive research, planning, and collaborative problem-solving, simulating a real engineering team environment.
- Activity: Divide students into groups to design a sustainable building project. Each team must create a presentation with diagrams, materials lists, and explanations of their design choices. They present the project to the class, responding to questions as if presenting to stakeholders.

Week 7: Reflective Practice and Cultural Awareness. In this regard, Harding (2007) stresses the importance of cultural awareness in ESP, particularly for engineers working on global teams.

- Objective: Develop intercultural competence and reflective skills, preparing students for international engineering collaborations.
- Methodology: Reflective Practice and Cultural Awareness Training
- Description: Reflective practice encourages students to think critically about their communication and adapt their language use in multicultural settings.
- Activity: Students read a short case study on a miscommunication in an international engineering project, discuss it in small groups, and reflect on how cultural differences in communication style affected the project. They complete a reflection journal on how they would approach similar situations differently.

The next information, dear students, provides some guidelines to design a course in the field of engineering; with this in mind, this course structure integrates essential methodologies for English for Engineers, providing students with opportunities to develop technical vocabulary, writing, and communication skills personalized to their field. Some suggestions are included in the next lesson plan as well as sample materials focusing on Project-Based Learning in English for Engineers course. This lesson centers on a collaborative project to design a sustainable building, integrating language and technical skills.

Lesson Plan: Collaborative Design of a Sustainable Building

Class Duration: 90 minutes

Level: Intermediate to Upper-Intermediate (B1-B2)

Objectives:

1. Students will apply engineering vocabulary related to sustainability and design.

2. Students will work collaboratively to design a sustainable building, improving their ability to explain technical concepts in English.
3. Students will develop presentation skills for explaining design choices to an audience of "stakeholders."



Table 11
Lesson Outline

1. Warm-up Discussion (10 minutes)	<p>Activity: Begin with a class discussion on sustainability in engineering. Ask students:</p> <ul style="list-style-type: none"> • “What are some features that make a building sustainable?” • “Why is sustainable design important in today’s world?” <p>Purpose: Activate prior knowledge and introduce key vocabulary such as renewable energy, insulation, recycled materials, and energy efficiency.</p>
2. Vocabulary and Concept Review (15 minutes)	<p>Material: Vocabulary list with definitions and examples; a sample of this is included below.</p> <p>Key Terms: Renewable energy, energy efficiency, insulation, green building materials, carbon footprint, water conservation.</p> <p>Activity: Review vocabulary and discuss how each concept applies to building design. Ask students to generate sentences using the vocabulary to ensure comprehension. According to Basturkmen (2006), technical vocabulary review is essential in ESP as it reinforces context-specific terms needed for professional tasks.</p>
3. Project Introduction and Team Assignment (10 minutes)	<p>Activity: Explain the main project: “Imagine you are working as an engineering team for a company specializing in sustainable architecture. Your task is to design a sustainable building and present your plan to stakeholders.”</p> <p>Guidelines: Each team must include:</p> <ul style="list-style-type: none"> • Building design (use of materials, layout, and features). • Sustainability features (renewable energy sources, water conservation). • Budget considerations. <p>Purpose: Set clear project requirements to guide teamwork and clarify the end goal. PBL encourages collaborative problem-solving, fostering real-world skills in a structured format (Harding, 2007).</p>
4. Project Development in Teams (30 minutes)	<p>Activity: Students work in small groups to brainstorm and develop their sustainable building designs.</p>

	<p>Guidelines: Each team member contributes to one aspect of the project, such as energy systems, materials, or water management.</p> <ul style="list-style-type: none"> Teams outline their building's features on a large sheet or digital platform, preparing to present it to the class. Huckin and Olsen (1991) emphasize the importance of structured team roles in PBL to ensure all students contribute meaningfully to the project.
5. Presentations and Peer Feedback (20 minutes)	<p>Activity: Each team presents their building design to the class, acting as stakeholders. Students explain the reasons behind their design choices, focusing on sustainability and feasibility.</p> <p>Feedback Focus: Encourage classmates to ask questions about specific features, and provide constructive feedback on clarity, organization, and the use of technical vocabulary.</p> <p>Purpose: Develop presentation skills in a technical context, where clarity and technical precision are essential. According to Harding (2007), presenting complex information clearly is a vital skill in engineering communication.</p>
6. Wrap-Up and Reflection (5 minutes)	<p>Activity: Summarize key points, reiterate important vocabulary, and discuss the challenges encountered during the project.</p> <p>Homework: Assign a reflective journal entry where each student describes what they learned from the project, any language challenges they faced, and strategies for improvement.</p> <p>Purpose: Reinforce learning and promote self-reflection on language skills. Reflection encourages students to think critically about their learning, enhancing future performance in similar tasks (Basturkmen, 2006).</p>

Note. Sample Materials. The following resources can be used to teach the lesson just presented. Ochoa, C., 2024.

Table 12
Vocabulary Handout

Term	Definition	Example Sentence
Renewable Energy	Energy sourced from natural resources that are replenished naturally.	"This building will use solar panels to harness renewable energy."
Energy Efficiency	Using less energy to perform the same task, reducing energy waste.	"Energy efficiency is a priority, so we are using high-performance insulation."
Insulation	Material used to prevent heat transfer, reducing energy needed for heating/cooling.	"The building's insulation will help maintain a stable temperature."
Green Building Materials	Materials that are eco-friendly and have a minimal environmental impact.	"We chose green building materials like bamboo and recycled steel."
Carbon Footprint	The amount of carbon dioxide emitted due to certain activities.	"Our goal is to reduce the building's carbon footprint by using locally sourced materials."
Water Conservation	Efforts to use water efficiently and prevent waste.	"Water conservation features include low-flow toilets and rainwater harvesting."

Note. Ochoa, C., 2024.

Project Guidelines Handout. The next information can be employed to teach the lesson that was previously presented.

Sustainable Building Design Project

1. Project Requirements

Design a building that incorporates sustainable features.

Your design should consider the following:

- Use of renewable energy sources (e.g., solar panels, wind turbines).
- Water conservation methods (e.g., rainwater harvesting, low-flow fixtures).
- Energy efficiency strategies (e.g., insulation, energy-efficient windows).
- Eco-friendly materials that have a minimal environmental impact.
- Budget considerations—choose cost-effective materials where possible.

