People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language and Literature

# Course Handout

# Introduction to English for Specific Purposes

## *Third Year Licence*

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**Academic Year: 2024-2025**

**Teaching Unit: Fundamental**

**Module: English for specific purposes**

**Credits: 02**

**Coefficient: 01**

**Course Description:**

The English for Specific Purposes (ESP) course is designed to introduce students to the foundational concepts and principles of teaching English tailored to specific professional or academic contexts. The course emphasizes understanding the distinct differences between General English, which focuses on broad language skills, and ESP, which targets language use within specific fields such as business, engineering, or medicine. A key component of the course involves equipping students with the skills to conduct a thorough Needs Identification and Analysis process, enabling them to assess the unique linguistic and communicative requirements of learners. This ensures that course content aligns with the specialized goals of the target audience, fostering effective and purposeful language acquisition.

**Course Objectives**

- Introducing the students to the main concepts of teaching English for specific purposes.
- To demonstrate the main differences between general English and ESP
- Conducting a Needs Identification and Analysis process

**Prerequisite**

- Students enrolling in this course should have a basic understanding of language, linguistics, and didactics to effectively engage with the concepts and practices of English for Specific Purposes.

**Assessment**

50% Written exams - 50% continuous Assessment: active presence (05/20) - open-book quizzes (05/20) – homework assignments (03/20)- written/ oral test (07/20)

| **Summative Assessment (**50%) | | **Formative Assessment (**50%) | |
|---|---|---|---|
| Written exams | 20/20 | Active presence | 05/20 |
| | | Open-book quizzes | 05/20 |
| | | Homework assignments | 03/20 |
| | | Written/ Oral test | 07/20 |

# Course Content (Syllabus)

| | |
|---|---|
| **Subject:** Introduction to English for Specific Purposes | |
| **Level**: L3 | |
| **Academic Year**: 2024/2025 | |
| **Teacher** | |
| **Teacher**: ABDELHAK CHENINI | **Rank**: MCB |

| **Semester: Five** | |
|---|---|
| **Week** | **Subject Content** |
| Week 1 | Course Description and Assessment Methods |
| Week 2 | Introduction to the Course |
| Week 3 | Defining ESP |
| Week 4 | ESP vs EGP |
| Week 5 | Why ESP ? |
| Week 6 | Different Factors that Differentiate ESP from EGP |
| Week 7 | Characteristics of ESP |
| Week 8 | Types of ESP |
| Week 9 | EOP vs EAP |
| Week 10 | The ELT Tree |
| Week 11 | Objectives in Teaching ESP |
| Week 12 | Practice |
| Week 13 | Review |
| Week 14 | Exam Preparation |

| Semester: Six | |
|---|---|
| **Week** | **Subject Content** |
| Week 1 | A Recap of the First Semester |
| Week 2 | ESP Teaching and Learning |
| Week 3 | ESP Needs Analysis |
| Week 4 | Types of Needs |
| Week 5 | A Target Situation Analysis Framework |
| Week 6 | A Framework for Analysis Learning Needs |
| Week 7 | Sources of Data for Needs Analysis |
| Week 8 | Sample Questionnaire/interview |
| Week 9 | Sample Course Design |
| Week 10 | Material Selection and Development |
| Week 11 | Authentic vs Non-authentic Material |
| Week 12 | Practice |
| Week 13 | Review |
| Week 14 | Exam Preparation |

# Lesson 1: Introduction

Introducing English for Specific Purposes to (EFL) university students is an exciting opportunity to equip them with foundational concepts and principles of teaching English tailored to specific professional or academic contexts. ESP is an approach to language learning that focuses on developing English proficiency for specific fields or purposes. ESP is a specialized branch of English language education designed to meet the unique language needs of learners pursuing specific academic disciplines or professional careers. Unlike general English language courses, ESP is highly targeted and tailored to a specific purpose, be it academic, scientific, technical, medical, business, or any other specialized field. The main aim of ESP is to empower you, as university students, with the language skills and knowledge necessary to excel in your chosen fields.

## 1- Defining ESP

Numerous scholars have proposed various definitions of ESP, each reflecting their unique perspectives and interpretations. The swift and significant growth of ESP as a distinct field has underscored its importance and necessitated a deeper exploration of its scope. This evolution has also driven the need to clearly articulate its definition while establishing effective methodologies for teaching and learning, along with the conditions under which these approaches can be most successfully implemented.

English for Specific Purposes is an approach to language education and instruction that focuses on teaching English language skills and communication abilities that are directly related to specific fields, disciplines, or professional contexts. Unlike general English language learning,

which aims to provide broad language proficiency for everyday use, ESP tailors language instruction to meet the specific needs and goals of learners within their specialized domains.

There are multiple definitions of ESP, ranging from older interpretations to more recent ones. Mackay and Mountford (1978) explained that "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose."(p.2).This suggests that learning English for Specific Purposes requires targeted training and practice aimed at developing particular language skills. These competencies are essential for functioning effectively in professional contexts, enabling learners to engage with the specialized English discourse relevant to their careers.

Another definition was offered by McDonough (1998), who stated that "ESP describes language programmes designed for groups or individuals who are learning with an identifiable purpose and clearly specifiable needs."(p.105). McDonough's definition emphasizes that ESP involves designing language programs tailored to meet the specific objectives and needs of learners. These programs are created with a clear understanding of the learners' goals, whether for academic, professional, or other specialized contexts. The definition highlights that ESP is not generalized language instruction but rather focuses on fulfilling distinct and measurable purposes relevant to the learners' intended use of English.

Another modern perspective comes from Johns and Price-Machado (2001), who define ESP as "a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students—and also sensitive to the socio-cultural contexts in which these students will be using English."(p.43). This definition frames ESP as an approach to language teaching that prioritizes the specific learning goals and language use requirements of distinct student groups. It stresses the importance of designing

courses that not only address these precise needs but also consider the socio-cultural contexts in which learners will apply their English skills. This perspective highlights the adaptability of ESP to both linguistic and cultural factors in diverse professional and academic environments.

Similarly, Basturkmen (2006) described ESP as a language learned "not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments."(p.18). This highlights ESP's role in equipping learners with the necessary skills to apply the language effectively in specialized fields, careers, or professions. These definitions align with the evolution of ESP over time.

One of the more contemporary definitions of ESP is provided by Paltridge and Starfield (2013), who describe it as "the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain."(p.2). According to them, ESP is a focused approach to teaching and learning English as a second or foreign language, where the primary aim is to equip learners with the language skills needed for use in a specific domain. This definition underscores the goal-oriented nature of ESP, which is tailored to meet the particular communicative requirements of specialized fields such as academia, business, or professional industries.

The definitions discussed above reveal a consistent underlying meaning, even though they are expressed in varied ways and reflect the unique perspectives of different researchers on ESP. It is evident that specific-purpose language and general-purpose language are interconnected, despite having distinct features and catering to different groups of learners. At the heart of all

these definitions lies a shared focus: teaching English with the aim of enabling learners to communicate effectively in professional or academic settings.

## 2- Key features of ESP

As the above definitions suggest, ESP is characterized by its focus on addressing the specific language needs of learners' in particular professional, academic, or vocational contexts. It is goal-oriented, with content and methodology tailored to the specific requirements of the field of study or work. In this regard, Laurence (2018) suggests the following points to summarize ESP key features:

a. **Contextual Relevance**: ESP places a strong emphasis on context. It's not about learning English in isolation but rather in the context of your future academic and professional endeavors. This means you'll be learning language skills and vocabulary that are directly applicable to your field of study or work.
b. **Needs-Based Learning**: ESP starts with a comprehensive analysis of your specific language needs. We identify the types of communication you'll engage in, such as reading academic papers, delivering presentations, writing research reports, or participating in professional discussions. Your unique goals shape the content and focus of the course.
c. **Authentic Materials**: In ESP, we use authentic materials from your field of study or profession. This could include academic articles, research papers, industry reports, business documents, or real-life case studies. These materials mirror the language you'll encounter in your academic and professional environments.

d. **Specialized Vocabulary**: You'll acquire specialized vocabulary and terminology relevant to your field. This is crucial for effective communication within your discipline and for building your confidence when discussing complex subject matter.

e. **Skills Development**: ESP not only enhances your general language proficiency but also hones specific skills required for academic and professional success. These skills might include critical reading, academic writing, effective communication, and presentation skills.

All in all, the key features of ESP highlight its focused and practical approach to language learning, tailored to the specific needs of learners in academic, professional, or vocational contexts. By emphasizing contextual relevance, needs-based learning, the use of authentic materials, specialized vocabulary, and targeted skills development, ESP ensures that learners are equipped with the tools necessary to succeed in their chosen fields.

## 3- Historical overview of ESP Development

The emergence of ESP as a distinct field of study can be traced back to the mid-20th century. ESP developed in response to the increasing need for English language instruction tailored to specific vocational, academic, or professional contexts. Here's a brief overview of the history and emergence of ESP:

### 3.1- Early Influences (1940s-1950s)

The roots of ESP can be traced back to the initiatives of English language instructors during World War II, who were faced with the critical task of preparing military personnel for specialized communication tasks in English. These tasks ranged from radio operation and code breaking to other specific duties that required precise and effective use of language. According to Ramirez (2015), this period marked the beginning of a more focused, practical approach to

language teaching, as instructors had to ensure that soldiers could quickly acquire the language skills necessary for their roles in military operations. This need for targeted language instruction was driven by the urgent and practical demands of war, where proficiency in English was essential for the success of missions, cross-national communication, and collaboration with allies. As a result, military language programs began to emphasize functional language use, adapting materials and methods to fit the immediate needs of the learners. These early efforts laid the foundation for the later development of ESP, which would evolve into a broader field aimed at addressing the specific language needs of learners in various professional, academic, and vocational contexts.

