

Multi-Layered Design for Teaching ESP at Higher Education Institutions

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This paper introduces a multi-layered design framework for teaching English for Specific Purposes (ESP) in higher education. The framework integrates four interconnected layers: the ESP approach, blended learning mode of delivery, whole-part-whole module design, and student-centered learning (SCL) implementation strategies. Grounded in constructivist theory and responsive to 21st-century competencies, the model emphasizes needs analysis, skill integration, and the use of multimodal resources to enhance relevance and learner engagement. The design begins with receptive skills, focuses on language elements, and culminates in productive skills, supported by project-based, case-based, and cyclical teaching strategies. By combining theory and practice, this approach addresses learners' academic and professional communication needs while promoting flexibility, autonomy, and transferable skills. The paper discusses pedagogical benefits, challenges of implementation, and implications for institutions seeking innovative ESP course design.

Keywords: multi-layered design, WPW, SCL, multimodal texts

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