

Mohamed Khider University of
Biskra Faculty of Letters and
Foreign Languages English
Division

An Introduction to English for Specific Purposes

Third Year Level

Tarek ASSASSI

DESCRIPTION DE LA MATIERE / COURSE DESCRIPTION

2019-2020

MATIERE / COURSE: English for Specific Purposes

NIVEAU / LEVEL: Third Year

ENSEIGNANT CHARGE DE LA MATIERE: Tarek Assassi

TEACHER IN CHARGE: Tarek Assassi

OBJECTIFS/ OBJECTIVES

At the end of this course, learners will be able to recognize and decipher different concepts discussed currently is ESP and relate them to other courses they are or will be taking like didactics, methodology and applied linguistics. Additionally, learners will be able to design ESP courses based on learners' target and learning needs.

EVALUATION

Types d'evaluation (inter. exposés, lectures-discussions, recherches, etc...?)

Tutorial sessions test and quizzes. Preferably a written test and oral quizzes.

Septembre September	Semaine 1	- Defining ESP
	Week 1	- The ESP situation in Algeria
	Semaine 2	- ESP vs EGP
	Week 2	- Similarities and Differences
	Semaine 3	- Why ESP?
	Week 3	- Importance and Significance

Octobre October	Semaine 4	- Different factors that differentiate ESP from EGP
	Week 4	- Quiz
	Semaine 5	- Characteristics of ESP
	Week 5	- Group Discussion
	Semaine 6	- Types of ESP
	Week 6	- In relation to major fields

	Semaine 7	- EOP vs EAP
	Week 7	- TYPES (nature of course / nature of field)

Novembre November	Semaine 8	- The ELT Tree
	Week 8	- Discussion
	Semaine 9	-Objectives in teaching ESP
	Week 9	- Quiz
	Semaine 10	- ESP Teaching and Learning
	Week 10	- The ESP teacher and learner
	Semaine 11	- Stages in the ESP teaching process
	Week 11	- Between theory and reality

Décembre December	Semaine 12	-Test
	Week 12	- Test discussion and correction
	Semaine 13	- General Revision
	Week 13	- Learners inquiries
	Semaine 14	- Second semesters' plan discussion
	Week 14	- Further Inquiries
		Vacances d'hiver / Winter holidays

Janvier January		Vacances d'hiver/ Winter holidays
		Examens S.I
		Corrections - consultations
	Semaine 1	- A recap on major issues faced within the first semester
	Week 1	- Answering learners inquiries

Février February	Semaine 2	- Sharing the second semester S.2 work plan (PRACTICE)
	Week 2	- Objectives of the S.2 program
	Semaine 3	- Needs analysis
	Week 3	- Selecting a sample
	Semaine 4	- Needs analysis

	Week 4	- Selecting data collection tools
	Semaine 5	- Needs analysis
	Week 5	- Designing questions based on ESP Models/Frameworks

Mars March	Semaine 6	- Needs analysis
	Week 6	- Analyzing collected data
	Semaine 7	- Needs Analysis
	Week 7	- Classifying and categorizing Needs
	Semaine 8	-Course Design
	Week 8	- Designing the skeleton of the course
		Vacances de printemps/ Spring Holidays

Avril April		Vacances de printemps/ Spring Holidays
	Semaine 9	- Students Inquiries
	Week 9	- Quiz
	Semaine 10	- Course Design
	Week 10	- Gradation and frequency of occurrence
	Semaine 11	- Course Design
	Week 11	- Material selection and development

Mai May	Semaine 12	- Test
	Week 12	- Test correction and discussion
	Semaine 13	- Teaching and Learning
	Week 13	- Issues and challenges
	Semaine 14	- Assessment
	Week 14	- Evaluation
		Examens S.II

Biskra le

Enseignant / Teacher

Le Responsable de filière

Full Course Description

- **Instructor:** Tarek ASSASSI, an associate professor at Biskra University. Specialised in Applied Linguistics and ESP, Pedagogical Coordinator at the CEIL and Certified Assessor of Aviation English at Aures Aviation Academy.
- **Contact Information:** Phone: 00213790546464 – email: t.assassi@univ-biskra.dz
- **Office hours:** Sunday. 13:00 – 16:00 (CEIL Chetma)
- **Course:** ESP for Third Year Students (One “90 minutes” course per week at the former CEIL Bloc)

Course Description: this course is designed for third year level students as an introduction to English for Specific Purposes. It tackles the past, present and future of specialised courses and research in ESP. It helps students build a solid ground on ESP, its emergence, development and current status. Additionally, it provides vital details on designing specialised courses and following a coherent set of steps to fulfil specialised learners of English in the most efficient and least time and energy-consuming manner.

Prerequisite Knowledge: to attend this course, students must show adequate linguistic proficiency in both receptive and productive skills. Students must also acquire a standard knowledge of language aspects, linguistics and didactics. Skills related to Information and Communication Technologies are of a great importance and will serve learners’ learning process immensely.

Main Aim of the Course: this course aims mainly at developing students’ ESP course development skills. Starting from needs analysis through data collection to material selection and development.

Course Structure: during the first semester of the academic year, the course focuses on different notions and concepts related to ESP course design. Learners, in this period, need to develop their knowledge to be able to practice course design following an organised framework. The second semester is dedicated to put learnt knowledge into practice by collecting data from volunteering participants to detect specific needs and use them to design specialized materials. Students share their progress and production anyway they see fits, with encouraging public and oral presentations.

Course Policies: Ethical and academic behaviour are highly required and to be respected during the whole academic year. In case of missing classes, the students take full responsibility no matter what the alibi is. Zero tolerance policy on

dishonesty, cheating, plagiarism and providing misleading information. Finally, students are allowed to use different electronic devices and other sources of information, only for educational purposes.

Course One: First meeting and sharing course description and policies.

Course Two: Introductory Course.

Why ESP?

