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Faculty of Letters and Languages
Department of English

First Semester
Course Pedagogical Document

Introduction to
English for Specific Purposes
(ESP)

Level: Licence –Third Year

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Table of Contents

Table of Contents	II
General Introduction	IV
Syllabus (Ministerial Canvas 2023/2024)	VI
First Semester Course Outline	VIII
I. Unit One: What is ESP?	9
I.1. Origins of ESP	10
I.2. Definitions of ESP	13
I.3. ESP vs. EGP: Similarities and Differences	16
I.4. Types of ESP	20
II. Unit Two: Development of ESP	26
II.1. Register Analysis	27
II.2. Discourse Analysis	32
II.3. Target Situation Analysis	36
II.4. Skills and Strategies	42
II.5. Learning-Centered Approach	49
III. Unit Three: Needs Analysis in ESP	52
III.1. Types of Needs	53
III.2. Questionnaire	56
III.3. Sample Needs Analysis Questionnaire	59

III.4. Interview.....	74
General Conclusion.....	86
References.....	88
Key Answers to Courses Tasks	91
Examination Model	117
Glossary	121

General Introduction

English for Specific Purposes (ESP) occupies a central role in English language education, offering tailored English language ‘training’ designed to meet the specialized linguistic needs of learners within academic and/or professional domains. In today’s globalized world, proficiency in specialized English language has become a prerequisite for success in various fields. As such, ESP is not only beneficial but essential for learners and professionals seeking success in their academic and/or professional careers. This course on ESP aims at providing an understanding and practical applications of ESP principles to equip third year students with the specialized knowledge and skills required to teach specialized English for learners of different educational and vocational contexts.

The first semester course on ESP is divided into three main units. The first unit explores the historical development of ESP, tracing its origins from early linguistic studies to its emergence as a distinct and prominent field within English language education. It also examines the different comprehensive definitions in ESP literature, and compares its principles and applications with the ones of English for General Purposes (EGP). Additionally, the different types of ESP are discussed highlighting the practices related to different academic and occupational contexts.

The second unit discusses the critical stages in the evolution of ESP as a novel approach to specialized English language teaching and learning. Moreover, it explores the various approaches to teaching ESP and evaluates their effectiveness in different contexts.

The third unit examines the different tools used for identifying and addressing learners' specialized English language needs. It outlines the different types of needs, and then explores practical tools (questionnaires and interviews) for gathering data on these needs. It includes a detailed discussion on questionnaire design and provides a sample questionnaire for reference. Additionally, the unit provides insights into effective interview techniques for a deeper understanding of learners' academic and/or professional specialized language needs.

This course includes key answers to the tasks of the different lessons. It also provides a glossary of terms and concepts used in this course to facilitate student's understanding of the lessons.

Syllabus

(Ministerial Canvas 2023/2024)

- ❖ **Semester:** 05
- ❖ **Teaching Unit:** Fundamental
- ❖ **Module:** Introduction to English for Specific Purposes
- ❖ **Credits:** 02
- ❖ **Coefficient:** 01
- ❖ **Course Objectives:**
 1. Examining the historical development of English for Specific Purposes (ESP), tracing its origins from early linguistic studies to its emergence as a specialized field within language education.
 2. Exploring different definitions of ESP proposed by scholars and practitioners examining how these definitions have evolved over time and considering their implications for language teaching and learning.
 3. Examining the critical stages in the evolution of ESP as a novel approach to language learning.
 4. Comparing and contrasting the characteristics of ESP with those of EGP (English for General Purposes), highlighting the differences in instructional focus, content relevance, and learning outcomes to determine the specific advantages and applications of ESP in addressing learners' specialized language needs within professional or academic domains.
 5. Developing skills in conducting needs analysis to identify learners' language needs, goals, and expectations within specific professional or academic contexts, utilizing a range of qualitative and quantitative research methods.

6. Encourage active participation and collaboration through group discussions, presentations, and practical tasks designed to simulate real-world language use.

❖ **Prerequisite**

- Basic knowledge of language, linguistics and didactics.

❖ **Assessment**

- **Continuous Assessment (test; assignments; classroom participation; attendance): 50%**
- **Written exam: 50%**

❖ **References**

Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Eli Hinkel Edition.

Dudley-Evans, T., & St John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge University Press.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.

Richards, J. C. (2001). *Approaches and methods in language teaching (2nd edition)*. Cambridge University Press.

First Semester Course Outline

Month	Week	Unit	Lesson	Time
September	3	What is ESP?	1. Origins of ESP	1h 30m
	4		2. Definitions of ESP	1h 30m
October	1		3. ESP vs. EGP: Similarities and Differences	1h 30m
	2	4. Types of ESP	1h 30m	
	3	Development of ESP	5. Register Analysis	1h 30m
	4		6. Discourse Analysis	1h 30m
November	1	Needs Analysis in ESP	7. Target Situation Analysis	1h 30m
	2		8. Skills and Strategies	1h 30m
	3		9. Learning-Centered Approach	1h 30m
	4	10. Types of Needs	1h 30m	
December	1	Needs Analysis in ESP	11. Questionnaire	1h 30m
	2		12. Sample Needs Analysis Questionnaire	1h 30m
	3		13. Interview	1h 30m
	4	HOLIDAYS		
January	1	Consolidation		
	2			
	3	Semestrial Exams		
	4			

Unit One

What is ESP?

- **Origins of ESP..... 10**
- **Definitions of ESP..... 13**
- **ESP vs. EGP: Similarities and Differences..... 16**
- **Types of ESP 20**

Origins of ESP

❖ **Lesson Aims:** By the end of this lesson, students will be able to:

- Provide a brief description of ESP.
- Discuss the three primary reasons behind the emergence of ESP.

1. Introduction

ESP is a tailored approach to language learning which addresses the specific needs of learners in different specialized fields compared to English for General Purposes (EGP) courses. Contrary to EGP courses, which provide language learners with a broad foundation in English, ESP focuses on the specialized vocabulary, skills, and communication strategies in specific professional and/or academic contexts. ESP emerged out of three primary reasons by the end of the Second World War in 1945 to meet the diverse linguistic needs of learners, offering a more focused and effective approach compared to traditional EGP courses (Hutchinson and Waters, 1987, p.6).

2. Primary Reasons behind the Emergence of ESP

2.1. Demands of Brave New World

The end of WWII in 1945 signals the beginning of an era of rapid global development, particularly in economic, technical, and scientific domains resulting in a need for an international means of communication. For many reasons, English language assumed this role. This era witnessed a new type of learners who were aware of the practical applications of English language learning, ranging from fundamental comprehension needs to the complexities of scientific discourse (Hutchinson and Waters, 1987, p. 6).

2.2. Linguistic Revolution

The global shift in language learning demands motivated linguists to investigate how language functions in real-life situations compared to the old-fashioned language studies that focused primarily on grammatical structures. With this emerging language approach, which focuses on language usage that varies greatly depending on context, a need to tailor teaching methods to the specific linguistic demands of various professional or academic fields became a prerequisite (Hutchison and Waters, 1987, p.8).

2.3. Focus on Learner

Hutchinson and Waters highlight the influence of educational psychology on the development of ESP (1987, p.8). Understanding learners' motivations and learning strategies became of a paramount importance. The fact that learners approach language acquisition differently led to the focus on designing courses that catered to individual needs.

3. Conclusion

In conclusion, the emergence of ESP can be attributed to three main factors: the demands of a rapidly evolving world, a revolution in linguistics, and a focus on the individual learner. The increasing globalization created a demand for English language skills tailored to specific academic and professional contexts. Simultaneously, new approaches to English language teaching and learning resulted from advancements in linguistics. Last but not least, a shift towards a learner-centered approach in which meeting the specific needs and requirements of individual learners has become a priority.

❖ Tasks:

- 1) What distinguishes ESP from EGP courses?
- 2) Why is ESP considered a more tailored approach to language learning?

- 3) How did the end of World War II contribute to the emergence of ESP?
- 4) What were the key factors driving the linguistic revolution that influenced the development of ESP?
- 5) According to Hutchinson and Waters, in what ways did the focus on learners' motivations and learning strategies shape the development of ESP?

Definitions of ESP

❖ **Lesson Aims:** By the end of this lesson, students will be able to:

- Define ESP and discuss the difference definitions in ESP literature.

1. Introduction

Defining ESP has posed a significant challenge for researchers, as asserted by Strevens (1987, p.109) stating that “producing a simple definition of ESP is not an easy task.” Over time, scholars have offered various interpretations of ESP.

2. Mackay and Mountford’s Definition

Mackay and Mountford (1978, p. 2) describe ESP as “generally used to refer to the teaching of English for a clearly utilitarian purpose.” This suggests that English instruction should focus on developing specific language skills within authentic contexts, enabling learners to use English in their academic or professional contexts. Similarly, Robinson (1991, p. 2) observes that students typically study English “not because they are interested in the English language or English culture as such, but because they need English for study or work purposes.”

3. Anthony’s Definition

Anthony (1997, pp. 9-10) notes differing perspectives on ESP, with some defining it as the teaching of English for any specified purpose, while others define it more precisely as the teaching of English for academic studies or vocational/professional purposes. This underscores ESP’s role in equipping language learners with the necessary skills for use in specific fields of study, occupation, or workplace.

4. Richards' Outline

Richards (2001) outlines ESP teaching aims, including:

- a. Preparing non-native speakers for English-medium academic study.
- b. Providing English for specific professional usage (e.g., engineers, scientists, nurses).
- c. Addressing the language needs of business contexts.
- d. Teaching immigrants English relevant to their job situations.

Thus, in ESP, language is learned not merely for its own sake or for general education purposes, but rather to enhance linguistic proficiency within academic, professional, or workplace environments (Basturkmen 2006, p.18).

5. Dudley-Evans and St. Johns' ESP Characteristics

Characterized by specific attributes, ESP stands as a distinctive facet of English Language Teaching (ELT). Dudley-Evans and St. Johns (1998, p. 4) attempted to describe the major features of ESP by outlining absolute and variable characteristics:

A. Absolute Characteristics

- a. ESP is intended to address particular needs of the learners.
- b. ESP makes use of underlying methodology and activities of the discipline it serves.
- c. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, skills, discourse and genre.

B. Variable Characteristics

- a. ESP may be related to or designed for specific disciplines.
- b. ESP may use, in specific teaching situation, 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 professional work situation. It could, however, be for learners at secondary school level.

- d. ESP is generally designed for intermediate or advanced students.
- e. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

6. Conclusion

In conclusion, definitions of ESP put the emphasis on tailoring English language teaching to the specific needs of learners. Thus, ESP aims to equip learners with the vocabulary, skills, and communication strategies they need in their academic or professional settings.

❖ Tasks:

- 1) Why do learners take ESP courses according to Robinson?
- 2) Give two examples of professions where ESP might be beneficial.
- 3) Dudley-Evans and St. Johns mention that ESP can be used with beginners. Does this contradict the idea that ESP is for intermediate or advanced learners? Explain.

ESP vs. EGP: Similarities and Differences

- ❖ **Lesson Aim:** By the end of this lesson, students will have deep understanding of:
 - Similarities and differences between ESP and EGP approaches.

1. Introduction

Understanding the differences between ESP and EGP is crucial for effective teaching and learning. While both approaches share some similarities in English language instruction, they differ significantly in their focus, methodologies, and outcomes.

2. Hutchinson and Waters' Contrast

Hutchinson and Waters (1987) argue that while there's no theoretical distinction between ESP and EGP, the practical differences are significant. For instance, ESP learners are typically adults with a clear awareness of their language needs, whereas EGP is compulsory in schools for examination purposes. For example, in an ESP course for engineering professionals, learners focus on technical language relevant to their field, whereas in a general English course for school students, the emphasis is on broader language skills without specific vocational relevance.

3. Robinson's Contrast

Robinson (1980, p. 6) highlights the distinction between general and specific language courses by emphasizing their different purposes. General courses focus on language itself as a subject, while ESP courses use English as a tool to acquire other knowledge or skills. For example, in a general English

course, students may study literature or cultural topics, whereas in an ESP course for medical professionals, English is taught specifically to communicate effectively with patients and colleagues in a medical setting.

4. Basturkmen's Contrast

Basturkmen (2006, p.9) points out the contrasting approaches of general English teaching, which often follows a less directed path, compared to ESP, which aims to efficiently guide learners toward specific objectives. For example, in a general English course, students may explore a variety of language topics without a predetermined end goal, whereas in an ESP course for aviation professionals, the syllabus is designed to equip learners with the language skills necessary for specific aviation tasks, such as communication with air traffic control.

5. Strevens' Characteristics of ESP

Strevens (1988, pp.1-2) distinguishes ESP from EGP its absolute and its variable characteristics as the following:

- **Absolute characteristics of ESP courses:**
 - a) designed to meet specified needs of the learner;
 - b) related in content (i.e. themes and topics) to particular disciplines, occupations and activities;
 - c) centred on the language appropriate for those activities in syntax, lexis, discourse and semantics;
 - d) in contrast with General English.
- **Variable characteristics of ESP courses:**
 - a) restriction to the language skills to be learned (reading only);
 - b) use of no teaching methodology.

6. Dudley-Evans and St. John's Revised Characteristics of ESP

Dudley-Evans and St. John (1998) offer a revised version of Strevens' absolute and variable characteristics of ESP as the following:

- **Absolute characteristics of ESP courses:**
 - a) ESP meets the learner's specific needs;
 - b) ESP makes use of the underlying methodology and activities of the disciplines it serves;
 - c) ESP is centred on the language (grammar, lexis, and register), skills, discourse, and genres appropriate for these activities
- **Variable characteristics of ESP courses:**
 - a) ESP may be related or designed for specific disciplines;
 - b) ESP may use, in specific teaching situations, a different methodology;
 - c) ESP is likely to be designed for adult learners;
 - d) ESP is generally designed for intermediate and advanced learners.

7. Conclusion

ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas EGP approach is language-centred, and focuses on learning language from a broad perception covering all the language skills and the cultural aspects of the English speaking community. To conclude, what is the difference between the ESP and EGP? Hutchinson and Waters (1987, p.53) answer this quite simply, "in theory nothing, in practice a great deal."

