Course Description
Theory, practice, and history of these two related approaches to ESL/EFL. This course will consider research and pedagogical concerns in ESP and CBI. Particular attention will be paid to the kinds of needs and discourse analyses conducted in the two approaches and the influence of these analyses on curricular design and teaching practices. Students will gain knowledge of the goals and practices of ESP and CBI and learn to conduct needs and discourse analyses. Students will also learn to establish course goals, and devise lessons and materials based on such analyses. Students will also become familiar with research areas within ESP and CBI.

Learning Outcomes
By the end of the course, students should be able to do the following:

• explain the goals of English for Specific Purposes and Content Based Education as a movement within TESL/TEFL
• describe the various ways of conducting needs analysis in ESP
• conduct and report on a needs analysis for a specific population of English learners
• outline the specific concerns of areas within ESP, such as legal English, Business English and English for Academic Purposes
• synthesize current research in areas within ESP and CBI
• discuss the facets of CBI and their usefulness in promoting academic discourse
• evaluate and create teaching materials used in particular ESP and CBI contexts

Pre-requisites
Linguistics 420 or 501, and 550

Required Materials

On reserve at RBR (you don’t need to purchase these)

Course Requirements
Students will have to complete weekly assigned readings, participate in class discussions and activities, and complete the following assignments:

Review of two journal articles (and class presentation): 20%
Needs analysis/discourse analysis project/paper and presentation: 40%
Homework assignments and quizzes: 20%
Class participation (including group work and conferences with instructor): 20%

Attendance and participation
You are expected to attend every class meeting. After one absence, each additional absence will lower your grade in the class participation category by 5%. Also, please avoid being late. Continual tardiness (including after the break) will also lower your grade in the class participation category. You are also expected to engage in group work and be engaged in your classmates’ presentations and discussions in class. You also are to meet with me regarding your papers.

Tentative Syllabus
Week 1 (Jan. 26)
Introduction to ESP and CBI. Focus on ESP

Readings: Dudley-Evans & St. John, Ch 1; Belcher (2006), Johns (2013)


Week 2 (Feb. 2)
Focus on CBI

Readings: Snow (2001); Grabe & Stoller (1997); Johns (1997); Brinton et al. (2003).


**Week 3 (Feb. 9)**
Research perspectives in ESP. Needs analysis and discourse analysis in ESP.

**Readings:** Dudley-Evans & St. John, Ch 2, 7, 5

**Week 4 (Feb. 16)**
Needs analysis and discourse analysis in ESP: some cases

**Readings:** Braine (1995); Shi, Corcos & Storey (2001); Sullivan & Girginer (2002)


**Week 5 (Feb. 23)**
Needs analysis and discourse analysis in CBI.

**Readings:** Schleppegrell & O’Hallaron (2011); Short et al. (2012); Schleppegrell and Olievera (2006); Gibbons (2003)


**Week 6 (March 1)**
EAP

**Readings:** Dudley-Evans & St. John, Ch 3. Lee and Swales (2006); Johns (2009); Swales (2009)


**Week 7 (March 8)**

Legal English

Readings: Northcott (2009); Candlin, Bhatia and Jensen (2002); Bruce (2002); Feak & Reinhart (2002)


**Week 8 (March 15)**

Business English

Readings: Dudley-Evans & St. John, Ch 4; Jackson (2002); Crosling & Ward (2002); Uhrig (2012); Koester (2014)


**Week 9 (March 22)**
VESL; group discussion of articles; Medical English

**Readings:** West (1984); Readings from *Responses to ESP* (2000)


**Week 10 (April 5)**
Catch-up; Presentation of review articles

**Week 11 (April 12)**
Presentation of review of articles (turn in papers on Wed., April 13)

**Week 12 (April 19)**
Materials development and instructional practices in ESP and CBI

**Readings:** Kinsella (1997); Brinton, Snow & Wesche (2003), Ch 7; Dudley-Evans & St. John, Ch 9


**Week 13 (April 26)**
Course design; Program/course evaluation; Overview


**Week 14 (May 3)**  
Presentation of needs analysis/discourse analysis

**Week 15 (May 10)**  
Presentations of needs analysis/discourse analysis

**Needs Analysis/Discourse Analysis paper due: May 12**