

Contents

总序	孙有中	iv
导读	莫莉莉	vii
Figures		xiii
Tables		xiv
Acknowledgments		xv
Introduction: How to use this book		xvi
1 Target readers		xvi
2 Assumptions		xvii
3 Overview of the contents		xvii
4 Features of the chapters		xviii
5 How to use the book		xix
6 Final notes		xx
Section 1 Contextualizing ESP		1
Chapter 1 Situating ESP in English language teaching and learning		3
1 Commentary		4
2 A definition of ESP		4
3 Branches of ESP		7
4 Characteristic features of ESP		11
5 Complementing and competing approaches to ESP		13
6 Contentious issues in ESP: absolute and variable characteristics		17
7 Further resources		21
Chapter 2 Situating ESP in the world at large		23
1 Commentary		24
2 The growth of English as a world-wide lingua franca		24
3 ESP in today's globalized economy		26
4 ESP in today's globalized world of academia		29
5 Positioning of ESP in occupational and academic settings		33
6 Contentious issues in ESP: is the globalization of English a good thing?		37

	7 Further resources	40
Chapter 3	Introducing the four pillars of ESP	41
	1 Commentary	42
	2 The four pillars of ESP	42
	3 The roles of learners, instructors, and administrators in ESP	48
	4 Contentious issues in ESP: who should teach ESP?	54
	5 Further resources	57
Section 2	Understanding the four pillars of ESP	59
Chapter 4	Identifying needs in the design of ESP courses and programs	61
	1 Commentary	62
	2 Basic concepts in needs analysis	63
	3 Conducting a large-scale, detailed needs analysis	67
	4 Conducting a small-scale, ‘just-in-time’ needs analysis	69
	5 Evaluating a needs analysis	70
	6 Contentious issues in ESP: isn’t a learner survey enough?	72
	7 Further resources	75
Chapter 5	Deciding learning objectives for ESP courses and programs	76
	1 Commentary	77
	2 Foundations for deciding learning objectives	78
	3 Sequencing of learning objectives	87
	4 Contentious issues in ESP: addressing the subject knowledge problem	91
	5 Further resources	96
Chapter 6	Deciding materials and methods in ESP	97
	1 Commentary	98
	2 Basic principles in ESP materials design	99
	3 Adopting, adapting, and creating materials in ESP	104
	4 Utilizing technology in the adaption and creation of ESP materials	112
	5 Basic principles in ESP methods selection	114
	6 Data-Driven Learning (DDL) in ESP	117
	7 Contentious issues in ESP: authenticity	119
	8 Further resources	122
Chapter 7	Evaluating learners, instructors, courses, and programs in ESP	124
	1 Commentary	125
	2 Understanding evaluation in ESP	126

3	Understanding the three characteristics of effective evaluation	129
4	Evaluating learners in ESP	134
5	Evaluating instructors in ESP	139
6	Evaluating courses and programs in ESP	140
7	Contentious issues in ESP: addressing the problem of deception	144
8	Further resources	148
Section 3 Applying ESP in real-world settings		151
Chapter 8 Implementing ESP in ideal, opportunistic, and ‘just-in-time’ settings		153
1	Commentary	154
2	Implementing ESP in an ideal setting	154
3	Implementing ESP in an opportunistic setting	157
4	Implementing ESP in a ‘just-in-time’ setting	159
5	Responsibilities of ESP administrators and instructors	161
6	Contentious issues in ESP: deciding between narrow- and wide-angled ESP	163
7	Further resources	167
Chapter 9 Dealing with challenges in ESP		168
1	Commentary	169
2	Addressing challenges related to needs analysis and the motivations of stakeholders in ESP	169
3	Addressing challenges related to the specification of learning objectives in ESP	172
4	Addressing challenges related to materials and methods in ESP	176
5	Addressing challenges related to learner, instructor, and course/program evaluation	183
6	Contentious issues in ESP: introducing change in ESP course and program design	185
7	Further resources	189
Chapter 10 Moving forward in ESP		191
1	Commentary	191
2	The future of globalization and ESP	192
3	The future of ESP curriculum design	193
4	The future of ESP classroom materials and methods	194
5	The future of ESP research	196
6	Contentious issues in ESP: critical ESP	197
7	Further resources	200
References		201
Index		214