

**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM
VAZIRLIGI
BUXORO DAVLAT UNIVERSITETI**

**CHET ILINI O'QITISHNING INGRALLASHGAN
KURSI
MAXSUS SOHA (YO'NALISHLAR)DA INGLIZ
TILI
(ENGLISH FOR SPECIFIC PURPOSES)**

IV bosqich talabalari uchun o'quv qo'llanma

Buxoro-2023

Mazkur o'quv qo'llanma Maxsus soha (yo'nalishlar)da ingliz tili (English for Specific Purposes) moduli bo'yicha mustaqil ta'lim uchun oliy ta'limning **5120100 – Filologiya va tillarni o'qitish** hamda 5111400- Xorijiy til va adabiyoti ta'lim yo'nalishlarini IV bosqich bakalavriat talabalari uchun mo'ljallangan bo'lib, u "Chet tili o'qitishning integrallashgan kursi" fanidan O'zbekiston Respublikasi OO'MTVning 2019 yil 654-sonli buyrug'i bilan tasdiqlangan namunaviy dastur asosida tuzilgan.

O'quv qo'llanmada talabalarning mustaqil ta'lim olish ko'nikmalarini shakllantirish hamda kommunikativ mashqlar asosida bu ko'nikmalarni rivojlantirish maqsadida ishchi o'quv dasturining mavzulari asosida mavzuni o'qishdan oldin (pre-), mavzu o'qish jarayonida (while), mavzu o'qib bo'lingandan so'ng (post) bajariladigan mashqlar o'z ifodasini topgan.

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KIRISH

Mamlakatimizda “Chet tillarni o’rganish tizimini yanada takomillashtirish chora-tadbirlari to’g’risida”gi PQ 1875-sonli qarorning qabul qilinishi hozirgi kunda ta’lim tizimining barcha bosqichlarida talabalarga chet tillarini uzluksiz o’rganishni tashkil qilish, zamonaviy o’quv-uslubiy materiallar bilan ta’minlashni yanada takomillashtirish, shuningdek, zamonaviy pedagogik va axborot-kommunikasiya texnologiyalaridan foydalanib chet tillarni o’rganish, o’rganilgan bilim, ko’nikmalarni mustaqil ravishda amalda qo’llashga o’rgatish chet tili o’qituvchisi zimmasidagi eng katta mas’uliyat hisoblanadi.

Mazkur “Maxsus yo’nlash (soha) larda chet tili” (English for Specific Purposes) moduli bo’yicha tayyorlangan o’quv qo’llanma oliy ta’limning filologiya va tillarni o’qitish ta’lim yo’nalishi hamda xorijiy til va adabiyoti IV bosqich bakalavriat talabalari uchun mo’ljallangan bo’lib, u “Chet tili o’qitishning integrallashgan kursi” fanidan O’zbekiston Respublikasi OO’MTVning 2019 yil 654-sonli buyrug’i bilan tasdiqlangan namunaviy dastur asosida tayyorlangan.

Ushbu o’quv qo’llanmada talabalarning fan mavzularini o’qish orqali mustaqil ishlash ko’nikmalarini shakllantirish hamda kommunikativ mashqlar asosida bu ko’nikmalarni rivojlantirish maqsadida fan dasturida belgilangan mavzular qamrab olingan. Shuningdek, har bir mavzuga doir matnlar, mavzuni mustahkamlashga doir mashqlar va o’tiladigan mavzularga doir turli vazifalar keltirilgan bo’lib, matnlar asosida matnni o’qishdan oldin (pre-), matnni o’qish jarayonida (while), matn o’qib bo’lingandan so’ng (post) bajariladigan mashqlar o’z ifodasini topgan.

Abbreviations

CLIL (Content and Language Integrated Learning)

EAP (English for Academic Purposes)

EBP (English for Business Purposes)

ESAP (English for Specific Academic Purposes)

EGAP (English for General Academic Purposes)

EMP (English for Medical Purposes)

EOP (English for Occupational Purposes)

EPP (English for Professional Purposes)

EST (English for Science and Technology)

EVP (English for Vocational Purposes)

EWP (English for/in the Workplace)

NA Needs Analysis

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Key words: English for specific purpose (ESP), English for Academic Purpose (EAP), English for Occupational Purpose (EOP), English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP)



1. Look at the picture above and try to guess what is English for Specific Purpose?
2. Who do you see in the picture? What English do they learn?

There are different definitions given to ESP (English for Specific Purpose). Hutchenson and Waters before suggesting straight definition to the ESP, try to get to understand why ESP emerged in language teaching and became one of the most crucial fields of education. The following reasons were explained. After second world war developments in technology and commerce expanded, and the functions of business and trade communication was filled by English due to a number of factors, chief among them being the economic might of the United States in the post-war world. If before foreign language learning had been considered s well-rounded education, now people clearly knew why they needed English. They had

specific purpose, businessmen wanted to sell their goods, to expand their trade and so on. If previously teaching language was describing its rules which is grammar, in the second part of the XXth century it moved to language used in real life communication. Since people in society had different reasons and needs for learning English, the English language courses also differed from each other (for example, English for business is different from English for nurses) to face the needs of the learners. Hutchenson and Waters indicate “ The idea was simple: if language varies from one situation use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners’ course.”¹ So, according to the authors the essence of ESP is an ordinary question: Why does this learner need to learn a foreign language?” By answering this question we can identify the learner’s need in learning a language. Different learners have different purposes for learning English. Some need it for business, some for work and some for completing program or a course.

Stevens’s definition of ESP makes a distinction between “four absolute characteristics and two variable characteristics where the absolute characteristics are that ESP consists of English language teaching which is:”²

1. Designed to meet specified needs of the learner;
2. Content (themes and topics of the lessons) is related to particular disciplines, occupations and activities (for example, text about “Vitamins and Minerals” for ESP students specifying in Biology);
3. Centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of the discourse;
4. In contrast with “General English” (English which is taught at secondary school)

Two variable characteristics of the ESP:

¹ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-15

² Stevens, P.1988. ESP after twenty years:a re-appraisal. ESP: State of the Art. Singapore: SEAMEO Regional Language Centre.

1. May be restricted as to the learning skills to be learned (for example EAP course for post graduate students focuses on reading skill only)
2. May not be taught according to any pre-ordained methodology³

Donna M. Brinton in her research article “Content-based instruction in English for Specific Purpose” tries to identify the boundaries and territories of notions such as ESP (English for Specific Purpose), EAP (English for Academic Purpose) and CBI (Content-based Instruction)⁴

Belcher D. gives following definition “commitment to the goal of providing language instruction that addresses students’ own specific language learning purposes”.⁵

Evans T.D. and John M.J. gave following definition “While the specified needs arising from needs analysis relate to activities that students need to carry out (rather than language), a key assumption of ESP is that these activities generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carry out the activity.”⁶ The authors use three absolute and four variable skills for defining ESP. You can read them below:

Absolute characteristics:

1. ESP is designed to meet specific needs of the learner;
2. ESP makes use of the underlying methodology and activities of the disciplines it serves;
3. ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities

Variable characteristics:

³ Strevens, P.1988. ESP after twenty years:a re-appraisal.ESP: State of the Art. Singapore: SEAMEO Regional Language Centre.

⁴ Brinton D.M.

⁵ Belcher D. 2015. English for Specific Purposes in Theory and practice. The University of Michigan. P-1

⁶ Evans T.D. and John M.J. 1998. Developments in English for Specific Purpose. Cambridge: Cambridge University Press. P-4

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of general English;
3. ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.⁷

As we can see in ESP definition of Evans T.D. and John M.J. specific features of ESP methodology is described. Authors insist that ESP methodology should reflect methodology of discipline it serves for.⁸ Here interaction between teacher and learner is different from that of general English. Teacher serves more like as facilitator. At the same time in this very definition it was noted that ESP learners should be either at intermediate or advanced level. From the definitions above we can identify the difference of ESP from general English which is taught at school. For example, in Uzbekistan all school pupils learn English using the same textbook (Guess What) which means all pupils learn the same thing provided by textbook. But ESP learners who are adult learners (since they are either university students or people who already work)

Task 1.

Answer the questions

1. Which of the four definitions of the ESP do you agree? Why?
2. Which definition is the most complete one?

⁷ Evans T.D. and John M.J. 2011. Developments in English for Specific Purpose. Cambridge: Cambridge University Press. P-5

⁸ Evans T.D. and John M.J. 2011. Developments in English for Specific Purpose. Cambridge: Cambridge University Press. P-4

Task 2.

Identify whether following courses are ESP or not. Explain.

- * 1. A course in remedial grammar for business people, with each unit based on a particular grammatical weakness identified by tests.
- * 2. A course that teaches undergraduate engineering students from various branches (civil, electrical, mechanical etc.) to write reports on design projects.
- * 3. A course that teaches reading skills to a group of postgraduate students from a range of disciplines, studying in British university.
- * 4. A course designed to prepare learners for academic IELTS test. The content of the course is developed base on careful analysis of test content.
- * 5. A course designed to teach communicative English to a group of immigrants. The level of students' English is pre-intermediate.
- * 6. A course for students studying international banking and finance at MBA level. The English course focuses on essay writing, oral presentations and dissertation writing.

Classification of ESP

Traditionally, ESP is classified into two main areas which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Each area has its own branches within itself. Let's look at the "English Language Teaching Tree" suggested by Hutchinson T. and Waters A.(Figure 1). We can see that the roots (learning and communication) of the tree represent reasons for learning language, while main core (language teaching) is divided into three branches (EMT, EFL, ESL). The ESL branch which shares a small part with general English constitutes the biggest portion of EFL branch. ESP is classified first into EST, EBE, ESS and then each of them is divided into EAP and EOP courses accordingly.

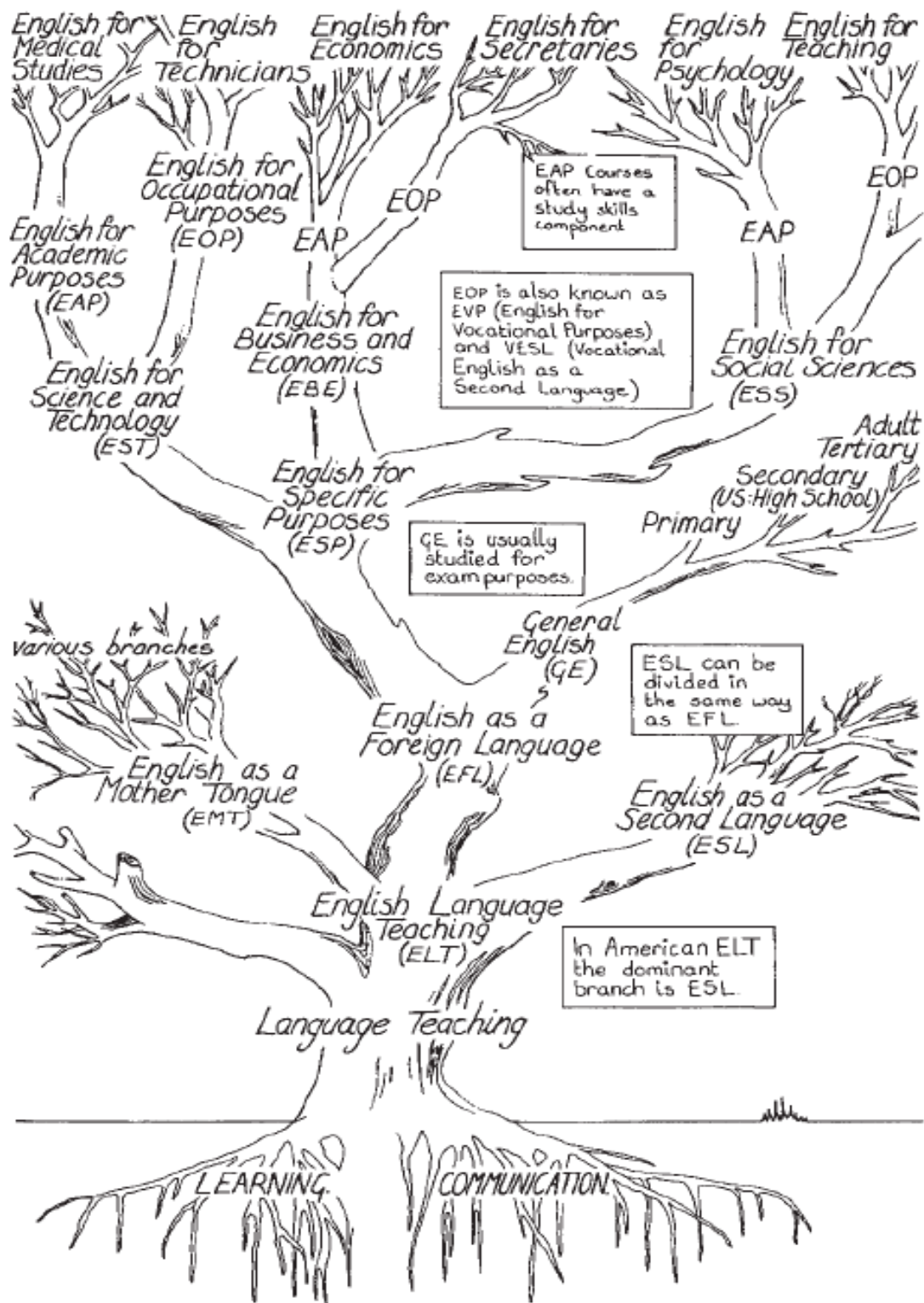


Figure 1. English Language Tree suggested by Hutchinson T. and Waters A. 1987

But we prefer classification of Evans T.D. and John M.J. which gives almost the same essence but in easier way (Figure 2). EAP courses are taught at higher educational institutions. These are the English courses designed for certain majors and teach the English that the student will need for their future profession. EAP courses are designed to face students' study needs. The major areas of EAP are English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP). The academic study of business, finance, banking, economy, and accounting which is realized in the courses English for Management, Finance, and Economics was developed as a result of the recent growth of business.

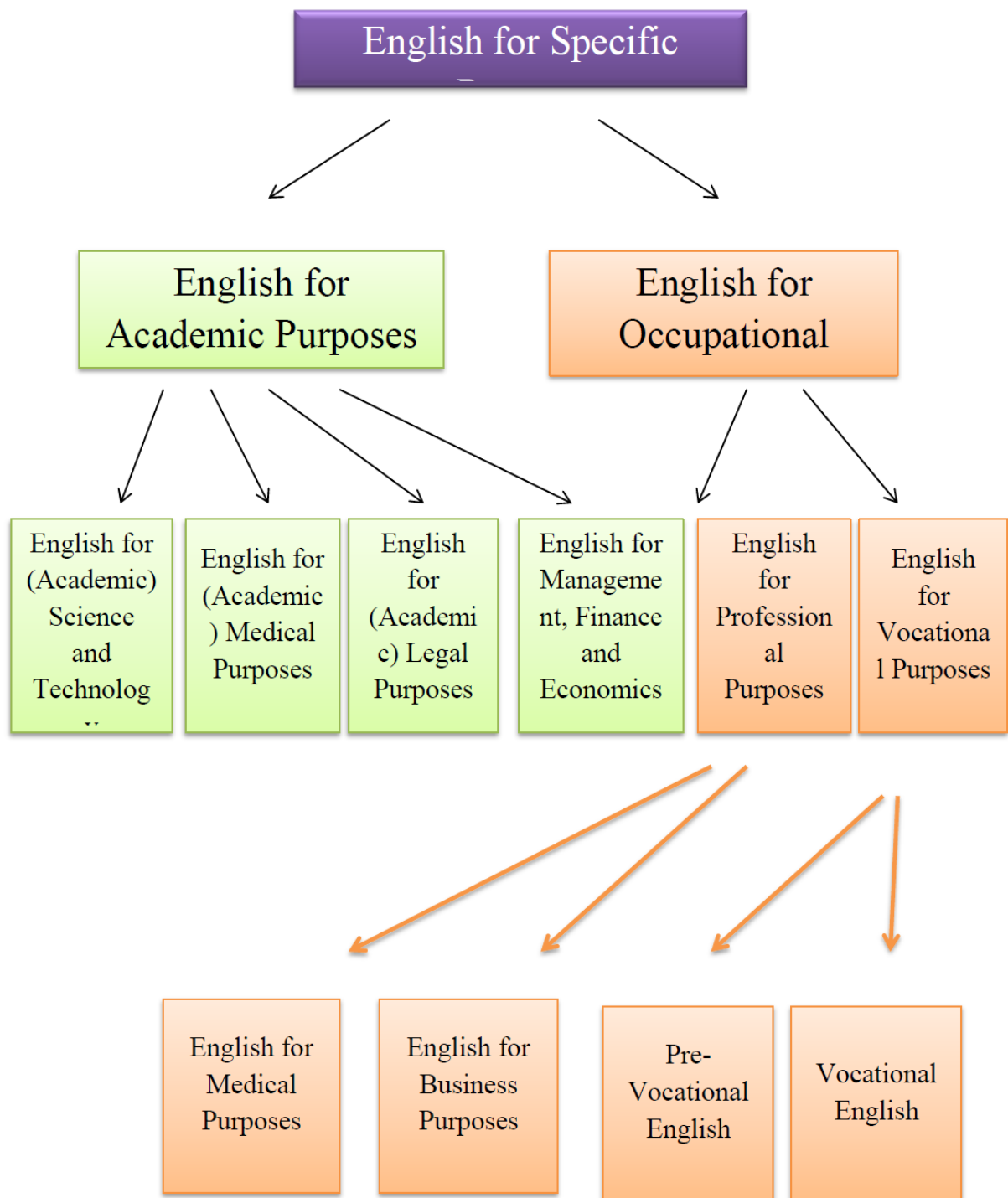


Figure 2. ESP classification by professional area by Evans T.D. and John M.J.1998

EOP is classified into two categories like English for Professional Purposes and English for Vocational Purposes. English for Vocational Purpose refers to teaching English for professional purposes in administration, medicine, law and business. A question might occur “Aren’t they same language courses as EAP courses?”. The

difference is that medicine for *academic purposes* is for medical students while medicine for *occupational (professional) purposes* is for practicing doctors.

There are two sub-sections under English for Vocational Purposes (EVP). They are Pre-Vocational English, which is concerned with obtaining language skills for getting a job such as interview skills, and Vocational English, which deals with the language training for certain trades or occupations.

