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English For Specific Purposes (ESP) Course Project

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Abstract: This article aims at investigating the ways of teaching ESP to EFL learners focusing on needs analysis according to learners' needs of engineering field learners and it highlights the usage of two model frameworks to design ESP course project.

Keywords: ESP course project, model framework, needs analysis, engineering field, authentic materials, triangulation approach, Target Situation Analysis (TSA), Present Situation Analysis (PSA), step by step course design, content objectives, language objectives.

Introduction: Currently, ESP is regarded as rapidly developing sphere in teaching the English language. ESP focuses on a particular needs of learners in terms of the language related to a specific context. Prioritizing to improve learners' communicative competence as well as their ability to utilize the language they learnt, ESP courses create opportunities for learners to master the language appropriately and designing a relevant ESP course meeting learners' needs is a way to assist learners to achieve their goals.

METHODS

For designing my ESP project, I selected engineering field learners whose aim is working abroad in the engineering area. The information about the number of participants, their gender and how gender affects their field will be illustrated below.

To write my final ESP project, I utilized two frameworks as examples and these models include valuable insights on how to conduct ESP course. Northcott (2018) offers to teach specialized vocabulary and to improve communication skills by using authentic materials. Cutting (2018) suggests familiarizing learners with daily used language, grammar structures with the help of materials and activities. I can integrate these two models into my final ESP course. Using authentic materials can benefit for learners in terms of deeper understanding of the topic and I tried to clarify the connection between selected modes and engineering in terms of grammar structure and authentic materials usage.

Framework course 1 - English for Lawyers by Jill Northcott

The aim of the course is teaching specific language skills integrating authentic materials and focusing on legal sphere. Efficiency of the model as a framework is that, the model course illustrates key aspects of the language that can be used in the engineering English course as well.

For adapting Lawyers' English course to Engineering English course, I integrated some aspects of the model course. Firstly, when terminology related to legal field is used in Lawyers' course, specialized vocabulary can be used in Engineering English course. Secondly, communicative skills can be improved in both of the courses like conveying oneself or making explicit the arguments in the Lawyers' course and communication for the technical reports or documentation in the Engineering course can be integrated. Thirdly, referring to the authentic material usage, legal documents, court proceedings, legal contracts as well as manuals, projects and standards of industry can be used in English for Lawyers and Engineering English courses respectively.

Framework 2 – Airport English by Joan Cutting

The aim of the course is teaching particular context in which airport communication is used. Efficiency of the model as a framework is that, the course outlines the key features of language learning based on the specific

field. The course can be adapted to engineering field considering some language aspects. Firstly, when Airport English covers the usage of basic vocabulary and the language for future employment in the aviation area, it can be integrated to engineering English as daily language in making proposals on project-based industry or producing technological devices. Secondly, in Airport English frequently used grammar structures to use in the formal register can be taught whereas grammar structures for doing technical presentation and writing technical reports in formal settings can be taught in Engineering English. Thirdly, integration of activities and materials can be adapted to Engineering English course where grammar structures are used to do technical presentations and write technical reports in formal settings.

Participants of the Engineering English course

Participants of the Engineering English course are adult learners whose ages are 25-30 and are preparing to do ESP course in order to work in the engineering field in the English-speaking country. The learners of this ESP course are adults as ESP can be taught to adults whose goals are mastering English related to a specific field. Johns and Dudley-Evans (1991) suggest conducting ESP course from at least undergraduate degree as it is a little complicated and this requires having language proficiency level. The number of participants is 18 consisting of only males. As engineering field requires mostly the representatives of this gender due to domineering factors related to their gender such as power, strength and more ability to understand technology rather than females, basically male genders are able to work in this field. According to their social background, these learners vary in their ethnicity and social backgrounds including Russian, Tajik and Uzbek people. They have to collaborate in the field where they are going to learn ESP course. Their workplace factors include the location of the workplace that is, engineering factory in Canada and job requirements as well. To meet the job requirements these learners have to master the English language related to their filed at a certain level. Apart from that, they should be able to communicate either in oral or written form. When it comes to current language skills, they have B1 Intermediate level of the English language proficiency and their strengths and weaknesses in terms of the language skills are various. Language skills are vital for engineering sphere. They are vocabulary - to produce clear reports and technical documents as well, speaking - to participate in the technical discussions, do presentations as well as communicating effectively, reading skill - to comprehend technical articles and manuals, listening skill - to understand and respond effectively to the information on their engineering field and writing – to write manuals and technical presentations.