❖ Tasks

- 1) What distinction does Hutchinson and Waters make between ESP and EGP? Provide examples to illustrate this distinction.
- 2) According to Robinson, how do general and specific language courses differ in their purposes? Give examples to clarify this contrast.
- 3) How does Basturkmen differentiate between the approaches of general English teaching and ESP? Use examples to demonstrate this contrast.
- 4) What are the absolute characteristics of ESP courses according to Strevens? Provide explanations for each characteristic.
- 5) What are the differences between Strevens' characteristics of ESP and Dudley-Evans and St. John's revised characteristics of ESP.

Types of ESP

- ❖ **Lesson Aim:** By the end of this lesson, students will be able to:
- Identify and discuss the different types of ESP.

1. Introduction

Carter's (1983) categorizes ESP teaching and learning into three main types:

- English as a restricted language.
- English for Academic and Occupational Purposes.
- English with specific topics.

This categorization is based on how English is used in the different academic, professional, and vocational settings.

2. English as a Restricted Language

This ESP type refers to situations where learners require only a limited set of vocabulary and grammar structures to perform specific tasks effectively. For example, the communication needs of air traffic controllers, waiters, and factory workers are very focused.

Mackay and Mountford (1978, pp.4-5) point out that the language used in international air traffic control is "strictly limited and can be accurately determined situationally." They emphasize the distinction between this specialized use of English and a full language: "...such restricted repertoires are not languages, just as a tourist phrase book is not grammar."

In the same respect, a waiter's English might involve mastering phrases like 'How can I help you today?' or 'Would you like anything else?' Another

example could be a factory worker whose job requires them to understand and follow specific safety instructions. Their specialized English would be focused on understanding commands like 'Turn off the machine' or 'Wear your safety goggles.' However, knowing this limited set of language wouldn't allow air traffic controllers, waiters or company workers to have a casual conversation outside of their professional settings.

3. English for Academic and Occupational Purposes (EAP/EOP)

Hutchinson and Waters' Tree of ELT illustrates the second type of ESP which is English for Academic and Occupational Purposes. At its foundation, the roots of learning and communication signify the fundamental principles that drive language acquisition and interaction. The trunk of the tree represents language teaching, from which ELT branch emerges giving three major branches: English as a Mother Tongue (EMT), English as a Second Language (ESL), and English as a Foreign Language (EFL). These branches reflect different contexts in which English is taught and learned, catering to learners' varying levels of proficiency and familiarity with the language.

From the ESL and EFL branches, two additional branches stem: General English (GE) and English for Specific Purposes (ESP). GE further divides into three main branches: primary education, secondary education, and tertiary education, indicating the different educational stages where English language instruction occurs.

The ESP branch gives rise to three main branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Sciences (ESS). These branches represent specialized areas where English is used for specific purposes, catering to learners' professional or academic needs.

Within each of these main branches, two further branches emerge: English for Academic Purposes (EAP) and English for Occupational Purposes

(EOP), also known as English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL). These branches offer targeted language instruction tailored to learners' academic or professional goals.

To illustrate, within the English for Science and Technology (EST) branch, examples of EAP courses may include English for Medical Studies, while EOP courses may focus on English for Technicians. EBE courses' examples for EAP and EOP are English for Economics and English for Secretaries, consecutively. English for Psychology and English for Teaching are examples of EAP and EOP courses within ESS.

Hutchinson and Waters (1987, p.16) point out that the lines between EAP and EOP can blur stating that "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job." This overlap might explain Carter's (1983) decision to categorize EAP and EOP under the same ESP umbrella. However, Carter (1983) might be overlooking a key distinction. Though the ultimate goal (employment) might seem identical for both EAP and EOP learners, the methods to achieve that goal are quite different.

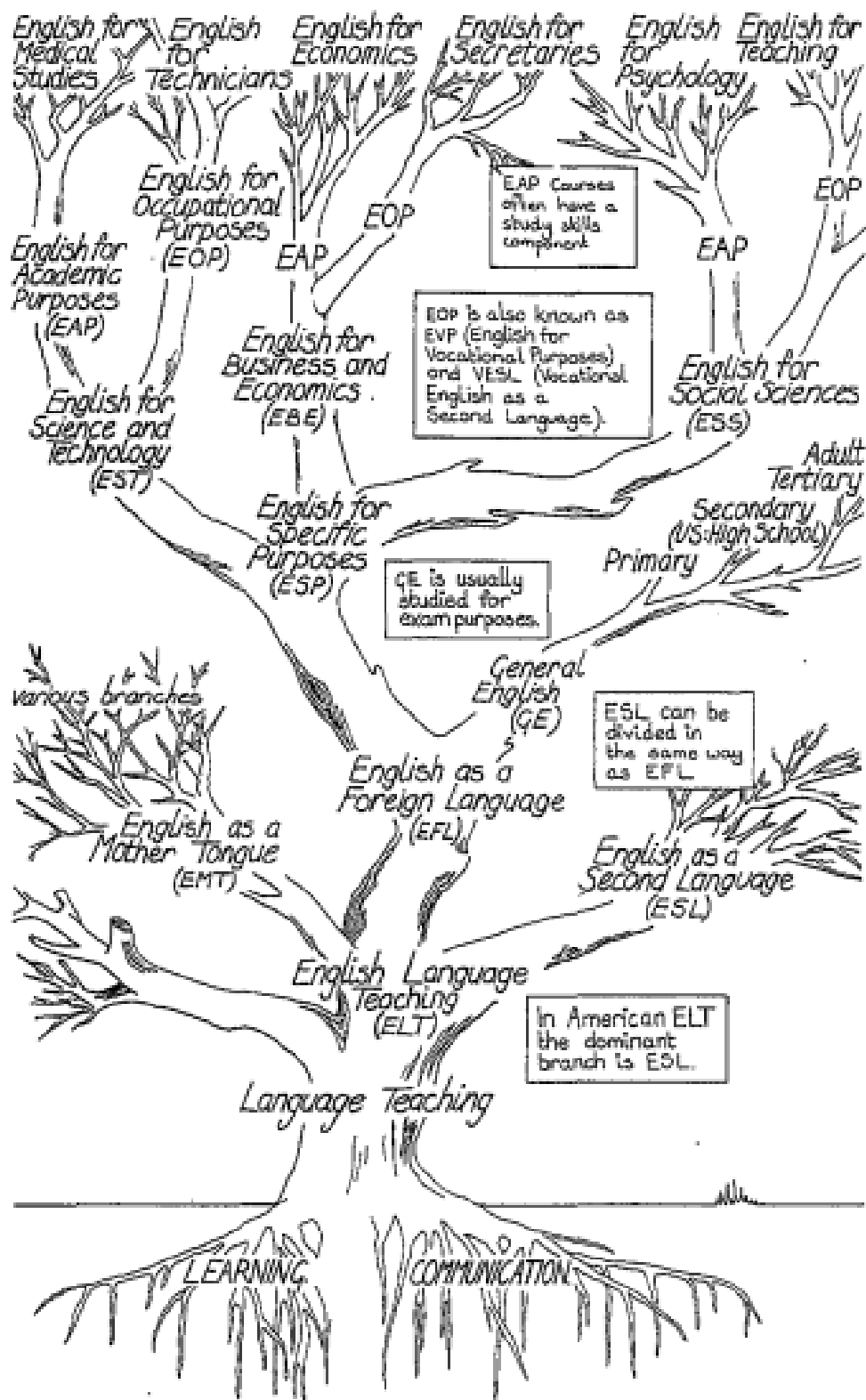


Figure 1. The tree of ELT (Hutchison and Waters 1987, p.17).

4. English with Specific Topics

The third and final type of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, this is not a separate type of ESP but an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the interpretation of results from needs analysis of authentic language used in the target workplace settings.

An example of this 'topic-based' type is an ESP course designed for nurses working in a hospital. A needs analysis might reveal that nurses need to understand and explain medical terminology to patients, write clear instructions for medication use, and participate in shift handovers effectively. This analysis identifies the situational language required by nurses. It includes various specific topics, like:

- Drug names and their effects.
- Medical procedures and equipment.
- Patient care protocols.
- Communication techniques for clear explanation and reassurance.

By incorporating these topics within the ESP course, nurses can develop the necessary language skills needed in their specific workplace environment.

5. Conclusion

In conclusion, English as a Restricted Language focuses on the skills needed for specific tasks. EAP/EOP caters to broader academic or professional needs, equipping learners with the language required for studies or careers. Finally, English with Specific Topics emphasizes the content-based language needs for future situations. Understanding these different ESP types help ESP

teachers design specific ESP syllabi that match the learners' needs in their specific contexts.

❖ Tasks

1) English as a Restricted Language:

- Can you think of a job where employees might only need to know a limited set of English phrases to perform their tasks effectively?
- What specific language skills would be most important in such a situation?

2) English for Academic and Occupational Purposes (EAP/EOP): Imagine you're interested in studying engineering at university.

- What kind of academic English skills would you likely need to develop?
- How might these differ from the English skills needed by someone working as a construction worker?

3) English with Specific Topics: A group of doctors are preparing to attend an international medical conference.

- What specific topics related to their field might be important for them to discuss in English at the conference?

Unit Two

Development of ESP

- Register Analysis 27
- Discourse Analysis..... 32
- Target Situation Analysis..... 37
- Skills and Strategies 43
- Learning-Centered Approach..... 50

Register Analysis

❖ **Lesson Aim:** By the end of this lesson, students will be able to:

- Discuss the principles underlying the register analysis approach adopted during the first stage in ESP development.

1. Introduction

ESP has gone through five main stages since its emergence. Hutchinson and Waters describe such development stating that:

...ESP is not a monolithic universal phenomenon. ESP has developed at different speeds in different countries, and examples of all the approaches that we shall describe can be found operating somewhere in the world at the present time (1987, p.9).

The first stage in ESP development hinges on the concept of 'special language', also known as 'register analysis'. This concept, as outlined by Hutchinson and Waters, departs from the idea that different professions use English with distinct grammatical and lexical features. The main purpose of an ESP course "was to produce a syllabus which gives a high priority to the language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet" (Hutchinson and Waters 1987, p.10).

2. The Concept of Special Language: Register Analysis

Traditionally, language learning put the emphasis on memorizing complex grammar rules. However, register analysis in ESP shifts the focus to function over form. While some grammatical structures might be more prevalent in specific contexts (e.g., the passive voice in scientific writing), the primary goal is

to equip learners with the language they will actually encounter and use in their studies or professions. Following are two examples illustrating the register analysis approach adopted in the first stage of ESP development:

- a) **Scientific English:** Register analysis reveals that scientific writing often favors the present simple tense for describing facts and processes. Additionally, the passive voice is commonly used to emphasize the research conducted rather than the researcher. Learners of scientific English would benefit from practising writing with these grammatical structures and understanding their specific functions within the scientific register.

- b) **Legal English:** The legal register has its own unique vocabulary and style. Analyzing legal documents reveals frequent use of nominalizations (turning verbs into nouns) and complex sentence structures to convey precision and avoid ambiguity. An ESP course for legal professionals would focus on understanding and using legal terminology while also developing the skills to analyze and interpret legal documents.

3. Conclusion

Register Analysis approach as an initial stage in ESP development focuses on the functional use of language within specific professions. This ensures that learners are equipped with the needed specialized vocabulary and its usage in their target fields.

❖ Tasks

- 1) Imagine you are designing an ESP course for a group of flight attendants. What are some key features of the language used in the aviation industry (e.g., vocabulary, sentence structures)? How would you incorporate register analysis into your course design?

- 2) Choose an ESP context you are familiar with (e.g., tourism, marketing). Find an example of a text relevant to that field (e.g., brochure, advertisement). Identify some features of the specialized language used in the text (e.g., vocabulary, grammar).

- 3) Spot the specialized vocabulary in the sample laboratory report on the following two pages then look out their contextual meaning in a dictionary.

Sample Laboratory Report

Determination of Specific Nutrients in Various Foods

Abstract

This study aimed to determine the presence of specific nutrients in common food items by using reagents as indicators. The results showed that meats and eggs contain protein, while fruits, cereal, bread, and potatoes contain starch and glucose. Meats and oils are high in fat, while potato chips and frozen pizza have a high sodium content. None of the tested foods individually meet all essential nutrient requirements, highlighting the importance of a balanced diet.

1. Introduction

This experiment focused on the human body's need for carbohydrates, proteins, and fats to obtain energy. Carbohydrates and lipids are vital energy sources, while proteins play a fundamental role in various physiological processes. The experiment aimed to determine the nutritional composition of common American diet foods.

8. Methods

Reagent tests were conducted to identify the presence of sugar, starch, protein, Vitamin C, chloride, and fat in various food samples.

9. Results

All tested foods contained at least three of the mentioned nutrients. Potato chips were the only food with all six compounds. Pepperoni pizza and donuts lacked Vitamin C but contained the other nutrients. Sugar was found in all foods except eggs, hamburger, and hot dogs, and starch was present in all foods except hamburger and hot dogs. Protein was present in all foods except cheerios, orange, and carrot. Vitamin C was found in eggs, orange, carrot, and potato chips. All foods contained chloride, and lipids were found in hamburger, hot dogs, potato chips, pepperoni pizza, and donuts, with trace amounts in cheerios.

10. Discussion

The results suggest that various foods offer different combinations of essential nutrients. Eggs, milk, hamburger, hot dogs, and pepperoni pizza are good protein sources. Starch and glucose indicate foods high in carbohydrates, while Vitamin C-rich foods are important for metabolism. High lipid concentrations can lead to obesity, so moderation is key. No single food tested met all essential nutrient needs, emphasizing the importance of a diverse diet.

11. Conclusion

This experiment demonstrated the variability in nutrient composition among common foods. While some foods may contain a balanced mix of nutrients, they are not necessarily the healthiest choice due to high fat or sodium content. The experiment also highlighted how certain factors, such as food color, can affect reagent testing results. A balanced diet that includes a variety of foods rich in carbohydrates, proteins, and vitamins is essential for meeting our body's nutritional requirements. Further research can explore the impact of diet modification on weight gain and overall health.

Note: This lab is based on Investigation 4.2, "Compounds in Living Organisms," p. 87, from Biological Science An Ecological Approach, 7th edition © Copyright 1992 BSCS.

