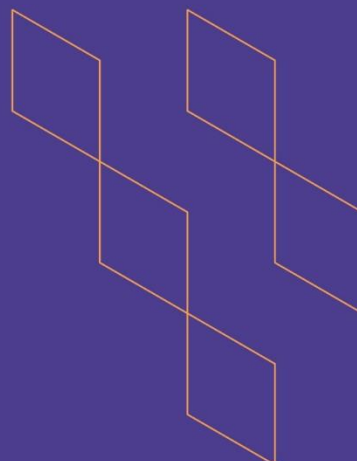




T-104
2022

Course Specification



Course Title: English for Specific Purposes
Course Code: Eng-3 325
Program: English
Department: English Department
College: College of Languages and Translation
Institution: Najran University
Version: <i>Course Specification Version Number</i>
Last Revision Date: 26/10/2023



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A. General information about the course:

Course Identification

1. Credit hours: 3

2. Course type

a. University College Department Track Others

b. Required Elective

3. Level/year at which this course is offered: Level 6

4. Course General Description

This course is meant to acquaint students with English for Specific Purposes as a learner-centered approach. It introduces students to theory and practice of developing courses for learners with specific academic and professional purposes for learning a language (for example Medical English, Legal English, English for Nursing etc.) It introduces students to the basic principles and techniques in ESP course design. The importance of this course comes from the importance of ESP as a solution to learners who have no time to study general English whether they seek academic achievement or occupational promotion.

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

Eng 221

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

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7. Course Main Objective(s)

This course aims at defining English for Specific Purposes, its theories and methods as well as discussing the origins of this theory and the various views related to it.

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	45	100%
2.	E-learning		
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		





2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (class discussions, seminars, presentations,etc.)	15
	Total	45



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Define theories and practices related to ESP.		Lecture, -Brainstorming & class discussion - Individual, pair, & group work - Assignments - Class Participation	Individual & group presentations - Quizzes, Tests, & Exams
1.2	Identify the different branches and genres under the umbrella of ESP.		Lecture, -Brainstorming & class discussion - Individual, pair, & group work - Assignments - Class Participation	Individual & group presentations - Quizzes, Tests, & Exams
...	Recognize the different factors that led to the emergence of ESP.		Lecture, -Brainstorming & class discussion - Individual, pair, & group work - Assignments - Class Participation	Individual & group presentations - Quizzes, Tests, & Exams
2.0	Skills			
2.1	Compare and contrast characteristics of EAP and EOP.		Problem- solving strategy, Individual, pair, & group work - Assignments - Class Participation	Individual & group presentations - Quizzes, Tests, & Exams
2.2	Develop needs assessments and genre analyses for specific groups of learners.		Problem- solving Strategy. -Brainstorming- Individual, pair, & group work - Assignments	Individual & group presentations - Quizzes, Tests, & Exams





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
...				
3.0	Values, autonomy, and responsibility			
3.1	Act responsibly in peer/group activities and lead a team.		Peer and group work	Observation Card
3.2	Present ideas, arguments, analyses, and conclusions in correct English.		Presentations, seminars and report writing	Presentations Rubric
...				

C. Course Content

No	List of Topics	Contact Hours
1.	What is ESP?	3
2.	The origins of ESP and factors leading to its emergence	6
3	Characteristics of ESP	6
4	EAP and EOP as the major branches of ESP	6
5	The role of ESP teacher	3
6	Needs Analysis + Genre Analysis	3
7	ESP vs. General English	6
8	ESP materials	3
9	Case Studies in ESP Course Development	3
	Technology as a resource for ESP	3
10	Revision	3
Total		45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	First Midterm Exam	6 th week	20%
2.	Second Midterm Exam	12 th week	20%
3.	Seminars & Presentations	Decided by the course instructor	10%
4	Final Examination	16 th week	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)







E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Hutchinson, T. and Waters, A. 1987. English for Specific Purposes: A Learning-Centered Approach. Cambridge: Cambridge University Press.
Supportive References	Basturkmen, H. 2010. Developing Courses in English for Specific Purposes. Palgrave Macmillan. Dudley-Evans, T. and St. John, M.J. 1998. Developments in English for Specific Purposes: A Multidisciplinary Approach. Cambridge: Cambridge University Press.
Electronic Materials	Anthony, L. 1997. ESP: What does it mean? Why is it different? http://interserver.miyazaki-med.ac.jp/~cue/pc/anthony.htm Hewings, M. 2002. A history of ESP through 'English for Specific Purposes'. http://www.esp-world.info/Articles_3/Hewings_paper.htm Kristen Gatehouse. Key Issues in English for Specific Purposes (ESP) Curriculum Development. The Internet TESL Journal. http://iteslj.org/Articles/Gatehouse-ESP.html Basturkmen, Helen 2006. Ideas and Options in English for Specific Purposes: ESL & Applied Linguistics Professional Series. London: Lawrence Erlbaum Associates, Inc. Robinson, P.C. 1991. ESP Today: A Practitioner's Guide. New
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms with smart board
Technology equipment (projector, smart board, software)	Data show
Other equipment (depending on the nature of the specialty)	Library and internet (Saudi Digital Library)

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Electronic survey



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of students assessment	Course Instructors	Direct in Course reports
Quality of learning resources	Course instructors, course coordinators, students and program leaders	Direct in Course reports
The extent to which CLOs have been achieved	Course instructors and college administration	Direct in Course reports
Other		

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

Assessment Methods (Direct, Indirect)

Prepared by Dr. Marwa Ibrahim

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

