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The Role of the ESP Teacher in a TEFL Situation.

The Case of Clinical Analysis Students of Biskra institute of Paramedics

**A dissertation submitted to Mohamed Kheider University of Biskra in partial fulfilment
of the requirements for the degree of Master in Sciences of the Language.**

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Dedications

*To my dear father, mother, sisters, husband and all who love
me ...*

For their endless love, support and encouragement

Rania

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Abstract

Due to the spread of English for specific purposes all around the world, universities and institutes start to give importance to teaching English to students of different domains especially for the health care learners. In this regard, ESP teachers seem to play many roles as Course designer, material provider, researcher, collaborator, and an evaluator in achieving a good spoken and written competence in English. Our study was conducted in the institute of Paramedics of Biskra in Algeria where they recently added technical terminology or also called EMP (English for Medical Purposes), a sub-branch of ESP, to some specialties programs such as nursing and laboratory assistance. In this study, six ESP teachers and fifty clinical analyses students' from both genders had participated in the investigation about the role of ESP teacher through questionnaires in order to discuss the issues, the tasks, and the roles of ESP practitioners, also to highlight the emergence of ESP in the Algerian universities, more precisely in the health care institutions. The suitable research methodology for this work is the descriptive one. This research will be conducted quantitatively and qualitatively through questionnaires that will be administered to a sample of ESP teachers and students.

List of Abbreviations

CLT: Communicative Language Teaching.

EAP: English for Academic Purposes.

EBE: English for Business and Economy.

EMP: English for medical purposes

ELP: English for legal purposes

EFL: English as a Foreign Language.

ELT: English Language Teaching

EOP: English for Occupational Purposes.

EPGP: English for Petroleum Geology Purposes.

ESP: English for Specific Purposes.

EST: English for Science and Technology.

FLT: Foreign Language Teaching.

GE: General English.

TESOL: Teaching English to speakers of other languages.

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General introduction

Introduction

Since English has become the language used in the fields of science, technology, education, and business, teaching it has led to the worldwide demand of English for Specific Purpose (ESP). The phenomenon of ESP has rapidly developed recently to become a major part in English language teaching and research. Therefore, specialists of this field are required to adapt for each profession the appropriate approach and curriculum. They should be elaborated for specific groups of learners who are prepared differently from those learning general English, because they need English for specific purposes rather than using it in daily life. Thus, the ESP approach provides opportunities for learners to acquire English naturally, because it creates the appropriate conditions for working with language in a context that they comprehend and find interesting

Therefore, this paper aims to discuss some basic concepts of 'English for Specific Purposes' (ESP) approach to language teaching, types of ESP, how ESP teachers can be professionals, well-prepared to meet learners' needs, and lastly a comparison is made between the "General English" teacher and the ESP practitioner proposed by Dudley- Evans and St. John.

Teachers of ESP and GE share a lot of features. As a matter of fact, it is necessary for both of them to consider linguistic development and teaching theories, to have insights into contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education. Moreover, they should adapt new technologies offered as an aid to improve their methodology. The needs to understand the requirements of other professions and willingness to adapt to these requirements differentiate the foreign language teachers for specific purposes and their colleagues teaching general foreign language. ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose.

Statement of the Problem

ESP practitioners have a major role in improving the ESP teaching because they not only design the course but they present it as well. In fact, the most significant question to be asked is who should teach ESP and how? What are the problems and challenges that face an ESP teacher and what are the requirements for ESP teacher to improve ESP teaching?

Aims of the Study

ESP is so vast an area that one cannot tackle all its aspects. In choosing the area of ESP practitioner, several aims are to be taken into account.

The main objective is to improve the ESP teaching in general and the teacher's performance particularly. In other words, this study aims to help ESP teacher succeed in their tasks by discussing the role of ESP teacher, how it is different from the teaching of general English and what problems ESP teachers may encounter at their work.

The secondary aim of this study is to give the reader a general idea about English for Special purposes. In other words, there are certain issues in ESP that this study aims to address, such as its origins, its developments, and the difference between ESP and GE. Also, the study aims to show the radical change of the status of the teacher since the appearance of ESP. Moreover, by conducting this research in this field, we aim at shedding light on the training tasks that ESP practitioners are asked to devise.

Finally, we will suggest some procedures and methods that hopefully will make the ESP teaching process more effective.

Significance of the study

This research will be a great benefit for ESP teachers as it will enable them:

- Conduct needs analysis.
- Solve their problems and challenges during ESP courses.
- Improvement of the content.

Research questions

Through this work we try to answer the following questions:

- What differentiate an ESP teacher from a GE one?
- What are the roles of the ESP teacher?
- Should an ESP teacher take needs analysis into consideration before to start teaching ESP?
- Should an ESP teacher take training courses before teaching?

Hypotheses of the Study

Since ESP is a learner-centered approach, and since its general aim is to meet students' needs. The ESP teacher, then, is required to do more than teaching language; thus, his/her role would be definitely unique (Dudley-Evans and ST John 1998). The teacher has to "subordinate" his/her role in the classroom to the learning needs of his/her students (Littlewood 1981). This makes the ESP teacher different from the GE one.

To answer the above research questions we set the following hypotheses:

- ESP practitioner is different from GE teacher.
- ESP practitioner has got several roles in addition to teaching.
- ESP practitioner should have some training before teaching.
- Teachers' performance in ESP classes influences the development of ESP teaching.
- We advance that if ESP teachers design suitable courses depending on needs analysis then teaching ESP will be improved.

Methodology

The suitable research methodology for this work is the descriptive one. This research will be conducted quantitatively and qualitatively through questionnaires that will be administered to a sample of ESP teachers and students. Those procedures will be of a great benefit for our research due to the permanent interaction between ESP teachers and students.

Literature Review

From the early 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. Its development is reflected in the increasing number of universities offering an MA in ESP and in the number of ESP courses offered for overseas students in English speaking countries.

English for specific purposes (ESP) represents the effect of the worldwide interest in the study of English. Among the factors paving the way for the creation of this academic subject, Kennedy and Bolitho (1984:1) include: the introduction of governmental mass education programs "with English as the first, and sometimes only, foreign language; the need of English as a common medium of communication as a consequence of the growth of

business and increased occupational mobility; the facilitation of access to scientific and technical literature.

English for specific purposes (ESP) refers to 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. The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology. This has now expanded to include other areas such as English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for socio-cultural purposes (ESCP) (Belcher, 2009). In fact, the term ESP has been in use for a quarter of a century now, and its definition can be found in many issues on the subject that followed the first, classic, edition by T. Hutchinson and A. Waters (1987). Hutchinson and Waters (1987) attempt to define ESP not by showing what ESP is, but rather showing what ESP is not:

a) ESP is not a matter of teaching 'specialized varieties' of English. The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as 'typical' of a particular context of use and which, therefore, the learner is more likely to meet in the target situation. But these differences should not be allowed to obscure the far larger area of common ground that underlies all English use, and indeed, all language use.

b) ESP is not just a matter of Science words and grammar for Scientists, Hotel words and grammar for Hotel staff and so on. When we look at a tree, we see the leaves and branches, but there is much more to the tree than just these- much of it hidden from view inside and beneath the tree. The leaves do not just hang in the air: they are supported by a complex underlying structure. In the same way there is much more to communication than just the surface features that we read and hear. We need to distinguish, as Chomsky did with regard to grammar, between performance and competence that is between what people actually do with the language and the range of knowledge and abilities which enables them to do it.

c) ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. There is, in other words, no such thing as an ESP methodology, merely methodologies that have been

applied in ESP classrooms, but could just as well have been used in the learning of any kind of English. (Hutchinson and Waters 1987: 18)

Hutchinson and Waters illustrated their idea of ELT by the picture of a tree. In the picture, ESP is opposed to General English, usually taught for exam purposes. Thus, the first conclusion we can draw is that ESP is teaching English for any other purposes, e.g. work or study. These two are usually called professional (also occupational or vocational) purposes and academic purposes. According to the division, most secondary schools teach General English simply because their purpose is a particular exam (a GE exam, of course, such as the FCE or the standard Russian school exam). If a student intends to use English in their future profession or wants to continue their academic studies, they need another sort of English that ought to meet some particular needs.

Basturkmen (2010:7) points out that teachers may find themselves dealing with content in an occupation or subject of study that they themselves have little or no prior knowledge of. Some may find themselves working alone in an on-site environment. They may find they have far less knowledge and experience in the subject than their learners.

Master (1997a) reviewed the state of ESP teacher education in the US and found that at that time there were no ESP-track MA TESOL programs although one university was in the process of building one, and a handful of universities had a course in the topic. Howard (1997) surveyed UK universities and found that three offered MA programs that specialized in ESP and a good number offered a course in the topic. The City University of Hong Kong at this time offers an ESP track MA and a number of other universities around the world offer MA courses as part of their MA TESOL programs. However, only some teachers who come to work in ESP have received such formal training (Basturkmen 2010:7).

For many ESP teachers, formal TESOL training has been very largely concerned with general ELT. Some might argue that there is little difference between teaching ELT and ESP. Both ELT and ESP share a similar aim – to develop students' communicative competence. Ellis (1996) describes language pedagogy as “concerned with the ability to use language in communicative situations” (p. 74). Workplace or academic situations can be argued to be simply just some of those situations, a part of the whole. Many ELT courses are based on the principle that language course content should be related to the purposes for which students are expected to use language after all.

Cook (2002) distinguishes between external and internal goals for language teaching. External goals can be related to the uses of language outside the classroom – being able to get

things done in the real world, such as being able to buy groceries or provide medical information. Internal goals relate to the educational aims of the classroom – improving attitudes to speakers of other languages, promoting thinking skills such as analysis, memorizing and social goals. ESP teaching is generally understood to be very largely concerned with external goals. In ESP the learner is seen as a language learner engaged either in academic, professional or occupational pursuits and who uses English as a means to carry out those pursuits. External goals suggest an instrumental view of language learning and language being learnt for non-linguistic goals. In a general ELT situation, goals are generally linguistic (such as, development of oral competence or a wide vocabulary, or ability to use a wide range of grammatical structures). In an ESP situation, it is understood that the learner would want to achieve ‘real world’ objectives, objectives requiring specific linguistic competencies. The ESP teacher/course developer needs to find out what the language-based objectives of the students are in the target occupation or academic discipline and ensure that the content of the ESP course works towards them (Basturkmen 2010: 8).

ESP focuses on when, where and why learners need the language either in study or workplace contexts. Decisions about what to teach, and sometimes how to teach are informed by descriptions of how language is used in the particular contexts the learners will work or study in. There is thus a strong focus in ESP on language as ‘situated language use’ (Basturkmen 2010: 8). Tudor (1997) points out that an important distinguishing feature of ESP is that it deals with ‘domains of knowledge which the average educated native speaker could not reasonably be expected to be familiar with’ (p. 91). In other words, what is focused on in courses is not part and parcel of the communicative repertoire of all educated native speakers as in the case of general English teaching. So, for example, in teaching English to a group of nurses, course content might involve items such as medical terminology, patterns of nurse–patient interaction, written genres such as patient records, items that are not in the communicative realm of those outside nursing fields. In this case we need ESP teachers who know how to design courses in a conceptual area that one has not mastered and develop the ability to analyze and describe specific texts (Basturkmen 2010: 9).

Chapter One

Section I: General Overview of ESP

1. Introduction

The discipline of ESP has been defined by many authors according to its different origins because it has grown out of a number of converging trends which can be summarized under three major headings: 1) the expansion of demands for English to suit specific needs of a profession, 2) developments in the field of linguistics, and 3) educational psychology which explains the influence of the learner's needs on their motivation and effectiveness of their learning). Moreover, those different origins of birth have led to the variation of types of ESP such as ESS(English for Social Sciences)and EBE(English for Business and Economics).

2. Definitions of ESP

According to Belcher (2009) English for specific purposes (ESP) refers to 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. In its early days, teaching English for specific purposes was largely motivated by the need to communicate across languages in areas such as commerce and technology and now it has expanded to include other areas such as English for medical purposes (EMP), and English for legal purposes (ELP).

For Hutchinson and Waters (1987: 18) ESP is not a matter of teaching 'specialized varieties' of English. However, the English in this case taught has not a particular form of the language. Therefore, it should not be limited to certain forms or uses of the language. Moreover, ESP has a larger aspect than teaching vocabulary or grammar for learners of a specific domain. Hutchinson and Waters illustrate this in a picture of tree, where we see the leaves and the branches, but there is much more to the tree than just these- much of it hidden from view inside and beneath the tree. The leaves do not just hang in the air: they are supported by a complex underlying structure. In the same way there is much more to communication than just the surface features that we read and hear.

Furthermore, ESP lessons should be effective and efficient for learners because it is not different in kind from any other form of language teaching. Though the content of learning may vary there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner.

In this picture, General English and ESP are opposed to each other because usually GE is taught for exam purposes whereas ESP is teaching English for any other purposes, e.g. work or study. These two are usually called professional (also occupational or vocational) purposes and academic purposes. According to the division, most secondary schools teach General English simply because their purpose is a particular exam (a GE exam, of course, such as the standard schools exams). Students who need English in their future profession or in their academic studies, they have to deal with another sort of English that ought to meet some particular needs. Therefore, the majority of universities and colleges deal with ESP.

In his definition of ESP Steven (1988) distinguishes between two types of characteristic:

- **Absolute characteristics** refer to the language teaching which is designed to meet the learner's specific needs. related in content to particular disciplines, occupation and activities; centered on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse; designed in contrast with General English.
- **Two variable characteristics** (ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology).

Another definition proposed by Robinson (1991: 3) states that ESP is based on two **criteria**:

- The goal-directed,
- The ESP courses developed from the learner needs analysis and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.

Even though these definitions have validity, they also display some weaknesses. This appears in Anthony's (1997) claim that the Hutchinson and Water's definition of ESP is not clear especially where ESP courses end and General English courses begin. In fact, numerous non-specialist ESP instructors use ESP approach in that their syllabi are based on the learners' needs analysis and their own competencies in English for real communication. Going back to Stevens' definition of ESP with regard to the content in the second absolute characteristic; it obviously confirms the impression held by many teachers that ESP is always and necessarily related to subject content. Robinson's mention of homogenous classes as a characteristic of ESP may lead to the same conclusion. However, much of ESP work is based on the idea of a common-core of language and skills belonging to all academic disciplines or cutting across the whole activity of business. ESP teaching should always reflect the underlying concepts

and activities of the discipline. Having all these on mind, Dudley-Evans and St John (1998) modified Strevens' definition of ESP.

➤ **Absolute characteristics:**

- a) ESP is designed to meet specific needs of the learner;
- b) ESP makes use of the underlying methodology and activities of the disciplines it serves;
- c) ESP is centered on the language (grammar, lexis and register), skills, discourses and genres appropriate to these activities.