Evolution

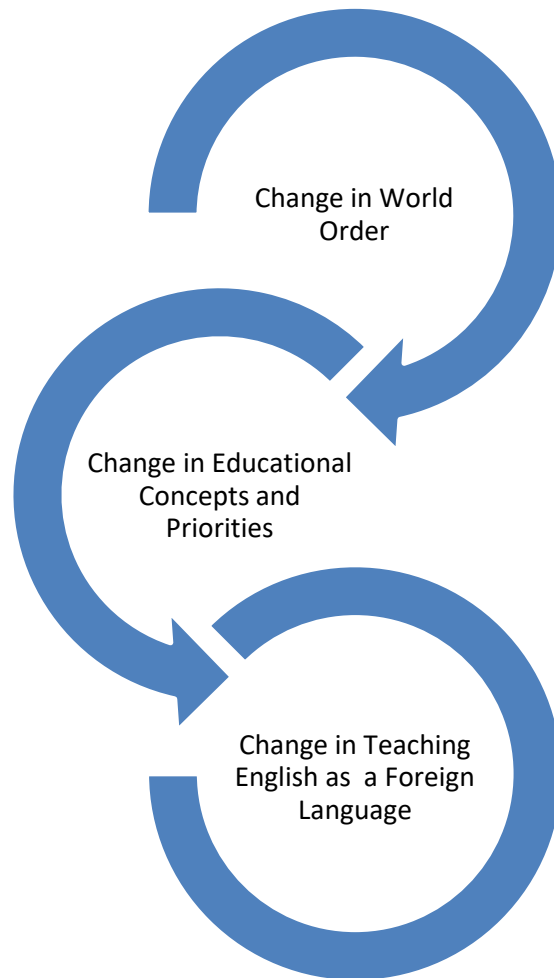
ESP or English for Specific Purposes is a flourishing field of study and research in applied linguistics and Teaching English as a Foreign Language. It has been developing steadily since the 1960s. The main reasons behind the emergence and development of ESP and specialized classes is related to the following:

- The demands of a brave new world
- Revolution in linguistics
- New focus on the learner.

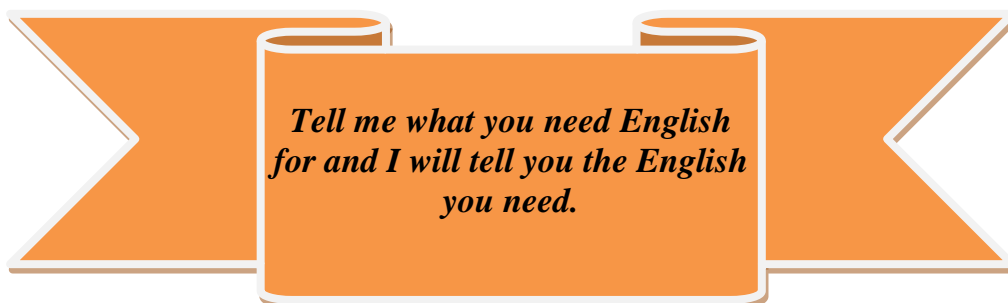
Activity: Pair work- Discuss the reasons behind the creation of specialized classes.

What Hutchinson and Waters (1987) stated elaborates the idea of the need for more specialized classes. They believe that "..., it created a new generation of learners who knew specifically why they were learning a language..." (p. 6)

With this new perspective in teaching English as Foreign Language, it became apparent that discourses vary according to the contexts. It was, accordingly, necessary to reorganize the teaching and learning methodologies and make the specific features of each situation the basis of learner's courses. Thus, the terminology, method, techniques will vary.



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An elaboration of the effect of the Second World War on Teaching English as a Foreign Language and what is meant by the changing world order.

- The outcomes of the second world war.

- Political and social change.
- Economic development.
- The new status of English as a lingua franca.
- Linking war outcomes to the language.
- Linking learning English and fast economic development.
- The increasing need for specialized language courses.

Evolution in ESP is stated through different definitions discussed later. The ESP course has become more learner-centred.

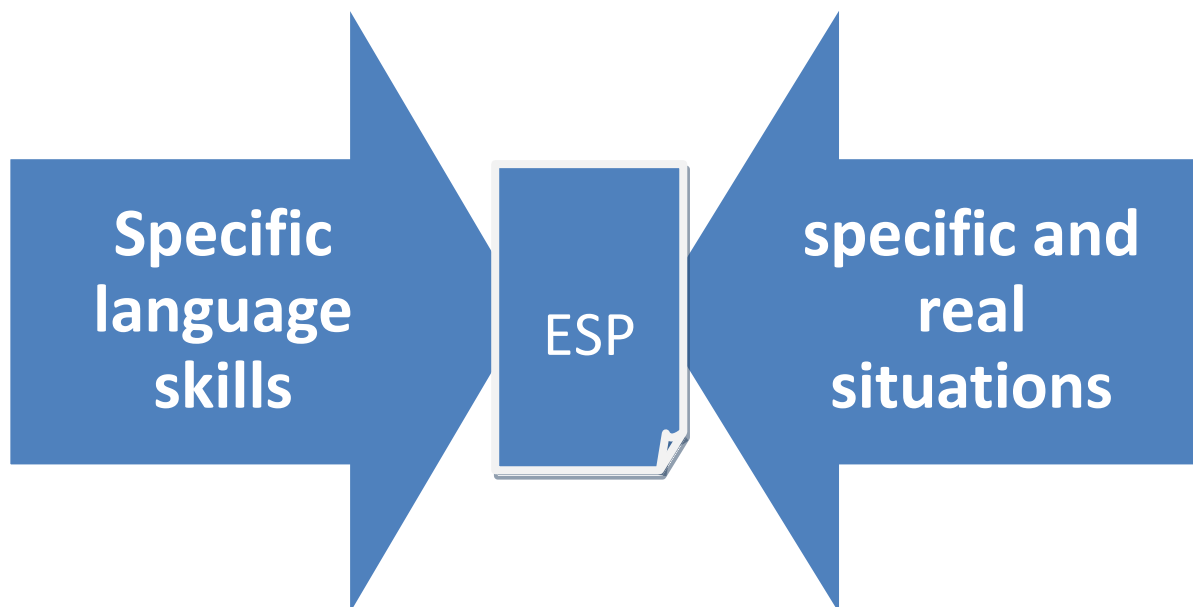
Course Three

Defining ESP

- Activity: *Discussing differences between definitions throughout different keywords.*

Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Anthony (1997, p. 9-10).

“ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.” Mackay and Mountford (1978, p. 2).



Generally, the Students 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” (Robinson, 1991, p. 2).

In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” Basturkmen (2006, p. 18).

ESP vs EGP

ESP teaching approach is known to be learner-centred where learners' needs and goals are of supreme value, whereas General English 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.

Robinson (1980, p. 6) states that “the general with which we are contrasting the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course”. However, In ESP after the identification and the analysis of specific learning needs, students learn “English en route to the acquisition of some quite different body of knowledge and set of skills” (p. 6).

