Guidelines for Designing
English for Specific Purpose Courses

แนวทางเบื้องต้นสำหรับการสร้างบทเรียนภาษาอังกฤษ
เพื่อจุดมุ่งหมายเฉพาะ

Piyatida Changpueng

King Mongkut's University of Technology North Bangkok

Abstract

In order to teach English effectively, various factors need to be taken into account. One of those factors is developing a qualified course to meet the needs of learners, especially for specific purposes. As for English for specific purposes (ESP) courses, there are some issues that need to be emphasized. The purpose of this paper is to propose a framework for developing an ESP course (Graves, 2000) that consists of 8 elements: assessing needs, formulating goals and objectives, organizing the course, conceptualizing content, articulating beliefs, defining context, developing materials, and designing an assessment plan. An ESP sample course that was researched using the course design framework is provided in order to help the reader obtain a clear picture of the course development.

Keywords

Course design, English for specific purposes

บทคัดย่อ

การสอนภาษาอังกฤษให้เกิดประสิทธิภาพนั้น ต้องอาศัยปัจจัยหลายอย่างด้วยกัน ปัจจัยสำคัญอย่างหนึ่งก็คือผู้สอนสามารถออกแบบรายวิชาและบทเรียนให้สอดคล้องกับความต้องการของผู้เรียน โดยเฉพาะรายวิชาที่เรียกว่าภาษาอังกฤษเพื่อมุ่งหมายเฉพาะ ในการออกแบบรายวิชาดังกล่าวมีปัจจัยหลายประการที่ต้องให้ความสำคัญ บทความนี้จึงมีจุดมุ่งหมายเพื่อนำเสนอกรอบแนวคิดการออกแบบรายวิชาภาษาอังกฤษเพื่อมุ่งหมายเฉพาะ เพื่อช่วยให้ผู้ที่สนใจใช้เป็นแนวทางในการออกแบบรายวิชาดังกล่าวเพื่อให้เกิดความชัดเจนทั้งนี้บทความได้มีการยกตัวอย่างขั้นตอนการสร้างบทเรียนที่ได้ทำการวิจัยแล้วตามกรอบแนวคิดดังกล่าวซึ่งผ่านการวิเคราะห์และสังเคราะห์องค์ประกอบต่าง ๆ ที่ต้องใช้ประกอบการสร้างบทเรียนโดยประกอบกอบด้วย 8 องค์ประกอบ (Graves, 2000) ได้แก่ assessing needs, formulating goals and objectives, organizing the course, conceptualizing content, articulating beliefs, defining context, developing materials, and designing an assessment plan

คำสำคัญ

การออกแบบบทเรียน บทเรียนภาษาอังกฤษเพื่อจุดมุ่งหมายเฉพาะ

Introduction

Have you ever had problems in designing an ESP course? Have you ever had problems with selecting teaching material for your students? Have you ever thought whether your course meets the needs of your students and your department? Koran (2017) conducted a survey analysis and concluded that lack of a learners' need analysis and lack of suitable materials are crucial problems faced by ESP teachers. Also, these teachers need training in how to design an ESP course. Ho (2011) reported that designing an ESP course, task, assignments and the teaching method are challenges for ESP course designers and teachers. Andriani (2014) reviewed a paper related to the problems faced by ESP teachers and concluded that the problems in teaching ESP consist of (1) teaching pedagogy, (2) the teacher, (3) the design of the course, (4) students' ability, and (5) students' needs. If you are a novice teacher, you may not think much about these points. As you are new in the teaching field, you just follow what other teachers do and your department's teaching goals. However, if one day you want to develop your own course, do you know how to begin? What are the elements that you need to know? Is developing a general English course different from an English course for specific purposes (ESP) course? To help you cope with these questions, the purpose of this paper is to propose a model to design a course for English for specific purposes.