### 3.2- Early ESP development from 1960s to 1980s

ESP as a distinct field began to take shape in the 1960s. At this time, educators and linguists recognized that learners in various fields had unique language needs that were not adequately addressed by traditional English language courses. English language teachers and linguists like John Swales and Anthony Dudley-Evans played key roles in shaping the field of ESP. The focus shifted from teaching general English to developing specialized courses tailored to the language needs of learners in specific fields, such as science, technology, business, and medicine.

In their influential work, Hutchinson and Waters (1987) identified three key factors that influenced the early development of ESP:

(1) The demands of the "Brave New World,"

(2) A linguistic revolution,

(3) A growing emphasis on the learner.

The demands of the "Brave New World," which significantly shaped the emergence of ESP, can be linked to the post-Second World War period when the importance of learning English (widely regarded as a global language) became evident in the new, commerce-oriented world. This period marked a time of substantial global expansion in scientific, technical, and economic activities, primarily driven by the economic dominance of the United States. These global shifts established English as a key international language. Further impetus came with the Oil Crisis of the early 1970s, which facilitated the flow of Western capital and expertise into oil-rich nations. These changes introduced new expectations for English language learning, contributing to the rise of ESP and specific teaching approaches. Non-native speakers needed a functional lingua franca tailored to ESP to support cross-cultural communication, business transactions, and information sharing (Teodorescu, 2010).

The second major factor influencing the rise of ESP was a revolution in linguistics. While traditional linguists focused on describing the features of language, pioneering figures in linguistics shifted their attention to how language is used in real communication. Hutchinson and Waters (1987) highlight that one key discovery was the recognition of the differences between spoken and written English. Specifically, the form of English used would change depending on the context in which it was spoken or written. This idea led to the conclusion that, since language varies across different situations, it is possible to tailor language instruction to the specific needs of learners in particular contexts. As a result, in the late 1960s and early 1970s, there were several efforts to describe English for Science and Technology (EST), English for Academic Purposes (EAP), and English for Business Purposes (EBP). ESP courses were designed to meet the language requirements of learners in diverse contexts, from engineering and medicine to academic research and business communication.

The third factor identified by Hutchinson and Waters (1987) that contributed to the development of ESP is more related to psychology than linguistics. Rather than focusing solely on how language is delivered, greater emphasis was placed on understanding how learners acquire language and the varying ways in which this occurs. It was recognized that learners use different strategies, possess diverse skills, come with unique learning backgrounds, and are motivated by distinct needs and interests. As a result, the focus shifted to addressing the learners' specific needs, making this a priority alongside the methods used to teach the language. Designing courses tailored to meet these individual needs naturally followed from this shift in focus. Today, the term "learner-centered" or "learning-centered" remains central in ESL discussions.

### 3.3- ESP's Evolution and Ongoing Adaptation

The history of ESP showcases its evolution from addressing wartime language needs to becoming a well-established field in language education. Today, ESP continues to adapt and evolve, meeting the specific language requirements of learners in professional, academic, and vocational contexts.

With the intensification of globalization **(1990s-Present)**, there has been an increasing demand for Business English courses within the ESP framework. These programs focus on language skills and communication strategies required for success in international business contexts. Technological advancements, such as computer-assisted language learning **(CALL)** and the internet, have significantly influenced ESP instruction. Digital resources, multimedia tools, and specialized software have enhanced teaching materials, providing learners with richer, more interactive learning experiences.

ESP has embraced interdisciplinary approaches to address learners' language needs across multiple fields. These methods acknowledge the interconnectedness of knowledge and skills ensuring that language instruction aligns with complex, real-world demands. In a globalized world, ESP programs have increasingly emphasized cultural competence and intercultural communication skills. This focus prepares learners for effective interaction in diverse cultural contexts and global professional settings.

### 4- Why ESP Matters

Understanding the importance of ESP is crucial. Here are some reasons why ESP is a valuable addition to your language education as suggested by Johns (2012):

**Relevance:** ESP makes your language learning directly relevant to your academic and career goals, ensuring that the time and effort you invest in learning English are well-aligned with your future aspirations.

**Competitive Advantage**: In today's globalized world, having strong English language skills tailored to your field can give you a competitive edge in academia and the job market.

**Effective Communication**: ESP equips you with the ability to communicate confidently and effectively in professional and academic settings, which is essential for success.

**Career Opportunities**: Many industries and research communities operate in English, and ESP prepares you to engage with international colleagues, publications, and conferences.

ESP is a specialized approach to learning English that aims to empower you with the language skills and knowledge you need to excel in your chosen academic disciplines and professional careers. By focusing on your specific needs, authentic materials, and relevant skills,

ESP ensures that your language learning journey is purposeful and rewarding. We look forward to embarking on this language-learning adventure with you and helping you achieve your academic and professional goals.

## 5- The ESP situation in the Algerian context

English for Specific Purposes in the Algerian context has gained importance over the years due to the country's growing engagement in international business, academia, and diplomacy. While Arabic and French are the official languages in Algeria, English has become a crucial language for various professional and academic purposes. Here's an overview of the ESP situation in Algeria highlighted by Bouroumi (2018) and Assassi (2021):

**Academic ESP:**

Algerian universities offer ESP courses as part of their curriculum, primarily in fields like engineering, medicine, economics, and computer science. These courses aim to equip students with the English language skills necessary for their respective disciplines.

**Business English:**

In the business context, English is increasingly important for international trade and communication. Many Algerian professionals, especially those in the business and finance sectors, recognize the need for proficiency in Business English.

**Oil and Gas Industry:**

Algeria's oil and gas industry has a significant international presence. As a result, employees in this sector often receive specialized ESP training to improve their communication and technical language skills for global business dealings.

**Tourism and Hospitality:**

English language proficiency is essential for individuals working in the tourism and hospitality industry, as English-speaking tourists are common. ESP courses in this context may focus on customer service, hotel management, and tourism-related vocabulary.

**Language Centers and Private Institutions:**

Private language centers and institutions began to play a significant role in meeting the growing demand for specialized English instruction by offering ESP courses. These courses were carefully tailored to address the specific language and communication needs of professionals, individuals, and organizations across various industries. The programs were designed to improve not only general language proficiency but also to develop field-specific vocabulary**,** writing skills**,** presentation techniques**,** and interpersonal communication strategies required in professional settings.

**Government Initiatives:**

The Algerian government has shown an interest in promoting English language education and has implemented initiatives to improve English language proficiency in schools and universities, recognizing its importance in the global arena.

**Challenges:**

Despite the growth of ESP in Algeria, there are challenges. Limited resources, outdated teaching materials, and a shortage of qualified ESP instructors can hinder the effectiveness of ESP programs.

Some learners may face difficulties transitioning from traditional language learning methods to ESP, as it requires a different approach and skill set.

**Internationalization of Higher Education:**

Algerian universities are increasingly internationalizing their programs, attracting foreign students and faculty. This has led to a greater emphasis on English language proficiency and ESP courses to facilitate international academic collaboration.

**Research and Academic Journals:**

The development of ESP in Algeria has also led to increased research and scholarly activities in the field, with the publication of academic journals and research articles related to ESP.

ESP has become an integral part of education and professional development in Algeria. The country's engagement in international trade, academia, and diplomacy has amplified the importance of English language proficiency, leading to the growth of ESP programs and initiatives tailored to meet the specific needs of learners in various fields and sectors. Despite some challenges, the focus on ESP is likely to continue as Algeria continues to play a role on the global stage.

**Discussion Questions:**

1. When and where did the concept of English for Specific Purposes (ESP) first emerge?
2. What were some of the early influences and developments that contributed to the emergence of ESP as a distinct field of language teaching?
3. Who are some of the key figures in the history of ESP, and what significant contributions did they make to its development?
4. What were some of the specific industries or professions that initially drove the demand for ESP courses?
5. How did the focus of ESP differ from that of traditional English language teaching in terms of curriculum and methodology?
6. Can you provide examples of specific ESP courses or programs that emerged in response to the needs of particular industries or professions?
7. How did ESP evolve and expand as it moved beyond its early focus on vocational English to encompass broader academic and professional contexts?
8. What role did research play in the development and evolution of ESP as a field of study and practice?
9. How has the globalization of communication and education influenced the growth and adaptation of ESP programs?
10. What are some contemporary trends and challenges in the field of ESP, and how is it continuing to evolve in response to changing educational and professional needs?

## Lesson 2: ESP vs EGP

ESP and EGP are two different approaches to teaching and learning English, and they are designed to meet distinct language learning needs. Here are the key differences between the two:

English for Specific Purposes (ESP) is a tailored approach to teaching English that focuses on the language needs of specific groups of learners who have particular professional or academic goals. It is designed to address the specific language and communication requirements of learners in fields such as business, medicine, aviation, and other specialized areas. The content and language skills taught in ESP courses are directly related to the learners' intended field of study or work, ensuring that instruction is highly relevant and practical. By concentrating on real-world contexts and professional communication, ESP equips learners with the skills needed to perform effectively in their specific disciplines (Potocar, 2002).

