



# Course Specification

## (Postgraduate Programs)

**Course Title:** *Teaching English for Special Purposes*

**Course Code:** *6505TEFL-3*

**Program:** *Master of Arts in Teaching English as a Foreign Language*

**Department:** *Department of English*

**College:** *College of Languages and Translation*

**Institution:** *King Khalid University*

**Version:** *5*

**Last Revision Date:** *October 30, 2024*



## Table of Contents

A. General information about the course:.....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods: .....	5
C. Course Content: .....	9
D. Students Assessment Activities: .....	11
E. Learning Resources and Facilities: .....	11
F. Assessment of Course Quality: .....	13
G. Specification Approval Data:.....	13



## A. GENERAL INFORMATION ABOUT THE COURSE

### 1. COURSE IDENTIFICATION

#### 1. Credit Hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

#### 2. Course Type

A.  University  College  Department  Track  
 B.  Required  Elective

#### 3. Level/year at which this course is offered: (Semester 4/Year 2)

#### 4. Course General Description

The "Teaching English for Special Purposes" course is an exhaustive study into the multifaceted realm of English for Specific Purposes (ESP) within the context of Teaching English as a Foreign Language (TEFL). This course aims to impart a nuanced understanding of the principles, methodologies, and pedagogical approaches in ESP, drawing particular focus on its distinctions from English for General Purposes (EGP). The course comprehensively covers key branches such as English for Academic Purposes (EAP) and English for Professional Purposes (EPP) and delves deeply into the conduct of needs analysis, the crafting of specialized materials, and ESP assessment protocols. While the course adopts a broad view of ESP contexts, it pays specific attention to the Saudi educational landscape, thus making it particularly relevant for educators in the region.

#### 5. Pre-requirements for this course (if any)

N/A

#### 6. Co-requirements for this course (if any)

N/A

#### 7. Course Main Objective(s)

**This course has the following objectives:**

- To provide an in-depth understanding of the historical development, methodologies, and global exigencies for English for Special Purposes (ESP), distinguishing it from English



for General Purposes (EGP).

- To train MA students in conducting meticulous needs analyses, using a variety of data collection techniques such as surveys, interviews, and observations to inform their ESP instructional practices.
- To equip students with the competencies needed for developing, implementing, and evaluating authentic, relevant, and task-based ESP materials and lesson plans.
- To instill foundational and advanced knowledge in crafting and implementing assessments in ESP, adhering to principles of validity, reliability, and authenticity.
- To develop professional and ethical responsibility in MA students, fostering collaborative ties with subject-matter experts, and engaging in peer review for the continuous refinement of ESP pedagogical practices.

Through these objectives, the course aims to produce specialized educators who are not only well-versed in the theory of ESP but are also competent in its practical application, particularly within the Saudi context.

## 2. TEACHING MODE

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	34	75%
2	E-learning	11	25%
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>	-	-
4	Distance learning	-	-

## 3. CONTACT HOURS

No	Activity	Contact Hours
1.	<b>Lectures</b>	45
2.	<b>Laboratory/Studio</b>	-
3.	<b>Field</b>	-
4.	<b>Tutorial</b>	-
5.	<b>Others (specify)</b>	-
	<b>Total</b>	45



## B. COURSE LEARNING OUTCOMES (CLOS), TEACHING STRATEGIES AND ASSESSMENT METHODS

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	Knowledge and Understanding			
1.1	Articulate the historical evolution and global demand for English for Special Purposes (ESP) as distinct from English for General Purposes (EGP).	K2	Begin with a comparative study wherein students examine the historical evolution of English for Special Purposes (ESP) in juxtaposition with English for General Purposes (EGP). This could be facilitated through scholarly readings and guided classroom discussions.	The selected assessment method is based on the major outcome intending to make students familiar with the historical evolution of ESP, equipping students with the adequate vocabulary range that differentiate ESP from EGP.
1.2	Identify key methodologies and principles that underlie ESP lesson planning, material development, and needs analysis.	K2, K3	Utilize case-based analysis to delve into the methodologies and principles that underpin ESP lesson planning and material development. Encourage students to draw parallels and contrasts between ESP and EGP planning strategies.	Using authentic assessment and alternative assessment to further gauge the principles and practices I employ with students.
1.3	Recognize the particular lexical and communicative needs of learners in various specializations such as Islamic Studies, Business Administration,	K1, K3	Host subject-specific seminars focusing on the lexical and communicative needs of various specializations such as Islamic Studies, Business Administration, Medicine, and Engineering. Each seminar could involve	Context and register must be taken into consideration. In the fields of business administration, Islamic studies, medicine, and