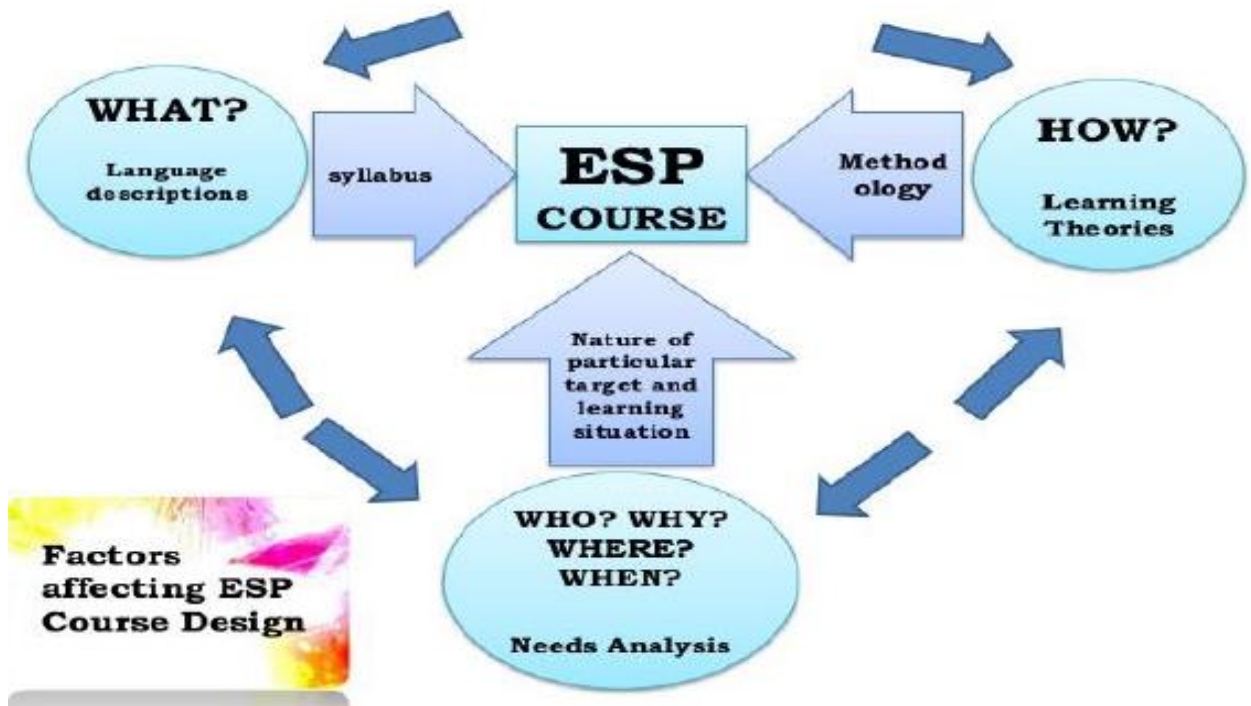
Activity

SHORT ANSWERS: Fill in the gaps.

1. English for Occupational Purposes (EOP) and _____ are two distinct categories of ESP.
2. _____ is the ability to take charge of one's own learning, both language learning and the learning of other subjects.
3. When learners are autonomous, The role of the teacher is to provide support or _____
4. One prominent feature of many ESP (English for Specific Purposes) courses, which make them rather different from EGP courses, is the presence of _____ learners, who are primary workers and secondary learners.
5. ESP (English for Specific Purposes) courses are rather different from EGP (_____) courses.
6. ESP teachers should equip language learners with appropriate linguistic and strategic competencies, which enable them to improve their _____ independently.

LESSON 2. Needs analysis

Key words: TSA-target situation analysis, LSA a learning situation analysis, PSA- a present situation analysis

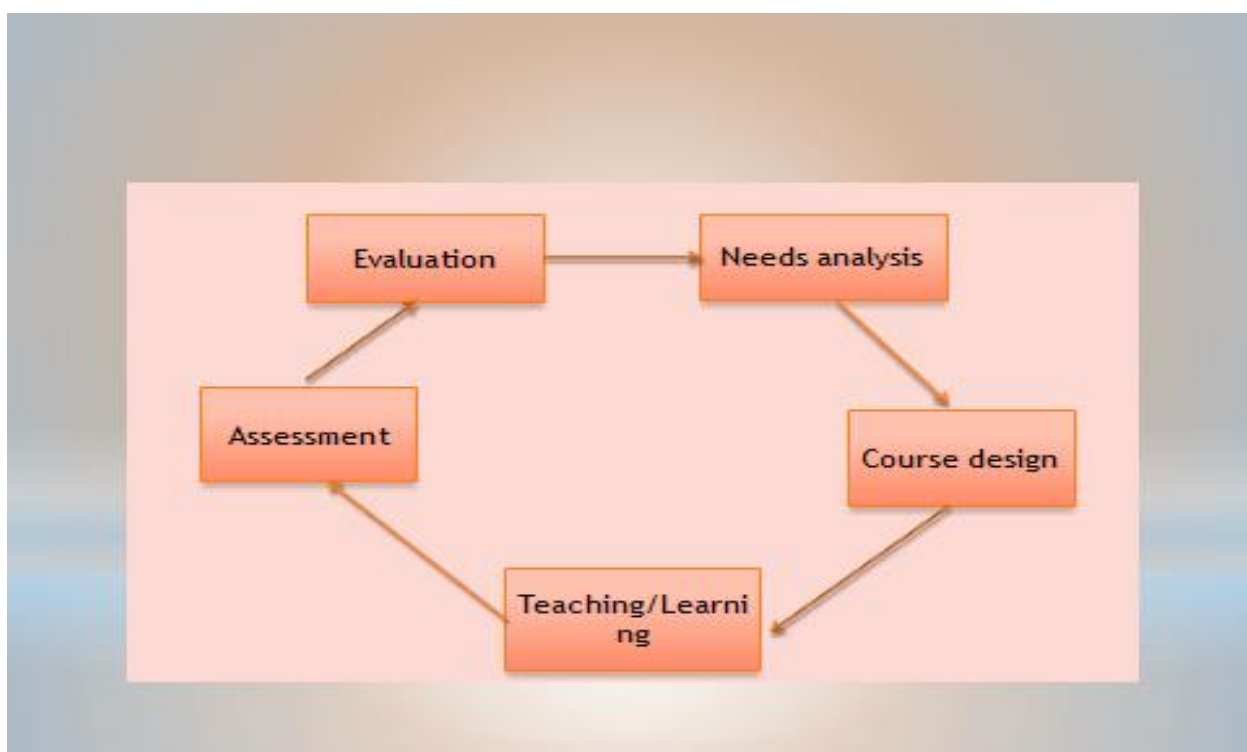


Answer

1. Look at the picture above. What do you think needs analysis is?
2. What does needs analysis deal with?

In this lesson we will describe what is needs analysis and its types. Needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation are the major phases in ESP. They are not separate, independent activities, rather they represent stages which overlap and are interconnected. The simplicity and clarity of figure is in reality more like figure given below. This cyclical representation places evaluation and needs analysis, seemingly at opposite ends of a time span, in adjacent positions - and even allows them to overlap. Needs analysis is the process of establishing the what and how of

a course; evaluation is the process of establishing the effectiveness. Neither of these are one-off activities - they both need to be on-going. An initial pre-course needs analysis and a final end- or post-course evaluation have different aims and perspectives. On the other hand, on- going needs analysis within a course and formative evaluation have much in common. Robinson comments that 'repeated needs analysis can be built into the formative evaluation' process. We support Brown's suggestion that 'the difference between needs



What is meant by needs?

Cunningham said “needs analysis (NA) is the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that that influence the learning and teaching situation”.⁹ Need analysis is considered as a vital first step in designing ESP course. Nirmasari describes that need analysis

⁹ Cunningham, R.C. (2015). Need analysis for a developmental reading, writing, and grammar course a private language school in Cambodia. *Second Language Studies*, 34(1), 1-68.

is the process of collecting the evidence and information. It is essentially needed for ESP because there are specific requirements to meet the goal of ESP. teaching approach, methodology and strategies, material design, topics, and language features are covered by the result of learners' need analysis.¹⁰

What we mean by the terms "needs" and "needs analysis" today is different from how they were defined in the 1960s. Distinction can be observed in many complex phrases that represent needs, including necessities, wants, and lacks. Needs are also described as objective and subjective, perceived and felt, target situation / goal orientated and learning, process-focused and product-related. These terms have been developed to describe the various elements and viewpoints that have contributed to the expansion of the concept "needs". Consideration should be given to each of these concepts because they each stand for a distinct ideology or educational value. In a nutshell, subjective and felt needs are generated from insiders and correspond to cognitive and affective aspects, whereas objective and perceived needs are considered as obtained by outsiders from facts, from what is known and can be proven. Being able to accurately follow instructions is thus an objective or perceived need. To feel confident' is a subjective/felt need. Similar to how goal- or target-oriented demands arise from the learning context, process-oriented needs do the same. These pairs could be thought of as correlating to a target situation analysis (TSA) and a learning situation analysis (LSA); a third piece is what learners already know, a present situation analysis (PSA), from which we can deduce their lacks. Thus, a TSA includes objective, perceived and product-oriented needs. These are to say the knowledge and skills that learners will need in their future workplace. an LSA includes subjective, felt and process-oriented needs. These are the knowledge and skills that they will learn in learning process to achieve lesson aims. A PSA estimates strengths and weaknesses of the learners in language, skills, learning experiences.

¹⁰ Nimasari, E. (2018). An ESP needs analysis: Addressing the needs of English for informatics engineering. *JEES (Journal of English Educators Society)*, 3(1), 23-40. <https://doi.org/10.21070/jees.v3i1.1085>

The major data collection ways for needs analysis are followings:

- Questionnaires- language learners, ESP course participants fill out so that teacher can infer conclusions from data
- Discussions conducted during the lessons with students or discussions with other ESP teachers
- Structured interviews where specific questions are developed for ESP course participants or institution that demands the course
- Observations
- Assessments

Task1. Read Maria's situation and answer the following questions

Maria is speaking with a friend about her English lessons

Tanya: So, how are your lessons?

Maria: You know, not bad. I still learn a lot of things; I mean a lot of new words. We also do many exercises to improve my grammar.

Tanya: However, you do not seem to be happy, do you?

Maria: That is right to the point. I do not understand why. The teacher is doing what I asked her to do. She is teaching me new words, she is correcting my mistakes. She explains grammar rules very well.

Tanya: Then why aren't you happy?

Maria: I get bored, and I often force myself to go to the lesson.

Tanya: Maybe, you should talk to a teacher and ask her to change something in the lesson.

Maria: I think I will.

Later on the same day. In the lesson

Teacher: Maria, you seem to be bored today.

Maria: Well, I would like to ask you to change something in the lesson. I think I am losing motivation.

Teacher: But this is what you told me to do. You told me to improve your vocabulary and grammar. And I am doing it.

Maria: Yes, you are right. It is not your fault. But I do not know why I am not motivated to study any more.

Teacher: But you should remember that you need this because you want a promotion in your office. So if you want to get promoted, you should level up your English.

Maria: You are right.

What happens later. Maria does not want to go to English lessons any more. The teacher decides that Maria is not a responsible person and does not really need any career advancement.

1. What problem did Maria have?
2. Whose fault was it, Maria's or teacher's?
3. How the problem can be solved?

Task 2. Group the following statements under the headings target situation analysis (TSA), learning situation analysis (LSA) and present situation analysis (PSA).

1. I need to see vocabulary written down.
2. I have occasional meetings with British colleagues.
3. I find it difficult to write persuasively.
4. I pick things up by listening.

5. Student X needs to read more widely.
6. I like problem solving.
7. I get my tenses mixed up.
8. I hate group work.
9. I have to write reports.
10. My problem is finding the right word.

Task 3. Write specific features of each type of analysis.



Task 4. Watch the video <https://www.youtube.com/watch?v=-gIpE8kxFPk> and write down what are the stages of conducting needs analysis.

N	Stages of needs analysis	Tools which can be used
1		
2		

Task 5. Students are divided into small groups to think about a target group of ESP learners (IT specialists/ nurses etc.). Teacher distributes two samples of needs analysis (Questionnaire A, B): a) students in an EAP context, and b) workers in an EOP context;

1. Students look at the questions from the samples and identify which of them related to TSA (target situation analysis) and PSA (present situation analysis) issues and choose one of the questionnaires relevant for your proposed ESP course.
2. Ask participants to adapt it for their target learners.
3. Ask groups to share their examples. Discuss the differences between the needs of one ESP group from another one.

A. Sample Needs Assessment Questionnaire for Workplace Language Training

(Westerfield, K. Best Practices in ESP)

Name:

Current Position:

Personal Information

1. Age:
2. Gender:
3. Current level of education:
4. Please give details of previous English studies and/or extended visits in English-speaking countries.
5. Do you use a computer regularly? () Yes () No
6. Do you have access to the Internet () at home () at work?

Current Job Description

1. Please give a brief description of your job and responsibilities.
2. How long have you worked in this position?
3. What kind of training have you had for this job?

Current Use of English in the Workplace

1. Do you use English in your current job? () Yes () No

If yes, complete the following questions. If no, please skip to Part III.

3. If yes, how many hours a week are you likely to use English?
4. Whom do you need to speak English with?
() native-speakers of English from the US, UK, etc.
() non-native speakers of English
() both?
4. In which tasks or situations do you use English? Why is English used?
5. Which of the following skills do you use in each of the situations in #4 above?
Explain.

Speaking:

Listening:

Reading:

Writing:

6. Which English skills is/are most important in your job?

Reading _____ Writing _____ Listening _____ Speaking _____

7. Do you have difficulty using English at work? Name the specific job tasks from #4 above or others that you find difficult.

Would you like to work on these difficulties in the course? () Yes () No

Please explain why or why not.

Future Use of English

1. Will your future use of English at work be different from your current use at work?

() Yes () No

2. If yes, please explain how it will be different.

3. What are the three most important things you would like to achieve or improve during this course?

4. What other reasons do you have for taking this course?

Sample B

Needs Assessment: EAP Learner Sample Questionnaire

ESP Centre. Alexandria University. Egypt.

ESP Centre, Alexandria University

NEEDS ANALYSIS

Questionnaire for Learner

Name:

Faculty:

Please answer these questions as carefully as you can. The answers you give help us to provide better courses for you and future students.

Note: In some questions, we ask you to PUT IN RANK ORDER OF PRIORITY. This means that you put 1 for the most important, 2 for the next most important, and so on.

1. For what immediate purposes do you need to learn/improve your English?

PUT IN RANK ORDER OF PRIORITY.

Rank Order

- a) for study
- b) for research
- c) for social purposes
- d) for travel
- e) for your job or profession
- f) for study abroad
- g) other please specify

2. What activities do you or will you soon have to carry out in English?

PUT IN RANK ORDER OF PRIORITY.

Rank Order

- a) reading
- b) listening
- c) writing
- d) speaking
- e) note taking

3. Please specify these activities in more detail. Put a check (✓) beside those activities you have to do, or will soon have to do.

a. Reading: What do you have to read, and why?

- 1. ___ textbooks
- 2. ___ journal articles
- 3. ___ magazines or newspaper articles
- 4. ___ instructor lecture notes
- 5. ___ workbook instructions
- 6. ___ laboratory or computer manuals
- 7. ___ exam questions
- 8. ___ reading where subject matter is very complicated
- 9. ___ reading to get information specifically required for assignments
- 10. ___ other reading activity (please specify)

b. Listening: What do you have to listen to, and why?

- 1. ___ lectures
- 2. ___ seminars
- 3. ___ instructions
- 4. ___ videos
- 5. ___ other listening activity (please specify)

c. Writing: What do you have to write, and why?

- 1. ___ essay-type assignments
- 2. ___ research papers
- 3. ___ reports of experiments, etc.
- 4. ___ workbook exercises
- 5. ___ exam answers: *less than 1 paragraph
- 6. ___ exam answers: *1-2 paragraphs
- 7. ___ exam answers: *longer than 2 paragraphs
- 8. ___ other writing activity (please specify)

d. Speaking: What kind of speaking do you have to do, and why?

1. ___ asking questions in class
2. ___ answering questions in class
3. ___ in group discussion
4. ___ presentations to class
5. ___ discussing academic questions with staff
6. ___ in oral exams
7. ___ conducting seminars
8. ___ lecturing
9. ___ other speaking activity (please specify)

4. Which of the above activities do you have difficulty with? MARK WITH A STAR (*). Describe the problem below.

5. Do you have longer-term purposes for learning English? If so, what are they? What activities will you have to do in English?

- a. ___ travel abroad
- b. ___ study abroad
- c. ___ for your job or profession here
- d. ___ for your job or profession abroad
- e. ___ for social purposes
- f. ___ other (please specify)

6. What difficulties have you had with learning English in the past?

- a. ___ teaching methods
- b. ___ textbooks
- c. ___ your efforts
- d. ___ other (please specify)

7. What are your interests, hobbies, etc.? Would improved English help in any of these?

8. What aspects of English would you like your English course to cover?

- PUT IN RANK ORDER OF PRIORITY:
- a. faster, more effective reading
 - b. pronunciation
 - c. fluency in speech
 - d. speaking with grammatical correctness
 - e. listening and understanding
 - f. spelling
 - g. punctuation

- h. specialized vocabulary
 - i. general vocabulary
 - j. writing grammatical sentences
 - k. creating well-organized paragraphs
 - l. note-taking from lectures
 - m. note-taking from books, etc.
 - n. other (please specify)
9. Describe in 2-3 paragraphs what problems you have in English and what you would like to learn in an English course.

Activity 6

When developing a questionnaire it is important to use appropriate questions since the answers should serve for the improvement of the course and better face the needs.

Task 7d ⇄

Each of the following items is likely to cause problems. For each item:

- a) decide what the problem(s) is (are) and their causes.
 - b) write a better item.
 - c) use your answers to construct a 'Beware the Following' checklist.
1. Do you need spoken and written language? yes/no
 2. Do you use a lot of English in your work?
 a lot a little not much
 3. Do you prefer a friendly student-centred approach to a rigid teacher-dominated one? yes/no
 4. What qualifications do you want your teacher to have?
 PhD MSc BA
 5. If your utterance is linguistically deviant do you want:
 peer correction a metalinguistic signal
 language correction
 6. How much individual consultation with the teacher do you think you should have on this course?

