



TSL712 ENGLISH FOR SPECIFIC PURPOSES T325 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.

Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Master of Arts (TESOL) Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr Syed Zaidi syed.zaidi@koi.edu.au P: +61 (2) 9283 3583 L: 7-11, 11 York Street. Consultation: via Moodle or by appointment

1.2 Core / Elective

This is a core subject for the above courses.

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	MA TESOL 48; MATESOL PRO 64

1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week plus supplementary online material	7 hours/week	10 hours/week

* Total time spent per week at lectures and tutorials

** Total time students are expected to spend per week in studying, completing assignments, etc.

*** Combination of timetable hours and personal study.

1.5 Mode of Delivery

Face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

1.6 Pre-requisite

TSL700 Language Teaching Methodologies, TSL704 TESOL Curriculum Development

1.7 General Study and Resource Requirements:

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have



basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.

- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

Resource requirements specific to this subject: There are no specific resources for this subject.

1.8 Academic Advising:

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.

Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.

Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.

Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.

Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2. Academic Details

2.1 Overview of the Subject

This elective subject explores the field of teaching English for specific purposes (ESP) in a variety of settings, including Business English, Occupational English and English for Academic Purposes (EAP). After examining current issues in ESP syllabus design such as needs analysis, developing learning objectives, evaluating and creating materials, selecting teaching methods and evaluation, students will design an ESP course for their chosen specialisation, evaluate and create materials for a specific purpose and present their course to their peers.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of the *Graduate Certificate of TESOL*, the *Graduate Diploma of TESOL* and the *Master of Arts (TESOL)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

	KOI Master's Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods

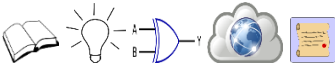
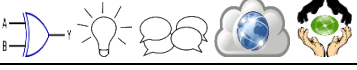
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice
	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation** – Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate** – Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

2.3 Subject Learning Outcomes

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Critically explore the concepts and contexts of English for Specific Purposes (ESP) in academic, professional and workplace settings	
b) Develop an ESP course integrating the knowledge of current issues in ESP syllabus design	
c) Design and evaluate materials for an ESP course.	

2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.



Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 27 Oct	Introduction to ESP	Anthony, L., 2018. <i>Introducing English for specific purposes</i> . Routledge. (A) Ch. 1	Tutorial Exercises
Week 2 03 Nov	The four pillars of ESP: Needs Analysis, Learning Objectives, Materials & Methods, Evaluation.	(A) Ch. 3	Tutorial Exercises
Week 3 10 Nov	Identifying Needs in the Design of ESP	(A) Ch. 4	Tutorial Exercises
Week 4 17 Nov	Learning Objectives for ESP	(A) Ch. 5	Tutorial Exercises
Week 5 24 Nov	English for Business Purposes	Refer to Moodle	Tutorial Exercises
Week 6 01 Dec	English for Occupational Purposes	Refer to Moodle	Tutorial Exercises
Week 7 08 Dec	English for Academic Purposes	Refer to Moodle	Tutorial Exercises Assessment 2: Draft of Course Outline
Week 8 15 Dec	ESP Oral Communication Skills	Refer to Moodle	Tutorial Exercises
Week 9 05 Jan	Materials & Methods in ESP	(A) Ch. 6	Tutorial Exercises Assessment 2: Report & Syllabus
Week 10 12 Jan	Assessing and Evaluating ESP	(A) Ch. 7	Tutorial Exercises
Week 11 19 Jan	Vocabulary in ESP	Viana, V., Bocorny, A.E.P. and Sarmiento, S., 2018. <i>Teaching English for Specific Purposes</i> . (VBS) Chs. 4 & 5	Tutorial Exercises
Week 12 27 Jan (Tue)	Challenges and Opportunities in ESP	(A) Ch. 8	Tutorial Exercises Assessment 3: Materials Design & Evaluation
Week 13 02 Feb	Study review week and Final Exam Week		
Week 14 09 Feb	Examinations Continuing students - enrolments for T126 open	Please see exam timetable for exam date, time and location	