• References

Biological Science An Ecological Approach. (7 ed.)(1992). Dubuque, Iowa: Kendall Hunt Publishing Company.

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• Source:

Adapted from:

<https://labwrite.ncsu.edu/res/labreport/food%20sample%20lab%20.pdf>

Discourse Analysis

❖ **Lesson Aim:** By the end of this lesson, students will be able to:

- Discuss the principles underlying the discourse analysis approach adopted during the second stage in ESP development.

1. Introduction

The second stage of ESP development marks a significant shift in focus. While the first stage concentrated on language at the sentence level, this stage focuses on **rhetorical analysis** or **discourse analysis**. As Hutchinson and Waters (1987, p.10) point out, the emphasis moves to understanding how sentences are combined to create meaning within a larger text.

2. Beyond the Sentence: Rhetorical or Discourse Analysis

The main principle of this stage, as expressed by Allen and Widdowson (1974, cited in Hutchinson and Waters, 1987, p.10-11), is the recognition that learners' difficulties are due to their unfamiliarity with how specialized English is used in real-world situations, rather than a lack of grammar knowledge. Effective ESP courses need to equip learners with the ability to use sentences to perform specific communicative acts within their academic or professional contexts.

Rhetorical analysis focuses on identifying the organizational patterns used in different types of texts within a specific field. For example, the structure of a technical report in engineering will differ significantly from a business proposal. This analysis reveals the linguistic markers that highlight these patterns, such as transition words, phrases, or specific sentence structures. Following is an illustrative example:

- **Medical Report:** Its often follows an SOAP (Subjective, Objective, Assessment, Plan) format. The subjective part deals with the patient's

perception, followed by objective findings from examinations, the doctor's assessment, and the recommended treatment plan. An ESP course for medical professionals would familiarize learners with this structure and equip them with the skills to write clear and concise medical reports.

3. Conclusion

The Discourse Analysis approach in ESP moves beyond isolated sentences and equip learners with the ability to understand and produce organized and coherent texts specific to their academic or professional fields. This approach aims at identifying “the organizational patterns in texts and to specify the linguistic means by which these patterns are signaled. These patterns would then form the syllabus of the ESP course” (Hutchinson and Waters 1987, p. 11) as illustrated in Table 1 (pp.34-35).

❖ Tasks

- 1) Choose a specific ESP context you are interested in (e.g., tourism, business communication). Find an example of a text relevant to that field (e.g., travel brochure, email correspondence). Identify the organizational pattern used in the text. What transitions words or phrases signal this structure?
- 2) Imagine you are designing an ESP course for a group of engineers. How can you incorporate discourse analysis principles into your teaching? Provide specific examples of activities you might use.
- 3) Why is it important for ESP courses to go beyond sentence-level grammar and focus on discourse analysis? Discuss the advantages for learners in terms of developing their communication skills within their chosen fields.

Levels	Description of Levels
A	The objective of the total discourse.
	<p>EXAMPLES:</p> <ol style="list-style-type: none"> 1. Detailing an experiment 2. Making a recommendation 3. Presenting new hypotheses or theory 4. Presenting other types of EST information
B	The general rhetorical functions that develop the objectives of Level A.
	<p>EXAMPLES:</p> <ol style="list-style-type: none"> 1. Stating purpose 2. Reporting past research 3. Sating the problem 4. Presenting information on apparatus used in an experiment: <ol style="list-style-type: none"> a) Description b) Operation 5. Presenting information on experimental procedures
C	The specific rhetorical functions that develop the general rhetorical function of Level B .
	<p>EXAMPLES:</p> <ol style="list-style-type: none"> 1. Description: physical, function, and process 2. Definition 3. Classification 4. Instruction 5. Visual-verbal relationships

D	The rhetorical techniques that provide relationships within and between the rhetorical units of Level C .
	<p>EXAMPLES:</p> <p style="padding-left: 40px;">I. Orders</p> <p style="padding-left: 80px;">1. Time order</p> <p style="padding-left: 80px;">2. Space order</p> <p style="padding-left: 80px;">3. Causality end result</p> <p style="padding-left: 40px;">II. Patterns</p> <p style="padding-left: 80px;">1. Causality and result</p> <p style="padding-left: 80px;">2. Ocher of importance</p> <p style="padding-left: 80px;">3. Comparison and contrast</p> <p style="padding-left: 80px;">4. Analogy</p> <p style="padding-left: 80px;">5. Exernplification</p> <p style="padding-left: 80px;">6. Illustration</p>

Table 1: Rhetorical Process Chart (Louis Trimble, 1985, cited in Hutchinson and Waters, 1987, p. 11)

Target Situation Analysis

- ❖ **Lesson Aim:** By the end of this lesson, students will be able to:
 - Discuss the principles underlying the target situation analysis approach adopted during the third stage in ESP development.

1. Introduction

This stage in ESP development goes beyond simply teaching specialized English language. It creates a link between the target language analysis and learners' needs for the aim of equipping learners with the skills they need to function effectively in real-world situations.

2. Target Situation Analysis Process

This specialized English language teaching and learning approach places learners' needs at the center of course design through the following steps:

a. Target Situation Identification:

The first step involves identifying the specific situations learners will encounter where they will use English. For example, the target situation could be:

- Business meetings for hospitality professionals.
- Writing research papers for engineering students.
- Delivering medical presentations for nurses.

b. Linguistic Analysis:

The next step involves analyzing the specialized English language features required which might include:

- **Specialized vocabulary** relevant to the field (e.g., hospitality terms, medical terminology).

- **Discourse patterns** used in the target situation (e.g., presenting research findings, explaining medical procedures).

c. Syllabus Design:

The final step involves designing specific learning activities, materials, and assessment tools to address the identified specialized English language needs and target situations.

❖ Example:

An example for Target Situation Analysis approach is the needs analysis done for business students through questionnaires and interviews. The results of the analysis might reveal that learners need to be able to give presentations, participate in negotiations, write formal emails, etc. The ESP course would then integrate these identified skills and relevant business vocabulary.

3. Conclusion

Target situation analysis approach aims at designing compatible ESP syllabi with the learners' needs through a thorough examination of the real-world situations where learners will use English. This systematic process that involves three main steps ensures that the specialized English language skills developed are relevant and practical in the different target academic and/or professional contexts.

❖ Tasks

- 1) Imagine you are designing an ESP course for a group of legal professionals. What are some potential 'target situations' they might encounter in their workplaces?

- 2) Choose an ESP context (e.g., tourism professionals). Develop a set of questions you would use to conduct a needs analysis interview (formal or informal) with learners in this field. Refer to the sample Target Situation Analysis Checklist on the following pages.

- 3) Why is a thorough needs analysis crucial for designing effective ESP syllabi? Discuss the advantages for both learners and teachers.

Sample Target Situation Analysis Checklist

<p>1. Who is your Target Learner? Be specific.</p> <p><i>EOP - Managers in the Corporate Relations and Marketing Department of the "Astana International airport" JSC2.</i></p> <p>2. What do you know about your target learner's goals?</p> <ul style="list-style-type: none"> ➤ Make a list of what they need to do in English. ➤ List your sources of information and type of research tool, e.g. focus group, questionnaire, interview, relevant texts, etc. <p>2.1. Target Learner Goals:</p> <p>❖ Now?</p> <ul style="list-style-type: none"> • Writing business documentations in English relevant to their work field. <ul style="list-style-type: none"> - emails (enquiry and reply, letter of transmittal, promotional letters, thank you letters, etc.) - business letters (enquiry and reply, letter of transmittal, promotional letters, thank you letters, taking customers orders, etc.) - faxes - press releases 	<p>Sources of Information:</p> <ul style="list-style-type: none"> • Informal discussions. • Needs Assessment Questionnaires for workplace language training. • Semi-structured interviews with program participants (managers), supervisors (Head of Corporate Relations and Marketing Department) and top management (Vice-President of Finance and Development).
--	--

<ul style="list-style-type: none"> • Using English spoken communication skills effectively within their working environment. <ul style="list-style-type: none"> - Making a small talk and social interactions with international corporate clients and overseas visitors (including cross-cultural understanding) with a good understanding of different English accents (Australian, Indian, etc.) - Making oral presentations • Taking a phone message • Making a phone call • Translating airport documentations into English (into L1 for upper-level management) • Reading a variety of texts, such as Aviation Magazines and Periodicals, business reports with a good understanding aviation and airline-related vocabulary. <p>❖ In the near future (delayed needs)?</p> <ul style="list-style-type: none"> • Writing reports (Informational Report/ Analytical Report/Business Proposal) • Participating in meetings and formal discussions • Negotiating with customers and subsidiaries (including air carriers, corporate customers, participators and partners of the Airport) 	
--	--

<p>➤ Information still needed:</p> <p>It is still necessary to specify some of the target learners' goals, e.g.</p> <ul style="list-style-type: none"> - to find out other types of the most frequently-used business documentations (emails, faxes, letters, etc.) that the managers of the given Department have to write or translate for their top management (e.g. requesting action, making and confirming arrangements, letter of transmittal, etc.) - to clear up types of the most preferable oral presentations they need (each year the Astana International Airport takes parts in annual International Exhibitions where they present their airport services) 	<p>Sources of Information?</p> <ul style="list-style-type: none"> • Observation of actual workplace experiences. • Examining samples of written and oral texts. • Informal discussion, questionnaires, interview with executives, potential course participants and supervisors.
---	--

Source:

Adapted from: https://blogs.uoregon.edu/aeiprojects/eteacher/projects-gallery/projects_gallery_200904/.

Skills and Strategies

❖ **Lesson Aim:** By the end of this lesson, students will be able to:

- Discuss the principles underlying the skills and strategies approach adopted during the fourth stage in ESP development.

1. Introduction

The traditional approach often focused on grammar rules and vocabulary in isolation. However, a skill-based ESP syllabus gives priority to developing strategies, mainly reading and listening, for comprehending specialized English texts in a specific field.

2. Skills and Strategies

The objective in this stage of ESP development is to equip learners with the skills to explore texts in specialized English language. This includes strategies like:

- **Inferring meaning of unfamiliar words from context:** Learners can analyze text words or the text topic to understand the meaning of unfamiliar vocabulary.
- **Identifying key ideas and supporting arguments:** Learners can identify the main text ideas and their supporting evidence.
- **Critical thinking:** Learners can analyse the text information and make conclusions.

Additionally, the emphasis is put on reading and listening strategies through exercises that encourage learners to identify different text types to train learners on distinguishing between, for example, technical reports, research articles, or news articles for the aim of adjusting their reading strategies accordingly. Another exercise would be paraphrasing and summarizing a text to check learners' understanding of the text content.

3. Skills and Strategies' Sample Exercises

Following are two examples of exercises used by ESP teachers adopting the skills and strategies approach in their ESP classes:

- **Example 1:**

- **ESP for Civil Engineering Students:**

Students might practice summarizing key points from a technical report on a specific civil engineering project. This would involve identifying the main arguments, supporting evidence, and technical vocabulary related to their field.

- **Example 2:**

- **ESP for Doctors:**

Learners could analyze a medical report, focusing on identifying the symptoms described, the diagnosis reached, and the recommended treatment plan.

4. Conclusion

Adopting a skill-based approach in ESP teaching equips learners with the tools to read or listen to specialized English texts in their fields. This enables them to develop the ability to analyze, interpret, and critically evaluate information related to their academic and professional settings.

❖ Tasks

- 1) Imagine you are designing an ESP reading activity for a group of business professionals. Based on the chosen text type (e.g., a business contract), what reading strategies would you encourage them to utilize?

- 2) Choose an ESP context (e.g., tourism professionals, legal professionals). Design a learning activity that focuses on developing a specific reading or listening strategy relevant to their needs.

- 3) Why is developing cognitive skills and strategies crucial for ESP learners? How does it benefit them beyond just learning content?

Sample ESP lesson for Nursing Students

1) Read A, B, C, and D then do the activities 1, 2, 3, and 4.

A. Nursing grades

Nurses working in a hospital have the following grades:

student nurse	a nurse who is still in training
staff nurse	a nurse who has completed the training course
charge nurse	a more experienced nurse who is in charge of, or responsible for, a ward or department
nurse manager	a nurse who is in charge of several wards

Dr James is
talking to
Sister
Watkins

Note: The old term sister is still sometimes used for a female charge nurse. A female nurse manager may be called matron.

B. Support workers

The **clinical support worker**, who has done a short course and obtained basic qualifications, and the **nursing auxiliary**, who is usually unqualified, both assist nursing staff. There may also be **ward clerks**, whose duties include making sure patients' notes and information are up to date, and answering the telephone.

C. Specialization

Like doctors, nurses can specialize:

- A **midwife** has specialized from the beginning by doing a course in midwifery, the management of pregnancy and childbirth.
- **District nurses** visit patients in their homes.
- **Health visitors** also work in the community, giving advice on the promotion of health and the prevention of illness.
-

D. The nurse's role

The nurse's role has changed considerably in recent years. In addition to general patient care, checking temperatures, pulse rates and blood pressures, changing dressings, giving injections and removing sutures, nurses now do some of **the** things previously reserved for doctors, such as prescribing drugs, and ordering laboratory tests. More responsibility for nurses is planned, as the following article demonstrates.

Nurses carry out surgery in effort to cut patient waiting lists

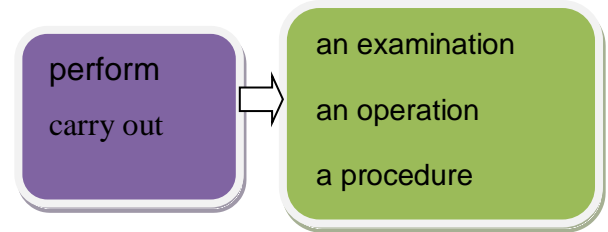
Nurses in Scotland trained to **perform** minor surgery have entered the operating theatre **for the first time in an effort to cut patient** waiting times. **Five** nurses who **have** passed a new course **at Glasgow Caledonian University are now qualified to carry out such procedures as the removal of small lesions, benign moles and cysts.**

The Scotsman

'The verbs **perform** and **carry out** are used with all types of procedures. They are often used in the passive form.