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	Medicine, and Engineering.		students presenting their observations and suggested approaches.	engineering, the key to a successful assessment is a careful selection of resources. In order to choose the appropriate materials and assignments, the instructor must work in collaboration with colleagues from various departments.
<b>2.0</b>	<b>Skills</b>			
2.1	Conduct a comprehensive needs analysis employing various techniques such as surveys, interviews, and observations to tailor ESP instruction.	S1	Arrange interactive sessions where students simulate the process of needs analysis, employing techniques like hypothetical surveys and interviews. While no actual data gathering will occur, the conceptual practice will equip students to better tailor ESP instruction.	This continuous evaluation approach enables teachers to monitor their students' development over time and gives them the opportunity to evaluate their own work. Aside from the evident advantage of practicing a broad variety of thematic language that



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
				fits their needs, it can also be applied to their ESP teaching journey.
2.2	Develop and evaluate ESP materials using authentic texts, simulations, and task-based activities, ensuring their relevance to specific learner audiences.	S3, S5	Facilitate workshops for the development and critical evaluation of ESP materials. Encourage students to incorporate authentic texts and task-based activities that are tailored to specific learner needs.	Assessed through Presentations and Classroom Participations, Discussions.
2.3	Design, implement, and evaluate ESP lesson plans that incorporate key principles such as authenticity, relevance, and task-based learning.	S3, S4	Have students collaboratively design ESP lesson plans incorporating principles of authenticity, relevance, and task-based learning. Encourage the peer review of these plans to foster a deeper understanding of effective ESP instruction.	Developing an assessment strategy that connects the course and designing a syllabus with varying preparation and development levels that are directly tied to the predetermined goals and objectives.
2.4	Craft ESP tests that adhere to principles of validity, reliability, and authenticity, and effectively implement these assessments with clear feedback	S2, S5	Discuss in depth the complexities of crafting ESP tests that uphold the principles of validity, reliability, and authenticity. Employ thought exercises to explore potential challenges and ethical considerations	Assessed through Mid-term Test.



Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	mechanisms.		involved.	
2.5	Adapt ESP teaching methodologies to specialized fields, demonstrated by the ability to frame sample lessons for Islamic Studies, Business Administration, Medicine, and Engineering.	S1, S4	Guide students through a thematic exploration of adapting ESP methodologies to specialized fields. Instruct them to prepare sample lesson frames for various specializations like Islamic Studies and Medicine, then engage in a critical review of these frames.	Assessed through Projects, Essays, Term Papers, and Final Exam.
<b>3.0</b>	<b>Values, Autonomy, and Responsibility</b>			
3.1	Exhibit professionalism and ethical responsibility in conducting needs analysis, material development, and assessments in the ESP context.	V1, V2	Conduct role-play scenarios in which students assume the roles of ESP educators, faced with ethical dilemmas in needs analysis, material development, and more. The objective is to foster professionalism and ethical responsibility.	Use a needs analysis assessment instrument to professionally collect data on the learner's pre-course abilities, attitudes, and preferences as well as the desired abilities. This can be done through different tailored ESP courses.
3.2	Demonstrate an understanding and application of ethical principles in ESP, specifically in test production and	V2	Hold a seminar on the ethical considerations specifically pertaining to ESP, especially in the context of test production and implementation. Open the	Setting a systematic tool that is thought to improve students' chances of







Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	implementation.		floor for debate and discussion to stimulate critical thinking.	identifying their ethical principles and develop their critical thinking skills while exposing students to a range of task kinds through projects and class presentations.
3.3	Collaborate effectively with content teachers and engage in peer review processes for the continuous improvement of ESP teaching practices.	V3, V4	Facilitate mock collaborative projects where students interact with hypothetical content teachers for the improvement of ESP practices. Although no actual collaboration will occur, the simulated experience aims to underline the importance of peer review and continuous improvement.	Assessed through Classroom Participations, Discussions, and Peer Review Processes during the term.

