

Ministry of Higher Education and Scientific Research

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The Master Correction of the First Term Exam of ESP Course Design

1) ESP Textbook Evaluation

Essay type: *Analytical / Evaluative essay* (you judge quality using criteria, then justify priorities)

Master correction (model answer)

To assess an ESP textbook successfully, the key criteria is that of fitness for purpose: the text must be relevant to learners' needs in terms of specific academic / professional purposes and particular teaching situation. Consequently the first key criterion is that it must be relevant to learners, and here it is important to remember that ESP depends on what the learner needs to do with English. A textbook may be well-written, but if it does not focus on the targeted tasks (e.g., writing lab reports, performing patient handovers, sending email to clients) that are central to course objectives and desired learning outcomes then it will not support these things.

Second, authenticity must be emphasized — particularly genre, task and discourse authenticity. Learners of ESP need authentic examples of communicative situations and written texts (or suitable adaptations) that theorize professional conventions, deixis, lexis and overall rhetorical structure.

Third, a good ESP textbook will display a clear skills balance in keeping with needs (I do not necessarily mean an equal skills balance). If the target situation is one where speaking and interaction are involved (e.g., tourism), it must provide for them, using role plays, simulations and listening; if the text aims at research (EAP) it should concentrate on reading texts and academic writing. The skills work needs to connect language forms and functions (for example, explaining processes/arguing/reporting results).

4 Progression and scaffolding count: move from easier to more difficult, build vocabulary and discourse patterns gradually, and recycle key language. In the absence of meaningful sequence, students run the risk of cognitive overload and poor retention.

Fifth, assessment support should be linked to objectives/outcomes. The text should include authentic performance-based assessment tasks (rubrics, checklists, criteria) and reflect the full range of version-to-version generalizability of real communication.

Other supporting factors are: teacher support, flexibility, cultural to context and learner interest, availability of digital tools. Relevance and authenticity are all in all, as they hold the key to whether or not the textbook actually serves as an ESP textbook rather than a general ELT coursebook.

The following are some points that the right response should contain (grading criteria):

- Relevance to needs/context as #1 + rationale
- Authenticity of texts/tasks/genres + justification
- Task-aligned (not “equal skills”) balance of skills to target tasks
- Progression/scaffolding and recycling
- Assessment alignment and support
- Optional: flexibility, teacher support, culture ,, sources

2) Aims vs Objectives vs Learning Outcomes

Essay type: *Expository / Clarification essay* (define terms clearly + explain why confusion is harmful)

Master correction (model answer)

In the design of ESP course aims, objectives and learning outcomes are interrelated but not identical. An aim is a general or broad statement that reflects what the course can achieve. For example: Learners will develop the ability to communicate effectively in professional nursing settings. An aim sets a direction, but is typically not measurable per se.

Objectives Objectives are more detailed descriptions of what the teacher/course intends to include or accomplish in order to achieve the aim. These may state instructional purposes, for example: ‘To establish the structure of SBAR handover; to develop key nursing vocabulary for expressing symptoms and medication; to practise asking questions to check your understanding.’ 12 Objectives for planning content and teaching steps can be used.

Learning outcomes are the most narrow and must be measurable, telling us what learners can do at the end of a course or unit. They use observable performance verbs and conditions – for example: “By the end of the unit, students will be able to give a 2-3 minute SBAR handover, using appropriate medical terminology and accurate tense/aspect receiving a grade of at least 3/5 on rubric”.

It is the confusion of these categories that poses an alignment problem. If goals are equated with results, evaluation is vague and defunct (you can’t measure “improve communication”). In the absence of clear objectives, instruction becomes high-content low-task teaching with learners who may not have learned target performance. In ESP this confusion often creates a disjunction between needs analysis, course design and assessment with the result that learners can pass tests who cannot perform meaningful academic or occupational activities. Clear

distinction guarantees rational design: purposes drive movement, goals drive instruction, results drive assessment and evidence of accomplishment.

Must include key points in the right answer (marking checklist):

- Explicit definition of the three terms
- Simple structure (or order) hierarchy (goals → objectives → outcomes)
- At least one concrete example
- Elaboration on the ‘misalignment’ effects within ESP (teaching + assessment validity)

3) Effects of Poor Needs Analysis in ESP

Essay type: *Cause-and-effect analytical essay* (explain causes and the chain of consequences)

Master correction (model answer)

ESP can become irrelevant or ineffective if there is a no or poor needs analysis, as ESP assumes that teaching/learning/languages must be based on what learners need to do in their study and work. If needs are derived from problematic assumptions, limited data sources or one source only, courses may miss their mark in terms of what skills, genre and language to focus on.

One of the more destructive outcomes is content incompatibility. For example, business students might instead want email writing, meeting negotiation and report summary, but a course not designed with a needs analysis may focus on grammar drills or general conversation. This results in inefficient use of time and poor transfer to actual tasks.

