

[A-3] COURSE SYLLABUS

1. COURSE DESCRIPTION (Approximately 100 words)

This course is aimed for ESP teachers who need to develop their own materials to teach English to students of a particular professional domain. The syllabus covers the main aspects of designing materials helping to students to enhance language learning. The course consists of the key instructions from planning to the ready product. Thus, this is a very useful course for both pre-service education as well as in-service training. By completing each step a course taker will obtain the necessary skills and will be able to develop their teaching materials independently.

2. COURSE GOALS AND OBJECTIVES (Approximately 100 words)

By the end of the course, the course taker will be able to:

- Differentiate between EGP and ESP
- Plan teaching materials
- Identify learner needs
- Find appropriate resources for ESP teaching materials
- Create tasks and activities for ESP learners
- Use self-developed ESP materials at classes

3. TEXTBOOK (Title, Author, Publisher, Year of Publication, etc.)

1. B2 ready, K. Tangirova and others, Tashkent, Uzbekistan: CEID Georgetown University, 2016.
2. Seven minutes of exercise, K. Tangirova, Tashkent, Uzbekistan: CEID Georgetown University, 2016.
3. Reconceptualizing language, K. Tangirova, Chiesa, D. Azizov, U Khan, S. Nazmutdinova,
4. Tangirova, K. (2017). Novice Teachers. In R. West & E. Sheyhametova. (Eds.), State of English in Higher Education in Uzbekistan: A Baseline Study (pp. 58-63). Tashkent: British Council, Uzbekistan World Languages University
5. Ur, P. (2017). Application of Research to Materials Design. In Hinkel, E. (Ed.). Handbook of Research in Second Language Teaching and Learning. New York: Routledge.

4. REFERENCE

1. Harding, K. (2007). English for specific purposes. Oxford: Oxford University Press.
2. Medrea, N., & Rus, D. (2012). Challenges in Teaching ESP: Teaching Resources and Students' Needs. *Procedia Economics and Finance*, 3, 1165-1169.
3. Sysoyev, P. V. (2000). Developing an English for Specific Purposes course using a learner centered approach: A Russian experience. *The Internet TESL Journal*, 6(3), 18-23.
4. Edwards, N. (2000). Language for business: Effective needs assessment, syllabus design and materials preparation in a practical ESP case study. *English for Specific Purposes*, 19(3), 291-296.
5. Malmström, H., Pecorari, D., & Shaw, P. (2018). Words for what? Contrasting university students' receptive and productive academic vocabulary needs. *English for Specific Purposes*, 50, 28-39.
- Medrea, N. & Rus, D. (2012). Challenges in Teaching ESP: Teaching Resources and

5. COURSE REQUIREMENTS AND GRADES

Course attendance - 30%, midterm exam - 40%, final exam - 30%

6. COURSE CALENDAR

Week	Main Content
1	Introduction to Materials Development
2	The key features of Teaching ESP
3	Exploring learner needs
4	Using Four strands in Materials design
5	Adapting and supplementing teaching materials
6	Incorporating Corpus linguistics in Materials development
7	Research-based recommendations
8	Matching teaching materials to learner needs
9	Focusing on visual aspects of teaching materials
10	Authenticity in ESP materials
11	Creating tasks. Listening
12	Creating tasks. Reading
13	Creating tasks. Writing
14	Creating tasks. Speaking