LESSON 3. Approaches to course design

Key words: course design, language-centred, skills-centred, learning-centred , intensive, extensive, immediate needs, delayed needs, homogeneous/ heterogeneous class

In this lesson we will look at course design, different ways of course design in ESP such as topic-based, skills-based and learning-based. According to Hutchinson T. and Waters A. “course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge.”¹¹ In particular terms this entails the use of the state of knowledge. Hutchinson T. and Waters A. say “in practical terms this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured.”¹² Usually course design is done after conducting needs analysis, since needs analysis identifies learners’ needs and wants, institution’s expectations as well as features of teaching situation. One should consider the finding taken from needs analysis and then design a course. However, Evans T.D. and John M. indicate additional questions and issues to face. To be specific, they look at following nine parameters that should be considered in course design:

1. Consideration of the intensiveness or extensiveness of the course
2. Consideration of the course to be assessed or non-assessed
3. Consideration of the immediate needs or delayed needs of the course
4. Should teacher be a provider of knowledge an activity or a facilitator of activities coming from learners’ wants

¹¹ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-65

¹² Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-65

5. Consideration of the focus (broad or narrow) of the course
6. Should the course be pre-study or pre-experience or run parallel with that study or experience?
7. Consideration of the material: common-core or specific to language learners' major or work.
8. Consideration of the group: homogeneous or heterogeneous.
9. Consideration of the course design (ESP teacher determines the course after discussing with learners and institution or teacher negotiates course with the learners)¹³

1. The first parameter deals with deciding on intensiveness or extensiveness of the ESP course. We call intensive course when the timetable of the learner is occupied by only ESP course and extensive course when the language learner's time is divided between several courses and ESP takes only one part of it. Intensive ESP course has many advantages the main one of which is fully focus on their purpose for learning English. Students can have variety of activities since there is no problem with time availability. However, if the intensive course is a long duration, learners can get bored as a result of demotivation. Attention should be paid to the reinforcement of the content.

2. Into assessed ESP courses we can include compulsory EAP courses, where students are assessed at the end of the term like any other subject at tertiary education. Assessed courses have advantage like increasing the status of the course as well as rising students' responsibility. What should be noted is careful consideration of test which is designed for all students even though they have different teachers. However, short EOP courses are not assessed.

3. When defining immediate and delayed needs, Tony Dudley Evans gives following definition "by immediate needs we refer to those needs that students have at the time of the course, while by delayed needs we refer to those that will become more significant later. Any pre-experience course, whether Ep or EOP, is

¹³ Evans T.D. and John M.J. 2011. *Developments in English for Specific Purpose*. Cambridge: Cambridge University Press. P-145.

by definition is a course that deals with delayed needs”¹⁴. Mostly, EAP courses are taught parallel with students other major courses in their first and second years, but it is also important to have EAP courses at their final years since Tony Dudley Evans think that English becomes more pressing in later years of the students education or once they have graduated.

4.It is very important to decide teacher’s role in ESP course. Is teacher a provider of input (It is a teacher who decides what to teach, when to teach and how? It is teacher who prepares activities to face students’ expectations) or facilitator/consultant (teacher negotiates the content of the course with the learners).

5.The fifth parameter to consider whether the course has broad or narrow focus. When we say broad focus we mean a course which concentrates on several study or professional skills or different genres. While in narrow focus concentration can be done on a few skills, for example just on reading skill. For example a group of graduate students have EAP course focusing on academic reading.

6.The next parameter is should the course be pre-experience or parallel with experience. Pre-experience courses are those which are conducted before learners experience their target discipline (before they start to work). Parallel with experience courses run together with learners’ major classes or professional activity. Parallel with experience English courses have advantages such as easier and better comprehension of the content since learners have some professional knowledge from their major subjects.

7. Tony Dudley Evans gives next definition “By common-core material we mean material that uses carrier content which is either of general academic nature or of general professional nature. By specific material we mean that the material uses carrier content that is drawn directly from the learners’ academic or

¹⁴ Evans T.D. and John M.J. 2011. *Developments in English for Specific Purpose*. Cambridge: Cambridge University Press. P-148.

professional area, such as topics that EAP students are following in their subject course, or case studies related to the professional work of EOP/EBP learners.”¹⁵

8. One more factor to think about for developing an ESP course is homogeneous or heterogeneous groups. What is homogeneous group in ESP context? This is a group where all participants share the same discipline/profession. For example, groups that have Legal English class in Tashkent State University of Law are homogeneous. Heterogeneous groups' learners are from different disciplines. For example, Academic Reading class for PhD students where participants are from different majors gather at one group.

The process by which the raw information about a learning requirement is processed to create an integrated set of teaching-learning experiences with the ultimate goal of guiding the learners to a specific state of knowledge is known as course design. Practically speaking, this requires creating a syllabus, choosing, adapting, or creating resources in accordance with the syllabus, developing a teaching methodology for those materials, and establishing evaluation processes by which progress toward the defined goals will be monitored.

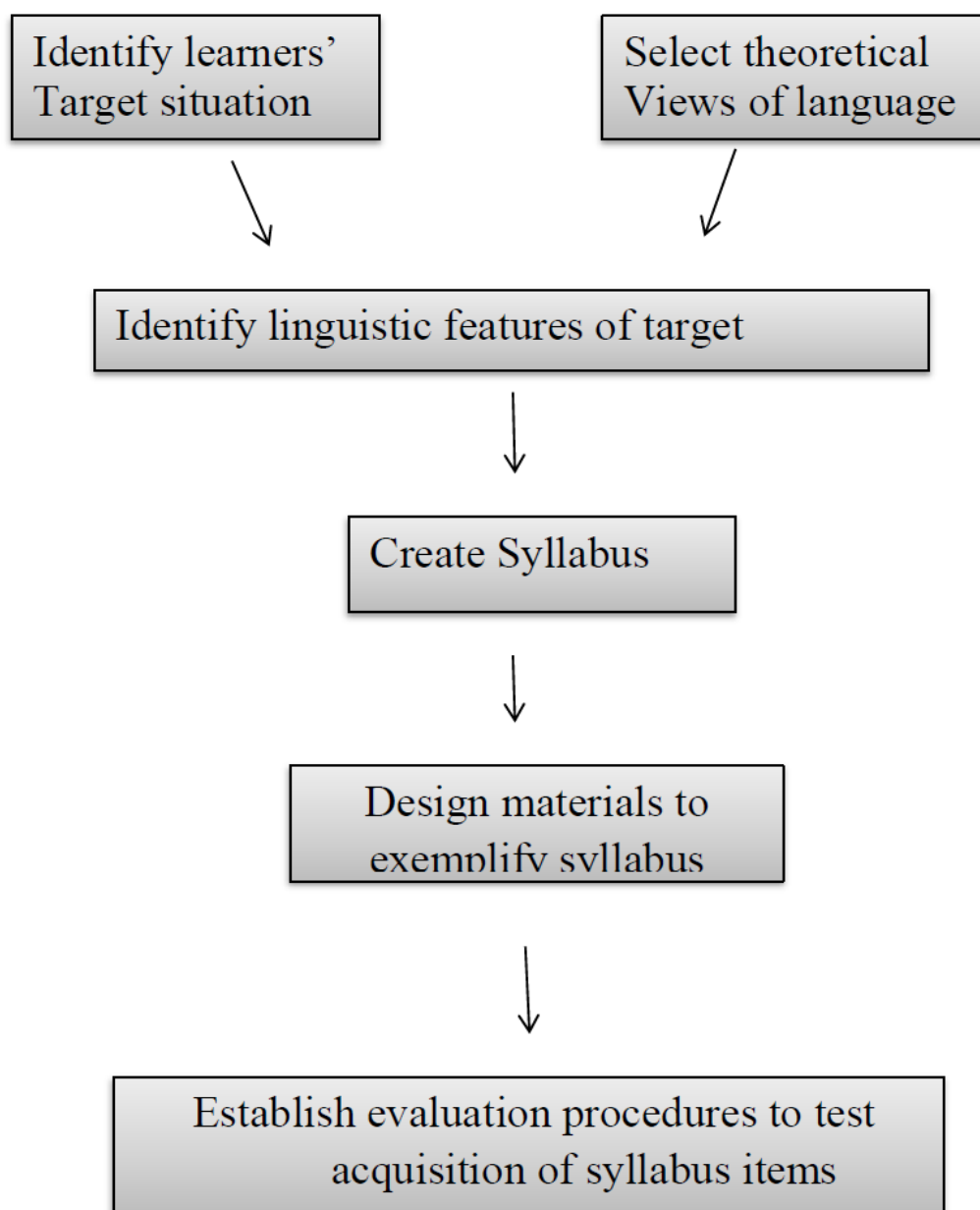
As there are course designers, there are probably as many diverse methods to ESP course design. But we will look at most common three types language-centred, skills-centred, and learning-centred and how Tom Hutchinson views them in ESP context. We will also look at two more approaches such as learner centered and integrated approach.

Language-centred Approach

This type of course design procedure is the most straightforward and is certainly the one that English teachers are most familiar with. It is very common in ESP. According to Hutchinson T. and Waters A. “the language-centred course design process aims to draw as direct a connection as possible between the analysis

¹⁵ Evans T.D. and John M.J. 2011. *Developments in English for Specific Purpose*. Cambridge: Cambridge University Press. P-152

of the target situation and the content of the ESP course and It proceeds as follows:¹⁶



**A language-centred approach to course design by Hutchinson T. and Waters A.*

This could seem like a very logical course of action. The process begins with the learner, moves through several phases of analysis to a syllabus, after that to the classroom materials, and concludes with the assessment of mastery of the syllabus

¹⁶ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-65-66.

elements. Despite how simple and rational it may seem, Hutchinson T. and Waters A. think that it contains a number of flaws:

- a. "It may be thought of as a learner-centered approach because it begins with the learners and their needs, but it is not truly learner-centered in any meaningful sense. The learner should be taken into account at every level of learning process. However, this strategy does not at all take the pupils' learning needs into consideration. As a result, it is learner-restricted rather than learner-centered.
- b. Another criticism of the learner-centered approach is that it is a rigid, rigid process that only partially accounts for the conflicts and inconsistencies that are present in all human endeavors. Any procedure must be adaptable, have feedback channels, and be developed with mistake tolerance so that it can react to emerging or unanticipated effects.
- c. This model's seeming systematicity is one of its attractive qualities. Sadly, systematization's role in education is not as straightforward as it might seem. We learn by putting separate pieces of knowledge together to form a meaningful prediction system, and there is little doubt that systematization of knowledge plays a critical part in the learning process. The most crucial aspect of this, however, is that it has to be a system that is created inside rather than one that is imposed from without.
- d. The language-centered model ignores issues that must unavoidably come into play while designing any course. To give a straightforward illustration, one of the main principles of effective pedagogical materials is that they should be engaging. You cannot determine the interest level of a book or activity by analyzing linguistic items. As a result, if materials are based on the language-centred paradigm, either additional elements are being employed that are not recognised in the model or, tragically, as appears to be the case so frequently, these

learning aspects are not given any consideration. It doesn't matter if it's boring, a teacher once said at a lecture on materials writing because it is ESP.

- e. e) The language-centered analysis of the data from the target circumstance is simply superficial. It doesn't say much about the proficiency that drives the performance.”¹⁷

In conclusion, the language-centered approach's strength is actually its rational, uncomplicated appeal. It fails to acknowledge that learning is not a simple, logical process since learners are humans.

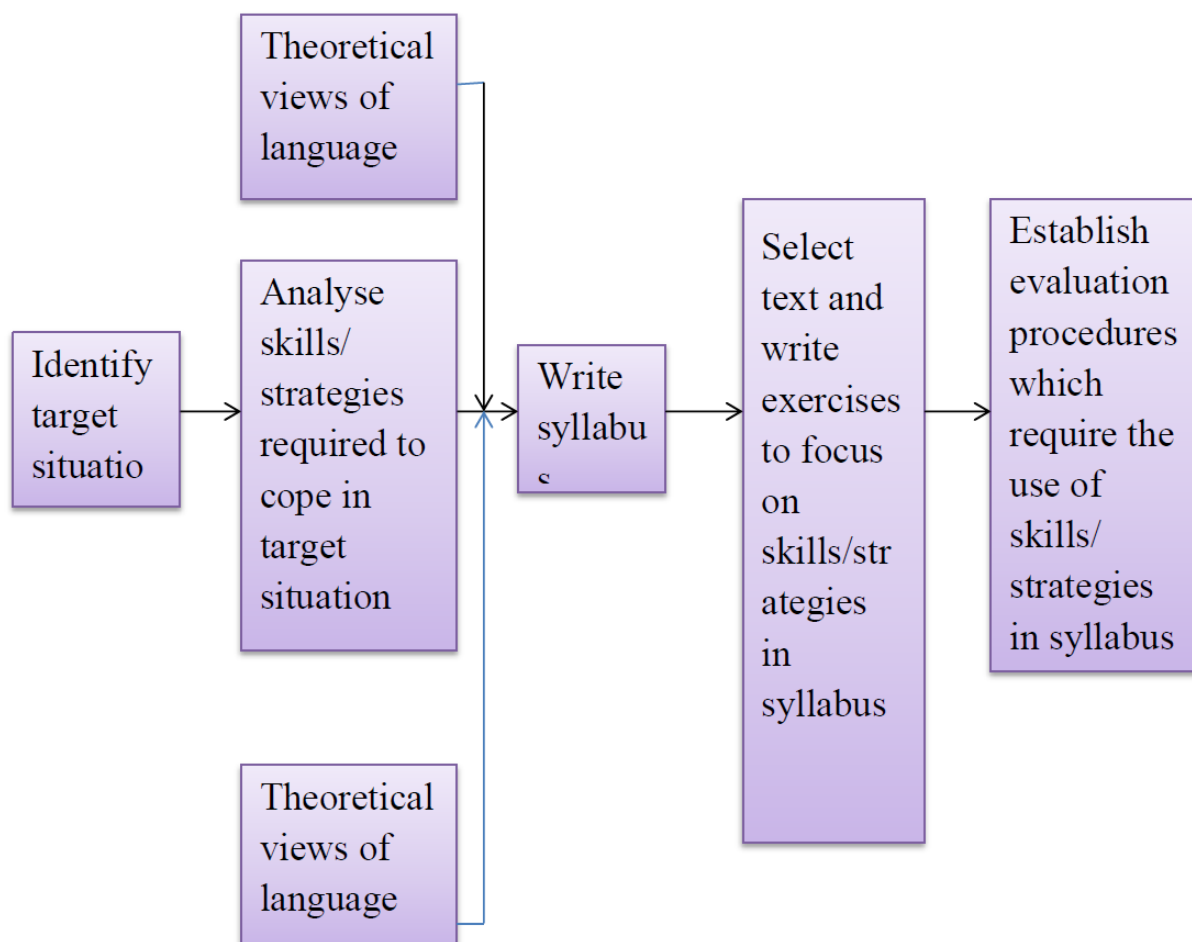
Skills-centred course design

It is a response to the notion that particular English registers serve as the foundation for ESP as well as to the practical limitations on learning imposed by a lack of resources and time. Its goal is to improve learners' information processing skills rather than to deliver a specific corpus of linguistic knowledge. Hutchinson T. and Waters A. define the skills-centred approach to ESP by giving example. Hutchinson T. and Waters A. say “this type of approach to course design in ESP has been widely applied in a number of countries, particularly in Latin America and students in universities and colleges there have the limited, but important need to read subject texts in English, because they are unavailable in the mother tongue.”¹⁸ Two key concepts, one theoretical and the other pragmatic, form the basis of the skills-centered approach. In other words, some abilities and techniques underlie all linguistic activity. This approach seeks to look beyond the performance data on the surface and at the competence that drives performance. It will outline its learning goals in terms of both performance and competency. In other words, the emphasis in the ESP course is on enabling the learners to do what they can given the constraints, rather than on achieving a certain set of goals. As it can be viewed below in the graph this approach works in following way: identify target situation; theoretical views of language; theoretical views of learning; analyze

¹⁷ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-67-68.

¹⁸ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-69.

skills/ strategies required to cope in target situation; select texts and write exercises to focus on skills/strategies in syllabus; write syllabus; establish evaluation procedures which require the use of skills / strategies in syllabus.