Further distinction between General English courses and ESP is that, learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters, 1987). Whereas, General English courses are provided to pupils as a compulsory module at schools, their unique purpose is to succeed in the examinations.

Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives. “The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavour” (Basturkmen, 2006, p. 9). It is observed from the above distinctions that ESP and General English are different in the aims and objectives of the courses, the nature of the learners and the themes. The latter is also a point of disagreement between the linguists concerning ESP branches or the categorization of its subjects of practice.

Activity: Throughout the quotes above, state the differences you spot between ESP and EGP.

	EGP	ESP
Planning	No planned analysis of needs, all language aspects, levels, skills, are equally taught and focused upon.	Needs Analysis

<p>Target situations</p>	<p>Impossible to predict the learners' future (Education)</p> <p>Difficult content selection</p>	<p>Specific vocational or academic situation</p> <p>Easier content selection</p> <p>-restricted linguistic competence-</p> <p>Higher surrender value means greater utility of the taught language</p>
<p>Age and Level</p>	<p>From children to adults with focus on general vocabulary, grammar and structure.</p> <p>For the sake of language acquisition</p> <p>Compulsory subject</p> <p>For examination purposes</p>	<p>Adults who are aware of the importance of the language (English) and are well aware of their needs and are highly motivated. /job-related functions/</p>
<p>Context</p>	<p>English language courses are given for learners to cope with any activity in any undefined+ task.</p>	<p>Context oriented</p>
<p>Focus</p>	<p>Language centered</p> <p>Language itself is the purpose of the educational activity, literature and culture occur naturally.</p>	<p>Learners centered</p> <p>“English en route to the acquisition of some quite different body of knowledge and set of skills” (Robinson 1980, p. 6).</p>

<p>Process and objective</p>	<p>Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one</p>	<p>“The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavor” (Basturkmen, 2006, p. 9)</p> <p>Goal – directed</p>

Activity: Providing one side of the table (ESP or EGP), learners are asked to fill in and discuss the other side in pairs.

Course Four

Characteristics of ESP

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. John (1998) tried to apply a series of characteristics, some absolute and some variable, to outline the major features of ESP.

Absolute Characteristics:

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

Variable Characteristics:

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners. (Dudley-Evans and St. John, 1998, p. 4)

Hutchinson and Waters (1987, p. 19) state "ESP should properly be seen not as any particular language product but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

Activity: What is the difference between Absolute and Variable Characteristics of ESP.

Activity: Discussing the idea of teaching ESP courses for secondary education classes.

Course Five

Types of ESP

Hutchinson and Waters' subdivision

In 1987, they rooted one of the most well-known and useful theories regarding English language teaching branches with the “Tree of ELT”, in which they divided ESP into three types:

- a) English for Science and Technology (EST),
- b) English for Business and Economics (EBE), and
- c) English for Social Studies (ESS).

Each type is concerned with a specific field of scientific knowledge like technology, business and economy, or the social sciences in general with the various and large number of social and human sciences studies. Additionally, each of these is divided into further sub-branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the ESS branch is 'English for Psychology' whereas an example of EAP for the ESS branch is 'English for Teaching'. Yet Hutchinson and Waters' classification of EAP and EOP is rather unclear; that is why further clarification is needed in order to distinguish between the two.

EAP versus EOP

Hutchinson and Waters admitted that there is no precise distinction between EAP and EOP. 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.

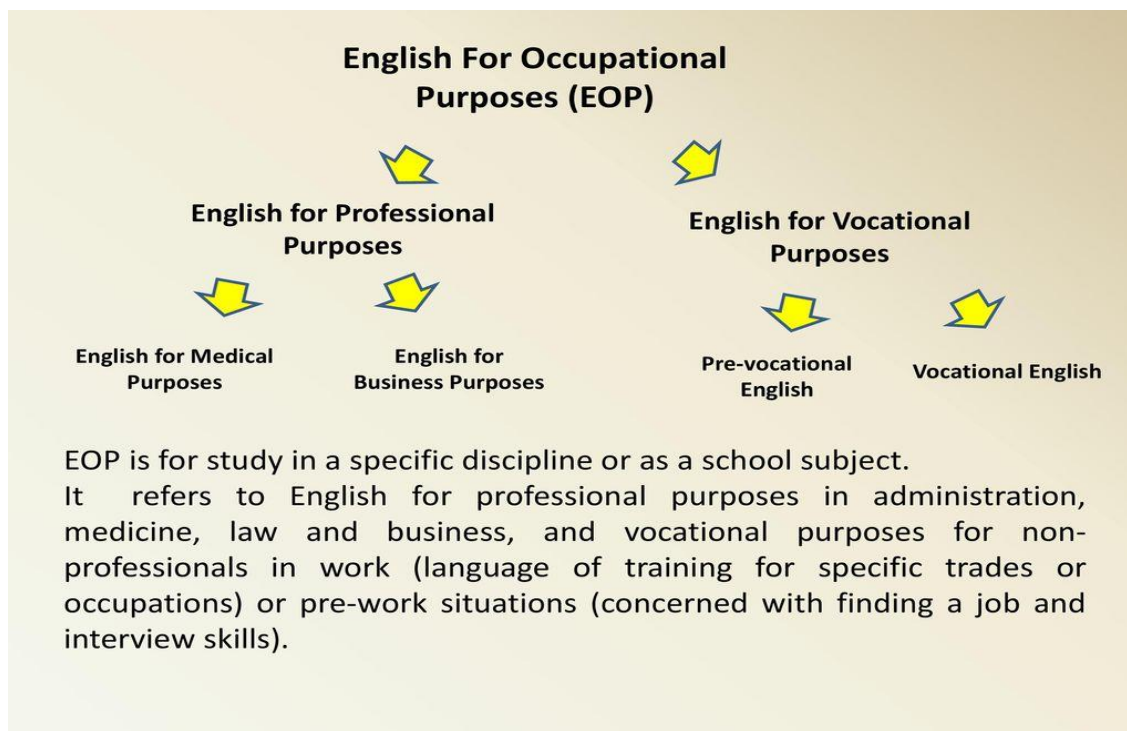
How to Distinguish between EAP and EOP

The distinction can be made in the sphere of convenience. Courses in English for Occupational Purposes (EOP) train individuals to perform on the job, using English to communicate. This type of course would be useful for the training of lawyers for instance and administrative chiefs aiming at reaching a proficiency level.

