

<b>CiVELT Course Overview</b>	
<b>What is ESP?</b>	<b>Summary</b>
<b>Unit 1: What is ESP?</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Explain how ESP fits into the broader family of ELT branches</li> <li>• Understand a range of ESP abbreviations and how they relate to each other</li> <li>• Define ESP by combining expert definitions with teacher's own ideas</li> <li>• Explain two extreme approaches to ESP, and understand how various teaching situations fit on a continuum between the two extremes</li> <li>• Analyse a coursebook to find its approach, and plan how to adapt that approach to suit own learners' needs</li> <li>• Understand the wide range of variables in ESP teaching</li> <li>• Overcome any initial fears and anxieties connected with teaching ESP</li> </ul>
<b>The Language of ESP</b>	<b>Summary</b>
<b>Unit 2: Grammar</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Understand two ways of integrating grammar into an ESP syllabus</li> <li>• Write simple grammar exercises for various ESP fields using a template</li> <li>• Understand the aims and stages in a typical ESP grammar lesson</li> <li>• Plan how to incorporate a range of traditional grammar topics into an ESP syllabus</li> <li>• Plan a grammar lesson for a particular ESP field</li> <li>• Understand a wide range of technical grammar labels for word classes, sentence elements, noun phrases and clauses</li> <li>• Describe the grammatical features of samples of language from your ESP field (= preliminary genre analysis)</li> <li>• Explain some grammatical features of technical writing</li> </ul>
<b>Unit 3: Lexis</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Put together an informed ESP vocabulary syllabus from a range of sources</li> <li>• Understand the importance of active and passive vocabulary and their impact on teaching and learning</li> <li>• Differentiate between technical, semi-technical and non-technical vocabulary and understand why this is important</li> <li>• Understand a wide range of terms and concepts connected with meaning, word formation, word combinations and word groupings, and their relevance to ESP</li> <li>• Be aware of a range of vocabulary teaching</li> </ul>

	techniques <ul style="list-style-type: none"> <li>• Use concept checking questions when teaching vocabulary</li> </ul>
<b>Unit 4: Functions</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Speak confidently about key terms connected with functions and appropriacy</li> <li>• Identify exponents and their functions in written and spoken texts</li> <li>• Understand the importance of functions and chunks in terms of teaching English (in general) and in the teacher's own field</li> <li>• Plan a simple lesson to present and practise written or spoken functions</li> </ul>
<b>Unit 5: Writing and written language</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Select writing tasks that are appropriate for learners' needs</li> <li>• Analyse a written text in terms of layout, organisation, genre and text type</li> <li>• Understand a range of approaches to teaching and practising writing</li> <li>• Identify important writing sub-skills</li> </ul>
<b>Unit 6: Reading and Listening</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Ask about and analyse learners' reading and listening needs</li> <li>• Understand a range of processes and skills involved in reading and listening</li> <li>• Establish clear aims for listening and reading lessons</li> <li>• Choose and exploit materials to suit those aims</li> </ul>
<b>Unit 7: Speaking and Spoken Language</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Predict, find out and analyse learners' speaking needs</li> <li>• Understand a range of processes and skills involved in speaking</li> <li>• Understand and use key terms for pronunciation</li> <li>• Plan how to incorporate pronunciation into an ESP course</li> <li>• Choose and plan speaking activities to suit teaching aims</li> <li>• Run successful discussions, role-plays and simulations</li> </ul>
<b>Unit 8: Understanding your learner's field</b> <b>(2 x 3 hour sessions)</b>	<ul style="list-style-type: none"> <li>• Explain the importance of understanding the learners' field</li> <li>• Plan and create a professional profile for learners</li> <li>• Research the nature of learners' field</li> <li>• Overcome difficulties with understanding vocabulary, sentences and concepts</li> <li>• Plan how to avoid and overcome problems connected with own understanding in the classroom</li> <li>• Explain some simple techniques to help teachers become an expert in a given ESP field</li> </ul>