**A skills-centred approach to course design by Hutchinson T. and Waters A.*

A learning-centred course design

Before moving to the explanation of a learning-centred approach, we want to define a learner centred approach. According to P. Sysoyev, “it is founded on the idea that, despite the fact that teachers can affect what is taught, students alone are ultimately responsible for what they learn. In order to make sense of the flow of new information, learners are said to use the knowledge or skills they already possess during the learning process. As a result, learning is an internal process that critically depends on the knowledge that learners already possess as well as their

aptitude for and desire to use that knowledge. The procedure in learner-centered modeling is as follows:¹⁹

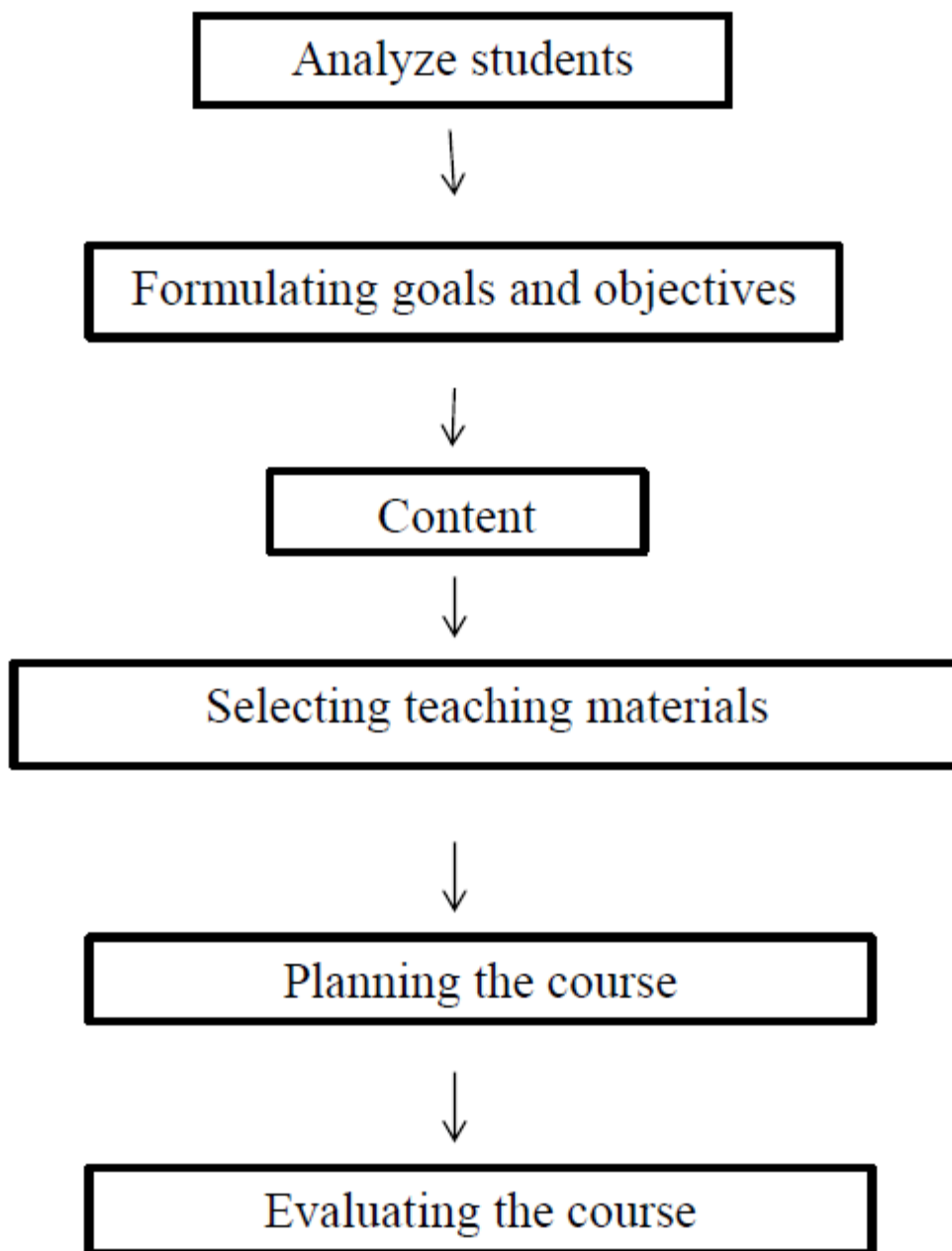


Figure 3. A learner-centered approach to course design

Introducing learning-centred approach for course design for the first time, Hutchinson T. and Waters A also explain why they chose the term learning-centred instead of learner centred. Hutchinson T. and Waters A. explain: “the learner-

¹⁹ P. Sysoyev, Developing an English for Specific Purposes Course Using a Learner Centered Approach: A Russian Experience, The Internet TESL Journal, Vol. VI, No.3, March 2000 <http://iteslj.org/>, 2006.

centred approach is based on the principle that learning is totally determined by the learner. As teachers we can influence what we teach, but what learners learn is determined by the learners alone. Learning is not just a mental process, it is a process of negotiation between individuals and society. Society sets the target situation and the individuals must do their best to get as close to that target as is possible”²⁰.

In order to define learning-centred approach authors compare three approaches of course design in ESP. Returning to our examination of alternatives to course design, it is clear that despite its focus on the learner, the skills-centered approach doesn’t fully take the learner into account, because it still makes the ESP learning situation too dependent on the target situation. The learner is employed to recognize and evaluate the target situation needs. But then, as with the language-centred approach, the learner is discarded and the target situation analysis is allowed to determine the content of the course with little further reference to the learner :²¹



A language-centred approach says : This is the nature of the target situation performance and that will determine the ESP course.



A skills-centred approach says : That’s not enough. We must look behind the target performance data to discover what processes enable someone to perform. Those processes will determine the ESP course.

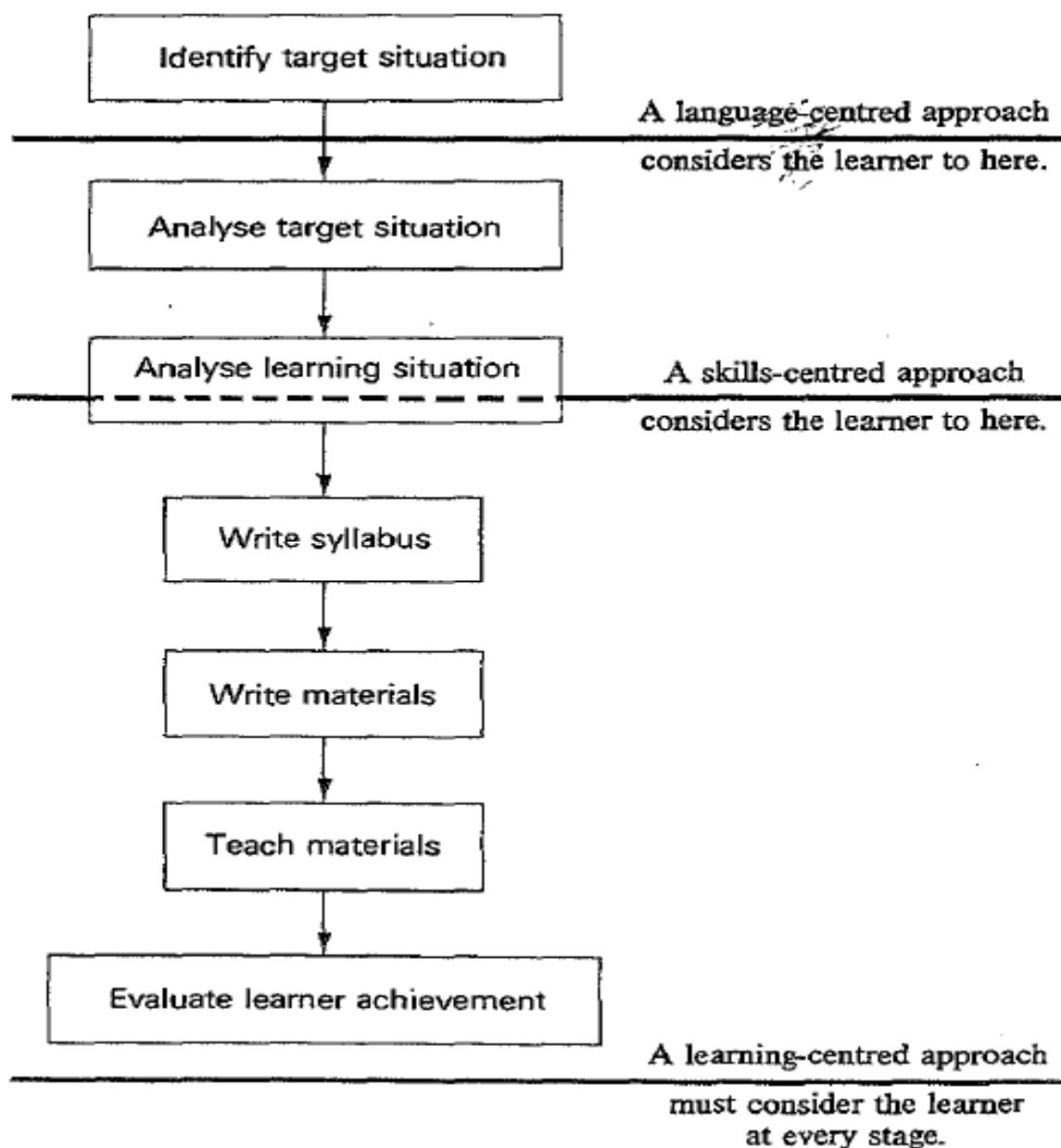


A learning-centred approach says : That’s not enough either. We must look beyond the competence that enables someone to perform, because what we really want to discover is not the competence itself, but how someone acquires that competence.

²⁰ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-67-68.

²¹ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-72-73.

The relationship can be seen in the diagram below.



**Figure 4. Comparison of approaches to course design by Hutchinson T. and Waters A.*

As diagram shows learning-centred approach considers learner at every phase of course design process for learning language. It means that ESP teacher while developing course syllabus, materials and methodology considers both target situation and learning situation. Moreover, ESP course is dynamic, it never stays the same.

Integrated approach

Nurpahmi S. tells about another approach which is integrated and gives next definition “Integrated Approach is an approach that integrate teacher centred learning, learner centred learning and learning centred approach. It is based on the principle that learner in learning process must be guided by the teachers to learn optimally. Not all the learning source comes from the learner, but the learning process can be processed optimally if the all components of the learning process function well.”²² She suggests following diagram to give an explicit explanation of the approach.

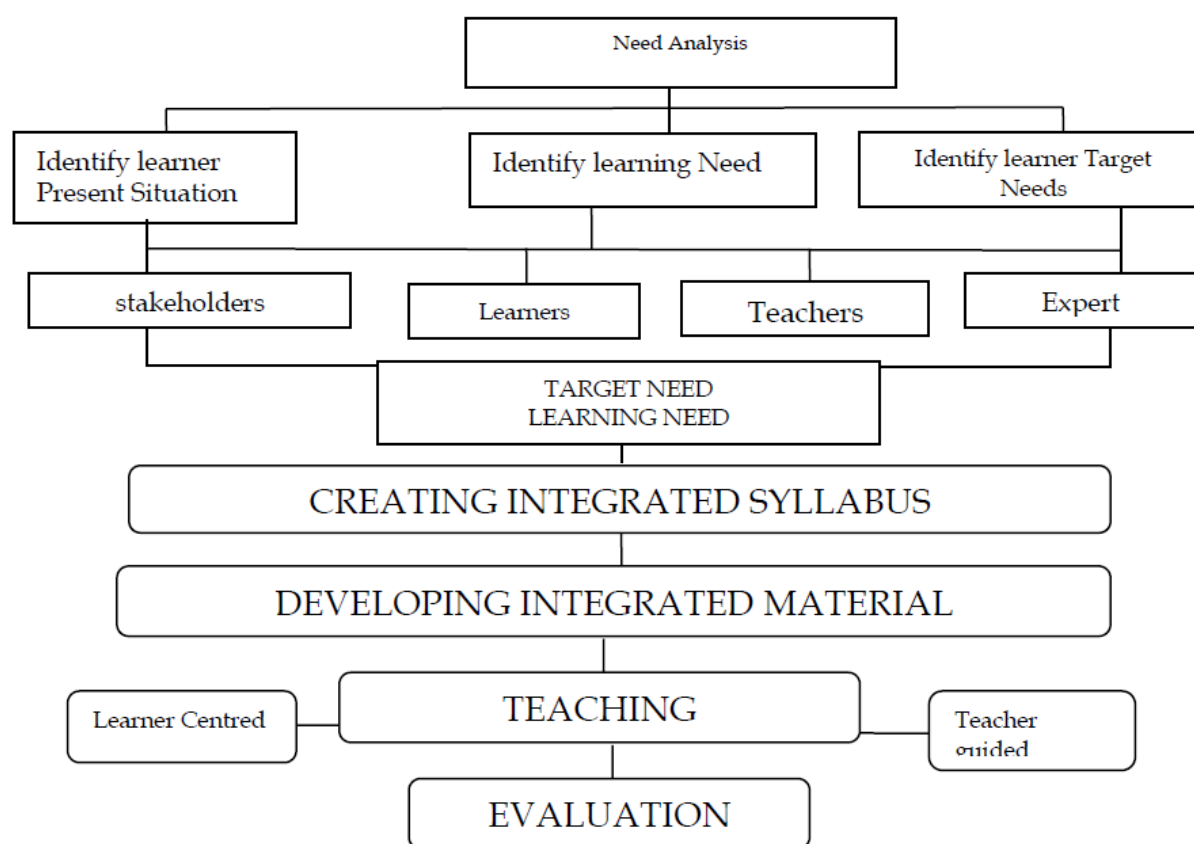


Figure 5. Integrated approach to course design



Task 1. Answer the questions.

1. What is course design?
2. What is done at the first stage of course design?
3. What are nine factors that should be considered while developing an ESP course according to T.Dudley-Evans ?

²² Nurpahmi S. 2016. ESP COURSE DESIGN: AN INTEGRATED APPROACH. LENTERA PENDIDIKAN, VOL. 19 NO. 2. P 172-181.

4. What is language-centered approach? Why is not it favored for use?
5. What is skill-centred approach? How does it differ from language-centred one?
6. What are advantages of learning-centred approach?
7. What is integrated approach?



Task 2. Read the case study carefully which illustrates the implementation of the parameters Evans T.D. and John M.J. described.

8.4.4 Case study 4: an intensive one-off EOP course for research scientists, India

This example illustrates a very specific ESP situation where a draft programme is drawn up based on very little pre-course information, and great flexibility is needed in implementing it. Such situations call for experienced ESP practitioners.

Pre-course information

Course duration: $3\frac{1}{2}$ days
 Course length: 20 hours
 Size of group: 20-40
 Resources: photocopying
 Participants: post-doctoral agriculture and science researchers from universities and research institutions
 Assessment: none
 Course objectives: for participants to (i) produce more effective journal articles; (ii) to increase the rate of acceptance of articles by journal editors; (iii) to spend less time on the whole writing process

Background

India is a multi-lingual society; English is a mother tongue for some, a second language for many, the official language of the judiciary, a

medium of some education and widely spoken. India has a large scientific research community but is under-represented in international research journals.

Needs analysis procedure

It was not possible to conduct a pre-course needs analysis directly with participants, so no PSA or LSA was possible. The broad TS was to get articles accepted in international, English-medium journals with minimal revisions. A list of the target journals was provided. The TSA which could be conducted pre-course consisted of:

- reading research into the process of writing
- reading research on scientific articles
- analysing articles in a selection of target journals
- building on previous experience

Sources of published teaching materials included:

Writing up Research by Weissberg and Buker (1990)

Academic Writing for Graduate Students by Swales and Feak (1994)

Course framework

An outline programme was drawn up in the UK and modified on delivery. The major changes that took place on the spot were:

- re-ordering – covering Introductions before Results
- introducing a new topic at participants' request – Abstracts
- spending more time on feedback and revisions
- omitting one task – writing a Procedure section.

The major changes for a later course were:

1. more on the reading and writing process; looking at why and how articles are read, leading to reader orientation versus writer orientation
2. more language work, particularly tenses and associated meanings, and creating good links and transitions; areas where even those with wide exposure to English felt unconfident
3. more on writing a good abstract; readers use this to decide on the value of the article
4. more attention to learning strategies because of knowing more about the local environment.

Reread the case study and tick the right course design continuums. The first one is done for you

- | | | | |
|-----------------------------|-------------------------------------|---------------|--------------------------|
| 1. intensive | <input checked="" type="checkbox"/> | extensive | <input type="checkbox"/> |
| 2. assessed | <input type="checkbox"/> | non-assessed | <input type="checkbox"/> |
| 3. immediate needs | <input type="checkbox"/> | delayed needs | <input type="checkbox"/> |
| 4. teacher provider | <input type="checkbox"/> | facilitator | <input type="checkbox"/> |
| 5. broad focus | <input type="checkbox"/> | narrow focus? | <input type="checkbox"/> |
| 6. pre-study/pre-experience | <input type="checkbox"/> | parallel | <input type="checkbox"/> |
| 7. common-core | <input type="checkbox"/> | specific | <input type="checkbox"/> |
| 8. homogeneous | <input type="checkbox"/> | heterogeneous | <input type="checkbox"/> |
| 9. worked out | <input type="checkbox"/> | flexible | <input type="checkbox"/> |

II. Fill in the gaps with one of the words given in the box.

Course design, a learning-centred, theoretical, a language-centred, empirical, syllabus, aim, approaches, a skill-centred approach,

* is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences. The of course design is to lead the learner to a particular state of knowledge. In practical terms this entails the use of the and information available to produce a syllabus, to select, adapt or write materials in accordance with the....., to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards the specified goals will be measured. There are 3 main in course design. They are:

* approach says : This is the nature of the target situation performance and that will determine the ESP course.

* approach says : That's not enough. We must look behind the target performance data to discover what processes enable someone to perform. Those processes will determine the ESP course.

LESSON 4. The place of study skills: note-taking; note-making; reading and research skills in an EAP context

Key words: Text as Linguistic Object (TALO), Text as Vehicle of Information (TAVI), reading skills and strategies

Reading is usually linked to writing and these two skills are taught integrally in EAP. This is a fundamental characteristic of the target academic situation in which students are typically reading books and journals, noting, summarizing, paraphrasing, and then writing essays, etc. In practice material for reading, the link with writing is normally included. Although different reading skills and reading comprehension practices are aimed to develop, mostly the result or production activities involve writing tasks. R.Jordan states “reading for academic purposes is a multifaceted subject, but there is one fundamental aspect which can be the starting point for other considerations.”²³ He notes that when students read they have certain goal which varies from person to person and suggests following purposes for reading:

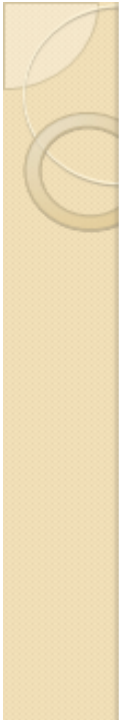
- “To obtain information (facts, data, etc.)
- To understand ideas or theories, etc.
- To discover authors’ viewpoint
- To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.”²⁴

²³ Jordan, R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press. P.143

²⁴ Jordan, R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press. P.143

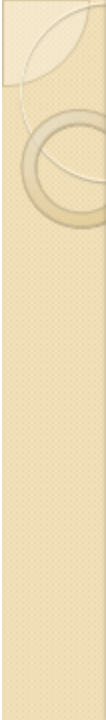
In his book “English for Academic Purpose” R.Jordan writes “ in the process of reading, students will be concerned with the *subject-content* of what they read and the *language* in which it is expressed. Both aspects involve comprehension, though of different kinds. Depending on the reading purpose, different reading *strategies* and *skills* will be involved.”²⁵ When describing efficient reading Ch.Nuttall speaks about controversial criteria. Since efficiency means using the least effort to obtain satisfactory result, what is meant by saying who has read more efficiently – someone who has understood more or someone who has read faster.²⁶ And here comes the importance of developing reading skills and strategies to read effectively (read more by spending less time).