1. Complete the sentences. Look at A, B and C opposite to help you.

- 1) Someone who specializes in delivering babies is a.....
- 2) Someone who is qualified to assist nurses is a.....
- 3) Someone who is not qualified but is able to assist nurses is a.....
- 4) A nurse who has qualified is a.....nurse.
- 5) A nurse who specializes in health promotion is a.....
- 6) A nurse who looks after a ward is anurse.
- 7) A nurse who works in the community is a.....nurse.
- 8) Someone who answers the ward telephone is a.....



2. Make word combinations using a word or phrase from each box. Look at D opposite to help you.

carry out	sutures
change	a procedure
check	an injection
give	a dressing
remove	the temperature

The procedure was **performed/carried out** by a nurse

3. Complete the sentences with the correct grammatical form of 'perform.'

- 1) An isotope brain scan is painless and easy.....
- 2) Biopsy of the pancreas last March.
- 3) If the patient's condition deteriorates, a laparotomy should
- 4) If a diagnosis of meningitis is suspected a lumbar puncture must
- 5) Last year we.....a randomized, double blind group study.

4. Complete the sentences with the correct grammatical form of carry out.

- 1) I now intend.....a larger study.
- 2) Unfortunately few properly controlled trials..... so far.
- 3) A number of studies.....recently to look at this question.
- 4) A right hemicolectomy..... and the patient made a full recovery.
- 5) This procedure can in the emergency department.

• Source:

Adapted from: <https://medtalk.up.seesaa.net/image/Nurses-8f9d1.pdf>

Over to you

What kind of tasks do nurses carry out in your country?

Are nurses' responsibilities increasing?

What are the implications of this?

Learning-Centered Approach

- ❖ **Lesson Aim:** By the end of this lesson, students will be able to:
- Discuss the principles underlying the learning-centered approach adopted during the fifth stage in ESP development.

1. Introduction

The field of English for Specific Purposes (ESP) has evolved significantly over time, with a current emphasis on a **learning-centered approach**. This shift reflects the understanding that effective ESP goes beyond simply teaching language for use; it also involves understanding how learners acquire that language

2. A Learning-Centered Approach

The emergence of ESP was spurred by three key factors, as stated:

- **Needs:** Identifying the specific language needs of learners in different professions or academic settings.
- **New Insights About Language:** Advances in linguistics and language acquisition research that inform our understanding of how language functions and is learned.
- **New Perspectives on Learning:** Recognizing the importance of learner autonomy, motivation, and cognitive processes in successful language acquisition.

Traditionally, ESP focused primarily on language use within a specific context (e.g., technical vocabulary for engineers). However, a learning-centered approach emphasizes on both **language use** and **language learning**. By understanding this distinction, ESP course design can be improved in several ways:

- **Learner Needs Analysis:** Conducting thorough needs analysis goes beyond identifying vocabulary and grammar. We should also consider learners' prior language knowledge, learning styles, and preferred learning strategies. For example, An ESP course for doctors wouldn't simply focus on medical terminology like "pathogenesis" or "differential diagnosis." It might also consider their need to stay updated with the latest research findings, effectively communicate complex medical information to patients from diverse backgrounds, and navigate ethical dilemmas in patient care.
- **Learner Autonomy:** Fostering learner autonomy involves equipping students with the tools and strategies to manage their own learning journey, encouraging active participation and self-directed practice. For example, the course could encourage learner autonomy by providing a curated online resource library with medical journals, research articles, and case studies relevant to their specialties. Learners could choose topics that interest them and personalize their learning based on their specific needs and learning styles.
- **Task-Based Learning:** Designing tasks that mirror real-world language use helps learners develop language skills while engaging with content relevant to their needs. For example, instead of rote memorization of medical jargon, the course could design role-playing activities where students practice breaking down complex diagnoses into layman's terms for patients. This allows students to develop clear communication skills while solidifying their medical vocabulary and building confidence in explaining diagnoses effectively.

This learner-centered approach fosters:

- **Higher Engagement:** Students take ownership of their learning, leading to increased motivation and participation.
- **Deeper Learning:** Understanding the 'how' of language acquisition equips learners to adapt their learning strategies and become independent users of English in their academic or professional context.

- **Lifelong Learning Skills:** Learners develop transferable skills like critical thinking, problem-solving, and information literacy, which are crucial for staying up-to-date with the latest advancements in their academic or professional fields.

3. Conclusion

A learning-centered approach transforms ESP programs into engaging and effective experiences. Learners not only master the language for their specific needs but also gain the skills to become independent, lifelong language learners.

❖ Tasks

- 1) Imagine you are designing an ESP course for a group of nurses. How can you go beyond vocabulary and grammar to identify their specific learning needs?
- 2) What are some ways you can encourage learner autonomy in your ESP classroom?
- 3) Develop a task that integrates language learning and use for a specific ESP context (e.g., writing business emails, giving presentations in a technical field).

Unit Three

Needs Analysis in ESP

- **Types of Needs 54**
- **Questionnaire 57**
- **Sample Needs Analysis Questionnaire 61**
- **Interview..... 76**

Types of Needs

❖ **Lesson Aim:** By the end of this lesson, students will be able to:

- Identify the different types of ESP learners' needs.

1. Introduction

Needs analysis, as the first crucial step in ESP teaching and learning, involves collecting data to design a course that directly addresses the learners' needs and requirements. Richards and Platt (1992, p. 242) define needs analysis as "the process of determining the needs for which a learner or a group of learners acquires a language and arranges the needs according to priorities." This definition highlights the dual focus of needs analysis: identifying **'what'** learners need to learn and **'how'** they can best learn it. This lesson will explore these various needs to equip teachers with the tools to create targeted and effective ESP courses.

2. Types of Needs

Figure 1 illustrates a hierarchy of needs in ESP course design identified by Hutchinson and Waters. This hierarchy categorizes needs into two main types: target needs and learning needs.

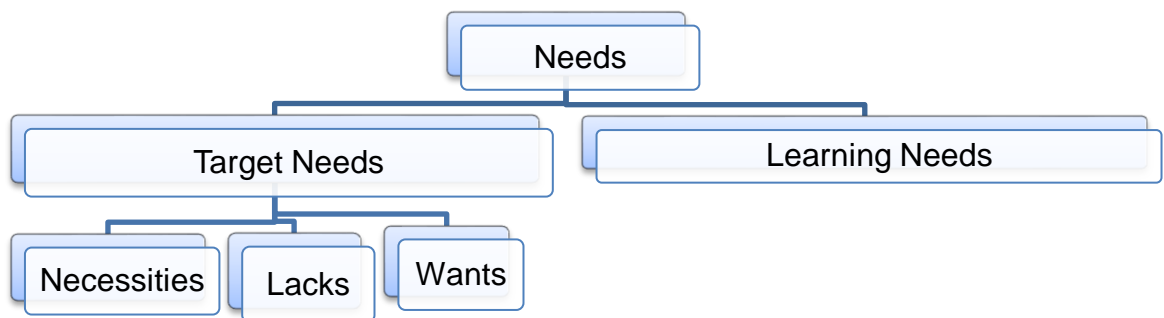


Figure 1. Types of Needs (Hutchinson and Waters 1987)

2.1. Target Needs

Learners' target needs are the specific language abilities learners require to function effectively in their academic or professional contexts. They are divided into three subcategories.

2.1.1. Necessities

These are the essential language skills learners must possess to perform tasks in the different target situations. For example, a medical student needs to be able to understand and explain medical terminology to patients in a clear and concise manner.

2.1.2. Lacks

These represent the gaps between a learner's current language proficiency and the necessities for the target situation. Identifying these gaps helps matching the ESP course to address what learners need to improve. For example, an engineer may struggle with writing technical reports in specialized English.

2.1.3. Wants

These are desirable but not essential language skills that could enhance a learner's performance in their target situation. For example, a lawyer might want to improve their negotiation skills in English for international business deals.

2.2. Learning Needs

Learning needs are defined as "Factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background" (Xiao 2007, p. 2). The focus in these needs is on the learners' learning styles, the materials they prefer to use in class, and the best engaging classroom activities for learners. The ESP teachers can identify such type of needs by asking the following questions:

➤ **Learning Styles:**

- Do learners prefer group activities?

- Do they prefer self-directed learning environment with online resources and independent study?
- **Course Materials:**
 - Do learners prefer traditional textbooks?
 - Do they prefer online articles?
 - Do they prefer audio resources like podcasts or lectures?
- **Classroom Activities:**
 - What types of classroom activities (discussions, presentations, debates, problem-solving, etc.) will best match the learner's learning styles and needs?

3. Conclusion

By considering both target needs and learning needs, ESP teachers can create syllabi relevant to their learners' specific goals. Thus, the designed ESP course focuses on both language and professional skills learners need by adopting the best methods and materials that cater to their learning styles and preferences.

❖ **Tasks:**

- 1) How do target needs influence learning needs in ESP course design?
- 2) Provide an example (different from the one in the text) of a necessity for someone in a specific profession (e.g., pilot, accountant).
- 3) What is one essential language skill a doctor must possess to perform their job duties effectively?
- 4) Design a short questionnaire (5-10 questions) to assess a learner's gaps in a specific language skill (e.g., writing, listening).
- 5) Design a short questionnaire (5-10 questions) to identify learners' preferred learning styles and materials in an ESP course.

Questionnaire

❖ **Lesson Aims:** By the end of this lesson, students will be able to:

- Define the questionnaire as an ESP needs analysis tool.
- Discuss the importance and advantages of using a questionnaire in ESP teaching and learning contexts in collecting different types of data about the target learners.

1. Introduction

Designing a compatible ESP course to the target learners cannot be achieved without a deep understanding of learners' needs. The questionnaire is one of the needs analysis tools to uncover both **target needs** and **learning needs**. A well-designed questionnaire helps ESP teachers design courses that are directly relevant to their learners' specific needs.

2. What is a Questionnaire?

Brown (2001, p.6) states that “questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” Questionnaires don't have right or wrong answers. They collect data about respondents in a non-judgmental way.

3. What Do Questionnaires Measure?

Questionnaires can provide three main types of data collected from three main categories of questionnaire items:

- a. **Factual Questionnaire Items (also called 'classification' or 'subject descriptor')**: To collect data on learners such as their age, gender, education, etc.

- b. Behavioral Questionnaire Items:** To explore learners' current or past experiences.
- c. Attitudinal Questionnaire Items:** To understand learners' thoughts (attitudes), opinions, beliefs, interests, and values. (Dörnyei 2003)

4. Advantages of Questionnaires in ESP teaching and learning

The main advantage of questionnaires lies in their efficiency regarding: (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to an ESP group of learners, the teacher can collect significant data quickly and with minimal investment compared to, for instance, interviews. Additionally, processing data can be streamlined with modern software. Cost-effectiveness isn't the only advantage. Questionnaires are also versatile, applicable to various target learners, situations, and course objectives.

5. What do Needs Analysis Questionnaires in ESP Assess?

Need analysis questionnaires are designed to identify the specific English language needs of learners within their professional or academic contexts. They typically include questions related to the types of communication tasks learners would encounter in their field, the language skills required to perform those tasks effectively, and the linguistic challenges they face. They may also focus on assessing learners' vocabulary needs through tasks such as identifying key terms relevant to learners' professional or academic contexts, defining specialized vocabulary, etc.

Additionally, needs analysis questionnaires assess learners' proficiency in different language skills, such as reading, writing, listening, and speaking through tasks that evaluate learners' abilities to comprehend specialized written or spoken discourse, write reports, participate in oral discussions, etc. Moreover, needs analysis questionnaires in ESP may also include questions aimed at identifying:

- a. Learners' learning styles (visual, auditory, or kineasthetic).
- b. Types of materials learners find most engaging.
- c. Learners' attitudes towards collaborative learning.

6. Conclusion

In conclusion, the use of questionnaires in ESP teaching and learning helps uncovering both learners' target needs and learning needs. Questionnaires enable ESP teachers collect data about learners' personal and academic/professional information, behaviors, and attitudes to design congruent courses to their learners' specific needs.

❖ Tasks:

- 1) What role does a questionnaire play in designing an ESP course?
- 2) Why is it essential to understand learners' needs deeply before designing such a course?
- 3) What distinguishes a questionnaire from written tests? Provide examples to illustrate the difference.
- 4) Provide three examples for factual, behavioral, and attitudinal questionnaire items.

Sample Needs Analysis Questionnaire

- ❖ **Lesson Aim:** By the end of this lesson, students will be able to:
 - Design and administer a questionnaire to collect data on ESP learners' needs.

- **Introduction**

This sample needs analysis questionnaire includes three main sections. The first section is composed of three parts of questionnaire items that aim at collecting factual, behavioral and attitudinal data on the learners. The second section includes a diagnostic test to identify the learners' current proficiency levels and specific language needs related to their particular academic field or profession. The third section includes a sample VAK (Visual, Auditory, Kineasthetic) questionnaire used to identify the preferred learning styles and preferences of the learners which helps in tailoring the teaching methods and materials to better suit the learners' needs.

Section One

Dear Learner,

We need you to complete this needs analysis questionnaire to help us better understand your language learning needs and preferences. Read each question carefully and respond honestly, considering your professional or academic context and preferred learning style. Provide detailed responses where necessary and review your answers before submitting. Your responses will be used to tailor our instruction to best meet your needs.

Thank you for your cooperation.