How to design an ESP course

To design an English course, many scholars provide models or frameworks to help teachers design an appropriate one (e.g. Brown, 1995; Nunan, 1988; Richards, 1990). How about designing an ESP course? Is it the same or different from developing a general English course? This paper adopts the framework of Graves (2000) as a model to design an ESP course, as you can see in Figure 1. In the field of ESP, Hutchinson and Water (2006) proposed a model to design an ESP course. Both of them suggest using a model to create an ESP course that was first mentioned in their book in 1987. Their model consists of needs analysis, learning theories, and language description (syllabus) (Hutchinson & Water, 2006). Robinson (1991) suggests considering a language syllabus together with viewing the objectives of the course, course constraints, language planning, management issues, and procedures. Additionally, Woodrow (2018) proposes how to design ESP courses using methodologies; namely, genre analysis, discourse analysis, and the corpora approach. However, applying these methods to design an ESP course is not sufficient to help the teacher understand the concept of designing a course—the designer should also see the whole picture of the course development process and then apply the most suitable method or syllabus to design the course. The details of each method are explained in greater detail in component no. 3. However, the author of this paper would like to offer the framework of Graves (2000), although it is a framework for designing general English courses. This is because the framework covers all of the necessary components needed to be considered in designing a course. What we need to focus on more when we use Graves' framework are some essential points in the field of ESP, which will be elaborated later for each component of the model.
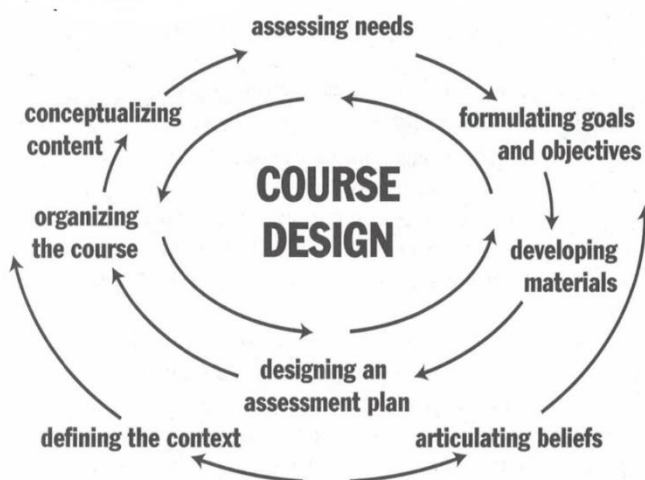
Figure 1: A framework of the course development process

Source: Graves (2000, p.3)

As seen in Figure 1, Graves' (2000) framework illustrates the non-linear process of designing a course. Prior to any implementation, it is important to assess the needs of the intended learners, which will help determine such other components of the course as the objectives, the materials used, and the assessment. However, once all of the initial stages have been planned and piloted, the implementation of each stage can be repeated at any point so that changes can be made for course improvement. In other words, there are no fixed beginning and end stages in the framework, whose eight components will be elaborated on in the sections that follow. The details are summarized as follows:

1. Assessing needs

Assessing needs is a cornerstone of designing an ESP course because the course will be developed specifically based on the needs results. Therefore, educators define the meaning of needs. For example, needs can refer to students' studies or job requirements (Robinson, 1991). This means that we want to know what the students must be able to do at the end of the course. Educators also propose models for doing a needs analysis. One of the famous models was created by Munby in 1978. The emphasis of his model is the Communication Needs Processor (CNP) (Munby, 1978). What we receive from employing this model are the functions and situations of the communication of learners. The next model was proposed by Hutchinson and Water in 1987. Their work focuses more on learners (Woodrow, 2018). The terms target situation analysis and learning situation analysis are what we learn from them. From their model, course designers need to find the necessities, lacks, and wants of the learners. Later, Dudley-Evans and St. John (1998) suggested the concept of needs analysis where some parts may overlap with the two models mentioned previously. The new terms that they suggested are present situation analysis, learning needs, and linguistic analysis/discourse analysis/genre analysis. What the course designer needs to do after this is to choose the needs analysis model that he/she wants. It is possible to mix them if it is reasonable.

Another point that is also important for doing a needs analysis is stakeholder management. This does not mean that when we want to design a course for students in the university setting, we will focus only on the university student settings. Actually, there are many stakeholders that relate to our students, such as teachers, deans, and past students. In addition, the people in the same community that they are going to work for and with in the future are important as well, such as managers and people in the same professions. Therefore, we need to ask related stakeholders in order to get the expected needs analysis results. However, course designers need to have reasons concerning what they want to know from them.