RESULTS

In order to develop an effective and relevant ESP course for engineering field, needs analysis is investigated thoroughly. I would like to conduct needs analysis making use of multiple approaches outlined in the course readings. Needs analysis is the initial step for conducting ESP course as it is essential to identify where the course will go towards and what learners should be taught. I will use both qualitative and quantitative methods to conduct needs analysis considering that gathering data to design my ESP project is essential to tailor ESP course syllabus. Serafini et al (2015) offers triangulation approach to use to conduct needs analysis. As triangulation approach requires combining multiple sources of the data it ensures learners' needs to be understandable. For my ESP project of engineering English, I can use the following methods:

- **Identifying stakeholders** can benefit me to be aware of whom I am going to teach
- **Proficiency test results** are helpful to gather quantitative information on their language levels.
- **Standardized proficiency test framework**: To identify my learners' levels, I will use proficiency test framework IELTS. Vianna et al (2019) suggests using language proficiency test to identify learners' levels. IELTS mock exam shows their language levels of 4.5 – 5.
- **Interviewing or informal conversations** can be beneficial to investigate their exposure to the target language.
- **Observing** target learners in classroom conditions can be beneficial to conclude on their communicative skills in their contexts.

Woodrow (2018) suggests using present situation analysis (PSA) and target situation analysis (TSA) to conduct needs analysis. Target situation analysis (TSA). TSA emphasizes understanding the communicative needs of engineers in future in their target context. In this needs analysis responsibilities and roles in their jobs, types of communication that are required as well as target level of English should be considered to collect data for ESP course. By identifying target learners, information about their age, educational background, language proficiency, future intentions on the career;

- **Identifying target learners**. Information about their age, educational background, language proficiency, future intentions on the career;
- **Analyzing the target context**. Specific communication demands;

- **Particular language skills**. Vital language skills that they need

Present situation analysis (PSA). PSA investigates learners' current abilities in terms of language proficiency and knowledge. This includes collecting data about learners' current levels of English, the language skills they possess, the amount of exposure to English they have as well as the skills that they struggle currently.

- **Measuring current abilities**. Placement tests can help to assess their language level.
- **Identifying weaknesses and strengths**. Tests measuring language skills can be beneficial.
- **Identifying preferred learning styles**. Observations within the classroom.

By using all these qualitative and quantitative methodologies to conduct needs analysis, I will benefit in terms of identifying my learners' needs towards the target ESP course as well as tailoring the course syllabus appropriately. Additionally, Vianna et al (2019) point out that using data collection method to conduct needs analysis is considered to be an efficient way to design ESP course. In alignment with this perspective, I can utilize informal conversations, proficiency test results, document analysis methods to design engineering English course. TSA, PSA and Triangulation are model methodologies to help me conduct needs analysis in engineering English context. By taking present and target situation into account and utilizing multiple data sources, I can develop ESP course design effectively.

DISCUSSION

Approach to ESP course design. To design ESP course for Engineering English I selected Genre analysis. Vianna et al (2019) claim that effective usage of genres help learners to have active participation in the discourse communities in their context. Thus, I have selected Genre analysis approach to maintain both effective written and spoken interaction for my engineering learners where they are going to work. According to my instructor's feedback on the approach, I addressed step-by step course design. For this, I created the purpose of my ESP course and this includes course aims. The steps of genre-based course design of my ESP project include - Purpose (course aims); Audience; Available time; Language skills; Course structure.

Woodrow (2018) suggests some possible steps for genre analysis including purpose, audience, skills, structure, grammar and vocabulary as well mentioning these steps can be beneficial for ESP practitioners to design genre analysis course. Following Woodrow's suggestion, I provided genre analysis based course design and added sections such as "available time", "language skills" and "course structure". According to this, available time includes 6 weeks, 12 sections, 2 classes per week, two-hour's classes. Audience that they might interact consists of engineers, designers, technicians, clients and the public as well. Because engineers might communicate with these people due to the requirement of their profession. Referring to the language skills that they have to master are, vocabulary – terminology related to the field, speaking – communication phrases to collaborate in the team, grammar - imperatives, infinitive of purpose, adverbs of time and manner, passive voice, etc., writing - writing technical reports, presentations, manuals and instructions to use.