2. Team Roles

Each team member is responsible for one aspect of the project:

- Energy Systems: Determine energy sources and efficiency strategies.
- Materials: Select sustainable building materials and explain their benefits.
- Water Management: Design systems to conserve water and manage waste.
- Budgeting: Outline the projected costs and justify budget decisions.

3. Presentation

- Prepare a 5-minute presentation summarizing your design, focusing on the sustainability features and the rationale behind each choice.
- Be ready to answer questions from classmates and receive feedback.

The rubrics below can be utilized by the instructor to teach the lesson described before.



Table 13

Assessment Rubric for Project Presentation

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs Improvement (2)
Vocabulary Use	Accurate use of technical terms	Mostly accurate vocabulary use	Some inaccuracies	Frequent vocabulary errors
Clarity of Presentation	Very clear and organized	Mostly clear and organized	Somewhat unclear	Unclear and hard to follow
Design Creativity	Original, innovative ideas	Some creative ideas	Basic design	Lacks originality
Responsiveness Questions	Engages fully, clear responses	Mostly engages, clear answers	Engages somewhat	Struggles to answer questions

Note. Ochoa, C., 2024.

Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

As a learning strategy dear students, I propose you conduct a lesson plan including the best approach you believe is necessary to develop students' communicative skills in the field of engineering. Therefore, based on the previous example of planning, design one that encourages students to speak; include the resources that can be used to teach the lesson. This activity will not be graded but you can share your ideas with your tutor during the synchronous meetings in order for the instructor to provide feedback.

Finally, different approaches can be implemented to teach English in the field of engineering; however, the method that can be more appropriate could be the one that prioritizes technical accuracy, clear communication, and the ability to navigate professional interactions in global engineering environments. Dear students, by using relevant and realistic tasks, you can prepare engineering learners and professionals to communicate effectively in their field, contributing to safer, more efficient, and more collaborative projects.

Note: please complete the activity in a class notebook or Word document.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 11

Unit 3. Teaching Language Skills in ESP

Dear student, in this section we will outline the key characteristics indicating the relevance of the skills and we will consider how listening, speaking, reading, and writing are taught.



3.1 Teaching Speaking



Note. Tomado de *Un estudiante universitario está parado frente a la pantalla de un proyector en un salón de clases, sosteniendo un micrófono y dando una presentación en público* [Fotografía], por Foto lite, 2024. [Shutterstock](#). CC BY 4.0.

Traditionally, the stimulus for ESP research has been to address the unique needs of English language learners and users. As Belcher (2006) stresses, the boundaries among researchers, instructors, materials designers, and curriculum 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 have been evolving in many cases, however, are the learners, the context of their language use, as well as teaching and assessment practices that best address these changes.

Using 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, 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 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 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 as 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 labeling 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, 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 on 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. Note: Please complete the activity in a class notebook or Word document.

Table 14

To give feedback on oral presentations

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

Note. Ochoa, C., 2024.

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).



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



Note. Tomado de *Agradable estudiante masculino inteligente que estudia en la universidad con diferentes compañeros multiétnicos. Joven usa una computadora portátil para resumir la conferencia, estudiar en casa y pasar los exámenes* [Fotografía], por Gorodenkoff, 2024. Shutterstock. CC BY 4.0 [Fotografía], por Foto lite, 2024. [Shutterstock](#). CC BY 4.0.

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)

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 at 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 are 150 words.

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 a 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.

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?

Note: Please complete the activity in a class notebook or Word document.

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 us 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).

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 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.

After watching the video, would you use this strategy in your classroom? Why yes or why not?

Recommended learning activity

It is time to apply your knowledge through the activity that has been proposed below:

Please, dear students, 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.

Note: please complete the activity in a class notebook or Word document.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 12

Unit 3. Teaching Language Skills in ESP

3.3 Teaching Reading



Note. Tomado de *Estudiantes universitarios leen libros para investigación y una variedad de recursos de investigación en la biblioteca para apoyar informes, asignaciones, trabajos, ensayos y presentaciones para clases.* [Fotografía], por iJeab, 2023. [Shutterstock](#). CC BY 4.0.

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.

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 macrostructure comes before language study and the application of the information in the text is so 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, I invite you to explore the following Infographic, which presents some of the main skills to be learned or transferred into the new language:

Teaching Reading

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 understanding. 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 are 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, waiters, engineers, and secretaries; 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:

Table 15*Information a hotel receptionist may read*

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

Note. Taken from Developments in English for specific purposes (p. 100), by Dudley-Evans, T. and St John, M., 1998, Cambridge: Cambridge University Press.

It is important that exists a good balance among the chosen texts; so, including a full variety of visual representations. But over-emphasizing 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.



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



Note. Tomado de *Adolescente adolescente concentrado estudiante sentado en el mostrador de Biblioteca con la computadora portátil, preparándose para el examen* [Fotografía], por BearFotos, 2024. [Shutterstock](#). CC BY 4.0.

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 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.

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 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 is 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 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 focuses on the world outside the writing classroom by going beyond grammar and

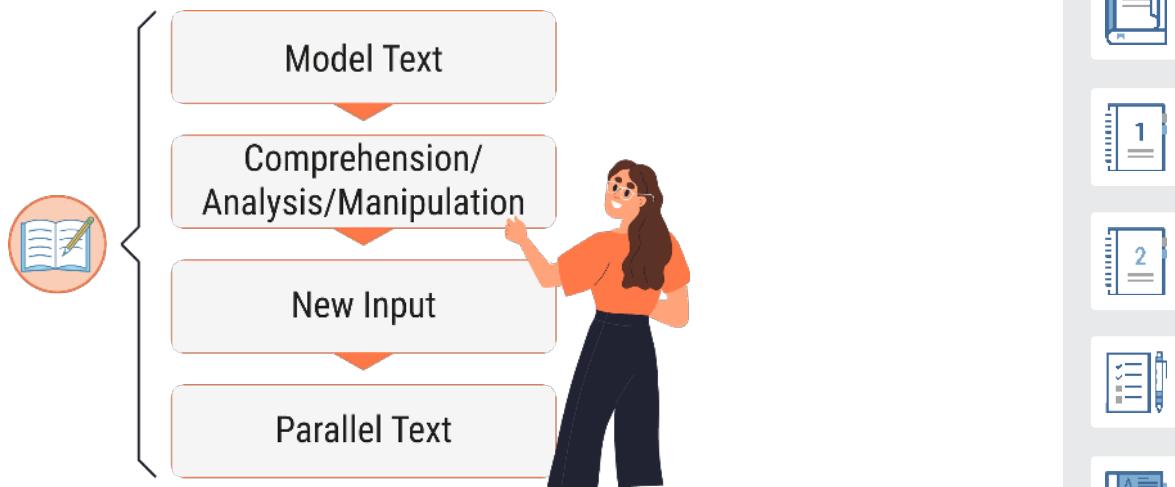
vocabulary to prepare students for their future experiences using the most detailed needs analysis that time allows. This seeks to warrant that learning to write is related to the genres that students will confront and the situations in which they will confront them: it is the means of establishing the *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).