- **Part I: Personal, Educational, and Professional Information**

Name	Age	English Learning Experience	
		How long?	Where?
Workplace	Job Title	Professional Experience	
		How long?	Where?
Job Function			

• **Part II:**

➤ **Respond to the following items.**

1. Write 5 tasks you would like to be able to do better in English (e.g. write a technical report)

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. Please tell us about your English language level. Use numbers 1 to 5 which correspond to:

1 = **Poor.** 2 = **Fair.** 3 = **Good.** 4 = **Very Good.** 5 = **Excellent.**

- a) Reading comprehension. _____
- b) Speaking fluency. _____
- c) Speaking accuracy. _____
- d) Understanding of other speakers. _____
- e) Writing accuracy. _____
- f) Range of vocabulary. _____

3. Please tell us how much you expect to use English in the following contexts where 1-4 correspond to:

1 = Never	2 = Rarely	3 = Sometimes	4 = Frequently	5 = Always
-----	e.g. once a year	e.g. once a month.	e.g. once a week	e.g. once a day

- a) Reading reports, correspondences, etc. _____
- b) Reading instruction manuals, technical articles, etc. _____
- c) Telephone calls. _____
- d) Conversation and informal meetings in small groups. _____
- e) Participating in formal meetings. _____

- f) Addressing an audience, giving presentations. _____
- g) Taking notes during meetings, conferences, etc. _____
- h) Writing business letters, emails, etc. _____
- i) Writing reports. _____
- j) Working with English speakers. _____
- k) Travelling (airports, hotels etc.). _____
- l) Extended visits abroad including social contact. _____
- m) Looking after English-speaking visitors. _____
- n) Operating machines. _____

• **Part III:**

➤ Circle one option (yes or no), you can choose more than one option.

1. You like learning

- | | | |
|------------------------|-----|----|
| a) Individually. | Yes | No |
| b) In pairs. | Yes | No |
| c) In small groups. | Yes | No |
| d) In one large group. | Yes | No |

2. Do you have time to do homework? Yes No

If yes, how much time do you have for out of class assignments?

(Use numbers 1, 2, 3, etc.)

_____ hour(s) a day **OR** _____ hour(s) a week

3. How would you like to spend this time?

- | | | |
|--|-----|----|
| a) Preparing for the next class? | Yes | No |
| b) Reviewing the day's work? | Yes | No |
| c) Doing activities based on your personal experience, work experience or interests? | Yes | No |

4. What do you usually do to practice your English?

- a) Read magazines, newspapers, etc.
- b) Listen to the news.

- c) Watch movies, TV series, documentaries, etc.
- d) Talk/write to native speakers (e.g. online chat groups, penfriends, etc.)
- e) Discuss with my friends, colleagues, etc.
- f) Do exercises in grammar books.
- g) other _____

5. Topics of interest: Please tick the topics you like the most

- a) Music
- b) Food
- c) Environment
- d) Science and Technology
- e) Other cultures
- f) English Culture
- g) Travel
- h) Sports
- i) Politics

Section Two:

Diagnostic Test

1. Use “job” or “work” and fill in the gaps.

(1 point per each correct answer)

- a) The builders have done a great on your extension.
- b) Gardening is tiring.....
- c) Jim has changed three times in the past six years.
- d) Being a fireman is a dangerous.....
- e) How long does it take you to get to

2. Change the verb into the past simple.

(1 point per each correct answer)

- a) She (bring) some chocolates to the party.
- b) I (hear) a new song on the radio.
- c) I (read) three books last week.
- d) They (speak) French to the waitress.
- e) He (understand) during the class, but now he doesn't understand.
- f) I (forget) to buy some milk.
- g) She (have) a baby in June.
- h) You (lose) your keys last week.

3. Transform these sentences. Pay attention to the correct word order.

(2 points per each correct answer)

- a) Where is the closest cinema?
Can you tell me
- b) Where does your father come from?
I have no idea
- c) Why did you sell your computer?

May I ask

d) How much milk did you buy?

Can you tell me

e) Why did you do that?

Can you explain

4. Match the right synonyms.

(1 point per each correct answer)

- | | |
|----------------------------------|------------------------|
| • to connect somebody | • to be disconnected |
| • to replace | • to hang up |
| • to be cut off | • to be busy |
| • to be engaged | • to put sb through |
| • to reach somebody on the phone | • to get through to sb |

5. Fill in the gaps with the right words.

(1 point per each correct answer)

to answer- to overhear- to hang up-
to speak up- to leave- to use- to mistake

- a) Could you..... please? I can hardly hear you.
- b) I'm afraid Mr. Young is not available at the moment. Do you want to..... a message?
- c) Then we said goodbye and The customer..... me for my colleague and started shouting at me.
- d) By accident, the assistant the management discussing salaries.
- e) Would you mind if I your mobile?
- f) Would you mind the phone? I'm busy now.

❖ Written production

- Write a text of no more than 150 words describing where you work/study.

A large rectangular box containing 15 horizontal dotted lines, intended for writing or drawing.

Section Three:

VAK Questionnaire

(Source: <https://www.dentaglow.com/wp-content/uploads/2015/09/VAK-assessment.pdf>)

❖ **Circle or tick the answer that most represents how you generally behave.**

1. When I operate new equipment I generally:

- a) read the instructions first
- b) listen to an explanation from someone who has used it before
- c) go ahead and have a go, I can figure it out as I use it

2. When I need directions for travelling I usually:

- a) look at a map
- b) ask for spoken directions
- c) follow my nose and maybe use a compass

3. When I cook a new dish, I like to:

- a) follow a written recipe
- b) call a friend for an explanation
- c) follow my instincts, testing as I cook

4. If I am teaching someone something new, I tend to:

- a) write instructions down for them
- b) give them a verbal explanation
- c) demonstrate first and then let them have a go

5. I tend to say:

- a) watch how I do it
- b) listen to me explain
- c) you have a go

6. During my free time I most enjoy:

- a) going to museums and galleries
- b) listening to music and talking to my friends
- c) playing sport or doing DIY

7. When I go shopping for clothes, I tend to:

- a) imagine what they would look like on
- b) discuss them with the shop staff
- c) try them on and test them out

8. When I am choosing a holiday I usually:

- a) read lots of brochures
- b) listen to recommendations from friends
- c) imagine what it would be like to be there

9. If I was buying a new car, I would:

- a) read reviews in newspapers and magazines
- b) discuss what I need with my friends
- c) test-drive lots of different types

10. When I am learning a new skill, I am most comfortable:

- a) watching what the teacher is doing
- b) talking through with the teacher exactly what I'm supposed to do
- c) giving it a try myself and work it out as I go

11. If I am choosing food off a menu, I tend to:

- a) imagine what the food will look like
- b) talk through the options in my head or with my partner
- c) imagine what the food will taste like

12. When I listen to a band, I can't help:

- a) watching the band members and other people in the audience
- b) listening to the lyrics and the beats
- c) moving in time with the music

13. When I concentrate, I most often:

- a) focus on the words or the pictures in front of me
- b) discuss the problem and the possible solutions in my head
- c) move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:

- a) their colours and how they look
- b) the descriptions the sales-people give me
- c) their textures and what it feels like to touch them

15. My first memory is of:

- a) looking at something
- b) being spoken to
- c) doing something

16. When I am anxious, I:

- a) visualise the worst-case scenarios
- b) talk over in my head what worries me most
- c) can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:

- a) how they look
- b) what they say to me
- c) how they make me feel

18. When I have to revise for an exam, I generally:

- a) write lots of revision notes and diagrams
- b) talk over my notes, alone or with other people
- c) imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:

- a) show them what I mean
- b) explain to them in different ways until they understand
- c) encourage them to try and talk them through my idea as they do it

20. I really love:

- a) watching films, photography, looking at art or people watching
- b) listening to music, the radio or talking to friends
- c) taking part in sporting activities, eating fine foods and wines or dancing

21. Most of my free time is spent:

- a) watching television
- b) talking to friends
- c) doing physical activity or making things

22. When I first contact a new person, I usually:

- a) arrange a face to face meeting
- b) talk to them on the telephone
- c) try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:

- a) look and dress
- b) sound and speak
- c) stand and move

24. If I am angry, I tend to:

- a) keep replaying in my mind what it is that has upset me
- b) raise my voice and tell people how I feel
- c) stamp about, slam doors and physically demonstrate my anger

25. I find it easiest to remember:

- a) faces
- b) names
- c) things I have done

26. I think that you can tell if someone is lying if:

- a) they avoid looking at you
- b) their voices changes
- c) they give me funny vibes

27. When I meet an old friend:

- a) I say "it's great to see you!"
- b) I say "it's great to hear from you!"
- c) I give them a hug or a handshake

28. I remember things best by:

- a) writing notes or keeping printed details
- b) saying them aloud or repeating words and key points in my head
- c) doing and practising the activity or imagining it being done

29. If I have to complain about faulty goods, I am most comfortable:

- a) writing a letter
- b) complaining over the phone
- c) taking the item back to the store or posting it to head office

30. I tend to say:

- a) I see what you mean
- b) I hear what you are saying
- c) I know how you feel

VAK Learning Styles Self-Assessment

Questionnaire Analysis

❖ Add up how many A's, B's and C's you selected.

A's = B's = C's =.....

- If you chose mostly A's you have a **VISUAL** learning style.
- If you chose mostly B's you have an **AUDITORY** learning style.
- If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below. When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s). Now see the VAK Learning Styles Explanation.

❖ VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of

sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

- Someone with a Kinaesthetic learning style has a preference for physical experience (touching, feeling, holding, doing, practical hands-on experiences). These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Interview

❖ **Lesson Aims:** By the end of this lesson, students will be able to:

- Define the interview as an ESP needs analysis tool.
- Discuss the characteristics of the interview in ESP teaching and learning contexts.
- Understand the differences between interviews and questionnaires.
- Design and do interviews in ESP teaching and learning contexts.

1. Introduction

Another effective tool used in collecting data about ESP learners' needs is the interview which is a structured, yet flexible, conversation between ESP teachers and their learners. Unlike questionnaires, interviews allow for an in-depth exploration of both target and learning needs through detailed qualitative data about the learners' professional or academic English language needs and requirements.

2. What is an Interview?

The interview, as a needs analysis tool, serves as a structured conversation between an ESP teacher and the learner which aims at identifying the learner's specific language needs within their professional or academic domain. It provides an in-depth exploration of learners' target needs and learning needs.

3. Main Characteristics of Interviews in ESP

Interviews serve as a dynamic data collection tool in ESP due to their interactive nature. They facilitate probing, clarification, and elaboration through conversation, allowing for a deeper understanding of learners' needs. Moreover,

interviews offer a personalized approach by tailoring questioning to each ESP learner ensuring relevance learners' needs. Additionally, the open-ended questions used in interviews enables ESP teachers exploring in detail the learners' needs. Furthermore, the flexibility of interviews allows ESP teachers adapt their semi-structured questions to learners' responses which participates in a better understanding of learner's needs. Moreover, interviews provide qualitative data on the target learner's behavior and attitudes which are of a paramount importance in identifying the learning needs of the learner.

3. Comparison between Interviews and Questionnaires in ESP Needs Analysis

Aspect	Interview	Questionnaire
1. Nature of Interaction	A two-way conversation for deeper understanding.	A one-way channel for gathering general information.
2. Data	Data on specific needs, mainly qualitative.	Data on specific needs, mainly quantitative.
4. Personalization	Customized questions for each learner.	Limited personalization with pre-set answer choices.
5. Flexibility	Adaptation of the flow based on student responses.	Limited flexibility due to standardized questions.
6. Time and Resources	More time and resources to conduct.	Quick and more cost-effective.
7. Teacher/Learner Rapport Building	Facilitates rapport building between teacher and learner.	Limited opportunity for rapport building, as communication is one-sided.

4. Conclusion

In conclusion, compared to questionnaires, interviews provide a richer and more detailed understanding of learners' needs due to their flexibility in questioning the learners. Additionally, ESP teachers and learners' interaction through interviews not only helps identifying learners' needs but it also builds a rapport between them for an engaging and motivating teaching/learning environment.

❖ Task:

- Analyse the ESP students' (A, B, C, D) responses to the sample ESP needs analysis interview to identify their target and learning needs (pp. 75-83).

Sample ESP Needs Analysis Interview

Hi [Student's Name],

I'm [Interviewer's Name], and I'm here to understand your specific language needs and goals in taking an ESP course with me. Your answers will help tailor my teaching to better suit you. Feel free to share any thoughts or concerns you have about your language learning experience with me.

Now, shall we get started?

1. Why are you learning English?
2. What is the most important English task for you?
3. How often do you use English?
4. How often do you study English?
5. Which skills (listening, reading, speaking, writing) would you like to improve in this course?
6. In which job-related situations do you need to use English?
7. What topics/situations do you want to study?
8. How often do you avoid talking in English in a group because you feel uncomfortable?
9. How often do you repeat yourself because the listener did not understand you?
10. How often is it difficult for you to find a correct word/expression?
11. How often do you feel lost in a conversation?
12. Have you ever withdrawn from an ESP course? If yes, Why?
13. What kind of learning material would you like to study?

❖ **Task:**

- Analyse the ESP students' (A, B, C, D) responses to identify their target and learning needs.

Needs Analysis Sample Interviewees' Answers

STUDENT (A)

1. TEACHER: Why are you learning English?

STUDENT: I need English in work. I am a personal assistant and I sometimes must speak English.

2. TEACHER: What is the most important English task for you?

STUDENT: a) Asking for and understanding basics

3. TEACHER: How often do you use English?

STUDENT: I use English in work. Sometimes when I travel also.

4. TEACHER: How often do you study English?

STUDENT: three hours in a week.

5. TEACHER: Which skills (listening, reading, speaking, and writing) would you like to improve in this course?

STUDENT: speaking and listening.

6. TEACHER: In which job-related situations do you need to use English?

STUDENT: In office and in meetings, and when somebody calls.

7. TEACHER: What topics/situations do you want to study?

STUDENT:

- Booking hotels/restaurants.
- Company meetings.
- Making/receiving phone calls.
- Marketing.
- Receiving visitors.

8. TEACHER: How often do you avoid talking in a group because you feel uncomfortable?

STUDENT: Very often.

9. TEACHER: How often do you repeat yourself because the listener did not understand you?

STUDENT: I don't repeat myself. My problem is that I don't know words but people can understand me what I say.

10. TEACHER: How often is it difficult for you to find a correct word/expression?

STUDENT: Yes, it is a problem for me.

11. TEACHER: How often do you feel lost in a conversation?

STUDENT: Often.

12. TEACHER: Have you ever withdrawn from a course?

STUDENT: Yes, because:

- The course content was too difficult / easy
- Lack of challenging/ interesting course books

13. TEACHER: What kind of learning material would you like to study?

STUDENT:

- A book with lots of pictures, tables and charts
- Teacher's own materials/handouts

STUDENT (B)

1. TEACHER: Why are you learning English?

STUDENT: English is very important in my job and I like it.