The last issue that we need to keep in mind is the instruments that we need to use to collect the data and how to collect those data from all stakeholders. There are many instruments for collecting data, such as questionnaires and surveys, interviews, observations, text analyses, corpus analyses, and previous studies. It is crucial to think and to plan carefully when using all of the instruments and their administration. Your reason for choosing the instruments always stems from your needs.

In order to help you develop a succinct picture of how to arrange a needs analysis, I would like show you a sample of my previous needs analysis. The situation was developing a course for engineering students (English for engineers; Changpueng, 2009). The goal of the course was to equip students to be ready to work as an engineer in the future. I started by reviewing the literature and I found that one of the required skills for them was writing. Then, I discussed with past students, novice engineers, and experienced engineers about their work. Thus, I got some ideas and the required needs analysis included the target situation, the present situation, and learning needs. I did a survey with three groups of stakeholders using questionnaires: engineering students, English teachers that teach engineers, and engineers (see the sample of the questionnaire in Appendix 1). The results showed that engineers wrote many kinds of texts in their work. At the same time, the students also knew that they had many writing problems and they did not know how to write many kinds of required texts for engineers. Therefore, the first three text types that I chose for the course were writing request-emails, enquiry e-mails, and reports. Later, I did a genre analysis for all three text types in order to ascertain the language content of the course. The last stage was interviewing engineers in order to dig deep into the details of the target situations, writing strategies, and using polite language. Thus, the questions concerned the details of the required writing content, target language use, and the target situations in the workplace, including sociolinguistic knowledge.

2. Formulating goals and objectives

What we have to do at this stage is to change the needs analysis results to the goals and objectives of the course. These two terms are quite similar but they are different. Goals are the outcomes of the course but the objectives are the various points that students need to pass in order to reach the goals (Graves, 2000). As for the course that I use as a sample, the goal and the objectives are as follows:

Goal: By the end of the course, students will be able to write request and enquiry e-mails including investigation reports with appropriate use of language.

Objectives (unit 1): By the end of the course, the students should be able to
1. analyze request e-mails based on the genre analysis result
2. write request e-mails appropriately in the engineering social context
3. edit their own written texts

3. Organizing the course

In order to organize the course, there are five factors that we need to be aware of: 1) what are the organizing principles that are behind the course (e.g. theme, task, skill, genre)?; 2) how can we identify the unit or module based on the organizing principles from no.1?; 3) how can the units be sequenced?; 4) what are language and skills content of each unit?; 5) how can the content in each unit be organized?

In order to answer question no.1, there can be more than one principle to drive the course. This depends on the needs analysis results and the beliefs of the course designer. Woodrow (2018) states that one of the factors that make ESP different from English for general purposes (EGP) is the teaching methodology. Teaching methodology in this case is the same term that Graves (2000) used in her book— "principle." Here are the details of the trend of teaching methodology in ESP at present. The 1990s contained various studies in the field of ESP. An important scholar during this time was John Swales. His work focused on analyzing genre (Swales, 1990). Analyzing genre focuses on the moves and linguistic features used in each move. With the concept of genre analysis, what we learn is how people write texts in each community (e.g. abstracts, research papers, discussion parts of the research paper, negotiation letters, and job application letters). People have employed Swales' framework to analyze genres (e.g. Bhatia, 1993; Santos, 2002; Kanoksilapathum, 2005) and then scholars have designed courses to teach students using the genre analysis results (e.g. Kongpetch, 2006; Changpueng, 2009 and Changpueng & Wattanasin, 2018). Another popular research strand in ESP is discourse analysis. Paltridge (2012) explains that the definition of discourse analysis is to analyze patterns of language within the text by emphasizing how language and the social and cultural context relate to each other. Educators have studied discourse analysis with various methods, such as genre analysis, conversation analysis, discourse and pragmatics, discourse and grammar, intercultural rhetoric, and critical discourse analysis (Woodrow, 2018). Then, they applied the results from these studies to the design of courses. Another famous approach to the design of ESP courses is using the "corpora" approach. The corpora approach refers to "a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research" (Sinclair, 2005, p.5). With the concept of the corpora approach, it can be said that an ESP corpus is derived from the analysis of authentic texts that are collected from real target situations. The analysis can be undertaken using discourse analysis (Woodrow, 2018). There are many studies under the corpora concept, such as vocabulary list analysis and grammatical analysis. For example, the Cambridge and Nottingham Business English Corpus (CANBEC) is a useful collection of written and spoken British and American English in the business strand. Samples of them and how to use them can be seen in business English textbooks published by Cambridge. Computer software is important for corpora analysis, such as Wordsmith and AntCon. The course designer can use these programs to analyze the collected data in order to see the types of words that people use in the target communities. A good example is the work of Yang (2015). Yang (2015) analyzed 252 online research articles in nursing using the computer software *Range* and she obtained an academic word list. After that, it is possible to develop a course using the results of the corpora analysis to create lessons for the course. Staples (2015) is a good sample of developing an English course for nurses using a corpus-based study. This was conducted by analyzing 102 interactions between nurses and patients using computer program *Biber tagger* and *AntConc*. What she obtained from this analysis was information about moves and the lexico-grammatical analysis results. Later the course objectives and syllabus were