The way teachers should focus ESP writing will be to help students see that they need to get the competencies 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 those 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 3

Process to write based on a product approach



*Note. Adapted from *ESP today: A practitioner's guide* (p. 103), by Robinson, P., 1991, Hemel Hempstead.*

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 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 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 “ideal” approach can be the one in 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. 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 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 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 to 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 growths 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?

In the present unit, we have dealt with a brief introduction of ESP and its definition; we have also discussed some classifications of the types of this field. We have summarized the key elements involved in the four skills of reading, writing, listening and speaking, and discussed some ideas of teaching these skills. The skills were treated separately; however, they must be taught together if possible; or at least teachers should include two skills in a course such as listening along with speaking or reading together with writing.

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

It is time to apply your knowledge through the activities that have been proposed below:

1. 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.
2. 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.

Note: please complete the activities in a class notebook or Word document.

Contenidos, recursos y actividades de aprendizaje recomendadas



Week 13

Unit 3. Teaching Language Skills in ESP

3.6 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 [teaching large classes](#); here there are some teachers' opinions on what they think of having large classes. After watching the video, what are 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 are not a specific number of students that can form a large class. Thus, when is a class 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 are common to have in a class; thus, having 50 learners 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.

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?

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 an 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

3.7 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 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.

As previously mentioned, assessment in ESP focuses on evaluating learners' ability to use English in specific professional or academic contexts. Unlike general English assessment, ESP emphasizes language proficiency personalized to a specific domain, such as business, medicine, engineering, or law. Effective ESP assessment ensures learners acquire the language skills necessary for successful communication in their chosen fields (Hutchinson & Waters, 1987). There are some Key concepts in ESP Assessment to take into account. The first one is Needs Analysis. This is essential for designing ESP assessments, as it identifies the specific language requirements of the learners. For instance, in a medical ESP course, assessment may include

understanding patient records, while in engineering; it may involve reading technical manuals (Hutchinson & Waters, 1987). Moreover, it is important to consider the Authenticity of Tasks. These aspects are critical in ESP assessment to replicate real-life scenarios learners will encounter. For example, a business English assessment might require students to draft emails, prepare presentations, or negotiate contracts (Dudley-Evans & St. John, 1998). On the other hand, regarding types of assessment, Formative and Summative Assessment can be applied. As for the first kind, ongoing assessments like quizzes or peer evaluations to monitor progress can be used. In the case of Summative Assessment, final tests, project reports, or role-playing simulations to evaluate overall achievement are forms of evaluating. If specific skills need to be assessed, ESP assessments target skills relevant to the specific purpose, such as listening to a lecture, reading technical texts, or speaking in a professional context could be designed to test students (Basturkmen, 2010).

Certain types of assessment can be conducted. In this regard, Diagnostic Assessments are aimed to identify learners' initial level of proficiency in specific language skills required for their field. In terms of Performance-Based Assessments, these evaluate learners' ability to perform tasks in real-world contexts, such as writing business reports or interpreting data. Also, there are Portfolio Assessments, which encourage students to compile evidence of their learning over time, such as writing samples, audio recordings, or completed projects. Finally, when dealing with Technology-Enhanced Assessments, there are tools like Kahoot, Wordwall, or industry-specific software that provide interactive and field-specific testing opportunities (Flowerdew & Peacock, 2001; Basturkmen, 2010).

Activities that teachers can use for Assessment include for example: Role-Playing Scenarios; for this, students act out scenarios relevant to their field, such as doctor-patient consultations or sales pitches. This assesses their ability to use appropriate vocabulary, grammar, and communication strategies. Another could be Case Studies, which provide students with real-world problems to solve. For instance, in a legal ESP course, students could analyze a case and draft a summary using domain-specific terminology. There are also

Technical Writing Tasks, teachers can assign tasks like writing a lab report, a technical manual, or a research proposal based on their professional or academic discipline. Moreover, Listening and Note-Taking are other possible forms to assess in which students listen to a lecture or presentation related to their field and take structured notes, which are evaluated for accuracy and relevance. Furthermore, Mock Interviews can be implemented for business or academic purposes; teachers can ask students to simulate job interviews, research presentations, or client meetings to assess speaking fluency and field-specific terminology usage (Flowerdew & Peacock, 2001; Basturkmen, 2010; Dudley-Evans & St. John, 1998).

However, teachers can face certain challenges in ESP Assessment, for instance, Tailoring Assessments to Diverse Needs. Students may have varied goals and levels of proficiency. Another issue can be Limited Resources. Thus, authentic materials can be difficult to source or develop. Balancing Language and Content Knowledge could be a different constraint. Assessments must focus on language skills without requiring expertise in the field (Flowerdew & Peacock, 2001; Basturkmen, 2010; Dudley-Evans & St. John, 1998).

As explained, there are different and effective evaluation strategies, thus you, as future teacher, can ensure that they are included in your own teaching procedures; also, try to apply these ideas in the evaluation of your learners despite the challenges that we can have when designing and applying an evaluation.

3.8 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.

English for Specific Purposes has evolved significantly in recent years, leveraging innovative methods, technologies, and pedagogical approaches. Taking into account that ESP focuses on equipping learners with language skills tailored to their professional, academic, or technical fields, there are certain instructional strategies that can be used. Unlike general English, ESP emphasizes context-specific language use and practical application in real-world settings (Hutchinson & Waters, 1987). In this regard, one approach is using Blended learning. It combines face-to-face instruction with online activities, allowing students to access resources, practice skills, and interact with peers and instructors. This approach provides flexibility and personalization, key components for ESP learners who often balance language study with professional or academic responsibilities. Among the advantages of this approach, we can say that it offers access to field-specific materials, such as industry reports and webinars (Basturkmen, 2010). Also, it facilitates self-paced learning with platforms like Moodle or Blackboard. In addition, it provides opportunities for peer collaboration through online discussion forums. Some activities can be designed in this case, for example, assigning students to analyze and summarize an industry-specific webinar or creating vocabulary-building tasks using tools like Quizlet to learn domain-specific terms.