### C. COURSE CONTENT

No	List of Topics	Contact Hours
1.	<b>Course Orientation:</b> <ul style="list-style-type: none"> <li>Establishing the Context and Importance of English for Special Purposes (ESP).</li> <li>Objectives, Expected Outcomes, and Overview of the Course Modules.</li> </ul>	3
2.	<b>English in Various Contexts:</b> <ul style="list-style-type: none"> <li>Differentiating Between English for General Purposes (EGP) and English for Specific Purposes (ESP).</li> <li>Historical Evolution and Global Demand for ESP.</li> </ul>	4.5
3.	<b>Learner Needs Analysis in ESP:</b>	4.5



	<ul style="list-style-type: none"> <li>Techniques for Conducting a Needs Analysis: Surveys, Interviews, Observations.</li> <li>Tailoring ESP Instruction Based on Learner Profiles, Goals, and Contexts.</li> </ul>	
4.	<p><b>Material Development and Utilization (4 hours):</b></p> <ul style="list-style-type: none"> <li>Crafting ESP Materials: Authentic Texts, Simulations, and Task-Based Activities.</li> <li>Evaluating and Adapting Existing ESP Materials for Specific Audiences.</li> </ul>	4.5
5.	<p><b>Foundations of ESP Lesson Planning:</b></p> <ul style="list-style-type: none"> <li>Key Principles for Structuring ESP Lessons.</li> <li>Considerations for ESP: Authenticity, Relevance, and Task-based Learning.</li> </ul>	4.5
6.	<p><b>ESP for Islamic Studies:</b></p> <ul style="list-style-type: none"> <li>Analyzing the Language Needs of Islamic Studies Students.</li> <li>Crafting a Sample Lesson: Key Terminologies, Dialogues, and Contextual Understanding.</li> </ul>	4.5
7.	<p><b>ESP for Business Administration:</b></p> <ul style="list-style-type: none"> <li>Understanding the Lexical and Communicative Needs of Business Students.</li> <li>Designing a Sample Lesson: Business Terminologies, Negotiation Skills, and Formal Communication.</li> </ul>	4.5
8.	<p><b>ESP for Medicine:</b></p> <ul style="list-style-type: none"> <li>Unpacking the Language Challenges Faced by Medical Students.</li> <li>Structuring a Sample Lesson: Medical Terminologies, Patient Communication, and Case Study Discussions.</li> </ul>	3
9.	<p><b>ESP for Engineering:</b></p> <ul style="list-style-type: none"> <li>Identifying the Specific Language Needs of Engineering Students.</li> <li>Framing a Sample Lesson: Technical Vocabulary, Project Descriptions, and Problem-Solving Discussions.</li> </ul>	3
10.	<p><b>Test Production and Implementation Principles:</b></p> <ul style="list-style-type: none"> <li>Designing ESP Tests: Considerations for Validity, Reliability, and Authenticity.</li> <li>Strategies for Implementing ESP Tests: Feedback Mechanisms and Grading.</li> </ul>	3
11.	<p><b>Crafting Sample Tests for ESP:</b></p> <ul style="list-style-type: none"> <li>Workshop Session: Designing Sample ESP Tests for Various Specializations.</li> <li>Peer Review and Feedback on Drafted ESP Tests.</li> </ul>	3





12.	<b>Course Conclusion and Forward Path:</b> <ul style="list-style-type: none"> <li>Reflecting on the Journey: Key Takeaways and Achievements.</li> <li>Future Trends in ESP and Continuous Professional Development for ESP Educators.</li> </ul>	3
<b>Total</b>		<b>45</b>

