People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Ziane Achour University of Djelfa

Faculty of Letters, Foreign Languages and Arts

Department of Foreign Languages

English Division

3rd Year Students of Didactics

English for Specific Purposes Lectures

First and Second Terms

An Introduction to the Didactics of Teaching

English for Specific Purposes

Elaborated and accomplished by: Dr. Ouafa Ouarniki

Academic Year

2022-2023

University Ziane Achour, Djelfa

Faculty of Letters and Languages

Department of Foreign Languages

English Division

Course Tutor: Dr.Ouafa Ouarniki

3rd Year Students of Didactics.

English for Specific Purposes.

First & Second Terms

Introduction to the Course of Didactics of Teaching ESP

The course of Didactics of Teaching ESP (English for Specific Purposes) is a course aimed at preparing learners to teach English for specific purposes in a variety of settings. This course provides a framework for developing instructional strategies, designing effective materials, and evaluating student learning outcomes in ESP classes.

ESP is a subset of English language teaching that focuses on the language and communication needs of learners in specific fields or professions. These may include business, engineering, medicine, law, or other areas where English is required for professional purposes. ESP courses are tailored to meet the specific needs of the learners in terms of language skills, vocabulary, and discourse patterns relevant to their particular field.

The course of Didactics of teaching ESP equips learners with the skills and knowledge needed to design ESP courses, create relevant materials, and develop effective instructional techniques. This include understanding the specific needs and goals of the learners, identifying the language skills and content relevant to their field, and selecting appropriate teaching strategies and materials to meet those needs.

In sum, the course of Didactics of Teaching ESP is a valuable tool for learners seeking to develop the skills and knowledge needed to provide effective instruction in ESP and to meet the unique needs and goals of learners in specific fields or professions.

The Benefits of Teaching EFL Students About English for Specific Purposes Instruction

Teaching EFL students about how to teach English for Specific Purposes (ESP) can be beneficial for several reasons.

Firstly, it provides EFL students with an opportunity to develop a more specialized skill set, which can enhance their career prospects. By learning about ESP, EFL students can gain expertise in teaching English for specific professional contexts, which is an increasingly in-demand skill in today's job market.

Secondly, learning about ESP can help EFL students to better understand the needs and requirements of their future students in specific fields. As EFL teachers, they will be working with students who have specific language needs and goals, and understanding the specific requirements of different professional contexts can enable them to better tailor their teaching to the needs of their students.

Furthermore, learning about ESP can also help EFL students to become more confident and effective teachers. By understanding the unique challenges and opportunities presented by teaching English for specific purposes, they can develop a deeper understanding of the teaching process and learn how to design effective lesson plans and materials that meet the needs of their students.

Finally, by learning about ESP, EFL students can also gain a more comprehensive understanding of the English language and its many uses in different contexts. This broader understanding can help them to be more effective communicators and enable them to work with students from a variety of professional backgrounds.

In conclusion, teaching EFL students about how to teach English for Specific Purposes can be highly beneficial, both for their own career prospects and for their future students. By developing a deeper understanding of the language needs and requirements of specific professional contexts, they can become more effective and confident teachers, better able to meet the needs of their students and help them to succeed in their chosen fields.

Diagrammatic Presentation of the Unit

Course: English for Specific Purposes Programme

Level: 3rd Year LMD Students

Period: First and Second Terms

Type: Lecture and workshop Sessions

Time Allotment: Two Sessions per Week. Session Lecture and One session Workshop

Title: *An Introduction to the Didactics of Teaching English for Specific Purposes (ESP)*

Course Content

First Term

Week	Title	Topics
1	General Overview	*Brief History of ESP * Origins of ESP
2	General Overview	* Development of ESP
3	General Overview	* Definitions of ESP * Types of ESP
4	General Overview	* General English and English for Specific Purposes
5	Language Issues in ESP	*Types of Content in ESP * Materials in ESP teaching
6	Language Issues in ESP	* Grammar in ESP
7	Language Issues in ESP	*Vocabulary in ESP *The type of vocabulary the ESP teacher should teach
8	The ESP teacher/ESP learners	*The roles of the ESP practitioner
9	The ESP teacher/ESP learners	Who should teach ESP?
10	The ESP teacher/ESP learners	* The ESP Learner
11	The ESP teacher/ESP learners	* ESP Teaching Methodology
12	General Revision	

This course is designed to provide EFL students with the knowledge and skills necessary to teach English for specific purposes in a variety of professional contexts. Through a combination of lectures, discussions, and practical activities, students will gain a comprehensive understanding of the principles and practices of ESP, and develop the skills necessary to design and deliver effective ESP courses.

Given that the students enrolled in the ESP course come from varied backgrounds and not all of them plan to become language teachers or ESP practitioners, the course content has been carefully curated to strike a balance between general interest topics and practical issues. In doing so, the course aims to cater to the needs and interests of all learners, regardless of their career aspirations.

Major Objectives of the Course

The major objectives of teaching 3rd Year LMD students the course of Didactics of Teaching English for Specific Purposes (ESP) is:

* **To introduce** students to the key features, purpose, and relevance of ESP in different professional contexts.

* **To develop** students' skills in identifying and analyzing the language needs of specific professional contexts.

***To equip** students with the knowledge and skills necessary to design and deliver effective ESP courses that meet the specific language needs of their students.

***To develop** students' skills in adapting and customizing materials to suit the needs of different professional contexts.

***To foster** an awareness of the importance of needs analysis and evaluation in ESP teaching.

***To encourage** students to engage in research and professional development in ESP, and to introduce them to the different professional organizations and resources available in this field.

Overall, this course is designed to provide EFL students with a solid foundation in the principles and practices of ESP teaching, and equip them with the knowledge and skills necessary to become effective ESP teachers in a variety of professional contexts.

Course Structure

This course covers various aspects of teaching and learning English for specific purposes. The First Semester Course begins with an introduction to the history and development of ESP, followed by an overview of the different definitions and types of ESP. The course then explores the differences between General English and English for Specific Purposes. The Language Issues in ESP section covers various language-related topics such as content, materials, grammar, and vocabulary. It also provides an overview of the roles of ESP practitioners, who should teach ESP, the characteristics of the ESP learner, and ESP teaching methodology. The course will end with a General Revision, which aims to help students consolidate their learning and reinforce the concepts covered throughout the course.

Course Materials

The course materials include a list of recommended readings, which is attached to the course contents. The majority of these publications can be found in the faculty library, and students can access them to supplement their learning. The course also offers electronic resources and authentic materials that are updated regularly based on the numerous sources that can be accessed through ICT support. Students can stay informed of the latest information related to the course content through the Moodle platform. Besides, if additional reading materials become available, they will be provided to students to further enhance their learning experience.

Course Assessment

The course assessment in teaching Didactics of ESP would be focused on evaluating students' knowledge and understanding of the principles and practices of teaching English for specific purposes. Assessment in this course will be based on a combination of assignments, presentations, and practical teaching activities.

One key component of the course assessment will be assignments, which will be designed to help students apply what they are learning to real-world scenarios. Another important aspect of the course assessment will be presentations, which will provide students with an opportunity to showcase their ability to present information in ESP. These presentations may involve topics related to different fields. The practical teaching activities will provide students with the opportunity to apply their knowledge and skills in real-world situations.

Additionally, the course assessment may include other forms of evaluation, such as quizzes, exams, and group projects. Overall, the course assessment in teaching the didactics of ESP will be designed to ensure that students have a strong foundation in the theories and practices of teaching ESP and are prepared to apply their knowledge and skills in a practical setting.

Course Evaluation

To ensure a comprehensive evaluation of students' performance, the course will consider multiple factors, including research papers, homework, oral presentations, and classroom participation. In addition to the written exam at the end of the term, the average grade from the workshop sessions will also be factored into the final score. Both the workshop and lecture assessments will be averaged together, providing a balanced and equitable assessment of students' overall performance.

Brief History and Origins of ESP

Objective of the Course:

By the end of this course students will be able to:

 * Learn about the historical background of ESP, including the early pioneers, key theories and concepts, and the major milestones in its development.

* Enhance awareness of the global spread of English: students will learn about the role of English as a global language, and how it has been adapted to meet the specific communicative needs of different groups users around the world.
.

1. Brief History of ESP

By the end of the Second World War in 1945, some states of the world started competing in industries for peaceful purposes instead of armaments. A revolution in various aspects of science and technology arose and the new world became more highly industrialized and mechanized. In the 1950's, different states of the world started interacting and conducting trade import and export; hence, it was imperative to have an international language to develop the new revolution in industry and technology. Accordingly, some researchers believe that the English language admirably suited the requirement, but it was necessary to simplify and condense the function of English according to specific contextual needs.

As a result, English has gained the status of an international language because of its use as a language of automation, new technology and science. Moreover, English can be employed in various contacts and dealings between the different states of the world. But it is noticed that the speakers of English as Foreign Language are not as fluent as the native speakers of English. They do not communicate adequately in different scientific and social settings, as it is not their mother tongue, due to some communicative constraints. Therefore, it was unnecessary and time consuming to teach English to

the whole world in general disciplines, particularly for the speakers of English as FL or SL. Then, the need to narrow down the scope of the English language according to the demands of the specific purposes started emerging.

On the other hand, the mid of 1960's witnessed a great revolution in science and technology; therefore, it has become necessary to develop a special language to fulfill the demands of that shift. Thus, the emergence of English for science and technology (EST) represented the foundation of ESP. As a matter of fact, Trimble (1985) claims "*most of the work at this time (the 1960's) was in the area of English for science and technology and for a time ESP and EST were regarded as almost synonymous*". In addition, Williams (1984:2) argues that "*ESP began to evolve in the 1960's in response to awareness that certain types of learners had specialized needs that were not being sufficiently and efficiently met by wide-spectrum of EFL courses*".

In the next few years, particularly, in the beginning of 1970's, ESP started growing rapidly according to the demands of the world. As Mackay (1975) puts it: "*For the last ten years or so, the term language for special purposes has begun to appear more and more frequently in language teaching literature*".

2. Origins of ESP

There are three reasons common to the emergence of all ESP: the demands of a brave new world, a revolution in linguistics, and focus on the learner (Hutchinson and Waters, 1987).

Hutchinson and waters (1987:6) comprise two key factors that breathed life into ESP. First, the end of the Second World War brought with "*an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. For various reasons, most notably the economic power of the United States in the post war world, the role "of international language fell to English*".

Second, the oil crisis of the early 1970's resulted in western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English.

The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods. Whereas English had previously decided its own destiny, it now becomes subject to the wishes, needs and demands of people other than language teachers (Hutchinson and Waters, 1987: 7)

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary.

In other words, given the particular context in which English is used, the variant of English will change.

This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960's and early 1970's there were many attempts to describe English for Science and Technology (EST).

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP has less to do with linguistics and everything to do with psychology. Rather than simply focus on the method of language deliver, more attention was given to the ways in which learners acquire language and the differences in the ways in which language is acquired. Learners were seen to employ different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learner's needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catch word ESL circles is learner - centered or learning –centered.

Development of ESP

Course Objective: Upon completion of this course, students will have the ability to:

* Analyze and identify the various theoretical foundations upon which ESP was developed from, as proposed by Hutchinson and Waters.

* Evaluate the relevance and significance of these theoretical foundations to the development of ESP.

*Apply the insights gained from studying these theoretical foundations to understanding the key principles and characteristics of ESP.

*Compare and contrast the different theoretical perspectives on ESP, as presented by Hutchinson and Waters, to develop a more nuanced and comprehensive understanding of the field.

*Synthesize the knowledge acquired from the course to generate ideas and insights for the practical application of ESP in different contexts.

Introduction

The development of ESP can be traced back to the 1960s and 1970s when a need arose for English language teaching that was relevant to the specific needs of learners. As such, ESP was developed as a response to the limitations of the traditional approach to language teaching, which was often criticized for being too general and disconnected from the real-world needs of learners. Since its inception, ESP has continued to evolve and has become an important area of study in the field of

English language teaching. According to Hutchinson and Waters there are different theoretical foundations upon which ESP was developed from. They are:

1. Register analysis

During the 1960's and 1970's, the trend in ESP switched towards the study of register analysis, based on work conducted by Peter Strevens (Halliday, McIntosh, Strevens, 1964), Jack Ewert (Ewert & Latorre, 1969), and John Swales (1971). Register analysis is based on the premise that, for example, the language of engineering is different from that of medicine, and the analysis of discourse consisted of identifying the grammatical and lexical features of such registers.

The purpose of doing this was to organize ESP courses that were more relevant to the learners' linguistic needs since the goal was to focus on the language forms learners would commonly come across within their fields of specialization, rejecting those that were not relevant. Perren (1969) argued that it is useful to recognize language for special purposes or a variety of registers according to the different fields of specialization where they are used. Lee (1976) considered two aspects in the study of register. First, a lexical analysis of the language to deal with, focusing on frequency of occurrence of items and their presence or absence in the language used in specific settings and for specific purposes.

Second, he referred to the syntactic analysis of that language. Robinson (1980) suggested that ESP must imply special language or special register. She added that often register is a term used to mean simply vocabulary and language use (collocations). Even though, sometimes, there is no agreement on how to approach and define register, there exists a consensus on the need for greater precision and less generalization when it comes to describing the characteristics of 'special registers. By describing register, curriculum developers were able to tailor their programs to the needs of their learners in their specific settings of use. On this, Spencer (as cited in de Grève, 1972), criticized register studies because they were text oriented and suggested ashift to the use of role

activities where, according to Candlin (1978) language can be used to achieve communicative purposes. Widdowson (1979) advocated a shift from a quantitative approach (the analysis of register and lexis) to a more qualitative approach (the development of learners' communicative competence as they perform language in ole plays.) He also argued that such a qualitative approach needed to be perfected and advocated an emphasis on discourse analysis and what has been called the communicative approach to the teaching of languages.

2. Rhetorical or discourse analysis

According to Hutchinson and Waters (1987), ESP was characterized by a switch from register analyses and the grammatical and lexical level of the sentence to the study of discourse or rhetoric analysis. Hutchinson and Waters (1987) emphasized the attention that should be given to the understanding of how sentences are combined to produce real meaning. Robinson (1980) referred to register as spoken interaction that is made up of units of meaning that have a certain hierarchy. She also defined register as a group of words spoken or written that had to be analyzed in terms of cohesion.

Widdowson (1979) suggested that such groups of words should be called *text* and not discourse because text would allow for the visualization of devices that signal structuring above the sentence level.The devices Widdowson referred to are complex grammar structures and linguistic rhetorical devices that makeup the text ESP learners would usually encounter in their fields of specialization.

Hutchinson and Waters (1987) generalized the meaning of discourse to include considerations of 'rhetorical functions for communicative purposes' (p. 20). Robinson (1980) cited Todd, Trimble and Trimble (1977), who identified description, definition and classification as the most common rhetorical functions, and rhetorical techniques such as time order, space order, and causality. They also mentioned two important rhetorical functions common to many scientific textbooks: interpretation of figures, and the rhetoric of instructions. Mackay and Mountford (1978) added some other important functions such as the ones that involve learners in defining, identifying, comparing, classifying, organizing abstract and concrete phenomena.

What seems to be appropriate then is the argument that Allen and Widdowson (1974) put forth saying that the needs of ESP learners should be met by courses that teach learners how sentences are combined and used to perform accurately and proficiently to conduct such rhetorical functions in specific communicative settings.

3.Target situation analysis

Switching to a more communicative approach to the teaching of foreign languages, ESP shifted its attention to target situations. Hutchinson (1987) said that a target situation is one in which learners will use the specific language they are acquiring. He also said that during this stage, ESP curricula focused on identifying those special target situations for determined groups of learners in order to analyze the linguistic features common to those situations. For instance, target situation analyses are seen as a precursor of linguistic and situational analysis. One of the most popular examples of a situation analysis and communicative settings is the one developed by John Munby in *Communicative Syllabus Design* (1978). There, he analyzed learners 'needs in terms of communication goals, the setting in which specific language would be used to communicate important information, means of oral and written communication, language skills possessed by learners, function, and structures.

The emphasis on target situations as a form of *needs analysis* then involves what researches have called *linguistic competence*. Linguistic competence is understood on the basis of linguistic performance, the ability to use language accurately, proficiently and fluently in a broad variety of settings. Based on this description, then, linguistic competence can be understood as made of grammatical, pragmatical, socio-linguistic, trategic, and communicative sub-competencies. In turn, this concept is tightly linked to what language ability means in the context of specific language use settings.

Douglas (2002) stated that language performances always vary in terms of the different directions science and humanities have taken (specialization), and that a learner's language ability will be different from one performance target situation to another. Therefore, while a learner might have a great deal of knowledge about computer science, another might have lesser or greater knowledge in a different science, such as, architecture, medicine, laboratory work, and others.