TBLT is another approach that focuses on real-life tasks. Learners will perform in their professional contexts, emphasizing communication and problem-solving skills. In ESP, tasks are customized to meet learners' specific needs, such as writing business emails or conducting scientific research. By using this method, students are able to develop practical skills applicable to the workplace (Ellis, 2003). Besides, it promotes learner engagement by using authentic tasks. Among the activities teachers can ask students to do, I suggest have students role-play client meetings or academic presentations or assign project-based tasks, such as preparing a technical report or marketing proposal.

Furthermore, the use of the Content and Language Integrated Learning approach is another alternative to delivering classes. CLIL combines language instruction with subject-specific content, making it ideal for ESP learners. By

learning both language and content simultaneously, students enhance their proficiency in contextually relevant ways. This approach encourages deeper engagement with technical or professional subjects (Coyle et al., 2010). It also promotes cognitive development alongside language acquisition. Teachers can ask students to analyze field-specific case studies, such as business strategies or engineering projects or learners can create presentations on technical topics, integrating terminology and concepts.

Collaborative Learning is an approach teachers can use. Collaboration enhances learning outcomes by encouraging teamwork and communication, critical skills for ESP contexts. Group projects, peer reviews, and discussion forums are common methods. This method fosters intercultural communication, especially in diverse classrooms (Flowerdew & Peacock, 2001). Moreover, it prepares students for collaborative work environments. Instructors can conduct group discussions on solving industry-related problems or they could assign collaborative writing projects, such as drafting a business proposal or research paper.

Dear students, as future ESP instructors, take into account that there are current ways of studying ESP that integrate diverse teaching methods to meet the specific needs of learners. Approaches like blended learning, TBLT, and CLIL ensure that students acquire not only language proficiency but also practical skills for their professional and academic contexts.



Note. Tomado de Estudiante joven concentrada que se dedica a la investigación académica con la computadora portátil y los auriculares en el escritorio moderno de la Biblioteca, escribiendo notas y estudiando en línea [Fotografía], por Gorodenkoff, 2024. [Shutterstock](#). CC BY 4.0.



Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. 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 the 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.

Note: please complete the activity in a class notebook or Word document.

2. 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 an ESP course; use the information provided. 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.

3. Dear students, after studying Unit 3, please check how much you have learned by doing the next evaluation. Remember to contact your tutor if you have any questions.



Self-assessment 3

Choose the correct answer for each question. Each question has three options.

Read carefully before selecting your response.

1. What is a key goal of ESP speaking courses?
 - a. To improve general vocabulary knowledge.
 - b. To help learners achieve academic, professional, or occupational goals.
 - c. To focus solely on grammar accuracy.

2. Which of the following describes active listening?
 - a. Constructing interpretations and asking for clarification when needed.
 - b. Passive absorption of information without interaction.
 - c. Ignoring non-verbal cues from the speaker.

3. Which skill is crucial for effective note-taking during a monologue?
 - a. Writing down every word the speaker says.
 - b. Using unrelated diagrams to represent ideas.
 - c. Assessing key points and summarizing them effectively.

4. What is the primary focus of ESP reading courses?

- a. Extracting information accurately and quickly.
- b. Memorizing grammatical rules.
- c. Learning idiomatic expressions exclusively.



5. Which approach emphasizes the end-product of writing?

- a. Process approach.
- b. Product approach.
- c. Genre analysis approach.



6. What is the benefit of integrating reading and listening in ESP?

- a. It reduces the need for vocabulary learning.
- b. It enhances understanding and retention of information.
- c. It eliminates the need for note-taking skills.



7. How can redundancy in speech benefit ESP learners?

- a. It simplifies vocabulary learning.
- b. It shortens the overall length of the message.
- c. It provides additional opportunities to understand key points.



8. How does integrating multiple skills benefit ESP learners?

- a. It allows learners to focus on just one skill.
- b. It promotes comprehensive understanding and application.
- c. It complicates the learning process unnecessarily.

9. What is a significant characteristic of ESP assessment?

- a. It is tailored to specific professional or academic contexts.
- b. It is identical to general English assessment.
- c. It ignores the learners' target language use.

10. Why is learner autonomy important in ESP?

- a. It minimizes teacher involvement.
- b. It focuses only on grammar drills.
- c. It empowers students to focus on their specific learning needs.



11. What is the advantage of using authentic materials in ESP?

- a. It focuses only on grammar rules.
- b. It provides real-life context and relevance to learners.
- c. It simplifies complex texts.



12. How does peer feedback benefit ESP learners?

- a. It creates competition among students.
- b. It eliminates the need for teacher feedback.
- c. It encourages collaborative learning and self-reflection.



13. What is a benefit of using case studies in ESP?

- a. They allow learners to apply language skills to realistic scenarios.
- b. They focus exclusively on grammar instruction.
- c. They eliminate the need for vocabulary learning.



14. What is a primary focus of ESP listening activities?

- a. Understanding detailed information in professional contexts.
- b. Memorizing scripts of conversations.
- c. Ignoring specialized terminology.



15. What is a challenge of using group work in ESP classes?

- a. Ensuring equal participation among group members.
- b. Promoting individual learning only.
- c. Avoiding collaborative tasks.

Answer key

Learning outcome 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 to do all the tasks in regard 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.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Unit 4. Materials and Resources for Teaching ESP

4.1 Purpose of materials in ESP



Note. Mochila de la escuela abierta con papel de fondo verde. Concepto de vuelta a la escuela. Suministros escolares [Fotografía], por Igisheva María, 2022. [Shutterstock](#). CC BY 4.0.

Let us 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-mediated resources, or real objects. This researcher claims that the purpose of using materials in ESP courses is to expose students to real language as they are used in a range of professional and/or academic settings; they are to be closely related to students' target needs.

In ESP, materials play a critical role in facilitating learners' acquisition of language skills tailored to their specific academic, professional, or technical needs. The purpose of ESP materials extends beyond language instruction to include contextualized learning that aligns with real-world applications.

Effective ESP materials must be learner-centered, context-relevant, and goal-oriented to address the unique needs of the target audience (Hutchinson & Waters, 1987).