developed using these analysis results. Furthermore, Le and Miller (2020) did an another corpus-based study on analyzing medical morphemes in order to see their frequency from four sources: Stedman's list of medical morphemes; the Cengage list of general English morphemes; the Center for Development in Learning list of general English morphemes; and the MedicalWeb Corpus available through Sketch Engine text analysis software. The results are useful for anyone who wants to create lessons for medical students. In addition, Staples (2019) provided a corpus-based curriculum emphasizing health care communication and the use of corpus materials for pronunciation. Therefore, corpus-based needs analysis, corpus-based materials development, and corpus-based assessment and evaluation are what this paper will focus on.

However, this does not mean that classic syllabuses or teaching methodologies (e.g. notional functional syllabus, situational syllabus, skill-based syllabus, task-based syllabus, and content-based syllabus) are not vital any longer in the field of ESP. It depends on the course designers' beliefs and what they want to focus on. Robinson (1991) claims that many ESP courses are developed from these classic syllabuses. For example, Sunaratn (2013) developed an English oral communication for marketing course using the project-based learning approach. Sysoyev (2000) created an ESP course using the learner-centered approach. Furthermore, a textbook, Nucleus series, is a good sample of employing a notional and functional syllabus to develop the content for the course. Moreover, more than one syllabus can be utilized in one course.

Regarding the sample course that I used in this study, as the content was teaching writing request e-mails, enquiry e-mails, and reports, the genre analysis approach was what I mainly employed in order to drive the course together with a skill-based, language-based, and notional-functional syllabus. The sequence of the units was request e-mails, enquiry e-mails, and reports. I believed that when the students can write request e-mails, then they can also write enquiry emails. The reason was that they are similar in patterns or moves. The last lesson was writing reports because writing reports might be more complicated than writing e-mails. With respect to question no.4—organizing the course (language and skill content)—the course designer needs to use the results of the genre analysis (request e-mails, enquiry e-mails, and reports). The main focus was on the writing skill, but I also wanted the students to practice other skills. It is unnatural to learn only one language skill. Therefore, the lesson should encourage students to practice writing via listening, speaking, and reading as media of the lessons. The details of the answer to question no.5 will be discussed more in the section below on developing materials.

4. Conceptualizing content

This term refers to many required categories. The important questions concern what students need to learn in this course, who they are, what their needs are, and what the purposes of the course are. Graves (2000) offers Stern's concept (1992 as cited in Graves, 2000) to be used as the framework for consideration for conceptualizing content. The framework is composed of three focuses: language, learning and learners, and social context. As for the language focus, the course designer needs to think of the required linguistic skills, themes, competencies, content, situations, tasks, language skills (speaking, writing, reading, listening), communicative functions, and genre. Regarding learning and learners, affective goals, interpersonal skills, and learning strategies are what we need to concern. The last focus is social context, which consists of sociolinguistic skills, sociocultural skills, and sociopolitical skills. However, this does not mean that the course designer has to consider all of them—it depends on the situations.