By understanding those differences and by clearly defining the subject matter or specialization, curriculum developers will have a good starting point for developing appropriate curricula for ESP settings. Moreover, it must also be acknowledged that earning the needs ESP learners have would greatly influence the other elements of an ESP curriculum. It is because of this that needs analysis must be learner-centered (West, 1984).

4. Study skills

ESP had to do with the mental processes that imply the use of language, focusing on the development of skills and strategies learners need in order to acquire a second language. Hutchinson (1987) stated that there are reasoning and interpreting processes underlying all types of language use and that those processes enable people to extract and handle meaning from discourse. The focus then is not so much on the surface forms of language, but on the underlying strategies learners use to deal with the external or surface forms. He argued that some of those strategies could be understood, for example, as the ability to guess the meaning of a word from the context in which it is presented, the use of words that are similar in both L1 and L2, the use of discourse markers to ask for clarification or keep a conversation going, and others. Consequently, no attention was given to special registers or subject registers because no specific underlying processes are needed to interpret them.

Hutchinson (1987) said that even though the focus of ESP courses has been on what people actually do with language (the surface and underlying forms of language and the mental processes learners use to deal with it), a more clear understanding of the
processes of language learning is a more valid approach to ESP. In this sense, he also argued that everything in the teaching process should aim at helping learners use their learning strategies in order to meet their learning goals. In order to do this, ESP curricula developers are encouraged to involve learners in the making of curricula from the beginning focusing on what their learning needs are and how they learn.

Needs analysis has then become a vital part of the designing and setting of any curriculum, especially in the ESP areas. The importance of conducting a needs analysis exercise lies in the fact that through it, curricula-designers can learn firsthand two important things: (1) what general and specific language proficiency learners have, and (2) what general and specific language proficiency learners need to acquire. Once curricula-designers discover these two important student-related facts, then they can write the course objectives, make decisions on what to include in the syllabus or for example, what functions, topics, vocabulary, and other language procedures should be given emphasis over others that students already master. Once the syllabus is in place, then decisions about how to teach it and when to teach it should be made.

This in turn will lead curricula-designers to design and create or adapt teaching materials that would fit the learners 'linguistic needs, which in turn will shape testing of language learning. This is precisely the reason why it is often said that needs analysis drives the making of a curriculum as a great deal of importance is placed on needs analysis, it is important to carry it out in a way to obtain as much information as possible from the learners.

It also comprises giving surveys and questionnaires (in the native language of the respondents, ideally) to the learners in order to obtain information about their professional and linguistic backgrounds, their preferred learning styles, learning strategies, their motivation, and their willingness to attend classes, do homework, and commit themselves to learning. Learners' linguistic proficiency and the probable lack can also be discovered by using tests and analyzing their scores in order to shape the syllabus and provide for quality teaching and teaching materials. Situational analysis cannot be ignored either and meetings, interviews should be reached between the language institution mandating the course and the instructors in order to decide on infrastructure, technology, support, and training.

In summary, a needs analysis exercise must be given special attention and always be carefully conducted. It should be conducted in a way that would enable curricula- to obtain a high-quality product that would not only allow the mandating institution fulfill its educational mission, but in the end empower learners through the acquisition of language that would help them reach their linguistic, professional, and
personal goals.

Needs analysis, situation analysis, the analysis of special language or discourse, and the connection between special language and content seem to be the four most important aspects ESP specialists emphasize when designing ESP curricula nowadays,
but content deserves special attention. Cerce-Murcia (2001) argues that content serves as a framework in which special language originates.

Content is also special language that originates as the sciences and technology continuously advance. For example, a new user 's guide that describes how to install a video card in a computer will be in the realm of the field of Information Technology in general (content), but it will also include special language such as anti*aliasing* which isa configuration mode used to create high quality computer images.

What is important to emphasize here is the fact that ESP practitioners need to be aware of the type of content they would be dealing with, its importance and value, and its relationships with key concepts and vocabulary.In turn, this will lead ESP practitioners to select content that motivates learners and that is relevant because it would be used in real language situations inside and outside the classroom.

5. A learning centered approach

The development of the learner centered approach to ESP came as a result of studies analyzing real language use across different areas. The basic idea that different types of occasions called for different uses of language led logically to the belief that the only way to develop the most appropriate language patterns in learners was to find out what situations or for what purposes the learners used or intended to use the target language. Thus, the central concept of learner needs was born. In ESP, learner needs act as a guide for specifically what material (real content) the teacher will teach. Ofcourse the basis of this is the ongoing research in the different areas related to linguistic analyses.

The basic idea in ESP is that the teachers cannot teach if they do not know exactly how the students plan to use the language or in fact need to use the language right now. As mentioned above, this is the idea of efficiency. This efficiency is extremely important particularly in EFL situations where students have very limited time, but of course it applies to all adult learners in any case who always have limited time resources for the learning of their language no matter how important it is that they do so.

The students then become the epicenter of everything which occurs in the classroom. All planning revolves around the students and what is known about them when from the onset and certainly every single class session needs to revolve around what the students need to do. Furthermore, a valuation relates as well to students and, as mentioned above, is often handled in a kind of continuous assessment scenario where the teacher needs to keep close tab on how each student is developing.

<div align="center">**Workshop Session**</div>

<div align="center">**Practice**</div>

Objective: This task gives students the opportunity to explore the history and development of ESP, and to understand the key principles and strategies that underpin this field. By creating a visual aid and leading class discussion, students will be able to share their findings and insights with their classmates, and to engage in a collaborative learning process. The follow-up task allows students to apply their knowledge and skills in a practical and meaningful way, and to receive feedback on their learning strategies.

Task Instructions

1. Students are divided into small groups of 3-4. Each group should research different area of ESP, such as business, medicine, engineering, or tourism.

2. Each group should prepare a brief report (250-300 words) summarizing the history and development of their area of ESP, and identifying the key principles and strategies that have been used in language instruction.

3. Each group should create a visual aid (such as a timeline, chart, or infographic) to accompany their report, highlighting the key events and figures in the history of their area of ESP.

4. Each group should present their report and visual aid to the class, and lead a brief class discussion on their findings, focusing on the following questions:

*What were the origins of your area of ESP, and how has it evolved over time.

* What are some of the key principles and strategies that underpin language instruction in your area of ESP?

Definitions of ESP

Objective of the Course: By the end of this course students will be able to:

* Acquire knowledge of the concepts of ESP and its different definitions, including its theoretical foundations, and practical applications.

* Identify the key characteristics of ESP and distinguish it from other types of language teaching, such as General English.

* Build students' awareness of different interpretations and perspectives on ESP, which can broaden their understanding of the field and help them develop critical thinking skills.

* Recognize the various concepts and components of ESP, such as needs analysis, language skills, which can provide them with a comprehensive understanding of the field.

There are almost as many definitions of ESP as the number of scholars who have attempted to define it. Many have tried to define ESP in terms of what it should and what it should not be, however, we would rather concentrate on finding out what ESP really means.

First, Mackay and Mountford (1978 :2) defined ESP as the teaching of English for a "*clearly utilitarian purpose*". The purpose they refer to is defined by the needs of the learners, which could be academic, occupational, or scientific. These needs in turn determine the content of the ESP curriculum to be taught and learned. Mackay and Mountford also defined ESP and the *special language* that takes place in specific settings by certain *participants*. They stated that those participants are usually adults.

They focused on adults because adults are usually *highly conscious* of the reasons to attain English proficiency in a determined field of specialization, and because adults make real use of special language in the special settings they work. They also argued that there is a close relationship among special settings and adults and the role, usually auxiliary, that English plays in those particular settings for those particular people.

Second, Hutchinson and Waters (1987) consider ESP as an approach rather than a product and say that the base of ESP is the question: why does this learner need to learn a foreign language? In relation to this, Dudley-Evans and St John (1998:3) state, "the answer to the question relates to the learners, the language required and the learning context, and thus establishes the primacy of needs in ESP."

Third, Strevens (1988) defines ESP as containing 'absolute and variable characteristics'. According to him, absolute characteristics of ESP comprises English language teaching which is designed to meet specific needs of the learner; related in content (in its themes and topics) to specific disciplines, occupation and activities; centered on language appropriate to those activities in syntax, lexis, discourse, semantics and so on and analysis of the discourse; and in contrast with 'General English'. On the other hand, the variable characteristics of ESP in the scholar's view state that it may be restricted to the learning skills to be learned (for example, reading only); and may not be taught according to any pre-ordinate methodology.

Fourth, Robinson (1991) accepting the primacy of needs analysis defines ESP based on two key defining criteria and a number of characteristics generally found to be true of ESP. The two criteria, she says, refer to the fact that ESP is 'normally goal oriented' and ESP courses are produced based on needs analysis (which aims to specify as closely as possible what exactly it is that students have to do through the medium of English).

Moreover, the general characteristics described by the scholar represent the key concepts as follows: ESP courses are taught to adults who are in homogeneous classes organized with respect to professional background or field of specialization and the objectives of the courses should be met, even if there is a limited time period.

Fifth, even if it is slightly similar with the above scholar's idea, Schleppegrell (1990) suggests that the common factor in all ESP programs is that they are designed for adults who have a common professional or job-related reasons for learning English, a common context in which to use English, content knowledge of their subject area, and well-developed learning strategies. Here it is possible to infer that the student brings to the ESP class a reason for learning and a context for use of English, knowledge of the vocational or professional field, and well-equipped adult learning strategies.

However, all the definitions seem to have weaknesses. Dudley-Evans and St John (1998) assert that the emphasis on content in the absolute characteristics of Strevens' may confirm the false impression held by many teachers that ESP is always and necessarily related directly to subject content. At the same time, Robinson's mention of 'homogenous classes' as characteristics of ESP may lead to the same conclusion. Strevens' definition appears to be the most comprehensive of all the four.

Dudley-Evans and St. John (1998:4-5) have developed a complete definition of ESP which has revised the weaknesses of the above scholars and used absolute and variable characteristics in the definition as follows:

1. Absolute characteristics:
 ∗ESP is designed to meet specific needs of the learner;
∗ESP makes use of the underlying methodology and activities of the disciplines it
serves; and
 ∗ESP is centered on the language (grammar, lexis, and register), skills, discourse and
genres appropriate to these activities.

2.VariableCharacteristics:

 ∗ESP may be related to or designed for specific disciplines;

∗ESP may use in specific teaching situations, a different methodology (the nature of interaction between the ESP teacher and the learner) from that of General English.

 ∗ESP is likely to be designed for adult learners, either at a tertiary level institution or in professional work situation. It could, however, be used for learners at secondary school level; and

∗ESP is generally, designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Here, Dudley-Evans and St John (1998) seem to make three definitions. In the first place, they explain that ESP teaching does not necessarily have to be related to content but it should always reflect the underlying concepts and activities of the broad disciplines. Moreover, Dudley-Evans and St John (1998) claim that ESP, linked to a particular profession or discipline, should make use of a methodology that differs from that used in General Purpose English teaching. That is to say, the methodology in ESP ought to refer to the nature of the interaction between the ESP teacher and the learners since the teacher sometimes becomes more like a language consultant enjoying equal status with the learners who have their own expertise in the subject matter.

Most importantly, Dudley-Evans and St John (1998:4) believe that language should be included as a defining feature of ESP. While the specified needs arising from needs analysis relate to activities that students need to carry out (rather than language), a key assumption of ESP is that these activities generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carryout activity.

To conclude, most definitions of what ESP is concurred on three key topics: the nature of language to be taught and used, the learners, and the settings in which the teaching/learning process would occur.

These three aspects of ESP are closely connected to each other, and can be combined to establish that ESP is the teaching of specific and unique English (specialized discourse) to learners (adults in their majority), who will use it in a particular setting (laboratory, police station, hospital, etc.) in order to achieve a utilitarian goal or purpose (communicate linguistically correct), which in turn will fulfill additional personal goals (promotional, economical, etc.). What ESP specialists do not seem to agree on is what type of language should be taught (vocabulary, register, jargon, etc.) and how to teach it (in context with content knowledge, communicatively, collaboratively, etc.) However, even though there is this agreement and discrepancy among ESP scholars, it is important to note that their many definitions are unequivocally linked to how ESP has developed since it was first spoken of in the 1960s.

Task Instruction

Read the following statements about ESP and decide whether they are true or false. Correct the false ones and provide a brief explanation.

1. Dudley Evans and St Johns were the first to define ESP in terms of absolute and variable characteristics.

2. ESP a type of language teaching that is designed to meet the general needs of the learners.

3. ESP is a new approach to language teaching that emerged in the 21st century.

4. ESP focuses on teaching English skills to learners of all professions and backgrounds.

5. ESP syllabi are based on the learners' specific needs and goals.

6. ESP courses use authentic materials that reflect the learners' target situation.

7. ESP teachers need to have a deep understanding of the learners' field of expertise.

8. ESP is limited to teaching technical vocabulary and grammar.

9. ESP can be applied to both academic and vocational contexts

10. ESP is only relevant in English-speaking countries.

Key answers

1. False. Strevens was the first to define ESP in terms of absolute and variable characteristics.

2. False. ESP a type of language teaching that is designed to meet the *specific* needs of the learners.

3. False. ESP is not a new approach; it has been developed since the 1960's.

4. False. ESP is a specialized form of language teaching that caters to the learners' specific needs and goals in their field of expertise.

5. True

6. True

7. True

8. False. ESP covers all language skills and sub-skills not just technical vocabulary and grammar.

9. True

10. False. ESP is relevant in all countries where English is used as a means of communication in specific contexts.

Types of ESP

Course objective: by the end of this course students will be able to:

* Build awareness of the fundamental differences between the types of ESP, including the context and purpose of language use.

English for Specific Purposes (ESP) refers to the teaching and learning of English for particular purposes or specific disciplines. The two main types of ESP are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). We will examine the differences between EAP and EOP, including what they entail and how they are taught.

English for Academic Purposes (EAP) is designed for students who need English to succeed in academic settings, such as universities or research institutions. EAP is a type of ESP that focuses on developing academic language skills in reading, writing, listening, and speaking, which are necessary for understanding lectures, writing academic papers, and communicating with professors and peers.

According to John Swales (1990), EAP is "*the teaching and learning of those aspects of English that are required for the study of academic subjects*." EAP instruction is often content-based, meaning that language skills are taught within the context of specific academic disciplines, such as science, engineering, or social sciences. This approach helps students develop the language skills necessary to participate effectively in academic discourse, including writing research papers, citing sources, and engaging in academic discussions.

In contrast, English for Occupational Purposes (EOP) is designed for learners who need English to perform specific job-related tasks. EOP is a type of ESP that focuses on the language skills necessary for particular professions, such as business, medicine, or law. EOP instruction emphasizes vocabulary, grammar, and functions related to the specific profession or workplace, such as writing emails, giving presentations, or negotiating deals.

According to Hutchinson and Waters (1987), EOP "*is designed to meet the communicative needs of learners in specific occupational contexts*." EOP instruction is often task-based, meaning that language skills are taught through the completion of specific job-related tasks or simulations. This approach helps students develop the language skills necessary to perform job-related tasks effectively, including understanding technical vocabulary and jargon, negotiating with colleagues and clients, and writing reports and proposals.

Although EAP and EOP are different in terms of their focus and content, they share some similarities. Both types of ESP are based on the idea of needs analysis, meaning that instruction is tailored to the specific needs of learners. In both EAP and EOP, language skills are taught in context, rather than in isolation, and both types of instruction aim to develop the four skills of reading, writing, listening, and speaking.

In conclusion, EAP and EOP are two important types of ESP that have different aims and content. EAP is designed for students who need English to succeed in academic settings, while EOP is designed for learners who need English to perform specific job-related tasks. Both types of ESP are based on needs analysis and focus on developing language skills in context. Ultimately, the type of ESP that is appropriate depends on the learners' needs, goals, and contexts.

Workshop Session

Task Instruction: Match the following terms with their definitions by writing the corresponding letter in the space provided.

A. English for Special Purposes (ESP)

B. English for Specific Purposes (ESP)

C. English for Academic Purposes (EAP)

D. English for Occupational Purposes (EOP)

E. English for Vocational Purposes

1…….is a type of ESP that focuses on teaching English for particular profession or occupation, such as engineering, law, or medicine.

2…….is a broad term that refers to any type of English language teaching that is designed to meet specific needs and goals of learners, often in their workplace or academic context.

3……is a type of ESP that is designed to develop the language and study skills needed for academic study, such as writing research papers, presenting academic seminars, or participating in academic discussions.

4…… is a type of ESP that focuses on teaching English for a specific vocational area, such as tourism, hospitality, or retail, where learners need to use English for practical communication skills needed for specific job-related tasks, such as writing reports, giving presentations, or negotiating contracts.

5……is a type of ESP that is similar to ESP, but is specifically designed for learners who need to use English in a specialized field, such as military, aviation, or agriculture.