On the other hand, English for Academic Purposes (EAP) is applied for common core elements also known as “study skills”. They basically consist of writing academic texts, taking notes and observations, listening to formal academic discourses and making presentations.

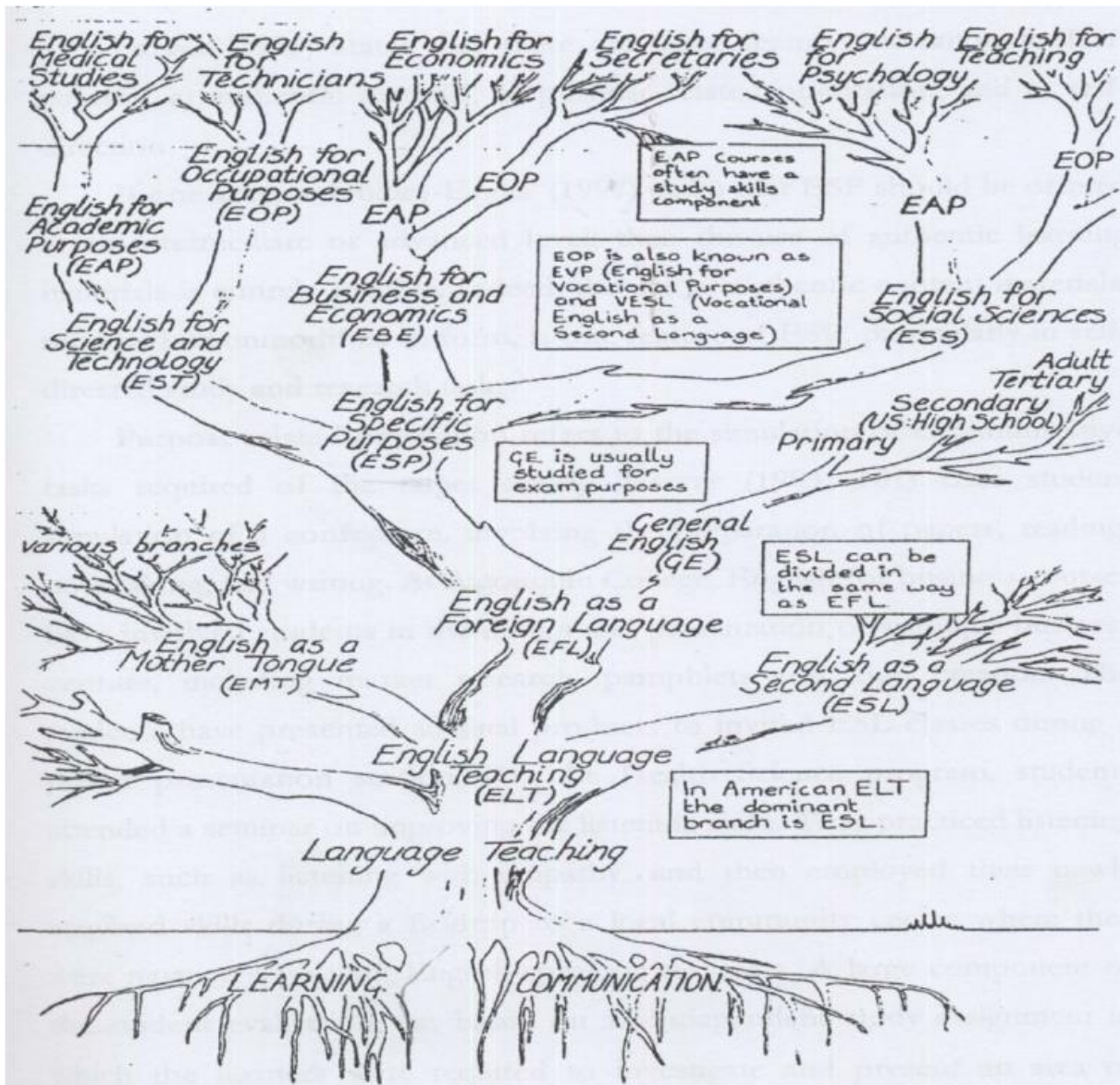
Elaborating the concept of EVP (English for Vocational Purposes)

In the light of the former definitions, it is possible to define EVP as a program “which equips students with English competence that supports their vocational expertise” (Widodo, 2016, p. 280). In this case, “the role of English as a medium of vocational communication helps students understand their vocational content, build and develop their vocational knowledge and skills, communicate their vocational expertise and perform specialist tasks, and develop their disciplinary language,” (Widodo, 2016, p.280)



Activity: choose a field and decide which courses are to be designed for occupational and academic purposes and speculate some language aspects to teach and an objective to be reached.

Assignment: Print the ELT tree or download it on your mobile device to be discussed next session.



The ELT Tree (Hutchinson and Waters, 1987, p. 17)

Course Six

Objectives in Teaching ESP

Concerning ESP, Basturkmen (2006, p. 133) explains the existence of five broad objectives, on which specific teaching process is based and should be reached:

- To reveal subject-specific language use.
- To develop target performance competencies.
- To teach underlying knowledge.
- To develop strategic competence.
- To foster critical awareness.

The following section details these objectives.

- a- Reveal subject-specific language use: this objective aims to demonstrate to the learners how the language is used in the target setting.
- b- Develop target performance competencies: this objective is concerned with what learners do with language and the needed skills to be competent. In other words, “This orientation can be categorized as a proficiency objective, according to Stern’s classification (1992)” (Basturkmen, 2006, p. 135).
- c- Teach underlying knowledge: the aim is to focus on developing students’ knowledge of fields of study or work in addition to their language skills. “The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern’s categorization (1992)” (Basturkmen, 2006, p. 137).
- d- Develop strategic competence: “Strategic competence is the link between context of situation and language knowledge” (Basturkmen, 2006: 139). It also enables successful and efficient communication
- e- Foster critical awareness: “This objective can be linked to the cultural knowledge and affective objectives in Stern’s classification (1992)” (Basturkmen, 2006, p. 143), and it aims at making students conscious and culturally aware of the target situation.

It is evident that great similarity exists between the objectives established by Stern (1992) for language education and the ones stated by Basturkmen for ESP context. The teaching /learning process associated to appropriate methodology may result in mastery of language by correctly using it in the context.

Activity: in pairs, write a short passage explaining the importance of the third objective of ESP (teach underlying knowledge).

