



TEACHING ESP IN A BLENDED LEARNING SETTING

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Abstract

This paper presents the pros and cons for an ESP blended learning experience. The targeted course is offered to intermediate level language learners who never had any previous experience with digital learning. The paper describes the syllabus amendment and implementation process by focusing on aligning the blended components to the course skill-based goals and outcomes and the IT tools necessary for task completion. The analysis of self-authored e-tasks and the description of appropriate tool functions offer several tips for future performance improvement.

Key Words: ESP, Blended learning environments, self-authored e-materials, effective online teaching.