Key answers

1. D

2. B

3. C

4. E

5. A

Task Instruction 2:

Answer the following questions based on what you have learnt on the distinction between EAP and

EOP:

What is the difference between EAP and EOP?

Who are EAP programs designed for?

What are some of the skills that are typically taught in EAP courses?

Who are EOP programs intended for?

What are some of the skills that are typically taught in EOP courses?

 Key answers

1* EAP is designed to improve academic skills in English, while EOP is designed to improve English language skills in a specific profession or field of work.

2* EAP programs are designed for students who are already proficient in English but need to develop the specific language skills required for academic study.

3* Academic writing, reading and listening comprehension, note-taking, and academic presentations are some of the skills typically taught in EAP courses.

4* EOP programs are intended for people who are already working or preparing to work in a specific field and who need to develop the specific language skills required for their job.

5* Workplace communication, technical language, and industry-specific vocabulary are some of the skills typically taught in EOP courses.

General English (GE) and English for specific purposes (ESP)
in theory and practice

Course Objective: the course aims at:

* Raising students' awareness of the different goals and outcomes of language learning in ESP and EGP, which can help them identify their own language learning needs and preferences, and make informed decisions about their learning trajectory.

* Enhancing students' analytical and critical thinking skills by requiring them to compare and contrast the language learning approaches, methods, and materials used in ESP and EGP.

Introduction

In order to design and develop an ESP course, we must determine what it is comprised of and what makes it different from other courses. Having previously defined English for specific purposes, with the help of the Strevens´s and Dudley-Evans & St John´s definitions, in opposition to general English we ought to examine this relationship more thoroughly. What is the actual difference between ESP and GE then? Hutchinson and Waters (1987:53) answer this quite simply: "in theory nothing, in practice a great deal".

1. Difference between ESP and EGP in theory

Orr (1998) in differentiating between EGP and ESP states that:

" English for general purposes (EGP) is essentially the English language education in junior and senior high schools where needs cannot readily be specified. Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse …University instruction that introduces students to common features of academic discourse in the sciences or humanities, frequently called English for Academic Purposes (EAP), is equally ESP."

According to Orr ―*English for Specific Purposes (ESP) is research and instruction that builds on EGP and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes.*

It is obvious that ESP context must be preceded by a sizeable background of general English. As it has been argued, ESP is associated with mature learners, because it has a strong relationship with specialization in different fields of concern.

Aside from the 'rough separation 'at definition level, there exists overlapping connection and proportion between them. To clarify their relations, Widdowson (1983) accounts for distinctive features of ESP and EGP; among them these are the most important:

EGP	ESP
*The focus is on education. * As the future needs of the students are impossible to predict, course content is more difficult to select	*The focus is on training. *As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier (but not 'easy'in itself).

Much of the discussion presented up to now was brief and needed theoretical arguments regarding ESP and EGP. It is better to alter the perspective so as to get rid of theoretical assumptions and concepts. The investigators prefer to expand on the role of GE (EGP) and its trace in a typical ESP classroom, so that one can have a better understanding of the actualization of their connection in a real context.

2. ESP and EGP (GE) in practice

Some important points about ESP classes and their comparison with EGP ones:

1.Learners and purposes of learning; ESP learners are usually adults who already have some familiarity with English language and they are learning the language in order to communicate a set of professional skills and to perform particular –job- related functions. In EGP classes, age of learners varies from children to adults and learningbEnglish language is the subject of classes.

2. Based on the purpose of learning, aims of instruction are identified; in an EGP class, as a general rule, *four skills are stressed equally.* But in ESP, it is *needs analysis* that determines which language skills are most needed by the students, and the syllabus is designed accordingly. For example, in order to train a tourist guide, the ESP class should promote the development of spoken skills. Another example, one who intends to work in a business administration should be trained in development of reading skills.

3. In a typical EGP class, there is concentration on *teaching grammar and languagstructures* (mostly in isolation). But in ESP, the focus is on *context*, to ESP, English is not taught as a subject separated from the student's real world/wishes. Language in context ⟶ **ESP**   Language in isolation ⟶ **EGP**

4. Combination of subject-matter (which learners are familiar with) with English language creates a meaningful context which is highly motivating. This meaningful context increases motivation that is a positive indication of a successful learning.

5. Regarding the term "specific "in ESP, it should be noted that not only does it mean English for specific purposes, i.e., English language at service of specific purposes, but also implies specific purposes for learning English. In other words, the study of English through a field that is already known and relevant to it. Therefore, learners are able to use what they learn in ESP classes right

away in their work and studies. This means that ESP enables them to use the English they know to learn even more English.

The following are some opinions on the relation of EGP and ESP: First, Hutchinson and Waters (1987) maintain that what distinguishes ESP from general English (GE) is an awareness of the need. Second, Robinson (1991) suggests that in an ESP class, language is a '*service* 'rather than a '*subject* 'in its own sake. Finally, Anthony (1997) notes that is not clear where ESP courses end and general English (GE) courses begin.

Conclusion

In sum, ESP assesses and analyzes needs and integrates motivation, subject matter and content with the help of relevant language skills. For all of ESP curriculum design, it can be concluded that general English (GE) language content, grammatical functions and acquisition skills are important and dominant in curriculum development and course design. The problem concerning contrasting leading to emphatic separation of these two fields of study is sometimes because of ill-defined descriptions or ill described definitions.

Workshop Session

Task Instruction: Read the following statements and determine if they describe English for Specific Purposes (ESP) or English for General Purposes (EGP). Write "ESP" or "EGP" in the space provided.

1………. The courses on teaching general language skills that are useful in a variety of settings.

2……… The courses focus on teaching language and communication skills specific to a particular field or profession.

3……. The courses are designed to meet the specific needs of learners in their professional or academic context.

4……. The courses are designed to help learners communicate effectively in everyday situations, such as socializing, traveling, or shopping.

5…… The courses often include specialized vocabulary and task related to learners' area of expertise.

6…… The courses emphasize grammar, vocabulary, and pronunciation instruction.

7…….The courses are appropriate for learners at all levels, from beginner to advances.

8…… The courses are appropriate for learners who have a specific goal or purposes for learning English.

| **Key answers** |

1. EGP

2. ESP

3. ESP

4. EGP

5. ESP

6. EGP

7. EGP

8. ESP

Task 2: The parameters below can characterize either or both of the ESP and EGP courses: Classify them and provide a brief explanation orally.

1. Learners can usually identity their own language needs.

2. Teacher has to predict language needs.

3. Needs often fairly limited and easy to define.

4. Learners need English to express things they already know.

5. Learners need English as a means of access to new knowledge.

6. Vocabulary of specialism often not known.

7. Learners will need to acquire new vocabulary during studies.

8. Short, intensive and cost-effective courses.

9. Tendency towards one-to-one teaching and small interest groups.

10. More extensive courses, larger groups, time allotment specified and curriculum elaborated.

ESP	EGP

1* Both **ESP** and **EGP** courses: in both courses, learners can usually identify their own language needs. This means that learners can determine which language skills they need to improve or which areas of language they need to focus on in their studies. In ESP, this could be specific language related to their profession or field of study, while in EGP, it could be more general language skills.

2* **ESP**: in ESP, the teacher has to predict language needs based on the learners' profession or field of study. The teacher must understand the specific language and communication needs of the learners in order to teach them the language effectively.

3* Both **ESP** and **EGP** courses: in both courses, needs are often fairly limited and easy to define. In ESP, the language needs are related to the learners' profession or field of study, while in EGP, the needs are more general language skills. In either case, the language needs are often specific and clearly defined.

4* **EGP**: in EGP, learners need English to express things they already know. This means that they need to be able to communicate effectively in English about topics that they are already familiar with.

5* **ESP**: in ESP, learners need English as a means of access to new knowledge. This means that they need to be able to understand and communicate in English in order to learn and access new information related to their profession or field of study.

6* **ESP**: in ESP, the vocabulary of the specialism is often not known by the learners. This means that the teacher must focus on teaching the specific language and terminology related to the learners' profession or field of study.

7* **ESP**: in ESP, learners will need to acquire new vocabulary during their studies. This means that the teacher must focus on teaching not only the general language skills but also the specific vocabulary related to the learners' profession or field of study.

8*Both **ESP** and **EGP** courses: Short, intensive, and cost-effective courses are available in both courses. These types of courses are designed to provide learners with focused and effective language learning in a shorter period of time.

9* **ESP**: There is a tendency towards one-to-one teaching and small interest groups in ESP courses. This allows for more personalized and tailored language learning, as well as the opportunity for learners to focus on the specific language needs related to their profession or field of study.

10* **EGP:** More extensive courses, larger groups, time allotment specified, and curriculum elaborated are typically found in EGP courses. These courses are designed to provide learners with a more comprehensive and in-depth language learning experience, covering a wider range of language skills and topics.

University Ziane Achour, Djelfa   **3rd Year Students**

Faculty of Letters and Languages   **Didactics of Teaching ESP**

Department of Foreign Languages   **First Term**

English Division   **All Groups**

Course Tutor: Dr. Ouafa Ouarniki   **E-mail: ouafa.ouarniki@yahoo.com**

Types of Content in ESP

Course Objective: This course aims at exploring the concepts of carrier content in detail, its relationship with real content, and how it is used to facilitate effective language learning in ESP programs. *By the end of this course learners will be able to:*

* Create a supportive and engaging learning environment that fosters language learning, motivation, autonomy, and collaboration among ESP learners.

1. Carrier content

As defined in the book of Dudley Evans and St John '*refers to the subject matter of an exercise; it is contrasted with real content, which is the language or skill content of an exercise*.' (p.11)

2. Real content

Is the linguistic content, progressive tense usage pattern, for example, which is present in the text. Dudley-Evans and St. John (1998) differentiate between real content and carrier content: *« In ESP, any teaching activity, whether its aim is to teach language or skills, is presented in a context. »* (p.11)

So, an authentic topic is chosen to function as the context, as a vehicle to 'carry' the real content, which may be certain language forms. For example, in a lesson on preparing and administering an injection, to teach the language of steps in a sequence, the task of giving the injection would function as the carrier content, while the language of sequence is the real content.

The Carrier content thus carries the Real content and while the students learn the Carrier content, the focus of language teachers is on the Real content. The aim of carrier content is to motivate the students to learn the real content (grammar, vocabulary…….) as a result it makes the learning process easier and faster.

Here is an example of a text that functions as *Carrier content* related to the field of engineering accompanied by a *real content* that focuses on language skills.

3. Matching Carrier Content to Real Content

When the starting point is a good carrier content, the next stage is to analyze it to determine what real content it could be exploited for. Then, it is a question of whether, where and how that real content fits into the course. The other starting point is where there is a gap in the course material; that is, there is a course objective, some real content for which there is no suitable material available. In this case, the first stage is to search for some suitable carrier content. When the real content and carrier content are matched, the next stage is to draft activities. Besides, the resources, group sizes, approaches to learning and target activities must be considered when selecting activities so that they are appropriate for the learning environment. The ESP learners are not primarily language learners; they are or have been learners of other disciplines and this has to be a major consideration in the devision and delivering of a course.

Any course design is based on the authentic real needs of students. Thus, the designer's or the teacher's task is to specify the needs. With the identification of those needs designers or/and teachers will determine the content, the time, class size, motivations, likes, etc. Needs analysis must be the starting point for devising syllabuses, courses, materials, and the kind of teaching and learning that takes place (Cariaga, 2008:25; Jordan, 1997:22). However, the design of a course that can best serve learners' interests and needs is an obstacle in itself for many instructors. It is not easy for new and/or untrained teachers to know how and where they start and what can be done about students' poor motivation in the current ESP courses and how teaching materials should be selected.

4. A Sample of Carrier and Real contents

4.1 Carrier Content

Title: Introduction to Civil Engineering

Civil engineering is a branch of engineering that deals with the design, construction, and maintenance of the built environment, including structures such as buildings, roads, bridges, and water supply systems. Civil engineerings use their knowledge of mathematics, physics, and materials science to design structures that are safe, efficient, and cost-effective.

In addition to design, civil engineers are also responsible for the construction and maintenance of these structures. This involves overseeing the construction process, managing resources, and ensuring that the project is completed on time and within budget. Civil engineers must also consider the environmental impact of their projects and work to minimize any negative effects.

https://www.britannica.com/technology/civil-engineering

4.2 Real Content

Language Skill: Passive Voice

Example sentence: The bridge was designed by a team of civil engineers.

Explanation: In the example sentence, the passive voice is used to focus on the action (designing the bridge) rather than the doer (the team of civil engineering). This is a common construction used in technical writing, including engineering reports, because it allows the writer to emphasize the action and results of the project. Students studying civil engineering would need to understand the use of passive voice to effectively communicate in their field, both in writing and speaking.

This text provides Carrier Content related to the field of civil engineering, while the Real Content focuses on the language skill of using passive voice. By studying this text, students can learn both the specialized knowledge and the language skills they need to communicate effectively in the field of civil engineering.

5. Materials in ESP teaching

In some situations, where English is a foreign not a second language, the ESP classroom may be almost the only source of English. Materials then play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require. The initial questions to ask when selecting materials include:

1. Will the materials stimulate and motivate?
2. To what extent does the material match the stated learning objectives and learning objectives?
3. To what extent will the materials support that learning?
4. The carrier content must be appropriate and the real content must match the course objectives

Besides, materials are used in all teaching. Four reasons for using materials seem significant in the ESP context:

- as a source of language;

- as a learning support;

- for motivation and stimulation;

- for reference.

First, as a learning support, materials need to be reliable, that is, to work, to be consistent and to have some recognizable pattern. This does not mean a rigid unit structure; there wouldn't be a fixed format. To enhance learning, materials must involve learners in thinking about and using the language. The activities need to stimulate cognitive not mechanical processes. The learners also need a sense of progression.

Second, to stimulate and motivate, materials need to be challenging yet achievable; to offer new ideas and information; to encourage fun and creativity. The input must contain concepts and/or knowledge that are familiar but it must also offer something new, a reason to communicate, to get involved. The exploitation needs to match how the input would be used outside the learning situation and take account of language learning needs. The purpose and the connection to the learners' reality need to be clear.

Third, for self-study or reference purposes, materials need to be complete, well laid out and self-explanatory. The learner will want explanations, examples and practice activities that have answer and discussion keys. Material requires hours of preparation. Each stage of finding suitable carrier content matching real content, real world activities, composing clear rubrics, planning an effective layout, is time-consuming. Preparing new materials from scratch for every course taught is clearly impractical. One of the myths of ESP has been that you have to write your own materials. This then leads to the myth that every ESP teacher is also a good designer of course materials. Only a small proportion of good teachers are also good designers of course materials. A good provider of materials will be able to:

- select appropriately from what is available;

- be creative with what is available;

- modify activities to suit learners' needs;

- supplement by providing extra activities.

To sum up, the balance between these will vary from course to course, situation to situation. Selecting materials, like selecting a partner, involves making choices and decisions. To make good choices we need to have good criteria on which to base our decision. Numerous criteria, such as factors about the learners, the role of the materials, the topics, the language, the presentation, have been put forward for the analysis of materials and each of them has validity.

Language Issues in ESP

I. Grammar in ESP

Course Objective: *by the end of this course students will be able to:*

* Integrate grammar instruction with other language skills, such as reading, writing, speaking, and listening in different fields of specialism.

* Identify the grammatical structures relevant to each field of study or profession

* Develop a deep understanding of the structures and how they are taught and used in a variety of contexts.

Introduction

There are many misconceptions about the role of grammar in ESP teaching. Indeed, it is often said that ESP teaching is not concerned with grammar while much of the skills-oriented work in EAP does not concentrate on grammar itself. It is incorrect to consider grammar teaching as outside of the remit: grammar is taught as being a part of whole texts; it is within readings, discussions and lectures rather than separate from them. Therefore, Grammar is not a separate entity which students need to memorize knowledge of but rather needs to be viewed within the context of language use.

The specific grammar points mentioned in Dudley-Evans & St. John (1998) are:
-Voice;
-Tense aspect;
-Articles;
-Nominalization;
-Logical connectors (Discourse markers).

1.Verb and tense

Which tenses should be taught?

1) Present simple:

- Scientific and technical texts in English frequently use the present tense, since in most cases they state facts.

2) Present perfect:

- Use the present perfect for actions in the past with a connection to the present and when the time of the past actions is not important**.** Use the present perfect for recently completed actions and actions beginning in the past and continuing in the present.

3) Past simple:

- Use the simple past for actions in the past that have no connection to the present and when the time of the past action is important or shown.

* Teachers should teach different tenses. They should be presented with due explanation about when and why students should use a particular tense instead of another.