Week 15 16 Feb	Student Vacation begins New students - enrolments for T126 open
Week 16 23 Feb	• Results Released • Review of Grade Day for T325 – see Sections 2.6 and 3.2 below for relevant information. • Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.
T126 2 Mar 2026	
Week 1 02 Mar	Week 1 of classes for T126

2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (1 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

Assessment Type	When Assessed	Weighting	Learning Outcomes Assessed
Assessment 1: Tutorial Exercises	Weekly	10%	a
Assessment 2:			a, b
Part 1: Draft Course Outline & Discussion	Week 7	15%	
Part 2: Report & Syllabus (2000+- 10% words)	Week 9	40%	



Assessment 3: Materials Design & Evaluation: (1,000+- 10% words)	Week 12	35%	c
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Requirements to Pass the Subject:

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Readings:

Anthony, L., 2018. *Introducing English for specific purposes*. Routledge.

Viana, V., Bocorny, A.E.P. and Sarmento, S., 2018. *Teaching English for Specific Purposes*. Chicago: TESOL Press. Available through: ProQuest Ebook Central. [Accessed 13 January 2023].

Recommended Readings:

Ananyina, A., Abramova, I., Shishmolina, E. and Yessengaliyeva, A., 2021. A New Pedagogical Model for Teaching English for Specific Purposes: Collaborative Educational Projec. *SHS Web of Conferences*, 97, pp. 1002.

Blok, S., Lockwood, R. B., Frendo, E. and Short, D., 2020. *The 6 principles for exemplary teaching of English learners®: Academic and other specific purposes*. TESOL Press.

Fang, Z., 2021. *Demystifying Academic Writing: Genres, Moves, Skills, and Strategies*. Milton: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 13 January 2023].

Guardado, M. and Light, J., 2020. *Curriculum Development in English for Academic Purposes: A Guide to Practice*. Springer International Publishing AG, Cham. Available from: ProQuest Ebook Central. [Accessed 26 September 2022].

Hyland, K., 2004; 2013. *Genre and second language writing*, University of Michigan Press, Ann Arbor.

Hyland, K. and Shaw, P. eds., 2016. *The Routledge Handbook of English for Academic Purposes*. London: Taylor & Francis Group. Available through: ProQuest Ebook Central. [Accessed 13 January 2023].

Knežević, L., Županec, V. and Radulović, B. 2020. Flipping the Classroom to Enhance Academic Vocabulary Learning in an English for Academic Purposes (EAP) Course. *SAGE open*, 10 (3), pp. 215824402095705.

Khalili, S. and Tahririan, M.H., 2020. Deciphering Challenges of Teaching English for Specific Purposes to Medical Students: Needs, Lacks, Students' Preferences, and Efficacy of the Courses. *Teaching English Language*, 14 (1), pp. 365-394.

Landry, M., 2019. The Efficacy of Teaching Independent Study Skills Within English for Academic Purposes Programs. *BC TEAL journal*, 4 (1), pp. 1-12.

Useful Websites:



The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require academic peer reviewed journal articles as sources, you need to access such sources using the Library database, EBSCOhost, or Google Scholar. Please ask in the Library if you are unsure how to access EBSCOhost. Instructions can also be found in Moodle.

- **ESP Resources:**

- <https://www.englishformyjob.com/>

- <https://www.fluentu.com/blog/educator-english/teaching-english-for-specific-purposes/>

- <https://teflastic.wordpress.com/worksheets/esp/>

- **Business English Resources:**

- <http://www.businessenglishsite.com/>

- <https://www.businessenglishresources.com/learn-english-for-business/teachers-section/>

- <https://www.teachingenglish.org.uk/resources/adults/english-business>

- **English for Academic Purposes**

- <http://www.uefap.com>

- <https://owl.purdue.edu/>

- <http://www.abc.net.au/tv/qanda/>

- <https://www.academic-englishuk.com/>

- <https://www.eapfoundation.com>

- <https://ed.ted.com/>