<b>Language learning in ESP</b>	<b>Summary</b>
<b>Unit 9: Understanding needs</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand and use a range of key terms to discuss L1 and L2 learning</li> <li>• Compare and contrast L1 and L2 learning</li> <li>• Understand the influence age has on language acquisition</li> <li>• Compare different contexts for L2 learning</li> <li>• Outline the limitations of classroom learning in an ESP context</li> <li>• Distinguish between personal, learning and (future) professional needs of learners</li> <li>• Explain different learning styles and their importance for language learning</li> <li>• Identify key sources of information when analysing professional needs</li> </ul>
<b>Unit 10: Motivation</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand types of macro-motivation and how to exploit them</li> <li>• Observe and manage (de-)motivation in the classroom caused by biological drives</li> <li>• Balance the benefits of autonomy with other priorities in the classroom</li> <li>• Maximise the benefits (and their own) large-scale and small-scale purpose</li> <li>• Use gamification and other motivation techniques in the classroom</li> </ul>
<b>Unit 11: Positive classroom interaction</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Explain the different ways that students can work together in the classroom</li> <li>• Analyse the advantages and disadvantages of different student groupings</li> <li>• Consider how different ways of working in the classroom can prepare students for real-world communication in the workplace</li> <li>• Explain the benefits of using the learners as a resource in a range of teaching situations</li> <li>• Deal effectively with situations where you might lack expertise in the learners' specialisation</li> </ul>
<b>Course and syllabus design in ESP</b>	<b>Summary</b>
<b>Unit 12: Course and Syllabus design</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the process of course design</li> <li>• Identify the wide range of stakeholders</li> <li>• Understand internal and external constraints in Vocational Education</li> </ul>

<b>Unit 13: Needs analysis</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the purpose of a needs analysis</li> <li>• Be able to use the tools available for a needs analysis</li> <li>• Be capable of carrying out a needs analysis in the field of vocational education</li> </ul>
<b>Unit 14: Designing a syllabus</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the process of syllabus design</li> <li>• Map a syllabus to an external benchmark</li> <li>• Design a syllabus for a specified group of learners</li> </ul>
<b>Unit 15: Materials evaluation and selection</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Identify the reasons for using ready-made materials</li> <li>• Evaluate existing materials</li> <li>• Select materials to take account of internal and external needs in Vocational Education</li> </ul>
<b>Materials in ESP</b>	<b>Summary</b>
<b>Unit 16: Developing authentic tasks</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the rationale for designing authentic tasks</li> <li>• Recognise the need for integrating specialist discourse into tasks</li> <li>• Develop an awareness about key principles behind designing an authentic task</li> <li>• Learn to design authentic tasks in a vocational subject area</li> </ul>
<b>Unit 17: Exploiting vocational contexts as resources</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the rationale for linking classroom with the real world</li> <li>• Identify vocational contexts and situations to create meaningful classroom activities</li> <li>• Learn how to exploit vocational texts for enhancing English language skills</li> <li>• Learn to design English language projects for students in a vocational subject area</li> </ul>
<b>Unit 18: Adapting the given coursebook</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Evaluate materials for use in a given context</li> <li>• Adapt existing materials to suit a particular purpose in Vocational Education</li> </ul>
<b>Teaching ESP - lesson planning</b>	<b>Summary</b>
<b>Unit 19: Identifying and selecting lesson aims</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand why aims are important when planning lessons</li> <li>• Understand what kinds of aims there are and how to write good aims</li> <li>• Use differences in lesson types to amend aims</li> <li>• Word lesson aims well using SMART concepts</li> <li>• Understand how to incorporate various factors when writing aims</li> </ul>

<b>Unit 20: Identifying the components of a lesson / planning common sequences</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Identify the different components of a lesson plan</li> <li>• Plan a sequence for a grammar or vocabulary lesson</li> <li>• Plan a sequence for a skills lesson</li> <li>• Evaluate common course book sequences</li> <li>• Run a successful topic lesson</li> <li>• Plan a sequence for a project</li> </ul>
<b>Unit 21 :Lesson planning – The roles of the teacher</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the different roles of the teacher</li> <li>• Understand why variety is important in lesson planning</li> <li>• Be aware of a range of ways of introducing variety.</li> <li>• Be aware of the teacher's own learning styles.</li> <li>• Be aware that learners will have different learning styles.</li> <li>• Take different learning styles into account when planning.</li> <li>• Apply a variety of interaction patterns when planning lessons.</li> <li>• Understand when group work can be most effective.</li> <li>• Understand different ways of grouping learners.</li> </ul>
<b>Unit 22: The basic elements of lesson planning</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand why planning lessons is important</li> <li>• Understand the main components of lesson plans</li> <li>• Apply knowledge about main components to own planning</li> <li>• Write good, clear lesson aims</li> <li>• Write clear, brief procedures</li> <li>• Use a detailed format for lesson planning</li> <li>• Assess a lesson planning format for own use</li> <li>• Understand the criteria involved in planning a sequence of ESP lessons</li> </ul>
<b>Teaching ESP - in the classroom</b>	<b>Summary</b>
<b>Unit 23: Frameworks for activities and tasks</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the differences between inductive and deductive approaches</li> <li>• Compare a range of varied approaches to lessons and tasks</li> <li>• Map out lesson stages following a variety of approaches</li> <li>• Reflect on the appropriacy of approaches to learning contexts</li> <li>• Plan activities following a variety of approaches</li> </ul>
<b>Unit 24: Presenting language</b>	<ul style="list-style-type: none"> <li>• Understand the difference between lead in and warmer</li> <li>• Set clear and meaningful contexts</li> <li>• Use a variety of elicitation techniques</li> <li>• Use a variety of teacher led drills</li> </ul>