Let’s look at some main strategies and skills which are used in reading suggested but R.Jordan:

- 
- Prediction
 - Skimming (reading quickly for the main idea or gist)
 - Scanning (reading quickly for specific piece of information)
 - Distinguishing between:
 - Factual and non-factual information
 - Important and less important items
 - Relevant and irrelevant information
 - Explicit and implicit information
 - Ideas and examples and opinions

²⁵ Jordan, R. (1997). English for Academic Purposes: A Guide and Resource Book for Teachers . Cambridge: Cambridge University Press. P.143

²⁶ Nuttall, Ch. (1996). Teaching Reading Skills. Oxford; Chicago : Heinemann English Language Teaching. P 44.

- 
- Drawing inferences and conclusions
 - Deducing unknown words
 - Understanding graphic presentation (data, diagrams, etc.)
 - Understanding text organization and linguistic/semantic aspects
 - Relationships between and within sentences (e.g. cohesion)
 - Recognizing discourse/semantic markers and their function.

The skills mentioned above are often used in textbooks as practice materials. Sometimes they aim at reading skill only or sometimes they come in the combination with other skills, but mostly they come as integral part of some tasks and activities (e.g. problem-solving task) which are used in topic-based or content-based learning.

M.Bloor categorized reading classes according to the writers' philosophies. He discovers that distinct books integrate several underlying philosophies which are combined with skills and strategies practice.²⁷ He suggests four main approaches:

- a. Psychological: This concentrates on "what happens in the reader's individual mind." Such courses make an effort to put the reading processes under practice through exercises, frequently at two levels: the first level is at the level of "basic word recognition," and the second level is at the level of "interpretation."
- b. Linguistic: this section focuses on the text's words and sentences. "It is assumed that reading ability will increase if learners can handle the linguistic characteristics of the text effectively." This method is frequently used in a variety of exercises in numerous reading materials.

²⁷ Bloor, M. (1985). Some approaches to the design of reading courses in English as a Foreign Language. *Reading in a Foreign Language*, 3, 341-361.

- c. Content-oriented: This strategy is founded on the idea that readers will read more effectively if they are given a clear reading goal. For instance, the learner can be required to use pre-reading assignments or questions to glean specific information from the text. Additionally, it is anticipated that reading passages on subjects relating to students' particular areas of interest will pique their curiosity and encourage reading participation. This serves as the foundation for several publications that include a variety of excerpts from various fields and subjects that can be of interest to readers around the world, such as "the person and society," "food for thought," "language," "academic success," etc.
- d. Pedagogically-oriented: This strategy is demonstrated by courses where the design of the entire course, rather than just specific activities, is driven by learning theories. Self-access materials, such as sets of reading cards, are an illustration of this strategy. Students can choose from these materials and work at their own pace.²⁸

One of the most significant contributions to the approach to reading in ESP was the shift from Text as Linguistic Object (TALO) to the Text as Vehicle of Information (TAVI). This was explained by Johns and Davies in their article. As authors note for language learner understanding the text, being able to infer information or meaning accurately from the text is the more important than language details. When text was seen as TALO, it was used to learn linguistic materials (for example, students were given a task to find all past participle verb forms from the text). Later when text started to be looked as TAVI, tasks that were developed for authentic texts focused on getting information (for example, students are given a set of job advertisements from which they should choose the one suitable for them).

ACTIVITIES

²⁸ Jordan, R. (1997). English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge: Cambridge University Press. P.145

Task 1

In the following table we have key points of the TALO and TAVI that summarizes their difference. Classify the words that come under each factor into TALO and TAVI.

	TALO	TAVI
<p>Principles of text selection: texts illustrate syntactic structure/ texts are chosen in relation to students' needs/ topics are of general interest/ text are graded and short/ texts are selected not only by teachers, but also by learners and others/ texts are selected by teachers/ a range of authentic texts are used/ grading is through tasks and support/ new vocabulary is controlled/ texts are of different lengths.</p>		
<p>Preparatory activities: Always: important as direction finders, to awaken interest and establish purpose/ almost none/ some translation of vocabulary</p>		
<p>Working with the text: Focus on language and what is unknown/ focus on links between meaning and form/ focus on information and what is known/ focus on detail and understanding</p>		

all the sentences and words/ guessing unknown words/ questions on syntax		
Type of teaching/learning interaction: teacher monologue/ student work in groups/ reversal of roles: students ask questions, evaluate each other, reach agreement/ teacher-centred: teacher questions, student responds, teacher evaluates, learner and learning- centred.		
Follow-up activities: Comprehension questions/ grammar and lexis exercises/ using the information: transfer, application or extension/ applying techniques.		

Activity 2

Look at the extract taken from *English for Tourism and Hospitality* textbook developed by Hans Mol and identify what reading skills were covered in the activities. Give explanation to how students can practice certain reading sub-skills.

2.2 Reading

using research questions

- A** How many kinds of tourism can you think of?
- B** Study the text from *Tourism Today*.
- 1 Define each type of tourism.
 - 2 Find a picture of each type.
- C** Discuss these questions.
- 1 Have you experienced any of the types of tourism on this page?
 - 2 Which is/would be your favourite type of tourism? Why?
- D** You are going to read a text. What should you do before you read a text in detail?
See **Skills bank**
- E** This text is about a special type of tourism.
- 1 Read the heading. What kind of tourism do you think this text is about?
 - 2 Think of three research questions before you read.
- F** Study these topic sentences from the text.
- 1 What will the paragraphs describe?
 - 2 Which paragraphs are likely to answer your research questions?

Many students go backpacking in their gap year, that once-in-a-lifetime period between school and college, or college and work.

Backpacking is a great way to travel, they say.

Backpackers are proud that they 'rough it'.

Flashpacking is the latest development in personal tourism.

Flashpackers are looking for adventure like backpackers, but there is one important difference.

Travel companies are cashing in on this development.

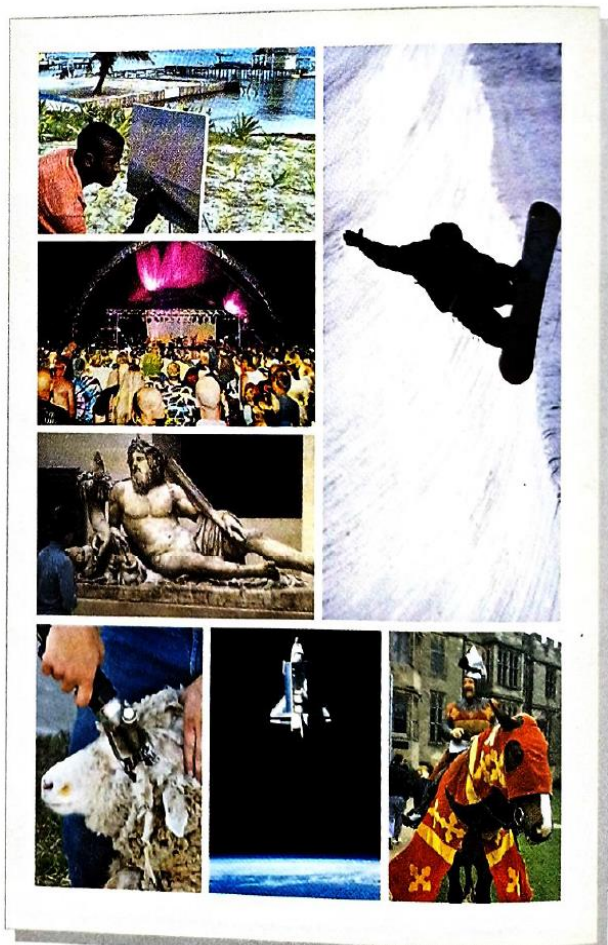
There are three countries where flashpacking works particularly well.

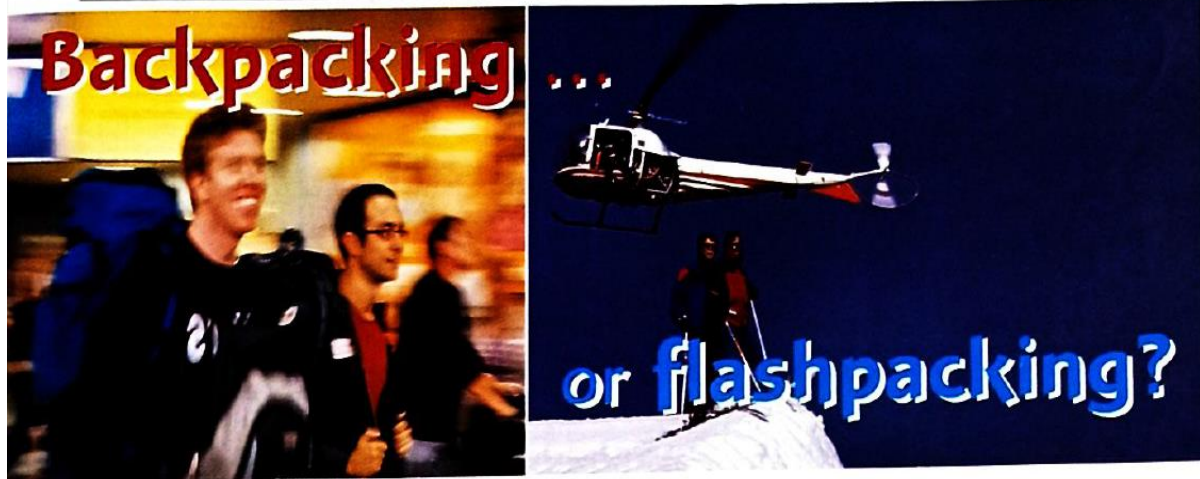
First, there's Australia.

Thailand is very cheap, relatively speaking.

Finally, Argentina is enjoying a boom from three types of traveller.

- G** Read the full article now and check your ideas.





Many students go backpacking in their gap year, that once-in-a-lifetime period between school and college, or college and work. Have you considered going to a foreign country thousands of miles away, all on your own? Could you cope without plane tickets, car-hire vouchers and booked accommodation?

Backpacking is a great way to travel, they say. As a backpacker, you're free to do what you want, within your shoestring budget, of course. You only need clothes, a passport and an independent spirit. You have no itinerary, except for some vague plans to 'do' Asia or 'go walking' in the Rockies. There's no tour operator to hold your hand.

Backpackers are proud that they 'rough it'. They are free and adventurous. But do they really have fun, hitching on dusty roads, sleeping in uncomfortable lodging houses, eating poor-quality food and wandering aimlessly through towns with no interest for the tourist? Perhaps they should wait until they can be a flashpacker.

Flashpacking is the latest development in personal tourism. As a flashpacker, you get the best of both worlds: the joy of real travel, but also luxury accommodation and transport when you want it.

Flashpackers are looking for adventure like backpackers, but there is one important difference. They have money. They are usually in their thirties and forties. They may be on extended holidays or career breaks. They probably went backpacking in their youth

and think they are doing it all over again. But unlike your average gap-year student, they will spend what it takes to get the experience they are after. That outback tour of Central Australia costs £5000? Where's the 4WD? Start the engine!

Travel companies are cashing in on this development. They are selling round-the-world tickets like hot cakes. Greg Halpin, a 39-year-old marketing director, is a typical example: 'Flashpacking is a perfect word for what I've done. When I've changed jobs, I've used the break to go travelling. The last time, I went for six weeks, around Kenya and Tanzania. I put the trip together as I went along. I visited safari parks – some upmarket, some not. Then I went to Zanzibar, where I checked into a very flash hotel. It's always interesting doing that when you've been on the road. You turn up a bit grubby, with a dusty old backpack, and they look rather alarmed. They're very relieved an hour later, though, when you've cleaned up and walk back across the lobby looking decent. That's one essential tip for travelling this way: always keep a set of smart clothes in a plastic bag inside your pack.'

There are three countries where flashpacking works particularly well. Each one can offer some of the most enjoyable aspects of budget travel – adventure, cultural insights, earthy simplicity – but with plenty of choice along the way.

First, there's Australia. It's no surprise that Oz is well set up for budget travel, with a good network of cheap accommodation, silver beaches and the outback. Every Australian was a backpacker once. On the other hand, the Aussies have got a bit flash recently – cultural events, fancy cooking, etc. It adds up to perfect flashpacker territory.

Thailand is very cheap, relatively speaking. The temptation is to be all flash and no pack. After all, when an upmarket Bangkok restaurant only charges £10 per head, why settle for anything less? But you should. If you use your money to spoil yourself all the time, you'll never touch the real character and excitement of Thailand. So stay in that £4 beach hut, eat that 50p street snack and only buy yourself luxury when you really need it.

Finally, Argentina is enjoying a boom from three types of traveller. Gap-year kids have added the Andes to their list; holiday travellers are arriving in well-organized groups to trek around the countryside and now flashpackers have discovered that the continent has exactly their mix of wild adventures and home comforts. ■

List of used literature

1. Jordan, R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge University Press. P.143
2. Nuttall, Ch. *Teaching Reading Skills*. Oxford; Chicago : Heinemann English Language Teaching. P 283.
3. Bloor, M. (1985). Some approaches to the design of reading courses in English as a Foreign Language. *Reading in a Foreign Language*, 3, 341-361.

LESSON 5. Materials evaluation

Key words: Material evaluation, subjective analysis, objective analysis.

**GUESS
ING**

Read given two texts and tell which of them can be used for school English class, and which one for university EAP class. Explain your choice.

<p>Text A. Trees form the most essential components of our environment. They take in sunlight, carbon dioxide and water to produce oxygen which helps to support all forms of life on earth. Various kinds of trees can be found which provide us materials for food, shelter, clothing and medicines. Timber and wood obtained from trees are used in many industries to make</p>	<p>Text B. With the ever-growing population, the demand and supply for every other commodity have increased. This has led to detrimental levels of deforestation. The result today is layers of air filled with pollutants, soil losing its strength to erosion and an acute rise in temperature and sea levels worldwide. Our planet has seen</p>
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<p>paper, furniture and other goods of daily use. As a result, a large number of trees are cut every day to fulfill these needs. This is leading to a loss of stability in the environment and making life difficult. Pollution is increasing due to more carbon dioxide in the atmosphere. Awareness needs to be spread to save trees and take part in tree plantation and protection for a better, healthier future. Students, schools and other clubs can play an active role to save trees and protect the planet's natural environment.</p>	<p>varying degrees of diseases, incorporating artificial means to increase production, illegal cutting down of trees from protected areas and much more. The situation, however, needs to be brought under control. A lot of measures, programs and events are organized regularly to create awareness and save trees. But a lot more still needs to be done to increase the prospect of a greener, healthier tomorrow. Trees must be planted not only on World Environment Day but also on every other day. Restrictions need to be imposed on the number of trees that can be cut daily. People in urban as well as rural areas need to be educated about the dire effects of deforestation and most importantly citizens need to take responsibility and accountability for their own selves, if not for the future of their race.</p>
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What you were doing just now is called material evaluation. You choose material suitable for your course, objectives, your learners etc.

After conducting needs analysis and course design, ESP teacher develops course materials. Let's define what is teaching material itself. B.Tomlinson gives

following definition “Anything which is used to help to teach language learners. Materials can be found in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.”²⁹ Ana Bocanegra-Valle identifies four main issues that need to be emphasized for defining materials in ESP:

1. Consideration of major and minor ESP course. Major ESP courses are those for which there is a vast of teaching materials. (For example, EBP)
2. The primary component of ESP materials is subject-matter content. Information that is specialized to a certain discipline and that people, like students and prospective experts, possess in their mother tongue is referred to as carrier content, instructive content, discipline-based knowledge, specific content, specialist knowledge, or expert knowledge.
3. ESP instructors strengthen their skills as material developers, designers, and evaluators, since publishers don't want to produce books for limited number of customers. So, ESP teachers are more involved into material evaluation and design process rather than EFL teachers.
4. In EFL teaching there is a mismatch between course books and pedagogical practice, more specifically, there is a mismatch between how academic writers write and what writing textbooks instruct.³⁰

Ana Bocanegra-Valle displays the process by which materials are created in Figure 1. First, the materials that are currently available are examined, evaluated, and chosen in accordance with various criteria and with reference to a specific ESP course. Then, if there are insufficient materials or if the materials supplied are not adequate based on such evaluation, practitioners may need to create materials from

²⁹ Tomlinson, B. (1998) *Materials Development in Language Teaching*, Cambridge, Cambridge University Press.