2. Voice

-The passive voice appears in scientific texts rather frequently. This is appropriate for an impersonal use of the language, where the acting person is of no importance and therefore does not have to be mentioned. The passive is also used to describe a process or experiment. However, the active form is used only to describe the procedural choices.

3. Modals

-Modals like: may, might, could, would…. are also important. They are used in order to show a degree of certainty.

4. Articles

-Teachers should teach when their students should use ‗a, an, or the‗.

5. Word Formation

the Suffix -able/-ible

Adjectives ending in **-able/-ible** are often used in scientific texts, as they can replace

longer verbal phrases, for example:

The specimen exhibits elongation **that can be appreciated**.

The specimen exhibits appreci**able** elongation.

6. Nominalization

-It is the use of verbal nouns usually ending in suffixes such as: ation, ition, ity, ment, ness….

7. Logical connectors:

- Logical connectors, such as moreover, however, therefore… have always had a high profile in EAP teaching. They are generally seen as a key device to the understanding of the logical relationships in texts and therefore relevant to the teaching of reading and writing in EAP.

8. Pre-modifying participle:

Swales"1974" discusses the function of the pre-modifying participle "*given*" such as: *a given element; a given reaction….*

He points out that expressions of this kind are very common in scientific writing and consequently they should be taught by ESP teachers.

The first step in dealing with grammar in an ESP approach is to try to have the students analyze a text and see if they can identify the patterns which are inherent within that text. Ultimately, we are looking for patterns of usage. The next step of course is trying not just to identify, but understand these patterns of usage. This means the students, with the teacher's help, need to try to figure out how and why certain grammatical structures are used in certain places within a text. Once this is done, we expect the students to be able to produce their own texts using the appropriate grammatical structures for that genre or content area.

Conclusion

In conclusion, the role of grammar in English for Specific Purposes (ESP) cannot be overstated. ESP is a type of language learning that focuses on specific contexts, and therefore, learners need to have a strong foundation in the grammar of the language in order to communicate effectively in their specific field or industry. Grammar provides the structure and rules necessary for learners to express themselves accurately and coherently in their professional setting, and it is particularly important for learners to master the specific grammar rules relevant to their area of expertise. However, it is important to note that grammar should not be the sole focus of ESP instruction, as learners also need to develop their vocabulary and communicative skills in order to be successful in their field. Therefore, a balanced approach that incorporates grammar alongside other language skills is crucial for effective ESP instruction.

Workshop Session

Task Instruction: Read the following statements and decide whether they are true or false. If a statement is false, correct it by rephrasing it.

1* Grammar is not important in ESP, as long as students can communicate effectively in their field.

2* Teaching grammar in ESP should focus on general grammar rules and structures, rather than specific ones related to the field of study.

3* Students of ESP only need to learn the technical vocabulary and jargon of their field, not the grammar.

4* Teaching grammar in ESP can help students to communicates more precisely and accurately in their field.

5* Students should be taught only the grammar structures that they will use in their field of study.

Key answers

1* **False.** While communication skills are important in ESP a solid understanding of grammar can help students to communicate more effectively and accurately in their field.

2* False. Teaching grammar in ESP should focus on specific rules and structures related to the field of study, as these will be most relevant to students' needs.

3* False. Technical vocabulary is important, but understanding the grammar of the language is equally important for effective communication in the field.

4* True. Teaching grammar in ESP can help students to communicates more precisely and accurately in their field, which is particularly important for technical and specialize communication.

5* False. While it's important to prioritize grammar structures that will be most useful for students' needs, it is also important to provide a well-rounded understanding of grammar, as this can help students to communicates more effectively.

II. Vocabulary in ESP

Course Objective: The objective of this course is to provide an in-depth understanding of the two broad types of vocabulary in English for Specific Purposes (ESP). By the end of the course, learners will be able to:

* Distinguish between the different types of vocabulary in ESP i.e., specialized and restricted vocabulary, which varies in meaning across disciplines, and general language vocabulary with higher frequency of occurrence in technical descriptions and discussions.

* Gain knowledge on what type of vocabulary should be emphasized more in ESP contexts.

* Design ESP materials to facilitate the learning of these types of vocabulary in a variety of settings.

Introduction

In their influential work on English for Specific Purposes (ESP), Dudley-Evans and St John (1998:83) proposed a framework for categorizing vocabulary in ESP that has since become widely adopted. Their framework aims to provide a clear understanding of the different types of vocabulary that learners in ESP are likely to encounter. By distinguishing between these categories learners can better identify and prioritize the types of vocabulary they need to focus on to communicate effectively in their area of specialization.

1. Types of vocabulary in ESP

Dudley-Evans and St John (1998:83) suggest resolving overlapping categories (Baker, 1988:91) into two broader groupings:

a). vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines.

b). vocabulary that is used in general language but has a higher frequency of occurrence in specific and technical descriptions and discussions.

The first group should be referred to as *technical vocabulary* and the second area would be regarded as *semi-technical* vocabulary. It is important to make a distinction between these two categories of vocabulary because they are of great importance to learners studying English for specific and academic purposes.

1.1 Technical vocabulary (Jargon)

Vocabulary used by special group or occupational class, usually only partially understood by outsiders. The special vocabularies of architecture, medicine, law, science, and technology all fall under the heading of "jargon", so the term jargon is applied chiefly to the words and phrases that are used and understood by people within a specific profession or field of study but not by others. Examples of occupational jargon include such formal technical expressions as perorbital hematoma (black eye; to the lay person), in medicine; and escrow and discount rate, in finance etc….

1.2 Semi- technical or Core vocabulary:

It has often been pointed out by ESP teachers and applied linguists that the division of vocabulary in technical registers into specialized and general items is both simplistic and inadequate for the purpose of teaching English as a foreign language. Many have argued that the real difficulty with understanding scientific/technical texts, as far as the foreign specialist or learner is concerned, lies in the area of vocabulary generally referred to as "sub- technical".

The term "sub-technical" covers a whole range of items which are neither highly technical and specific to a certain field of knowledge nor obviously general in the sense of being every day's words which are not used in a distinctive way in specialized texts.

2. The Required Vocabulary in ESP Teaching

In spite of the claims that teaching technical vocabulary is not the job of ESP teachers, there may be several circumstances in which ESP teachers should offer timely help.

Firstly, when learners are reading specialized texts with a large number of unknown technical words which cannot be ignored by learners because of their close

connection with the topic being discussed, ESP teachers now need to help the learners to decide which words are worth focusing on.

Secondly, when doing ESP exercises exploiting a particular context with certain technical vocabulary, Dudley-Evans and St John (1998) "*it is important that both the teacher and the learners appreciate that the vocabulary is acting as carrier content for an exercise and it is not the real content of the exercise*." (p .81)

Thirdly, ESP teachers may help learners when learners find it a bit difficult to deal with the general words used as technical words. For instance, 'wall' in biology, and 'resistance 'in electronics. Fourthly, if a technical word is not cognate with the equivalent term in the student's native language, the teacher will have to give some explanations and introductions to the vocabulary to be learned.

Fifthly, usually there is a one-to-one relationship between the terms in English and the learner 's L1, but sometimes when there is an absence of one-to-one explanation, the teacher should check whether learners have fully understood the term and give them guidance in the use of technical dictionaries or other similar sources.

Lastly, it is possible that difficulty with the pronunciation of some technical words could lead to poor memorizing of the words. ESP teachers can be of a great help in this respect.

Conclusion

In conclusion, vocabulary is a crucial component of English for Specific Purposes (ESP) and plays a vital role in enabling learners to communicate effectively in their area of expertise. The three types of vocabulary in ESP, namely specialized and restricted vocabulary, technical vocabulary with higher frequency, and general vocabulary, each serve a unique purpose in helping learners navigate their specific field of study. An effective ESP teacher must be aware of these different types of vocabulary and provide learners with targeted instruction based on their specific needs and goals. Moreover, in addition to teaching vocabulary, an ESP teacher must also provide opportunities for learners to practice using the vocabulary in authentic communication tasks. By doing so, learners can develop the language skills necessary to communicate effectively in their field and achieve their professional goals.

Task Instruction

Read the following text and identify the technical and semi-technical vocabulary words. Then, categorize each word accordingly as either technical or semi-technical.

Technical and Semi-Technical Vocabulary in Marketing

"The marketing team was tasked with creating a promotional campaign for a new product. They conducted a SWOT analysis to identify the strengths, weaknesses, opportunities, and threats of the product in the market. Based on the results, they developed a unique selling proposition and a value proposition to position the product competitively. They also considered the product life cycle and the various stages of development, including introduction, growth, maturity, and decline. To reach the target audience, they used a variety of media channels, such as print, broadcast, and social media. They also considered the product life cycle and the various stages of development, including introduction, growth, maturity, and decline. To reach the target audience, they used a variety of media. They also mentioned the campaign performance using key performance indicators (KPLs), such as click-through rates, conversion rates, and return on investment (ROI)."

Key Answers

Technical Vocabulary:

SWOT analysis, unique selling proposition, value proposition, product life cycle, key performance indicators, click-through rates, conversion rates, return on investment.

Semi-technical Vocabulary:

Promotional campaign, product market, competitive, target audience, media channels, print, broadcast, social media, campaign performance.**Note:** The technical and semi-technical vocabulary words may vary depending on the context and the specific field or domain. Encourage learners to use context clues to identify the meaning of each vocabulary word.

The role of the ESP teacher

Course Objective: the objective of this course is to

* Provide a comprehensive understanding of the various roles and responsibilities of an ESP practitioner.

* Develop the skills and knowledge necessary to excel as future ESP practitioners.

* Design and implement effective ESP programs that would meet the specific language needs of their target audience.

Introduction

The role of the ESP teachers has evolved beyond traditional teaching. Dudley Evans and St. John (1998) argued that the term '*ESP practitioner*' is more appropriate to describe the multifaceted role of an ESP teacher. The different roles require a diverse set of skills and knowledge to develop and deliver successful ESP programs. Dudley Evans and St. John (1998) prefer the term '*ESP practitioner* '. They distinguish the following key roles of ESP practitioner:

- Teacher;
- Course designer and material provider;
- Researcher;
- Collaborator;
- Evaluator.

1. The ESP practitioner as teacher

The first role as 'teacher' is synonymous with that of the 'General English' teacher. It is in the performing of the other four roles that differences between the two emerge. In ESP classes the teacher is no longer a 'primary knower'. In the case of very specific courses, the students themselves are frequently the primary knowers of carrier content of the material. The teacher 's main role is to generate real, authentic communication in the classroom on the grounds of students' knowledge.

2. The ESP practitioner as course designer and material provider

As an ESP practitioner, designing a course and providing materials is a key responsibility. According to Robinson (1991), ESP course design involves analyzing the specific language needs of the learners and designing a syllabus that meets those needs. A thorough needs analysis, which can include surveys and interviews, is essential to identify the language needs of the learners (Hutchinson & Waters, 1987). Based on this analysis, the practitioner can design a syllabus that includes clear objectives and a variety of activities that are relevant to the learners' contexts and provide opportunities for practice and feedback (Robinson, 1991).

In addition to designing the course, the ESP practitioner must carefully select or create materials that are authentic and relevant to the learners' contexts (Basturkmen, 2010). The materials should reflect the types of language and communication that the learners will encounter in their workplaces or academic settings (Hutchinson & Waters, 1987). This can involve adapting existing materials or creating new materials from scratch. The materials should also be engaging and interesting to the learners, incorporating multimedia elements such as videos, images, and audio recordings (Basturkmen, 2010). This approach helps to make the materials more engaging and relevant to the learners' interests and goals.

According to Hutchinson and Waters (1987), ESP practitioners must ensure that the materials they select or create are authentic and relevant to the learners' contexts. They recommend using real texts, audio, and video recordings as well as case studies, simulations, and role-plays. The materials should be designed to help the learners develop the specific skills they need to communicate effectively in their professional or academic contexts (Basturkmen, 2010).

3. The ESP Practitioner as researcher

One of the key areas of research for ESP practitioners is needs analysis. Needs analysis is the process of identifying the specific language needs of the learners and designing a syllabus and materials that address those needs (Hutchinson & Waters, 1987). A thorough needs analysis is essential to ensure that the course and materials are relevant and effective for the learners (Robinson, 1991). ESP practitioners can conduct needs analyses through surveys, interviews, and other data collection methods (Basturkmen, 2010).

ESP practitioners also conduct research on language use in specific professional or academic contexts. This involves investigating the language and communication practices that are used in a particular workplace or academic setting, as well as the language skills that learners need to be successful in that context (Basturkmen, 2010). By conducting this type of research, ESP practitioners can design courses and materials that are relevant and effective for the learners' specific contexts.

ESP practitioners can also conduct research on effective teaching methodologies for ESP learners. This involves investigating the most effective approaches for teaching specific language skills, as well as the most effective ways of incorporating authentic materials and tasks into the curriculum (Dudley-Evans & St. John, 1998). By conducting this type of research, ESP practitioners can continually improve their teaching practice and contribute to the development of the field.

4. The ESP teacher as collaborator

Dudley Evans and St John (1998) also see the ESP teacher as a collaborator. By this term they mean cooperating with subject specialists. In their perspective, it could be a simple cooperation in which the ESP teacher gains information about the subject syllabus, or tasks the students have to carry out in their professional environment or collaboration when there is integration between specialist studies or activities and the language. When team teaching is not a possibility, the ESP Practitioner must collaborate more closely with the learners, who will generally be more familiar with the specialized content of materials than the teacher himself or herself.

5. The ESP practitioner as evaluator

An evaluator is not a new function, and evaluation is actually performed in General English classes also, but in the case of ESP this role seems to be significant. All teachers should be involved in various types of evaluation: the most popular is testing students. Tests are conducted to evaluate the students' progress and teaching effectiveness. However, in the ESP classes, an additional kind of testing should take place, it is the evaluation of course and teaching materials. As ESP courses are often 'tailor- made', their evaluation is crucial. General English courses have been well studied and improved by a group of methodology specialists. On the other hand, ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP students; therefore, the evaluation of such a course is a must.

We agree with Dudley Evans statement that the evaluation should be on going: while the course is being taught, at the end course, and after the course has finished. Hence constant evaluation is an important factor to create a successful ESP course.

Conclusion

The role of the ESP teacher is more complex and his responsibility is greater than solely teaching General English. The ESP teacher is more than a teacher, he/she is rather a 'practitioner', who in addition to teaching, he should provide materials, designs a syllabus, collaborate with subject specialists, conduct research and evaluate the course and the students. The teacher's role is also to organize the class: to be aware of the class objectives, to have a good understanding of the course content, as well as to be flexible and willing to cooperate with learners and at least have some interest in the discipline s/he is teaching because nothing is worse for learners than a teacher who is bored with his/her lessons.

Task Instruction

You are a new ESP teacher at a university language center and have been asked to design and deliver a course for international students studying business. Your course should focus on developing the students' English language proficiency for use in a business context. Your center has provided you with a coursebook and materials to use, but you have the freedom to adapt and supplement these materials as needed.

Using the roles of the ESP practitioner as a guide, describe how you will fulfill each of the following key roles in your course:

Teacher

Course designer and material provider

Researcher

Collaborator

Evaluator

Key Answers

1* Teacher: As the teacher, I will facilitate the learning process by selecting appropriate activities and exercises from the coursebook and supplementing them with real-world materials that are relevant to the students' business interests. I will also provide regular feedback on the students' language use, focusing on areas that need improvement, such as grammar, vocabulary, and pronunciation.

2* Course designer and material provider: As the course designer and material provider, I will analyze the needs and goals of the students and create a syllabus that addresses these needs. I will use the provided coursebook as a foundation, but I will also incorporate additional materials, such as newspaper articles, podcasts, and videos, to expose the students to authentic business language and situations.

3. Researcher: As a researcher, I will stay up-to-date with the latest developments in business English and use this knowledge to improve my teaching practice. I will also evaluate the effectiveness of the course materials and teaching methods, and make adjustments as needed to improve student learning outcomes.

4. Collaborator: As a collaborator, I will work closely with the other ESP teachers at the center to share ideas and best practices for teaching business English. I will also collaborate with the students, asking for their feedback and incorporating their suggestions into the course design.

5. Evaluator: As an evaluator, I will use a variety of assessment methods to measure the students' language proficiency and track their progress over time. I will provide regular feedback to the students, so they can understand their strengths and weaknesses and make appropriate improvements.

Who should teach ESP the specialist teacher or the English language teacher?

Course Objective: By the end of the course students will be able to:

* Explore the debate surrounding teaching English for specific purposes (ESP)

* Investigate the qualifications required for ESP teaching.

* Evaluate whether an English as a foreign language (EFL) teacher or a specialist in the relevant field is better qualified to teach ESP.

