

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

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

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

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

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

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

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