As for the sample course in this paper, as the learners were engineering students and the needs analysis results showed that writing three types of genre was what had to be focused on, the content focused on teaching writing in those three genres. The linguistic skills were based on the results of the genre analysis: moves and lexical grammar. Students can learn from doing tasks. The main content was teaching writing but the students practiced writing via reading, listening, and speaking skills. Sociolinguistic skills were also focused on since the needs analysis results revealed that the stakeholders agreed that using polite language and formal language is important in the community of engineers. Thus, tasks need to be designed in order to help students practice on sociolinguistic skills. In addition, the content emphasized doing group work. Many group activities were employed to promote affective goals, interpersonal skills, and learning strategies. More details on this category will be discussed in the designing materials stage.

5. Articulating beliefs

With respect to this term, Graves (2000) suggests to use the same categories as we discussed in no.4 to be considered except for the language part. She suggests that the course designer decide how to teach language: rule-governed, meaning-based, or social construct. Referring to the sample course, I decided to use only the social construct and meaning-based methods for developing the tasks and teaching materials. This was because most of the students were EFL students and it might have been difficult for them if I wanted them to write accurately without grammatical errors.

Another issue that should be considered is the concept of second language acquisition. There are many principles under language acquisition. In my opinion, beliefs in how students learn language are crucial. Course designers can develop the course and materials based on their beliefs. The first one that I always keep in mind is comprehensible input. Krashen (2009) points out that enough input can lead learners to successful language acquisition. This means that students can learn well if teachers provide them with sufficient input. Another belief of mine is the scaffolding concept of Vygotsky. Vygotsky (1978) states that learners can learn new things from the support of experts. I think that students can learn from experts (the teacher in this case) and friends. Therefore, the sample course also combined these two concepts in designing the course and materials. More discussion will be in the stage of designing the materials.

6. Defining context

This term is important since as teachers we need to answer a variety of questions. For example, who are our students? How many students do we have? What is their background knowledge in English and the content in their field? Is the course a prerequisite or elective course? Is the course related to other courses? Are the teaching materials available? Do we need to develop our materials? How many hours in total do we have in a semester? How often does the class meet? How much time do we have for each session? What are the characteristics of our class (e.g. size, chairs, facilities, and equipment)? All of the answers to these questions can help with the careful planning of courses and materials.

As for the English for engineers course, all of the students were fourth-year engineering students. Most of them were studying in the major of mechanical engineering, while a few of them had chemistry and electrical engineering majors. They had studied two prerequisite English courses when they were first-year students. During their second and third year, most of them studied one more English course, which could be a conversation

course or English for work. Some could follow a writing course. This means that the teacher should do a needs analysis (pre-test) on the first day of the course in order to check the students' language skills. Then, some materials may need to be adjusted to be sure that they are suitable for the students' language ability. According to the needs analysis results from the first stage, it was concluded that the course should focus on writing in three genres: request e-mails, enquiry e-mails, and reports. After surveying commercial textbooks, it was found that there was no suitable textbook for such a course. Therefore, the teacher needed to create the teaching materials for teaching those three genres. The teaching period was 15 sessions and each session lasted 3 hours.

7.   Developing materials

In order to develop materials, Graves (2000) offers many considerations: relating to students' background, relating to the target needs, relating to the affective needs, problem solving, target relevant aspect (grammar, functions, vocabulary), authentic texts, intercultural focus, critical social awareness, aiming for authentic tasks, various roles, various activities and purposes, and various media. This means that when we design materials, we should be aware of these points.

Another point to ponder is the teaching stages. The course designer needs to know how to teach each lesson. That is, you need to decide what the teaching stages are. When you know the teaching stages, you can develop materials appropriately and this can be based on the suggested considerations of Graves.

