



Course Specifications

Course Title:	English for Specific Purposes (ESP)
Course Code:	LING 161- LING 361T
Program:	Applied Linguistics Program
Department:	Department of Applied Linguistics
College:	College of Languages
Institution:	Princess Nourah bint Abdulrahman University

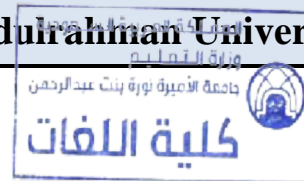


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A. Course Identification

1. Credit hours:	4
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Level 3
4. Pre-requisites for this course (if any):	None None.
5. Co-requisites for this course (if any):	None None.

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	100%
2	Blended	-	-
3	E-learning	-	-
4	Distance learning	-	-
5	Other	-	-

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	40
2	Laboratory/Studio	-
3	Tutorial	-
4	Others (specify)	-
	Total	40

B. Course Objectives and Learning Outcomes

1. Course Description

This course will introduce students to ESP instructional strategies, materials adaptation and development, and evaluation. It is intended for students who want to learn how to design ESP courses and programs in an area of specialization.

2. Course Main Objective

English for Specific Purposes (ESP) is a learner-centered approach to teaching English as a foreign or second language for adult learners to use in their specific fields, such as science, technology, medicine, leisure, and academic learning. This course is designed for students who want to learn how to design ESP courses and programs in an area of specialization such as English for business, for Civil Engineering, for Academic Purposes, and for health service purposes. This course will also introduce them to ESP instructional strategies, materials adaptation and development, and evaluation.



3. Course Learning Outcomes

CLOs		Aligned PLOs
1	Knowledge and Understanding	
1.1	List the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development.	K2
1.2	Recognize the various sub-disciplines of ESP	K1
2	Skills :	
2.1	develop needs assessments and genre analyses for specific groups of learners.	S4
2.2	Prepare a syllabus, lesson and assessment plan based upon the learners' needs assessments and genre analyses.	S5
3	Values:	
3.1	Show confidence in academic and professional communication.	V2

C. Course Content

No	List of Topics	Contact Hours
1	What is ESP? - The origins of ESP	4
2	Types and Characteristics of ESP	4
3	The role of ESP teacher	4
4	Needs Analysis + Genre Analysis	4
5	ESP in relation to : - Teacher's goals - Syllabus goals - Student's goals	4
6	Instructional approaches in ESP	4
7	ESP course design & development	4
8	Developing the Curriculum	4
9	Case Studies in ESP Course Development + Technology as a resource for ESP	4
10	Presentations	4
Total		40

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding		
1.1	List the factors that led to the emergence of ESP and the forces, both theoretical and applied, that have shaped its subsequent development.	- Lecture, reading, and guided observation. -Computer-mediated communication. -Brainstorming & class discussion - Individual, pair, & group work	- Assignments - Class Participation - Individual & group presentations - Quizzes, Tests, & Exams
1.2	Understand the various sub-disciplines of ESP	Lecture, reading, and guided observation. - Computer-mediated communication - Brainstorming &	Assignments - Class Participation - Individual & group presentations



Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		class discussion - Individual, pair, & group work	- Quizzes, Tests, & Exams
2.0	Skills		
2.1	develop needs assessments and genre analyses for specific groups of learners.	- Lecture, reading, and guided observation. - Computer-mediated communication - Brainstorming & class discussion - Individual, pair, & group work	- Assignments - Class Participation - Individual & group presentations - Quizzes, Tests, & Exams
2.2	prepare a syllabus, lesson and assessment plan based upon the learners' needs assessments and genre analyses.	- Lecture, reading, and guided observation. - Computer-mediated communication - Brainstorming & class discussion - Individual, pair, & group work	- Assignments - Class Participation - Individual & group presentations - Quizzes, Tests, & Exams
3.0	Values		
3.1	Show confidence in academic and professional communication.	Group assignments and activities in class.	Assignment and participation assessment

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	Week 4	5%
2	Participation	Week 2-13	5%
3	Midterm	Week 6	30%
4	Group project +presentation	Week 10	20%
	Final Exam	TBA	40%

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

- Each instructor will have office hours available for the students.
- Also, each instructor will provide the students with the course specification document at the beginning of the course which will include other means of contact, like e-mail, social media account, and website.
- For academic guidance, students may consult their assigned academic advisors.