In contrast, English for General Purposes (EGP) adopts a broader approach to teaching English. It is not targeted at any specific professional or academic field but aims to provide learners with a strong foundation in the English language. EGP covers a wide range of language skills, including speaking, listening, reading, and writing, while avoiding specialized content or vocabulary. The focus is on developing overall proficiency to enable learners to communicate confidently and effectively in everyday situations, regardless of their professional or academic background (Widdowson 1983).

ESP is typically designed for learners who already possess a basic or intermediate level of English proficiency and need to further develop their language skills for specific purposes. These learners often have clear professional or academic objectives, such as communicating in a corporate setting, writing medical reports, or engaging in technical discussions. EGP, on the

other hand, is suitable for a much broader audience, including beginners, intermediate, and advanced learners. It caters to individuals who want to improve their overall English proficiency for general communication purposes, such as travel, social interaction, or educational goals (Hutchinson & Waters, 1987).

The content and materials used in ESP courses are highly specialized and directly relevant to the learners' field of study or profession. Instruction often includes industry-specific vocabulary, technical documents, workplace communication strategies, and real-life scenarios that learners are likely to encounter in their professional contexts. For example, ESP materials for medical professionals might include patient charts, case studies, and medical terminology, while courses for business professionals might focus on emails, presentations, and negotiations. In contrast, EGP courses utilize more general and diverse content to develop a broad range of language skills. Materials such as news articles, literature, and everyday dialogues are commonly used to expose learners to various topics and communication scenarios (Holme, 1996).

The teaching approaches in ESP and EGP also differ significantly. ESP instructors use a **needs-based approach** to tailor their teaching to the specific language and communication requirements of their students' professional or academic contexts. This involves identifying learners' goals and selecting materials and methods that align closely with their needs. By doing so, ESP ensures that learners acquire targeted skills that are immediately applicable to their careers or studies. On the other hand, EGP instructors focus on teaching the fundamental skills and knowledge required for effective communication in a variety of everyday situations. The emphasis is on building a strong foundation in grammar, vocabulary, and general communication skills, which learners can apply across different contexts and settings s (Jordan, 1997).

The table below summarizes the key differences between ESP (English for Specific Purposes) and EGP (English for General Purposes):

| Aspect | ESP | EGP |
|---|---|---|
| **Purpose and Focus** | Tailored to specific professional or academic fields, focusing on specialized language needs. | General language instruction without specialization, covering a wide range of language skills. |
| **Target Audience** | Learners with specific goals in their field of study or profession, often with intermediate to advanced proficiency. | A broader range of learners, from beginners to advanced levels, seeking general English language skills. |
| **Content and Materials** | Specialized content related to the learners' specific field (e.g., business, medicine, aviation), including industry-specific vocabulary. | More general content, such as literature, news, and everyday communication scenarios, without specific field-related focus. |
| **Teaching Approach** | Needs-based approach, tailored to the specific language requirements of the learners' intended professional or academic contexts. | Focus on foundational language skills for general communication in a variety of everyday situations. |
| **Examples** | English for Business, English for Medicine, English for Aviation. | General English courses, such as English as a Second Language (ESL) or English as a Foreign Language (EFL). |

**Table 1: Comparison between ESP and EGP**

This table provides a clear overview of the differences between ESP and EGP, highlighting their distinct purposes, target audiences, content, and teaching approaches. The choice between the two depends on the learners' specific language learning goals and needs.

In summary, ESP is specialized English instruction tailored to meet the specific language needs of professionals or students in particular fields, while EGP provides a more general

foundation in English language skills for broader communication purposes. The choice between ESP and EGP depends on the learners' specific goals and needs.

**Discussion Questions:**

1. Define ESP and EGP and explain their primary objectives. How do they differ in terms of their language teaching focus?
2. Describe the typical target audience for ESP courses and provide examples of specific professional fields or contexts where ESP might be applied.
3. Compare and contrast the content and materials used in ESP and EGP courses. Give examples of the types of materials commonly used in each approach.
4. Discuss the teaching approach employed in ESP courses and how it differs from the approach used in EGP courses. Provide reasons for the differences in teaching methods.
5. Imagine you are an educator planning a curriculum. How would you design an ESP course for learners interested in the field of aviation, and how would it differ from an EGP course? Provide a brief outline of the key components of each course.
6. Explain the importance of needs analysis in ESP. Why is it crucial to identify learners' specific language needs and goals in ESP instruction? Provide an example to illustrate your point.
7. Give an example of a situation where EGP might be more appropriate than ESP. Justify your choice by considering the language learning needs of the learners in that context.
8. How might the choice between ESP and EGP be influenced by the proficiency level of the learners? Discuss the suitability of each approach for learners at various language proficiency levels.
9. Provide an example of a specific ESP course and an EGP course, and describe the key differences in content, objectives, and teaching methods for each course.
10. Imagine you are advising a group of international business professionals looking to improve their English skills. Explain whether an ESP or EGP approach would be more suitable for them and justify your recommendation.

## Lesson 3: Characteristics of ESP

English for Specific Purposes is an approach to language learning and teaching that focuses on meeting the particular needs of learners in specific fields or professional contexts. The characteristics of ESP distinguish it from more general language instruction. According to Dudley-Evans and Saint John (1998), the characteristics can be categorized into two main types: absolute characteristics and variable characteristics.

### I- Absolute Characteristics

- ESP is defined to meet specific needs of the learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

#### 1- Defined to Meet Specific Needs:

ESP is characterized by its clear focus on meeting the specific language needs of the learners. This means that the content, activities, and objectives of the course are tailored to address the linguistic challenges encountered in the learners' particular professional or academic contexts.

#### 2- Uses Underlying Methodology of the Discipline:

ESP incorporates the methodology and activities inherent to the discipline it serves. This ensures that the language learning process is directly relevant to the field, providing learners with the skills and knowledge necessary for effective communication within their specific domain.

### 3- Centered on Language, Skills, Discourse, and Genre:

ESP is not only concerned with language elements such as grammar and lexis but also focuses on developing the specific skills, discourse patterns, and genres associated with the learners' professional or academic activities. This holistic approach enhances practical language use in real-world contexts.

## II- Variable Characteristics

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

- ESP may use, in specific teaching situations, a different methodology from that of General English;

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

- ESP is generally designed for intermediate or advanced students.

### 1- Related to or Designed for Specific Disciplines:

ESP can be customized for various disciplines, recognizing the diversity of language needs across different fields. This variability allows for the creation of courses that address the unique linguistic demands of specific industries or academic subjects.

### 2- May Use Different Methodology:

While ESP shares certain methodological principles with General English, it has the flexibility to employ different teaching methodologies tailored to the specific needs of the learners. This

adaptability ensures that the language learning process aligns with the characteristics of the targeted discipline.

**3- Designed for Adult Learners:**

ESP is commonly designed for adult learners, particularly those in tertiary education or professional work environments. However, it acknowledges the potential applicability for learners at the secondary school level, demonstrating flexibility in addressing language needs at different educational stages.

**4- Designed for Intermediate or Advanced Students:**

Although ESP courses generally assume some basic knowledge of the language systems, they are primarily designed for intermediate or advanced students. This characteristic acknowledges the importance of a foundational understanding of the language while recognizing that ESP can be effectively utilized across a range of proficiency levels, including beginners.

In conclusion, these characteristics collectively emphasize the tailored and adaptable nature of ESP, making it a practical and effective approach for language learning in specific professional or academic contexts.

**Homework Assignment:**

1- Explain one way in which ESP utilizes the underlying methodology and activities of the discipline it serves.
2- Provide an example of how ESP is likely to be designed for adult learners.
3- Discuss the significance of ESP being defined to meet specific needs of learners. Provide examples to support your argument.
4- Compare and contrast the methodological approaches of ESP and General English, highlighting one specific teaching situation where ESP may use a different methodology.

## Lesson 4: Types of ESP

Hutchinson and Waters (1987) conceptualized one of the most enduring frameworks in English Language Teaching (ELT) through their "Tree of ELT." This tree-like model visually represents the branches of ELT and places English for Specific Purposes (ESP) as a major branch with three distinct categories:

1. **English for Science and Technology (EST):** Designed for fields like engineering, technology, and applied sciences.
2. **English for Business and Economics (EBE):** Focused on economic and business domains, including finance and commerce.
3. **English for Social Studies (ESS):** Pertaining to social sciences and humanities, such as psychology, sociology, and anthropology.

The following table summarizes the focus of each type and the language skills it addresses:

| Category | Focus | Language Skills |
|---|---|---|
| **English for Science and Technology (EST)** | Designed for students or professionals in **scientific and technical fields**. | Emphasis on language skills related to **specific terminology**, communication styles, and **discourse patterns** in scientific and technical contexts. |
| **English for Business and Economics (EBE)** | Tailored for learners involved in **business, commerce, or economics**. | Focus on language skills for **business communication**, negotiations, presentations, and other business-specific language functions. |
| **English for Social Purposes (ESP)** | Designed for learners needing English for **general communication** in social and cultural contexts. | Emphasis on developing skills for **everyday interactions**, **cultural understanding**, and **social communication**. |

Table1:

Each category addresses a specialized area of academic or occupational study and is further divided into two sub-branches:

- **English for Academic Purposes (EAP):** Tailored to help learners master the language needed for academic activities.
- **English for Occupational Purposes (EOP):** Focused on equipping learners with English skills necessary for their professional roles.