2. TEACHER: What is the most important English task for you?

STUDENT:

- Asking for and understanding basics.

3. TEACHER: How often do you use English?

STUDENT: Every week at work.

4. TEACHER: How often do you study English?

STUDENT: Every day in evening.

2. TEACHER: Which skills (listening, reading, speaking, writing) would you like to improve in this course?

STUDENT: For me speaking and listening.

3. TEACHER: In which job-related situations do you need to use English?

STUDENT: I need English for telephoning. It is also problem for me when customers come.

4. TEACHER: What topics/situations do you want to study?

STUDENT:

- Booking hotels/restaurants.
- Business trips.
- Company meetings.
- Making/receiving phone calls.
- Receiving visitors.

- 5.** TEACHER: How often do you avoid talking in a group because you feel uncomfortable?
STUDENT: Often.
- 6.** TEACHER: How often do you repeat yourself because the listener did not understand you?
STUDENT: Often, it is my problem.
- 7.** TEACHER: How often is it difficult for you to find a correct word/expression?
STUDENT: Very often.
- 8.** TEACHER: How often do you feel lost in a conversation?
STUDENT: Often.
- 9.** TEACHER: Have you ever withdrawn from a course? If yes, why?
STUDENT: Yes, because the course content was too difficult.
- 10.** TEACHER: What kind of learning material would you like to study?
STUDENT: Teacher's own materials/handouts.

STUDENT (C)

1. TEACHER: Why are you learning English?

STUDENT: My boss wants that I speak English and also I learn for myself.

2. TEACHER: What is the most important English task for you?

STUDENT: Asking for and understanding basics

3. TEACHER: How often do you use English?

STUDENT: Often at work or on holiday.

4. TEACHER: How often do you study English?

STUDENT: Three hours a week.

5. TEACHER: Which skills (listening, reading, speaking, and writing) would you like to improve in this course?

STUDENT: Speaking.

6. TEACHER: In which job-related situations do you need to use English?

STUDENT: In business trips and meetings.

7. TEACHER: What topics/situations do you want to study?

STUDENT:

- Business trips.
- Company meetings.
- Making/receiving phone calls.
- Receiving visitors.
- Writing e-mails.

8. TEACHER: How often do you avoid talking in a group because you feel uncomfortable?

STUDENT: Very often.

9. TEACHER: How often do you repeat yourself because the listener did not understand you?

STUDENT: I don't know. Not often.

10. TEACHER: How often is it difficult for you to find a correct word/expression?

STUDENT: Often.

11. TEACHER: How often do you feel lost in a conversation?

STUDENT: Sometimes.

12. TEACHER: Have you ever withdrawn from a course? If yes, why?

STUDENT: Yes, because:

- The course content was too easy.
- Lack of challenging and interesting coursebooks.

13. TEACHER: What kind of learning material would you like to study?

STUDENT:

- A book with lots of pictures, tables and charts.
- Teacher's own materials/handouts.

STUDENT (D)

1. TEACHER: Why are you learning English?

STUDENT: I must speak English in my position but I enjoy it.

2. TEACHER: What is the most important English task for you?

STUDENT: Asking for and understanding basics.

3. TEACHER: How often do you use English?

STUDENT: Quite often at work or on trips.

5. TEACHER: How often do you study English?

STUDENT: Two hours per week.

6. TEACHER: Which skills (listening, reading, speaking, writing) would you like to improve in this course?

STUDENT: Speaking

7. TEACHER: In which job-related situations do you need to use English?

STUDENT: On business trips and with customers.

8. TEACHER: What topics/situations do you want to study?

STUDENT:

- Booking hotels/restaurants.
- Company meetings.
- Money.
- Making/receiving phone calls.
- Receiving visitors.

9. TEACHER: How often do you avoid talking in a group because you feel uncomfortable?

STUDENT: Sometimes. I want to speak with other people English but sometimes I don't understand them.

10. TEACHER: How often do you repeat yourself because the listener did not understand you?

STUDENT: Almost never.

11. TEACHER: How often is it difficult for you to find a correct word/expression?

STUDENT: Sometimes.

12. TEACHER: How often do you feel lost in a conversation?

STUDENT: Only sometimes.

13. TEACHER: Have you ever withdrawn from a course?

STUDENT: No.

14. TEACHER: What kind of learning material would you like to study?

STUDENT:

- A book with lots of pictures, tables and charts.
- Teacher's own materials/handouts.

General Conclusion

General Conclusion

This course provides an introduction to ESP to help students understand the principles underlying ESP teaching and learning. It also aims at equipping them with the skills to teach ESP courses to learners from different academic and professional contexts. The course units deal with the following main points:

- Discussing the different definitions of ESP.
- Exploring the historical evolution of ESP.
- Contrasting ESP principles and applications with those of EGP.
- Examining the different approaches to ESP teaching and learning.
- Training students on designing questionnaires and interviews used to collect data on the target students for the aim of identifying their needs.

In addition to the wide range of tasks for both practice and assessment, this course includes a glossary of ESP terms enabling the students understand the ESP specialized vocabulary. By completing the first semestrial course on ESP, students will be able to take the second semestrial course on ESP in which the focus will be training students on:

- Designing specific ESP syllabi that match the different academic and professional contexts of the ESP learners.
- Selecting/writing compatible ESP materials.
- Evaluating ESP materials' efficiency.
- Assessing ESP learners' progress.

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Key Answers to Course Tasks

Unit 1: What is ESP?

❖ Origins of ESP

1. ESP differs from general English language courses in that it is specifically tailored to the needs of learners in specialized fields, focusing on the vocabulary, skills, and communication strategies relevant to those contexts.
2. Unlike general English courses, which provide a broad foundation, ESP provides a more targeted and effective approach to language learning.
3. The end of World War II marked the beginning of a period of rapid global development, particularly in economic, technical, and scientific domains. This created a demand for an international means of communication, with English assuming a prominent role. As a result, learners became aware of the practical applications of English in various professional and academic contexts, leading to the emergence of ESP to meet these diverse linguistic needs.
4. The linguistic revolution was driven by a shift in language learning demands, prompting linguists to explore how language functions in real-life situations rather than focusing solely on grammatical structures. This led to the recognition of the need to tailor teaching methods to the specific linguistic demands of different professional and academic fields, thereby influencing the development of ESP.
5. Hutchinson and Waters emphasized the influence of educational psychology on the development of ESP. Understanding learners' motivations and learning strategies became crucial, leading to the design of courses that catered to individual needs. This focus on the learner's perspective contributed to the effectiveness and relevance of ESP in addressing specific language learning requirements.

❖ Definitions of ESP

1. According to Robinson, Learners take ESP courses because they typically study English not out of intrinsic interest in the language or culture but rather because they require English for academic or work purposes.
2. Two examples of professions where ESP might be beneficial are engineering and nursing.
3. Dudley-Evans and St. Johns mention that ESP can be used with beginners, which does not necessarily contradict the idea that ESP is primarily for intermediate or advanced learners. While ESP is generally designed for intermediate or advanced students, it can still be adapted for beginners, especially if those beginners have specific needs related to their future academic or professional goals.

❖ ESP vs. EGP: Similarities and Differences

1. Hutchinson and Waters distinguish between ESP and EGP based on practical differences. For example, ESP learners are typically adults with specific language needs for their professions, while EGP is often compulsory for school students for examination purposes, focusing on broader language skills. An example illustrating this is an ESP course for engineering professionals, where learners concentrate on technical language relevant to their field, compared to a general English course for school students, which emphasizes general language skills.
2. Robinson differentiates general and specific language courses by their purposes. General courses focus on language itself as a subject, while ESP courses use English as a tool to acquire other knowledge or skills. For instance, in a general English course, students may study literature or cultural topics, whereas in an ESP course for medical professionals,

English is taught specifically to communicate effectively in a medical setting.

3. Basturkmen contrasts general English teaching, which often follows a less directed path, with ESP, which efficiently guides learners toward specific objectives. For example, in a general English course, students may explore various language topics without a predetermined end goal, whereas in an ESP course for aviation professionals, the syllabus is designed to equip learners with language skills necessary for specific aviation tasks, such as communication with air traffic control.
4. The absolute characteristics of ESP courses according to Strevens include:
 - a) Designed to meet specified needs of the learner.
 - b) Related in content to particular disciplines, occupations, and activities.
 - c) Centered on language appropriate for those activities in syntax, lexis, discourse, and semantics.
 - d) In contrast with General English.
5. The differences between Strevens' characteristics of ESP and Dudley-Evans and St. John's revised characteristics of ESP lie mainly in the specificity and scope. Strevens' characteristics are more broad and encompassing, whereas Dudley-Evans and St. John's revised characteristics provide more detail and refinement, particularly regarding methodology, learner characteristics, and language proficiency levels.

❖ Types of ESP

1. English as a Restricted Language:

- A job where employees might only need to know a limited set of English phrases could be customer service representatives in a call center handling specific inquiries.

- Specific language skills important in such a situation might include phrases for:
 - Greeting customers.
 - Asking for their account information.
 - Providing basic troubleshooting steps.
 - Ending the call politely.

2. English for Academic and Occupational Purposes (EAP/EOP):

- If interested in studying engineering at university, academic English skills needed might include:
 - Understanding technical terms.
 - Writing reports or research papers.
 - Participating in discussions or presentations related to engineering concepts.
- In contrast, a construction worker might need English skills focused on understanding:
 - Safety protocols.
 - Communicating with team members on the construction site.
 - Following instructions related to construction tasks.

3. English with Specific Topics:

- For doctors preparing to attend an international medical conference, specific topics related to their field that might be important to discuss in English could include:
 - Advancements in medical technology.
 - New treatment methods.
 - Research findings on specific diseases.
 - Global health issues.
 - Discussions on medical ethics and patient care.

Unit 2: Development of ESP

❖ Register Analysis

1. Designing an ESP Course for Flight Attendants:

- Flight attendants need vocabulary related to safety (e.g., emergency exits, brace position), passenger services (e.g., airline catering trolley, boarding announcement), and in-flight procedures (e.g., cabin crew, fasten seatbelt).
- Imperative sentence structures are common for giving instructions (e.g., Please remain seated).
- Incorporating register analysis involves studying authentic aviation texts to identify language patterns.
- Activities include role-plays simulating in-flight scenarios, focusing on relevant language forms for daily interactions.

2. ESP Context: Tourism

- Tourism language promotes destinations and accommodations.
- A hotel brochure uses persuasive (e.g., luxurious accommodations), descriptive (e.g., breathtaking views), and hospitality-specific terms (e.g., concierge services).
- Grammar includes superlatives and imperatives to emphasize attractiveness and encourage action.
- Analyzing brochures helps learners understand tourism marketing language.
- Activities involve deconstructing brochures and practising writing promotional content to equip learners for effective communication in the tourism industry.

3. Lab Report Specialized Vocabulary

- **Reagents:** Substances or compounds used in chemical reactions to detect, measure, or produce other substances.
- **Nutrients:** Substances in food that are essential for growth, energy, and maintaining health.
- **Carbohydrates:** Compounds consisting of carbon, hydrogen, and oxygen atoms, including sugars, starches, and fibers, which are a major source of energy.
- **Lipids:** Organic compounds including fats, oils, and cholesterol that are insoluble in water and serve as a source of energy.
- **Proteins:** Large molecules composed of amino acids that perform a variety of essential functions in the body, including building and repairing tissues.
- **Physiological:** Relating to the functions and activities of living organisms and their parts.
- **Composition:** The nature of something's ingredients or constituents; the way in which a whole or mixture is made up.
- **Concentrations:** The relative amount of a particular substance contained within a solution or mixture.
- **Metabolism:** The chemical processes occurring within a living organism to maintain life, including the conversion of food into energy.
- **Obesity:** A medical condition characterized by excess body fat that can lead to health problems.
- **Moderation:** The avoidance of excess or extremes, especially in eating habits.
- **Variability:** The quality or state of being subject to variation or change.
- **Diverse diet:** A diet that includes a wide variety of foods from different food groups to ensure adequate nutrition.
- **Investigation:** A systematic examination or inquiry to uncover facts, analyze data, or solve a problem.

❖ Discourse Analysis

1. In a travel brochure for the tourism industry, the organizational pattern might follow a chronological or thematic structure. Transition words like 'firstly,' 'next,' or 'in addition' signal chronological sequencing, while words like 'meanwhile,' 'however,' or 'on the other hand' indicate shifts in themes or topics.

2. Incorporating discourse analysis principles into an ESP course for engineers involves activities such as:
 - Analyzing and composing research papers or technical reports. Students can practice identifying the structural components of different types of texts commonly used in engineering, such as problem-solution structures or experimental methodology sections.
 - Engaging in peer review sessions where students evaluate each other's writing for coherence, organization, and effectiveness can also enhance their understanding of discourse conventions in engineering communication.

3. It's essential for ESP courses to go beyond sentence-level grammar and focus on discourse analysis because it enables learners to understand and produce coherent and organized texts specific to their fields. By studying how language functions within different contexts, learners develop the skills necessary to effectively communicate complex ideas and information relevant to their professional domains. This approach allows learners to participate meaningfully in their discourse communities, enhancing their overall communication competence.

❖ Target Situation Analysis

- 1) Potential target situations for legal professionals could include:
 - a) Courtroom proceedings:
 - Presenting arguments,
 - Cross-examining witnesses
 - Addressing the judge.
 - b) Legal consultations:
 - Advising clients on legal matters.
 - Drafting legal documents such as contracts or wills.
 - c) Negotiations:
 - Resolving disputes.
 - Bargaining terms.
 - Reaching agreements on legal matters.

- 2) Needs analysis sample interview questions for tourism professionals:
 - a) What specific tasks do you perform in your role within the tourism industry?
 - b) What English language skills do you currently use in your daily work?
 - c) Are there any communication challenges you face when interacting with tourists or colleagues?

- 3) A thorough needs analysis is crucial for designing effective ESP programs because it ensures that the content and focus of the course match the learners' specific goals and requirements. Advantages include:
 - a) Tailored instruction: Customizing the course content to meet the precise needs of the learners enhances relevance and engagement.
 - b) Increased motivation: When learners see the direct relevance of the course content to their professional or academic goals, they are more motivated to actively participate and learn.