For quizzes and open discussion questions:

The following questions act both as a revision for what has been learnt and as a warm up for the upcoming courses. The discussion is expected to raise more questions and concerns.

- In ESP, we must take into account all stakeholders' views and rights in terms of materials development. In other cases, the experts design predetermined ESP materials without consulting learners. Elaborate.
- As an ESP teacher, how can you ensure your learners' motivation through the course?
- ESP courses are designed to meet something specific, and to serve a future objective, explain.
- Needs analysis and experts' opinions and choices concerning materials development are found in one type of ESP characteristics, explain the type of characteristics and then the difference between needs analysis and experts' choices on this specific matter.

Course Seven

ESP Teaching and Learning

As far as the teaching model is concerned, it is worth noting that ESP teaching goes through the same methods and general dynamics as teaching any other form of language. In other words, basic teaching activities are the following: shaping the input, encouraging learners' intention to learn, managing the learning strategies and promoting practice and use. (Strevens, 1988, p. 44)

What we need to pay attention to in this teaching process are learners' needs, goals and motivation. Additionally, learners' attitudes towards learning and learning strategies are crucial to the whole process.

The ESP Teacher

The ESP teacher in the classroom is "...a knowledge provider and a facilitator of students' learning and no more as a resourceful authority." (Kashani et. al. 2007, p. 85). The teacher is more concerned with designing suitable syllabi for learners who have different needs and come from different fields and specialties.

"Thus, whereas course design plays a relatively minor part in the life of General English teacher, courses here usually being determined either by tradition, choice of textbook or ministerial decree, for the ESP teacher, course design is often a substantial and important part of the workload" (Hutchinson & Waters, 1987, p. 21).

Activity: why does Syllabus/Course design plays a major role in the ESP teacher's activities in comparison to the EGP teacher's workload?

The ESP Learner

As for ESP learners, it is important for them to be dynamic contributors to the learning process in and out of class. Students may take advantage and use their preferred learning strategies and techniques to reach their objectives in a durable manner and in a relatively shorter period of time.

ESP learners are more intrinsically (self-motivation to do what they like how they like it) rather than extrinsically oriented (doing it for the sake of grades or external reward and not to be punished). Kashani, et al (2007, p. 87) adds "Learning is more individualized than

standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences”

Stages in the ESP Teaching Process

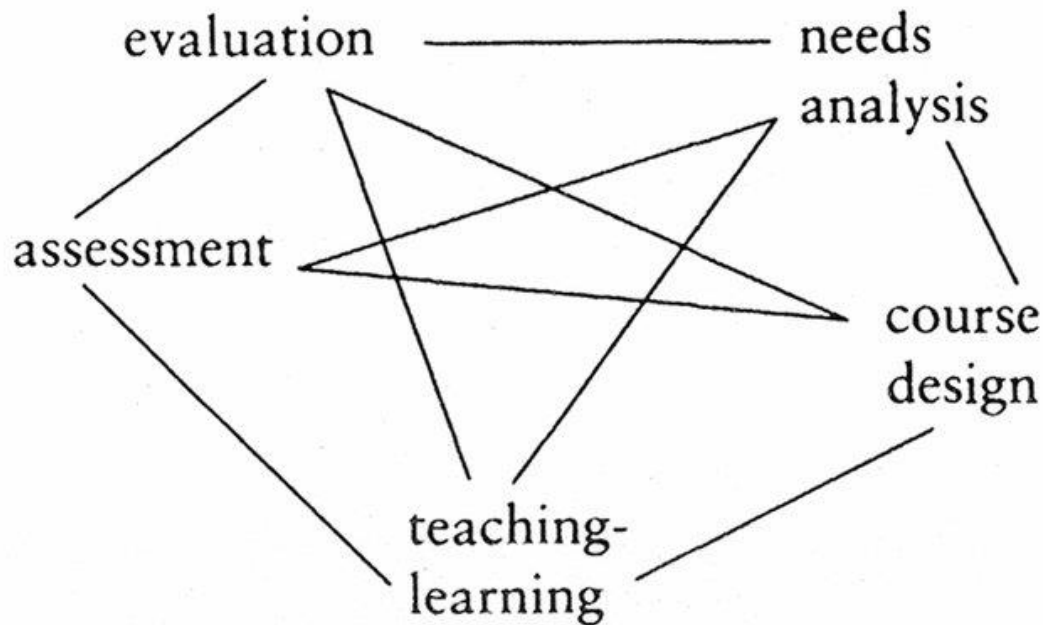
Dudley-Evans and Johns (1998, p. 121) maintain that “The key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation.” ESP course design is the product of a dynamic interaction between these elements which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent”.

Dudley-Evans and St. Johns illustrate the theory and the reality of the stages in ESP process through these cyclical representations:

Activity: Take a look at the following figure and explain the difference between stages of ESP course design between theory and reality.

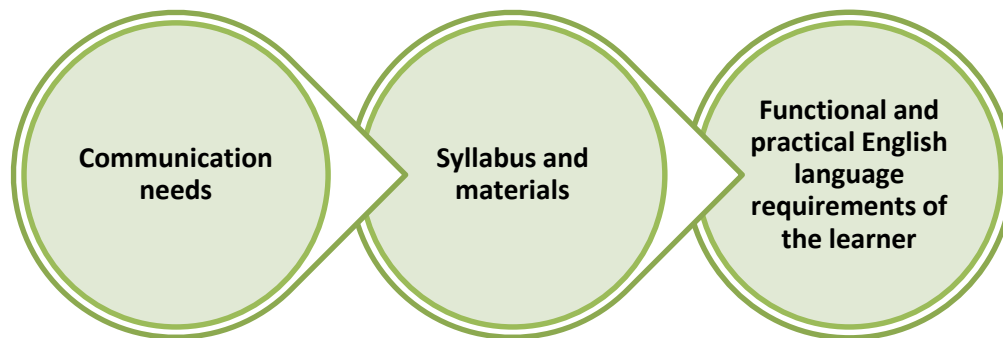
Course Eight

ESP Course Design



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

Therefore, the achievement of ESP courses is where the syllabus and the material are determined by the prior analysis of the communication needs of the learner (Munby, 1978, p. 2). Also, the main aims and the context are determined principally or wholly not by criteria of general education but by functional and practical English language requirements of the learner (Stevens 1977, p. 90). Thus, ESP in general is indeed a practical endeavour. The following figure summarizes the whole process and general aim of teaching English for specific purposes.