³⁰ Bocanegra-Valle, A. 2016. *Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes*. New York. P.142-143.

scratch or abridge, extend, refine, rewrite – in short, adapt the present materials for a specific learning setting, target audience of ESP field.³¹

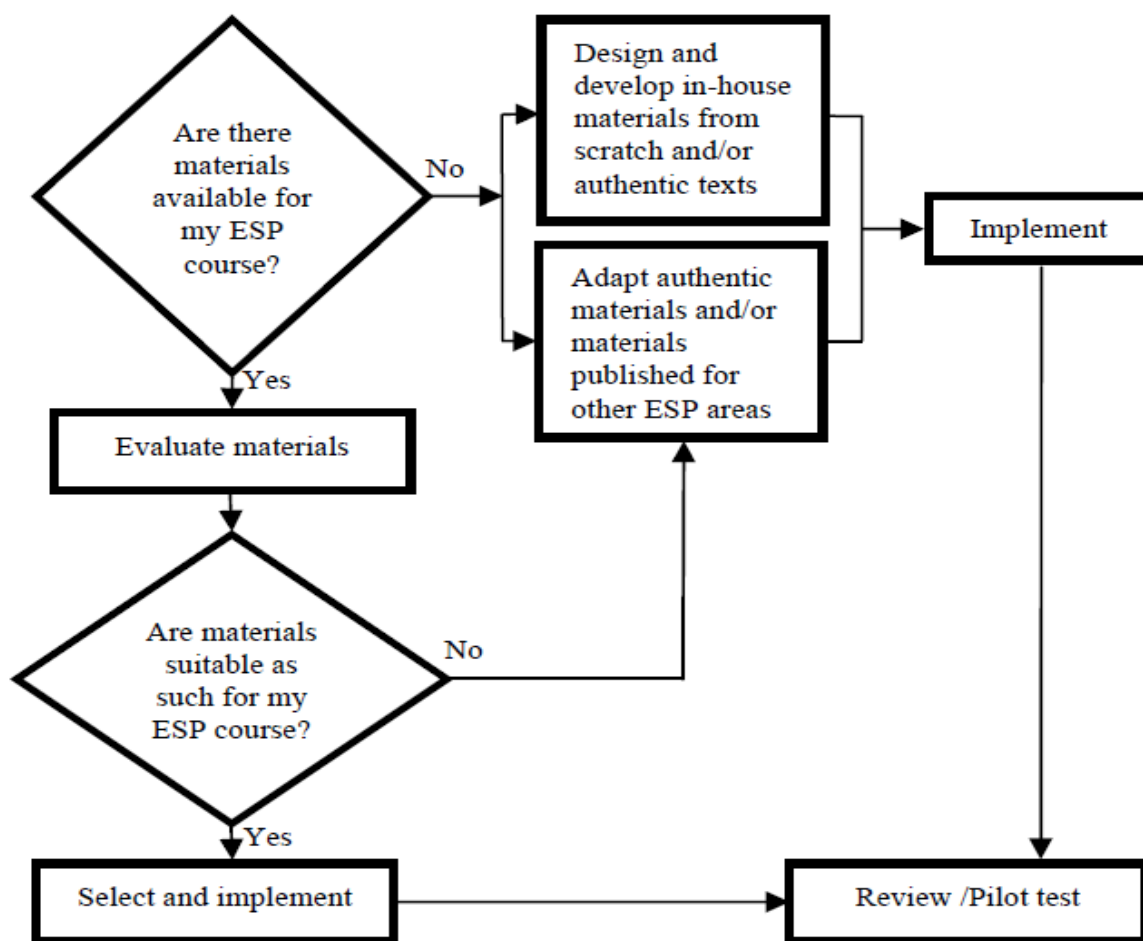


Figure 1. Flowchart on the process of ESP materials development

According to Hutchinson T. and Waters A. there are three possible ways of turning your course design into actual teaching materials:³²

³¹ Bocanegra-Valle, A. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.144-145.

³² Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-96.

Classification of Hutchinson T. and Waters A.

Materials evaluation-
select from
existing
materials

Materials developme
nt-write
your own
materials:

Materials adaptation-
modify
existing
materials:

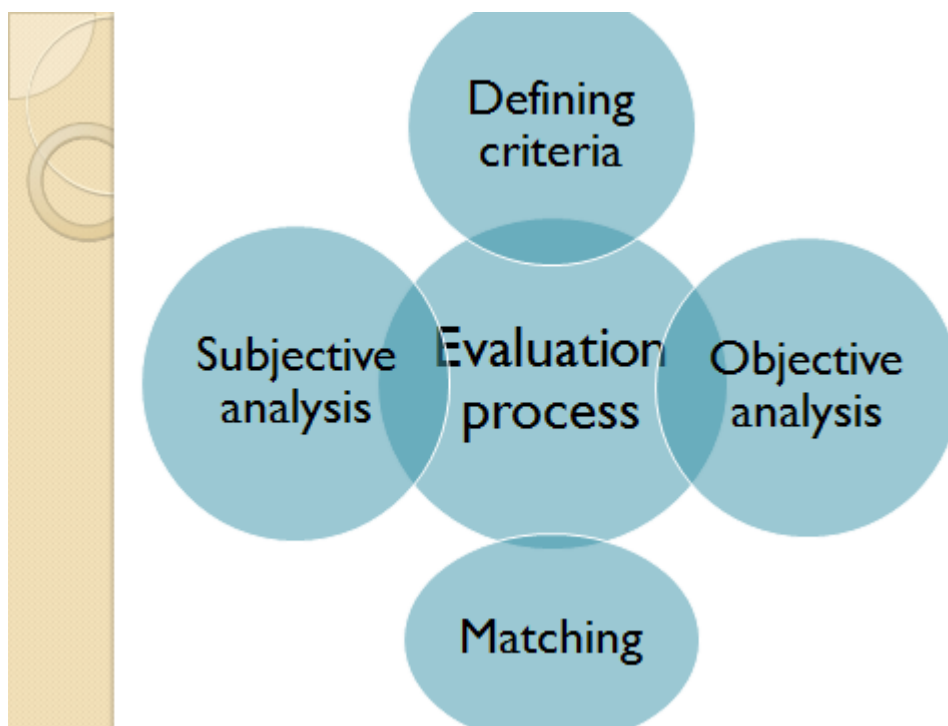
Why do we need to evaluate materials? Evaluation involves determining if something is suitable for a given purpose. Which of several options could serve as the best answer, given a particular need and the resources at hand? Thus, relative merit is a concern in evaluation. There are only varying degrees of suitability for the needed purpose; there is no absolute good or bad.³³ Evaluation essentially involves matching demands, needs with solutions that are accessible. It is best to examine the needs and solutions individually in order to complete this matching as objectively as feasible. Any decision will ultimately be based on subjective grounds. A brilliant explanation is provided by the ESP experts “If you were choosing a car, for example, you might just as easily choose it because you like the look of it, as because it can reach 100 mph in 10 seconds. It depends on what you consider to be important. The danger is that, if subjective factors are allowed to influence judgement too soon, it may blind you to possibly. useful alternatives. You might not look at cars from a particular country, because you have a prejudice against that country, while in fact, those cars may suit your needs best. Similarly you might reject a particular textbook, because you don't like the picture on the cover, or because you dislike functional syllabuses. An ESP textbook has to suit the needs of a number of parties - teachers, students, sponsors, so it is important

³³ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P -96.

that the subjective factors, which will admittedly play a part, should not be allowed to obscure objectivity in the early stages of analysis.”³⁴

One of the responsibilities of an ESP practitioner is evaluating the possible teaching and learning materials such as authentic texts, textbooks, and other sorts of resources. Materials evaluation is particularly common in ESP at the university level, in contrast to language instruction at the primary or secondary school levels where they use one single coursebook, for a complete school. This is simply because, generally speaking, departments, or personnel of higher educational institutions select certain excerpts (units, exercises, or assignments) from a variety of published materials and, if necessary, supplemented with in-house activities. A single coursebook is not followed from beginning to end.

In the graph designed by Hutchinson T. and Waters A. the evaluation process is divided into our steps:



The first two phases of material evaluation process should have been completed in the course design stage. To make it easy to for the teacher/ESP course developer to compare various sets of materials, it will be helpful to think and lay out major criteria or own preferred realization of the criteria beforehand.

³⁴ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-97

However, teacher should avoid viewing his own subjective analysis as a rigid set of specifications. He should examine and build his own thoughts about what is necessary using in the materials evaluation process. So, it is helpful to have a checklist with your subjective analysis (your own ideas, findings) which could be compared with objective analysis (actual material, its objectives, content, skills covered, activities, etc.).

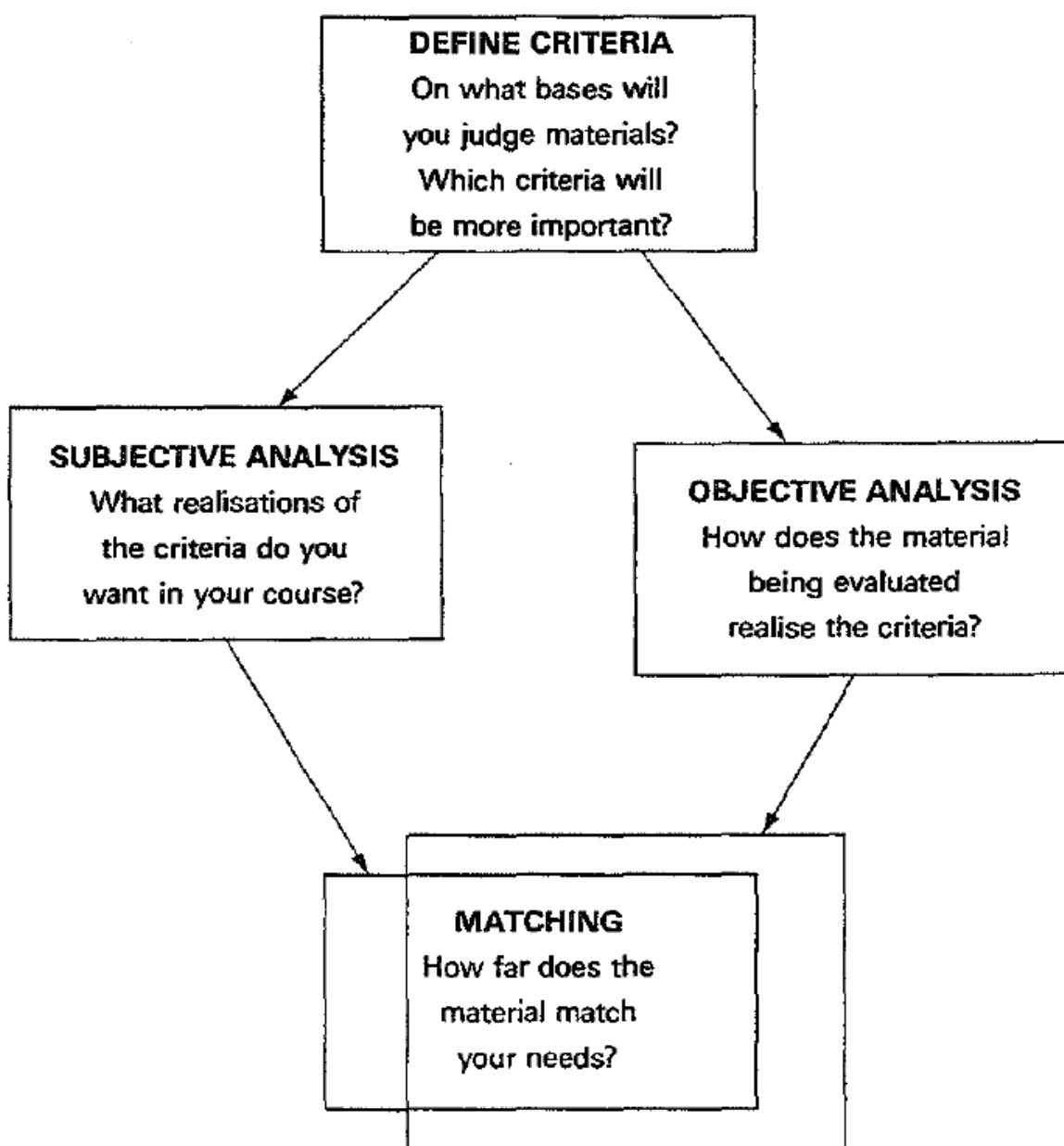


Figure 2. Material evaluation process.³⁵

³⁵ Hutchinson T. and Waters A. 1987. English for Specific Purpose. New York: Cambridge University Press. P-98

Different checklists for evaluating teaching materials can be found in various sources, but hereby we have preferred to give a checklist as an example developed by Hutchinson T. and Waters A. It deals with five main criteria:

- 1) Audience
- 2) Aims
- 3) Content
- 4) Methodology
- 5) Other criteria (price, availability of the material)

**SUBJECTIVE
ANALYSIS**

(i.e. analysis of your course, in terms of materials requirements)

**OBJECTIVE
ANALYSIS**

(i.e. analysis of materials being evaluated)

A U D I E N C E

1A Who are your learners?

e.g.

- ages
- sex
- nationality/ies
- study or work specialism(s)
(e.g. banking, medicine etc.)
- status/role with respect to specialism (e.g. trainee cashier, qualified anaesthetist etc.)
- knowledge of
 - (i) English
 - (ii) specialism
 - (iii) other (e.g. knowledge of 'the world' etc.)
- educational backgrounds
- interests (*etc.*)

1B Who is the material intended for?

A I M S

2A What are the aims of your course?

2B What are the aims of the materials?
(Note: check that the aims are actually what they are said to be, by looking carefully at the material itself.)

**SUBJECTIVE
ANALYSIS**

**OBJECTIVE
ANALYSIS**

C O N T E N T

3A What kind of *language description* do you require? Should it be structural, notional, functional, discourse-based, some other kind, a combination of one or more of these? (see ch.4).

3B What type(s) of linguistic description is/are used in the materials?

4A What *language points* should be covered? (i.e. What particular structures, functions, vocabulary areas etc?)

4B What language points do the materials cover?

5A What *proportion of work on each macro-skill* (e.g. reading) is desired? Should there be skills-integrated work?

5B What is the proportion of work on each skill? Is there skills-integrated work?

6A What *micro-skills* do you need? (e.g. deducing the meanings of unfamiliar words – see Munby (1978), pages 116–132)

6B What micro-skills are covered in the material?

7A What *text-types* should be included?
e.g.
– manuals?
– letters?
– dialogues?
– experimental reports?
– visual texts (pictures, diagrams, charts, graphs, cartoons etc.)?
– listening texts?
– any other kind?

7B What kinds of texts are there in the materials?

8A What *subject-matter* area(s) is/are required (e.g. medicine, biology etc.)?

What *level of knowledge* should be assumed (e.g. secondary school, first year college/university, post-graduate etc.)?

What types of *topics* are needed? (e.g. in medicine: hospital organisation, medical technology etc.)?

What *treatment* should the topics be given (e.g. 'straightforward', factual; 'human interest' angle; humorous; unusual perspective; taking into account issues, controversy, etc.)

9A How should the content be *organised throughout the course*?
– around language points?
– by subject-matter?
– by some other means (e.g. study skills)?
– by a combination of means?

10A How should the content be *organised within the course units*?
– by a set pattern of components?
– by a variety of patterns?
– by some other means?
– to allow a clear focus on e.g. certain skill areas, a communication task etc.?

11A How should the content be *sequenced throughout the course*?
e.g. – from easier to more difficult?
– to create variety?
– to provide recycling?
– by other criteria?
Should there be no obvious sequence?

8B What is/are the subject-matter area(s), assumed level of knowledge, and types of topics in the materials?

What treatment are the topics given?

9B How is the content organised throughout the materials?

10B How is the content organised within the units?

11B How is the content sequenced throughout the book?



SUBJECTIVE ANALYSIS	OBJECTIVE ANALYSIS
<p>12A How should the content be sequenced <i>within a unit</i>?</p> <p>e.g. – from guided to free?</p> <p>– from comprehension to production?</p> <p>– accuracy to fluency? (see Brumfit, 1984, p.52–7)</p> <p>– by some other means?</p> <p>Should there be no obvious sequence?</p>	<p>12B How is the content sequenced within a unit?</p>

METHODOLOGY

<p>13A What <i>theory/ies of learning</i> should the course be based on? Should it be behaviourist, cognitive, affective, some other kind, a combination of one or more of these? (See ch.5)</p>	<p>13B What theory/ies of learning are the materials based on? (Check carefully – don't just take the author's or publisher's word for it!)</p>
<p>14A What aspects of the <i>learners' attitudes to / expectations about learning English</i> should the course take into account? (See ch.6)</p>	<p>14B What attitudes to / expectations about learning English are the materials based on?</p>
<p>15A What <i>kinds of exercises/tasks</i> are needed?</p> <p>e.g.</p> <p>– guided ↔ free?</p> <p>– comprehension ↔ production?</p> <p>– language/skills practice ↔ language/skills use?</p> <p>– one right answer ↔ many possible right answers?</p> <p>– whole class ↔ group ↔ individual?</p>	<p>15B What kinds of exercises/tasks are included in the materials?</p>

- language-/skills-based ↔ content-based?
- 'mechanical' ↔ problem-solving?
- role-play, simulation, drama, games?
- ones involving visuals?
- self-study?
- some other kinds?

16A What *teaching-learning techniques* are to be used?

- e.g.
- 'lockstep'?
 - pair-work?
 - small-group work?
 - student presentations?
 - work involving technical subject-matter?
 - other kinds?

17A What *aids* are available for use?

- e.g.
- cassette recorders?
 - overhead projectors?
 - realia?
 - wallcharts?
 - video?
 - other?

18A What *guidance/support for teaching the course* will be needed?

- e.g.
- statements of aims?
 - lists of vocabulary and language-skills points?
 - language guidance?
 - technical information?
 - methodological directive or hints?
 - suggestions for further work?
 - tests?
 - other kinds?

16B What teaching-learning techniques can be used with the materials?

17B What aids do the materials require?

18B What guidance do the materials provide?

SUBJECTIVE ANALYSIS	OBJECTIVE ANALYSIS
<p>19A How <i>flexible</i> do the materials need to be?</p>	<p>19B In what ways are the materials flexible? e.g. – can they be begun at different points? – can the units be used in different orders? – can they be linked to other materials? – can they be used without some of their components (e.g. cassettes)?</p>
<p>OTHER CRITERIA</p>	
<p>20A What price range is necessary?</p> <p>21A When and in what quantities should the materials be available? <i>etc.</i></p>	<p>20B What is the price?</p> <p>21B When and how readily can the materials be obtained? <i>etc.</i></p>

 **Characteristics of good material**

- a. Provide a stimulus to learning -- interesting, enjoyable, content at the right level
- b. Provide a path through the learning maze. Clear, coherent structure, with variety.
- c. Consciously reflect a view of learning and language
- d. Stretches teachers to use different techniques
- e. Provide models of correct and appropriate language use. But, models in perspective.

f. Language is a means to an end for ESP learners.³⁶

Task 1. Answer the questions

1. What is teaching material?
2. What are the way of turning course design into material?
3. What is meant by material evaluation?
4. What are the steps of material evaluation process according to Hutchinson T. and Waters A.?
5. What are important criteria for material evaluation for you?
6. What are the features of a good material?



Discussion. Choose from the options below. What factors attract you in a book?

1. cover is attractive , b. persuasive blurb, c. list of contents matches what you want, d. book review, e. level seems right, f. material is user-friendly, g. good teachers notes and answer key, h. a colleague recommends it or has used it, i. the right size, j. it is available, k. quality of the copying
2. Is there any factor which important for book selection which is not included in the list above?



What criteria would you regard as the most important in evaluating materials? Put the categories in the checklist in a rank order of importance

List of used literature

1. Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.141-165.