➤ **Variable characteristics:**

- a) ESP may be related or designed for specific disciplines;
- b) ESP may use, in specific teaching situations, a different methodology from that of general English;
- c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level;
- d) ESP is generally designed for intermediate or advanced learners; and
- e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

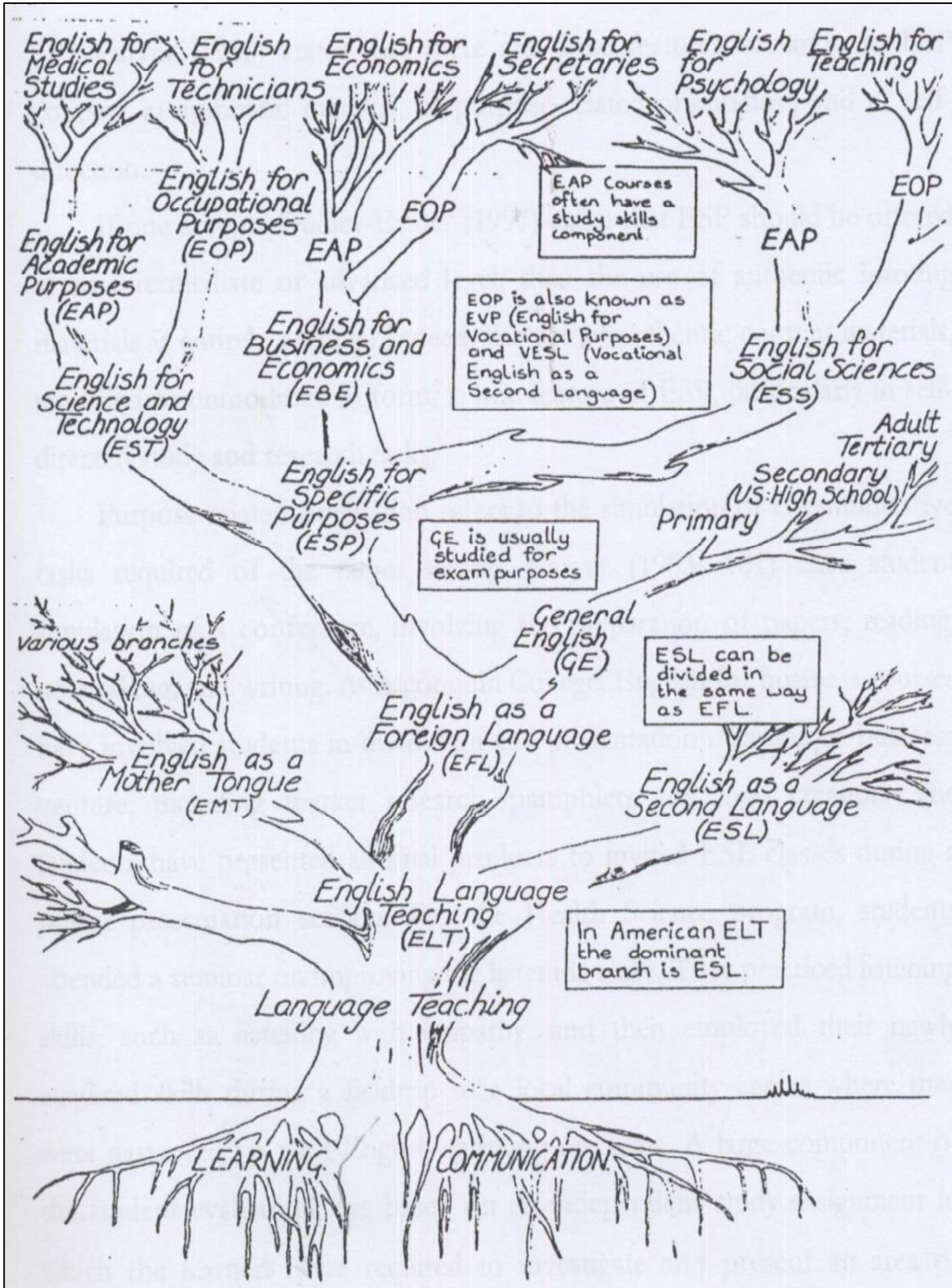


Figure n° 1: ELT Tree (Hutchinson and Waters 1987: 17).

3. The Birth of ESP

The birth of E.S.P was the result of many factors which nearly present the same causes that, in turn, suggest a cause-effect relationship (Hutchinson and Waters, 1987: 6):

- The crucial factor was the enormous development in scientific, technical and economic activity on an international scale especially in the U.S.A, where technology and commerce dominated the new post-war world which required an international language to accelerate its progress. This role was granted to English.
- The raise in the number of individuals wanting to learn English in order to follow the international currencies of technology and commerce.
- Another sub-factor of the emergence of ESP is the Oil Crises in the early 1970s that involved a massive flow of funds and western expertise into the oil-rich countries. The lack of time and money constraints created a need for cost-effective courses with accurately specific goals; on the other hand, commercial pressures began to exert an influence in the acquisition of this language. Therefore, English has become a major interest for most countries in the world.
- The need for several countries to update their knowledge.

As a result, ESP became a new area of interest that gradually developed into a multilayered language approach primarily based on learners' specific needs required by their professions or occupations. ESP has now a universal dimension through the concept of language for specific purposes and a language-specific perspective through the insights explored into various European languages such as French, German, Russian and Spanish.

4. Types of ESP

According to the definitions below, ESP can be divided into two main areas depending on when they take place:

- **English for Academic Purposes (EAP)**: it involves the pre-experience, simultaneous/in service and post-experience courses.
- **English for Occupational Purposes (EOP)** it is needed for studies in a specific disciplines (**pre-study**, **in-study**, and **post-study**) or as a school subject (**independent** or **integrated**). Pre-experience or pre-study course will omit any specific work related to the actual discipline or work as students will not yet have the

needed familiarity with the content; the opportunity for specific or integrated work will be provided during in service or in-study courses.

Another division of ESP qualifies EAP and EOP according to discipline or professional area in the following way:

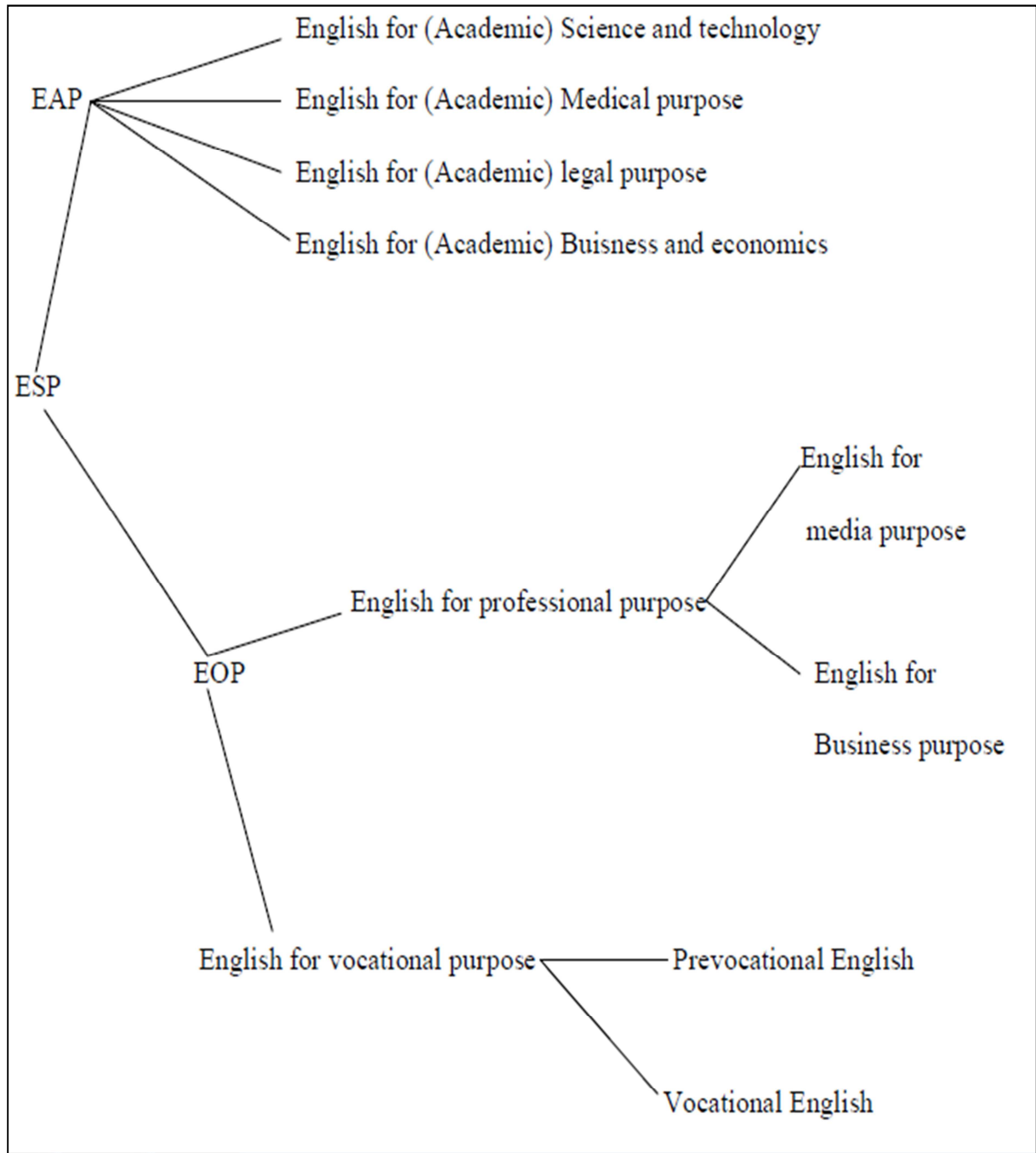


Figure n° 2: Johns (1991:71) and Dudley-Evans and St John (1998:6).

The division below creates a difficulty to distinguish between “common-core” EAP and EBP and General English - e.g. Business English can be seen as mediating language between the technicalities of particular business and the language of the general public (Picket:1986). In order to understand the ESP classification, Dudley-Evans and St John suggest a presentation for the whole of ELT in form of a continuum that runs from General English courses to very specific ESP courses as illustrated in Table 1.

<u>Position 1</u>	<u>Position 2</u>	<u>Position 3</u>	<u>Position 4</u>	<u>Position 5</u>
English for Beginners.	Intermediate to Advanced English general purpose (EGP) course with a focus on particular skills.	English general academic purpose (GAP) English general business purpose (EGAP) courses based on common –core language and skills not related to specific disciplines or professions	Course for broad disciplinary or professional areas, for example, report writing for scientists and Engineers, medical English, legal English negotiation/meeting skills for business people.	1. An 'academics 'support' course related to a particular academic course 2. One-to-one work with business people

Table n° 1: Continuum of ELT course types (Dudley-Evans and St John, 1998).

5. ESP is a Learning-centered Approach

Hutchinson and Waters (1987) described E.S.P. as a Learning-centered Approach since it doesn't emphasize language use but language learning. Both authors presented ESP with a metaphorical image (Figure n° 1) showing the relationship between ESP and ELT under the form of a tree.

The roots of their ELT tree represent the learning communication while the trunk, the language teaching. The next division represents the English language teaching out of which three branches indicate English as a Mother Tongue (EMT), English as a Foreign Language (EFL) and English as a Second Language (ESL). The thickest of the branches, EFL, further divides into General English (GE) and English for Specific Purposes (ESP). ESP distinguishes English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Sciences (ESS).

Hutchinson and Waters clarified,

The topmost branches of the tree show the level at which individual ESP courses occur". The ideas presented in this tree are clear, complete and useful for many reasons in which the English language may be thoroughly or superficially studied, depending on the learner's immediate needs.

6. Conclusion

Since its appearance, several definitions have surrounded ESP due to its various origins and roles as multidisciplinary approach .It t involves simultaneously teaching specific content to learners in particular context or field. The diversity in ESP domains leads to the birth of many branches and sub-branches of ESP which share the same ESP Objectives that concentrate on the learning process of the English language the raison why it was described as a learning centered approach.

Section II: Characteristic features of ESP course

1. Introduction

Before teaching ESP, the organization of ESP courses is the first step that should not be forgotten. It involves different curriculum, different types of exercises and different materials. To achieve the learning process, ESP courses must be organized based on some elements.

In the case of ESP, English is learnt and taught depending on specific purposes that teachers should be familiar with and should be able to find the right methodology to achieve learning. Hutchinson and Waters proposed the “learning theory” that consists of theoretical basis for the methodology, by helping us to understand how people learn. (Hutchinson and Waters, 1992: 23).

Factors such as the learners’ groups, their age, level or reason they study help teachers to determine the main aspects for a successful learning that meets learners’ needs and expectations successfully. Hutchinson and Waters (1992) have added needs analysis which analyses and discusses the questions of “who”, “why”, “where” and “when” about the learning situation. There exist three factors to be respected in organizing ESP courses:

2. Elements of organization of ESP course

2.1. Selecting material

Materials used in presenting ESP courses determine the running of the course and underlines content of the lesson. Choosing the appropriate material is helpful for both teachers and learners by organizing the course, introducing the new learning techniques, and achieving the learning process. Hutchinson and Waters (1992: 107) described materials as the teacher’s reflection; “they should truly reflect what you think and feel about the learning process”. Good material should be based on various interesting texts and activities providing a wide range of skills. Teachers determines which aspects of ESP learning will be focused on but one piece of material can serve for developing more than one skill, e.g. reading, listening, vocabulary etc. Materials should also function as a link between already learnt (‘existing knowledge’) and new information. (Hutchinson and Waters, 1992).

2.2. Text activities

In ESP course, text as a learning material is a practical activity that provides learners with new vocabulary, communicative or reading skills. It is important to involve all the students' skills to make working with a text as much effective as possible. Also it is preferred to combine working with printed text with listening to audiocassette or video cassette that means receptive with productive activities. These texts activities should be related to the context of the subject matter being studied.

2.3. Creating a learning environment – motivation

Creating a positive learning atmosphere is an important criterion that should be applied during the classroom in order to achieve the courses setting objectives and goals. It makes teaching and learning more pleasant for both teachers and learners, as it supports students in their work. Learning in a positive atmosphere is closely linked with motivation which is a kind of inner motor that encourages us to do our best to achieve a satisfactory goal in our activity. Harmer defines motivation as “some kind of internal drive that encourages somebody to pursue a course of action“(Harmer, 1991: 14). The role of motivation during each activity is inevitable. Students should be motivated as much as possible to enjoy the activity and achieve its real aim.

3. Requirement of Teaching ESP

Many researchers have spoken about the demands of teaching ESP especially that ESP is continually developing and changing from one profession to another.

Basturkmen (2010:7) points out that teacher can feel lost when he deals with content of particular domain that they don't know much about or when he works alone in an on-site environment so it is a challenging task to be an ESP teacher because he would feel inexpert or unqualified to teach.

Most of ESP teachers did not receive a special training as the formal TESOL wish has been very largely concerned with general ELT. Despite the existence of some differences between teaching ELT and ESP, both of them share a common goal – to develop students' communicative competence. Ellis (1996: 74) defines language pedagogy as “concerned with the ability to use language in communicative situations.” The main principle of ELT courses is that language course content should be related to the purposes for which students are expected to use language after all.

There are two types of goals for language teaching shared between ELT and ESP: external and internal (Cook, 2002).

- **External goals** concern the uses of language outside the classroom for example being able to communicate in the real world, such as being able to buy groceries or chatting on the internet.
- **Internal goals** are associated to the educational aims of the classroom by enhancing the learners' skills such as speaking, analyzing, memorizing and social goals. ESP teaching is generally understood to be very largely concerned with external goals. In ESP the learner is seen as a language learner engaged either in academic, professional or occupational pursuits and who uses English as a means to carry out those pursuits. External goals suggest an instrumental view of language learning and language being learnt for non-linguistic goals.