For instance, under the ESS branch, **English for Teaching** serves as an example of EAP, while **English for Psychology** represents EOP. However, Hutchinson and Waters acknowledged that their distinction between EAP and EOP is somewhat ambiguous, necessitating additional clarification to differentiate these two concepts.

**EAP vs. EOP**

The differentiation between EAP and EOP is nuanced, as individuals often engage in both study and work concurrently. Furthermore, the language skills acquired for academic purposes frequently overlap with those needed in professional contexts.

- **English for Occupational Purposes (EOP):** This type of course is aimed at developing English proficiency for immediate application in professional environments. For example, legal professionals or administrative managers might undergo EOP training to attain the language proficiency required for their roles.
- **English for Academic Purposes (EAP):** In contrast, EAP focuses on equipping learners with "study skills," such as drafting academic papers, listening to lectures, note-taking,

and delivering formal presentations. These skills are essential for academic success and are often applied across disciplines.

**The Role of English for Vocational Purposes (EVP)**

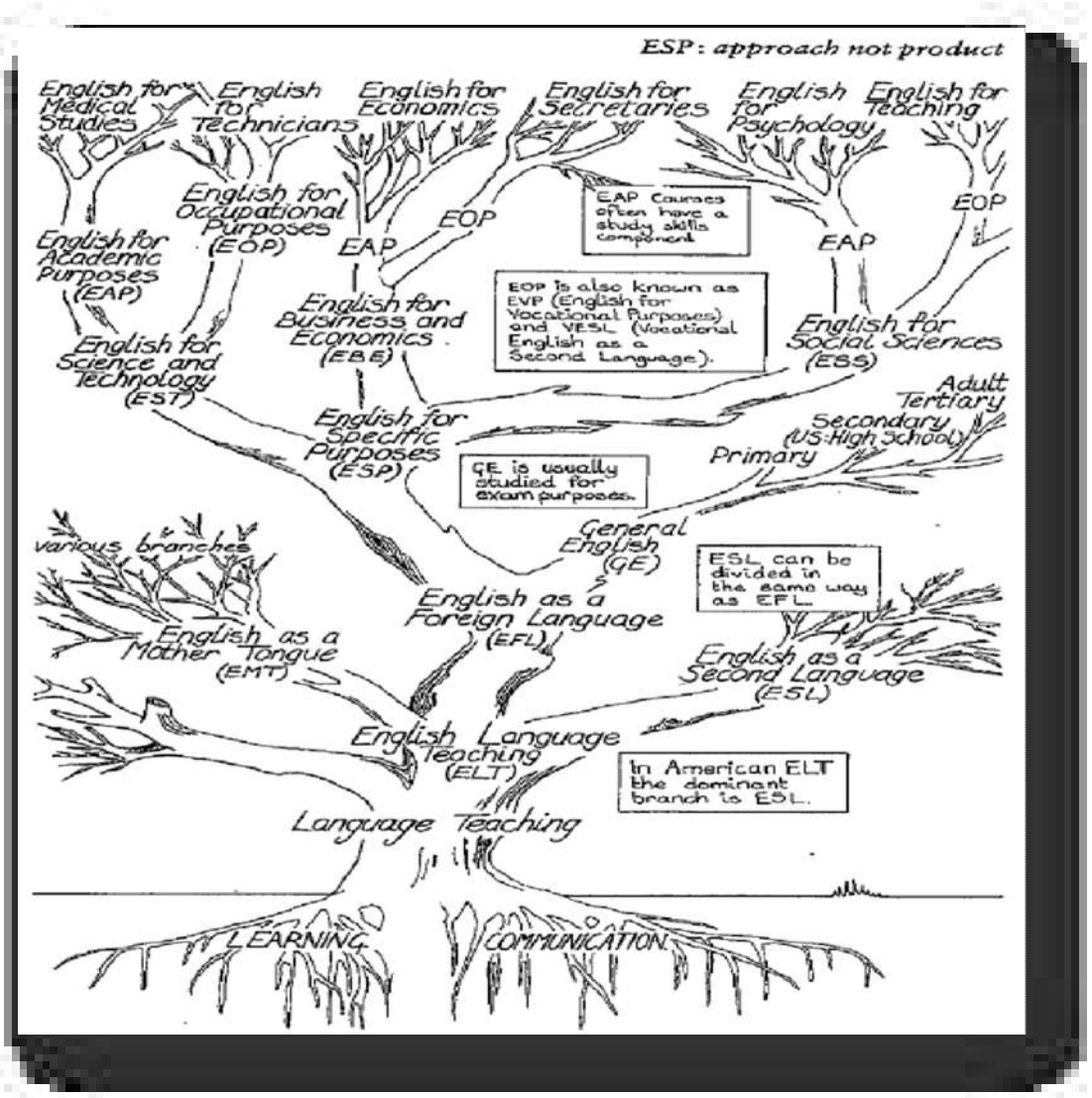
Building on these classifications, English for Vocational Purposes (EVP) can be understood as a program designed to enable students to use English as a tool for vocational learning and expertise. According to Widodo (2016), EVP supports students in:

- Understanding vocational content.
- Building and refining vocational knowledge and skills.
- Communicating professional expertise effectively.
- Executing specialized tasks requiring disciplinary language.

Through EVP, English serves as a medium that not only facilitates technical learning but also enhances the learner's ability to navigate and excel in their vocational domain.

**Illustration of the ELT Tree (Hutchinson and Waters, 1987)**

Below is a conceptual representation of the **ELT Tree** highlighting the structure of ESP as defined by Hutchinson and Waters:




This tree illustrates how ESP branches out into specialized categories, each addressing the unique needs of its learners. The sub-branches of EAP and EOP further highlight the dual focus on academic and occupational contexts across these domains.

It's important to note that Hutchinson and Waters' classification provides a broad framework, and within each category, there can be further specialization based on specific fields or contexts. Additionally, the field of ESP has evolved since the publication of their book, and

there are now numerous subfields and variations of ESP catering to a wide range of professional and academic contexts.

ESP continues to be a dynamic and adaptable field, responding to the diverse language needs of learners in various specialized domains, such as English for Academic Purposes (EAP), English for Medical Purposes (EMP), and English for Legal Purposes (ELP), among others. These specialized branches of ESP aim to address the unique language requirements of learners in specific academic and professional disciplines.

**Discussion Questions:**

1. How would you describe the primary focus of EAP? How does it differ from the focus of EOP?
2. In what ways does the focus of EAP align with the needs of students entering academic settings?
3. Why is it important to differentiate between the target audiences of EAP and EOP?
4. How might the language needs of students preparing for academic study differ from those of professionals in specific occupations?
5. How does the context in which EAP is typically delivered differ from that of EOP?
6. Can you think of examples of where EOP might be offered outside of traditional educational institutions?
7. What language skills are emphasized in EAP, and why are these skills crucial for academic success?
8. In EOP, what kinds of language skills are particularly relevant for professionals in specific fields?
9. What are some examples of courses that might be offered under the umbrella of EAP?
10. Can you provide examples of EOP courses tailored to professionals in specific industries?
11. How EAP is typically integrated into academic programs? What benefits does this integration offer to students?

12. In what ways might EOP be integrated into workplace training or professional development programs?
13. Why is it important for EOP courses to be customized to the needs of specific professions?
14. How might the customization of content in EAP differ from that in EOP?
15. How might a strong foundation in EAP contribute to a student's academic success and career readiness?
16. In what ways can EOP enhance the communication skills and professional development of individuals in specific occupations?
17. Why is it crucial for EOP courses to be flexible and adaptable to the rapidly changing needs of different professions?
18. How might the adaptability of EAP programs be different from that of EOP programs?
19. Considering the global nature of English as a lingua franca how might EAP and EOP cater to learners from diverse linguistic and cultural backgrounds?
20. In what ways do EAP and EOP contribute to effective communication in international academic and professional contexts?

## Lesson 5: Objectives in Teaching ESP

English for Specific Purposes (ESP) is an approach to language teaching that focuses on developing English language skills in a specific context, tailored to the needs of learners in a particular field or profession. Basturkmen (2006) outlines five broad objectives in teaching ESP:

1. **To Reveal Subject-Specific Language Use:**

- Definition and importance of subject-specific language in ESP.
- Identifying specialized vocabulary, structures, and discourse features.
- Techniques for teaching subject-specific language (e.g., corpus analysis, authentic materials).

**Activity:** Read text below and:

1- Identify subject-specific terms and structures.

2- Discuss their meaning in context.

*In today's globalized market, organizations strive to achieve competitive advantage by leveraging their core competencies and fostering cross-functional collaboration. Project managers must ensure efficient resource allocation and optimize workflow processes to meet key performance indicators (KPIs). Effective stakeholder communication is crucial in mitigating risks and aligning strategic objectives across departments. Companies increasingly rely on data-driven decision-making to enhance operational efficiency and drive innovation.*

2. **To Develop Target Performance Competencies:**

- Explanation of performance competencies and their role in professional settings.
- Aligning ESP teaching with real-world tasks and job functions.
- Strategies for integrating authentic tasks into ESP curriculum.

**Activity:** Role-playing exercises simulating professional communication (A business meeting where learners negotiate a contract using appropriate language).

3. **To Teach Underlying Knowledge:**

- Importance of background knowledge for language comprehension and use.
- How ESP learners need both linguistic and contextual knowledge.
- Approaches to integrating content knowledge into language teaching.