Engineering English Course aims

Each language course whether it is EFL course or ESP, should have course aims to navigate the course appropriately. Particularly, ESP courses must contain language objectives and content objectives separately due to learners' needs. Content objectives focus on goals of the course related to their context whereas language objectives address specific language skills of the learners to improve and learners should be able to use these skills effectively at the end of the course. Arnó-Marcià and Mancho-Barés (2015) offer to plan ESP course design with content and language objectives integration to meet learners' language acquisition needs. Following their recommendations, I developed course aims including content objectives and language objectives separately to succeed in my genre-based ESP course pertained to engineering field.

Content objectives:

- Learners will have deep understanding of main genre types to use in engineering field
- Learners will enhance their ability to generate effective and accurate written genres to align engineering field
- Learners will improve their communicative skills to work in teams effectively in their workplace

Language objectives

- Learners will be able to use various technical vocabulary
- Learners will use a number of grammar structures for writing such as passives, imperatives, infinitives, adverbs
- Learners will be able to communicate effectively conveying themselves

Assessment for the ESP course

Assessment is the key factor to measure learners' progress in terms of language skills as well as their

performance. Assessment can be either ongoing or at the end of the course according to course design. However, unlike EGP courses ESP course emphasizes to assess learners' performance ability more. O'Sullivan (2012) claims that the assessment of ESP mainly emphasizes assessing practical performance of the learners, as they will have to utilize the learnt or developed skills in the specific target contexts. Woodrow (2018) states that assessment in ESP course can incorporate various assessment types similar to EGP, that is, they can be used to identify language levels, monitor the progress and measuring the achievement. To conduct my assessment plan, I focus on more measuring my learner's progress in engineering English course. I used three types of assessment for assessment section of the ESP course project and made attempt to weigh the assessment section as 5% for diagnostic tests, 45% and 50% for formative assessment and summative assessment respectively. Cumming (2001) claims that assessment should follow some standards having portions of each assessment.

Diagnostic assessments can include placement test and vocabulary quiz. This type of assessment can be organized at the beginning of the course to identify the weaknesses and strengths of learners and help to identify learners' language proficiency levels. Diagnostic tests assess leaners' language skills and vocabulary exposure related to the field as well. Weighing can be 5% out of the total percentage 100 %. Cumming (2001) offers to use initial assessment to identify learners' needs and this is efficient for grouping the students. Other language skills that they possess should be measured to tailor the instruction appropriately.

Formative assessments can include ongoing feedback, group work presentations, ICQs and CCQs, peer review, case studies and constructive feedback as well. This assessment can be organized frequently to assess how the learners are making progress. Measuring learners' continuous progress over the course, this assessment type can weigh 45% out of the total grade amount. Cumming (2001) points out that, assessment should be ongoing and should emphasize learners' performance on relevant and appropriate tasks. Thus, I consider the above-mentioned types of formative assessment can be relevant to measure engineering English learners' development.

Summative assessment can contain project-based assessment, making questionnaire, writing report, and oral presentation. The assessment type is normally organized at the end of the course and measures learners' achievement of language skills that they have to improve in the course. Weighing can be 50% out of the total percentage. Cumming (2001) suggests conducting summative assessment as an achievement assessment measuring learners' overall progress and it can be organized due to the ESP course design. Therefore, I will use writing assessment as summative assessment to measure my learners' achievement.