ESP focuses on when, where and why learners need the language either in study or workplace contexts. Decisions about what to teach, and sometimes how to teach are informed by descriptions of how language is used in the particular contexts the learners will work or study in. There is thus a strong focus in ESP on language as 'situated language use' (Basturkmen).

Tudor (1997:91) points out that an important distinguishing feature of ESP is that it deals with 'domains of knowledge which the average educated native speaker could not reasonably be expected to be familiar with'. In other words, what is focused on in ESP courses is not part and parcel of the communicative repertoire of all educated native speakers as in the case of general English teaching. So, for example, in teaching English to a group of nurses, course content might involve items such as medical terminology, patterns of nurse-patient interaction, written genres such as patient records, items that are not in the communicative realm of those outside nursing fields. In this case we need ESP teachers who know how to design courses in a conceptual area that one has not mastered and develop the ability to analyze and describe specific texts (Basturkmen 2010: 9).

4. Conclusion

The most important features of ESP courses are organizing the lessons and selection the appropriate materials because they play a major role in fulfilling its demands and in achieving satisfying goals in ESP process of learning. Moreover, teaching ESP requires special ESP teachers training in field or the profession he/she is teaching in order to increase the development of ESP and to achieve goals of the language teaching which are divided into external and internal goals.

Chapter two

Section I: The role of teachers in ESP lessons

1. Introduction

Many definitions refer to ESP as teaching English to those students who learn the language for a particular work or study-related reason. ESP has always focused on needs analysis, text analysis and the training of learners to communicate effectively in the tasks prescribed by their academic or professional situation (Dudley-Evans & St. John, 1998).

English for General Purposes (EGP) is called 'TENOR- the teaching of English for No Obvious Reason' (Abbot, 1981 in Jordan, 1997:4). This refers to people who learn English in contexts where they have no easily recognizable reason to learn the language. EGP generally refers to the language taught in schools where students are exposed to structural/grammatical elements of English language to be tested in the exam.

2. Comparison between ESP and EGP

Many linguists believe that ESP is derived from EGP because it incorporates specific linguistics skills oriented to specific learners in order to improve their professional performance. Generally, teaching EGP is providing basic knowledge and skills of English language to young learners at schools level where the occupational/professional and higher educational orientations of the students are not defined properly. Whereas, teaching ESP in various non-native /international settings is to equip learners with necessary English language skills to face their practical situation communication challenges in their future careers.

ESP had been described as objective-oriented learning and EGP as aim-oriented learning because ESP deals with the development of restricted competence, on the other hand, EGP deals with the development of general capacity. Therefore, an ESP teacher is basically involved in a 'training operation' equipping the learners with a 'restricted competence' to cope with defined tasks, an EGP teacher, on the contrary, is involved in an 'educational operation' equipping learners with a general capacity 'to cope with undefined eventualities in future' .

In order to reach the objectives of ESP courses, teachers are required to adopt a different role and teaching strategy to transfer knowledge to their students. According to Robinson (1991) the first step for him or her is identifying the learners' needs that will, in fact, determine the method, material and the level of language teaching. So, it can be inferred that

an ESP practitioner is almost a teacher of General English unless he understands and focuses upon the special needs of his/her students (Robinson, 1991).

3. Comparative roles of an ESP and EGP teacher

Giving limited roles to teachers is not objective since the learning process takes place in different settings each time, for example: syllabi, courses and teaching contexts. This very fact guides us to understand various roles of EGP and ESP teachers. If an ESP and an EGP teacher are not the same, then the question is what the differences between them are. Theoretically speaking there is no distinction between ESP and EGP, but in practice they differ in many ways (Hutchinson and Waters, 1987).

Dudley-Evans & St. John (1998) proposed five roles of an ESP practitioner as a teacher, course designer and material provider, collaborator, researcher and evaluator.

3.1 Role as a Teacher

An ESP practitioner should be qualified as a good language teacher besides specific qualities to teach learners of particular domain. 'The methodology of ESP teaching may not differ radically from that of General English' Dudley-Evans & St. John (1998:13). Because of the specificity of ESP, the role and the methodology of an ESP practitioner varies from that of EGP teacher. An ESP teacher is not the 'primary knower' of the carrier content of the material. Both roles are different because ESP includes the specific knowledge of the target situation, field of knowledge or profession but a teacher is, usually, trained in language skills only the reason why learners may know more about teaching material or content than teacher. Robinson (1991) described a skilled teacher as someone who can channelize students' knowledge to bring forth effective communication strategies in the class which transforms him to a 'consultant' who prepares a classroom strategy with the help of students to meet their desired learning goals.

3.2 As a Course designer and materials Provider

One of the roles of ESP teachers is designing courses and providing materials according to their learner's needs and to the learning contexts. Dudley-Evans & St. John, (1998) claimed that it is very difficult to find appropriate textbooks that respond to most of linguistic and communicative needs of students in a certain context that is why an ESP teacher has to prepare his own teaching materials. He/she either collects materials from various sources or

writes his/her own when the desirable is not available (Kennedy & Bolitho, 1984). Beside preparing courses and providing materials an ESP teacher has to assess the efficacy of those materials during and after the course. In comparison, an EGP teacher follows a prescribed syllabus, a teaching methodology and published textbooks recommended for different levels by the school authorities.

3.3 As a Collaborator

Practically speaking, a teacher cannot master specific requirements of all the disciplines, he is asked to teach. In such a situation, the collaboration with the subject specialists of the specific disciplines is advised (Dudley-Evans & St. John, 1998). This collaboration had had divided into three types; simple cooperation, specific collaboration and the fullest collaboration. In simple cooperation, the subject specialist helps the ESP teacher to understand the subject syllabus and the professional responsibilities of his/her learners. The case of specific collaboration the subject specialist gives the ESP teacher an access to the actual content of the subject course which can be used in classroom activities. In the fullest cooperation, the subject specialist and ESP practitioner teach the class together. It is known as 'team-teaching'.

3.4 As a Researcher

In order to fulfill the other roles an ESP practitioner should have an interest in research methods that can be helpful in performing various tasks like need analysis, course designing and material selection, and to do that a teacher should have aptitude and skill for the research.. This role is much needed in the field of EAP where volumes of research have been published already (Swales, 1990). While assessing the needs, teachers must go beyond the cursory analysis of students' desired skills. They should make a comprehensive view of learners' identified skills and the relevant texts (Dudley-Evans & St. John, 1998). In comparison, research does not exist in EGB because the same traditional grammatical structures are being taught till now.

3.5 As an Evaluator

For an ESP practitioner, assessing his success or failure is by evaluating his or her students also by discussing with them their on-going needs which can be very helpful to know the compatibility between course and materials taught and students' identified learning priorities. Ibid confirmed that "an ESP practitioner should not only evaluate the linguistic knowledge and skills of students but also the courses and materials he himself devised". An EGP teacher is a permanent evaluator to his/her students through test and exams.

4. ESP teacher's training

According to Morena Bracaj (2014) a well specialized teacher plays an important role in the effectiveness of the learning process. In order to meet the learners' needs, ESP practitioner should follow some steps:

- Selection: In this phase, there is the selection of the appropriate teacher because not every teacher can be specialized for these courses but only those who feel that they can do such a thing and they are ready to contribute for it.
- Continuing personal education: Teachers should be well-educated people. There are variations in how the trainee's personal education is improved – either simultaneously with his/her professional training; or consecutively where first two or three years of study with no elements of training as a teacher are followed by the fourth year containing methodology of foreign language teaching or one year post-graduate course of teacher training; or, as in many countries, by in-service courses.
- General professional training as an educator and teacher: This element involves what all teachers need to know regardless of which subject they teach. Therefore, educational psychology, social psychology, and the principles of educational thought are crucial and the elements lead the trainee to understand the nature of education, outline the organization of education, know and manage the different skills of students, and also understand the role of syllabus and teaching materials.
- Special training as a teacher of a foreign or second language: This phase is crucial because special training of teachers make them understand students' needs better, which is in fact very important for ESP courses because based on what they need the teachers can offer them the appropriate knowledge and this knowledge would be very helpful to them.

5. Conclusion

In this section the role of ESP teacher is discussed from different angles in comparison with EGP teacher. The ESP teacher is more than a simple general English teacher, he or she is rather a “practitioner” who apart from teaching, provides material, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and the students. In order to gather all this roles in one teacher, it’s required for ESP teachers to have a special training as a teacher of foreign language for specific purposes to particular learners of different professions or domains.

Section II: Tasks and objectives of ESP Teachers

1. Introduction

In addition to the roles played by ESP teachers, they are concerned with some tasks that help them to achieve their objectives which consist mainly of increasing the spoken and the written competence of ESP learners by concentrating on the four skills, the acquisition of linguistics and cultural information of the learners' fields and to create a positive attitude in them toward the English language. The tasks include developing curriculum, designing ESP courses, analyzing the learners' needs and assessing their improvements.

In order to clarify the entire notions and concepts mentioned in the literature review part, at the end of this section, we will describe briefly our practical case in accordance with the previous sections.

2. Developing Curriculum

Basturkmen (2010: 53) stated that ESP courses can be developed for groups of learners with very similar needs or with only somewhat similar needs. Some ESP courses are developed for disciplines or occupations as broad fields and some for specialties within them. Therefore ESP teacher must distinguish between courses that are "wide angled" (designed for a more general group of learners) and those that are "narrow angled" (designed for a very specific group of learners). For example courses titled EGAP and Business English can be considered 'wide angled' since they are designed for classes focused on broad academic skills or a register (Business English) which encompasses many subfields including marketing, accounting and management. Whereas courses titled English for Nursing Studies and English for Accountants can be considered relatively 'narrow angled' since they refer to courses that are more specific, as they have been designed for learners we might assume have largely homogeneous needs and who have a particular type of academic or work environment in mind.

Basturkmen (2010: 55) suggests that the terms 'wide- and narrow-angled' course designs might follow a two-way divide. However, courses can be more or less narrow or wide and can be seen as existing on a continuum of specificity. At one end of this continuum are the most general ESP courses, courses that focus on a register, such as Business English or Academic English and courses that focus on a generic set of skills in an area, such as Business English Skills or EGAP. Towards the other end of the continuum are courses focusing on specific

needs and language use of a particular area of work or study, for example, English for Accountants (and the narrower option, English for Financial Accountants), or English for Social Science Studies (and the narrower option, English for Sociology Studies). Some ESP courses are devised for a very specific group of learners, for instance, English for Auditors (auditing is a branch of financial accounting) and an even narrower option, a course organized at the behest of a particular workplace or division within a workplace, for example, a course for the financial accountants in the auditing division of a particular accountancy firm. See the representation of courses that range from low to high specificity shown in the next figure:

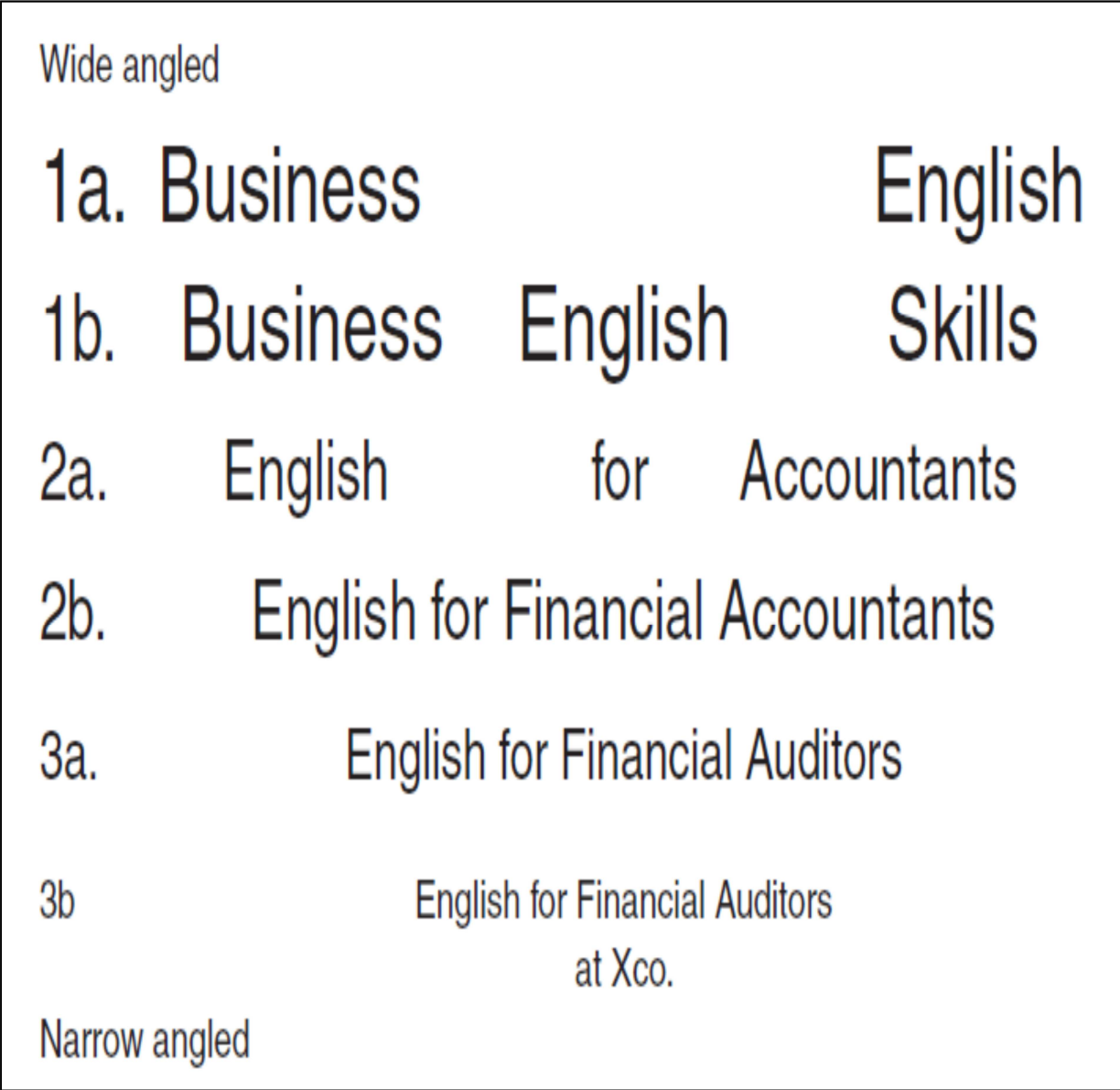


Figure n ° 3: The wide- and narrow-angled continuum (Basturkmen, 2010: 55)

3. Designing ESP Courses

According to Hutchinson and Waters (1987) point of view the most important work done by ESP teachers is designing appropriate courses for various groups of learners. So, they (1987:21) argued that “whereas course design plays a relatively minor part in the life of the General English teacher – course here usually being determined either by tradition, choice of textbook or ministerial decree – for ESP teacher, course design is often a substantial and important part of the workload”, and they added that ESP course designing is “fundamentally a matter of asking questioning order to provide a reasoned basis for the subsequent processes of syllabus design, material writing, classroom teaching and evaluation”.