**Activity:** Analyze the following patient report and identify key medical terms.

**Hospital Name:** City General Hospital
**Department:** Internal Medicine
**Patient Name:** John Doe
**Age:** 54
**Diagnosis:** Hypertension, Type 2 Diabetes
**Medications:** Amlodipine 5mg daily, Metformin 500mg twice daily
**Clinical Notes:** The patient presented with complaints of fatigue and dizziness. Blood pressure was recorded at 150/90 mmHg. Blood glucose levels were 180 mg/dL. The patient was advised to continue current medication, adhere to a low-sodium diet, and engage in regular physical activity. Follow-up appointment scheduled in 2 weeks.

4. **To Develop Strategic Competence:**

- Definition of strategic competence and its role in effective communication.
- Strategies for teaching problem-solving and adaptation skills in ESP contexts.
- Encouraging learners to use language strategies in unpredictable situations.

**Activity:** Group discussion on strategies for overcoming communication challenges.

- **Discussion Topics:** Handling misunderstandings, clarifying ambiguous terms, negotiating meaning.

5. **To Foster Critical Awareness:**

- Understanding critical awareness and its importance in ESP.
- Encouraging learners to evaluate and challenge language use in their field.
- Promoting reflective practices and critical thinking.

**Activity:** Debate on ethical communication practices in professional settings.

- **Topic:** Should corporate emails prioritize clarity over politeness?

These objectives emphasize the integration of language skills with subject-specific content, aiming to empower learners to effectively use English in their professional or academic domains. The focus extends beyond linguistic competence to include strategic and critical dimensions, enhancing learners' ability to navigate real-world situations and engage meaningfully within their specialized fields.

## Lesson 6: ESP Teaching and Learning

It is important to recognize that ESP instruction follows similar methods and general principles as other types of language teaching. Essentially, the core teaching activities include shaping the input, fostering learners' willingness to learn, guiding learning strategies, and encouraging practice and application (Strevens, 1988, p. 44). Moreover, it is essential to focus on learners' specific needs, objectives, and motivation throughout the teaching process. Additionally, their attitudes toward learning and the strategies they employ play a critical role in achieving successful outcomes.

### 1. Basic Teaching Activities in ESP

Strevens (1988) suggests the following key activities:

**A. Shaping the Input:**

- Providing learners with language exposure tailored to their specific field.
- Using authentic materials such as case studies, technical documents, and reports.

**B. Encouraging Learners' Intention to Learn:**

- Setting clear objectives aligned with learners' career or academic goals.
- Using motivational strategies such as relevance to real-world tasks.

**C. Managing Learning Strategies:**

- Teaching students how to approach and process ESP content.
- Encouraging metacognitive strategies like self-assessment and reflection.

**D. Promoting Practice and Use:**

- Integrating communicative tasks and simulations.
- Providing opportunities for learners to apply ESP skills in real-world contexts.

As for addressing learners' needs, goals, and motivation in addition to learners' attitudes and learning strategies it is very crucial to highlight the following:

- Importance of conducting needs analysis in ESP.
- Setting specific learning goals based on individual and organizational demands.
- Motivational factors in ESP learning (e.g., career advancement, academic success).
- How attitudes towards ESP impact learning outcomes.
- Common learning strategies in ESP (e.g., content-based, task-based approaches).
- Adapting teaching strategies to suit different learning styles.

## 2. Teacher and Learner Roles in ESP

According to Kashani (2007) who suggests that in addition to the normal functions of a classroom teacher, the ESP teacher and learner will have to perform as follows:

| ESP Teacher Roles | ESP Learner Responsibilities |
|---|---|
| Needs Analyst | Needs Identifier |
| Course Designer | Active Participant |
| Facilitator of Learning | Autonomous Learner |
| Language Specialist | Critical Thinker |
| Cultural Broker | Cultural Sensitivity |
| Assessment Expert | Self-Assessor |
| Technology Integrator | Adaptability |
| Motivator and Supporter | Technology User |
| Lifelong Learner | Lifelong Learner |
| Collaborator | Collaborator |

## 2.1 The Roles of the ESP Teacher:

The role of an ESP (English for Specific Purposes) teacher is multifaceted and involves addressing the specific language needs of learners within a particular professional or academic context. Here are some key roles and responsibilities of an ESP teacher:

**Needs Analyst:**

Conducting a thorough needs analysis to understand the linguistic requirements of the learners within their specific field. This involves identifying the language skills, vocabulary, and communication tasks relevant to their professional or academic context.

**Course Designer:**

Designing and developing course materials that are tailored to the specific needs of the learners. This includes selecting and adapting authentic materials from the learners' field and creating activities that promote language acquisition within the context of their discipline.

**Facilitator of Learning:**

Facilitating the learning process by creating an environment that encourages active participation and engagement. ESP teachers often use task-based and communicative approaches to help learners apply language skills in practical, real-world situations.

**Language Specialist:**

Serving as a language expert, providing guidance on grammar, syntax, vocabulary, and pronunciation within the context of the learners' specific field. The teacher helps students understand and use language accurately and effectively.

**Cultural Broker:**

Assisting learners in navigating the cultural nuances associated with language use in their professional or academic setting. This may include understanding workplace communication norms, etiquette, and expectations.

**Assessment Expert:**

Developing and implementing assessments that align with the goals and objectives of the ESP course. Assessment methods may include presentations, reports, simulations, and other tasks that reflect the language skills required in the learners' field.

**Technology Integrator:**

Incorporating technology into the teaching and learning process. This may involve using online resources, multimedia materials, and communication tools that mirror the technological demands of the learners' profession or academic discipline.

**Motivator and Supporter:**

Motivating learners by demonstrating the relevance of language skills to their professional or academic goals. ESP teachers also provide support and guidance, recognizing the challenges learners may face in applying language skills to their specific contexts.

**Lifelong Learner:**

Staying updated on developments within the learners' field to ensure that course content remains current and relevant. ESP teachers often engage in continuous professional development to enhance their own knowledge and teaching strategies.

**Collaborator:**

Collaborating with professionals from the learners' field, such as industry experts or academic specialists, to ensure the course content reflects authentic and current language use within the discipline.

The ESP teacher plays a crucial role in tailoring language instruction to meet the specific needs of learners in their chosen professional or academic field. This involves a combination of linguistic expertise, instructional design skills, cultural awareness, and a commitment to facilitating meaningful language learning experiences.

## 2.2 The Responsibilities of the ESP Learner:

ESP learners, or English for Specific Purposes learners, play an active role in their language acquisition process. Here are some key roles and responsibilities of ESP learners:

**Needs Identifier:**

Actively participating in the needs analysis process by identifying and articulating their specific language needs within their professional or academic context. Communicating their goals and expectations helps shape the course content.

**Active Participant:**

Engaging actively in the learning process by participating in class discussions, activities, and tasks. Actively using the language in various contexts helps reinforce language skills and promotes practical application.

**Autonomous Learner:**

Taking responsibility for their own learning and setting personal language learning goals. Seeking out additional resources, practicing independently, and reflecting on their progress contribute to becoming an autonomous learner.

**Critical Thinker:**

Developing critical thinking skills within the context of their field. ESP learners should be able to analyze and evaluate information, make informed decisions, and apply their language skills in problem-solving situations.

**Cultural Sensitivity:**

Recognizing and respecting cultural nuances within their field. Understanding the cultural aspects of language use helps learners navigate professional or academic settings with cultural sensitivity and awareness.

**Self-Assessor:**

Actively assessing their own language proficiency and identifying areas for improvement. Seeking feedback from teachers and peers, and using self-assessment tools, helps learners monitor their progress and make necessary adjustments to their learning strategies.

**Adaptability:**

Being adaptable to different communication situations within their field. ESP learners should be able to adjust their language use based on the demands of various professional or academic contexts.

**Technology User:**

Effectively utilizing technology tools and resources to enhance language learning. This may involve using online resources, language learning apps, and other technology platforms that align with the technological demands of their field.

**Lifelong Learner:**

Recognizing that language learning is an ongoing process and actively seeking opportunities for continuous improvement. Staying informed about developments in their field and staying engaged in professional or academic communities supports lifelong learning.

**Collaborator:**

Collaborating with peers in group activities and projects. Engaging in collaborative learning experiences helps learners practice language skills in a cooperative and supportive environment.

By actively embracing these roles, ESP learners contribute to their own language development and proficiency within the specific context of their profession or academic discipline. Taking ownership of the learning process and applying language skills in relevant situations are key aspects of success in ESP

### 3. Stages in the ESP Teaching Process

The ESP teaching process involves several stages designed to address the specific language needs of learners within their professional or academic context. While the exact stages may vary based on specific approaches and methodologies, here is a general outline suggested by Dudley-Evans and Johns (1998):

-

1. **Needs Analysis:**

The ESP teacher Identifies the language needs, goals, and expectations of the learners within their specific field through:

- Conducting interviews, surveys, and questionnaires with learners and stakeholders.
- Analyzing authentic materials from the learners' field.
- Identifying language skills, tasks, and communication contexts relevant to their profession or academic discipline.

2. **Course Design:**

The teacher develops a course syllabus and materials that align with the identified needs of the learners by:

- Selecting and adapt authentic materials from the learners' field.
- Designing activities and tasks that simulate real-world communication situations.
- Outlining the course structure, including lesson plans, assessments, and evaluation criteria.