Introduction

Teaching English for Specific Purposes (ESP) has been a highly debated topic among English as a Foreign Language (EFL) teachers and other professionals. The nature of ESP instruction requires teachers to possess a comprehensive understanding of the specialized terminology, concepts, and communication styles used within specific academic or professional fields. Given the level of expertise required for ESP instruction, several experiments have been conducted to determine who is better qualified to teach ESP: the EFL teacher or the specialist in the field? One of the major goals of ESP courses is developing reading skills for specialist texts. Some scholars have indicated that university students mostly suffer from a limited range of general vocabulary rather than technical terms. Gilmour and Marshal (1993), for example, argue that many of students' problems in comprehending what they read are not caused by the specialist words of their subject matter, rather, the problems they face are mostly caused by general English words.

Spack (1988) thinks that overcoming the problems students have is not simply a matter of learning specialist language because more often the general use of language causes the great problem. She illustrates this by using her students' complaints about their problems in understanding specialist texts. These are not due to the technical terminology, but mostly because of poor general vocabulary. Also, some studies have shown that there is a positive correlation between English language proficiency and the academic success of students whose language of instruction is English (Graham, 1987). Wiwczaroski (2003) writes that '*in order to succeed in preparing our students, we as professionals need to first lay a proper foundation of competencies*'.

Maleki (2006) demonstrated that low English language proficiency of EFL students hindered their academic progress. Thus, strong English language proficiency is needed to reach one of the major goals of ESP courses, that is, reading, at university level.

Studies in psychology show that for a reader to construct meaning from the text, two different approaches are utilized: syntactic and semantic approach (Clark and Clark, 1977; Field, 2003). In the syntactic approach, the reader divides the sequence of letters into words and their constituents and by using their linguistic knowledge and formal schemata, the reader constructs meaning. In the semantic approach, on the other hand, the reader uses content words, content schemata, and world knowledge and life experiences to construct meaning. According to Clark and Clark (and Field (ibid.) in most cases the reader mixes these two approaches to understand the text. Ziahosseiny (2005) argues that for the reader to utilize the two approaches, that they must have a command of the following pieces of information:

a. the meaning and function of the key words in the text;

b. the key grammatical structures in the text; and

c. the cohesive devices and coherence in the text.

It seems that a professional EFL teacher and material designer is needed to reach that goal. Ziahosseiny (2002), also believes that ESP readers should be engaged in activities that will give them a knowledge of formal schemata (key words and key grammatical structures), and content schemata (the necessary background knowledge). Sadeghi (2005), citing Hutchinson and Waters (1987), argues that the ESP teacher should have the same qualities of the general English teacher. He continues saying that the ESP teacher should possess (a) English language knowledge, (b) thorough command of the course design, and (c) expert knowledge of the related field of science. Apparently, most subject teachers lack (a) and (b), which cannot be ignored.

Robinson (1991) asserts that the most important quality the ESP teacher needs is flexibility. For Robinson (ibid.), flexibility means changing from being a general English teacher to being a specific purpose teacher. Such a flexible teacher should cope with different groups of students. Therefore, it can be inferred from Robinson (ibid.) that it is the general language teacher's responsibility to teach ESP classes. Hutchinson and Waters add that ESP teachers do not need to learn specialist subject knowledge.

They require three parameters only:

· A positive attitude towards the ESP content;

· A knowledge of the fundamental principles of the subject area;

· An awareness of how much they probably already know.

Therefore, the ESP teacher does not need to be an expert in the vocational area his student's study or work in. He needs to have some understanding of the subject area.

Scrivener (qtd in Learning Teaching, MacMillan 2005, n.p) reassures the worried teacher when faced with teaching an ESP course for nuclear engineers that 'you know about English; they know about the topic. Put them together, and you have the potential for some exciting lessons.'

He goes on to say that what ESP really means is: '*Go on teaching all the normal English you*

already teach, but use lexis, examples, topics, and contexts that are, as far as possible, relevant to the students and practise relevant specific skills.'

Conclusion

In conclusion, the question of whether EFL teachers or specialists should be responsible for teaching English for Specific Purposes (ESP) remains a contentious issue in the field of English Language Teaching (ELT). However, the result of many studies showed that EFL teachers can fulfill course goals much better than specialists in the field. Therefore, ESP courses should be taught by EFL teachers rather than specialists in the field. Those specialists interested in teaching English should attain the necessary qualifications.

Workshop Session

Task Instruction:

Read the following statements and decide whether they support the argument that an EFL teacher or a specialist is better qualified to teach English for Specific purposes (ESP).

Write "EFL" if the statement supports the argument that EFL teachers are better qualified, and "Specialist" if the statement supports the argument that specialists in the relevant field are better qualified.

1* ESP courses should focus on teaching language skills rather than specialist knowledge.

2* A specialist in the relevant field will be more familiar with the specific language used in that field.

3* An EFL teacher may not have sufficient knowledge of the relevant field to teach ESP effectively

4* The ability to communicate effevtively in the relevant field is more important than specialist knowledge.

5* A specialist may struggle to teach language skills in an engaging and effective way.

Key Answers

1. EFL

2. Specialist

3. Specialist

4. EFL

5. EFL

Real Situation Task

You are the director of a language institute in a city with a growing technology industry. A group of companies has approached you to provide a specialized English course for their employees in the field of software engineering. The companies are looking for a course that focuses on technical language and skills, such as programming and software development, but they also want their employees to improve their general English proficiency.

You have two options for selecting a teacher: an experienced EFL teacher who has worked with students from various backgrounds and industries, or a specialist in software engineering who is a native English speaker but has limited teaching experience.

Task Instruction

Your task is to evaluate the qualifications of each candidate and decide who is better qualified to teach this ESP course. You should consider factors such as their knowledge of the relevant industry, teaching experience, language proficiency, and ability to design and deliver a course that meets the needs of the companies and their employees.

After making your decision, you should justify your choice and explain how you will work with the selected teacher to ensure the success of the course. In this situation, both the EFL teacher and the specialist in software engineering have strengths and weaknesses that should be considered in the decision-making process.

The EFL teacher has experience working with students from different backgrounds and industries, which suggests they have developed effective teaching techniques for teaching general English language skills. However, they may not have sufficient knowledge of software engineering to teach the technical language and skills that the companies are looking for.

On the other hand, the specialist in software engineering is a native English speaker and has knowledge of the relevant industry, which could help them teach technical language and skills more effectively. However, they have limited teaching experience, which could make it difficult for them to design and deliver a course that meets the needs of the students and companies.

In this case, we would recommend that the specialist in software engineering be selected as the teacher for the ESP course. This is because their expertise in the relevant field is crucial for teaching technical language and skills, which is the primary focus of the course. Additionally, the EFL teacher's strengths in teaching general English proficiency could still be leveraged by including them as a resource or consultant to support the specialist teacher in designing the course and materials.

To ensure the success of the course, we would work closely with the selected teacher to provide them with training in teaching techniques and materials development, and ensure that the course meets the needs of the companies and their employees. We would also monitor the progress of the course and make any necessary adjustments to ensure that it remains effective and relevant to the students' needs.

The ESP learner

Course Objective: *By the end of the course, students will be able to:*

* Identify the key characteristics of ESP learners.

* Take into account the unique needs and goals of the learners, and create a supportive learning environment that promotes students' engagement and success.

Introduction

English for Specific Purposes (ESP) is a specialized branch of English language teaching that caters to the language learning needs of individuals who require English proficiency for specific professional or academic purposes. These learners come from a variety of fields, such as medicine, engineering, law, and business, and their language learning needs are often highly specialized and specific. In this essay, we will explore who the ESP learners are and what makes them different from general English language learners. By understanding the unique characteristics and needs of ESP learners, teachers can provide more effective instruction and help learners achieve their language learning goals

1. Who are the ESP learners?

English for Specific Purposes (ESP) learners are a unique group of language learners who require specialized language instruction to meet their specific professional, academic, or personal needs. As Swales and Feak (2004) noted, ESP is defined as "*an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning*" (p. 1). This approach emphasizes the relevance and practicality of the language instruction and focuses on teaching the language skills and vocabulary that are essential for success in a specific field.

ESP learners come from diverse cultural backgrounds and possess varying levels of English proficiency. As Hyland (2006) noted, "*The learners of ESP come from a wide range of disciplines, backgrounds, and levels of expertise in both their subject area and in English*" (p. 60). This diversity

requires educators to tailor their instruction to meet the specific needs and goals of each individual learner.

To effectively teach ESP, educators must have a deep understanding of the unique needs and goals of ESP learners. As Dudley-Evans and St. John (1998) noted, "*ESP teachers must be able to analyze the communicative demands of the particular discipline or field in question and must be able to identify and prioritize the language features that are most relevant and necessary for successful communication*" (p. 4). This involves identifying the language skills and vocabulary that are essential for success in a specific field and designing lesson plans and materials that are relevant and engaging

Moreover, creating a supportive and engaging learning environment is crucial to the success of ESP learners. As Robinson (2011) stated, "*Learning is most effective in an environment that is supportive, encouraging, and stimulating, and which values the learner's own experiences, opinions, and knowledge*" (p. 67). To achieve this, educators must foster an environment that promotes motivation, autonomy, and collaboration among learners.

In short, ESP learners require specialized language instruction that is tailored to meet their specific needs and goals. Educators must possess a deep understanding of the unique needs of ESP learners, and be able to identify the language skills and vocabulary that are essential for success in a specific field. They must also create a supportive and engaging learning environment that fosters motivation and collaboration among learners. As Canagarajah (2013) aptly noted, "*Language pedagogy must be adapted to the specific needs of the learners in question, and ESP represents an important example of this adaptive process*" (p. 210).

2. Key characteristics of ESP learners

ESP learners have several characteristics that distinguish them from other language learners. Here are some of the key characteristics of ESP learners:

2.1 Specific language needs: ESP learners have specific language needs related to their field of study or work.

2.2 Motivation: ESP learners are often highly motivated to learn because they need English for their specific professional, academic, or personal needs. As Dudley-Evans and St. John (1998) stated, "*ESP learners are highly motivated, with specific goals and objectives for learning English that are directly related to their work or study*" (p. 3).

2.3 Diverse backgrounds: ESP learners come from diverse cultural backgrounds and possess varying levels of English proficiency.

2.4 Relevance: ESP learners expect their language learning to be relevant and applicable to their specific field of study or work.

2.5 Collaborative: ESP learners often work in teams or collaborate with colleagues in their field, and therefore need to develop language skills for effective communication in these settings. As Robinson (2011) stated, "*Effective ESP learning involves collaboration and communication between learners, as well as between learners and their teacher*" (p. 67).

Conclusion

In conclusion, English for Specific Purposes (ESP) learners are individuals who require English proficiency for specific professional or academic purposes. These learners have unique characteristics that set them apart from general English language learners. ESP learners come from a variety of fields, such as medicine, engineering, law, and business, and their language learning needs are often highly specialized and specific. They are motivated by practical goals and seek to develop language skills that are directly relevant to their field of study or profession. Additionally, they often require instruction that is tailored to their specific needs and contexts. The key to effective ESP instruction is understanding the learners' unique characteristics and needs and providing instruction that is tailored to those needs. By doing so, teachers can help ESP learners achieve their language learning goals and succeed in their professional or academic contexts.

Workshop Session

Task Instruction

Read the following scenarios and identify the key characteristics of the ESP learners described. Write a brief explanation for each characteristic.

Scenario 1: Ahmed is a medical doctor who wants to improve his English language skills to communicate effectively with his international patients. He has advanced knowledge of medical terminology but struggles with idiomatic expressions and colloquial language.

Scenario 2: Maria is a business professional who works for an international company. She needs to improve her English language skills to give presentations and negotiate contracts with clients from different countries. She is highly motivated and has a strong desire to succeed in her job.

Scenario 3: Carlos is a university student who is pursuing a degree in engineering. He needs to improve his English language skills to read technical manuals and research papers in his field. He is highly skilled in mathematics and science but lacks confidence in his English language abilities.

Key answers

1* *Advanced knowledge of subject-specific terminology*

Explanation: ESP learners like Ahmed have a specialized knowledge of the language related to their profession or academic field. They need to develop a deeper understanding of the technical vocabulary and concepts that are specific to their area of expertise.

2* *Communication needs related to their profession or academic field*

Explanation: ESP learners like Maria have specific communication needs related to their profession or academic field. They need to be able to communicate effectively with clients, colleagues, and other professionals using the appropriate language and register.

3* *High motivation and desire to succeed*

Explanation: ESP learners like Carlos are highly motivated to improve their English language skills because it is essential to their academic or professional success. They are willing to invest time and effort to achieve their language goals.

4* Varying levels of English proficiency

Explanation: ESP learners come from diverse cultural backgrounds and possess varying levels of English proficiency. As a result, educators must tailor their instruction to meet the specific needs and goals of each individual learner.

5* Need for relevant and practical language instruction

Explanation: ESP learners require language instruction that is relevant and practical to their professional or academic needs. Educators must design lesson plans and materials that are engaging and provide opportunities for authentic communication.

ESP Teaching Methodology

Course Objective: *by the end of this course, learners will be able to:*

* Develop an understanding of the principles and theories of ESP teaching methodology.

* Enhance students' ability to design and deliver ESP lectures that are tailored to the specific needs and contexts of learners.

Introduction

ESP teaching methodologies are designed to meet the specific language learning needs of learners in different fields or professions, and they often involve specialized teaching materials, techniques, and resources. Selection of appropriate methodology or methodologies is another integral component of ESP teaching process. Much research has offered deep insights into the fact that no single teaching methodology can be sufficient to address diverse and peculiar needs of ESP learners (Hutchinson, 1998; Rao, 2001; Widdowson, 1983; Stern, 1992; Javid, 2010) and ESP practitioners have to pick and choose from a host of teaching methodologies to run an effective ESP course.

What is the Eclectic Approach?

The specific demands of modern challenges in the field of ESP have forced ESP practitioners to "*move away from following one specific methodology*" and select "*techniques and activities from a range of language teaching approaches and methodologies*" and this trend is termed as eclectic approach (wikipedia encyclopedia). The Eclectic approach in language teaching is a method that involves drawing on different theories, methods, and materials to create a customized learning experience for the learners. In ESP, the Eclectic approach is widely used as it offers flexibility and diversity in teaching practices, making it an effective method for meeting the specific needs of learners in their academic or professional contexts.

Why the Eclectic Approach in ESP?

Widdowson (1983: 130) suggested that appropriate teaching methodology should be placed "*at the very heart of the operation with course design at servicing its requirements*" and to address their specific needs.

Dudley-Evans and St John, on the other hand, (1991, p. 305) have reported that usually ESP courses are collaboratively run by language teachers as well as content teachers and "*ESP requires methodologies that are specialized or unique*". Scientific analyses of the diverse linguistic as well as non-linguistic needs of specific learners provide the basic foundation of a successful ESP course because it specifies "what' and 'how' of such courses.

Meeting these specific needs requires a selection of methods and approaches. Xiao-yun (2007 : 1) has reported that "*eclecticism in language teaching holds that although no single language teaching method manages to meet all the teaching and learning needs, many methods have valuable insights that should be drawn on*". It has become an additional burden for ESP practitioners to understand and exhaust different language teaching methodologies and approaches to sort out appropriate components of these by using eclectic approach because one single method or approach suit diverse and specific learners and teaching contexts (Kumaravadivelu, 2006). John and Price-Machado (2003 : 43) have suggested that ESP learners are required to use English language in a well-defined diverse socio-cultural setting which demands that "*all language teaching should be tailored to the specific learning and language use needs of identified groups of students*".

Hutchinson (1998) has emphasized the importance of considering the methodological aspects of ESP teaching to cater for the individual needs of ESP learners. Information transfer, information gap, jigsaw, task dependency and correction for content have been identified as five principles to justify the problem-solving and task-oriented nature of communicative exercises (Johnson, 1982). Research has offered valuable insights into the fact that ESP teaching requires diverse approaches and tasks to address diverse needs of specific learners. These tasks and techniques include gaps, prediction, integrated methodology (Hutchinson and Waters, 1987), role play and case studies (Huckins, 1988).

Xiao-yun (2007) described the pedagogical history of ELT in China to seek best method. He detailed that various ELT methods and approaches were tried out during the second half of the twentieth century. The Direct Method was practiced after the Second World War and it was found unsatisfactory. During the 1960s, the Situational Approach gained popularity but met the same fate and the next decade witnessed the proliferation of the Audio-lingual Method and it was found that the needs of ESL learners were not effectively met. It was the dawn of 1980s that the Communicative Approach was experienced to satisfy ESP/EAP needs of ELT learners but it was also not found sufficient to meet the needs of diverse learners and varied learning situations. Research provided sufficient insights that it was the same story of trial and error that was repeated throughout the world to single out the best ELT method in order to realize the needs of the diverse learners.