According to them questions should be asked by the ESP teacher are the following:

1. Why does the student need to learn?
2. Who is going to be involved in the process?
3. Where is the learning to take place?
4. What potential does the place provide?
5. What limitation does the place impose?
6. When is the learning to take place?
7. How much time is available? How will it be distributed?
8. What does the student need to learn? What aspects of language will be needed and how will they be described?
9. What level of proficiency must be achieved?
10. What topics areas will need to be covered?
11. How will learning be achieved?
12. What learning theory will underlie the course?
13. What kind of methodology will be employed?

(Hutchinson and Waters 1987: 21-22)

They classified these fundamental questions under three categories: Language Descriptions, Theories of Learning and Needs Analysis. Even though these three items look like separate entity, their interdependence in the syllabus design process is of greatest importance. Hutchinson and Waters (1987) show their relationship in the following manner:

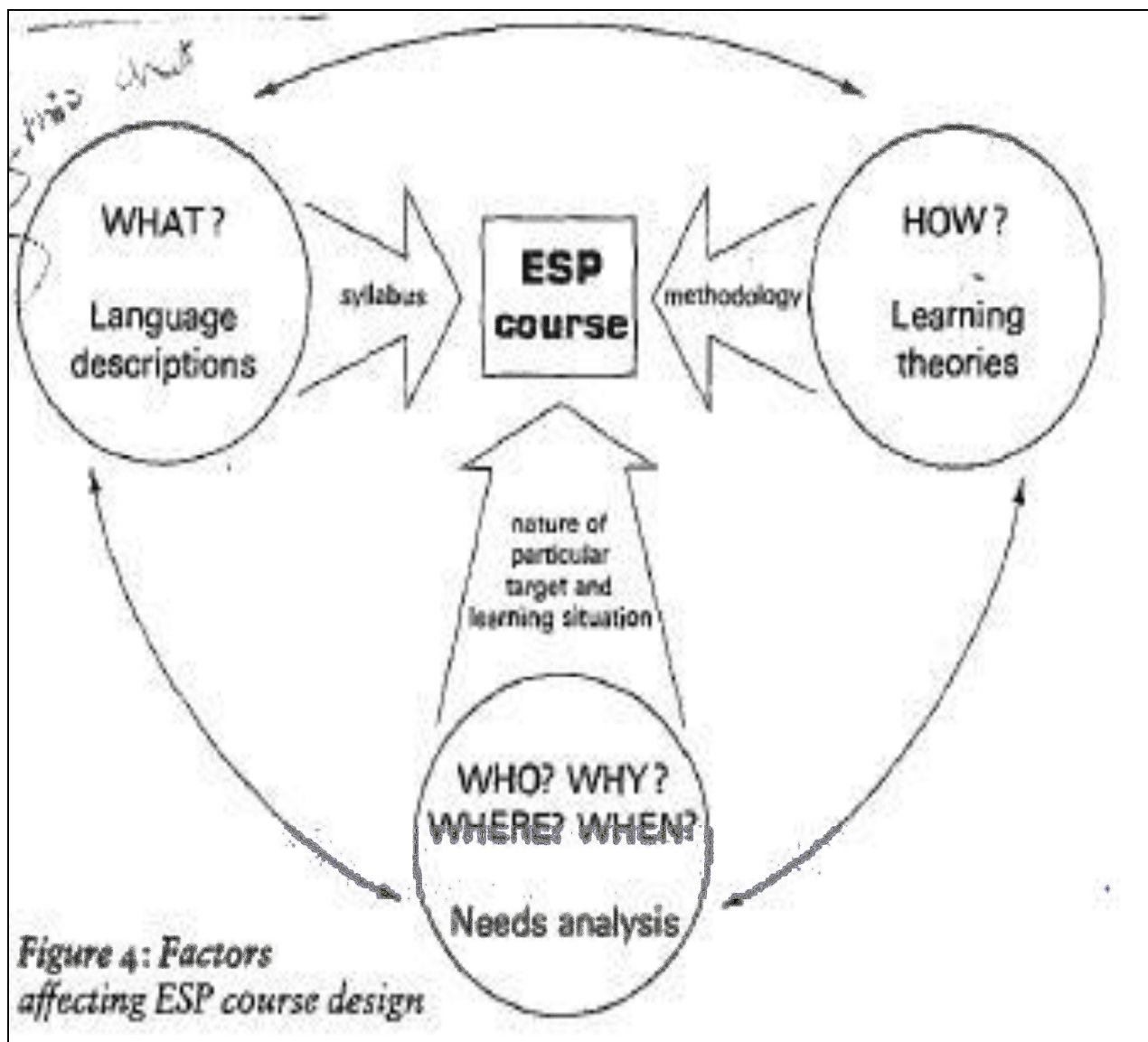


Figure n° 4: Factors affecting ESP course design (Hutchinson and Waters 1987: 22).

4. Needs Analysis

One of the crucial stages of ESP course design is identifying specific language and skills the group of language learners will need. The identification of language and skills is used in determining and refining the content for the ESP course. It can also be used to assess learners and learning at the end of the course. This process is termed “needs analysis”.

Needs is actually an umbrella term that embraces many aspects, incorporating learners’ goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in.

Hyland (2006: 73) gave a broad, multi - faceted definition to needs analysis:

Needs analysis refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into evaluation – the means of establishing the effectiveness of a course.

Needs Analysis can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways. (qtd in Flowerdew, 2013:325)

ESP course development passes through different stages that start by needs analysis, followed by curriculum design, materials selection, methodology, assessment, and evaluation. However, these stages should not be seen as separate, proceeding in a linear fashion. Rather, as noted by Dudley - Evans and St John (1998), they are interdependent overlapping activities in a cyclical process. This conceptual distinction is neatly encapsulated by the following diagrams from Dudley - Evans and St John (1998:121) showing how needs analysis is often ongoing, feeding back into various stages.

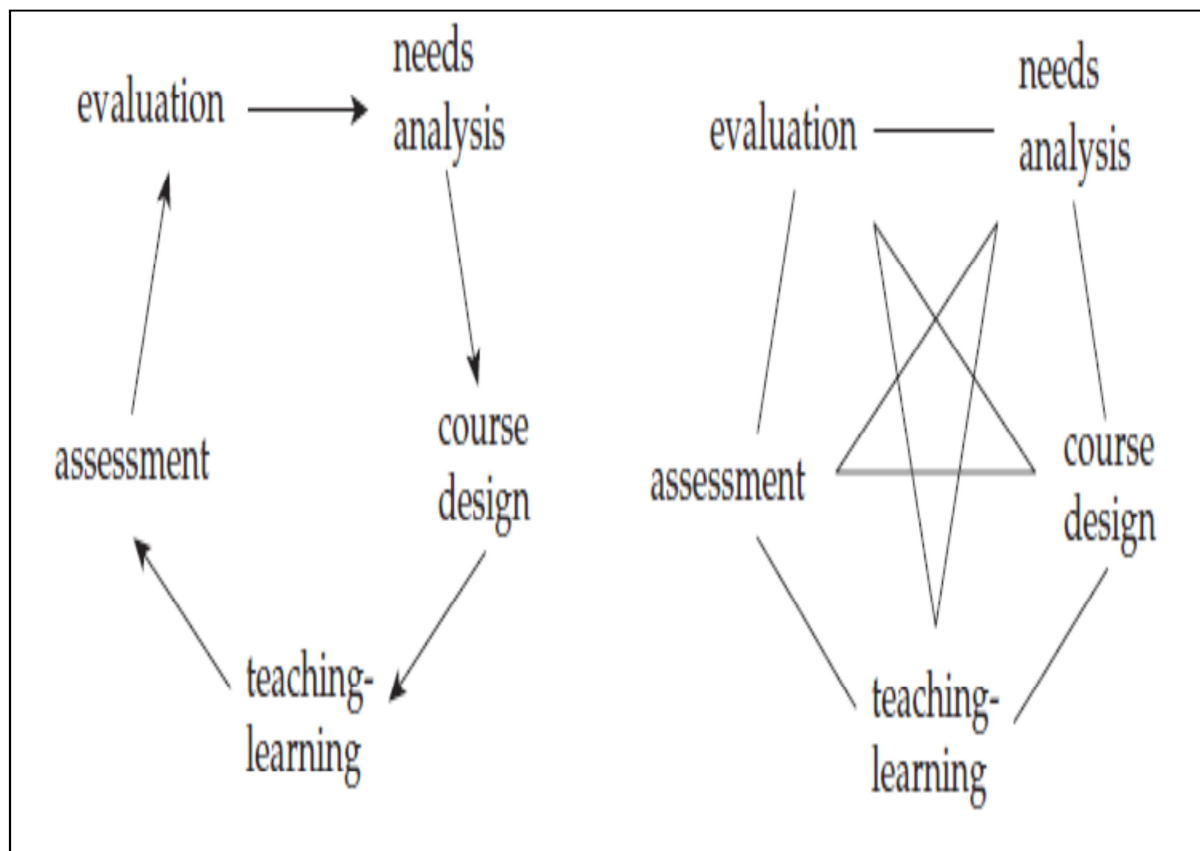


Figure n °5: Linear vs. cyclical processes of needs analysis (Dudley - Evans and St John 1998: 121).

Dudley - Evans and St John (1998: 125) offer a 'current concept of needs analysis':

A. Professional information about the learners: The tasks and activities learners are/will be using English for – target situation analysis and objective needs.

B. Personal information about the learners: Factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English – wants, means and subjective needs.

C. English language information about the learners: What their current skills and language use are – present situation analysis – which allows us to assess (D).

D. The learners 'lacks: The gap between (C) and (A) – lacks.

E. Language learning information: Effective ways of learning the skills and language in (D) – learning needs.

F. Professional communication information about (A): Knowledge of how language and skills are used in the target situation – linguistic analysis, discourse analysis, genre analysis.

G. What is wanted from the course?

H. Information about how the course will be run – means analysis.

The process of needs analysis involves:

- Target situation analysis: Identification of tasks, activities and skills learners are/will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn and their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course will run. Consideration of what realistically the ESP course and teacher can offer.

5. Assessment

ESP teachers' task of assessment is similar to any other areas of language assessment. First of all, language assessment practitioners must take account of test purpose, test taker characteristics, and the target language use situation. Also, they should accept principles of measurement, including providing evidence for test reliability, validity, and impact. Finally, professional language testers are bound by international standards of ethics which require, among other considerations, respect for the humanity and dignity of test takers, not knowingly allowing the misuse of test scores, and considering the effects of their tests on test takers, teachers, score users, and society in general (ILTA 2000). For example in our case of study in the paramedics school of Biskra, students passed two assessment tests. The first one was a pre-test that includes grammar and vocabulary exercises to analyze their level in English before starting the lectures of technical English, then another test was passed to assess their new level after learning.

ESP tests are based on our understanding of three qualities of specific purpose language: first, that language use varies with context, second, that specific purpose language is precise, and third that there is an interaction between specific purpose language and specific purpose background knowledge. With regard to contextual variation, a doctor uses language differently from air traffic controllers. Furthermore, physicians use English differently when talking with other medical practitioners than when talking with patients, though both contexts would be categorized under the heading of Medical English.

6. Objectives of ESP Teaching

There are four types of ESP teaching objectives:

1. Proficiency objectives concern mastery of skills such as reading, writing, listening, and speaking.
2. Knowledge objectives concern the acquisition of linguistic and cultural information: Linguistic knowledge objectives include language analysis and awareness of the systematic aspects of language. Cultural knowledge objectives include control of socio-cultural rules (mastery of the norms of society, values, and orientations) and also the ability to recognize culturally significant facts, knowing what is acceptable and what is not.

3. Affective objectives concern the development of positive feelings toward the subject of study. They include attitudes toward attaining second language competence, socio-cultural competence, and language learning.
4. Transfer objectives concern the ability to generalize from what has been learnt in one situation to other situations (Stern, 1989, 1992).

7. English for Medical Purposes (EMP)

For a long time the worldwide communication has been based on English as the main language of all sciences which is confirmed by Swales that English is the “premier research language” (2004: 33). For example in the health care domain, English has made its print in the divergence and the development of medicine and its sub-domains like nursing under the term medical English.

Medical English is used as an umbrella term to include all the language of healthcare. Even though the common aspects of medical language used by all members of the healthcare team, and the language of healthcare derived from the language of medicine, there exist sub-terms to specify each domain of health care for example the language used by nurses and other members of the healthcare team could be referred to as “hospital English,” “English for healthcare workers,” or “English for nursing care.”

Twenty years ago, researchers in medicine had analyzed many medical databases from all around the world that contains medicine studies; biomedical journals and health care researches in order to investigate their language, and to show the importance of English as an international language in the emergence of the health care domains.

English for medical purposes has been increasingly used in both national and international scales because it has been noticed that most articles in medicine were written and published in countries where English was not the mother tongue like Japan in the early 1980, 33% of medical journals examined by Maher (1986a) were written in English. Also he investigated the practice of English by the health care personnel through questionnaire which revealed that the majority of them read medical books/articles in English. As a result, he made a conclusion that English is the international communication vehicle.

The spread of this language in the worldwide as a vehicle of communication imposes a special English for medical learners education. In this regard, EPM practitioners seek to design courses and materials to address the practical needs of the health care learners.

English for Medical Purposes (EMP) refers to the teaching of English for health care personnel like doctors, and nurses (Maher, 1986b). As in other ESP courses, in EMP, learners study English with an identifiable goal, such as efficient performance at work and effective medical training. Maher states that an EMP course is designed to meet the specific English language needs of medical learners, and therefore deals with the themes and topics related to the medical field. It may focus on the restricted range of skills which are required by the medical learner, such as writing medical papers or preparing talks for a medical meeting.

The needs analysis of medical learners showed some particular characteristics of their language such as a special jargon and a great quantity of multilingual vocabulary, i.e. words, some of which are terms, found in several languages in phonetically, grammatically and semantically similar forms (Laar, 1998). Words entering English from French or directly borrowed from Latin belong to the general vocabulary of English, whereas the words of multilingual vocabulary are often derivatives from Latin stems. Some of these words also adopted suffixes as well as a few stems of Greek origin (Laar, 1998).

Some words in the medical English register used in daily language are represented by different terminology. Delivery (for birth), hemorrhage (for bleed), uterus (for womb), vertigo (for dizziness) and syncope (for fainting) are some of the examples given by Erten (2003).

In terms of the formation of the terms, Yang (2005) states that medical terminology has two characteristics:

1. Apart from the one-syllable words, most medical words consist of roots and affixes. The affixes can be classified into prefix and suffix. Any single medical term has at least one root determining its meaning and one or more prefixes and or suffixes which alter the part of speech or the meaning of the root.
2. Medical vocabulary is not a closed rule-governed system, but an open system consisting of a large number of low-frequency words and newly created words.

More over the term formation was clarified by Erten (2003) that the meaning of the terms can be predictable from their particles, which are the roots, prefixes and suffixes. For examples:

Cardi : heart, Cephal: head

Hepat: liver, Neph: kidney

Also, roots from Latin origin are as follows:

Cerv: related to the neck Cerebro: related to the brain.

