

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of English Language & Applied Linguistics)

Dear Student:

Welcome to the MA TEFL “English for Specific Purposes” – 5667 course. This course aims at providing you with an insight into the basic concepts of ESP, needs analysis, ESP syllabus design and assessment. English for Specific Purposes (ESP) is known as a learner centered approach to teaching English as a foreign or second language. It meets the needs of learners who need to learn a foreign language for use in their specific fields, such as science, technology, medicine, leisure and academic learning.

For this course, as in other courses of Diploma/MA TEFL, you have to submit two assignments. The first assignment is theoretical whereas the second is a research based project. Each assignment carries 100 marks and you need at least 40% marks in each assignment to qualify for final exams.

The study packet for this course has the following items:

1. ESP – 5667 Textbook
2. Supplementary Reading Material- Reader
3. Two Assignments & Assignment Forms

In case any item is missing, please contact **The Mailing Section, AIOU, Sector H-8, Islamabad.**

Good luck.

Course Coordinator

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WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM AWARD OF DEGREE/CERTIFICATE, IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENTS BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: English for Specific Purposes

Semester: Autumn, 2013

Course Code: 5667

Total Marks: 100

Level: MA TEFL

Pass Marks: 40

ASSIGNMENT No. 1

(Units: 1–9)

- Q.1 This question is based on Unit 1 and the reading passages 1-3.
- i. Read reading passage 2 “Definitions of ESP” by P. Robinson. Read the first 2/3 paragraphs and then write **what is the distinction between “English for Special Purposes” and “English for Specific Purposes”?** (10)
 - ii. In reading passage 2, different linguists have given sub divisions of ESP as given in figures 1 and 2. **Look closely at the two diagrams / figures and then write what you understand by the terms SP-LT, EOP, and EEP.**(10)
- Q.2 This question is based on Unit 2 and the reading passages 4-5.
- i. Read reading passage 4 “Distinctions with ESP” by Kenny and Bolitho. What is your understanding about the following terms: (10)
 - a. **EOP**
 - b. **EAP**
 - c. **EST**
 - ii. Read reading passage 5 “Factors influencing ESP teaching and learning” and **briefly define:** (10)
 - a. **The role of English in the community and in the institution.**
 - b. **The administrative constraints in implementing an ESP programme.**
 - c. **The age, level and motivation of a learner.**
- Q.3 This question is based on Unit 3 and the reading passage 6-7.
- i. Read reading passage 6 “Needs Analysis” by Hutchinson and Waters. This reading passage primarily deals with identifying the needs of the learners/students. **Look closely at the two checklists given on pages 130 and 133, which give a target situation analysis framework and analysing**

learning needs respectively. Suppose you are asked to answer to the questions given in the checklist “Analysing Learning Needs”. **Can you answer some if not all, the questions that are given in the checklist keeping your own teaching and learning position in mind?** (10)

- Q.4 This question is based on Unit 4 and the reading passages 8-10.
- i. In the reading passage 8 “Approaches to ESP course design” by Hutchinson and Waters, you have read in considerable detail the three approaches, i.e. language centered course design skills centered course design, and learning centered course approach. We want you to read this extensive passage and then **summarise these three approaches, giving your understanding about what actually do these approaches demand.** (10)
 - ii. In the reading passage 9 “Syllabus design for ESP” by Hutchinson and Waters, different kinds of syllabi (a-f) are briefly described. **Read the description of these 6 kinds of syllabi and then write a summary of each in your own words.** (10)
- Q.5 This question is based on Unit 5 and the reading passage 11-13.
- i. In the reading passage 11 “Evaluating and Adapting Existing Learning Materials by Hutchinson and Waters, you have read about “Subjective Analysis” and “Objective Analysis”. **What do you understand by these two terms? Summarise these two analyses briefly in your own words.** (10)
- Q.6 This question is based on Unit 7 and the reading passages 16-17.
- i. Read the reading passage 17 “The roles/s of ESP Teacher” by Jo McDonough. In the passage, the write briefly tells us that besides being teacher, there are multiple roles that teachers play, for example, the roles of:
 - Catalyst
 - Organizer
 - Adviser
 - Co coordinator
 - Friend**Read this particular reading extract and then write very briefly what these different roles demand?** (10)
- Q.7 This question is based on Unit 9 and the reading passages 20. Read the section “Course Evaluation” in the reading passage 20 and then **briefly summarise how as ESP course can be evaluated.** (10)

ASSIGNMENT No. 2
(Research Project)
Total Marks: 100

This assignment is a research project. It has the following three steps:

1. **Step 1:** The topic is given to you. Conduct a detailed research on the topic.
2. **Step 2:** Write a brief research report sharing your experiences in conducting the research.
3. **Step 3:** Give an oral presentation based on your research/ research report.
 - Please **submit the written report to your tutor** within the scheduled time.
 - Once the tutor returns your report with feedback, you will have to **give an oral presentation on the same.**
 - The day / date of the presentation will be assigned to you by your tutor or by the person concerned at the respective regional campus/office.
 - Please **read the booklet “How to Write Formal Reports and Give Presentations: A guide for TEFL Students”** that you may have received in your earlier study packets to help you with this assignment.

Both the components (written report and oral presentation) carry marks as given below:

- Written report 40 marks
 - Oral presentation: 60 marks
 - You need to score 40% marks in both the components in order to qualify for exams.
1. This research project requires:
 - i. Carrying out a needs analysis through questionnaires
 - ii. After evaluating or analysing the needs, prepare a course outline or ESP syllabus
 - iii. Design a lesson plan

ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments. A key feature of ESP course design is that the syllabus is based on the needs analysis of the students. Thus, in ESP, language is learnt not for the sake of gaining general English competence but to gain linguistic efficiency in these environments. As the ESP syllabus is based on needs, it is likely to be motivating for learners, who see the obvious relevance of what they are studying. Thus the task for the ESP course developer is to identify the needs of the learner and design a course around them.
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- a. Conduct **needs analysis** for developing an ESP syllabus or course. **What basic primary or practical considerations** would you have in mind before conducting the needs analysis? For example:
 - Who are the students? Who is the target group? Who are the learners? For whom is the course meant for?
 - Their age group, level / grade / class, language proficiency, etc.
 - You would obviously ask questions to gather the perspectives of the two main players; students and teachers.
- b. **Design two (2) questionnaires** for each of these two groups.
- c. Distribute these questionnaires to a sample group of **5 students and 5 teachers**.
- d. **Analysis the questionnaires** which will help you determine the needs of students. For example:
 - What is their level of proficiency in English?
 - What kind of ESP course do they require?
 - How long would the course be?
- e. Based on the needs analysis, **prepare a syllabus/course outline** for your target group of students.
- f. **Design a lesson plan** to demonstrate how you would put your ideas into practice.