Course materials for Engineering English ESP course project

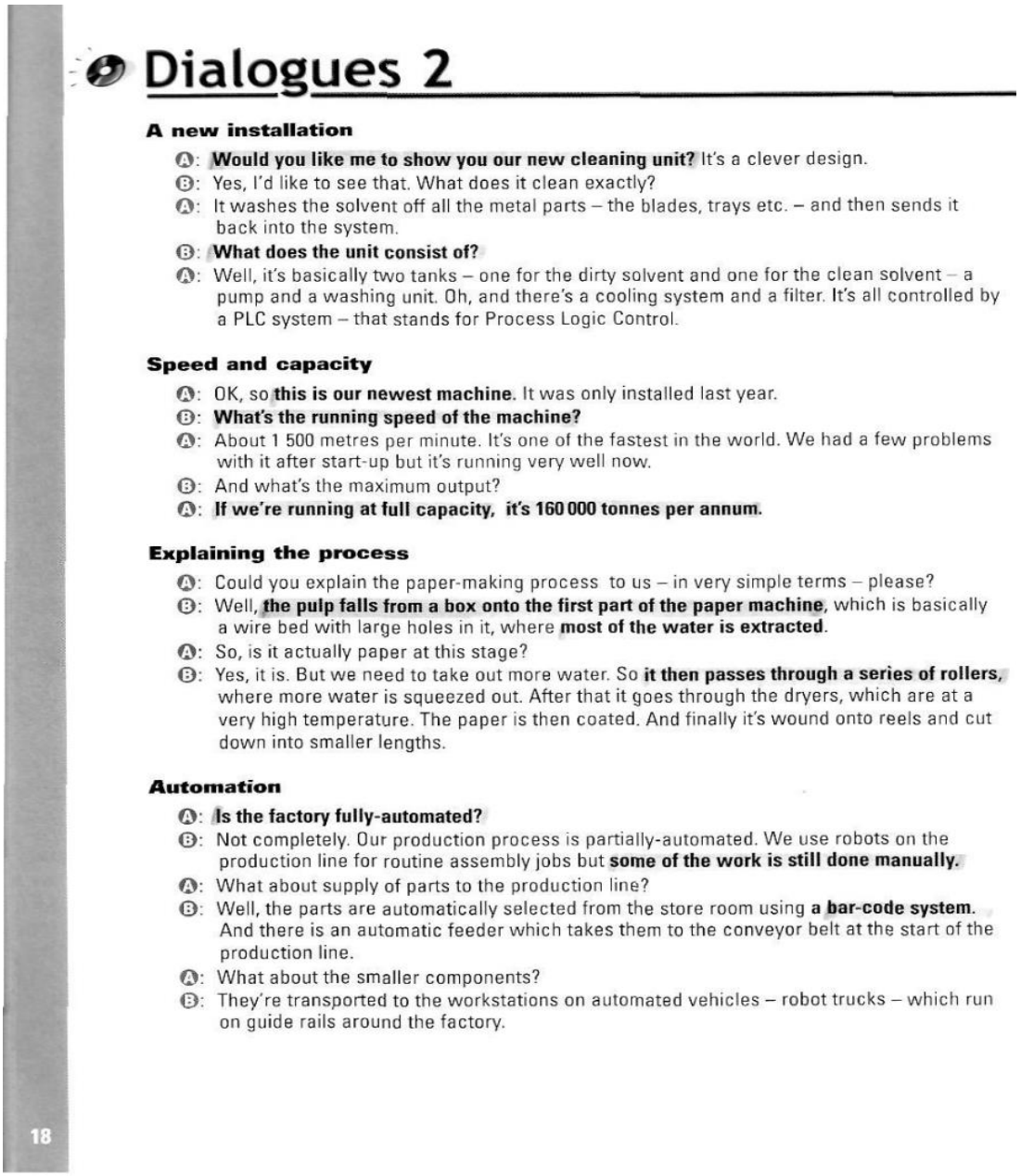
The materials of the ESP course should be selected carefully considering ESP course learners' needs. Bocanegra-Valle (2010) mentions that, course materials have a vital role in creating ESP course design to maintain real-life related effective classes. Comprehensive variety of course materials will ensure learner's development in terms of communicative and linguistic skills in their context. Authentic and adapted materials can be integrated into the classes and it will be efficient for learners as this promotes high learner engagement. Carrier content should be supported as well in developing materials for ESP course. Bocanegra-Valle (2010) claims that, informative content is vital to engage learners in materials according to their interest.

Authentic materials can include technical reports, manuals and articles or videos that can be watched to maintain authenticity and better engagement. I can use videos on YouTube or Ted Talks to provide my learners with authenticity. Woodrow (2018) suggests utilizing journal articles, textbooks as well as online materials as authentic materials. The authentic material I can use as online source is a video with subtitles on YouTube about a manual.

The link: https://www.youtube.com/watch?v=id6ZQzPbY1I

I can use the video as a selection without changing any part of it, as the video is completely relevant to my engineering field learners. The video covers the information about how to use vacuum cleaner and includes subtitles as well. The manual is mentioned by native speaker both in written and in oral form. By watching the video, engineering learners will be aware of what manuals should include.