A lot of researchers reported that the eclectic approach was adopted worldwide to solve this daunting obstacle and it gained popularity. It was declared that maturity of ELT depended on utilizing an "*eclectic blend of tasks each tailored for a particular group of learners*" (Brown, 1995, p. 74). Xiao-yun (2007 cf. Fan, 1999) provided a long list of proponents of eclecticism among ESP practitioners, ESL scholars and applied linguists from the Western World (Long, 1980; Brumfit, 1984; Yalden, 1987 etc.) and he reported rather a longer list from China (Yang, 1997; Wang and Huang, 2003; Zhang and Chen, 2003, etc.). Research provided sufficient insights into the fact that it was not only the linguistic needs that needed an eclectic approach to be followed but non-linguistic needs should also be taken care of through this dynamic approach.

Javid (2011b: 43) has stated that ESP "*learners have diverse language needs as well as they bear differences in their learning styles (LS) due to their diverse educational, social, ethnic and cultural background.*" Roa (2001) reported that ESP practitioners' teaching should match the learning styles of the learners because any conflict in this regard would adversely affect their teaching performance. He suggested that the teachers should use a variety of activities that would satisfy students' diverse learning styles. It has also been recommended that ESP practitioners "*also need to accommodate individual differences of their students by using diverse classroom activities and teaching techniques to ensure efficient and effective teaching*" *(*Javid, 2011b : 59).

Conclusion

It has been identified that local culture and learning setting atmosphere should also be considered for effective learning and the one of the major responsibilities of teachers is that they should select activities according to the above-mentioned factors (Canagarajah, 2002). Muriel (2006) has reported that language teachers have to explore different teaching methodologies and approaches to adopt them according to the peculiarities of learners as well as the learning contexts. As the learners' personalities as well as the learning contexts are diverse and peculiar, there is an unavoidable need to choose matching pedagogical methodologies.

University Ziane Achour of Djelfa
Faculty of Letters, Languages and Arts
Department of Foreign Languages
English Division
ESP
3rd Year (All groups)

Full name: ---   *Group: --------- Mark*   */20*

FIRST TERM EXAMINATION

Task One (10pts): *Say whether the following statements are True or False. Correct the false ones.*

01	*What distinguishes ESP from EGP is the existence of the need………* ……………………………………………………………………………………….. . …………………………………………………………………………………………..
02	*There are five main reasons that led to the emergence of ESP ………....* ……………………………………………………………………………………… ………………………………………………………………………………………
03	*ESP is designed to meet specific needs of the learners……….* ……………………………………………………………………………………… ………………………………………………………………………………………
04	*Dudley-Evans and St John were the first to define ESP in terms of absolute and variable characteristics …………...* ……………………………………………………………………………………… ………………………………………………………………………………………
05	*According to Robinson, "ESP is normally goal-oriented."…………..* ……………………………………………………………………………………… ………………………………………………………………………………………..
06	*The ESP teacher is the primary knower of his/her learners' subject matter….* ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………………………………………………………………………..
07	*The ESP practitioner should provide more focus on teaching the technical vocabulary of students' field of specialism …………….* ……………………………………………………………………………………… ………………………………………………………………………………………
08	*Grammar in ESP should be taught in isolation……….* ……………………………………………………………………………………… ………………………………………………………………………………………
09	*The real content is chosen to function as the context of an exercise …….* ……………………………………………………………………………………… ………………………………………………………………………………....................
10	*The ESP practitioner plays the role of a teacher and researcher only……...* ……………………………………………………………………………………… ………………………………………………………………………………………..

Task Two (10pts) : *Fill in the gaps with the appropriate terms:*

Learner centered, Language skills, EGP, stressed, needs analysis, learner, course, field, needs, language centered.

English for Specific Purposes is that kind of English teaching that's built upon what has been acquired earlier in…………………………with a more restricted focus. It's a ……………………..approach which aims at acquainting ………… with the knowledge of English needed in a particular ………………..,Vocation or occupation. In other words, its main objective is to meet the specific ……………….. of the learners. EGP, however, is a ……………………………. approach in which all language skills listening, reading, speaking and writing are …………… equally. In ESP, it's ………………………that determines which ………………….. are most needed by the students and the…………………….. is designed accordingly.

Best of Success

Your ESP teacher

Dr. Ouafa OUARNIKI

SECOND TERM

Week	Title	Topics
1	**Overview and Definition of Needs Analysis in ESP**	*Introduction to the concept of Needs Analysis in English for Specific Purposes (ESP) *Definition of Needs Analysis and its importance in developing language learning materials
2	**On-going Needs Analysis**	*Explanation of the ongoing process of Needs Analysis in ESP *Discussion of the importance of regularly reviewing and updating the Needs Analysis to ensure relevance *Examples of ongoing Needs Analysis methods and tools
3	**Types of Needs Analysis in ESP**	*Overview of the different types of Needs Analysis in ESP *Explanation of the strengths and weaknesses of each type
4	**Types of Needs Analysis in ESP**	*Examples of how each type of Needs Analysis can be applied in ESP contexts
5	**Instruments for Needs Analysis**	*Questionnaires *Interviews *Advantages and drawbacks of each
6	**Steps in Needs Analysis in ESP**	* Explanation of the key steps involved in conducting a Needs Analysis in ESP

		*Detailed discussion of each step, including how to gather data, analyze data, and interpret data
7	**Steps in Needs Analysis in ESP**	Workshop Session Examples of how to implement each step-in practice
8	**Importance of Needs Analysis**	Discussion of the importance of Needs Analysis in ESP, including its impact on student motivation, engagement, and learning outcomes
9	**Importance of Needs Analysis**	**Workshop Session:** *****The importance of conducting needs analysis in designing an effective ESP course.
10	**Sample of Needs Analysis Questionnaire**	*Providing the students with a sample of needs analysis
11	**Sample of Needs Analysis Questionnaire**	**Workshop Session on:** Designing a needs analysis questionnaire (related to any field of specialism based on the student's choice)
12	Recapitulation	

Course Structure

During the second term we will examine the notion of needs analysis based on its important contribution and interrelationship with ESP course development. We will define needs analysis, explain how it applies to ESP, and explore how it relates to course development. We will also evaluate critically the different models and components of needs analysis. Finally, we will emphasize the significance of conducting needs analysis for designing learner-centered courses. The overall purpose of this term is to emphasize the significance of needs analysis as an approach to course design which reinforces the concept of learner-centeredness. By emphasizing the importance of needs analysis, learners will be able to develop courses that are relevant, engaging, and effective.

• • •

By the end of the Second term, learners will be able to:

* Define the concept of needs analysis and explain its importance in the ESP context.

* Analyze the relationship between ESP course development and needs analysis.

* Conduct needs analysis and be aware of its significance in designing learner-centered courses.

Needs Analysis in ESP

Introduction

Needs analysis in ESP involves the systematic and comprehensive study of the language needs of the target learners, their goals and objectives, and the context in which they will use English. By conducting a needs analysis, ESP practitioners can design a course and develop materials that are tailored to the specific needs of the learners, ensuring that they acquire the language skills and competencies necessary to succeed in their professional or academic contexts. This term provides an overview of needs analysis in ESP, including its definition, types, instruments, steps, and the importance of conducting ongoing needs assessment throughout the course. Additionally, a sample of needs analysis questionnaire is presented to illustrate the practical application of needs analysis in ESP course development.

1. Overview on Needs Analysis

Perhaps the basis of a sound approach to course design is to start with a profile of the needs of the learner, so as to fit what is taught to what is needed. ESP has an advantage over EGP, in that it brought into focus the concept of 'needs analysis'. As Escorcia (1985 :53) notes: "*In the context of ESP, needs analysis has become the dynamic impulse underlying course design, the justification for the S and the P, the driving force that has motivated teachers and course designers throughout the world ever since the magic acronym ESP came in*".

2. Definition of Needs Analysis

Needs analysis in English language teaching has been defined in several ways. According to Nunan (1988 : 75), needs analysis refers to "*a family of procedures for gathering information about learners and about communication tasks*". Expanding on Nunan, Brown (1995) explained needs analysis as the analysis of both subjective and objective data to set up the objectives of the course that meet the requirements of the students and the institute. He later simplified the definition by adopting a more holistic perspecitve. His revised definition of needs analysis was "*the systematic collection and analysis of all information necessary for defining a defensible curriculum*" (Brown, 2009 : 269).

Furthermore, according to Brown (1995), "needs analysis" is also known as "needs assessment." In Huang (2010), the concept of "needs analysis" was used interchangeably with "needs assessment" to assess the language learning needs of undergraduate and graduate students. Besides, both terms "needs analysis" and "needs assessment" are used to identify the needs of foreign language teachers for teaching the language skills and strategies that the learners need. The present study uses the term "needs analysis" because it is widely understood by many ESP scholars and makes no distinction between the two terms.

Moreover, according to Holec (1980): "*Needs assessment is a classical procedure by which a close link can be established between the learners and the curricula*. In the same context, Brown (1995 :35) defines needs analysis as "*a process of gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students*".

Besides, Richterich and Trim (1980) defined needs analysis as follows:

> Needs analysis comes to mean the whole cluster of techniques which lead to an understanding of the parameters of the learning situation: ego, learners, teachers, administrators, course-writers, producers, career-expectation and job satisfaction, social dynamics, learner-type and resource analysis, etc, are relevant factors in addition to the original predicted communication behaviour.

To sum up, needs analysis (NA) is generally regarded as a criterion of ESP, although, ESP is by no means the only educational enterprise, which makes use of it (Berwick, 1989 Brindley, 1989). Nagarajan (1988) defines a learner's needs in terms of the reasons for which the learner wishes to learn English and the kind of English he will have to use in future. These aspects are very important in an ESP course design, so needs analysis can determine the type of English which would be needed to be taught, based on the requirements of the subject-specialization of the learner.

3. Needs analysis in ESP Course Development

The term "needs analysis" first appeared in the 1920s but became central to ESP in the 1960s, as needs analysis became a significant part of ESP course development (West, 1994). Although Hutchinson and Waters (1987) highlighted that an awareness of needs distinguishes ESP from general English, their assumption was rejected by Seedhouse (1995), who believed that needs analysis theory and application can be applied in general English courses. Similarly, Long (2005) affirmed that any language course without a needs analysis does not provide detailed and selective goals or academic support to meet the learners' needs in the course time frame.

However, using a needs analysis is still more common in developing ESP courses. Needs analysis is seen to be related to other specific phases of ESP course development: course design, materials selection, pedagogical approaches, assessment, and evaluation. In addition, needs analysis is commonly considered as the initial phase in the linear process in course development, although Dudley-Evans and St. John (1998) viewed this as more cyclical (Figure 2). In other words, once overall needs for a course are established, decisions can be made in developing or redeveloping the course in terms of learning objectives, material selection or production, the teaching and learning approach, and evaluation (Jin 2014). Thus, many ESP practitioners have acknowledged that a needs analysis is fundamental to developing any language course successfully (Hutchinson & Waters, 1987; Kavaliauskienė & Užpalienė, 2003).
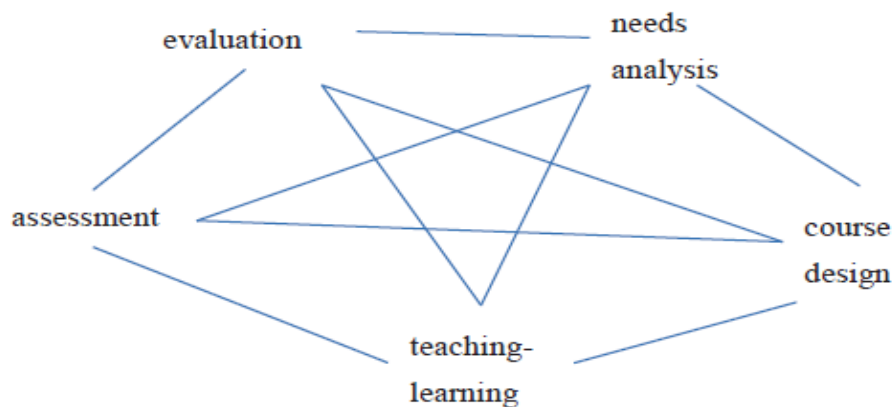
Figure 1: Stages in the ESP process (Dudley-Evans & St. John, 1998, p. 121)

3.1 On-going needs analysis

Needs analysis has been traditionally conducted during the initial stage of course development as the first step taken before a course begins (Hutchinson & Waters, 1987; Jin et al., 2014; Mazdayasna & Tahririan, 2008). However, Dudley-Evans and St. John's diagram of the stages in the ESP process indicates that needs analysis can be conducted at different stages of the course according to each situation. In many cases where the course is in place or an existing one is being revised, an on-going needs analysis may be carried out and justified (Dudley- Evans & St. John, 1998; Mohammadi & Mousavi, 2013). An on-going needs analysis later in a course may lead to a successful revision of an ESP programme (Ahour & Mohseni, 2015; Prachanant, 2012).

The outcomes of an on-going needs analysis can then feed into the course re-alignment, which can be done by revising its objectives and modifying the teaching and materials (Dudley-Evans & St. John, 1998; Jocaitė & Petruševičius, 2006; Kavaliauskienė & Užpalienė, 2003). In this sense, an on-going needs analysis can be conducted at various points in a course because the perceptions of learners, teachers and other stakeholders may change as they learn more about their expectations of the course and the students' immediate needs (Lowe, 2009; Robinson, 1991). Therefore, it is essential to investigate potential changes in the perceptions of the stakeholders in different situations in order to assess whether the objectives of an ESP programme need to be revised and the changing needs of the students in the area.

Types of Needs Analysis

Introduction

Needs analysis is an essential process in developing effective English for Specific Purposes (ESP) courses, which involves the systematic identification of learners' language needs and the context in which they will use English. The process of needs analysis is divided into various types, and each type provides a different perspective on the learners' needs. These types of needs analysis help the ESP practitioner to identify the target learners' language proficiency, their communicative competence, and their learning styles. This course provides an overview of the different types of needs analysis, including target needs analysis, learning needs analysis, and situational needs analysis. It will examine each type's characteristics, benefits, and limitations, and discuss how ESP practitioners can apply them to develop context-specific courses and materials. By understanding the different types of needs analysis, ESP practitioners can design courses that are tailored to the specific needs of the learners, ensuring that they acquire the language skills and competencies necessary to succeed in their professional or academic contexts.

Types of Needs in ESP

Different researchers identify a variety of need within needs analysis, including objective and subjective needs (Brindley, 1989; Ricterich, 1980), target needs and learning needs (Hutchinson & Waters, 1987), situational and communicative needs (Richards, 2001), situation and language needs (Brown, 1995), and felt and perceived needs (Berwick, 1989). Brindley (1989) and Richterich (1980) as cited in Graves (1996) distinguish between objective and subjective needs.

They define objective needs as derivable from different kinds of factual information about learners, their use of language in real life communication situations and their current language proficiency and difficulty. Subjective needs are the cognitive and affective needs of the learner in the language situation. According to Brindley (1989 :70), the subjective needs are based upon a variety of

information including "...*affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English*". In assessing subjective needs, researchers can include information about students' attitudes toward the target language and culture, and toward learning. Objective needs, on the other hand include information about the students', which may include country of origin, culture, age, and other personal information.