3. **Teaching and Learning:**

The teacher delivers language instruction that addresses the specific linguistic needs of learners in their professional or academic context through:

- Teaching language skills, vocabulary, and grammar relevant to the learners' field.
- Conducting activities and tasks that encourage practical application of language skills.
- Providing feedback on language use and proficiency.
- Assigning projects, case studies, and simulations related to the learners' field.

- Facilitating collaborative activities that require language use in problem-solving contexts.
- Providing opportunities for presentations, meetings, and other professional communication tasks.

**4. Assessment:**

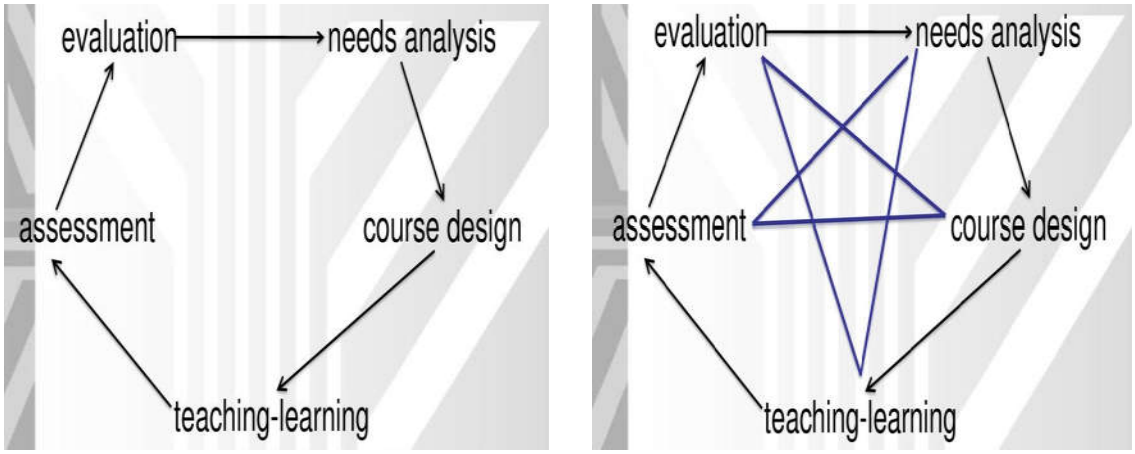
The ESP teacher evaluates learners' language proficiency within the context of their profession or academic discipline by:

- Conducting formative assessments throughout the course.
- Using a variety of assessment methods such as presentations, reports, and written exams.
- Providing constructive feedback on language use and performance.

**5. Evaluation:**

The teacher summarize the learning outcomes and evaluate the overall effectiveness of the ESP course by:

- Reviewing key concepts and language skills covered in the course.
- Collecting feedback from learners on the course structure and content.
- Evaluating the success of the course in meeting the identified language needs.




**Theory** **Reality**

**Stages of ESP Course Design between Theory and Reality (Dudley-Evans and Johns 1998, p. 121)**

As the figure suggests, it is clear that ESP course design is the result of the interaction between these stages that are interconnected. Therefore, effective courses are those where the syllabus and material are identified through a careful analysis of the communication needs of the learners and their practical and functional English Language requirements. By following these stages, ESP teachers can create a targeted and effective language learning experience that prepares learners for success in their specific professional or academic context.

The dynamic and interdependent nature of these stages emphasizes the need for flexibility in course design. As the course progresses, it may be necessary to revisit earlier stages based on feedback and evolving needs. This iterative process allows for continuous improvement and ensures that the ESP course remains relevant and effective in addressing the language needs of the learners in their professional setting.

## Lesson 7: ESP Needs Analysis

### 1- Definition

According to Hutchinson and Waters (1987) , ESP needs analysis is a systematic process used to identify the language learning needs of a particular group of learners who need English for a specific purpose, such as academic study, business communication, or vocational training. This analysis helps educators and curriculum developers tailor language instruction to meet the specific needs and goals of the learners. Here's an overview of the process, types of needs, and sources of needs in ESP needs analysis:

### 2- Process of Needs Analysis:

**2.1 Preparation:** Define the purpose of the analysis and identify the target learners and their specific context.

**2.2 Data Collection**: Gather information through various means such as surveys, interviews, observation, or analysis of existing documents.

**2.3 Analysis:** Analyze the collected data to identify the language needs of the learners, considering linguistic, discourse, sociolinguistic, and pragmatic aspects.

**2.4 Interpretation**: Interpret the findings to prioritize the identified needs and determine the implications for language instruction.

**2.5 Implementation**: Develop a curriculum or language program that addresses the identified needs effectively.

### 3- Types of Needs:

### 3.1 Target Needs:

**Definition**: Target needs refer to the language skills and knowledge required by learners to perform specific tasks or functions within a particular context or domain.

**Focus:** These needs are centered on the objectives or goals of language use in the target environment.

**Examples:** For example, in an academic setting, target needs might include the ability to comprehend academic texts, participate in academic discussions, write research papers, or deliver presentations effectively.

**Identification**: Target needs are typically identified through task analysis, which involves analyzing the language demands of the tasks learners need to perform in their target language environment.

#### 3.1.1 Categories of Target Needs:

In the context of English for Specific Purposes (ESP) needs analysis, when discussing target needs, it's common to categorize them into three main areas: necessities, lacks, and wants. Here's a breakdown of each:

- **Necessities:**

These are the essential language skills and knowledge that learners must possess to effectively perform tasks or functions in their specific context or domain. Necessities are non-negotiable elements required for successful communication or task completion.

They are typically identified through task analysis and consultation with stakeholders to determine the core language skills and knowledge needed for job performance, academic success, or other specific purposes Munby (1978).

- **Lacks:**

Lacks refer to the areas where learners are deficient or lacking in the necessary language skills and knowledge to meet the demands of their target context. These are identified through assessment, observation, or analysis of learners' language performance.

Lacks highlight the specific areas where learners require additional instruction, practice, or support to bridge the gap between their current proficiency level and the desired level for their target needs (Hutchinson, Waters and Breen 1979).

- **Wants:**

Wants are the language skills or topics that learners express a desire or preference to learn, but which may not be essential for their immediate communicative needs or task performance.

These are often identified through learner needs surveys, interviews, or self-assessment.

While wants may not be prioritized in the initial stages of curriculum development, they can be considered for enrichment activities or personalized learning opportunities to enhance learner motivation and engagement (Mead, 1980).

By considering these three categories of target needs—necessities, lacks, and wants—educators and curriculum developers can prioritize and tailor language instruction to meet the specific requirements and preferences of learners in ESP contexts effectively. This ensures that

instruction is focused on essential language skills while also addressing areas where learners need additional support or where their interests lie.

Analyzing target situation needs essentially involves posing questions about the target context and considering the perspectives of different participants in the learning process. The following framework suggested by Hutchinson and Waters (1987) highlights the key information a course designer should collect when assessing target needs.

### 3.1.2 A target situation analysis framework

**Why** is the language needed?

- For study;
- For work;
- For training;
- For a combination of these;
- For some other purpose, e.g. status, examination, promotion.

**How** will the language be used?

- Medium: speaking, writing, reading etc.;
- Channel: e.g. telephone, face to face;
- Types of text or discourse: e.g. academic texts, lectures, informal conversations, technical manuals, catalogues.

**What** will the content areas be?

- Subjects: e.g. medicine, biology, architecture, shipping, commerce, engineering;
- Level: e.g. technician, craftsman, postgraduate, secondary school.

**Who** will the learner use the language with?

- Native speakers or non-native;

- Level of knowledge of receiver: e.g. expert, layman, student;

- Relationship: e.g. colleague, teacher, customer, superior, subordinate.

**Where** will the language be used?

- Physical setting: e.g. office, lecture theatre, hotel, workshop, library;

- Human context: e.g. alone, meetings, demonstrations, on telephone;

- Linguistic context: e.g. in own country, abroad.

**When** will the language be used?

- Concurrently with the ESP course or subsequently;

- Frequently, seldom, in small amounts, in large chunks.

**3.2 Learning Needs:**

**Definition**: Learning needs refer to areas where learners require additional support or instruction to improve their language proficiency (Smith, 1984).

**Focus**: These needs are focused on the gaps or deficiencies in learners' current language skills and knowledge.

**Examples**: Learning needs might include difficulties with grammar, vocabulary, pronunciation, listening comprehension, speaking fluency, or writing skills.

**Identification**: Learning needs can be identified through various means such as learner self-assessment, diagnostic tests, language proficiency assessments, teacher observation, or analysis of learner errors.

In summary, target needs relate to the specific language skills and knowledge required for learners to achieve their communicative goals in a particular context or domain, while learning

needs focus on the areas where learners require additional support or instruction to improve their overall language proficiency. Both target needs and learning needs are essential considerations in designing effective language instruction and curriculum development in ESP contexts.

To effectively analyze learning needs, we can utilize a checklist similar to the one used for target situation analysis (Hutchinson and Waters, 1987). This process involves identifying the learners' current skills, their learning objectives, and the factors influencing their progress. By examining these aspects, course designers can tailor instructional materials and methodologies to bridge the gap between the learners' present abilities and their desired proficiency.

### 3.2.1 A framework for analyzing learning needs

**Why** are the learners taking the course?

- Compulsory or optional;
- Apparent need or not;
- Are status, money, promotion involved ?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

**How** do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques are likely to bore/alienate them?

**What** resources are available?

- Number and professional competence of teachers;

- Attitude of teachers to ESP;

- Teachers' knowledge of and attitude to the subject content;

- Materials;

- Aids;

- Opportunities for out-of-class activities.