Case study:

Professor Miliani (1994) of the University of Oran explains designing an effective ESP course taking into account the Algerian context:

- a- *Situation analysis*: it envelopes the general requirements of both learners and institutions, their profiles and attitudes, also the existing materials.
- b- *Setting Aims and Objectives*: the results of learners' needs identification and analysis (NIA) lead to setting up general statements and what would be achieved at the end of the courses.
- c- *Generating Syllabus Content*: organizing the syllabus content "through the sequencing of materials whose layout and presentation should form a continuum". (Benyelles, 2009, p. 58).
- d- *Assessment*: gathering data regarding syllabus before or during the course implementation let to readjust the content of the syllabus.

Summary

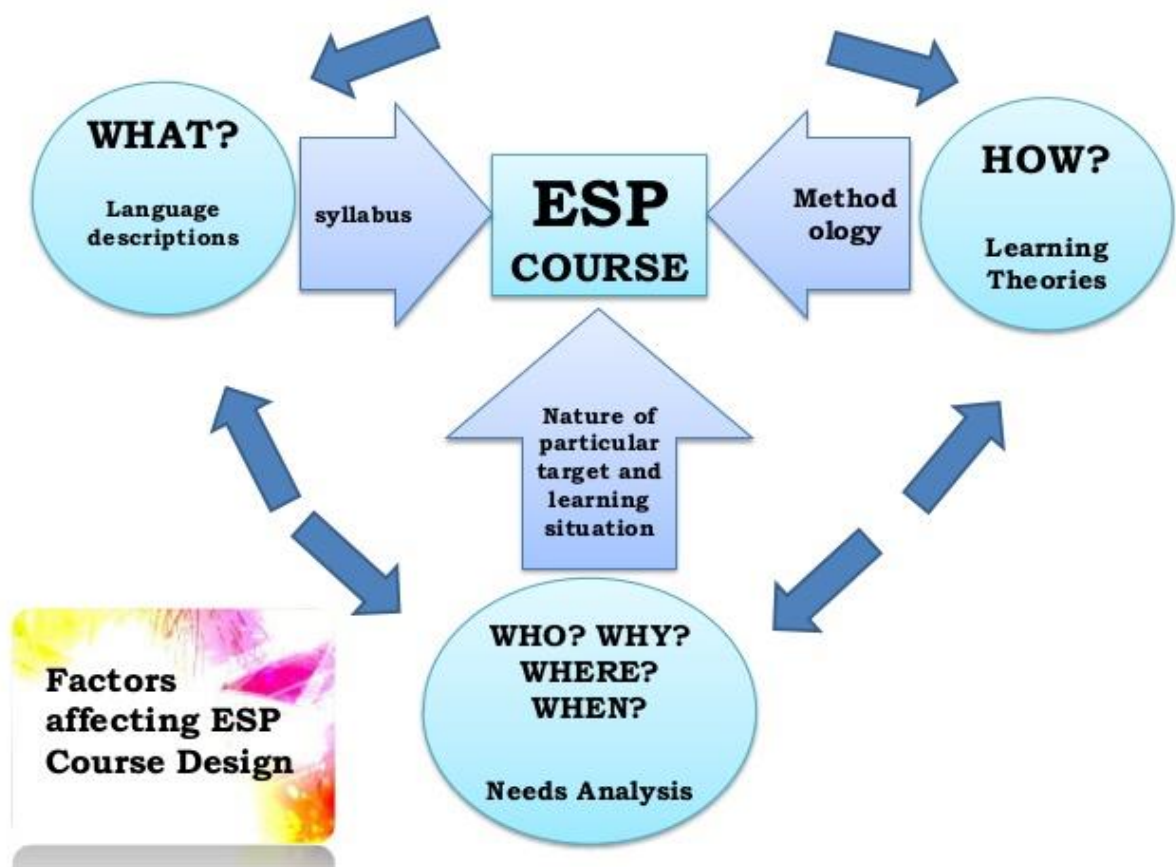
Needs identification and analysis act as a guide for the teacher to design a suitable syllabus and teaching/testing materials and methods that satisfy learners' target situation requirements

Course Nine

Needs Analysis

The General Process

The purpose of needs analysis is to design suitable materials and set up the teaching/learning environment to form an efficient educational experience and eventually a better linguistic performance in the workplace. The following figure shows different factors affecting ESP course design.

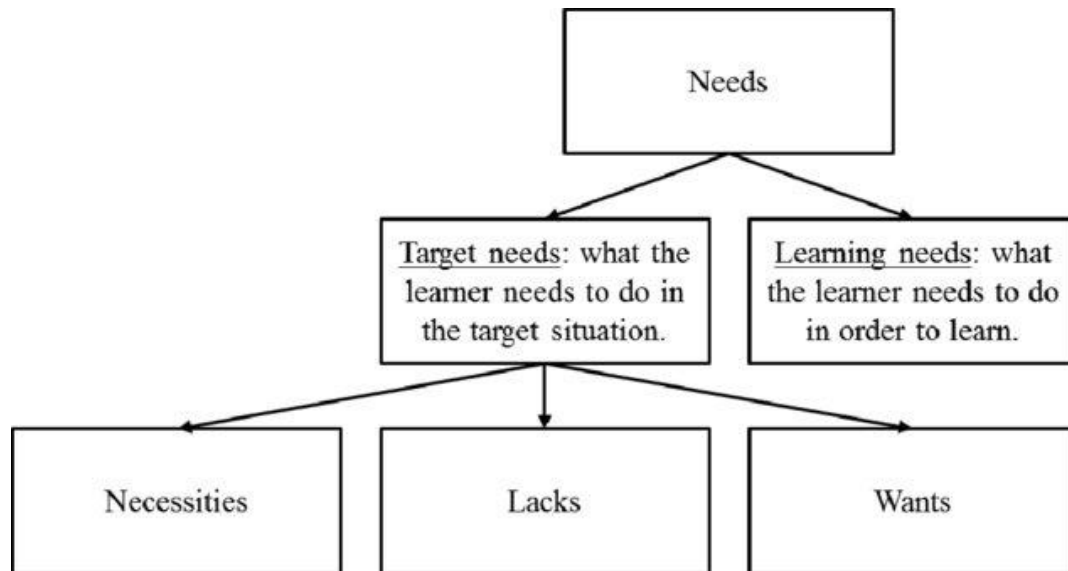


Factors Affecting ESP Course Design

Needs Analysis

Needs analysis is the process of collecting and analysing data from different stakeholders to design suitable courses. It is the first and most important stage in designing specialized courses. It starts with collecting data using different tools and from different sources of information. Then, with the analysis of these data, the designer will begin to shape a preliminary set of needs to focus on during selecting materials and assessing language.