Boztas (1988) classifies the commonly used prefixes as prefixes related to time and place:

e. g. ante -before; forward antenatal-occurring before birth anteflexion-abnormal bending forward

- prefixes related to size:

e.g. olig (o) –small; few oliguric-small production of urine

- prefixes relating to type:

e.g. andro –male; man; masculine androgen-male sex hormone

- prefixes denoting direction:

e.g. ad- toward; increase adduct-move toward the midline

- prefixes denoting colour:

e. g. alb-white albinuria-white and colorless urine

-prefixes denoting quantity and number:

e.g. pan-all pancarditis- inflammation of the entire heart

He also classifies the suffixes unique to medical field as suffixes denoting state or condition

e.g. -agra : severe pain myagra-severe muscle pain

- suffixes relating to medical actions:

e.g. –tripsy: surgical crushing neurotripsy-surgical crushing of a nerve

- suffixes associated with a small size:

e.g. –ule venule- small vein

He further classified a special set of suffixes that are called word terminals as terminals that change words to nouns :

e.g. –ance, -ancy: state or condition resistance- act of resisting

- terminals that change word roots to adjectives and verbs :

e.g. – tic: pertaining to diagnostic-pertaining to diagnosis

- terminals that change singular to plural words :

singular plural :

-a -ae bursa, bursae

-en -ina lumen, lumina

8. Teaching Medical English

In order to help non-native English speaking medical students acquire English medical jargon, information about medical register and discourse should be combined with the pedagogical skills of a language teacher.

Maher (1986) reminds us that EMP courses--like all kinds of ESP--should be tailor-made to the learners' purposes and needs, that is by first thinking about who these medical learners are and what their purposes are. He also points out the need for a specific syllabus, which will enhance the communicative effectiveness of an English language course. In order to design such specific courses for medical learners, several examples of courses, materials and strategies have been discussed in the literature. For example, attempts to develop courses using instructional methodologies such as content-based learning and problem-based learning have been made. In addition, the use of technological equipment has been regarded as an important aspect in EMP courses to bring real life communication into the classroom. Various projects have also been undertaken to explore different ways of teaching medical terminology.

Structural and traditional methods such as teaching term formation of medical terminology as a vocabulary teaching strategy and grammar translation have also been found in the literature.

To begin with, in **content-based classes**, in general, students practice English language skills while they are studying one subject area. In these classes, learners use language to do real tasks in authentic contexts. Bailey (2000) describes a course organized through the concept of health to enhance the students' learning in 25 an ESL context. The course starts with journalistic writing, making use of Time magazine, and then reading books on health-related topics, academic texts and autobiographies. Finally, dramas are performed after watching movies about medical issues. The writer concludes that by the end of the semester learners made great progress in learning English as they found the course with this instruction method very authentic and useful. According to Bailey their communicative skills improved with the interaction created through discussing controversial issues in the field of health. Bailey concludes that the learners experienced the pleasure of learning in groups while focusing on real and engaging health issues.

Another approach which has been suggested in the literature in the teaching of medical English is **problem-based learning**. As it is an approach mainly applied in medical education (Connelly & Seneque, 1999; Huey, 2001; Maxwell, Bellisimo & Mergendoller, 2001; Norman & Schmidt, 2000) and in order to better understand its application in EAP courses of medical faculties, it is necessary to understand the reasons for using it medical teaching, and its common application procedures and aims. In terms of its origins, Maxwell (2001) state that as the conditions of medical practice changed during the 1960s and 1970s, medical educators questioned the ability of traditional medical education to prepare students for professional life. In response, faculty at a number of medical schools introduced '**Problem-Based Learning**' to promote **student-centered learning** in a multidisciplinary framework, an approach that was believed to promote lifelong learning in professional practice. In this approach, students work in groups discussing a problem, then students do research for the problem situation, and try to come up with reasonable solutions to that problem, suggesting their solutions and discussing whether they are appropriate 26 to the situations they discussed. Then students evaluate this learning process and their contribution to the group.

Some researchers have tried to bring real life communication into the classroom medium using video tapes. For example, a study to design a course, using authentic videotaped communication data for medical students at the University of Hong Kong was conducted by Shi, 28 Corcos and Storey (2001) using authentic videotaped communication data. The researchers used them to assess the difficulties learners face when making diagnostic

hypotheses with doctors and to identify the discourse of diagnostic linguistic skills students needed, in order to achieve various cognitive objectives. They used videotaped ward teaching sessions over three months at two hospitals, along with teaching tasks, to raise students' awareness of some of the discourse and to improve students' performance through practice. In the study they tried to analyze and use performance data as teaching material in the classroom in order to meet the special needs of the medical students. Shi et al. concluded that the use of videotaped data is not only useful for the design of an EMP course but also useful as teaching materials by involving the students in the process of curriculum design, thereby enhancing the students' motivation.

In Hussin's (2002) courses, nursing students were shown videos of experienced nurses talking and performing some occupational tasks. In order to teach medical terminology more effectively, some projects and research studies have been conducted. In 1991-1992, for example, the Institute for the Study of Adult Literacy in Pennsylvania developed and field-tested an innovative curriculum with instructional materials to teach specific health care vocabulary for beginning licensed practical nurses. In this project, the staff was trained in the use of materials and then they implemented the curriculum and materials at two sites in Pennsylvania. In order to train students to use structural analysis to understand medical vocabulary, the materials were designed in the form of a narrative about a woman learning medical vocabulary from a friend. First, learners took a pretest and began using materials in the classroom and used them over a three month period. The post test scores indicated that the learners made great progress. In addition, when interviewed, both the instructors and the learners who used the new materials commented positively on them. Overall it was concluded that the use of structural analysis by identifying word parts like prefixes and suffixes enables students to determine the words' meanings, and the integration of reading, writing, listening and speaking skills in the context of the story enabled learners to understand medical terminology while enjoying the material.

The other approach to EMP teaching is the **grammar-translation** method which is probably still a common feature of language courses throughout the world (Maher, 1986b). Also in Turkey, the grammar translation method has remained a commonly practiced method of ELT. In fact, translation is an important field in Turkey as recent scientific discoveries and treatments in medicine are usually made accessible to readers via translations, and in ELT, the translation method is used to make the medical texts more understandable to the students. However, it is worthwhile noting some possible problems encountered in the field of professional medical translation. Maher (1986) pointed out some of these main difficulties as

follows: The medical language register in European languages has a lot of synonyms, and there is the problem of standardized lexis (terminology, agreed hospital jargon, etc.) and the difficulty of technical usage, which he regards as the most difficult problem for the translator who is neither medical nor paramedical himself. Further evidence against translation came from Maher (1986), who supposed that in EMP classrooms, learners are already supposed to have mastered medical texts in other ways, such as comprehension checks and exercises. He also argues that translation of medical texts may not be so effective in improving English competence but merely encourages dependence upon the practice of translation itself. He identified three problems in the use of translation in an EMP context: accuracy, quality of translation and being very time consuming and distracting for the students because of the equivalence problem 32 with some languages.

To conclude, the literature recommends using technologies which provide real world data for medical students. The literature also indicated that there are also some more structural and traditional approaches to the teaching of medical English. These attempts to develop specific courses using technologies and instructional methodologies like content-based, problem-based and grammar translation for teaching medical English to medical students and health care staff indicate that English for medical purposes teaching is a demanding job for the instructors. The instructors, therefore, should first analyze the students' unique needs in their contexts and then consider which of these approaches can be suitable. In this sense, needs analysis, as the first step of appropriate course design for the students, is important.

9. Practical case

The **Institute of Paramedics in Biskra** -Algeria offers to the new baccalaureate students an interesting curricula of the degrees, that is, nursing, radiology, Clinical Analysis and Public Health, Physiotherapy, social assistance and midwives, include one semester of English in the first year. According to the vice director of the studies, their syllabi is designed to meet the Algerian learners needs and each specialty recommendation's. In this semester, students are introduced to general health topics such as the human body terminology, illnesses and complaints, in addition to general communication skills including speaking and reading.

Our study was carried out at the **Institute of Paramedics in Biskra** with fifty first-year clinical analysis students aged between seventeen and nineteen, from both genders and their ESP female teacher graduated with Master degree, in addition to five other teachers from other specialties. The investigation had lasted from February to May.

Two questionnaires with open format questions and closed format questions (appendix n° 01 and n°02), to both ESP teachers and clinical analysis students, were conducted attempting to answer the question: What differentiates an ESP teacher from a GE one? What are the roles of the ESP teacher? Should an ESP teacher take needs analysis into consideration before starting teaching ESP? Should an ESP teacher take training courses before teaching?

9.1. Description and evaluation of the Course

Technical English for health care profession is a crucial course that is offered in the second semester of the first year Clinical analysis students at the Institute of Paramedics Biskra. The syllabus was given twenty-one hours for the whole semester, three hours per week which is not sufficient to fulfill the course objectives or to meet all the learners' needs. The learners' needs and level in English were evaluated through a pre-test (appendix n°04) in the first lecture which had been designed by their ESP teacher in order to design lessons according to their level, understanding and weakness. Since the course is oriented towards communication rather than knowledge acquisition in the field of specialization, Clinical analysis students are trained to interpret and use words appropriately and to formulate grammatically correct statements while talking and writing by exposing them to certain topics such as, lab reports, Blood (appendix n°03), and hospital procedures. In addition to this, medical terminology is presented to them in order to be familiar with medical words of Latin and Greek roots, suffixes, and prefixes.

9.2. Course Objectives'

The main Objective of EMP curriculum is to achieve the students' spoken and written competence in English language in order to effectively communicate and understand medical words, clinical analysis documents, including medical scripts and reports, articles and dialogues related to medicine and health care domains in general. Health care students are expected to be able to:

- Use medical English terminology in the professional environment and communicate fluently with the target language.
- Understand and analyze medical documents, reports, and drugs notices'.
- Give short talks and presentations about basic medical cases in the domain of health care.

9.3. Teaching aids and activities

The ESP teacher uses different types of aids and activities such as tape recorders, videos, language laboratory lessons or overhead projectors to improve their receptive skills: listening and reading. Also she encouraged her students to work individually, in pair and in groups by using medical Glossaries and dictionaries in order to produce effectively: writing and speaking.

10. Conclusion

In order to better understand the objectives and the tasks accomplished by the ESP teacher, the first part of this last section speaks about how teachers manage to develop curriculum, design courses, assess learners and analyze their needs according to the course objectives drawn by the domain specialists and teachers. In addition to this, the second part gives a general overview about our case of study that defines EMP in relation to ESP and Medical vocabulary, how it is taught and implemented in the Algerian schools and institutes through a description of our practical case.

Chapter Three: Field Work

1. The analysis of teachers and students questionnaires'

Our study was carried out at the institution of Paramedics Biskra Algeria and it was based on two questionnaires made of open-ended and close-ended questions. The first one was addressed to six ESP teachers with different backgrounds (master /BA) from both genders; and the second one was addressed to fifty first year clinical analysis students, both females and males aged between seventeen and nineteen in order to highlight the role of ESP teachers on students level and the institute level.

a. The description of ESP teachers' questionnaire

The questionnaire is administered to the ESP teachers at the institution of paramedics Biskra Algeria. The objective of our study is to illustrate our research hypotheses concerning the role of the ESP teacher.

➤ The analysis of the questionnaire

options	N°	P%
Yes	5	83%
No	1	17%
Total	6	100%

Table n° 1: Do you know what is meant by ESP/ have you already studied the ESP course.

Table n°1 shows that most of ESP teachers (5 = 83%) have already an idea or have already studied ESP, and only one teacher (17%) did not know what is meant by ESP.

options	N°	P%
Yes	5	83%
No	1	17%
Total	6	100%

Table n° 2: The other roles in addition to the role of a teacher.

Table n°2 shows that the majority of the questioned teachers (5= 83%) think that an ESP teacher has more roles than just a teacher, and only one teacher (17%) believe that he plays no other roles but teaching.

Options	N°	P %
All	0	0%
None	1	17%
A-C-D-E	1	17%
ACD	1	17%
AE	2	33%
ABDE	1	17%

Table n° 3: The roles of the ESP teacher

In table n°3, teachers who answered yes concerning the role of ESP teacher, have different opinions. The majority of them (2= 33%) assume the role of *Course designer, evaluator*. The rest of them gave different answers .For example1 teacher (17%) thinks that he plays the role of course designer evaluator researcher and collaborator. Another one (17%) answered course designer, material writer, collaborator and evaluator. Only one teacher thinks that he plays none of the proposed roles.

options	N°	P%
Yes	5	83%
No	1	17%
Total	6	100%

Table n° 4: Coordinating with the teachers of the discipline.

Most of ESP teachers (83%) do not cooperate with each others. However, one of them (17%) does cooperate with his colleagues.

Options	N°	P%
Vocabulary	5	83%
Grammar	0	0%
Both	1	17%

Table n° 5: Ways of teaching ESP learners.

Table 5 shows that the majority of ESP teachers (5=83%) base their courses on teaching vocabulary, but only one of them (17%) teach both grammar and vocabulary to their learners.

Options	N°	P%
In term of list	1	17%
Through texts	4	66%
Both	1	17%

Table n° 6: Techniques of teaching the ESP learners.

Answers of table n° 6 shows that most of teachers (4=66%) present their lessons through texts ; while 1 of them (17%) uses both techniques *texts* and *lists* to present their lectures and one (1) teacher (17%) adopts only the “list technique” as method to teach.

options	N°	P%
Yes	3	50%
No	3	50%
Total	6	100%

Table n° 7: Design ESP courses.

In table n°7, we notice that 50% of ESP teachers design their courses by themselves, the other 50% of them follow a given curriculum.

Options	N°	P%
A	0	0%
A-B	4	66%
A-C	0	0%
B	2	33%
B-C	0	0%
C	0	0%

Table n° 8: Modes of learners’ evaluation.

From Table 8, we can see that 66% of teachers say that they adopt both modes of evaluation, the oral and the written mode. Only 2 teachers (33%) uses only the written mode to evaluate his students.

options	N°	P%
A	1	17%
A-B	2	33%
A-C	0	0%
B	3	50%
B-C	0	0%
C	0	0%

Table n° 9: The purpose of evaluation.

Table 9 shows that the correspondents differ in their purpose of evaluating learners. For instance, 2 out of 6 of teachers (33%) aim at improving learning and measuring the learners’ progress. Also, 3 of them (50%) aim at just improving learning. The rest of them (17%) aim at measuring the learners’ progress.

Options	N°	P%
Yes	6	100%
No	0	0%
Total	6	100%

Table n° 10: Material provision.

With the percentage of 100% of “Yes answer” means that all of ESP teachers provide their students with their own material.

Options	N°	P%
Yes	6	100%
No	0	0%
Total	6	100%

Table n° 11: Selecting the type of material according to the learners’ need.

According to table n°10 all the questioned teachers (100%) select their materials according to the learners needs.

Options	N°	P%
Yes	6	100%
No	0	0%
Total	6	100%

Table n° 12: The effectiveness of ESP teacher.

According to the answers of the teachers, the ESP is very effective for the students.

options	N°	P%
Yes	0	0%
No	6	100%
Total	6	100%

Table n° 13: The sufficiency of the time allotted to ESP courses.

With 100% of “NO” answers, the time allotted to ESP courses is clearly insufficient.

Options	N°	P%
Yes	1	17%
No	5	83%
Total	6	100%

Table n° 14: If there is difficulties in teaching ESP.