- c) Improved learning outcomes: Addressing the specific language needs identified in the needs analysis enables learners to make significant progress in their language proficiency within their chosen field.
- d) Enhanced teaching effectiveness: Teachers can design and deliver instruction more effectively when they have a clear understanding of their learners' needs, leading to better outcomes for both learners and teachers.

❖ Skills and Strategies

- 1) For a group of business professionals engaging with a business contract, the following reading strategies would be encouraged:
 - a) Analyzing headings and subheadings to understand the structure of the contract.
 - b) Identifying key terms and legal terminology, possibly through a glossary or annotations.
 - c) Paraphrasing and summarizing each section to ensure comprehension.
 - d) Making predictions about the content of each clause based on the heading and introductory statements.
 - e) Using context clues to infer the meaning of unfamiliar legal terms or clauses.

- 2) In an ESP context for legal professionals, a learning activity could focus on developing the critical thinking skill of analyzing legal cases. Learners could be given a case study and tasked with:
 - a) Identifying the main legal issues presented in the case.
 - b) Summarizing the facts and arguments presented by both sides.
 - c) Evaluating the strengths and weaknesses of each argument.
 - d) Predicting the potential outcomes of the case based on legal precedent and relevant laws.
 - e) Discussing and debating the implications of the case on similar future situations.

- 3) Developing cognitive skills and strategies is crucial for ESP learners because it enhances their ability to effectively engage with complex texts and tasks in their field. Benefits include:
- a) Improved comprehension: By learning to apply reading and listening strategies, learners can better understand and interpret specialized texts and spoken discourse.
 - b) Enhanced critical thinking: Developing skills such as summarizing, analyzing, and evaluating information allows learners to think more critically about the content they encounter, leading to deeper understanding and better decision-making.
 - c) Increased autonomy: Mastering cognitive skills and strategies empowers learners to approach new texts and tasks independently, reducing reliance on teacher guidance and fostering self-directed learning.
 - d) Transferability of skills: The cognitive skills and strategies learned in ESP can be applied across different contexts and disciplines, equipping learners with lifelong learning tools that extend beyond the specific content of the course.

❖ Sample ESP Lesson for Nursing Students Tasks

- 1)
- a) Someone who specializes in delivering babies is a **midwife**.
 - b) Someone who is qualified to assist nurses is a **clinical support worker**.
 - c) Someone who is not qualified but is able to assist nurses is a **nursing auxiliary**.
 - d) A nurse who has qualified is a **staff** nurse.
 - e) A nurse who specializes in health promotion is a **health visitor**.
 - f) A nurse who looks after a ward is a **charge** nurse.
 - g) A nurse who works in the community is a **district** nurse.
 - h) Someone who answers the ward telephone is a **ward** clerk.

2)

- a) carry out **a procedure**.
- b) change **a dressing**.
- c) check **the temperature**.
- d) give **an injection**.
- e) remove **sutures**.

3)

- a) An isotope brain scan is painless and easy **to perform**.
- b) Biopsy of the pancreas **was performed** last March.
- c) If the patient's condition deteriorates, a laparotomy should **be performed**.
- d) If a diagnosis of meningitis is suspected, a lumbar puncture must **be performed**.
- e) Last year we **performed** a randomized, double-blind group study.

4)

- a) I now intend **to carry out** a larger study.
- b) Unfortunately, few properly controlled trials **have been carried out** so far.
- c) A number of studies **have been carried out** recently to look at this question.
- d) A right hemicolectomy **was carried out** and the patient made a full recovery.
- e) This procedure can **be carried out** in the emergency department.

❖ Learning-Centered Approach

1. To design an ESP course for nurses that goes beyond vocabulary and grammar, a comprehensive needs analysis would be conducted. This would involve:

- Identifying their specific language needs in various professional contexts, such as patient care, medical documentation, and communication with colleagues.
- Understanding their preferred learning styles and strategies to tailor the course content and delivery methods accordingly.
- Considering their prior language knowledge and areas where they may need improvement, such as medical terminology, patient counseling skills, or understanding medical literature.
- Incorporating real-life scenarios and tasks that nurses encounter in their daily practice to ensure relevance and applicability of the language skills taught in the course.

2. There are several ways to encourage learner autonomy in the ESP classroom:

- Providing self-access resources such as online materials, reference books, and language learning apps, allowing students to choose materials that match their interests and learning goals.
- Offering opportunities for self-assessment and reflection, where students can track their progress, identify areas for improvement, and set learning objectives.
- Implementing research assignments that allow students to explore topics of personal or professional interest, fostering curiosity and self-directed learning.
- Encouraging peer collaboration and feedback, where students can engage in language practice activities, share resources, and support each other's learning journey.

3. Task: Writing Business Emails in a Professional Context

- **Task Description:** Students will imagine themselves as healthcare administrators or nursing managers tasked with

communicating important information via email to colleagues, patients, or external stakeholders.

- **Task Steps:**

1. Students will be provided with a scenario detailing a specific communication need, such as announcing a policy change, scheduling a meeting, or providing instructions for a new procedure.
2. Students will analyze the target audience, purpose, and tone of the email, considering factors such as formality level, clarity, and professionalism.
3. Students will draft an email incorporating appropriate language structures, vocabulary, and formatting conventions for business communication in the healthcare industry.
4. After peer or instructor feedback, students will revise and finalize their email, paying attention to grammar, spelling, and overall coherence.

- **Task Outcome:** Students will develop practical skills in writing emails tailored to the needs of their professional context, enhancing their ability to communicate effectively and professionally in their roles as healthcare professionals.

Unit Three: Needs Analysis in ESP

❖ Types of Needs

1. Target needs influence learning needs in ESP course design by guiding educators to tailor teaching methods, materials, and activities based on the specific language abilities required for learners to function effectively in their chosen field. For example, if target needs indicate that engineers need to improve their technical writing skills, learning needs would involve identifying the most effective learning styles, materials, and classroom activities for enhancing writing proficiency in technical contexts.
2. **Example:** A necessity for a pilot would be the ability to effectively communicate with air traffic controllers using standard aviation English phrases and terminology. This skill is essential for ensuring clear and accurate communication during flight operations.
3. One essential language skill a doctor must possess to perform their job duties effectively is the ability to communicate medical information clearly and accurately to patients and colleagues. This includes using appropriate medical terminology, explaining diagnoses and treatment plans, and providing instructions for medication and care.
4. **Questionnaire to assess gaps in writing skills:**
 - a) How confident do you feel about writing reports or documentation related to your profession?
 - b) Do you encounter any challenges when composing emails or memos in English for work purposes?

- c) Are there specific areas of writing (e.g., grammar, vocabulary, organization) where you feel you need improvement?
- d) Have you received feedback on your writing skills in English? If so, what areas were identified for improvement?
- e) How frequently do you write in English as part of your job responsibilities?

5. Questionnaire to identify learners' preferred learning styles and materials:

- a) Do you prefer learning through hands-on activities, group discussions, or individual study?
- b) What types of materials do you find most engaging and effective for learning English (e.g., textbooks, online articles, audio resources)?
- c) Are you comfortable with technology-based learning platforms such as online courses or interactive apps?
- d) Do you prefer learning in a structured classroom environment or through self-directed study?
- e) How important is teacher guidance and feedback to your learning process?

❖ Questionnaire

1. A questionnaire plays a crucial role in designing an ESP course as it helps uncover both target needs and learning needs of the learners.
2. Before designing an ESP course, it's essential to understand learners' needs deeply to ensure that the course content, materials, and activities are directly relevant and beneficial to the learners' specific goals. By gathering data through questionnaires, ESP teachers can tailor their instruction to meet the specific language abilities required for learners to function effectively in their chosen field.

3. Unlike written tests, questionnaires do not have right or wrong answers; instead, they gather information about respondents in a non-judgmental way. For example, a written test in an ESP course might assess learners' proficiency in technical vocabulary through multiple-choice questions, while a questionnaire would gather information about learners' preferences for instructional materials or their attitudes towards collaborative learning.

4. **Factual questionnaire item:** Asking learners to indicate their years of experience in their profession.

Behavioral questionnaire item: Asking learners to describe their typical communication tasks in their field.

Attitudinal questionnaire item: Asking learners to rate their confidence level in using English for specific tasks or to express their opinions on certain teaching methods.

❖ **Sample Responses to the Sample Needs Analysis**

Questionnaire

▪ **Section One**

I. Personal and Professional Information

- **Name:** Yasmine Belalia
- **Age:** 28
- **English Learning Experience:**
 - **How long?** 15 years
 - **Where?** Public school, language institute, self-study
- **Workplace:** Child and Woman Clinic of Tiaret
- **Job Title:** Nurse
- **Professional Experience:**
 - **How long?** 6

- Where? Child and Woman Clinic of Tiaret
- **Job Functions:**
 - Providing direct patient care.
 - Administering medications.
 - Monitoring vital signs.
 - Assisting with medical procedures.
 - Documenting patient information.
 - Collaborating with healthcare team members.

II.

1. **Write 5 tasks you would like to be able to do better in English:**
 - a) Communicate effectively with international clients.
 - b) Write detailed project reports.
 - c) Participate confidently in business meetings.
 - d) Understand and summarize complex legal documents.
 - e) Deliver presentations with clarity and confidence.

2. **Please tell us about your English language level:**
 - a) Reading comprehension: 4
 - b) Speaking fluency: 3
 - c) Speaking accuracy: 4
 - d) Understanding of other speakers: 4
 - e) Writing accuracy: 4
 - f) Range of vocabulary: 3

3. **Please tell us how much you expect to use English in the following contexts:**
 - a) Reading reports, correspondences, etc.: 4
 - b) Reading instruction manuals, technical articles, etc.: 3
 - c) Telephone calls: 3
 - d) Conversation and informal meetings in small groups: 4

- e) Participating in formal meetings: 5
- f) Addressing an audience, giving presentations: 4
- g) Taking notes during meetings, conferences, etc.: 4
- h) Writing business letters, emails, etc.: 5
- i) Writing reports: 4
- j) Working with English speakers: 5
- k) Travelling (airports, hotels etc.): 3
- l) Extended visits abroad including social contact: 5
- m) Looking after English-speaking visitors: 3
- n) Operating machines: 2

III.

1. You like learning:

- a) Individually. No
- b) In pairs. Yes
- c) In small groups. Yes
- d) In one large group. Yes

2. Do you have time to do homework? Yes

If yes, how much time do you have for out-of-class assignments? (Use numbers 1, 2, 3, etc.)

___1___ hour(s) a day OR _____ hour(s) a week

3. How would you like to spend this time?

- a) Preparing for the next class? Yes
- b) Reviewing the day's work? Yes
- c) Doing activities based on your personal experience, work experience, or interests? Yes

4. What do you usually do to practice your English?

- b) Listen to the news.
- c) Watch movies, TV series, documentaries, etc.

d) Talk/write to native speakers (e.g., online chat groups, penfriends, etc.)

e) Discuss with my friends, colleagues, etc.

5. Topics of interest: Please tick the topics you like the most [Select the topics you are interested in by ticking the respective boxes]

- j) Music
- k) Food
- l) Environment
- m) Science and Technology
- n) Other cultures
- o) English Culture
- p) Travel
- q) Sports
- r) Politics

▪ **Section Two**

○ **Diagnostic Test**

1.

- a) The builders have done a great **job** on your extension.
- b) Gardening is tiring **work**.
- c) Jim has changed **jobs** three times in the past six years.
- d) Being a fireman is a dangerous **job**.
- e) How long does it take you to get to **work**?

2.

- a) She brought some chocolates to the party.
- b) I heard a new song on the radio.
- c) I read three books last week.
- d) They spoke French to the waitress.
- e) He understood during the class, but now he doesn't understand.

- f) I forgot to buy some milk.
- g) She had a baby in June.
- h) You lost your keys last week.

3.

- a) Can you tell me where the closest cinema is?
- b) I have no idea where your father comes from.
- c) May I ask why you sold your computer?
- d) Can you tell me how much milk you bought?
- e) Can you explain why you did that?

4.

- to connect somebody - to put sb through
- to replace - to substitute
- to be cut off - to be disconnected
- to be engaged - to be busy
- to reach somebody on the phone - to get through to sb

5.

- a) Could you **speak up**, please? I can hardly hear you.
- b) I'm afraid Mr. Young is not available at the moment. Do you want to **leave** a message?
- c) Then we said goodbye and **hung up**. The customer **mistook** me for my colleague and started shouting at me.
- d) By accident, the assistant **overheard** the management discussing salaries.
- e) Would you mind if I **used** your mobile?
- f) Would you mind **hanging up** the phone? I'm busy now.

❖ **Written production:**

- **Professional Context:**

As a nurse working in a hospital in Algeria, my daily routine revolves around providing compassionate care to patients and supporting medical teams in delivering quality healthcare services. The hospital where I work serves as a lifeline for the local community, offering a range of medical services to patients of all ages and backgrounds. Each day, I collaborate with doctors, fellow nurses, and support staff to ensure that patients receive the best possible treatment and support during their time in our care. My responsibilities include administering medications, monitoring vital signs, assisting with medical procedures, and offering emotional support to patients and their families. Despite the challenges we face, such as limited resources and high patient volumes, our team remains dedicated to upholding the highest standards of patient care and professionalism. Working in healthcare requires both empathy and resilience, and I am proud to be part of a team that makes a positive difference in the lives of others every day.

- **Academic Context:**

As a business student at the university, I attend classes in the Faculty of Business, a dynamic hub of learning and innovation. The campus boasts modern facilities conducive to collaborative learning and academic growth. In lectures, we examine both theoretical concepts and real-world applications, equipping us with the knowledge and skills essential for success in the business arena. Our teachers foster an engaging learning environment through interactive lectures, group discussions, and hands-on projects. I find inspiration from my peers, who share my passion for entrepreneurship. Together, we embrace opportunities to develop critical thinking, problem-solving, and leadership skills, preparing ourselves for the challenges and opportunities of the business world beyond graduation.