According to the sample course, the teaching stage that I chose was the teaching and learning cycle (Feez & Joyce, 2002). There are five stages in the cycle: building the context, modeling and deconstruction the text, joint construction of the text, independent construction, and linking related texts. The teaching stages were suitable for my course since these stages were created based on my belief in the scaffolding concept and comprehensible input, as mentioned before in component no. 5. In doing the tasks and activities, the students can have enough input during the first stage. The input was from authentic texts and real situations. Thus, the materials for this stage that I needed to design were samples of request e-mails by asking questions. The students could read and answer questions in order to demonstrate their comprehension, and they could see the vocabulary, moves, and sentence structures. As for the second stage, the students needed to learn about the genre analysis results, so I needed to design tasks to help them become familiar with the moves of request e-mails and to practice analyzing the moves. This can be undertaken by doing tasks such as cloze exercises, jumbling parts of sentences, and answering questions. For the third stage, the students practiced writing with the teacher in class and with friends in groups. Students can learn from experts (teacher and friends) at this stage. Then, the students practiced writing independently during the fourth stage. Here you can see that students learned from reading and noticing input. Then, they practiced analyzing the real samples. After that, they practiced writing with experts and friends based on the scaffolding concept before beginning writing themselves.

8.   Designing an assessment plan

According to Grave, what we need to assess consists of assessing students' learning and evaluating the course (Graves, 2000). As for the former, Graves (2000) offers questions to be considered: What is assessed? Why assess students' learning? How can you assess? When can you assess? For the first question, Douglas (2000) states that the characteristic of

a specific purpose test is that the test content and method to design the test be from an analysis of a specific purpose target language use situation (TLU). The TLU is the same term as target situation analysis. Also, Woodrow (2018) indicates that ESP assessment tasks must be congruent with the learning objectives and the target situations of the course. Therefore, the course designer needs to design test tasks that reflect the course content, such as quizzes, tests, role play, and paper tests. The answer concerning why you need to assess goes to the question of when. This is because if you want to see the students' ongoing achievement you need to design tasks for a formative test. Further, if you want to know the students' achievement for the overall course, you need to design summative tests. With respect to the last question, how to assess the students, the course designer needs to think about time and possibility. Actually, the best method for ESP assessment is a performance test because we can see the achievement concisely.

For evaluating the course, the same questions above need to be considered, but the focus is on the course, not the students' learning. Therefore what to evaluate includes for example the appropriateness of the course objectives, materials, contents, the teaching method, and assessment plans.

As for the sample course, the author wanted to see the proficiency of the students, so a pre-test and a post-test were employed. In order to see the ongoing progress of the teaching method, the students were required to do tests at the end of each unit. In addition, the students also needed to take a test at the end of the course in order to show their achievement. The test tasks included writing in those three target genres. All of the tests and quizzes were developed based on the details of the TLU.

In conclusion, this paper has suggested a framework for developing an ESP course. The non-linear, eight-component process is a comprehensive framework showing the actions crucial for the success of an ESP course design. Even though there may be no best course in the world, a course designer can create the most suitable one for his/her students when all of the stages in the framework are taken in the consideration, along with careful and meticulous planning.

References

Andriani, G. (2014). Problem in Teaching English for specific purposes (ESP) In higher education . *Journal of Literature and Language Teaching*, 5(01), 30-40.

Bhatia, V. (1993). *Analysing genre*. New York, NY: Longman.

Brown, J. (1995). *The elements of language curriculum*. Boston: Heinle & Heinle publishers.

Changpueng, P. (2009). *The development of an English writing course based on the genre-based approach for undergraduate engineering students at King Mongkut's University of Technology North Bangkok*. (Unpublished doctoral dissertation). Chulalongkorn University, Bangkok, Thailand.

Changpueng,P. & Wattanasin (2018). The promotion of engineering students' English presentation ability using the genre-based approach. Pertanika Journal of Social Sciences & Humanities, 26, 2063-2084.

Douglas, D. (2000). *Assessing language for specific for purposes.* UK: Cambridge University Press.

Dudley-Evans, T., & St. John, M. (1998). *Developments in English for specific purposes*. UK: Cambridge University Press.

Feez, S., & Joyce, H. (2002). *Text-based syllabus design*. Sydney, Australia: Mcquarie University/AMES.

Graves, K. (2000). *Designing language courses*. Ontario, Canada: Heinle & Heinle publishers.

Hutchinson, T. & Waters, A. (2006). *English for specific purposes*. Cambridge, UK: Cambridge University Press.