Referring to the answers, the majority of teachers (83% of interviewed teachers) estimate that teaching ESP is not difficult.

Options	N°	P%
Yes	0	0%
No	6	100%
Total	6	100%

Table n° 15: ESP teacher training.

After interviewing teachers if they followed an ESP training, the answers were 0% with “Yes” and 100% with “NO”.

➤ **Findings and results**

In our study about the role of ESP teacher, we conclude that the ESP practitioner has many roles besides teaching comparing to the EG teacher who plays only the role of teaching. In this research, we emphasis on the roles and the tasks of an ESP teacher.

The data analysis came with the following results:

As suggested by Dudley-Evans and ST John (1998) and confirmed by our questionnaire results , in addition to playing the role of a teacher, an ESP practitioner can be a *Course designer, material provider, researcher, collaborator*, and an *evaluator*. Also an ESP teacher teaches both vocabulary and grammar with more emphasis on vocabulary through texts. Furthermore, the analysis of the questionnaire shows that most of ESP teacher design their courses by themselves and they select the appropriate material according to their learner’s needs. Even though ESP teachers share the same role but they differ in their purpose of evaluation for that they provide them with their own material. The data analysis shows also that the more an ESP teacher is interested in the specialty of his/her learners the more he/she is effective as an ESP practitioner.

➤ **Conclusion**

From our research we confirmed the hypothesis that the ESP teacher is different than the EGP teacher because the ESP practitioner plays more role than the EGP one; besides teaching he/she is a *Course designer, material provider, researcher, collaborator*, and an *evaluator*. So the ESP teacher cannot succeed in teaching unless he/she fulfill the five roles proposed by Dudley-Evans & St. John (1998).

Moreover, he/she should not neglect the step of needs analysis in order to design and select material according to the learners' needs and specialty, also according to the time assigned for ESP lectures. Otherwise, he /she will miss the purpose of the lessons he is aiming to achieve, especially that the number of English learners in Algeria is increasing in different fields.

b. The description of ESP students' questionnaire

The second questionnaire was administered to fifty clinical analysis first year students at the institution of paramedics Biskra Algeria. Its objective is to determine the role of ESP teacher from the student's point of view.

➤ The role of the ESP teacher

i. What were your expectations of the English course?

Most of the student's answered that they were expecting courses those of high schools, and it will be a mixture between teaching Grammar and general vocabulary trough textbooks. The rest of them had different expectations, for example, some thought that the courses will be relevant to their specialty or technical English, other want to be enjoyable and funny.

ii. What are the skills which are mostly useful to you?

Option	N°	P%
Listening	25	50%
Reading	6	12%
Writing	9	18%
Speaking	10	20%
Total	50	100%

Table n°16: Skills.

From table n° 16, we see that the majority of the students (50%) believe that the most useful skill is listening, than it comes speaking (20%), writing (18 %) and at last reading (12%).

iii. Does the course meet your needs? If not, what needs are not included?

Option	N°	P%
Yes	40	80%
No	10	20%
Total	50	100%

Table n°17: Needs.

Table n°17 shows that the majority of students (80%) said that the courses they are dealing with meet their needs. However, a minority (20%) disagree with them.

- iv. Do your teachers use needs analysis questionnaire to design lectures that best meet your needs?

Option	N°	P%
Yes	35	70%
No	15	30%
Total	50	100%

Table n°18: Lectures design.

According to table n°18, tow questioned classes' which present (70%) claimed that their teacher had used needs analysis questionnaires to design the lectures.

- v. Do you think that the contents of the course are relevant to your level?

Option	N°	P%
Yes	46	92%
No	4	8%
Total	50	100%

Table n°19: Relevance of the content to the level.

From Table n°19 we see that most of students think that that the courses are relevant to their level, and (8%) think the opposite.

- vi. Are the tasks, activities, and examples related to your field of studies?

Option	N°	P%
Yes	44	88%
No	6	12%
Total	50	100%

Table n°20: Relation of activities with the studies.

Also, from Table n°20 the majority (88%) thinks that the tasks and activities are related to their field .whereas the rest (12%) finds them unrelated to the field they are studding.

vii. What teaching aids do teachers use to assist the teaching? (Tape recorders, videos, language laboratory lessons or overhead projectors).

All the students had given the same answer to this question that the teacher uses all the aids mentioned in the question (Tape recorders, videos, language laboratory lessons or overhead projectors).

viii. Does the course encourage you to discuss in pairs/groups issues related to your field of study?

Option	N°	P%
Yes	49	98%
No	1	2%
Total	50	100%

Table n°21: Encouragement of the group work.

Table n°21 shows that 98% of the student answered yes about the group work, only one students (2%) answered no.

ix. How is your interest in the course?

Option	N °	P%
High	21	42%
Average	21	42%
Low	6	12%
Total	50	100%

Table n°22: the course interest.

The interest about the course differs from one student to the other. So that 42% find it highly interesting the other 42% answered average and only 12% said it's low.

x. How do you describe your teacher's performance?

The majority of students had given positive comments about their teacher. They described them as qualified, funny and comprehensible.

➤ **Findings and results**

The analysis of the questionnaire shows that the majority of students were surprised and satisfied by the new way of learning and teaching English since they find it different than general English they were taught in high school. Also, they were taught to improve different skills but only listening was useful for them because it is easier (receptive skill) and the time allowed to the English lectures was not sufficient for them to improve all skills including the productive ones.

Moreover, teachers who use needs analysis, design lecture, select content and provide appropriate material according to the learners needs, were more effective and successful in the learning teaching process from the students points' of view because most of them had gave positive comments about teachers who fulfilled those tasks appropriately.

➤ **Conclusion**

An affective teacher from Hutchinson and Waters (1987) is the one who design courses according to needs analysis “whereas course design plays a relatively minor part in the life of the General English teacher – course here usually being determined either by tradition, choice of textbook or ministerial decree – for ESP teacher, course design is often a substantial and important part of the workload”, and they added that ESP course designing is “fundamentally a matter of asking questioning order to provide a reasoned basis for the subsequent processes of syllabus design, material writing, classroom teaching and evaluation”. The thing confirmed by our study that in order to succeed in ESP teaching, a teacher should take in consideration designing curriculum and lectures that best meet his learner’s needs without neglecting the other factor like time, teacher training, and a suitable environment to achieve the learning-teaching process.

General conclusion

Conclusion

Even though ESP teachers and GE teachers teach the same language which is English, but they teach it with different ways and objectives. Teaching ESP is more complex than teaching General English, the reason why ESP practitioners play more roles toward his/her learners and courses. They not only teach but also design courses according to the learners needs, provide and select appropriate materials to each course, collaborate with each others, make research in the field he/she is teaching and evaluate the course and the students. In addition to those roles they are required to fulfill more tasks and objectives like helping in developing curriculum with language specialists, analyzing the learners' needs and previous knowledge and assessing their levels to set appropriate activities and aids for them. He/she is to be aware of the course objectives; have a sound understanding of the course content and be flexible with the learners. A good ESP teacher should be able to teach any professional field by simply bringing the appropriate tools, frameworks and principles of course design to apply them to new material. In this respect, ESP teachers have complex and important roles in teaching special English than teaching general English.

General recommendations

One of the crucial factors in achieving the teaching-learning English process is the awareness of teachers about her/his own role. This why they should fulfill their tasks actively toward the course by design it appropriately, and toward the learners by analyzing their needs. The effectiveness of the ESP courses can be increased if the ESP teachers start to learn new things that will help them make their teaching better and more effective. These include learning:

- How to respond to learners' needs,
- How to teach non-linguistic skills (pragmatic and sociolinguistic skills), – what to prioritize in an ESP course (high-frequency lists),
- How to select and incorporate authentic materials into the course, – how to evaluate teaching materials using quantitative methods,
- How to make use of online materials and social networks,
- What new teaching techniques to implement,
- How to teach for ESP certificate exams,
- How to teach effective writing for professional purposes.

ESP teachers are required to investigate more time and energy to improve their professional performers which can be achieved by either self-education, by collaborating with and learning from subject matter specialists, by taking special training in how to teach ESP of any subject matter.

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Appendices

Appendix n°01:

Teacher's questionnaire:

THE ROLE OF THE ESP TEACHER

Dear Teachers,

The present questionnaire is part of a research work that deals with *the role of ESP teacher*. We would appreciate your entire collaboration if you could provide answers to the question below. You are guaranteed the confidentiality of your responses. Thank you very much for sparing your valuable time and effort in this questionnaire. Please put a cross (x) in the appropriate box or give full answer whenever necessary.

Thank you

➤ Section one: General information

1. Sex: male female
2. Age:
3. Qualification: BA master/ magister doctorate other
4. What is your status as a teacher:

- a) Fully-time?
- b) Part-time?

➤ Section tow: The roles of the ESP teacher

1. Do you know what is meant by ESP?
Yes No
2. Have you already studied the ESP course?
Yes No
3. If no, do you have an idea about it?
.....
.....
4. Besides the role of teaching, are you involved in any other role?
Yes No
5. If yes, what is it?
✓ -Course designer
✓ -Materials (texts) writer
✓ -Researcher
✓ -Collaborator
✓ -Evaluator
6. Do you coordinate with other teachers of the discipline?
Yes No
7. As an ESP practitioner, do you teach your learners?
✓ Grammar
✓ Technical vocabulary
✓ Both

8. How do you present grammar and vocabulary to your learners?

- ✓ In terms of list
- ✓ Through texts

9. Do you design the course for your learners according to an official curriculum?

Yes No

10. How do you evaluate your learners?

- ✓ An oral assessment?
- ✓ A written assessment?
- ✓ Another type of assessment? please mention it ?

.....
.....
.....

11. Why do you evaluate your learners?

- ✓ To measure their progress
- ✓ To improve learning
- ✓ To make them autonomous (teach them to learn alone)

12. If you do not find the relevant materials (texts) for your learners in their discipline of study, do you provide your own?

Yes No

13. Do you work to determine (or select) the type of materials that learners need?

Yes No

14. Do you think that you will be a more effective ESP teacher if you like the learner's specialty?

15. Do you think that the allotted time assigned to the ESP course is sufficient to realize its objectives?

Yes No

16. Do you find difficulties in preparing the lecture?

Yes No

17. If yes, would you mention some of these difficulties?

.....
.....
.....
.....

18. Can you describe briefly how do you organize your lecture (or lesson)?

.....
.....
.....
.....

➤ Section three: ESP teacher's training courses.

1. Did you take any training in ESP before you began teaching?

Yes No

2. If yes: Self-training Formal training

3. How many times do you take the training session per week?

- ✓ Once
- ✓ Twice

Appendix n°02:

Student's questionnaire:

THE ROLE OF THE ESP TEACHER

Dear Students:

Your answers to the questions are very crucial for the design and evaluation of the English course you are learning. Thus, you are cordially requested to provide real responses to the questions I ask you. You are guaranteed the confidentiality of your responses.

Thank you very much for sparing your valuable time and effort.

1. What were your expectations of the English Course?

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.....
.....

2. What do you want from the course?

.....
.....
.....

3. Does the course meet your needs? If not, what needs are not included?

.....
.....
.....

4. Do your teachers use needs analysis questionnaire to design lectures that best meet your needs?

Yes No

5. Do you think that the contents of the course are relevant to your level?

.....
.....
.....

6. Are the tasks, activities, and examples related to your field of studies?

Yes No If yes, how?.....

.....
.....
.....

7. What teaching aids do teachers use to assist the teaching? (Tape recorders, videos, language laboratory lessons or overhead projectors)

.....
.....
.....

8. Does the course encourage you to discuss in pairs/groups issues related to your field of study?

.....
.....
.....

9. How is your interest in the course?

High average low

Explain your answer?.....

.....
.....

10. Feel free to give your comments regarding the course vis-a-vis your language needs.

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.....

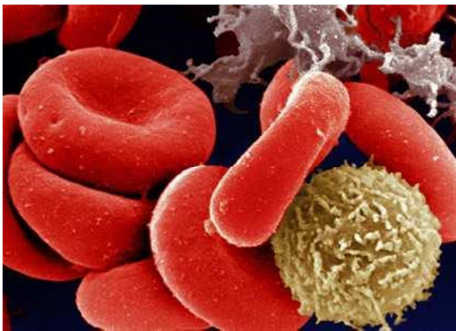
11. How do you describe the performance, the methodology and the lesson plan of your teacher?

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Appendix n°03: The Blood

Reading

Blood is **considered** to be a liquid connective tissue. It consists of a non-cellular matrix and a collection of cells (formed elements) that are **suspended** within the matrix. The matrix is called plasma and is **made up of** water, proteins, dissolved gases and other dissolved chemicals such as electrolytes, nutrients, vitamins and hormones. The cellular part of blood can be divided into three categories: (1) red blood cells {RBCs} or erythrocytes, (2) white blood cells {WBCs} or leukocytes and (3) platelets or thrombocytes. The ratio of the plasma to cellular components is about 55% plasma to 45% cells. If a sample of blood is placed in a capillary tube and **spun** in a centrifuge, the plasma and cellular elements distribute themselves as shown in the figure. When the blood is spun the heavier elements are moved to the bottom against the clay plug while the lighter plasma remains at the top. The **buffy** coat consist of white blood cells which are lighter than RBCs and much less numerous.

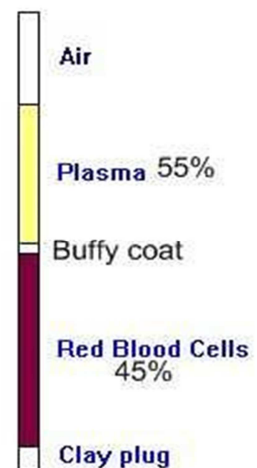


Reds blood cells are significant, among other reasons, for their ability to carry oxygen from the lungs to the cells that make up the tissues of the body. The oxygen is carried **bound** to a special molecule called hemoglobin. Red blood cells are usually described as biconcave discs. RBCs are among the smallest cells

in the body, with only sperm cells being smaller. RBCs are produced in the bone marrow in a process call erythropoiesis. When RBCs enter the circulation they have **lost** their nucleus, which gives them the biconcave depression. Without a nucleus, the cells have a limited **lifespan**. The average RBC only **lasts** for 120 days before it is removed from the circulation by macrophages in the liver.

White blood cells are part of the body's immune system and serve to protect the body from disease. Unlike RBCs, white blood cells do not carry oxygen and they do have a nucleus. There are five subdivisions of WBCs: (1) neutrophils, (2) eosinophils, (3) basophils, (4) monocytes and (5) lymphocytes. Each subdivision plays a specific **role** in the body's immune response.

The third group of formed elements is the platelets. Platelets play a role in the hemostasis or blood **clotting**. Whenever a blood vessel is breaks something must stop the flow of blood from the vessel. Platelets working in **conjunction** with clotting proteins found in the plasma can block the flow of blood. Platelets are not cells; instead they are fragments of larger cells called megakarocytes. Platelets lack a nucleus and contain few cytoplasmic elements. The lifespan of a platelet is about 9 or 10 days. So like RBCs they need to be produced **continually** and rapidly.



Check Point (1) – Vocabulary

Match the word in Column A with its contextual meaning in Column B.

