

## **Reexamining ESP curriculum design from a multimodal perspective**

Viviana Cortes  
Georgia State University (United States)

It is undeniable that target language situation analyses, as part of the analysis of language needs, are essential elements of the curriculum design of English for Specific Purposes (ESP) courses and programs (Basturkmen, 2010). Among the many data sources that contribute to needs assessment in ESP contexts, the analysis of specialized discourses, the core of those target language situations, still holds a prominent position in the development of ESP curricula. It is also undeniable, however, that even though communication has been proven to be essentially multimodal (Beltran-Palanques, 2023), for decades, the field of discourse analysis has mostly focused on the study of written and spoken texts. Even though these days there are numerous scholars interested in analyzing discourse from multimodal perspectives, the connections between ESP and multimodality still need further investigation.

This presentation will the basic elements of ESP curriculum development, from the analysis of needs, the design of goals, objectives, and learning outcomes, the selection of specialized materials and teaching approaches, and the identification of assessment devices for specific contexts. This time, however, these elements will be examined from a multimodal perspective, highlighting the new dimensions that different modes of communication bring to the language description equation.