³⁶ Lowe I 2009 www.scientificlanguage.com/esp/materialsevaluation.pdf

2. Tomlinson, B. (1998) *Materials Development in Language Teaching*, Cambridge, Cambridge University Press.
3. Hutchinson T. and Waters A. 1987. *English for Specific Purpose*. New York: Cambridge University Press. P-96.
4. Lowe I 2009 www.scientificlanguage.com/esp/materialsevaluation.pdf

LESSON 6. MATERIAL ADAPTION

Key words: material adaption, material adaption techniques: adding, deleting, simplifying, reordering, replacing

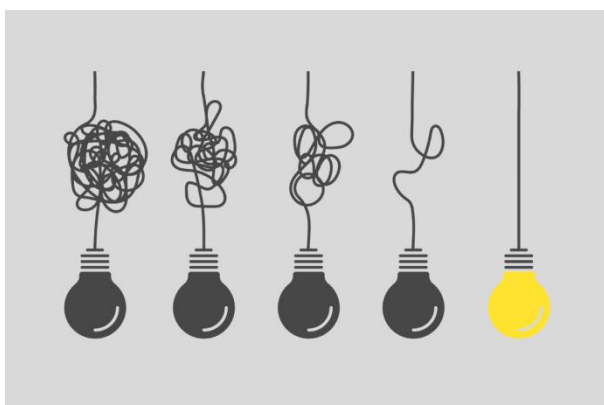
1.



2.



3.



4.



5.



GUESS
ING

Look at the five pictures above and try to guess how they relate to material adaption

In previous lesson we have talked about material evaluation which I choosing from existing materials. But the thing that should be considered is that we do not always have a lot of ready materials for all ESP areas. Writing about consideration of major and minor ESP courses Ana Bocanegra-Valle mentions significant statistics “St John (1996: 9) found that “of 24 ESP books claimed as new in 1994, 21 were business related”. About a decade later I had a rough look at the 2006 catalogue of the *English Book Centre* and data revealed that the situation remained the same. The highest number of published titles was in the area of “Banking, Business and Finance” (215 titles). Far behind this *top* ESP area, titles numbered 20 for “Tourism” and “Science and Technology”, 13 for “Computing and Telecommunications”, 8 for “Medicine and Health”, 4 for “Aviation” and “Law”, 3 for “Engineering”, and closed with “Agriculture” (2 titles) and “Maritime” (1 title).”³⁷ It can be inferred that teachers might have so many options to choose from for Business English while there is only one resource for Maritime

³⁷ Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.142

English. Moreover, there are some course for particular groups of learners, for example, Tourism English for tourist police in popular towns. In this very moment we have a need for material adaption or design. Since designing material starts from the scratch and requires much time and effort to develop, taking some ready material and changing it to suit the learners' needs seems to be the best option. So, what is material adaption. Let's look at some definitions.

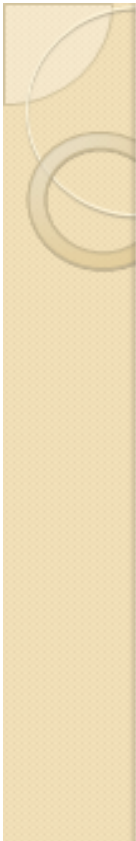
B.Tomlinson defines material adaption as “Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.”³⁸ Later in his coauthor work they state materials adaption to be “a general term for the process that involves making changes to existing materials to better suit specific learners, teachers and contexts for the purpose of facilitating effective learning. This may mean reducing mismatches between materials, learners, teachers and contexts or making fuller use of the potential value of existing materials”.³⁹ Speaking about material evaluation and design in her article, Ana Bocanegra-Valle mentions in-house materials and tells that those are either designed or adapted materials. Ana Bocanegra-Valle gives following definition “*In-house materials* refer to materials developed locally by a particular teacher or group of teachers for a particular course, a particular group of students and with the resources available at a particular time. As opposed to published materials, they are also referred to as *tailor-made materials, locally produced materials, self-designed materials, internal materials, home-made materials* or *home-grown materials*. In the context of language learning, in-house materials may be developed either from scratch or by adapting existing learning materials and authentic materials/texts”.⁴⁰

³⁸ Tomlinson, B. (1998) *Materials Development in Language Teaching*, Cambridge, Cambridge University Press.P. xi.

³⁹ Tomlinson, B., & Masuhara, H. (2018). *The Complete Guide to the Theory and Practice of Materials Development for Language Teaching*. Hoboken, NJ: Wiley Blackwell.P. 82.

⁴⁰ Ana Bocanegra-Valle. 2016. *Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes*.New York. P.151

When designing own material or adapting available ones, Ana Bocanegra-Valle suggests considering following Ten Commandments:⁴¹

- 
- evaluate resources and time available
 - evaluate input (terminology, grammar, level of formality, relevance to the discipline, etc.)
 - contrast students' formal (linguistic) knowledge with that required by the piece of oral and written discourse
 - contrast students' content (subject-matter) knowledge with that required by the piece of oral and written discourse
 - evaluate the relevance of learning goals against the unit/course/discipline
 - consider the relevance of carrier content (subject matter) within the unit/course/discipline
 - consider the relevance of the real content (language) within the unit/course/discipline
 - consider timing, lay-out and edition requirements
 - take into account updating and recyclability
 - be aware of your limitations

Material adaption techniques.

Materials can be adopted in different ways by various means of adaption techniques. What is more interesting, these adaption techniques can be implied for adapting materials within or across disciplines, from existing authentic materials and other language learning materials. The graph below is taken from Ana Bocanegra-Valle's work which is based on Islam and Mares, 2003.(Figure 1)⁴²

⁴¹ Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.152

⁴² Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.153

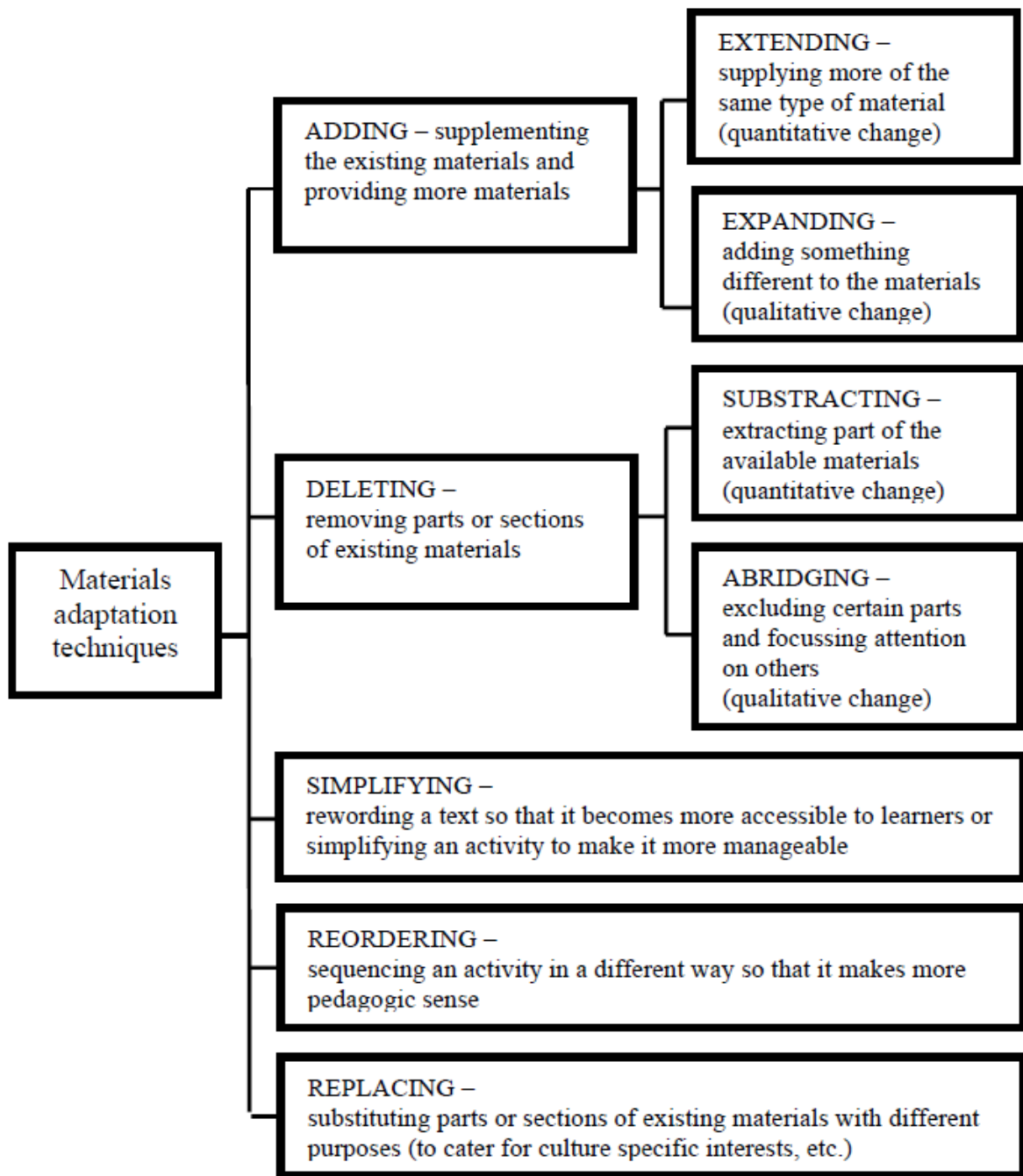


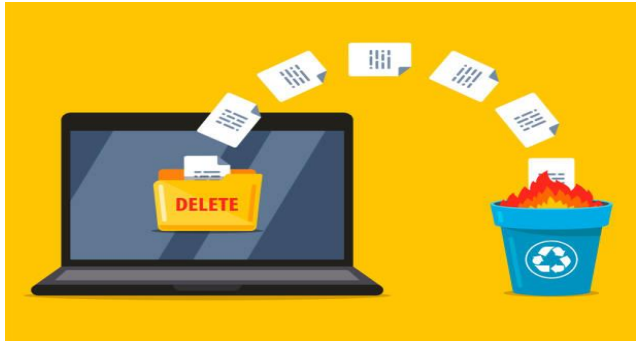
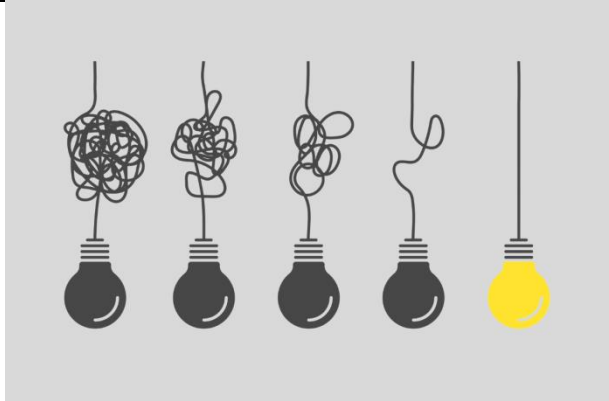
Figure 1. Material adaption techniques.

List of used literature

1. Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.141-165.

2. **Bensafa, A.(2016).** ESP Materials Adaptation: Bridging the Gap between Theory and Practice. International Journal of Scientific & Engineering Research, Volume 7, Issue 7. P. 254-260
3. Tomlinson, B., & Masuhara, H. (2018). The Complete Guide to the Theory and Practice of Materials Development for Language Teaching. Hoboken, NJ: Wiley Blackwell.
4. Tomlinson, B. (1998) Materials Development in Language Teaching, Cambridge, Cambridge University Press.

Task 1. Match the pictures with the material adaption techniques. Explain what each technique deals with.

<p>Adding</p>	
<p>Deleting</p>	

Simplifying	
Reordering	
Replacing	

Task 2

SAMPLE ACTIVITY. Look at the adapted version of material, read the explanation of the teacher on her way of adaption then do follow-up tasks.

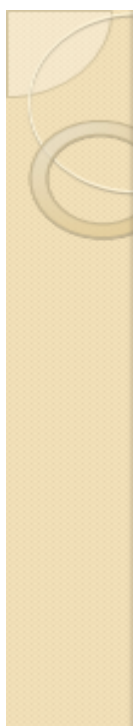
Activity 1

1. Read the explanation of the material adaption in sample activities 1 and 2, look at the material adapted and identify what material adaption techniques are used.

2. Explain in which part and how adaption technique is used. For example, expanding (adding) is used, picture is added for better visualization of the text in Sample activity 1.

Material adaption techniques	Example in Sample activity1:	Example in Sample activity 2:
	A Presentation to the Board	My Ships Voyage

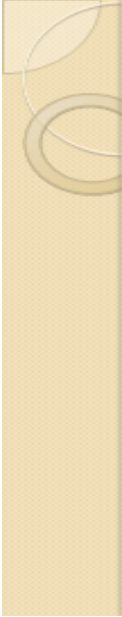
SAMPLE ACTIVITY 1: *A presentation to the board*⁴³



This example is taken from Ana Bocanegra-Valle’s work. “It illustrates how materials can be adapted across disciplines from published learning materials and by means of material adaption techniques. The original exercise was found in Waistell, M. (1993) *Executive Listening*, London: Nelson, page 81. It was a follow-up exercise to promote vocabulary learning targeted at a Business English audience. The original exercise consisted of a text with gaps to be filled in with words from a lead-in exercise and considering the graph included. For the adaptation task I inserted a blank graph, tried to imitate a real speech to the board and provided a more visual layout by making use of different visuals. The language of the reference text has been adapted so as to resemble oral language and contain terminology relevant to the new ESP area (industrial engineering)”.

SAMPLE ACTIVITY 2: *My ship’s voyage*

⁴³ Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.154



This example is taken from Ana Bocanegra-Valle's work. "It illustrates how materials can be adapted within disciplines from published learning materials (Blakey, T.N. (1987) *English for Maritime Purposes*, London: Prentice Hall, page 100) and by means of extending, expanding, reordering and replacing techniques. Here, Maritime English learners were asked to write a similar description to the one exemplified by using the prompts given and inserting the corresponding prepositions and definite article if necessary. The main similarities and differences between source and adapted material are summarised in Table 2.

SAMPLE ACTIVITY 1: *A presentation to the board*

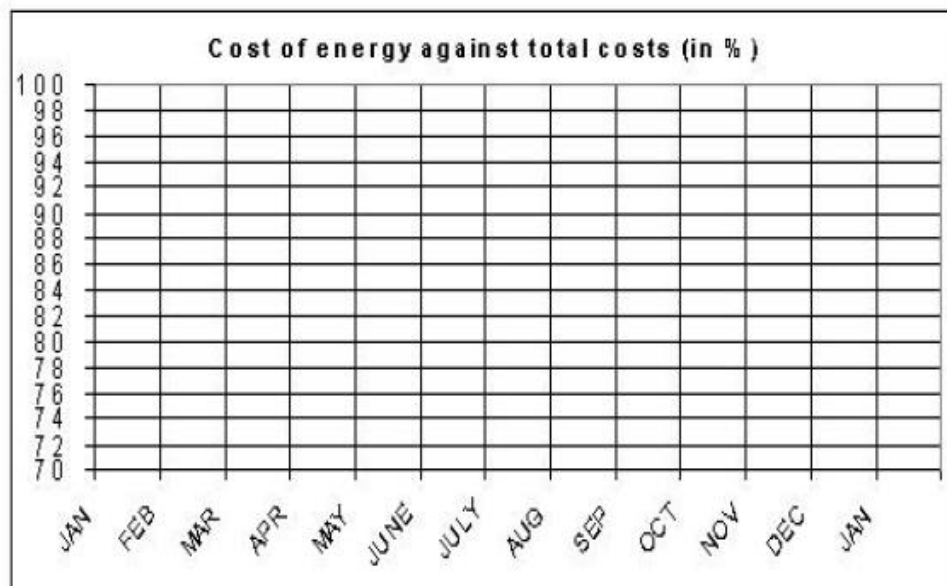
PAPERALIA is a paper plant located outside Manchester (UK). The Managing Director is presenting the annual report to the other members of the Paperalia board.

The following extract refers to that part of his speech which evaluates the cost of energy used by the plant in relation to the total production costs. As a member of the board, you prefer visual information. Read the final report and complete the following graph according to the information provided.



And now, let's have a look at energy costs. If we look at last year's statistics for the plant, we can see some quite informative trends. In January we had the usual seasonal factors causing the trough of 73%. This increased slightly to 77% for February and then rose to 85% in March. In April, May and June we reached a plateau of 90% for three months but then a slump took the figures to 80% for July. If you remember, the weather was particularly good in July. From August to November we had a series of fluctuations. August showed an increase to 85% but this fell to 77% in September, rose to 87% in October and then fell again to 81% in November. In December, the figures jumped to a peak of 97%, no doubt because of the need for Christmas production—and of course this month (January) looks like last year's January, around 75%.

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SAMPLE ACTIVITY 2: *My ship's voyage*

Exercise 1.- What do you know about the Titanic? Choose the best prepositions in the following passage.

- Vessel Titanic, a liner **OF/AT** 46,328 tons, was the largest ship **OF/IN** the world when she was built. She struck an iceberg **IN/ON** the North Atlantic **IN/ON** her maiden voyage **IN/ON** 1912 and sank with the loss of 1,490 lives. She was sailing **OF/FROM** Southampton **TO/UNTIL** New York **ON/IN** 10 April 1912.

Now read the description of a voyage made by MV Diomede paying particular attention to the prepositions of place. Underline them, compare with your answers for the text above and discuss.

- On 6 April, 1979 the French general cargo vessel, MV Diomede, was fully loaded when she left the port of New Orleans in the USA for Hawaii in the Hawaiian Islands. She steamed across the Gulf of Mexico, through the Yucatan Channel and along the north coast of Jamaica, calling at Kingston. Then she sailed through the Panama Canal and across the Pacific Ocean to Hawaii.

Exercise 2.- Write a similar description for the voyage outlined below and follow the vessel by plotting her route in the map. Use the appropriate prepositions and the definite article (*the*) where necessary:

10/9/80 - bulk oil carrier - SS Enterprise - partial load - Nagasaki - Japan - Bombay - India - east coast of China - Taiwan Strait - South China Sea - Singapore - Strait of Malacca - Indian Ocean - Sri Lanka - west coast of India - Bombay.



Exercise 3.- Pair work. Take your time to make a similar voyage using the prompts below, then, describe that voyage to your partner who will follow it on the map provided. Once your partner's vessel has arrived safely to her destination port, it is time to return and your partner will describe the voyage back. Exchange roles and ... enjoy your voyage!