Textbook usage can also be integrated and materials in the textbook could be selected, adopted or adapted. Stoller (2016) offers adapting materials from a textbook in some steps and mentions that, texts can be converted from one skill into another. I used the textbook namely “Everyday technical English” by Valerie Lambert and Elanie Murray. The textbook covers valuable information on engineering field and contains wide range of vocabulary, passages, activities related to this field. I adapted a material from the textbook.



Dialogues 2

A new installation

A: **Would you like me to show you our new cleaning unit?** It's a clever design.
B: Yes, I'd like to see that. What does it clean exactly?
A: It washes the solvent off all the metal parts – the blades, trays etc. – and then sends it back into the system.
B: **What does the unit consist of?**
A: Well, it's basically two tanks – one for the dirty solvent and one for the clean solvent – a pump and a washing unit. Oh, and there's a cooling system and a filter. It's all controlled by a PLC system – that stands for Process Logic Control.

Speed and capacity

A: OK, so **this is our newest machine.** It was only installed last year.
B: **What's the running speed of the machine?**
A: About 1 500 metres per minute. It's one of the fastest in the world. We had a few problems with it after start-up but it's running very well now.
B: And what's the maximum output?
A: **If we're running at full capacity, it's 160 000 tonnes per annum.**

Explaining the process

A: Could you explain the paper-making process to us – in very simple terms – please?
B: Well, **the pulp falls from a box onto the first part of the paper machine**, which is basically a wire bed with large holes in it, where **most of the water is extracted**.
A: So, is it actually paper at this stage?
B: Yes, it is. But we need to take out more water. So **it then passes through a series of rollers,** where more water is squeezed out. After that it goes through the dryers, which are at a very high temperature. The paper is then coated. And finally it's wound onto reels and cut down into smaller lengths.

Automation

A: **Is the factory fully-automated?**
B: Not completely. Our production process is partially-automated. We use robots on the production line for routine assembly jobs but **some of the work is still done manually.**
A: What about supply of parts to the production line?
B: Well, the parts are automatically selected from the store room using **a bar-code system.** And there is an automatic feeder which takes them to the conveyor belt at the start of the production line.
A: What about the smaller components?
B: They're transported to the workstations on automated vehicles – robot trucks – which run on guide rails around the factory.

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The activity is listening activity accompanied with vocabulary and it is devoted to improve listening skill and vocabulary range. However, I adapted the material to speaking activity. Role-play is conducted between a manufacturer and a client who is going to purchase a product. Learners should provide the manual on how to use the product to enhance their communicative competence.

The flow of the activity:

Pre-task:

- The instructor presents the vocabulary related to the topic with the help of multi-media resources
- The learners write down the vocabulary
- The instructor models some sentences using the vocabulary
- The instructor will provide the real audio of the dialogue

While-task:

- The instructor divides the whole class into pairs and sets time for learners to generate their own dialogues and provides learners with role cards
- Learners will be creating their dialogues in pairs
- When the time is over learners will play roles presenting dialogues that they made. Each pair must contribute actively

Post-task:

- The instructor gives constructive feedback on each oral product
- Learners will reflect on other pairs' role plays

Syllabus outline for Engineering ESP course

Engineering ESP course is aimed to last about 6 weeks and each week contains two sessions continuing two hours. Below, I will provide a syllabus outline and a sample of weekly plan of my Engineering ESP course. Darvin (2023) offers to have steps for each class while conducting genre based course design. In alignment with Darvin's perspective, I divided the course like a session for per class from introduction to summative assessment which is relevant to my engineering learners' language levels. Northcott (2008) offers a weekly plan timetable for English for Lawyers course including exact time, days as well as the rationale for each session. Thus, I used Northcott's sample plan as a model and designed ESP course structure for Engineering field learners.

Course structure:

Sample plan of Engineering ESP course

Session time	The topic	Language skills	Materials
Session 1 Tuesday 16 p.m. – 18 p. m.	Introducing the course, needs analysis, icebreaker activity.	Speaking, writing	Proficiency test samples, cards, worksheets
Session 2 Friday 16 p.m. – 18 p.m.	General overview of written and spoken genres	Speaking, writing	Multimedia resources, online materials, textbooks
Session 3 Tuesday 16 p.m. – 18 p. m.	Communicative phrases with guided practice	Speaking, writing, reading, vocabulary	Worksheets, multimedia, online materials, textbooks
Session 4 Friday 16 p.m. – 18 p.m.	Communicative activities to consolidate (dialogues with the instructor)	Speaking, vocabulary	Online materials including engineering job interview
Session 5 Tuesday 16 p.m. – 18 p. m.	Formative assessment 1. Case study, communicative activity	Speaking, vocabulary	Online materials including engineering job interview