F. Learning Resources and Facilities



1. Learning Resources

<p>Required Textbooks</p>	<p>Basturkmen, H. 2010. <i>Developing Courses in English for Specific Purposes</i>. Palgrave Macmillan. Dudley-Evans, T. and St. John, M.J. 1998. <i>Developments in English for Specific Purposes: A Multidisciplinary Approach</i>. Cambridge: Cambridge University Press. Hutchinson, T. and Waters, A. 1987. <i>English for Specific Purposes: A Learning-Centered Approach</i>. Cambridge: Cambridge University Press.</p>
<p>Essential References Materials</p>	<p>Anthony, L. 1997. <i>ESP: What does it mean? Why is it different?</i> http://interserver.miyazaki-med.ac.jp/~cue/pc/anthony.htm Hewings, M. 2002. <i>A history of ESP through 'English for Specific Purposes'</i>. http://www.esp-world.info/Articles_3/Hewings_paper.htm Kristen Gatehouse. <i>Key Issues in English for Specific Purposes (ESP) Curriculum Development</i>. The Internet TESL Journal. http://iteslj.org/Articles/Gatehouse-ESP.html Basturkmen, Helen 2006. <i>Ideas and Options in English for Specific Purposes: ESL & Applied Linguistics Professional Series</i>. London: Lawrence Erlbaum Associates, Inc. Robinson, P.C. 1991. <i>ESP Today: A Practitioner's Guide</i>. New York: Prentice Hall. Swales, J. M. 1991. <i>Genre Analysis</i>. Great Britain: Cambridge University Press.</p>
<p>Electronic Materials</p>	<p>English for Specific Purposes An International Research Journal: http://www.journals.elsevier.com/english-for-specific-purposes/ Asian ESP Journal: http://asian-esp-journal.com/</p>
<p>Other Learning Materials</p>	<ul style="list-style-type: none"> • http://www.tesol.org/, TESOL's ESP Interest Section and the ESP discussion list • http://espsig.iatefl.org/ IATEFL ESP, Special Interest Group • http://www.unav.es/espSig/espsig.html, IATEFL ESP SIG Website

2. Facilities Required

Item	Resources
<p>Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)</p>	<p>Classroom</p>
<p>Technology Resources (AV, data show, Smart Board, software, etc.)</p>	<p>data show, Smart Board, and internet access.</p>
<p>Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	<p>None</p>

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p>Strategies for Obtaining Student Feedback on Effectiveness of Teaching:</p>	<p>Students, Instructors</p>	<p>Indirect</p>



Evaluation Areas/Issues	Evaluators	Evaluation Methods
<ul style="list-style-type: none"> -Students' general standard in the course based on their test scores. -Assignments completed by the students in accordance with expected standards. -Tracking the students' progress and grades. -Using anonymous students' feedback throughout semester. -Students' evaluation of the course via questionnaires. 		
<p>Strategies for Evaluation of Teaching by the Program/Department Instructor</p> <ul style="list-style-type: none"> -Regular meetings to be held by the course coordinator. -Examining the course/teacher evaluations at the quality assurance unit at the end of each semester. -Examining the students' grades by the department. -Evaluation of a sample exam by the department. 	Coordinator, Department	Direct
<p>Processes for Improvement of Teaching</p> <ul style="list-style-type: none"> -Workshops and training sessions to be held by the course coordinator. -Instructors are encouraged to attend/participate in professional conferences as well as to research and publish. 	Coordinator Department	Direct
<p>Processes for Verifying Standards of Student Achievement</p> <ul style="list-style-type: none"> -A certain strategy of marking and distribution of marks can be agreed on among the teaching staff members teaching the same course(s). -Second marking can also be an effective strategy for verifying standards student achievement and marking policy. -Internal course periodic review occurs in accordance with NCAAA. The course review includes course reporting, student surveys, and the annual program review itself conducted under the supervision of the quality assurance unit. 	Instructors, Peer reviewer	Indirect
<p>The planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> -Reviewing recommendations by previous teaching staff in course report and studying their possible application. -Meeting of teaching staff arranged by the course coordinator is aimed as brainstorming for ideas on developing the course at the beginning of the semester. 	Coordinator, Instructors	Direct



Evaluation Areas/Issues	Evaluators	Evaluation Methods
-Reviewing the course content periodically in light of what is available to students through the internet and other similar textbooks. -Students will be encouraged to express/write their opinions about the course and will be asked to suggest ways to improve it.		

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Reference No.	Applied Linguistics Program Committee (1) Applied Linguistics Department Council (4) College Council (4)
Date	Applied Linguistics Program Committee (1) 9-2-1444 Applied Linguistics Department Council (4) 7-3-1444 College Council (4) 22-3-1444