ESP materials are designed to develop specific language skills (listening, speaking, reading, and writing) required in particular domains. For example, a course for medical professionals might focus on reading patient records and writing discharge summaries, while a business English course could emphasize email communication and negotiation. According to Hutchinson and Waters (1987), teachers can use listening exercises based on industry-specific podcasts or videos. They can also include writing practice through tasks like creating technical reports or business proposals.

Moreover, materials in ESP aim to build domain-specific vocabulary, ensuring learners can understand and use terminology relevant to their fields effectively. Basturkmen (2010) highlights vocabulary acquisition as a cornerstone of ESP, enabling learners to engage with field-specific materials more effectively. ESP instructors can use flashcards or apps like Quizlet for learning technical terms. Also, teachers can design gap-filling exercises using context-specific texts, such as research papers or instruction manuals.

ESP materials often incorporate authentic tasks that mirror real-life professional or academic scenarios. This ensures learners can transfer their language skills directly to their work or studies. Dudley-Evans and St. John (1998) advocate for the use of authentic materials to simulate workplace communication and enhance learner engagement. Activities teachers can use include role-playing simulations, such as a sales meeting or a medical consultation or analyzing and summarizing case studies related to learners' industries.

In addition, ESP materials often encourage learners to engage with content critically, enhancing their analytical skills alongside language proficiency. This aligns with the demands of professional environments that require not only communication but also decision-making skills. In this context, Coyle et al. (2010) argue that materials integrating critical thinking tasks lead to a deeper

understanding of both language and content. Instructors can plan group discussions on solving industry-specific problems. They could deliver classes by requesting students creating and presenting solutions for hypothetical scenarios.

Materials in ESP are also designed to promote self-directed learning, equipping students with tools to continue improving their language skills independently. In this line of thought, Flowerdew and Peacock (2001) emphasize the need for ESP materials to encourage learner autonomy to foster long-term proficiency. Some activities can be implemented by teachers such as providing curated resources, like industry journals, podcasts, and online courses. Instructors can also assign reflective writing tasks where students assess their own progress.

In terms of Authenticity, materials should reflect real-life language use, ensuring relevance and practicality (Basturkmen, 2010). As for Adaptability, effective materials can be tailored to address the varying needs of learners in different contexts (Hutchinson & Waters, 1987). In addition, materials must be engaging and interactive to maintain learner motivation and participation (Dudley-Evans & St. John, 1998).



Dear students, the primary purpose of ESP materials is to provide learners with language skills that are directly applicable to their specific fields, enhance vocabulary, simulate real-world tasks, foster critical thinking, and support autonomous learning. In this context, you as future ESP instructors need to bear in mind that materials serve as a bridge between the classroom and real-life professional or academic scenarios, enabling learners to achieve their specific goals effectively.

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).

Furthermore, teachers in ESP contexts play a crucial role as writers or providers of learning materials adapted to meet the specific linguistic and professional needs of their learners. Unlike general English instruction, ESP requires materials that integrate language skills with discipline-specific content. The role involves analyzing learners' needs, designing activities that reflect real-world tasks, and continuously adapting resources to keep up with industry trends (Basturkmen, 2022).

In this regard, ESP materials must be Learner-Centered. It means that they have to be focused on the specific needs and goals of learners, such as language used in medical settings or business negotiations (Hutchinson & Waters, 1987). Materials should also be Authentic. That is to say based on real-world texts and tasks to bridge classroom learning and professional practice (Dudley-Evans & St John, 1998). Moreover, materials have to be Dynamic. Adaptable to changing learner needs, industries, and technologies (Tomlinson, 2021). Teachers often act as curriculum designers, adapting existing resources or creating custom materials that integrate language skills like reading, writing, listening, and speaking with professional content (Richards, 2015).

In order for teachers to design materials, it is important to bear in mind that working on a needs analysis is necessary. Thus, it helps gather data on learners' objectives, professional environments, and existing proficiency levels through interviews, surveys, or workplace observations (Basturkmen, 2022). Instructors could also create tasks that simulate real-world applications, such as report writing, conducting meetings, or interpreting technical manuals (Hutchinson & Waters, 1987). In addition, Evaluation and Adaptation is required. Testing materials in class, collecting feedback, and revising as needed to improve relevance and effectiveness (Tomlinson, 2021).

There are different activities instructors can do to produce ESP materials. One of them can be to generate materials by simulating needs analysis. For this, students interview peers pretending to represent specific professions (e.g., engineers, doctors) to gather information about their linguistic needs. This activity mirrors real-world data collection for ESP material design. Another form can be authentic task creation. In small groups, students design an ESP activity for a given professional scenario (e.g., writing a memo for a corporate setting or preparing instructions for a technical device). After presenting their activities, classmates provide feedback. Teachers can also provide students with existing ESP materials, such as a business case study or a tourism brochure. They critique the materials based on authenticity and relevance, then propose modifications to better suit specific learners' needs. Peer-Teaching Demonstrations is a different form to generate materials. The teacher divides the class into groups. Each group selects a profession and develops a short ESP lesson using original materials. They deliver the lesson to the class and receive feedback on clarity, authenticity, and learner engagement.

It is important to mention that there are some benefits and challenges of teacher-developed ESP materials. As a benefit, teachers can ensure materials align closely with learners' goals and contexts, fostering greater engagement and learning outcomes (Tomlinson, 2021).

However, one challenge could be developing high-quality materials requires time, expertise, and access to authentic resources (Dudley-Evans & St John, 1998). Continuous professional development and collaboration can help teachers overcome these challenges.



Note. Tomado de Close-up of a male hand holding a ballpen and writing in the notepad [Fotografía], por Dragon Imagenes, 2013. [Shutterstock](#). CC BY 4.0.



Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. 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.
2. Identify 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 or you can share your ideas during the weekly tutorials of this subject.

Note: please complete the activities in a class notebook or Word document.



Unit 4. Materials and Resources for Teaching ESP

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 this issue. First, let us 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 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 continue discussing the issue of teacher-generated material as opposed to learner-generated material.

In English for Specific Purposes, material development is critical for meeting the unique linguistic and professional needs of learners. Two approaches to material creation are learner-generated materials and teacher-generated materials. Both approaches aim to make learning relevant and engaging, but they differ in terms of who creates the content and how it aligns with educational goals.

