ALLVET
ESP TRAINING SYLLABUS

DESCRIPTION
This course aims at training university staff members and in-service vocational teachers in English for Specific Purposes (ESP). More specifically, this training focuses on enhancing the participants' vocabulary, language use, and soft skills. At the same time, it serves as a foundation course to train staff and other stakeholders to reach a specific standard in English in order to be able to take part in ECTS/TUNING methodology training. More specifically, this particular course has been developed around the core competences and skills needed to successfully participate in the ALLVET ECTS/TUNING methodology training — namely, reading and writing case studies, producing reports and effectively communicating in oral and written form. The English for Specific Purposes training, as a QA measure, is a replicable module that can be later used as Pathway Programme by the individual PC partner for supporting weaker staff and students.

PREREQUISITE LEVEL OF COMPETENCY IN ENGLISH
B1

AIMS	
This course aims to:	
A1	Boost students' language skills in speaking, writing and reading in relation to various topics;
A2	Encourage successful communication and increase critical awareness when formulating ideas;
A3	Enhance students' 21st century skills, namely, collaboration, critical thinking, problem solving and communication and presentation skills.
A4	Familiarise students with terminology regarding e-Tuning.

LEARNING OUTCOMES		
By the end of the course, students will be able to:		Link to Aims
LO1	Actively participate in activities such as discussions, presentations, report/cover letter writing, case study analysis and other interactive tasks;	A1
LO2	Demonstrate comprehension and development of the main ideas, supporting details and arguments in discussions, presentations and report writing tasks;	A1
LO3	Exhibit the ability to work respectfully and constructively with individuals of different backgrounds, values and experiences;	A2, A3
LO4	Engage in innovative and integrative thinking and problem-solving processes.	A3
LO5	Understand and use e-Tuning terminology in oral and written speech through discussions, presentations and report writing tasks.	A4

TEACHING & LEARNING METHODS	Total Hours:	15

The following Teaching and Learning methods will be employed:
- Seminars: a series of interactive seminars take place. During each seminar, a specific issue related to ESP is analysed and discussed.
- Workshops: a series of workshops, where students have the opportunity to test their ideas and refine the skills acquired during seminars, and have hands-on practice on topics already covered.

FEEDBACK PROVISION

The following methods will be used to provide formative and summative feedback to students:

- **Formative feedback** will be provided during the seminars and workshops in the form of examples, explanation of correct answers, open discussions, peer feedback, etc.

COURSE **OUTLINE**

	Thematic Area	Skills	Activities

Day 1
Kelly
	Oral presentations:
	• Structure of an oral presentation;
	• Key linguistic skills for effective presentations;
	• Intonation;
	• Language points:
	    ○ Describing a course
	    ○ Articulating course aims
		Content development;
		Persuasion;
		Development of Ideas;
		Design preparation;
		Delivery conduct;
		Handling questions and requests for clarification;
		
		Subskills:
		Transitions
		Chunking
		Emphasis
			Lecture
			Task Completion
			Discussion
			Practice

Day 2 **Vicky**	**Explain specific e-Tuning terminology and its implementation in courses:** • Briefly review learning outcomes and their phrasing • Explore different types of assessment and how these are connected to learning outcomes • Work on sample syllabi with learning outcomes and assessment types.	Understand certain concepts Write accurately learning outcomes aligned with appropriate types of assessment	Lecture Task Completion Group discussion Practice
Day 3 **Vicky**	**Cover letter techniques and practice:** • What makes a good cover letter • Types of cover letter • Format and Structure • Dos and Don'ts	Content development Identify strengths and weaknesses in a cover letter Use the appropriate language to convey the intended meaning Compose a cover letter	Lecture Group task Discussion Practice: solo writing activity
Day 4 **David**	**Professional Development** 9:00–9:50. Session One: Writing Styles – Professional Reports.	* Writing reports * Interview skills and self-presentation	Lecture Group task Discussion

	Break 10:00–10:50. Interview Skills. **Break** 11:00–11:50. Reflection for Professional Development.	* Reflective thinking	Solo writing activity
Day 5 **David/Kelly**	In-Class presentations Plenary	Presentation Observation and analysis	Feedback and concluding thoughts Group discussion

PREPARATORY WORK

OVERALL COURSE

Depending on their level, participants of this course are required to complete the Oxford Press *Headway* online English courses up to and including the Intermediate Level. The course can be found at **https://elt.oup.com/student/headway/?cc=global&selLanguage=en** .

DAY 2

On Day 2 of the training, we will focus on how to use specific e-Tuning terminology to create syllabi focusing on how to write effectively learning outcomes and how to align them to various types of assessment.

DAY 3

On Day 3 of the training, we will focus on how to write a cover letter and what to include, utilising language previously exposed to and practiced. Various types, structures and format will be explored and discussed through examples in an attempt to highlight the Dos and Don'ts and produce a professional and well-written cover letter.

DAY 4

On Day 4, we will look at report-writing and the language used when presenting data by exploring areas such as factual material versus opinions, politicised writing versus a neutral approach, and potential bias. This day builds on previous days and will utilise key skills learned, such as persuasive writing and developing ideas. Activities include analysing and evaluating existing reports, establishing a template, structuring a report, and formal and informal language use in written communications. The second session will explore interview presentations and the skills involved in achieving a successful interview and securing a role. This includes the necessity to meet the criteria that a job application and cover letter may fall short on. The final session looks at reflective thinking and its use in professional development. If time permits, we will also generate a discussion on professionalism and consider the boundary between formal and informal behaviours.

Useful website: Skills You Need

DAY 5

On Day 5, you will present your findings to the other groups and will demonstrate how you can critically engage with reflection. We will then provide feedback and all participants are expected to engage in a discussion in which we will explore the emerging themes from the presentations. Finally, you will have the opportunity to provide your overall feedback on the week.

Useful website resource: University of Edinburgh