# Holistic ESP Course Design

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Designing ESP (English for Specific Purposes) courses requires a multifaceted approach that addresses students' specific language and communication needs within their professional contexts (Dudley-Evans & St. John, 1998). An effective ESP course must integrate language skills, professional knowledge, and cultural awareness to prepare learners for real-world interactions. However, traditional ESP course designs often focus solely on language development, neglecting the critical integration of subject-specific knowledge and cultural awareness necessary for professional competence (Hyland, 2006). This oversight can lead to difficulties in applying acquired language skills in real-world situations, highlighting the limitations of traditional methodologies in fully meeting learner needs. To overcome this issue, it is essential to conduct a detailed needs analysis that identifies the specific requirements of learners and the contexts in which they will use English (Basturkmen, 2010). This presentation will share our course design experience at Aomori University of Health and Welfare, providing valuable insights into optimising student learning outcomes and enhancing professional readiness.

At Aomori University of Health and Welfare, our ESP course design prioritizes the holistic development of students. We begin with a comprehensive needs analysis, gathering detailed information from industry professionals, students, and academic staff to pinpoint specific language requirements, knowledge gaps, and cultural competencies required in their professional domains. The resulting curriculum not only focuses on language skills but also integrates subject-specific content and cultural awareness, ensuring a well-rounded educational experience. This needs analysis also lays the foundation for designing materials that precisely target these needs and reflect real-world scenarios and professional language use, making

learning both practical and engaging. Our approach connects theoretical principles with real-world application, ensuring students are well-prepared for the demands of their future careers.

Mellisa Ogasawara has been teaching English in Japan for nearly 25 years, including 17 years at Aomori University of Health and Welfare. She has a keen interest in transforming students' passive vocabulary into active use. By incorporating strategies focused on passive vocabulary activation, Mellisa seeks to enhance her students' overall language proficiency.

Chris Horne has taught at Aomori University of Health and Welfare since 2012. Chris teaches general and professional English courses for first- and second-year nursing, physical therapy, social welfare, and nutrition students. Chris is interested in translanguaging and the overuse of Katakana words in Japanese.