<b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>Understand and compare 4 approaches to presenting language</li> <li>Discuss the merits of a variety of aids and materials used to present language</li> </ul>
<b>Unit 25: Practice Activities</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>Recognise and develop semi-controlled practice and free practice activities for their learner context</li> <li>Incorporate a range of activities to develop sub-skills in listening and reading</li> <li>Create activities around authentic texts from the learner's context</li> <li>Make use of corpus data in practice activities</li> <li>Develop effective 3-D role plays for learners' context</li> <li>Refer to a flexible framework to help them develop own activities, regardless of context</li> </ul>
<b>Unit 26: Errors and correction</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>Categorise and prioritise learners' mistakes</li> <li>See mistakes as an essential part of learning</li> <li>Describe the reasons for mistakes</li> <li>Plan how to correct spoken mistakes in a range of teaching situations</li> <li>Conduct delayed error correction and feedback after a role-play</li> <li>Understand the balance between writing practice and correction</li> <li>Plan what to correct and what not to correct in students' writing</li> <li>Use a correction code to mark writing</li> </ul>
<b>Unit 27: Working with content</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>Explain the advantages of collaborating with subject experts</li> <li>Understand the different perspectives that subject experts and language teachers bring to the classroom</li> <li>Analyse different options for sharing the workload in a team teaching context</li> <li>Explain content based approaches to teaching language</li> <li>Distinguish between different types of Content Based Instruction (CBI)</li> <li>Explain some of the options when using texts in a CBI context</li> <li>Reflect on the learners' perspectives when in a CBI context</li> </ul>
<b>Testing and evaluation in ESP</b>	<b>Summary</b>
<b>Unit 28: Assessment and evaluation: understanding</b>	<ul style="list-style-type: none"> <li>Explain the different purposes and types of assessment</li> <li>Outline several different ways that formative and</li> </ul>

<b>concepts</b>  <b>1 x 3 hour session</b>	<p>summative assessment can be done in Vocational Education</p> <ul style="list-style-type: none"> <li>• Make the process of assessment more learner-centred in Vocational Education</li> <li>• Find ways of linking your assessment with identified standards in language and work place skills in Vocational Education</li> </ul>
<b>Unit 29: Assessment and evaluation practices</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the purpose of diagnostic assessment and design it for assessing your students</li> <li>• Make links between course Learning Outcomes and assessment tasks</li> <li>• Understand the value of using assessment criteria and link them with course Learning Outcomes</li> <li>• Learn ways of designing assessment tasks to assess listening, speaking, reading and writing in Vocational Education</li> <li>• Explore alternative forms of assessment such as portfolio</li> </ul>
<b>Continuous Professional Development (CPD) in Vocational Education</b>	<b>Summary</b>
<b>Unit 30: Continuous Professional Development</b>  <b>1 x 3 hour session</b>	<ul style="list-style-type: none"> <li>• Understand the concept and benefits of Continued Professional Development (CPD)</li> <li>• Have an awareness of a range of development tools available</li> <li>• Select the most suitable development tools</li> <li>• Initiate the creation of a Professional Development Portfolio and a career profile</li> <li>• Consider a possible Unique Selling Point (USP)</li> <li>• Set immediate goals for CPD</li> <li>• Have an understanding of a healthy work-life balance</li> <li>• Access a range of useful resources.</li> </ul>