Teacher-generated materials are designed by educators to meet the specific linguistic, academic, or professional needs of their learners. These materials are typically informed by needs analysis and pedagogical frameworks, ensuring alignment with course objectives (Tomlinson, 2021). Among the advantages of this approach is that teachers can incorporate industry-specific terminology, discourse, and tasks based on expertise or research. Also,



materials align with curriculum goals and teaching methodologies, ensuring a cohesive learning experience (Hutchinson & Waters, 1987). Moreover, teachers can adapt resources to suit various proficiency levels or learning styles (Richards, 2015). However, there might be some challenges; for instance: Time-intensive to design materials tailored to diverse learner needs; it is also required continuous updates to stay relevant in fast-evolving industries (Dudley-Evans & St John, 1998).

Case Studies and Simulations are examples of creating materials. Teachers can use case studies relevant to learners' fields (e.g., medical reports, business negotiations) for in-class analysis and discussion. In addition, teachers could provide structured templates and examples of professional documents (e.g., resumes, technical manuals) for learners to complete.

On the other hand, Learner-generated materials involve students actively participating in the creation of learning resources. This approach emphasizes collaboration, creativity, and engagement by allowing learners to contribute their own knowledge and experiences (Basturkmen, 2022). There are some advantages in this approach. For example, one is Personalization. Materials reflect learners' specific contexts, interests, and professional goals. Another is Engagement. Active participation fosters motivation and a deeper understanding of language use (Tomlinson, 2021). Lastly, Critical Thinking. Learners develop skills to analyze and synthesize information as they create materials. Nevertheless, some challenges of this approach can be that learners may lack the expertise to design accurate or comprehensive materials. Also, it requires teacher guidance to ensure quality and relevance.

Some activities to produce ESP materials include Peer-Generated Vocabulary Lists. Students collaborate to create terminology lists relevant to their industries, which are then shared and expanded in class. Another task can be Role-Plays. Learners design their own role-play scenarios based on workplace challenges, practicing situational language and problem-solving skills. Finally, Presentation Projects is another view. In this case, students create instructional materials or workshops on topics in their field, which they present to classmates.

Dear students, it is important to say that the most effective ESP courses often combine learner-generated and teacher-generated materials, leveraging the strengths of both approaches. Teacher-generated materials provide structure and professional insight, while learner-generated materials foster engagement and critical thinking. In this context, some activities can integrate both approaches. For instance, designing a Collaborative Workshop. Teachers provide an outline, and learners develop additional components, such as examples or case studies, based on their professional contexts. Another point of view is Material Evaluation. Students critique teacher-provided materials, suggesting adaptations to make them more relevant to their needs. Furthermore, Project-Based Learning could be another strategy to consider. Teachers provide a framework for a project (e.g., designing a company presentation), and students complete the project by creating their own materials.

4.4 Resources and technology for ESP courses



Note. Tomado de *Búsqueda de información de interés a través de Sitios web en línea, Palabra clave de ideas de búsqueda para encontrar referencias, acceso a la información, internet, tecnología para conectar bases de datos Grandes, internet de las cosas* [Fotografía], por Chaylek, 2024. [Shutterstock](#). CC BY 4.0.

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. 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. For example, tools like Audacity allow ESP learners to refine spoken skills using visual and auditory feedback. Additionally, technologies such as synchronous (chat) and asynchronous (email, blogs) platforms offer diverse modes of communication, enabling real-world context application. The selection of technology in ESP is closely tied to curriculum goals derived from needs assessments, focusing on both learner objectives and situational demands (Crystal, 2001).

Dear students, as future teachers, it is necessary to know more about technology to enhance the teaching-learning processes. In this context, concordance tools and corpora, such as Wordsmith and COCA, support vocabulary and syntax learning in specialized contexts (Hyland, 2002). The integration of multimodal resources—text, audio, and video—enhances learning experiences, while platforms like blogs and wikis encourage collaborative and reflective language use. Furthermore, technologies like cloud computing simplify collaboration, making it essential to train learners in these tools for effective professional use. Despite these advantages, ethical concerns, such as plagiarism and intellectual property rights, necessitate responsible

technology use in ESP. Open-access resources and social networks further bridge global learning gaps, aligning with students' evolving digital literacy needs. Thus, technology in ESP fosters personalized, context-driven learning experiences while addressing pedagogical and ethical challenges.



Note. Tomado de *Handsome Caucasian teenage boy in hoodie sitting at desk in library and doing assignment in his notepad* [Fotografía], por SeventyFour, 2018. [Shutterstock](#). CC BY 4.0.



Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. 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.
2. 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?

3. 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.
4. 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.

Note: please complete the activities in a class notebook or Word document.

5. Please complete the self-assessment below to deepen the knowledge you have acquired.

Dear students, after studying Unit 4, please check how much you have learned by doing the next evaluation. Remember to contact your tutor if you have any questions.



[Self-assessment 4](#)

Choose the correct answer for each question. Each question has three options.

Read carefully before selecting your response.

1. Which type of task is commonly used in ESP to build domain-specific vocabulary?
 - a. Listening to general English podcasts.
 - b. Using flashcards with technical terms.

- c. Writing essays on unrelated topics.
2. Why is adaptability important in ESP materials?
- a. It helps materials remain relevant across different learner contexts.
 - b. It eliminates the need for teacher involvement.
 - c. It focuses only on simplifying grammar rules.
3. What is an example of an authentic task in an ESP context?
- a. Completing a grammar worksheet.
 - b. Simulating a business meeting negotiation.
 - c. Memorizing vocabulary lists without context.
4. What is the advantage of using learner-generated materials in ESP?
- a. They reduce teacher preparation time.
 - b. They ensure materials are error-free.
 - c. They reflect learners' specific contexts and interests.
5. Why are critical thinking tasks included in ESP materials?
- a. To replace language-focused activities.
 - b. To enhance learners' decision-making and analytical skills.
 - c. To focus solely on rote memorization.
6. What is the role of real-world texts in ESP materials?
- a. To bridge classroom learning with professional practice.
 - b. To simplify the learning process for beginners.
 - c. To focus solely on grammar drills.
7. What is a key principle of materials adaptation in ESP?
- a. Making tasks more generic.
 - b. Customizing materials to meet specific learner needs.
 - c. Eliminating challenging vocabulary.



8. What is the primary advantage of using simulations in ESP?

- a. They simplify vocabulary acquisition.
- b. They eliminate the need for classroom interaction.
- c. They replicate professional scenarios for practical application.