Another effect is incorrect level and futile sequence. If existing skills (situational analysis of current ability) are not evaluated then material may be too hard (anxiety and dropout) or too easy (boredom and low progress). Bad sequencing creates cognitive load, which makes for poor retention.

Third, unsound needs analysis leads to an inappropriate assessment. Measurements can be vocabulary lists, or isolated language as opposed to tasks (presentations, reports and field-specific interactions) concerned with performance. This attacks construct validity (score might be high but unable to act when actually there).

Fourth, the course could miss considerations of stakeholders and constraints (department expectations, workplace needs, time, resources), rendering its implementation impossible. Subsequent to this learners see ESP as irrelevant which reduces motivation and involvement.

To counteract the above, needs analysis must be systematic and triangulated (questionnaires + interviews + observation + text/genre analysis), involve stakeholders at all levels, be tied directly to objectives, materials and assessment.

Points that should be in the right answer (mark scheme):

- Good clarification that ESP is “been-driven” ✓ Good clarity as ESP is needs of they prevent what good emphasis on the need for things First language Acquisition – stages of development 1.
- Minimum of 3 consequences (mismatch in content, level/sequence problems, misalignment assessment, lack of motivation and feasibility limitations)
- One concrete example scenario
- Quick win / resolution (triangulation + stakeholder perspective + alignment) □This is manageable ventilation even for unsupported patients based on age and respiratory rate.

The following are 3 marking grids (each /20) — one by one, with explicit criteria, points and what the examiner is looking for.

1) ESP Textbook Evaluation — Marking Grid (/20)

Essay type: Analytical / Evaluative essay

A) Content & Prioritization (10 points)

- **Defines the purpose of evaluation (fitness for ESP context/needs)** (2)
- **Prioritizes criteria logically** (relevance first, then authenticity, etc.) (3)
- **Explains each main criterion clearly** (relevance, authenticity, skills balance, progression, assessment support) (3)
- **Justifies WHY this order matters in ESP** (needs-driven, task-based, validity) (2)

B) Use of Examples & Application (4 points)

- **Gives at least one concrete ESP example** (field/task/genre) (2)
- **Shows how criteria apply to that example** (2)

C) Organization & Coherence (3 points)

- Clear introduction + structured body + conclusion (1)
- Logical connectors (however, therefore, in addition...) (1)
- Clear paragraphing and readability (1)

D) Language Quality (3 points)

- Accurate terminology (ESP, authenticity, genre, alignment...) (1)
- Grammar and sentence clarity (1)
- Appropriate academic style (1)

Full-score answer must include: Relevance as #1 + justification, authenticity, skills balance aligned to needs, progression/scaffolding, assessment alignment + a practical example.

2) Aims vs Objectives vs Learning Outcomes — Marking Grid (/20)

Essay type: Expository / Clarification essay

A) Conceptual Accuracy (10 points)

- **Correct definition of aims** (broad intention) (3)
- **Correct definition of objectives** (specific teaching targets/steps) (3)
- **Correct definition of learning outcomes** (measurable learner performance) (3)
- **Shows the hierarchy (aim → objectives → outcomes)** (1)

B) Examples (4 points)

- Provides **at least one example for each term** (aim/objective/outcome) (3)
- Outcomes use **measurable verbs/observable performance** (1)

C) Why Confusion is a Problem (4 points)

- Explains **misalignment** (needs–teaching–assessment) (2)
- Mentions at least one consequence: invalid assessment / unclear teaching / weak performance transfer (2)

D) Structure & Language (2 points)

- Clear organization (intro/body/conclusion) (1)
- Clear academic English (1)

Full-score answer must include: clear definitions + hierarchy + examples + strong explanation of “alignment” and assessment validity.

3) Poor Needs Analysis → Ineffective ESP Course — Marking Grid (/20)

Essay type: Cause-and-effect analytical essay

A) Core Understanding (6 points)

- Explains that ESP is **needs-driven** (2)
- Identifies **what “poor needs analysis” means** (assumptions, limited tools, no triangulation) (2)
- Links needs analysis to course design decisions (content, methods, assessment) (2)

B) Effects / Consequences (8 points)

(2 points each — best 4 consequences)

- Content mismatch (wrong genres/tasks/skills) (2)
- Wrong level/sequence (too easy/too difficult, poor progression) (2)
- Misaligned assessment (tests don't measure target performance) (2)
- Low motivation/low perceived relevance OR feasibility constraints ignored (2)

C) Example + Evidence (4 points)

- Provides a concrete context example (Algerian university, engineering, business...)
(2)
- Explains how the example shows the cause → effect chain (2)

D) Organization & Language (2 points)

- Clear cause-and-effect structure (1)
- Clear academic English (1)

Full-score answer must include: at least 3 strong consequences + one concrete example + a short improvement note (triangulation, stakeholders).