▪ **Section Three: VAK Questionnaire (Answers continued)**

VAK Learning Styles Self-Assessment Questionnaire Analysis

A's = 8 , B's = 6 , C's = 16

- If you chose mostly A's, you have a VISUAL learning style.
- If you chose mostly B's, you have an AUDITORY learning style.
- If you chose mostly C's, you have a **KINAESTHETIC learning style.**

❖ **Interview Sample Analysis**

✚ **Student A:**

- **Target Needs:**
 - Requires English for work as a personal assistant, particularly for basic communication tasks such as asking for and understanding basics, making/receiving phone calls, and participating in company meetings.
- **Learning Needs:**
 - Expresses a desire to improve speaking and listening skills.
 - Frequently feels uncomfortable in group conversations.
 - Faces difficulty finding correct words/expressions and occasionally feels lost in conversations.
 - Prefers learning materials with visual aids such as pictures, tables, and charts.

Student B:

- **Target Needs:**
 - Considers English essential for their job and personal improvement.
 - Requires English primarily for basic communication tasks like asking for and understanding basics and making/receiving phone calls.
- **Learning Needs:**
 - Emphasizes a need to improve speaking and listening skills.
 - Often feels uncomfortable in group conversations and struggles to find correct words/expressions.
 - Prefers learning materials provided by the teacher.

Student C:

- **Target Needs:**
 - Learning English is driven by employer requirement and personal interest.
 - Necessitates English usage in business trips, meetings, and occasional holiday situations.
- **Learning Needs:**
 - Aiming to improve speaking skills.
 - Occasionally feels lost in conversations and struggles to find correct words.
 - Prefers learning materials with visual aids and those provided by the teacher.

Student D:

- **Target Needs:**
 - English is essential for job responsibilities, particularly for communication tasks like making/receiving phone calls and interacting with customers.

- **Learning Needs:**

- Prioritizes improvement in speaking skills.
- Occasionally feels uncomfortable in group conversations and struggles to understand others.
- Faces occasional difficulty finding correct words/expressions.
- Has not withdrawn from a course and prefers learning materials with visual aids and those provided by the teacher.

-  **General Overview:**

- All students prioritize basic communication tasks such as asking for and understanding basics, making/receiving phone calls, and participating in meetings.
- Speaking and listening skills are consistently identified as areas for improvement across all students.
- Comfort levels in group conversations vary, with some students feeling frequently uncomfortable and others experiencing occasional discomfort.
- Difficulty in finding correct words or expressions is a common challenge among students.
- Visual aids in learning materials and materials provided by the teacher are preferred by most students.

Examination Model

First Semester Examination Model Question

Ibn Khaldoun University of Tiaret Faculty of Letters and Languages Department of English	
Course : Introduction to ESP	Level: 3rd Year
Semester : 1	Academic Year : 2023/2024
Introduction to ESP Exam	

EXAM QUESTION
<p>❖ Write an essay in support of the following statement:</p> <p>ESP courses are more successful than General English courses in preparing students either for working or studying in English.</p>

First Semester Examination Model Answer

Ibn Khaldoun University of Tiaret Faculty of Letters and Languages Department of English	
Course : Introduction to ESP	Level: 3rd Year
Semester : 1	Academic Year : 2023/2024

Exam Question	
<p>❖ Write an essay in support of the following statement:</p> <p>ESP courses are more successful than General English courses in preparing students either for working or studying in English.</p>	
MODEL ANSWER	
Content	12 pts
<p style="text-align: center;">ESP vs. General English Courses in Work and Study Preparation</p> <p>English for Specific Purposes (ESP) courses have emerged as a specialized and effective approach to language education, tailored to the unique needs of learners in specific fields such as business, medicine, or engineering. ESP courses surpass General English courses in preparing students for success in English-speaking work environments or academic settings.</p>	<p>Introduction (2pts)</p>

<p>One of the key advantages of ESP courses lies in their ability to provide students with targeted language skills relevant to their specific field of study or profession. Unlike General English courses, which cover a broad range of topics, ESP courses focus on the vocabulary, terminology, and communication skills required in a particular industry or discipline. This specialized approach ensures that students not only attain a general command of the English language but also develop a deep understanding of the language as it pertains to their chosen profession.</p> <p>ESP courses excel in replicating real-world language scenarios that students are likely to encounter in their professional or academic lives. This is a significant departure from General English courses, which often incorporate generic content that may not be directly applicable to the specific contexts students will face. For example, a medical professional enrolled in an ESP course for healthcare professionals will engage with case studies, medical journals, and patient interactions, providing them with practical language skills for their profession.</p> <p>Students enrolled in ESP courses generally exhibit higher levels of motivation and engagement compared to those in General English courses. This heightened motivation can be attributed to the immediate relevance of the content, as learners see a direct connection between the language skills they acquire and their future professional or academic success. This intrinsic motivation contributes to a more focused and effective learning experience, fostering a deeper understanding and retention of the material.</p>	<p>Argument 1: Specialized Language Proficiency (2pts)</p> <p>Argument 2: Relevance to Real-world Situations (2pts)</p> <p>Argument 3: Increased Motivation and Engagement (2pts)</p>
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<p>ESP courses are designed to be more time-efficient, as they prioritize the acquisition of specific language skills necessary for particular fields. General English courses, on the other hand, may spread their curriculum across various topics, potentially leading to a slower and less targeted learning process. The streamlined focus of ESP courses allows students to gain proficiency in a shorter time frame, preparing them more efficiently for the language demands of their chosen professions or academic pursuits.</p> <p>In conclusion, ESP courses stand out as a superior choice for preparing students for working or studying in English. Their specialized approach, relevance to real-world situations, increased motivation and engagement, and time efficiency collectively contribute to a more effective language learning experience. As the demand for English language proficiency continues to rise in various professional and academic domains, ESP courses prove to be invaluable in equipping learners with the language skills needed to excel in their chosen fields.</p>	<p>Argument 4: Time Efficiency (2pts)</p> <p>Conclusion (2pts)</p>
Form	8 pts
A- Cohesion & Coherence	2pts
B- Vocabulary	2pts
C- Grammar	2pts
D- Punctuation	2pts

Glossary

Glossary

This glossary provides concise explanations of ESP key terms and concepts used in this course. The terms are ordered alphabetically.

- 1. Academic Domain:** The realm of education and scholarship, including disciplines such as science, humanities, social sciences, and professional studies, where specialized language skills are essential for academic success.
- 2. Authentic Materials:** Real-world texts, documents, audiovisual resources, and other materials used in language instruction that reflect the language and communication practices of professionals within specific domains.
- 3. Classification Questions:** Questions aimed at categorizing respondents based on certain criteria or characteristics.
- 4. Cognitive Processes:** Mental activities involved in learning and understanding language, including perception, memory, attention, reasoning, and problem-solving.
- 5. Collaborative Learning:** Approach to learning that involves interaction and cooperation among learners to achieve common goals.
- 6. Content Relevance:** The degree to which language instruction aligns with the subject matter and communication needs of learners within their chosen professional or academic fields.
- 7. Continuing Professional Development (CPD):** Ongoing learning activities and professional training designed to enhance language skills, knowledge, and expertise, ensuring relevance and currency in the rapidly evolving professional landscape.
- 8. Course Objectives:** Specific goals or outcomes that educators aim to achieve through a particular course.
- 9. Cost-effectiveness:** Efficiency in terms of researcher time, effort, and financial resources when using questionnaires for data collection.

- 10. Cultural Competence:** The ability to effectively interact and communicate with individuals from different cultural backgrounds, incorporating awareness, understanding, and respect for cultural diversity into language learning and communication practices.
- 11. Data Collection:** The process of gathering information or data from respondents using various methods, such as questionnaires, interviews, or observations.
- 12. Brave New World:** In ESP, it refers to the post-World War II era marked by rapid global development and the rise of English as a lingua franca. This term underscores the growing need for international communication.
- 13. Demographic Information:** Data relating to the characteristics of a population, such as age, gender, education, language learning history, etc.
- 14. Discourse:** Verbal communication or conversation, especially in written or spoken form.
- 15. Discourse Community:** A group of people who share common goals, knowledge, and practices related to communication within a particular context or field, often characterized by specialized language and conventions.
- 16. Discourse Analysis:** The study of how language is used in texts and conversations to create meaning, including the analysis of organizational patterns, coherence, and cohesion.
- 17. Efficiency:** The ability to achieve maximum productivity with minimum wasted effort or expense.
- 18. Engaging Activities:** Interactive tasks and exercises designed to motivate learners and promote active participation in language learning, fostering comprehension, fluency, and communication skills development.
- 19. English as a Restricted Language:** A type of ESP focusing on a limited set of vocabulary and grammar structures needed for specific tasks or professions, such as air traffic control or waitressing.
- 20. English for Academic and Occupational Purposes:** ESP catering to broader academic or professional needs, providing learners with language

skills relevant to their studies or careers, such as English for Medical Studies or English for Business and Economics.

- 21. English for General Purposes (EGP):** English language courses that provide learners with a broad foundation in English, focusing on general language skills rather than specialized vocabulary and communication strategies.
- 22. English for Specific Purposes (ESP):** Tailored language instruction designed to meet the specialized linguistic needs of learners within professional or academic domains.
- 23. English with Specific Topics:** ESP focusing on anticipated future language needs within specific professional contexts, addressing topics relevant to learners' future careers, such as medical terminology for nurses or technical language for engineers.
- 24. Feedback Mechanisms:** Systems and processes for providing learners with constructive feedback on their language performance, facilitating reflection, self-assessment, and improvement in language proficiency.
- 25. Hierarchy of Needs:** Categorization of needs based on priority or importance, often used in ESP course design.
- 26. Instructional Materials:** Resources used in teaching and learning, such as textbooks, articles, audio resources, online materials, etc.
- 27. Interview:** A structured conversation between an ESP teacher and a learner aimed at identifying the learner's specific language needs within their professional or academic domain.
- 28. Learner Autonomy:** The ability of learners to take control of their own learning process, making decisions about goals, materials, and study methods independently.
- 29. Learner-Centered Approach:** An approach to language teaching and learning that prioritizes the needs, interests, and goals of the individual learner, promoting learner autonomy and active engagement in the learning process.

- 30. Learning Outcomes:** The measurable goals and objectives of language instruction, indicating the knowledge, skills, and competencies that learners are expected to achieve by the end of a course.
- 31. Learning Styles:** Preferred methods or approaches to learning, such as visual, auditory, and kinesthetic.
- 32. Learning-Centered Approach:** An approach in ESP that emphasizes understanding learners' language needs, preferences, and learning styles, and incorporates principles of learner autonomy, motivation, and cognitive processes into course design and instruction.
- 33. Linguistic Analysis:** Examination and study of language features and structures, often to understand their usage in specific contexts or to identify patterns and relationships within language data.
- 34. Linguistic Revolution:** A global shift in language learning demands, leading to the investigation of language use in real-life situations and the development of tailored teaching methods to meet the specific linguistic needs of learners.
- 35. Motivation:** The internal drive or desire to learn a language, influenced by factors such as interest, relevance, and perceived value of language proficiency.
- 36. Needs Analysis:** A systematic process of identifying the language needs of learners in specific contexts or professions, often conducted through surveys, interviews, observations, etc.
- 37. Nominalizations:** The process of turning verbs into nouns, commonly used in legal language to convey precision and avoid ambiguity.
- 38. Necessities:** Essential language skills required for performing tasks within a specific context or profession.
- 39. Open-ended questions:** Questions in questionnaires or interviews that encourage detailed exploration of thoughts and needs without restricting responses to predefined options.
- 40. Organizational Patterns:** Structures and formats commonly used in written or spoken texts to convey information or ideas effectively, such as

chronological order, cause and effect, problem-solution, or comparison-contrast.

- 41. Personalization:** The customization of questions for each learner's needs and preferences.
- 42. Professional Domain:** A specific field or area of expertise within which language learning and communication skills are applied, such as business, healthcare, engineering, law, etc.
- 43. Proficiency:** The level of skill or competence attained in a particular domain, such as language proficiency in reading, writing, listening, or speaking.
- 44. Questionnaire:** A written instrument presenting respondents with a series of questions or statements to gather information without evaluating performance against criteria or norms.
- 45. Questionnaire Design:** The process of creating and formatting a questionnaire instrument for data collection purposes.
- 46. Reading Strategies:** Techniques and approaches used by readers to comprehend and interpret written texts, including strategies for inferring meaning from context, identifying main ideas, and summarizing.
- 47. Register Analysis:** Examination of language variation based on social context, including factors such as formality, field, tenor, and mode.
- 48. Role-Play:** A simulated scenario in which learners assume different roles and engage in conversation or interaction, practicing language skills and strategies relevant to professional or academic contexts.
- 49. Rhetorical Analysis:** The examination of how language is structured and organized to achieve specific communicative goals, including the identification of rhetorical strategies and devices.
- 50. Simulation Exercises:** Activities designed to replicate authentic situations or tasks encountered in professional or academic settings, allowing learners to practice language skills in a controlled environment.
- 51. Situational Language:** Language used in authentic workplace settings, determined through needs analysis and addressing specific topics relevant to learners' future professions, such as medical terminology for healthcare professionals or technical language for engineers.

- 52. Skill-Based Approach:** An approach in ESP that focuses on developing language skills such as reading strategies, listening comprehension, critical thinking, and analysis within specific professional or academic contexts.
- 53. Special Language:** Refers to the language used within specific fields or professions, characterized by specialized vocabulary, grammar, and discourse patterns.
- 54. Specialized Vocabulary:** Technical or domain-specific terms and expressions used within a particular profession, field, or subject area.
- 55. Target Needs:** Language abilities required for effective communication within a specific context or profession.
- 56. Target Situation:** The specific context or environment in which learners will need to use English language skills, such as a workplace setting, academic institution, or professional conference.
- 57. Target Situation Analysis:** A needs analysis approach in ESP that identifies the specific situations in which learners will use English and analyses the language features required for success in those situations.
- 58. Task-Based Learning:** An instructional approach that focuses on completing real-life tasks as a means of language practice and skill development, emphasizing communication and problem-solving abilities.
- 59. Technical Vocabulary:** Specialized terms and terminology used within specific fields or professions, such as aviation terminology or medical jargon.
- 60. Utilitarian Purpose:** The practical application of English language learning to real-world situations, emphasizing the acquisition of skills needed for specific tasks or professions.