9. How does technology enhance ESP learning?

- a. By automating all teaching processes.
- b. By offering multimodal resources for diverse learning needs.
- c. By replacing traditional teaching methods entirely.



10. Why is authenticity critical in ESP materials?

- a. It simplifies teaching for instructors.
- b. It focuses only on basic language skills.
- c. It helps learners practice skills directly applicable to their goals.



Answer key

Learning outcomes 2 and 3:

- Applies theoretical, methodological and practical approaches when teaching English for specific purposes.
- Adopts and adapts didactic resources and material for teaching English for specific purposes.

Contenidos, recursos y actividades de aprendizaje recomendadas

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.



Week 16

Final-Term Activities

Dear students, welcome to the last week of the course. The section is aimed at providing you with a summary of the main topics discussed in the second term and thus reviewing the contents of units 3 and 4. I will start by reminding you that the test in this second term will consist of questions by means of which your knowledge will be verified. Let us begin with part of unit 2, teaching English for Medicine and English for Engineers.

Dear students, it is important to highlight that during this week, you require to reread information provided in the second term of the course as a way to get prepared to take the test. In this context, the next lines contain a brief summary of the topics discussed in units 2 (second part) 3, and 4. The first two units explored methodological approaches for teaching ESP and the integration of key language skills within specialized fields such as medicine and engineering. Moreover, these units emphasized the significance of understanding learners' needs, applying context-specific strategies, and fostering proficiency in communication to ensure learners' success in their respective domains.

Unit 2 (second part) focused on methodological approaches, particularly in the context of teaching English for Medicine (EMP) and English for Engineers (EEP). In the medical field, English serves as a crucial tool for professionals to interact with patients, collaborate with colleagues, and access medical research. EMP instruction is aimed at mastering medical terminology, effective patient communication, and understanding complex academic texts. Given the global nature of healthcare, cultural sensitivity and empathetic communication are also prioritized. Teaching in this area often occurs in universities, private institutions, or hospitals. For instance, universities aim to equip medical students with academic vocabulary and patient interaction skills, while private institutions offer intensive courses tailored to healthcare professionals' immediate needs. Hospitals, on the other hand, provide role-specific training such as emergency communication or collaborative teamwork. To prepare for assessments in this field, students benefit from activities such as role-plays simulating patient intake, creating case-based patient records, and group discussions on ethical dilemmas in medicine.

Similarly, English for Engineers emphasizes the importance of technical accuracy, precise writing, and effective verbal communication. Engineers rely on English to read technical manuals, draft project proposals, deliver presentations, and collaborate internationally. Universities integrate EEP courses into engineering curricula, focusing on academic and technical language in fields like civil or mechanical engineering. Private language schools offer short-term courses, while engineering firms provide in-house training adapted to safety protocols and interdepartmental communication. Activities designed to enhance language skills in this area include drafting design proposals for sustainable projects, simulating safety briefings, and writing technical reports. These tasks aim to cultivate clarity, conciseness, and cross-cultural communication competencies vital for professional success.

Conversely, Unit 3 shifted focus to the teaching of language skills in ESP—speaking, listening, reading, and writing—and highlights their integration within professional and academic contexts. **Speaking** is particularly vital, as oral presentations and discussions are key components of professional communication. Effective presentations require clear structuring, appropriate

use of visuals, and confident delivery. Students are encouraged to practice role-playing scenarios where they present professional topics, ensuring their language is both structured and impactful.

Listening is another cornerstone of ESP, especially in contexts requiring comprehension of lectures, presentations, or discussions. Unlike reading, listeners have no opportunity to revisit spoken content, making skills like identifying key points, deducing speaker attitudes, and interpreting discourse markers essential. Activities such as simulated conference listening sessions and note-taking exercises help students develop the ability to process information in real-time and respond effectively.

Reading, often underestimated, remains central to acquiring knowledge and combining it with other skills like writing. In ESP, reading is not merely about understanding language but also about extracting relevant information quickly and applying it effectively. Teachers guide students in skimming and scanning techniques, identifying organizational patterns, and processing information for practical use. For example, analyzing academic or professional texts helps students recognize main ideas, supporting details, and the structure of arguments.

Writing in ESP is multifaceted, incorporating both product- and process-based approaches. The product approach involves analyzing model texts to guide the creation of similar documents, while the process approach emphasizes planning, drafting, revising, and refining ideas. Writing tasks are often profession-specific, such as drafting technical reports or crafting formal correspondence. These tasks not only enhance linguistic accuracy but also familiarize learners with the conventions of their professional communities. Instructors play a pivotal role by providing feedback, facilitating peer reviews, and encouraging reflective practices.

On the other hand, Unit 4 dealt with the **purpose, design, and implementation of materials in ESP**, focusing on their role in fostering language skills, integrating real-world applications, and addressing the professional goals of students.

In terms of the **Purpose of Materials in ESP**, they serve as a bridge between classroom instruction and real-world application, exposing students to authentic language used in academic, professional, and technical contexts. These materials, which may include paper-based resources, audio-visual aids, and digital tools, are essential for contextualized learning. Remember that the primary goal of ESP materials is to equip learners with domain-specific language skills that align with their professional or academic needs. For instance, a course for medical professionals might focus on interpreting patient records and drafting discharge summaries, while a business English course could emphasize negotiation and email communication. In addition, the design of ESP materials emphasizes the development of specific skills, such as listening, reading, writing, and speaking. It is important to remark that these materials must be learner-centered, addressing the unique needs of students through relevant vocabulary and realistic scenarios. Authentic tasks, such as role-playing medical consultations or analyzing business case studies, foster both language acquisition and critical thinking. Furthermore, ESP materials promote self-directed learning by encouraging students to engage with accurate resources like podcasts, industry journals, and online courses. These strategies not only enhance language proficiency but also prepare learners for autonomous professional growth.

The next topic we discussed in unit 4 was **Teachers as Writers or Providers of ESP Materials**. ESP teachers play an essential role in the creation and adaptation of materials. While it is not expected for teachers to possess advanced skills in material design, their understanding of learner needs and professional contexts positions them as essential contributors to the material development process. The process of designing ESP materials begins with a thorough needs analysis, which involves gathering data on students' objectives, proficiency levels, and professional environments. Teachers can create activities that simulate workplace tasks, such as drafting technical reports or conducting meetings. Additionally, the continuous evaluation and adaptation of materials ensure their relevance and effectiveness in addressing learners' goals. However, the development of high-quality materials requires significant time and expertise, presenting a challenge for educators.