It is important to note that different methods can be adopted to analyse learners' needs; however, every method relies on the same notions and very similar procedures. The following figure elaborates a general idea on types of needs designers and teachers pay attention to during needs identification and analysis.



Types of needs

Activity: Elaborate the difference between target and learning needs.

Course Ten

Main Questions to Ask to Collect Data for Needs Analysis

There are questions that are highly required for eliciting specific types of data, most importantly from learners. The following list of questions is subject to modification as designers have the freedom to use this list to design more questions depending on the information they seek to acquire.

Questions for the Target Situation Analysis Framework

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learners use the language with?
- Where will the language be used?
- When will the language be used?

Questions for the Learning Needs Analysis

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place?

During the design of questions for needs analysis, teachers must pay attention to these lists and it is highly recommended to follow these frameworks to a certain degree. However, designers are allowed and in some cases required to be more creative and design more questions given the complexity of the situation or the absence of data and data providers (stakeholders).

A sample questionnaire to be discussed

ESP Needs Analysis for Engineering Students: A Learner Centered Approach
(Hossain, 2013)

Questionnaire

This questionnaire is part of an academic research. Your cooperation will aid the research.
The researcher promises to maintain strict confidentiality of your information.

Please put a tick on the correct options & write information if required.

1. Please provide the following information:
 - a) Your age: 18-21 22-25 26-29 30+
 - b) Your sex: Male Female
 - c) Level of proficiency in English: Average Good Very good Excellent
 - d) Any other language known:
 - e) Level of proficiency in third language: Average Good Very good Excellent
2. For what immediate purposes do you need to learn Business/Advance English Communication?
Study Research Social purposes Travel Profession/Job Study
abroad Other
3. How will the language be used?
 - a) Medium: Speaking Writing Other skills
 - b) Channel: Telephone Face to face Business correspondence
4. What will the content areas be?
 - a) Subjects: Engineering Commerce Others
 - b) Level: Technician Field worker Management Others
5. Where will the language be used?
 - a) Physical setting: Office Hotel Field Workshop
 - b) Human context: Alone Meetings Demonstrations over phone
 - c) Linguistic context: Home country Abroad
6. When and how will the language be used?
 - a) Time: Concurrently with the ESP course Subsequently
 - b) Frequency of use: Always Very often Moderately Little
Rarely

7. What is your current level of English in writing and speaking?
 - a) Writing: Average Good Very good Excellent
 - b) Speaking: Average Good Very good Excellent
8. What strengths do you have in writing and speaking?
 - a) Writing: i. writing grammatically correct sentences ii. free hand writing
iii. creating well-organized paragraphs iv. analytical, coherent and cohesive writing
 - b) Speaking: i. can speak with grammatical correctness ii. can speak in
context iii. can speak fluently iv. can speak in context, with fluency and
intonation
9. What weaknesses do you have in writing and speaking?
 - a) Writing: i. can't write grammatically correct sentences ii. can't write in free
hand iii. can't create well-organized paragraphs
iv. can't produce analytical, coherent and cohesive writing
 - b) Speaking: i. can't speak with grammatical correctness ii. Can't speak in context
iii. can't speak fluently iv. can't speak in context, with fluency and intonation

10. Do you have any background in Business Communication?
a) Do not have any idea b) Yes c) No
11. Which key job skills do you lack?
a) Job application and resume writing b) Job interview
c) Presentation in a meeting d) Business correspondence writing
12. What are your past language learning experiences?
Average Good Very good Excellent
13. Why are you doing Business/Advance English Communication course?
a) To develop professional communication in writing and speaking
b) To develop skill in writing business correspondence
c) To develop job interview skill
d) To develop presentation skill
14. How do you want the instructional materials to be delivered?
a) Have no idea
b) Traditionally face-to-face
c) On-line and multimedia based
d) Not only face to face, but also using Internet and multimedia presentations with sound system
15. What type of classroom do you want Business/ Advance English Communication course to be held in?
a) Classroom with white-board and OHP
b) Multimedia facilitated with sound system
c) Internet and multimedia facilitated with sound system
d) Internet and multimedia facilitated with sound system and decorated with posters and maps with speaking and writing tips, phrases and idioms, puzzles, vocabulary learning tips, etc.
16. What do you think of the nature of attendance in the course?
a) Attendance should be optional b) Attendance should be mandatory
c) Attendance should be mandatory and a part of course evaluation d) Have no idea
17. When do you think you should enroll in this course?
a) In 2nd –4th semester b) In 5th –7th semester
c) In 8th – 10th semester d) Last semester
18. What types of materials do you think the course should include?
a) Textbooks, instruction/equipment manuals, CDs, DVDs, videotapes, and other materials used in content courses or to train people for a job
b) Materials used on a job, such as work forms, charts and samples of relevant course assignments and student papers
c) Materials from websites like business letters, dialogues, instructions, telephone conversations, pod-casts, vodcasts, etc.
d) Combination of all of these.

19. Are the classroom resources (i.e. white-board, multimedia projector, OHP, etc.) sufficient?
- a) Yes b) No c) Have no idea.
20. When do you want the course classes to be held?
- a) In the early hours of the morning or evening
b) In the middle hours of the morning or evening
c) In the late hours of the morning or evening
d) Any time.

Activity: Pick questions from this example and link them to the questions you studied within the framework as examples.

Other methods of data collection, i.e. data collection tools/instruments are interviews and observation. The former allows for more detailed information given the open questions it consists of; and the latter allows for more first-hand information where the respondents might be unable or unwilling to share a piece of information.

Activity: link the data collection methods to types of respondents then share your perspective on which tools are best used with each types of respondent.

Course Eleven

Different Sources and Methods to Extract, Collect and Analyse Data

The following figure shows the main sources of information in ESP course design. Learners present the most important element in this group. However, other elements are resourceful as well most notably when available and experienced. The ESP teacher might not be a part of the equation as in some cases the courses are not ready to be taught yet.



Main Types of Respondents in Data Collection for Needs Analysis

Activity: what types of data can each stakeholder provide while collecting data? what is meant by policy makers?