Session 6 Friday 16 p.m. – 18 p.m.	Grammar focus, infinitive of purpose	Grammar (Focus on form)	PPT slides, worksheets, online materials
Session 7 Tuesday 16 p.m. – 18 p. m.	Guided practice on writing manuals and instructions using learnt grammar and vocabulary	Grammar, writing, reading	Worksheets, textbooks, online materials, an original manual
Session 8 Friday 16 p.m. – 18 p.m.	Grammar focus, infinitive of purpose, adverbs of time and manner	Grammar (Focus on form)	Worksheets, PPT slides
Session 9 Tuesday 16 p.m. – 18 p. m.	How to write a technical report, passives, related vocabulary	Grammar, writing, reading, vocabulary	Textbooks, online materials, original technical reports
Session 10 Friday 16 p.m. – 18 p.m.	Formative assessment 2. Writing a manual	Writing	Online materials, an original manual
Session 11 Tuesday 16 p.m. – 18 p. m.	Guided practice on writing a technical report using learnt grammar structures	Grammar, writing	Technical report samples, worksheets, online materials
Session 12 Friday	Summative assessment: Communication based	Writing, grammar, vocabulary	Learners' manual project sample

16 p.m. – 18 p.m.	manual introducing project		

CONCLUSION

This ESP course has been valuable and insightful learning experience for me. Particularly, the course remarkably enhanced my comprehension of ESP rationale and I learnt how to design a specific ESP course considering learners' needs by means of this course. With the help of course readings, I have been able to understand the meanings behind the key concepts of ESP course. Vianna et al's (2019) Teaching English for Specific Purposes covers valuable insights on key features that should be addresses when designing ESP course. In each chapter from introduction to conclusion, invaluable perspectives have been provided and these perspectives have been effective for me to design my ESP course project. Specifically, Chapter 1 helped me to go deeper into the rationale of the ESP course and taught me the difference between ESP and other English courses. Chapters 2 and 4 cover the information about how to conduct needs analysis and using these chapters, I have been able to conduct needs analysis for my engineering learners. Additionally, Woodrow (2008) and Serafini et al (2015) provided me with the information about TSA, PSA methods and Triangulation approach respectively. Using these course readings, I have been familiar with the ways of conducting needs analysis for ESP course project.

Referring to example courses by Northcott (2018) and Cutting (2018), I utilized both courses, English for Lawyers and Airport English respectively as model courses for my Engineering ESP course project. These course examples and the data they covered helped me effectively to realize what I should integrate into my project.

When it comes to assessment criteria, I addressed O'Sullivan (2012) and Cumming (2001) to be aware of organizing assessment types related to engineering field and I took the insights in these readings into account while creating assessment part of ESP project. These course readings really helped me to weigh the amount of percentage according to assessment types as well.

As for the approach that I focused on in my ESP project, it is worth mentioning that, Chapter 3 by Vianna et al (2019) have been effective tool for me to address. Genre based approach provided in this source forced me to consider what to teach appropriately over my ESP course. Using this approach, I have been able to target the productivity of my project in terms of genre analysis based course design.

Mentioning the course materials, Woodrow (2018) have been rather effective for me to select and to adapt the materials. Aligning with Woodrow (2018), I selected and integrated online materials as authentic ones into my course project to maintain better engagement of learners. I adapted the activity from the textbook as well modifying the activity into communicative activity to be efficient for my learners to enhance their communicative competence. All these above-mentioned course readings provided me with valuable insights and using them, I will manage to design Engineering ESP course project.

In addition to this, not only course readings, but also the activities conducted by the course instructor during the sessions were quite effective and equipped me with the ways of designing ESP course project. With the supportive environment created by the instructor and comprehensible input that the instructor provided helped me to grasp the meanings behind the concepts of this course. By understandable explanations of assessments, I navigated my ESP course project appropriately. Apart from that, this project allowed me to gain knowledge on various key terms assisting me to tailor my own ESP project on engineering field in future. Vianna et al (2019) suggests doing research on ESP field, as it might be better language learning experience for learners. Aligning with this recommendation, I have an intention to do research in ESP sphere expanding my knowledge and implement my insights into linguistic field.

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