Another topic we talked about was **Learner-Generated vs. Teacher-Generated Materials**. Material creation in ESP can be approached from two perspectives: learner-generated and teacher-generated materials. Teacher-generated materials, informed by needs analysis and pedagogical frameworks, offer structured and professional insight into discipline-specific content. These resources are particularly effective in aligning with curriculum goals and ensuring consistency across instructional practices.

Conversely, learner-generated materials encourage active participation, collaboration, and critical thinking. By involving students in the creation of vocabulary lists, role-play scenarios, or instructional presentations, this approach personalizes learning and fosters engagement. While teacher-generated materials provide structure, learner-generated content empowers students to take ownership of their learning process, blending personal experiences with academic objectives. Combining both approaches can maximize learning outcomes, as teachers provide the foundation while students contribute context-specific insights.

The last theme we talked over was **Resources and Technology for ESP Courses**. Technology plays a transformative role in ESP instruction, enhancing the accessibility and interactivity of materials. Tools such as virtual reality (VR) and concordance software have expanded the possibilities for language learning, enabling learners to engage with realistic scenarios and analyze specialized texts. For example, VR applications allow medical students to practice clinical procedures or rehearse academic presentations in simulated environments. Other technological tools, such as blogs, wikis, and cloud-based platforms, support collaborative learning and reflective practice. Concordance tools like Wordsmith and COCA aid in vocabulary and syntax learning, while multimedia resources integrate text, audio, and video for a comprehensive learning experience. Despite these advancements, educators must address ethical considerations, including plagiarism and intellectual property rights, while fostering responsible technology use.

Good luck with your evaluation!



4. Self-assessments

Self-Evaluation 1 Responses and Feedback

Activity 1.

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.

Activity 2.

Self-assessment 1

Question	Answer	Feedback
1	b	ESP is tailored to meet specific learner needs, making it distinct from general English.
2	a	Variable characteristics include the focus on certain learning skills such as speaking, reading only.
3	c	English for Legal purposes is the only one from the three that refers to academic purposes and not to the field of occupational purposes.
4	a	English for academic purposes is focused on the area of studies rather than migration, which is part of the other options in the question.

Question	Answer	Feedback
5	b	In ESP, the learners who are involved in different fields know and have expertise in the area where they work or study as opposed to EFL students who do not know about the field and thus teachers have to use different approaches to deliver their lessons to these two groups of students.
6	b	Early ESP research emphasized grammar analysis in scientific and technical writing to inform teaching and materials design.
7	b	Needs analysis identifies the specific language, and skills learners require for their fields.
8	a	EVP includes pre-vocational English, focusing on job-related skills like interviews and workplace communication.
9	b	Writing research papers is a critical skill for students in EAP courses.
10	a	Task-based language teaching aligns well with ESP's focus on real-world applications.

Self assessment

Self-assessment 2

Question	Answer	Feedback
1	a	An eclectic approach emphasizes flexibility and adaptation, aligning with learners' needs and contexts.
2	b	The learning-centered approach empowers learners to take responsibility for their learning and control aspects of the environment.
3	b	Learners bring their field expertise, enabling authentic and relevant language applications.
4	c	Cultural norms shape the dynamics between teachers and learners, influencing perceptions and interactions.
5	b	Business English emphasizes communication skills tailored to professional and industry-specific contexts.
6	a	In-company courses focus on the specific roles and tasks employees encounter in their workplace.
7	b	English for Tourism equips learners with language skills for effective communication in tourism roles.
8	b	Authentic materials mirror workplace scenarios, making learning practical and relevant.
9	c	CLIL combines subject matter and language, fostering contextual language acquisition.
10	a	Needs analysis identifies specific learner needs, ensuring targeted and effective instruction.

Self assessment

Self-assessment 3

Question	Answer	Feedback
1	b	The main goal of ESP speaking courses is to assist learners in acquiring the language skills they need for specific academic, professional, or occupational purposes.
2	a	Active listening involves interpreting information, seeking clarification, and engaging with the speaker verbally and non-verbally.
3	c	Effective note-taking involves summarizing key points and organizing information for later reference.
4	a	ESP reading focuses on quickly and accurately extracting relevant information from texts.
5	b	The product approach focuses on analyzing and replicating a model text as the end goal.
6	b	Integrating reading and listening helps learners retain and understand information better by engaging multiple skills simultaneously.
7	c	Redundancy allows learners to catch important ideas even if they miss parts of the discourse.
8	b	Integrating multiple skills enhances learners' ability to understand and apply language in diverse contexts.
9	a	ESP assessments are customized to evaluate learners' abilities in specific professional or academic settings.
10	c	Autonomy allows learners to take responsibility for their learning, tailoring efforts to their specific goals.
11	b	Authentic materials expose learners to language used in real-world contexts, enhancing relevance and engagement.
12	c	Peer feedback fosters collaboration, allowing learners to refine their work based on constructive input.
13	a	Case studies simulate real-world situations, encouraging learners to use language skills in context.
14	a	ESP listening emphasizes extracting relevant details in professional or academic situations.
15	a	Group work requires careful management to balance participation and achieve collaborative success.

Self assessment



Self-assessment 4

Question	Answer	Feedback
1	b	Flashcards with technical terms help learners acquire and retain domain-specific vocabulary effectively.
2	a	Adaptable materials can address diverse learner needs, ensuring their relevance and effectiveness in various contexts.
3	b	Simulating real-world tasks like business negotiations provides practical, context-driven language practice.
4	c	Learner-generated materials are personalized, making learning more engaging and relevant to students' goals.
5	b	Critical thinking tasks develop learners' ability to analyze, synthesize, and apply knowledge in professional contexts.
6	a	Real-world texts provide authentic context, ensuring that learners can apply their skills in professional or academic settings.
7	b	Materials should be adapted to align with learners' contexts and objectives, ensuring effectiveness.
8	c	Simulations provide learners with hands-on experience, preparing them for real-world tasks.
9	b	Technology provides various formats, such as videos and interactive tasks, to address different learner preferences.
10	c	Authenticity ensures that learners are exposed to tasks and language relevant to their professional or academic needs.

Self assessment



5. Glossary

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

EVP English for Vocational Purposes

TEFL Teaching English as a Foreign Language

TESL Teaching English as a Second Language





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