16/6/80 - Italy - passenger liner - MV Orient - Southampton - UK - Naples - Italy - English Channel - Bay of Biscay - west coast of Portugal - Lisbon - Strait of Gibraltar - Mediterranean Sea - Naples.



Exercise 4.- Describe in a similar way a personal voyage or a voyage on which you would love to set off.

Activity 2

Students are divided into two groups. Each group fill one table.

Look through adapted material one more time. Below there is a table with differences between original exercise and adapted exercise according to different features of the material you have read above “*A presentation to the board*” and “*My ship’s voyage*”. The tables show column with features and original exercises but the column of adapted exercises is blank. Fill out empty cells with one of the words/units given in the box.

Table A: “*A presentation to the board*”

45 mins approx./ Skim text and draw graph from text/ Imitating oral language and presented as such / English for industrial engineering/ Low-intermediate/ Reading comprehension/ Text/ Building of context to resemble a real professional situation/ Graph to be drawn. Representation of context where input occurs. Oral/ 5 mins/ Individual work/ Yes. Working in pairs, one student performs the role of advisor to the company reading the annual report and another student fills in the graph paying attention to the oral input. Additional aim: to provide opportunities for speaking and listening language is brought into context

Feature :A presentation to the board	Original exercise	Adapted exercise
<i>ESP area</i>	Business English	
<i>Language level</i>	Intermediate	
<i>Learning aim</i>	Terminology	
<i>Tasks</i>	Fill in gaps from graph and lead-in text	
<i>Type of input</i>	Graph and lead-in text	
<i>Language</i>	Imitating oral language but not presented as such	
<i>Rubrics</i>	Direct instructions to carry out the exercise	
<i>Visual aids</i>	Graph drawn	
<i>Preparation time</i>	0 mins	
<i>Implementation time</i>	5 mins	
<i>Group work</i>	Individual work	
<i>Variations</i>	No	

Table B: “My ship’s voyage”

Four-Six /Low-intermediate / Maritime English/ Place, movement and time prepositions, definite article, simple past, past continuous and superlatives/ Ship types, manoeuvres, geographical names, types of cargo, identification/ Teacher to large group, individual work, pair-work with oral interaction/ Reading comprehension, guided and free writing, listening and speaking/ Choose among options, deduce grammar rule, relate prepositions to place and movement, transfer information from and to visual aid, interact orally/ Text, drawing, peers/ Building of context to resemble a real context. Gradual presentation with increasing difficulty/ Yes. Maps/ 60 mins approx./ 40-45 mins

Feature “My ship’s voyage”.	Original exercise	Adapted exercise
<i>ESP area</i>	Maritime English	
<i>Exercises/Tasks</i>	One/Two	
<i>Language level</i>	Low	
<i>Grammatical aim</i>	Place/movement prepositions, definite article, simple past	
<i>Vocabulary aim</i>	Ship types, manoeuvres, geographical names	
<i>Skills aim</i>	Reading comprehension, guided writing	
<i>Tasks</i>	Describe as guided	
<i>Type of input</i>	Text	
<i>Rubrics</i>	Direct instructions to carry	

	out the exercise	
<i>Visual aids</i>	No	
<i>Preparation time</i>	0mins	
<i>Implementation time</i>	10-15 mins	
<i>Group work</i>	Teacher to large group, individual work	

LESSON 7. MATERIALS DESIGN

Identify what are the following processes

1. Teacher chose authentic text and simplified it by changing some vocabulary and took of some paragraphs to shorten it.
2. Teacher chose authentic text and developed tasks and activities based on the text



The aim to provide teaching materials that meet a given subject area and the special needs of a certain group of students is the fundamental reason why materials development is a frequent aspect of ESP courses. Since publishers are obviously reluctant to provide materials for niche markets, it is unlikely that there will be coursebooks designed specifically to meet the needs of a particular group of students. There are instances where appropriate materials are on the market yet are difficult or expensive to purchase. Another motive for creating ESP teaching materials is to simply improve an institution's or a teacher's reputation as a visible and material result of work.

In-house materials, tailored materials, locally produced materials, self-designed materials, internal materials, home-made materials, or homegrown materials are

materials created locally by a specific teacher or group of teachers for a specific course, a specific group of students, and with the resources available at a specific time. These resources may be created entirely from scratch or modified versions of real-world learning resources.

First and foremost, available resources are studied, assessed, and chosen as part of the materials development process based on several criteria and in consideration of a specific ESP course. Then, if there aren't enough materials or the ones that are available don't meet the specific evaluation criteria, teachers may need to create new materials from scratch or modify the ones that are already available to suit a specific learning scenario, ESP area, target learner group, timing, or set of resources. It's also possible that teachers feel the need to provide additional materials for homework or self-study even while there are resources available for use in the classroom. In this instance, the procedure would be the same.

And also there are some key aspects of ESP materials designing:

- a) Writing instructional materials that are based on a deep understanding of the needs of a particular set of students—those learners' unique language problems, learning goals, and preferred learning styles—is most effective. Learner-centered materials writing processes take into account all of these factors;
- b) The best teachers are those who know and understand their language learners. Teachers concurrently become materials writers and researchers by becoming receptive and conscious about their students' requirements, objectives, obstacles, and preferences learning modes;
- c) Teachers require a foundation, or training in the fundamentals of writing instructional materials. Every teacher's training program should include instruction in successful teaching materials creation. Writing materials actually teaches one how to create standards for assessing materials created by others. Teachers can lessen their reliance on commercially available resources and advance their careers by learning to generate their own materials;

d) To ensure the success of any materials, testing and assessment are essential. Since students are the ones who use the products, their comments should always be appreciated and valued. When a teacher utilizes their own materials, this is simple to put into effect, but with printed materials, there are many trials when teachers give feedback rather than students.

When it comes to the creation of materials for ESP courses, BocanegraValle⁴⁴ reminds us that materials play a crucial role in exposing students to the language of a specific discipline as it is actually used, or, to put it another way, they are a source of "real language," as Dudley-Evans and St John put it.

Hutchinson and Waters list the following main principles that need to be observed in materials writing⁴⁵:

- materials should stimulate learning because: "good materials do not teach: they encourage learners to learn." Good materials should therefore "include engaging texts and entertaining activities that engage the learners' mental capacities.";
- Materials should provide a clear and coherent unit structure that aids teachers in lesson preparation and gives students a sense of development while also helping to organize the learning/teaching process;
- Although Hutchinson and Waters caution that "it is all too often treated as the main objective, with the result that materials become simply a statement of language use rather than a vehicle for language learning," materials should serve as models of accurate and acceptable language use.

ESP materials must observe certain rules (above all, they will comply with the requirement of relevance), and be considered within the linguistic paradigms more favourable to this type of teaching. An example of material implementation through a concrete unit is provided, together with the sequencing, activities and skills involved. Special emphasis is placed on authentic texts and sources provided by the students

⁴⁴ Ana Bocanegra-Valle holds a PhD in English Philology and is a Senior Lecturer and Researcher at the University of Cádiz (Spain).

⁴⁵ Hutchinson and Waters organized ESP into three broad sets: English for science and technology, English for business and economics, English for social sciences.

themselves, who turn out to be, in many cases, the best orientation for the teacher. There are five different stages in an ESP course preparation.

Among them, the third stage requires the instructors to find or to produce their own materials to be used throughout the course. After producing the materials, the teaching-learning process, which is stage four, will take place. Many ESP practitioners are thinking of the best materials that can suit their students or learners in this growing world today. What might be fun last year would no longer be able to interest the student this year. Technology is developing rapidly hence educators, trainers and ESP practitioners should catch up and move according to the trend and not against the trend. Most importantly the rules of developing materials should be put as the main priority in designing and developing ESP materials.

Three main characteristics or factors that need to be considered or look into seriously when designing ESP materials are, first, criteria of implementing or modifying materials, subjective criteria on what teachers and students want from that material and lastly objective criteria, which is what the material really offers (Hutchinson & Waters, 1987). This is really important because then only the author would be able to produce a good set of materials that will make the learners as well as the teachers teaching the specific course at ease throughout the whole process of language and knowledge learning. In the process of designing ESP materials, there are also many suggestions on the factors that shaped a good set of ESP materials. Among them, are for authors to look at topics or speciality. Learners' situation, general and specific proficiency of the language at entry and exit levels, students previous educational and cultural experience. Authors should also look at types of skills to be developed and expected outcomes of the learning goals.

Activity 1

Read the statements and do True/False/ Not given

1. Despite the fact that materials are available for use in the classroom, practitioners feel the need to offer extra materials for work done outside of class or on one's own.

2. Good materials may contain only rules, examples and usage of them in reality.
3. There are five stages of ESP, the first one needs analysis.
4. Teacher can't produce his or her own materials for teaching the class.
5. Technology is developing rapidly hence educators, trainers and ESP practitioners should not move against the trend.
6. Practicing and assessment are the important for the success of any material.
7. There are two main characteristics or factors that need to be considered or look into seriously when designing ESP materials.
8. First, that institution evaluates the existing materials in accordance with various standards and in light of a specific ESP course as part of the materials development process.
9. Teachers can grow professionally and lessen their reliance on published materials by learning to generate their own materials.
10. Authors of ESP materials should also look at types of skills to be developed and expected outcomes of the learning goals.

Activity 2

1. Read the following sample and identify how many activities were developed?
2. Was there material adaption? If yes, in which part? What technique is used?
3. Is there authentic material in the activity?

SAMPLE ACTIVITY : *Abandoning ship* (see Appendix)⁴⁶

This example is taken from Ana Bocanegra-Valle's work. "It illustrates how authentic available materials, other than published texts/books, can be used for the design of classroom exercises. The source used is an instruction card that can be found (usually posted) on board any vessel and shows how a packed evacuation suit must be worn when abandoning ship. The procedure I followed for the layout was scanning the card, reordering the pictures using the corresponding computer tool and deleting part of the language in the instructions. The main aim was to provide opportunities for learners to interact orally in a large group while at the same time requiring them to classify information and become accustomed to the language of instructions relevant to their professional field. Students are introduced to the topic by the set of questions in Step 1 (pre-communicative activity). Then, they carry out the task by exchanging information and interacting orally (Step 2). Finally, Step 3 provides some grammar practice of relevance to the language of instructions. Students are not explicitly taught how to use the verb in the imperative tense; they are encouraged to have a look at the example, consider the verbs provided in the table, and deduce how a verb must be used for giving instructions and orders. The form *don't* may be additionally added to provide practice on negative instructions and orders".⁴⁵

SAMPLE ACTIVITY 3: *Abandoning ship*

STEP 1. Have a look at the pictures below to answer these questions briefly:

A What are the pictures showing?

B When would you be following these instructions?

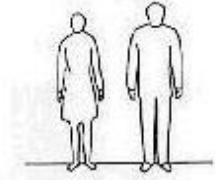
C Have you ever worn a suit like this?

D If so, when was that?


⁴⁶ Ana Bocanegra-Valle. 2016. Evaluating and designing materials for the ESP classroom. English for Professional and Academic Purposes. New York. P.156

STEP 2. Imagine you have to abandon your ship. Look again at the pictures below and work with your partner to put the ten stages to be followed in the correct order. The instructions below will help you in case of doubt.


INSTRUCTIONS



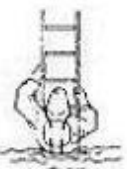
[1] Emergency!
_____ ship



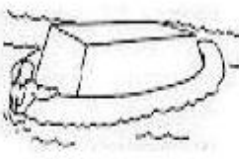
[] _____
lifejacket again




[] _____ to
liferaft and _____ calm




[] _____
stair and _____




[] _____
liferaft and _____ rescue




[] _____
lifejacket




[] _____
PAK EVAC from wallet




[] _____
lifejacket



[] _____ suit
through neck entry



[] _____
lifejacket wallet



[] _____ suit,
hood, and _____ drawcord
to maximum

PACKED EVACUATION SUIT FOR AN ABANDON SHIP SITUATION

PAK EVAC © a premeditated evacuation suit, also termed, 'once-only suit'

STEP 3. Now use the verbs below to complete the instructions for each picture and stage.

To Pick Up
To Climb Down
To Remove
To Pick Up

To Put On
To Enter
To Tighten
To Make Way

To Put Up
To Put On
To Await
To Board

To Enter
To Keep
To Open
To Abandon

List of used literature

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LESSON 8. THE ROLE OF TEACHER IN ESP.

Key words: facilitator, course designer, collaborator, researcher

Prior to considering the function of the teacher in ESP, we need first think about and determine the answers to the following questions:



1. How will teachers take on more of a facilitator's role?
2. How will learners be encouraged to increase their autonomy by learning independently?

A specific reason to learn a foreign language is called English for Specific Purposes (ESP). English for Occupational Purposes (EOP) and English for Academic Purposes (EAP) are two distinct categories of ESP. Currently, these streams cover a wide range of other disciplines, such as. g. Technicians' English. The vocabulary of ESP, especially English for Technicians, should be studied by the students at the vocational secondary school for the furniture industry. As stated by Hatch and Brown, "special lexical items are present in nearly all professions, and each branch has a special vocabulary to cover abstract concepts. For the purpose of teaching technical vocabulary, Kennedy and Bolitho² (56–58) distinguish between the following word categories:

- Technical Abbreviations, Symbols, and Formulae – they contribute to some of the issues. It is the responsibility of teachers to patiently explain these concepts

to their students, and they should then have them practice these concepts orally and in writing.

- Sub-technical vocabulary consists of words that are not directly related to a particular technical branch but are frequently found in technical and scientific texts, e.g. derived, converted, dense, and isolated.
- Highly technical vocabulary, which consists of words with a narrow thematic range and that are related to a particular technical area.

Autonomy is the ability to take charge of one's own learning, both language learning and the learning of other subjects. When learners are autonomous, The role of the teacher is to provide support or 'scaffolding'. Common tools aimed at developing autonomy are learner contracts, electronic exercises with automatic feedback, search tasks using concordancing programs, web research tasks and reflective blogs. See also independent learning

Establishing a Learning Environment: Teacher's communication skills establish the classroom atmosphere. Language is acquired by students when they have opportunities to use the language in interaction with other speakers. As their teacher, he or she may be the only native speaker of English available to students, and although teacher's time with any one student will be limited, she can model good communication skills in the classroom. This means that during interactions with students teacher should listen carefully to what they are saying (or trying to say) and reflect his or her understanding or lack of understanding back at them through responses. Language learning is a great risk-taking endeavor for students in which they must make many errors in order to succeed. Language learners are handicapped in the classroom because they are unable to use their native language competence to present themselves as knowledgeable adults. Instead, they have to take on the role of inarticulate learner. Teacher should create an atmosphere in the language classroom which supports the students. The non-native speaker of English must be self-confident in order to communicate, and she has the responsibility to help build the learner's confidence. Teaching English for Specific Courses has, in the last few decades, become an optional way of adaption linguistic needs to increasingly diversified

professional and social demands. Consequently, ESP teachers have to become materials designers, selectors and researchers of a multiple, complex realities. Adult learners who are main workers and secondary students are a common component of many ESP (English for Specific Purposes) courses, setting them apart from EGP (English for General Purposes) courses. Given that ESP places a strong emphasis on the requirements of the learner, it is crucial to pay great attention to those demands, which can take many different forms. Therefore, ESP teachers should adopt a holistic, adulthood-focused approach, putting special emphasis on the psychological requirements and preferences of their students in addition to their linguistic demands. Language learners should be given the necessary linguistic and strategic skills by ESP teachers so they can advance their academic proficiency on their own. It is obvious that the involvement of ESP teachers is crucial in such a goal-oriented approach. They should create specific goals and objectives, choose and create quality resources, arrange suitable courses, and assess the learners' developmental patterns. As a result, an ESP teacher cannot adhere to any prescribed predetermined methodology or predetermined syllabus. ESP teachers cannot perform standard language delivery duties in such a complicated environment. Instead, they must simultaneously perform the roles of educators, course designers, collaborators, researchers, and evaluators. Additionally, ESP teachers play a crucial role in enhancing the learners' integrative and instrumental motivation. Based on learning environments and requirements, ESP teachers play a wide range of responsibilities. However, in any ESP framework, an ESP teacher can operate effectively provided they are concerned with three crucial and noticeable obligations that can cover the rest of their responsibilities.

1. The first responsibility of an ESP teacher is to operate as both a teacher and a counselor at the same time, in accordance with an adulthood-focused approach to ESP programs.
2. The second responsibility of the ESP teacher is cooperation and collaboration with subject teachers (content teacher who teaches major class) in order to properly design and deliver the materials

3. Finally, ESP instructors should work as action research practitioners and theorizers to modify their practices to meet the immediate and long-term requirements of their students. Building a strong relationship with the subject teacher in order to create effective ESP materials is the next crucial responsibility of an ESP instructor. This indicates that ESP programs benefit greatly from negotiations between English teachers and content teachers.

The teacher's role should be seen, in an ideal way, as a guide through the teaching/learning material and as an initiator of activities, deciding when to facilitate through answers and explanations. However, because of the target group, there are mostly expected the situations when teacher-centered learning will occur. Firstly, in situations when the new vocabulary is expected to be extremely difficult for students, or when the meaning of key words cannot be deduced from the context. Selected items should be presented and explained through the pre-teaching activities before students start to read the given technical text. Secondly, it is important task of the teacher to do the summary/revision of a unit, drawing attention to the main vocabulary or other main points from a unit (e.g. technical meaning or definition), checking understanding and discussing problems according to the feedback. In addition, teachers can think out further examples or exercises to explain some problems or practice vocabulary. Particularly, in the early stages and in some complicated occasions, the mother tongue can be used to avoid the fatal misunderstanding. As regards translation, while translation of individual words may be beneficial in the terms of accuracy and time saving, translation the whole sentences of the text might be detrimental to the lessons/course objectives. For this reason there is only one translation exercise in practical part.⁴⁷

ACTIVITY 1



Answer the questions.

⁴⁷ Bertaria Sohnata Hutauruk. 2015. Teaching module for English for Specific Purpose.

Who are the students of the ESP teachers?

What are the roles that ESP teachers perform?

What are three crucial obligations of the ESP teachers?

Who is content teacher?

Why should ESP teacher consult with content teacher?

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