A	B
1. Bound	A. Accepted to be (true)
2. Clotting	B. Mixed together
3. Conjunction	C. Consists of
4. Considered	D. Rotated
5. Continually	E. Attached
6. Lasts	F. Extruded / removed
7. Lifespan	G. Lives
8. Lost	H. How long something lives
9. Made up of	I. Something’s function in a larger more complex activity
10. Role	J. Transition of blood from liquid to solid
11. Spun	K. Working together
12. Suspended	L. To work without stopping

Check Point (2) -- Odd one out

Instructions: Each group of words has one word that does not fit in well with the others. Try to find the odd word.

1	Spin	Rotate	Turn	Twist
2	Clot	Platelet	Neutrophils	Coagulate
3	Eosinophils	Erythrocytes	Basophils	Lymphocytes
4	Tear	Rupture	Cut	Squeeze
5	EDTA	Heparin	Vitamin K	Aspirin
6	Plasma	Blood	Serum	Cerebral Spinal Fluid
7	Ooze	Drip	Gush	Dribble
8	Plug	Block	Occlude	Open
9	Recover	Pull through	Repair	Get better
10	Cluster	Group	Clump	Separate

Clinical Corner

Anemia: The blood carries a reduced amount of oxygen. This can be caused by reduced number of RBCs or a reduced amount of hemoglobin inside each RBC. (an = without, emia = blood condition)

Anticoagulant: A chemical that can prevent clot formation. Drugs such as heparin and coumadin are used to prevent or reduce clotting in people who have artificial heart valves (which can induce clots) or conditions such vein inflammation. Heparin and EDTA can be added to blood samples to prevent clotting. While calcium celators are added to blood drawn for transfusions to keep it in liquid form until it is used.

Aplastic anemia: A type of anemia that results from the failure of bone marrow to produce RBCs and WBCs.

Bacteriemia: Presence of bacteria in the blood.

Clot: Term used to describe a semisolid mass of cells and proteins that forms to stop bleeding from a broken blood vessel.

Differential WBC count: A measure in which the percentage of each type of WBC is reported. Typical values: neutrophils 40-60%, lymphocytes 20-40%, monocytes 4-8%, eosinophils 1-3%, basophils 0-1%. (phil = love)

Erythrocyte: Scientific name for a red blood cell. (erythro = red, cyte = cell)

Erythropoiesis: Term to describe the process of red blood cell formation in bone marrow.

Erythropoietin: Hormone produced by the kidneys that controls erythropoiesis. People with kidney disease are often anemic because they fail to produce the hormone.

Fibrinogen: A protein produced by the liver that circulates in the plasma as a plasma protein. When fibrinogen encounters activated platelets it attaches and is converted into fibrin as part of the clotting process.

Hematocrit: A commonly measured blood value. The blood is spun in a centrifuge and the ratio of packed RBCs to the total volume is reported as the hematocrit. The abbreviation for hematocrit is Hct. The value is normally reported as a percentage as is Hct = 48%. Normal values: males (38% - 51%), females (36% - 47%). (hemato = blood, crit = to separate)

Hemoglobin: A large 4 part protein combined with 4 molecule containing iron (Fe). The iron can bind reversibly with oxygen. Hemoglobin is intensely colored and

is what gives blood its color. Hemoglobin is routinely measure during blood work. Normal values: males (14 - 18 g /dl), females (12 - 16 g / dl). Each red blood cell contains about 300 million molecules of hemoglobin. (hemo = blood)

Hemolytic disease of the newborn: This is an anemia seen in newborns and is usually caused by an incompatible Rh factor between the child's blood and the mother's blood. Antibodies produced by the mother, in response to the child blood, destroy many of the child's RBCs which causes anemia.

Hemophilia: An X-linked genetic condition, seen primarily in males, which prevents normal blood clotting. (philia = to love)

Hemorrhage: The term means to bleed from a broken, cut or ruptured blood vessel. (rrhage = to break)

Hemorrhagic anemia: Reduced oxygen carrying capacity due to loss of blood through bleeding.

Hemostasis: This term refers to the body's ability to stop blood flow from a broken or cut blood vessel. Don't confuse the term with homeostasis. (hemo = blood, stasis = stop)

Leukocyte: Scientific name for a white blood cell. (leuko = white, cyte = cell)

Normochromic: A description of blood that has the normal amount of hemoglobin. A common variation is hypochromic which means blood with less than normal amounts of hemoglobin. (normo = normal, chromic = color, hypo = less / under)

Normocytic: A description of blood that has the normal amount of erythrocytes. (cytic = cells)

Normovolemic: A description of normal blood volume. Variations include hypovolemic / hypovolemia. (volemic = volume)

Packed red blood cells: When whole blood is spun in a centrifuge and the plasma is then removed, the remaining volume is called packed cells or packed red blood cells. When a transfusion is needed, it is sometime preferable to give only RBCs instead of whole blood.

Platelets: These are small cell fragments (without a nucleus) that have the ability to cluster in areas of vessel injuries and create a physical barrier to blood flow through the injured vessel. The also contain chemicals that can initiate blood clotting which involves the conversion of fibrinogen into fibrin.

Polycythemia: A condition in which too many RBCs are produced and the RBC count and hematocrit becomes much higher than normal. Hct can be over 70% and RBC counts can be greater than 8 million cells / mcl. The condition makes the blood very viscous and puts an extra strain on the heart because of the extra resistance to blood flow caused by the increased viscosity. (poly = many, cyth = cells, emia = condition of the blood)

Red blood cell count: A commonly measure blood value which reports the number of erythrocytes per microliter of whole blood volume. Normal values: males (4.7 - 61 million cells / mcl), females (4.2 - 5.4 million cells / mcl). The abbreviation for microliter is mcl or µl.

Reticulocytes: Immature red blood cells that still have their nucleus. Normally reticulocytes extrude their nucleus and become erythrocytes outside the circulation and then the erythrocyte enters the circulation. For this reason, reticulocytes are rarely seen in stained blood smears. However, when erythropoiesis is taking place at an accelerated rate some reticulocytes enter the circulation and extrude their nucleus there. When reticulocytes are seen in the circulation it is a sign of rapid RBC production. (reticulo = network, cyte = cell)

Septicemia: Blood infection caused by a pathogenic bacterium.

Thrombocytes: The term is often used interchangeably with the word platelet - although platelet is becoming the preferred term for humans. In other animals, thrombocytes carry out hemostasis functions, but the cell is nucleated. (thrombo = clump / clot)

Transfusion: The process of taking blood from one person and giving it to someone else. To be successful the blood type of the donor and recipient has to be carefully matched.

White blood cell count: A blood measure which reports the total number of leukocytes. Normal values: 5000 - 10000 cells / mcl.

Check Point (3) – Prepositions

Complete the sentences below with prepositions from the box. Some prepositions can be used more than once.

to / on / by / inside / from / in / among / below / under / with / at / above / instead of / until / around / underneath / between / in spite of / rather than / in addition to / through / of

1. ____ A+ blood, an A+ person can also receive A-, O+ and O- blood.
2. ____ taking iron tablets, it's better to eat more leafy green vegetables as treatment ____ iron deficiency anemia.
3. ____ the dangers of blood doping, many athletes continue to use the technique.
4. A normal male Hct is ____ 45%.
5. Blood flowing ____ blood vessels does not clot because platelets don't normally interact ____ the normal healthy endothelial lining the ____ blood vessels.
6. For certain blood measures, EDTA is used as an anticoagulant ____ of heparin.
7. Hemoglobin is found ____ erythrocytes.
8. Hemophilia is caused ____ a chromosomal defect.
9. Most blood samples are taken ____ the median cubital vein.
10. People who live ____ high altitudes may have ____ normal hematocrits.
11. Platelets cluster ____ areas where a blood vessel has been damaged.
12. Platelets form a physical barrier ____ blood flow ____ a broken blood vessel.
13. Polycythemia puts an extra strain ____ the heart.
14. Red blood cells are ____ the smallest cells ____ the body.
15. Send the blood sample ____ the lab right away.
16. The lab results will not be back ____ 5 pm tomorrow.
17. When you spin a blood sample, the layer ____ the bottom is the layer of RBCs.
18. When you spin a blood sample, the layer ____ the plasma and the RBCs is the buffy coat.
19. When you spin a blood sample, the layer ____ the plasma is the buffy coat.
20. Women ____ hematocrits ____ 38% may show symptoms of anemia.

Talking with the Patient

Instructions: work with a partner. One person can read the part of the doctor and the other person can read the part of the patient.

1. D: Good morning Ms. Smith.
2. P: Good morning Doctor.
3. D: How can I help you today?
4. P: Well, I've been feeling really **rundown** lately. I don't seem to have any **stamina** and the littlest things seem to wear me out completely. It seems like I barely have the strength to go to work.
5. D: When did this start?
6. P: I guess it started about two months ago.
7. D: That's quite a while. Did this come on slowly or quickly?
8. P: Well it came on me slowly. At first I thought it was just normal **fatigue** from a busy life. But I never seemed to get stronger – I never seemed to get my energy back, even after a restful weekend.
9. D: Have you had any recent illnesses – anything like a cold or flu?
10. P: No.
11. D: How about allergies – have you had any hay fever?
12. P: No.
13. D: Have you been under any unusual stress lately – problems at work or at home?
14. P: No, everything is about the same.
15. D: Have you started taking any new medications?
16. P: No – nothing new since the last time I saw you – 6 months ago.
17. D: Okay -- well let me do a quick examination – I want to take your temperature, check your blood pressure and listen to your heart and lungs.
18. P: Okay.

19. D: Well your blood pressure is normal and your **lungs sound clear** and your heart sounds fine.
20. P: What about my temperature?
21. D: Oh, that's fine too.
22. P: So what do you think?
23. D: When I was looking in your throat I noticed that your mucosa and **gums** seem a little **pale**. And the mucosa below your eyes also seems pale.
24. P: What does that mean?
25. D: It likely means that you are anemic – which would explain your fatigue. I'm going to have the nurse take some blood and send it to the lab for a complete **blood work up**.
26. P: How did I become anemic?
27. D: Has there been any change in your periods – has the bleeding been **heavier than normal**?
28. P: No, they seem to be about the same.
29. D: When did you finish your last period?
30. P: About 4 days ago.
31. D: Okay -- Well, sometimes heavier periods can **lead to** anemia – but since you haven't noticed a change, I suspect that your problem is nutrition anemia. So until I get the results of your **blood work**, I going to recommend that you make some dietary changes.
32. P: What kinds of changes?
33. D: Here is a list of foods that are **rich in iron**. I would like for you to try to **incorporate** more of these foods into your daily diet.
34. P: Should I take an **iron supplement**?
35. D: For now – no. After I see the results of your blood work I may change my mind but for now I'm not recommending a supplement.
36. P: Okay.
37. D: I'll have your results back in a couple of days. After I have looked them over I will give you a call. We'll discuss the results and if I need to see you again we'll schedule an appointment.
38. P: Okay.
39. D: If it turns out to be nutritional anemia, I think the change in diet will be all that is needed. And I think you will feel much better in about two weeks.
40. P: Sounds wonderful.
41. D: So if there is nothing else – I'll talk to you in a couple of days.

42. P: Great, thanks for your time.
43. D: Please give this blood work form to the nurse – she will **draw your blood** and then you will be done.
44. P: I hate giving blood!
45. D: You're not alone.
46.

P: I bet – well, see you later.
47. D: No problem.
48. P: Bye.
49. D: Bye – and don't forget to eat lots of leafy greens.
50. P: Okay.

Taking with the Patient

Instructions: Reread the interview and then, working with a partner, try to recreate the interview using some of the question variations below – then switch roles and recreate the interview again using other question variations.

Questions to Remember (note the verb tenses used in the different types of questions)

What seems to be the problem?

How can I help you today?

What brings you in today?

When did the problem start?

Did the problem come on slowly or quickly?

How long have you had this problem?

Has there been any change in your medications since I saw you last? Are you taking any new medications?

Have you had a recent cold or flu?

Have you had any recent problems with allergies? Are you allergic to anything?

Have you had any problems with your monthly periods?

Have you had any unusual cramping associated with your periods? Have your periods been normal?

Have your periods been heavier than normal?

When did you have your last period?

When did you finish your last period?

When did you start your last period?

Talking with the Patient

Instructions: working with a partner, try to recreate the interview. Don't just reread it – try to do the interview using your own question and answer variations while using the same basic case profile.

Instructions: Review the interview and find line numbers that correspond to the interview elements listed below. In some cases different aspects of the same interview element may be addressed in different parts of the interview – one such case has been done as an example. The questions in the table below are not in the sequence of the interview.

Interview element	Line numbers
1. Patient greeting.	
2. Request for information on patients chief complaint	
3. Request for information on patients current and recent health	9, 11 & 29
4. Quick health review with prompts to help patient remember any problems	
5. Request for information about medications being taken by patient	
6. Request for information about changes in stress.	
7. Informing the patient about what is going to happen next in the office visit	
8. Request for information regarding monthly cycle	
9. Explaining the basis for the initial diagnosis	
10. Providing an initial diagnosis	
11. Explaining what additional procedures are needed to confirm the diagnosis	
12. Request for change in diet	
13. Offering an initial prognosis	
14. Recommendations for new diet	
15. Providing patient written information about recommended diet changes	
16. Explaining how lab results will be communicated	
17. Making arrangements for next visit	
18. Concluding the visit	

Comprehension – Discuss the following questions with a partner.

1. What is the patient's chief complaint?
2. Based on the interview, what is the minimum and maximum age you would predict for this patient?
3. When did this patient last see this doctor?
4. How long has the patient been experiencing the chief complaint?
5. Describe the onset of the CC.
6. What is the initial diagnosis?

7. Describe the intended treatment plan.
8. What blood parameters do you think will particularly important?
9. Why is the doctor interested in the patient's monthly cycle?

Practice Dialog

Instructions: Work with a partner to complete the two scenarios. After completing the first scenario, switch roles and complete the second scenario.

Scenario A:

Doctor -- Initiate a phone conversation with the patient. (1) explain that the blood work confirms nutritional anemia (2) reinforce the need for diet change (3) name some specific foods to include in the diet and recommend a one-a-day vitamin that contains iron (4) reiterate the prognosis (5) tell the patient to call if the prognosis does not evolve as expected (6) conclude the conversation.

Patient – Ask relevant and realistic questions in response to the information the doctor provides.