Hutchinson and Waters (1987) make a distinction between target needs and learning needs. Target needs are what the learner needs to do in the target situation and learning needs are what the learners need to do in order to learn. Needs assessment is clearly a sensible task when students have target needs such as needs to work abroad or to study at a foreign university, so teachers can assess and define their goals which can be translated into realistic goals. To analyze learning needs researchers use a checklist of why the learners are taking the course; how the learners learn, and what resources are available.
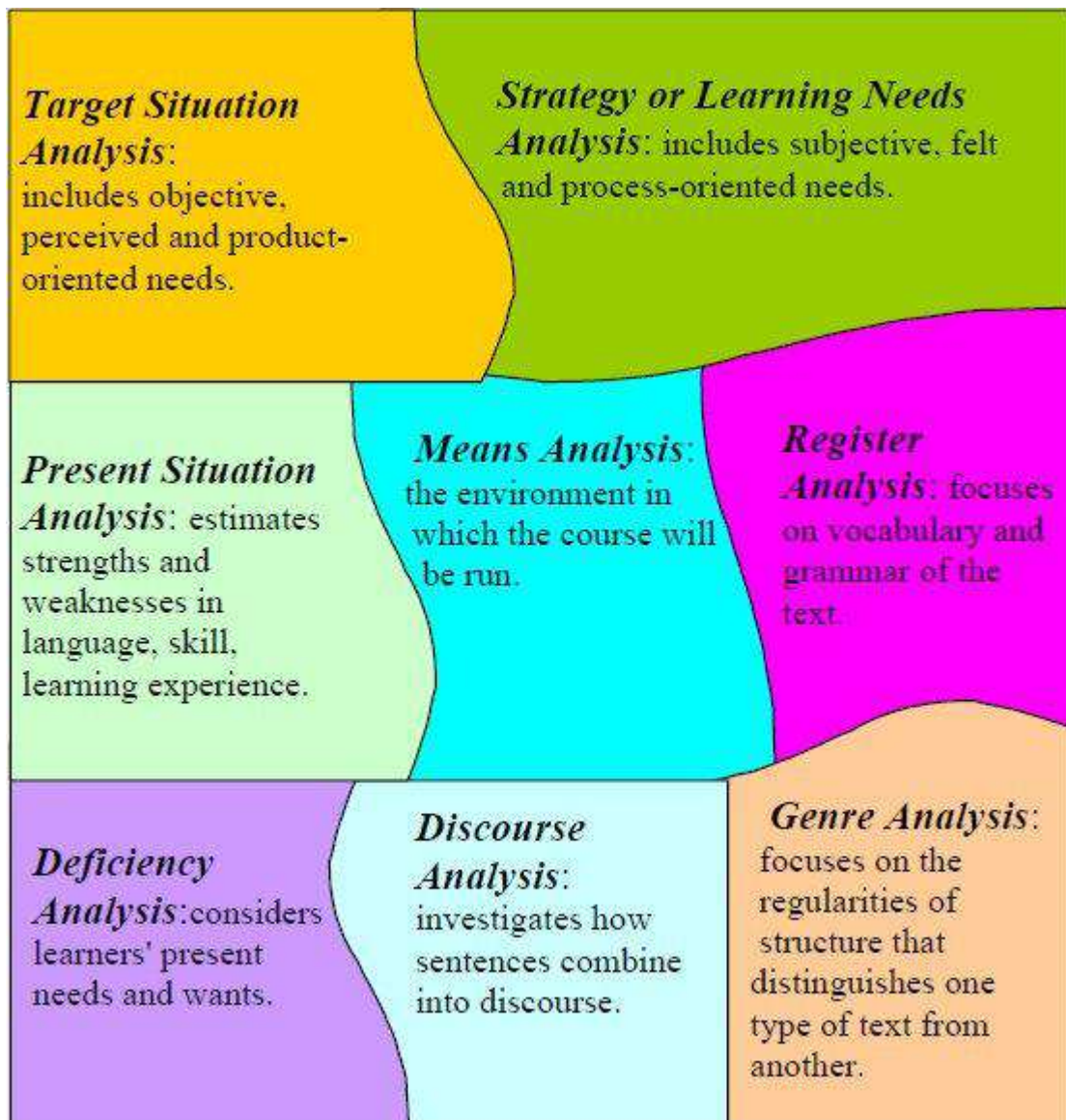
Situational and communicative needs were defined by Richards (1990). Situational needs focus on the general parameters of a language program and involve the goals, learning styles and proficiency levels of learners. Situational needs involve the teachers' expectations, teaching styles and techniques. Communicative needs refer to learners' requirements in the target situation, such as the ability to communicate while working at a hotel reception, or to present papers in a conference.

Berwick (as cited in Johnson, 1989) distinguishes between felt needs and perceived needs. Felt needs are related to the feelings and thoughts of the learners. They can be defined as wants and desires. Perceived needs are thoughts of experts about the educational gaps in other people's experience. Perceived needs are real and objective because they reflect teachers' outsider perception of learners' needs.

Brown (1995 :40) distinguishes between situation and language needs. Some situational needs are based on the programs' human aspects, such as physical, social, and psychological context in which learning takes place. According to Brown "*such needs are related to administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program*".

Language needs are about the target linguistic behaviors that the learners will acquire. The information about the language needs are the learners' reasons to learn the target language and details about the situation in which the language will be used.

Figure 2: Jigsaw that Summarizes the Aforementioned Approaches to Needs Analysis

Target Situation Analysis: includes objective, perceived and product-oriented needs.

Strategy or Learning Needs Analysis: includes subjective, felt and process-oriented needs.

Present Situation Analysis: estimates strengths and weaknesses in language, skill, learning experience.

Means Analysis: the environment in which the course will be run.

Register Analysis: focuses on vocabulary and grammar of the text.

Deficiency Analysis:considers learners' present needs and wants.

Discourse Analysis: investigates how sentences combine into discourse.

Genre Analysis: focuses on the regularities of structure that distinguishes one type of text from another.

Instruments for Needs Analysis

Introduction

Needs analysis is a vital step in developing English for Specific Purposes (ESP) courses, and various instruments are used to collect data about learners' needs. These instruments provide a structured and systematic approach to gathering information about the learners' language needs, and they are essential tools in the ESP practitioner's toolkit. This paper provides an overview of the different instruments used in needs analysis, mainly interviews and questionnaires. Each instrument has its strengths and limitations, and understanding how they can be used in conjunction with each other can help ESP practitioners to collect accurate and relevant data about the learners' needs. By understanding the different instruments used in needs analysis, ESP practitioners can select the most appropriate instrument for a particular situation, ensuring that they collect data that is relevant and informative, and that they design courses that are tailored to the specific needs of the learners.

Types of instruments for Needs Analysis

Questionnaires and interviews are two commonly used instruments for needs analysis.Kumar (1996) discusses the advantages and drawbacks of questionnaires and interviews. Questionnaires do not take long to administer and it is often possible to get information from a large number of respondents. The responses are anonymous and thus respondents will hopefully offer their opinions and ideas frankly. Interviews are time consuming and because of this the investigator can often only interview a few people. However, in an interview the investigator can probe responses and thus gain an in-depth understanding of the opinions and information offered. Additionally, unclear questions or answers can be clarified during an interview.

Both types of data collection potentially have drawbacks. For example, people tend to think carefully about questionnaire items before responding. This may lead respondents to try to provide idealized responses (responses they see as socially desirable). Good interviewing skills do not come naturally to everyone and some interviewers may let their own opinions come across too strongly and lead to bias in the interview.

Questionnaires and interviews allow the needs analyst to explore people 's opinions of needs, difficulties and the importance of language skills and areas. The following tables summarize the advantages and disadvantages of both the questionnaire and the interview:

Questionnaires	
Advantages	**Disadvantages**
Less time and energy consuming to administer.	Self-selecting bias. Not everyone who receives the questionnaire returns it and those who do may have different attitudes than those who do not.
Offer greater anonymity to respondents.	-Lack of opportunity to clarify issues. -Do not allow for spontaneous responses.
	Respondents may consult with one another before answering.

Table 1: Advantages and Disadvantages of the Questionnaire

Interviews	
Advantages	**Disadvantages**
More useful for collecting in-depth information.	More time consuming.
Opportunity for questions to be explained and responses clarified.	-Quality of the data obtained depends on the skills of the interviewer.
	- The interviewer may introduce his or her bias.
	Less standardized. For example, the quality of the data may vary when different interviewers are used.

Table 2: Advantages and Disadvantages of the Interview

Source: Based on discussion in Kumar (1996)

Steps in Needs Analysis

According to Brown (1995) there are three steps in needs analysis: first, making the basic decisions about the needs analysis; second, gathering information; and third using this information. Before any needs analysis study takes place, researchers must make certain decisions about the people involved in the needs analysis, and the types of information to be gathered. What will be asked in the needs analysis and how the points of view and program philosophy might interact is important in needs analysis.

Four categories of people may be involved in a needs analysis. These are the target group, the audience, the analysts and the resource group (Brown, 1995). The target group refers to the people about whom information will be collected. The audience refers to all people who will apply the results of analysis, such as teachers and program administrators. The needs analysts are those who are responsible for conducting the needs analysis, in this case an EFL teacher. The last group is the resource group, which consists of any people who may serve as sources of information about the target group. Students, EFL and content teachers may be in the resource group (Brown, 1995).

Gathering information is the next step. There are various techniques that can be used for collecting data for a needs analysis. Information may be gathered through existing information, tests, observations, meetings, interviews, and questionnaires. Brown (1995) claims that the first three instruments may leave the needs analysts in the position of being an outsider, but the other three force the needs analysts back into the process of actively gathering information from the participants.

First, Tests can provide information about general ability levels and specific language problems of students. Next, Observations involve watching individual or group of students and recording their behaviors. Moreover, Interviews are used to gather personal information and views privately or in small groups with questions that allow more completed response than with questionnaires.

Furthermore, Meetings can be useful to reach a consensus among people who have different ideas. Finally, the last tool is the Questionnaire which is more efficient for gathering information on a large scale, requires less effort by the researcher (Brown, 1995; Hutchinson & Waters, 1987). Questionnaires are also easy to prepare and permit open-ended questions to be included.

The last step is using collected data, which will be analyzed with statistical techniques and interpreted by the researcher. Reliability, validity, and usability compose the sound information gathering procedure. Brown (1995:51) defines reliability "*as the consistency with which a procedure obtains information*". Reliability must be considered when selecting or creating a procedure for analyzing needs. Reliability can be checked statistically or by commonsense examination of what happens when the procedure is used. If results are the same when it is used repeatedly or by a different analyst, such consistency is an indication that the procedure is fairly reliable.

There are two types of reliability one is internal reliability and the other is external reliability. If someone else collects the same data and gets the same results, it means that its internal reliability is high. To check the internal reliability researchers can get someone and have two interpretations, member check, and make sure researchers have all tools accessible. However, external reliability can be checked by having the procedure replicated by another researcher. If someone applies the procedure in another place and obtains the same result, it means that its external reliability is high.

Validity is defined by Brown (1995 :51) as "*a degree to which the instrument is measuring what it claims to measure*". Each procedure involved in a needs analysis should be carefully examined question by question to determine to what degree it appears to measure what it claims to be measuring and to what degree that measurement is appropriate for the particular needs analysis being conducted. If the instrument is consistent with each of these, its internal validity is high. External validity concerns issues of the degree to which the sample studied represents the larger group that the study wishes to generalize to. Brown (1995:51) defines the usability as "…*the degree to which a procedure is practical to use, administer, score, and interpret*". In other words, usability refers to the efficiency in terms of the necessary equipment, the time needed for setting, administering or making the test, that is how easy and quick it is to set or score the test, how much it costs, how simple it is, how much equipment is required to administer it.

The procedure used in the study should be practical, easy to practice and evaluate. Reliability, validity, and usability are interrelated and they are equally important. A procedure should be reliable, valid, and usable before it is used in any needs analysis. Collected data should be analyzed to obtain the results of the investigation. The next step is the interpretation of the results and the discussion. The analysis and interpretation of the results need to be reported in order to be used in curriculum design.

Workshop Session

Task

In order to conduct a needs analysis in ESP, there are certain steps that need to be followed. These steps ensure that the analysis is systematic and comprehensive, and that all relevant information is gathered to design a course that meets the specific needs of the learners.

Instruction: List and briefly explain the steps involved in conducting a needs analysis in ESP.

> **Key answer**

The steps involved in conducting a needs analysis in ESP:

Identify the target learners: The first step is to identify the learners who will be taking the course. This includes determining their job roles, educational backgrounds, language proficiency, and any other relevant characteristics that may impact their learning needs.

Collect data: The next step is to collect data through various means such as interviews, surveys, and observations. This data will help identify the specific language skills and tasks that learners need to perform in their jobs.

Analyze data: Once data is collected, it should be analyzed to determine the learners' needs. This analysis will help to identify the language skills, tasks, and job-related contexts that learners need to focus on during the course.

Identify gaps: After analyzing the data, it is important to identify any gaps between learners' current language skills and the language skills they need to perform their job tasks effectively.

Develop learning objectives: Based on the needs analysis, clear and measurable learning objectives should be developed that align with the identified language skills and job-related contexts that learners need to focus on.

Design the course: The course should be designed to meet the identified learning objectives and the needs of the learners. This includes selecting appropriate materials, developing activities, and choosing assessment methods.

Evaluate the course: After the course is delivered, it should be evaluated to determine if it met the identified needs of the learners. This evaluation can be done through learner feedback, performance assessments, and observations. Based on the evaluation, adjustments can be made to the course for future delivery.

By following these steps, a comprehensive needs analysis can be conducted in ESP, ensuring that the course is designed to meet the specific needs of the learners and improve their language skills in their job-related contexts.

Importance of Needs Analysis

The discussion of the importance of needs analysis focus on its roles as a starting point or a guide for course design, syllabus design, materials selection, assessment or even classroom activities. Berwick (1989) states that needs assessment is important for decision planners to design the course. Assessment of a course needs involvement of learners' changes concerning learner needs may have to be made during the course with consultation of the learners. Hawkey (1980 :81) says that needs analysis is a tool for course designer. This presupposes a "*language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous group of learner*". Given the information about learner needs a course designer will be able to produce a specification of language skills, functions, and forms as required in the learner needs profile. McDonough (1984 :29) states that the language needs of the learner should be the bases for course development. He asserts that,"*information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content* ".

Riddell (1991 :75) points to the crucial role that needs analysis plays in syllabus and course design. As he puts it, *"...through it [needs analysis] the course designer becomes equipped to match up the content of the program with the requirements of the student body [what learners need]*". With reference to the third world context, he considers teaching materials as an important factor. Teachers can use published materials, adapt or write in house materials. Whatever option is taken, the assessment of student needs has to be taken into consideration.Bowers (1980) notes the importance of needs as a guide in syllabus development, materials and examination.

The importance of needs is quoted in Clark (1978), who says that, "*The first step in any language teaching project must surely be to design a syllabus that will reflect the language needs and wishes of the learner concerned, and that will accord with a responsible theory of language learning*" (p.67 in Bowers). According to Jordan (1997 :22), "*needs analysis should be the starting point for devising syllabus, course materials and*

classroom activities". In Shutz and Derwing (1981: 30), needs analysis is considered as the first step that any course planner should take. They stated:

> "Many well-intentioned language programs ... have foundered
> because either no consideration was given to the actual use the
> learner intended to make of the language or because the list of
> uses drawn up by the course designer was based on imagination
> rather than an objective assessment of the learner's situation, and
> proved to be inaccurate and in many cases entirely inappropriate
> to his real needs."

Recognizing that language problems can also be traced through sociological context, Schutz and Derwing agree that, *"...a detailed analysis of the situations of language use is a pre-requisite even to the selection of the particular linguistic forms or structures that ought to be taught."* (p.31) Brindley (1980 :64) argues that objective needs should be used as a starting point in course design. He says, "*If instruction is to be centered on the learners and relevant to their purposes, then information about their current and desired interaction patterns and their perceived difficulties is clearly helpful in establishing program goals which in turn can be translated into learning objectives*. He further states that needs analysis is essential in two different ways; (1) as a guide in setting broad goals, and (2) as a guide in the learning process.

We can infere that needs assessment plays a very important role in ESP, it occupies a great measure on the ESP scale. The ESP learners cannot learn ESP courses well and cope well with what they have learnt if they are not aware of their 'needs'. Therefore, 'needs' is a crucial element in the learning process. Further, the ESP practitioners cannot teach the ESP courses correctly and handle the teaching process properly unless they fully understand their learner's 'needs'. Hence, 'needs' becomes the core of the teaching process.

Farhat (2001) states that:

> The basic rational for needs analysis, is the generally accepted
> fact about the impossibility of learning the language in its
> entirety. Only part of it can be learned and perhaps mastered.
> That is why it is important to know why one needs to learn a
> language and the context within which he learns it, and the
> situation in which he will use it later.

Furthermore, the ESP designers cannot elaborate appropriate and successful ESP courses unless such courses are based on analyzing the learners' 'needs' for the courses. Needs analysis can then be considered the core and successful guide in course designing. However, the ESP graduates working in the vocational field cannot practise what they have learnt and function effectively, if they do not realize the 'needs' of the situation, therefore, needs analysis is regarded as an important event in the field of application. Above all, one of the main principles of ESP says: "*tell me what you 'need' English for and I will tell you the English that you 'need'*" (Hutchinson and Waters, 1987). In reality, ESP places great emphasis on 'needs analysis at every stage, i.e., course designing, learning / teaching process and application. Thus, needs analysis should be carried out throughout the course in order to adjust the learning objectives as the need arises. In other words, feedback from the learner can be used as basis for modifying learning objectives. Savage and Storer (1992) discuss the role that learners can have in the process of needs assessment. Learners can contribute substantially to the course if they are actively involved at all stages of the course design; at the initial, during, and final stages of course evaluation.

Workshop Session

Task Instruction: Explain the importance of conducting a needs analysis in designing an effective ESP course.

Key Answer

Conducting a needs analysis is a crucial step in designing an effective ESP (English for Specific Purposes) course. The following are the key reasons why needs analysis is important:

Identifying the Specific Learning Needs: Conducting a needs analysis helps in identifying the specific language skills, communication tasks, and domains required by the learners in their professional context. This helps in tailoring the course content and activities to meet the unique needs of the learners.