**Who** are the learners?

- Age/sex/nationality;

- What do they know already about English ?

- What subject knowledge do they have?

- What are their interests?

- What is their socio-cultural background?

- What teaching styles are they used to?

- What is their attitude to English or to the cultures of the English speaking world ?

**Where** will the ESP course take place?

- Are the surroundings pleasant, dull, noisy, cold etc?

**When** will the ESP course take place?

- Time of day;

- Every day/once a week;

- Full-time/part-time;

- Concurrent with need or pre-need.

## 4. Sources of Data for Needs Analysis:

Hyland (2014) highlighted the following:

**Stakeholders**: Individuals or groups involved in or affected by the language learning process, including learners, teachers, employers, and administrators.

**Authentic Materials**: Texts, documents, or samples of language use relevant to the learners' specific field or context.

**Discourse Analysis**: Examination of language use in authentic contexts to identify linguistic features and communication strategies required by learners.

**Task Analysis**: refers to analysis of the tasks learners need to perform in their target language environment to determine the language skills and knowledge necessary to complete those tasks.

**Language Tests and Assessments**: Assessment results and diagnostic tests can provide insights into learners' strengths and weaknesses in language proficiency.

By conducting a thorough needs analysis, educators can ensure that language instruction is relevant, effective, and tailored to meet the specific needs of learners in their particular context. This process allows instructors to identify learners' current proficiency levels, learning goals, and potential challenges, enabling them to design courses that bridge the gap between existing skills and desired outcomes.

## 5. Sample Questionnaire/interview:

### 5.1 Sample Questionnaire for ESP Needs Analysis

**Instructions:** Please answer the following questions to help us understand your English language needs in your specific field of study/work.

**Section 1: Personal Information**

1. Name (optional): _____
2. Age: ____
3. Gender: ☐ Male ☐ Female ☐ Prefer not to say
4. Field of Study/Work: _____
5. Job Title (if applicable): _____
6. Years of Experience: ____

**Section 2: English Language Proficiency**

7. How would you rate your English proficiency?
   ☐ Beginner ☐ Intermediate ☐ Advanced ☐ Fluent
8. In which skills do you feel most confident? (Check all that apply)
   ☐ Reading ☐ Writing ☐ Listening ☐ Speaking
9. Which skills do you find most challenging? (Check all that apply)
   ☐ Reading ☐ Writing ☐ Listening ☐ Speaking

**Section 3: English Usage in Your Field**

10. How often do you use English in your field of work/study?
    ☐ Daily ☐ Weekly ☐ Occasionally ☐ Never
11. In what situations do you need to use English? (Check all that apply)
    ☐ Reading academic papers or work-related documents
    ☐ Writing reports, emails, or research papers
    ☐ Listening to lectures, meetings, or presentations
    ☐ Speaking in discussions, presentations, or meetings
12. What types of English documents do you frequently encounter?
    ☐ Research papers
    ☐ Business reports
    ☐ Technical manuals
    ☐ Emails and correspondence
    ☐ Other (please specify): _____
13. What challenges do you face when using English in your field?

**Section 4: Learning Preferences**

14. What type of ESP course would you prefer?
    ☐ Online ☐ In-person ☐ Hybrid (both)
15. What skills would you like to improve the most?
    ☐ Reading ☐ Writing ☐ Listening ☐ Speaking
16. What kind of learning activities do you find most helpful?
    ☐ Role-plays
    ☐ Case studies
    ☐ Group discussions
    ☐ Writing exercises
    ☐ Other (please specify): _____
17. Additional comments or suggestions:

**5.2 Sample Interview for ESP Needs Analysis**

**Instructions:** This interview aims to gather detailed information about your English language needs in your specific field.

**Interviewer:** Thank you for participating. Let's begin with some background questions.

**Section 1: Background Information**

1. Can you tell me about your field of study or profession?
2. How often do you use English in your daily work or studies?
3. In what specific tasks do you use English the most?

**Section 2: English Language Proficiency & Challenges**

4. How would you describe your level of English proficiency?
5. Which language skill (reading, writing, listening, or speaking) do you find most difficult? Why?
6. Can you share an example of a situation where you struggled with English in your field?

**Section 3: English Language Needs & Preferences**

7. What types of English materials do you deal with (e.g., reports, manuals, academic papers, presentations)?
8. Do you need to communicate in English with international colleagues or clients? How do you feel about it?
9. What specific English skills would you like to improve the most?
10. What kind of learning methods or activities do you find most effective for learning English?

**Section 4: Additional Comments**

11. If you could design an English course tailored to your needs, what would you include?
12. Is there anything else you'd like to add regarding your English learning needs?

**Interviewer:** Thank you for your time and insights. Your responses will help us design a better English learning program for your needs

## 6.Sample Course Design

### ESP Course Design: English for [Specific Field]

| Course Details | Description |
|---|---|
| **Course Title** | English for [Specific Field] (e.g., *English for Business Communication, English for Engineering, etc.*) |
| **Course Duration** | 10–12 weeks (Adjustable based on learner needs) |
| **Target Audience** | Professionals or students in the [specific field] with intermediate to advanced English proficiency |
| **Course Objectives** | 1. Communicate effectively in professional/academic settings<br>2. Use technical vocabulary and jargon accurately<br>3. Read and interpret field-specific texts<br>4. Write clear and structured documents<br>5. Develop listening and speaking skills for discussions, presentations, and meetings |

### Course Structure & Weekly Breakdown

| Week | Topic | Key Activities |
|---|---|---|
| **1** | Introduction to ESP & Needs Assessment | - Overview of English skills in the field<br>- Diagnostic test<br>- Introduction to key terminology |
| **2** | Reading & Understanding Field-Specific Texts | - Strategies for reading technical/academic papers<br>- Identifying key points<br>- Summarizing content |
| **3** | Professional Writing Skills | - Writing clear reports, emails, and proposals<br>- Document structuring<br>- Common grammar/style issues |
| **4** | Listening & Note-Taking for Lectures/Meetings | - Understanding accents & technical discussions<br>- Effective note-taking techniques<br>- Listening to real-world audio (meetings, lectures) |
| **5** | Speaking & Presentations | - Communicating effectively in discussions<br>- Giving structured presentations<br>- Role-playing professional conversations |
| **6** | Workplace Communication & Etiquette | - Formal vs. informal communication<br>- Email and phone etiquette |

| Week | Topic | Key Activities |
|---|---|---|
| | | - Cross-cultural communication |
| **7** | Specialized Vocabulary & Jargon | - Industry-specific terminology<br>- Abbreviations and acronyms<br>- Vocabulary-building activities |
| **8** | Case Studies & Real-Life Scenarios | - Analyzing real-world case studies<br>- Group discussions & problem-solving<br>- Writing practice (reports, summaries) |
| **9** | Final Project & Assessment | - Presentation or written project<br>- Peer and instructor feedback<br>- Review of key concepts |
| **10** | Review & Certification | - Final assessment (listening, reading, writing, speaking)<br>- Course feedback and reflections<br>- Certification of completion |

**Teaching Methods & Activities**

| Method | Description |
|---|---|
| **Interactive Lectures** | Explanation of key concepts with real-world examples |
| **Role-Plays & Simulations** | Practicing real-life workplace scenarios |
| **Group Discussions** | Peer interaction and collaboration on topics |
| **Case Study Analysis** | Problem-solving using industry-specific cases |
| **Listening Comprehension Exercises** | Exposure to real-world audio (meetings, interviews, lectures) |
| **Writing Tasks** | Reports, emails, and technical documentation |
| **Vocabulary & Grammar Drills** | Focused practice on specialized terminology |

**Assessment & Evaluation**

| Component | Weight |
|---|---|
| **Participation & Attendance** | 20% |
| **Weekly Assignments & Quizzes** | 30% |
| **Final Project (Presentation/Written Report)** | 30% |
| **Final Exam (Listening, Reading, Writing, Speaking)** | 20% |

**Course Materials & Resources**

| Resource Type | Examples |
|---|---|
| **Textbooks & Articles** | Field-specific books, journals, and research papers |
| **Online Resources** | Podcasts, TED Talks, industry-related interviews |
| **Work Documents** | Reports, manuals, professional emails |
| **Instructor Handouts** | Worksheets, practice exercises, and case studies |

**Expected Learning Outcomes**

| By the end of the course, learners will be able to: |
|---|
| Communicate confidently in their professional/academic environment |
| Understand and correctly use specialized vocabulary |
| Write professional and well-structured documents |
| Listen and respond effectively in meetings, discussions, and presentations |
| Apply English skills in real-world job-related situations |

**Open-book Quiz:**

1- In what ways will an awareness of needs affect an ESP course?

2- How might you analyze the needs of secondary school learners? What results do you think you would get?

**Homework Assignment:**

1- Make an analysis of learners' needs (a given domain of your choice) using the Framework for analyzing target needs.

2-Analyze their learning situation using the Framework for analyzing learning needs.

## Lesson 8: Material Selection vs Material Development

Nunan (1988) and Harmer (2001) provide a comprehensive and well-established framework that serves as a valuable reference for syllabus designers when developing and structuring their educational programs. Their work offers theoretical insights, practical guidelines, and methodological approaches that help curriculum developers design effective and well-balanced syllabi tailored to learners' needs. By drawing on their principles, educators can ensure that their course content is systematically organized, pedagogically sound, and aligned with language learning objectives. Additionally, their contributions emphasize the importance of learner engagement, task-based learning, and communicative competence, which are essential components of modern language education.