Ho, B. (2011). Solving the problems of designing and teaching a packed English for specific purposes course. *New Horizon in Education*, 59, 119-136.

Kongpetch, S. (2006). Using a genre-based approach to teaching writing to Thai students: A case study. *Prospect* 21: 3-33.

Koran, S. (2017). Some challenges for teacher of ESP. *(IBS) journal of education*. 1, 55-64.

Krashen, S. (2009). Principles and practices in second language acquisition. University of South California. http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Le, C. N. & Miller, J. (2020). A corpus-based list of commonly used English medical morphemes for students learning English for specific purposes. *English for Specific Purposes*, 58, 102-121.

Munby, J. (1978). *Communicative syllabus design.* Cambridge, UK: Cambridge University Press.

Nunan, D. (1988). *Syllabus design*. Oxford, UK. Oxford University Press.

Paltridge, B. (2012). *Discourse analysis*. London: Bloomsbury.

Santos, V.B M. (2002). Genre analysis of business letters of negotiation. *English for Specific Purposes,* 21, 167-199.

Richards, J. (1990). *The language teaching matrix*. Cambridge, UK: Cambridge University Press.

Robinson, P. (1991). *ESP today*. London, UK: Prentice Hall.

Sinclair, J. (2005). *Corpus and texts-basic principles*. In M. Wynne (ed.), Developing linguistic corpora: A guide to good practice. Accessed 12 April 2020 at http://icar.cnrs.fr/ecole_thematique/contaci/documents/Baude/wynne.pdf

Staples, S. (2015). Examining the linguistic needs of internationally educated nurses: A corpus-based study of lexico-grammatical features in nurse-patient interactions. *English for Specific Purposes*, 37, 122-36.

Staples, S. (2019). Using corpus-based analysis for curriculum development: creating and evaluation a pronunciation course for internationally educated nurses. *English for Specific Purposes*, 53, 13-29.

Sunaratn, T. (2013). Development of English oral communication for marketing course using the project-based learning approach. The New English Teacher, 7, 102-121.

Swales, J. (1990). *Genre analysis*. UK: Cambridge University Press.

Sysoyev, P. (2000). Developing an English for specific purposes course using a learner centered approach: a Russian experience. The Internet TESL Journal, 3. http://iteslj.org/Techniques/Sysoyev-ESP.html.

Vygotsky, L. (1978). *Mind in society*. USA: Harvard University Press.

Woodrow, L. (2018). *Introducing Course Design in English for Specific Purposes*. Brixham, UK: Roudledge.

Yang, N. (2015). A nursing academic word list. *English for Specific Purposes*, 37, 27-38.

Appendix 1: Questionnaire for engineering students

Part II: Problem areas in writing English in general, types of genre in engineering contexts, and problems in writing associated with types of genre in engineering contexts

Instructions: Please put / in the space given

5 means a very important problem	4 means important problem
3 means quite an important problem	2 means not so important a problem
1 means no problem at all	

2.1   Please identify problem areas in writing English in general.

Problems in writing	Scale					For researcher
1. Vocabulary						
2. Grammar						
3. Structure						
4. Spelling						
5. Punctuation						
6. Writing procedures						
6.1 Outlining						
6.2 Searching						
6.3 Writing						
6.4 Editing						
7. Others						

2.2   Please identify importance of types of genre in engineering contexts and problems in writing associated with types of genre in engineering contexts.

Importance					Types of genre	Your problems in writing				
					1. complaint and adjustment					
					2. request and reply					
					3. inquiry and reply					
					4. memorandum					
					5. progress and problem-solving report					
					6. minutes of the meeting					
					7. agenda					
					8. informative note					
					9. others					

2.3 **Please identify importance of knowledge of writing English in engineering contexts and Problems associated with knowledge of writing English in engineering context**

Importance					Knowledge of writing English in engineering contexts	Problems of your knowledge of writing English in engineering context				
					1. Appropriateness in terms of relationship between reader and writer					
					2. Relevance between the content and context					
					3. Logical knowledge					
					4. Appropriate layout					

Author

Piyatida Changpueng
King Mongkut's University of Technology North Bangkok, Thailand
E-mail: piyatida.c@arts.kmutnb.ac.th