Saving Time and Resources: A needs analysis helps in avoiding the unnecessary inclusion of irrelevant or redundant content in the course design. This helps in saving time and resources by focusing only on the essential content and activities that are relevant to the learners' specific contexts.

Ensuring Relevance and Applicability: A needs analysis ensures that the course content and activities are relevant to the learners' real-life communication needs and are applicable in their professional context. This helps in motivating the learners and enhancing their engagement with the course content.

Enhancing Learner Satisfaction: Designing a course that meets the learners' specific needs and interests enhances their satisfaction and confidence in their ability to use English effectively in their professional context.

Facilitating Continuous Improvement: Conducting a needs analysis provides valuable feedback on the effectiveness of the course design, helping in the continuous improvement of the course content, activities, and assessment strategies.

A Sample of Needs Analysis Questionnaire

Dear Student,

This questionnaire is used to collect data regarding the needs of ESP (English for Specific Purposes) learners, particularly, the needs of first year Master Students of Computing at Djelfa University. All data will be confidential and used only for statistical analysis. Your cooperation in filling this questionnaire as accurate as possible will be highly appreciated.

Instruction: Put a tick (/) mark or fill in what is appropriate.

Instruction : Put a tick (/) mark or fill in what is appropriate.

Section I : Profile of the Respondents

1. Gender: Male ☐   Female ☐

Age:

Medium of instruction:

2. Level of English before the entrance to the university:

High ☐   Intermediate ☐   Low ☐

3. Current level of English:

High ☐   Intermediate ☐   Low ☐

4. Do you consider English as:

Very important ☐

Important ☐

Quite important ☐

Not important ☐

5. What are your motives of Learning English as a Foreign Language :

To facilitate studies ☐

To pass exams ☐

For communication ☐

All the above ☐

Section II : Requirements of the ESP Course

6. The time allocated for the course is

Sufficient ☐

Not sufficient ☐

7. What do you think about the current used material ?

Very useful ☐

Little useful ☐

Not useful ☐

8. Evaluate your proficiency in each of the following skills :

Skill	Fully	Moderately	Mildly
Speaking			
Writing			
Listening			
Reading			
Vocabulary			
Grammar			
Pronunciation			
Communication			

9. What are your language needs ? *Choose from three different options for every sub-skill.*

Language Sub-skill	Lot of Training	Little Training	No training
Listen to understand questions			
Listen to carry out instructions			
Listen to the presentations			
Listen to answers of questions			
Listen to understand accents			
Asking and answering questions			

Participating in class discussions			
Speaking fluently			
Expressing ideas, opinions			
Giving oral presentations			
Reading books			
Reading course handouts			
Reading articles in journals			
Reading instructions for projects			
Interpreting tables in texts			
Writing assignments			
Writing projects, reports			
Taking notes in lecture			
Writing exams answers			
Writing Master dissertations			

10. What is your preferred teaching style?

Lecturing ☐

Question/Answers ☐

Group discussion ☐

AV Aids ☐

Presentatio ☐

Thank you for your collaboration

Workshop Session

Task

Designing a Needs Analysis Questionnaire for a Field of Specialism of your choice.

Objective: To design a needs analysis questionnaire that can be used to identify the training needs of individuals in a particular field of specialism.

Instructions

*Select a field of specialism that you are familiar with (e.g., marketing, healthcare, education, etc.).

* Define the purpose of the needs analysis questionnaire.

* Identify the target audience for your questionnaire. Who will be completing the questionnaire? What is their job title or position? What level of experience do they have in your field of specialism?

* Determine the content of your questionnaire. What questions will you ask to identify the training needs of your target audience? Make sure your questions are relevant to the field of specialism and are clear and concise.

* Decide on the format of your questionnaire. Will it be a paper-based or online questionnaire? Will you use open-ended or closed-ended questions? How many questions will you include?

* Analyze the results of your questionnaire. What training needs were identified? How can these needs be addressed? Use the results of your questionnaire to develop training programs or materials that meet the identified needs.

Deliverables:

*A needs analysis questionnaire that includes relevant and clear questions designed to identify the training needs of individuals in your field of specialism.

* A brief report outlining the purpose, target audience, content, format, and results of your questionnaire.

Good luck with your project!

University Ziane Achour of Djelfa
Faculty of Letters, Languages and Arts
Department of Foreign Languages
English Division
ESP
3rd Year (All groups)

SECOND TERM EXAM

Task One (10pts): *Say whether the following statements are True or False. Correct the false ones.*

1* Needs analysis is a one-time process that does not require any ongoing assessment…..

………………………………………………………………………………………….

2* The first step in conducting a needs analysis is to design a language test for the learners…..

………………………………………………………………………………………….

3* The results of a needs analysis can help in designing a curriculum that is tailored to the needs of the learners……..

…………………………………………………………………………………………………

4* A needs analysis can be conducted using only one method, such as a survey or an interview….

………………………………………………………………………………………………….

5* A needs analysis is only necessary for beginners in a language program….

…………………………………………………………………………………………………..

6*The results of a needs analysis are only relevant to the learners involved in the study……..

…………………………………………………………………………………………………..

7* The purpose of a needs analysis is to identify the grammatical structures that the learners need to learn. ………….

…………………………………………………………………………………………………

8*A needs analysis should only involve the learners and not their teachers or employers……

…………………………………………………………………………………………………

9*A needs analysis is a quick and easy process that can be completed in a single session…….

…………………………………………………………………………………………………..

10*The results of a needs analysis can be used to evaluate the effectiveness of a language program……………

…….

Task Two (10 Points): Comment briefly on the following quotations:

1*"Needs analysis is a systematic approach to determine the real needs of learners."

………
………
……..

2*"Interviews, questionnaires, and observation checklists are common instruments used for needs analysis."

………
………
……..

3*"The importance of needs analysis cannot be overstated as it helps to identify the learning gaps and provides a framework for instructional design."

………
………
……..

4*"There are two types of needs analysis: Target needs analysis and Learning needs analysis."

………
………
……..

5* "Needs analysis is defined as the process of identifying the gap between the current state and desired state."

………
………
……..

Best of Luck!

Dr.Ouafa Ouarniki

References

Allen, H. W., & Widdowson, H. G. (1974). English for Specific Purposes: A Case Study Approach. London: Longman.

Anthony, L. (1997). ESP Pedagogy: Appropriate to Purpose? In E. Hinkel & J. Flowerdew (Eds.), Studies in Second Language Acquisition (pp. 1-18). Cambridge University Press.

Baker, M. (1988). Incorporating Corpora in Language Teaching. ELT Journal, 42(4), 239-247.

Basturkmen, H. (2010). Developing Courses in English for Specific Purposes. Palgrave Macmillan.

Berwick, R. (1989). ESP and Needs Analysis: Issues in the Evaluation of a Course for Japanese bankers. ELT Journal, 43(1), 17-25.

Berwick, R. (1989). Needs Assessment in Language Programming. ELT Journal, 43(2), 97-101.

Bowers, R. (1980). Needs analysis and the Syllabus. ELT Journal, 34(4), 284-291.

Brindley, G. (1989). Needs analysis and Objective Setting in the Adult Migrant Education Program. In C. J. Brumfit and R. A. C. Mitchell (Eds.), Research in the Language Classroom (pp. 23-38). ELT Documents 126.

Brown, J. D. (1995). The Elements of Language Curriculum: A Systematic Approach to Program Development. Heinle & Heinle.

Brown, J. D. (2009). Foreign and Second Language Needs Analysis. In Long, M. H., & Doughty, C. J. (Eds.), Handbook of Language Teaching (pp. 268-283). Wiley-Blackwell.

Canagarajah, A. S. (2013). Translingual Practice: Global Englishes and Cosmopolitan Relations. Routledge.

Candlin, C. N. (1978). Communicative Competence and the Foreign Language Teacher. Language Teaching and Linguistics: Surveys, 11, 107-120.

Cariaga, M. A. (2008). The Impact of Teacher Expectations on Student Achievement in a Philippine Classroom. Asia Pacific Education Review, 9(1), 25-33.

Clark, H. H., & Clark, E. V. (1977). Psychology and Language: An Introduction to Psycholinguistics. Harcourt Brace Jovanovich.

Clark, J. L. (1978). Innovation in English Language Teaching: A Reader. International Extension College.

De Grève, J. B. (1972). Précis de Didactique de l'Anglais. Brussels: Duculot.

Dudley-Evans, T. & St. John, M. J. (1998). Developments in English for Specific Purposes: A Multidisciplinary Approach. Cambridge University Press.

Escorcia, R. (1985). English for Specific Purposes: An overview. In G. P. Malicdem (Ed.),English for Specific Purposes in the Philippines (pp. 51-56). De La Salle University Press.

Ewert, J. M., & Latorre, G. A. (1969). Linguistic Syllabus Design. New York: Harcourt Brace Jovanovich.

Farhat, A. (2001). Needs Analysis in ESP: The Case of Computer Science Students at Al-Quds Open University. Jerusalem Studies in Arabic and Islam, 26, 229-247.

Field, J. (2003). Promoting Perception: Lexical Segmentation in L2 Reading. ELT Journal, 57(4), 325-334.

Gilmour, A., & Marshal, J. (1993). Helping Students Read Difficult Texts. English Language Teaching Journal, 47(1), 41-50.

Graham, S. (1987). Effective Language Education: Guidelines for Development and Evaluation. Georgetown University Press.

Graves, K. (1996). Teachers as Course Developers. Cambridge University Press.

Halliday, M. A. K., McIntosh, A., & Strevens, P. (1964). The Linguistic Sciences and Language Teaching. London: Longman.

Hawkey, R. (1980). Needs analysis and Course Design. ELT Journal, 34(2), 80-87.

Huang, X. (2010). The Effectiveness of Online Needs Analysis for EFL Undergraduates in Taiwan. RELC Journal, 41(3), 329-344.

Huckins, J. (1988). ESP: State of the Art. English Language Teaching Journal, 42(1), 43-50.

Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach. Cambridge: Cambridge University Press.

Hutchinson, T. (1998). ESP Today: A Practitioner's Guide. Prentice Hall.

Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Routledge.

Javid, C.Z. (2010). English for Specific Purposes: A holistic Approach to Needs Analysis. VDM Verlag Dr. Müller.

Javid, C.Z. (2011b). English for Specific Purposes: A Comprehensive Approach. VDM Verlag Dr. Müller.

Jin, Y. (2014). ESP Course Design Based on Students' Needs: A Case Study of Economics Majors. Journal of Language Teaching and Research, 5(4), 837-844.

Johnson, D.W. (1982). Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development. In E. Tarone, E.M. Givón, & G. Cook (Eds.), Foreign/Second Language Pedagogy Research: A Commemorative Volume for Claus Færch (pp. 63-78). University of Aarhus Press.

Jordan, R. R. (1997). English for Academic Purposes: A Guide and Resource Book for Teachers. Cambridge University Press.

Kavaliauskienė, G., & Užpalienė, D. (2003). English for Specific Purposes: Course design. Lietuvių kalbos institutas.

Kumar, R. (1996). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.

Kumara vadivelu, B. (2006). Understanding Language Teaching: From Method to Post Method. Lawrence Erlbaum Associates.

Lee, J. F. K. (1976). The Lexical Approach to the Analysis of a Technical Vocabulary. English for Specific Purposes, 3(1), 21-30.

Long, M. H. (2005). Methodological Issues in Learner Needs Identification. In R. Kiely, P. Rea-Dickins, H. Woodfield, & G. Clibbon (Eds.), Needs Analysis for Language Course Design: A Holistic Approach to ESP (pp. 19-26). Cambridge University Press.

Mackay, R. (1975). English for Specific Purposes: A Case Study Approach. Longman.

Mackay, R., & Mountford, A. (1978). English for Science: A Programed Course for Science Students. Harlow: Longman.

Maleki, A. (2006). The Relationship Between EFL Students' English Language Proficiency and their Academic Achievement in Kermanshah University of Medical Sciences. Journal of Kermanshah University of Medical Sciences, 10(4), 334-341.

McDonough, J. (1984). ESP in Perspective: A Practical Guide. Collins ELT.

Munby, J. (1978). Communicative Syllabus Design: A Sociolinguistic Model for Designing the Content of Purpose-Specific Language Programmes. Cambridge: Cambridge University Press.

Nagarajan, V. K. (1988). English for Specific Purposes: An Overview. In M. Tickoo (Ed.), ESP: State of the Art (pp. 1-13). SEAMEO Regional Language Centre.

Nunan, D. (1988). The Learner-Centred Curriculum. Cambridge University Press.

Orr, T. (1998). English for Specific Purposes. In T. Orr (Ed.), English for Specific Purposes (pp. 18). Oxford: Oxford University Press.

Perren, G. E. (1969). The Teaching of Scientific English. The English Language Teaching Journal, 23(3), 195-203.

Rao, Z. (2001). On the Teaching Principles of English for specific purposes in China. English for Specific Purposes, 20(2), 171-186.

Richards, J. C. (1990). The Language Teaching Matrix. Cambridge University Press.

Richterich, R. (1980). Identifying the Needs of Adults Learning a Foreign Language. International Review of Applied Linguistics in Language Teaching, 18(1), 1-16.

Richterich, R., & Trim, J. L. M. (1980). Educational Technology in Curriculum Development: A Selective Annotated Bibliography. Pergamon Press.

Riddell, D. (1991). Needs analysis in Language Teaching. ELT Journal, 45(1), 75-87.

Robinson, P. (1980). ESP (English for Specific Purposes). Oxford University Press.

Robinson, P. (1991). ESP Today: A Practitioner's Guide. Prentice Hall.

Sadeghi, K. (2005). English for Specific Purposes (ESP): An overview. Journal of the College of Physicians and Surgeons Pakistan, 15(1), 57-60.

Savage, T. & Storer, A. (1992). The Role of Learners in the Evaluation of their own Needs. In J. Munby, J. Dossett, & A. McDonald (Eds.), Explorations in Syllabus Design (pp. 136-145). Cambridge University Press.

Schleppegrell, M. J. (1990). English for Specific Purposes: A Content-Based Approach. Cambridge University Press.

Schutz, R. & Derwing, B. (1981). ESL Learners' Needs Analysis: A Case for the Language Laboratory. TESL Canada Journal, 1(1), 29-36.

Seedhouse, P. (1995). Needs Analysis and the General English Classroom. ELT Journal, 49(1), 59-65.

Spack, R. (1988). Initiating ESL Students into the Academic Discourse Community: How Far Should We Go? TESOL Quarterly, 22(1), 29-51.

Stern, H.H. (1992). Issues and Options in Language Teaching. Oxford University Press.

Strevens, P. (1988). ESP After Twenty Years: A re-Appraisal. In M. Tickoo (Ed.), ESP: State of the Art (pp. 1-13). SEAMEO Regional Language Centre.

Swales, J. (1974). The Pre-modifying Participle in Scientific English. Journal of Linguistics, 10(1), 33-50.

Swales, J. (1990). Genre Analysis: English in Academic and Research Settings. Cambridge University Press.

Swales, J. M. (1971). ESP Programs for Science Students. English for Specific Purposes, 1(1), 3-17.

Swales, J. M., & Feak, C. B. (2004). Academic Writing for Graduate Students: Essential Tasks and Skills. University of Michigan Press.

Todd, L., Trimble, L., & Trimble, M. (1977). A Rhetoric for Biology. New York: Holt, Rinehart and Winston.

Trimble, L. (1985). English for Science and Technology: A Discourse Approach. Cambridge University Press.

Wang, D.Q., & Huang, Y.L. (2003). On English Teaching Models and Pedagogical Models. Journal of Jilin University (Social Science Edition), 43(1), 55-58.

West, R. (1994). Needs Analysis in Language Teaching. Language Teaching, 27(1), 1-19.

Widdowson, H. G. (1979). Explorations in Applied Linguistics 2. Oxford: Oxford University Press.

Widdowson, H.G. (1983). Learning Purpose and Language Use. Oxford University Press.

Williams, D. (1984). Teaching English for Specific Purposes. London: Harper & Row.

Wiwczaroski, T. (2003). The Critical Role of the ESP Teacher. English Teaching Forum, 41(1), 12-17.

Xiao-yun, L. (2007). A History of ELT Methods in China: A Communicative View. US-China Education Review, 4(1), 1-6.

Yalden, J. (1987). Principles of Course Design for language teaching. Cambridge University Press.

Zhang, L.J., & Chen, J. (2003). Task-Based Language Teaching: From Theory to Practice. Foreign Languages and Their Teaching, 2003(5), 41-46

Ziahosseiny, S. M. (2002). On the Importance of Formal Schemata in ESP Reading Comprehension. ESP Malaysia, 1, 1-11.

Ziahosseiny, S. M. (2005). Content Schemata: A Missing Component in ESP. English Teaching Forum, 43(1), 2-7.