## D. STUDENTS ASSESSMENT ACTIVITIES

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Projects, essays, term papers	3-9	10%
2.	Presentations	3-9	10%
3.	Classroom participations, discussions	3-10	10%
4.	Mid-term test	7	20%
5.	Final Exam	11-13	50%

## E. LEARNING RESOURCES AND FACILITIES

### 1. REFERENCES AND LEARNING RESOURCES

<b>Required Textbooks</b>	<p>Anthony, L. (2018). <i>Introducing English for specific purposes</i>. Routledge.</p> <p>Basturkmen, H. (2010). <i>Developing courses in English for specific purposes</i>. Springer.</p> <p>Woodrow, L. (2017). <i>Introducing course design in English for specific purposes</i>. Routledge.</p> <p>Paltridge, B., &amp; Starfield, S. (2014). <i>The handbook of English for specific purposes</i>. John Wiley &amp; Sons.</p> <p>Tarnopolsky, O. (2012). <i>Constructivist blended learning approach to teaching English for specific purposes</i>. Walter de Gruyter.</p>
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<b>Essential References</b>	<p>Belcher, D. D. (2004). 8. Trends in teaching English for specific purposes. <i>Annual review of applied linguistics</i>, 24, 165-186.</p> <p>Fiorito, L. (2005). Teaching English for specific purposes (ESP). <i>UsingEnglish. Com</i>.</p> <p>Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. <i>TESOL quarterly</i>, 40(1), 133-156.</p>
<b>Electronic Materials</b>	<ol style="list-style-type: none"> <li>1. <b>English for Specific Purposes Journal</b> <ul style="list-style-type: none"> <li>• A peer-reviewed journal by Elsevier that focuses on English for specific purposes, both in teaching and research.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>2. <b>OneStopEnglish ESP Section</b> <ul style="list-style-type: none"> <li>• Offers a variety of teaching resources and lesson plans specifically aimed at English for specific purposes.</li> <li>• <a href="#">Website</a></li> </ul> </li> <li>3. <b>ESL Drive – ESP Materials</b> <ul style="list-style-type: none"> <li>• Provides free materials, lesson plans, and teaching tips for English for specific purposes.</li> <li>• <a href="#">Website</a></li> </ul> </li> </ol>
<b>Other Learning Materials</b>	<ol style="list-style-type: none"> <li>1. <b>"English for Specific Purposes: A Learning-Centred Approach" by Tom Hutchinson and Alan Waters</b> <ul style="list-style-type: none"> <li>• A foundational textbook that outlines a learning-centered approach to teaching English for specific purposes.</li> </ul> </li> <li>2. <b>"Developing Courses in English for Specific Purposes" by Helen Basturkmen</b> <ul style="list-style-type: none"> <li>• Provides an analytical framework for ESP course development with an emphasis on real-world applications.</li> </ul> </li> </ol>

## 2. EDUCATIONAL AND RESEARCH FACILITIES AND EQUIPMENT REQUIRED

Items	Resources
Facilities	Classrooms, specialized labs, multimedia rooms, study areas
Technology Equipment	Projectors, smart boards, subject-specific software, audio-visual devices
Other Equipment	Textbooks, reference materials, subject-specific learning resources, supplementary materials





## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Teaching	Course instructor, peer educators, and student feedback	Classroom observation, teaching evaluations, and student surveys
Effectiveness of Students' Assessment	Course instructor and external reviewers	Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work
Quality of Learning Resources	Course instructor, students, and curriculum committee	Resource review, student feedback, and comparison with industry standards
The Extent to Which CLOs Have Been Achieved	Course instructor, students, and program administrators	Student performance analysis, course evaluations, and student reflections or self-assessments

## G. SPECIFICATION APPROVAL DATA

<b>COUNCIL /COMMITTEE</b>	ENGLISH DEPARTMENT COUNCIL
<b>REFERENCE NO.</b>	4-27/3/46
<b>DATE</b>	SEPTEMBER 30, 2024