### 1. Material Selection:

#### 1.1 Definition:

Material selection involves choosing existing materials, such as textbooks, articles, videos, or online resources that align with the specific needs and objectives of the ESP course.

#### 1.2 Considerations:

- **Relevance:** Materials must directly address the language needs of the learners within their specific field or profession.

- **Authenticity:** Authentic materials closely mirror real-world language usage encountered in the learners' professional contexts.

- **Level Appropriateness:** Materials should match the language proficiency level of the learners.

- **Cultural Sensitivity:** Ensure that the materials are culturally appropriate and sensitive to the backgrounds of the learners.

**1.3 Sources:**

- Textbooks tailored for the particular field or industry.

- Authentic documents such as reports, manuals, or case studies.

- Online resources including websites, podcasts, or webinars related to the learners' profession.

- Industry-specific journals, articles, or research papers.

**1.4 Adaptation:**

- Sometimes, selected materials may need to be adapted or supplemented to better fit the course objectives or the learners' needs.

- Adaptation may involve simplifying complex language, adding activities, or providing additional explanations.

**1.5 Advantages:**

- **Time-saving:** Selecting existing materials can be more time-efficient compared to developing new ones.

- **Reliability:** Established materials often come with a proven track record of effectiveness.

- **Variety:** By selecting materials from different sources, instructors can provide learners with a diverse range of learning experiences.

## 2. Material Development:

### 2.1 Definition:

Material development involves creating new learning materials specifically tailored to the language needs and objectives of the ESP course.

### 2.2 Steps:

- **Needs Analysis:** Identify the specific language skills and competencies required by learners in their professional context.

- **Content Creation:** Develop materials that directly address the identified language needs, incorporating relevant vocabulary, structures, and discourse patterns.

- **Activity Design:** Design activities and tasks that engage learners in authentic language use related to their field, promoting active learning and skill development.

- **Pilot Testing:** Test the developed materials with a small group of learners to gather feedback and identify areas for improvement.

- **Revision:** Based on feedback, revise and refine the materials to enhance their effectiveness and relevance.

- **Evaluation:** Continuously evaluate the materials' impact on learners' language proficiency and their ability to perform in their professional context.

### 2.3 Considerations:

**- Learnability: Designing for Effective Learning**

In the realm of language learning, prioritizing learnability is paramount. This involves orchestrating learning content and materials along a continuum of difficulty, commencing with simpler information and achievable objectives. Recognizing that certain structural and lexical facets of language pose fewer challenges to learners, it becomes imperative to structure learning experiences accordingly. By catering to learnability, educators uphold one of the most pivotal criteria for sustaining learners' motivation and fostering a positive disposition toward the course as a whole. For instance, introducing basic grammatical concepts such as "am/is/are" before delving into more complex structures like the third type conditional exemplifies an approach rooted in enhancing learnability.

**-Frequency: Embracing Usage Patterns**

In crafting language learning materials, it is essential to factor in the frequency of occurrence of various language items. Items that are frequently utilized and indispensable in communication should be accorded primacy, with ample discussion and dedicated learning time allocated to them. However, this emphasis on frequency should not overshadow the importance of addressing less commonly used items. Even expressions sporadically employed by native speakers hold significance within certain contexts and therefore merit inclusion in the curriculum. A balanced approach to frequency ensures that learners are equipped with language skills that are both versatile and attuned to real-world usage.

**-Coverage: Addressing Linguistic Breadth**

Building upon the concept of frequency, coverage underscores the varying degrees of prominence that certain lexical items and structures command within the language landscape. Some linguistic elements possess a broader scope of application and thus warrant recurring focus

throughout the curriculum. By acknowledging the expansive utility of these language features, educators can ensure that learners are equipped with a comprehensive toolkit that aligns with the demands of diverse communicative contexts. Consequently, an awareness of coverage facilitates the strategic allocation of instructional resources to areas of language learning that offer the greatest returns in terms of communicative efficacy.

**- Usefulness: Bridging Classroom and Everyday Contexts**

Beyond merely acquainting learners with classroom-related vocabulary, educators must strive to cultivate language proficiency that transcends academic boundaries. This entails infusing learning experiences with real-life situations and everyday scenarios to heighten the practical utility of acquired language skills. By contextualizing language learning within familiar and relevant contexts, designers not only enhance the usefulness of the content but also broaden the scope of learners' linguistic abilities. Consequently, learners emerge equipped with the linguistic dexterity needed to navigate diverse communicative landscapes with confidence and efficacy.

**2.4 Customization:**

- Material development allows for customization to precisely meet the needs of learners and the requirements of the ESP course.

- Content can be tailored to specific industries, professions, or even individual learners' interests and goals.

**2.5 Advantages:**

**- Tailored Content:** Developed materials can be customized to address the specific language needs and challenges faced by learners in their professional context.

- **Flexibility:** Instructors have the flexibility to adapt and modify materials based on learners' feedback and evolving language requirements.

- **Innovation:** Developing new materials allows for the integration of innovative approaches and technologies to enhance learning outcomes.

**Conclusion:**

Both material selection and material development play crucial roles in ESP course design. While material selection offers the advantage of leveraging existing resources efficiently, material development allows for the creation of tailored materials that precisely meet the language needs and objectives of learners within their specific field or profession. A balanced approach that combines the strengths of both strategies can contribute to the effectiveness and relevance of ESP instruction.

***Discussion Questions:***

1. What factors should be considered when selecting materials for an ESP course?
2. What are the advantages and disadvantages of using pre-existing materials in language learning?
3. Have you ever used industry-specific materials (e.g., manuals, reports, presentations) in your language learning? How effective were they?
4. How does material development allow for more customization in an ESP course?
5. In your opinion, which is more beneficial for learners: selecting existing materials or developing new materials? Why?
6. How important is cultural sensitivity when selecting or developing materials for ESP courses?

7. What are some challenges that educators face when developing new materials for an ESP course?

## Lesson 9: Authentic vs Non-authentic Materials

### 1. Authentic Materials:

### 1.1 Definition:

Authentic materials are texts or resources created for native speakers of the target language in real-world contexts. They are not specifically designed for language learners.

### 1.2 Advantages:

**- Reflects Real-world Language Use**: Authentic materials mirror the language and situations learners will encounter outside the classroom.

**- Cultural Insights**: They provide insight into the culture, norms, and conventions of the target language community.

**- Motivation**: Authentic materials often engage learners more effectively as they are perceived as relevant and meaningful.

### 1.3 Examples:

**- <u>Discipline: Business English</u>**

- **Authentic Material**: Annual reports, business emails, and presentations from multinational companies.

- **Example Activity:** Analyzing and summarizing a company's financial report to improve business English vocabulary and comprehension.

**- Discipline: Medical English**

- **Authentic Material**: Medical journals, patient case studies, and doctor-patient consultations.

**- Example Activity**: Role-playing scenarios where students act as doctors and patients, using authentic medical terminology to simulate real-life interactions.

**- Discipline: Legal English**

**- Authentic Material**: Court transcripts, legal contracts, and legislation documents.

- **Example Activity**: Summarizing a court case or drafting a legal agreement using authentic legal language.

**2. Non-Authentic Materials:**

**2.1 Definition:**

Non-authentic materials are created specifically for language teaching purposes. They are often simplified or modified versions of authentic materials.

**2.2 Advantages:**

-**Scaffolded Learning**: Non-authentic materials can be adapted to suit learners' proficiency levels, providing necessary scaffolding for comprehension.

- **Targeted Language Features**: Teachers can tailor non-authentic materials to focus on specific language features or skills.

**- Controlled Complexity**: Non-authentic materials can control linguistic complexity, making them more accessible for learners.

**2.3 Examples:**

- **Discipline: Academic English**

- **Non-Authentic Material**: Simplified academic articles or textbooks with glossaries and comprehension questions.

- **Example Activity**: Reading a simplified research article on a scientific topic and answering comprehension questions to develop academic reading skills.

- **Discipline: Technical English (Engineering)**

- **Non-Authentic Material**: Illustrated technical manuals with step-by-step instructions and vocabulary explanations.

- **Example Activity:** Following instructions to assemble a simple device while learning technical vocabulary related to engineering.

- **Discipline: Aviation English**

- **Non-Authentic Material:** Simulated air traffic control conversations with transcripts and explanations of aviation terminology.

- **Example Activity:** Listening to and role-playing simulated air traffic control conversations to practice communication skills in aviation contexts.

In ESP course design, a balanced approach that integrates both authentic and non-authentic materials can cater to the diverse needs of learners, providing exposure to real-world language use while offering support and scaffolding to aid comprehension and skill development.

***Discussion Questions:***

1. How do you define authentic and non-authentic materials in language learning?
2. In what ways do authentic materials enhance language learning compared to non-authentic materials?
3. Can you think of any challenges learners might face when using authentic materials? How can these be addressed?
4. Why might teachers choose non-authentic materials instead of authentic ones in an ESP course?
5. Do you think a balance between authentic and non-authentic materials is necessary? Why or why not?
6. What types of authentic and non-authentic materials do you encounter in your specific field of study/work?
7. How can authentic materials help learners better understand the cultural aspects of a language?

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