Scenario B:

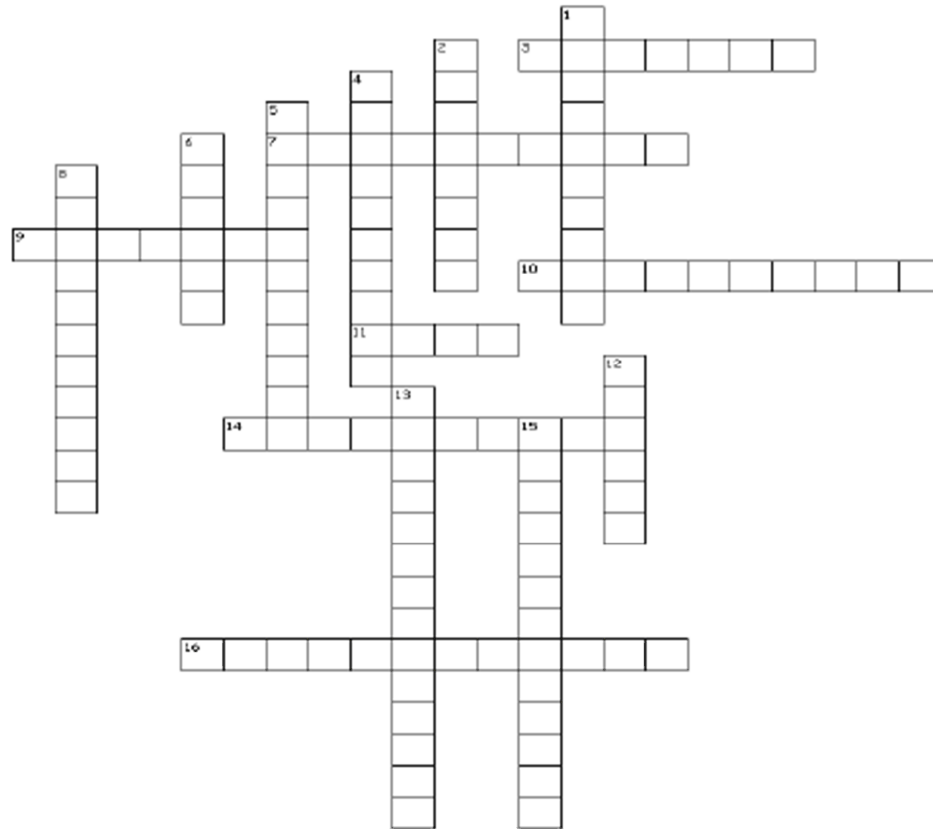
Doctor – Initiate a phone conversation with the patient. (1) explain that the blood work did not confirm your initial diagnosis (2) explain that the results are consistent with hemorrhagic and nutritional anemia (3) explain that most likely her periods have been heavier but she didn't recognize it and that is the cause of the problem (4) you want her to come in for some additional tests in the next few days (5) have the patient contact your receptionist to make an appointment (6) reassure the patient that she is in no immediate danger and while her blood values are low, they are not dangerously low (7) respond to any questions (8) conclude the conversation.

Patient – Ask relevant and realistic questions in response to the information the doctor provides.

Asking Questions – Work with a partner to write questions that would generate the listed responses from a patient. Then put the Q and A in what you think is the most logical sequence. Compare your sequence with other groups.

Questions	Responses	Sequence
	At first the bruises were small and would be gone in 4 or 5 days – but they've been getting bigger and lasting longer.	
	I first noticed it about a month ago.	
	I'm 33.	
	I'm married with 2 children – my boy is 2 and my daughter is 4.	
	I've been getting these terrible bruises whenever I bump into something – even little bumps give me a bruise the size of a credit card.	
	Is this going to hurt much?	
	m-i-s-h-n-a-r	
	My name is Amanda Mishnar.	
	No, I don't take any medicines.	
	No, I haven't had any illnesses in at least a year.	

Cross Word Puzzle



Across	Down
3. a common chemical added to vacutainer tubes to prevent clotting of blood samples	1. most abundant WBC
7. the percentage of RBCs in a sample of whole blood	2. cell fragment that helps start the clotting process.
9. chemical element essential for blood clotting	4. protein molecule found inside RBCs that carries oxygen
10. plasma protein that plays a role in blood clotting	5. synonym for platelet
11. metal atom that binds reversibly to oxygen	6. another name for hematoma
14. to bleed heavily from a cut vessel	8. taking blood from one person and giving it to another
16. someone who specializes in the study of blood	12. reduced oxygen carrying capacity of the blood
	13. hormone produced by the kidney that regulate red blood cell production
	15. chemical substance added to blood to prevent clotting

Check Point (4) – Vocabulary

Instructions: Match the words or phrases in column A with their contextual meaning in column B. All words or phrases in column A can be found in bold print in the Doctor / Patient interview.

A	B
1. rundown	A. A collection of tests performed on a blood sample
2. no stamina	B. A medicine (sometimes over-the-counter) containing iron
3. fatigue	C. Can cause / can bring about something
4. lungs sound clear	D. Energy level falls quickly
5. gums	E. Light color / lacking normal color intensity
6. pale	F. More bleeding than usual
7. blood work up	G. More iron than in normal foods
8. heavier than normal	H. No abnormal respiratory sounds
9. lead to	I. No energy
10. blood work	J. Blood tests
11. rich in iron	K. Tired / feeling of being tired
12. incorporate	L. Tissue at the margin of the teeth
13. iron supplement	M. To make part of something
14. draw your blood	N. To take blood from a person

The Different Sounds of “G”

Most of the words come from the Clinical Corner section. Pronounce each word and decide what sound the “g” makes. Then write the word in the appropriate box on the right.

Although Anticoagulant Becoming Bleeding Carrying Centrifuge Clotting Containing Cough Drugs During Fibrinogen Fragments Genetic Gives Greater Hemoglobin Hemorrhage Higher Interchangeably Large Oxygen Percentage Remaining Rough Sign Taking Taking Through	<p>“g” has a soft “j” sound</p> <hr/> <p>“g” has a hard sound</p> <hr/> <p>“g+h” is silent</p> <hr/> <p>“g” is not silent and not hard or soft</p> <hr/> <p>“g+h” has an “f” sound</p>

Look back at the words in each box. Do you see a pattern? Check and see if the following rules apply.

The sound of “g” depends on the letter that following it in a word. If the letter is “e” / “i” / “y” the sound is usually soft. If “g” is followed by any other letter or a space, then the sound is hard. (Note the difference between RAG (a piece of cloth you clean with) and RAGE (to be extremely upset).

- If the desired sound is hard but the following letter would make the sound soft, a “u” is sometimes inserted to prevent the rule from being broken. GUITAR – the “g” has a hard sound, however, if the “u” is removed the “g” would have a soft sound and would sound like JITAR.
- The same effect can be achieved by doubling the “g” and in BIGGER.

The “g” in words that end in “ing” has a unique sound – neither hard nor soft.

The “g” in words that have a “g+h” can be silent or have an “f” sound.

- Although = silent “g+h”
- Cough = “g+h” has the “f” sound

Self Test

Instructions: Take the self-test below and see how well you remember the information presented in this unit.

1. Erythrocytes do not have:
 - a. Nuclei
 - b. Plasma membranes
 - c. Hemoglobin
 - d. All the above
2. The element ____ is associated with carrying oxygen and ____ ions are essential for blood clotting.
 - a. Iron / calcium
 - b. Iron / oxygen
 - c. Sodium / calcium
 - d. Potassium / iron
3. There are ____ types of leukocytes.
 - a. 2
 - b. 3
 - c. 4
 - d. 5
4. Hemophilia is an inherited disease that affects bleeding clotting.
 - a. True
 - b. False
5. Which of the following hematocrit ranges would be considered normal?
 - a. 10 – 100%
 - b. 10 – 30%
 - c. 43 – 46%
 - d. 50 – 60%
6. The prefix “leuko” means:
 - a. Red
 - b. White
 - c. Blue
 - d. Blood
7. The suffix “phila” means:
 - a. To love
 - b. To hate
 - c. White
 - d. Cell
8. Erythropoietin is produced by the:
 - a. Liver
 - b. Kidney
 - c. Spleen
 - d. Bone marrow
9. Erythropoiesis takes place in the:
 - a. Liver
 - b. Kidney
 - c. Spleen
 - d. Bone marrow
10. The prefix “hemo” means:
 - a. Blood
 - b. Red
 - c. White
 - d. Cell
11. The prefix “hypo” means:
 - a. Blood
 - b. Under
 - c. Clump
 - d. To separate
12. The condition associated with reduced oxygen carrying ability is called:
 - a. Polycythemia
 - b. Hemophilia
 - c. Anemia
 - d. Hemorrhage
13. The layer of white blood cells between the RBCs and the plasma in a spun hematocrit tube is called the:
 - a. Leukocyte layer
 - b. Buffy coat
 - c. Packed cells
 - d. Thrombocytes
14. The average lifespan of a RBC is about:
 - a. 4 months
 - b. 3 weeks
 - c. 90 days
 - d. 1 year
15. Fibrinogen is a ____ protein produced by the ____:
 - a. Blood / spleen
 - b. Plasma / liver
 - c. Bone / bone marrow
 - d. Cellular / platelets

Suggested Mini-Lectures

The mini-lectures listed below can be used as topics for instructors to add additional information to this unit or the topics can be assigned to students for classroom presentations.

Further description of hemoglobin

- Further description of the different types of leukocytes
- Further description of blood clotting mechanisms
- Further description of hematocrit
- Further discussion of hemophilia
- Further discussion of blood typing

Fun with numbers – Student Activity

Students should practice problem solving language skills whenever possible. The following activities allow students to work in small groups to discuss how to solve related mathematical problems.

1. If the average life span of a RBC is 120 days and a typical blood volume is 5 liters. If a person has a red blood cell count of 5 million cells / mcl, how many red blood cells do they have in their body?
2. For the above person, how many cells must they make per second to keep pace with the rate at which RBCs are dying and being removed from circulation?
3. If the person above has a hemoglobin count of 13 g / dl, how many molecules of hemoglobin are in each of their RBC's?
 - a. Molecular weight of hemoglobin = 64,500 g/mol
 - b. Avogadro's number = 6.023×10^{23}
4. For the above person, how many molecules of hemoglobin do they have to make per second to match the cell production in question 2?

Appendix n°04:

Needs analysis pre-test

Exercise 1: Tick (P) the suitable answer.

- Do you work on Saturdays?
A Yes, I work B Yes, I do C Yes, I am
- How old are you?
A No, I'm not B I'm 35 C I'm a waiter
- Do you have a brother?
A No, I not have B No, they don't C No, I don't
- Where are they from?
A There from Bath B They're from Bath C I'm from Bath

Exercise 2: Questions. Tick (P) the suitable question.

- My name's John.
A What's their name? B What's your name? C How's your name?
- She's a doctor.
A What's his job? B What's your job? C What's her job?
- It's a notebook.
A What's this in English? B What's in English? C What's it English?
- Yes, I do.
A Have you got children? B Do you like your job? C How are you?
- He's from Scotland.
A Where's he from? B Where is she from? C Where does he live?
- They are playing football.
A What are you doing? B What are they doing? C What do you do?

Exercise 3: Prepositions. Tick (P) the suitable answer.

- the summer, we go to the beach.
A In B At
- We sometimes eat dinner seven o'clock.
A On B At
- Her exams are June.
A At B In
- My brother always goes to the restaurant his birthday.
A On B In

- Do you sleep well night.
A In B At

Exercise 4: Irregular verbs. Complete the chart.

INFINITIVE SIMPLE PAST PAST PARTICIPLE

- TO BEGIN BEGAN
- TO COST COST
- TO DO
- TO BUY BOUGHT
- TO EAT ATE
- TO GIVE GIVEN
- TO TAKE TOOK
- TO GO GONE
- TO SEE SEEN
- TO SPEAK

Exercise 5: Vocabulary. Match the verbs and phrases.

TO PLAY / TO TURN ON

TO RIDE / TO TAKE / TO SING

- _____ baseball
- _____ a bike.
- _____ the TV.
- _____ photos.
- _____ a song.

Exercise 6: Vocabulary. Complete the table

NUMBERS	LETTERS
---------	---------

- 59
- 73
- 35
- 27
- 84
- ninety-six
- forty-one
- eleven
- thirteen
- twenty

Exercise 7: Vocabulary. Write the colour for each group of words.

- Snow, Milk, Paper:
- Chocolate, Tea, Beer:
- Plants, Salad, Apples:
- The Sun, Bananas, Cheese:
- Buses in London, Roses, Tomatoes:

Exercise 8: Pronunciation. Find the odd one out.

- 46 DRIVE LIKE SISTER RIDE
- 47 POST GO SLOWLY SHOP
- 48 LUNCH MUCH USUALLY BUT
- 49 SQUARE STAIRS NEAR THERE
- 50 THERE THANKS MOTHER THAT

Exercise 9: Complete the sentences with the right word.

DO / YOU / ME / HER / DON'T / IT / YOU / HIM

- 51. I like big cars.
- 52. you like modern art?
- 53. Do like ice tea?
- 54. Kate Winslet ? Yes I like
- 55. Rap Music? No, I dont like
- 56. Elton John? No, I dont like
- 57. 'Who is it?' ' It's
- 58. I love !

Exercise 10: There is / There are. Choose the correct answer.

59. many people in the shops at the weekend.

A There is B There are

60. a new post office in my street. A There is B There are

61. two old bicycles in our garage. A There is B There are

62. a new e-mail in my inbox. A There is B There are

63. wild animals in the jungle! A There is B There are

Exercise 11: Past Simple form of Regular Verbs. Write the past tense forms.

64. PLAY _____

65. COOK _____

66. STAY _____

67. WORK _____

68. LISTEN _____

Exercise 12: Regular Verbs. Use one the verbs below and complete the sentences.

TO PLAY / TO COOK / TO STAY / TO WORK / TO LISTEN / TO WATCH

70. I at home yesterday evening and I read the newspaper.

71. She to the radio yesterday afternoon.

72. The children television from five o'clock until 8 o'clock.

73. My mother a delicious meal for us on Sunday!

74. John cricket last weekend with his friends.

75. My boss at his computer all morning.

Exercise 14: Telling the time. What time is it?

81. _____

82. _____

83. _____

84. _____

Now read the times and draw the hands on the clocks.

85. It's a quarter past two. 86. It's five past nine.

87. It's twenty to eight. 88. It's half past twelve.

Exercise 15: Possessive. What is the meaning of ('s)? Write P for (POSSESSIVE / 'S) Or IS for the contraction of TO BE.

89. Brian's my brother.

90. Jonathan's not here today.

91. Sue's laptop is fantastic.

Exercise 16: Question Words. Choose the correct answer.

92. do you work?

A WHAT B WHERE C WHO

93. do you work for?

A WHAT B WHERE C WHO

95. restaurant do you want to go to?

A HOW B WHERE C WHICH

Exercise 17: Prepositions of time. Fill in the blanks. IN / ON / AT

96. 1999.

97. the morning.

98. Thursday.

99. the 1st of July.

100. the summer.

Résumé

Récemment, le phénomène de l'ESP a rapidement développé pour devenir une grande partie dans l'enseignement de la langue Anglaise et dans la recherche. Par conséquent, les spécialistes de ce domaine sont tenus d'adapter pour chaque profession, l'approche et le programme approprié. Ils devraient être élaborés pour des groupes spécifiques d'apprenants qui sont préparés différemment de ceux qui apprennent l'anglais général, parce qu'ils ont besoin d'Anglais à des fins spécifiques plutôt que de l'utiliser dans la vie quotidienne. Afin d'atteindre les objectifs du cours, les enseignants de l'ESP sont tenus d'adopter différents rôles en tant que professeur, concepteur , fournisseur du matériel, collaborateur, chercheur et évaluateur , ainsi de suivre des stratégies d'enseignement pour le transfert des connaissances à leurs élèves. Par conséquent, la première étape pour lui ou elle est d'identifier les besoins des apprenants qui, en fait, de déterminer la méthode, le matériel et le niveau pour enseigner la langue. Donc, on peut en déduire qu'un enseignant d'ESP est presque un professeur d'anglais général à moins qu'il comprend et met l'accent sur les besoins particuliers de ses élèves.