In most cases, taking advantage of the data collected from learners, ESP teachers, specialty instructors, professionals, and policy makers is sufficient to draw a clear learners' needs taxonomy. The latter helps creating efficient teaching/learning experience in the form of an organized set of instructional materials (course design). This product helps also in saving time, energy, resources (money) ...etc., since it tackles, in a direct manner, learners' needs and fulfils their communicative objectives to perform better in a given target situation (job).

Other sources of information designers can rely on come in the form of ready-made syllabi, authentic and non-authentic materials, educational blogs, website and platforms.

Examples:

Ready-made syllabi:



Authentic Materials: field: Advertising and Marketing



Non-Authentic Materials: different textbooks used to teach English for non-native speakers. The main aim of the book, no matter what specialty it presents, is to teach the language itself, as opposed to non-authentic materials, where language is not the objective behind designing that book.

Activity: search for different examples of sources to be used for needs analysis and material selection and development.

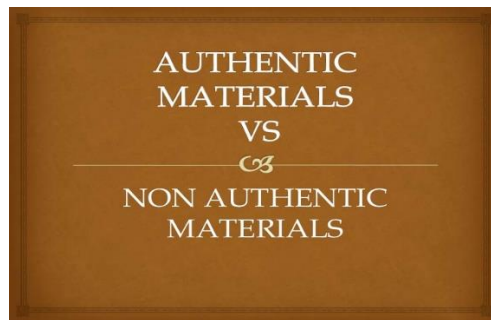
Using authentic materials to learn and teach English

What are authentic materials in English Language Teaching (ELT)?

Check your answers.

 A collage of various authentic materials used in ELT, each with a green checkmark. The materials include: National Geographic Channel (horse), a website screenshot, a DVD case for 'Indiana Jones', a menu, 'Basic English Grammar' textbook, 'Newsweek' magazine, 'RosettaStone' software box, social media icons (foursquare, YouTube, facebook, my, twitter, flickr), and a set of cutlery.

Activity: Take a close look at the picture above and try to spot the difference between authentic and non-authentic materials.



INTRUDUCTION



- ☞ English presented in the classroom should be authentic
- ☞ involve language naturally occurring as communication in native-speaker contexts of use
- ☞ real newspaper reports, for example, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process

definition



- ☞ real language and its use in its own community.
- ☞ quality in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication

advantages



- ☞ They have a positive effect on learner motivation.
- ☞ They provide authentic cultural information.
- ☞ They provide exposure to real language.
- ☞ They relate more closely to learners ' needs.
- ☞ They support a more creative approach to teaching.

Disadvantages of Using Authentic Materials



- ☞ contain difficult language, unneeded vocabulary items and complex language structures
- ☞ authentic materials may be too culturally

Non authentic material



Materials used by teachers or learners to facilitate the learning of a language. Obviously include cassettes, videos, cd roms, dvd's, dictionaries, grammar books, workbooks, photocopies etc.

advantages



- ☞ The language is easier and understandable
- ☞ Get clear objectives to develop
- ☞ It is adapted for a particular aspect
- ☞ Materials are relevant, useful and focused on what students are learning at the point

conclusion



- ☞ Authentic materials enable learners to interact with the real language and content rather than the form.
- ☞ Learners feel that they are learning a target language as it is used outside the classroom.
- ☞ Non authentic materials help students to understand and motivate and get real, useful and meaningful language rather than the form

Activity: Search online for examples of authentic and non-authentic materials to be used later in your tentative course design.

Course Twelve

Main Criteria for Course Design and Material Development

The following section discusses criteria that must be considered for designing courses and syllabi for both EGP and ESP classes. The criteria discussed by scholars all over the world in designing syllabi/courses are quite common giving their different views on defining syllabi in the first place. These criteria seem to be labelled differently; however, what is important for novice syllabus designers to know that these criteria are content based/directed since the content is the cornerstone of the whole process and different operations and procedures.

The criteria discussed by a number of scholars like Nunan (1988), Harmer (2001) present a solid ground on which syllabus designers can relate and follow during the process of developing their programs. The following section elaborates a number of the most important criteria:

- **Learnability**

It is crucial to design the learning content and materials according to a certain continuum of difficulty starting by simpler information and reachable objectives. Some structural and lexical aspects of language are easier to learn by students. Thus, learnability is one of the most important criteria to save learners' motivation and keep a positive attitude towards the course in general. (ex: am/is/are VS 3rd type conditional)

- **Frequency**

Designers must take into account the frequency of occurrence of certain language items. Frequently used and needed items must be favoured and discussed broadly and take a larger amount of time. However, other aspects of language, or less used and needed items must not be ignored, especially if they occur and they are needed to a certain degree within the target situation. (ex: expressions occasionally used by native speakers).

- **Coverage**

In relation to the previous criterion, some lexical items and structures are widely covered and they take a vaster space in the syllabus. In other words, it is essential to realize that some aspects of language have a larger scope of use; consequently, need recurrent occurrence and focus.

- **Usefulness**

It is insufficient to tackle classroom related vocabulary. Designers must develop the use and adapt everyday situations to improve the usefulness of the content and accordingly widen the scope of linguistic abilities for language learners.

To sum up, these four criteria cover most of what is actually needed by designers to ensure a gradual and efficient teaching experience.

Activity: Summarize each criterion in one sentence based on your knowledge of ESP course design.

Course Thirteen

Material Selection and Development

Materials refer the main content of the course like texts, videos, audio materials and tests. Taking into account authentic and non-authentic materials in addition to the method these materials should be selected, it is important to note that course designers have two choices, either to select or to develop their own materials.

Both methods are challenging to a certain degree and opposed to general belief, developing your own materials as a course designer might be easier as a task than selecting ready-made materials.

Activity: why might selecting materials be more challenging than designing your own materials?

Course designers must consider specific needs and objectives when selecting or developing materials. In some cases, it is easier for course designers to develop their own text and comprehension questions, for instance, to serve specific learners' needs and objectives rather than finding an exact ready-made text that serves those needs.

NB: The course content and objective of the second semester is dedicated mainly to the practice of needs analysis and a short tentative course design for students. They are expected to begin with designing data collection tools and, in small groups, pairs, or individually share their progress with their classmates in any way they see fits.

A Sample of an Online Course

Linguistic Background

How many years have you studied the English Language?

Did you take any extra courses?

What was the nature of the Course?

Did you like it? Why/Why not?

Do you study alone at home or when you have time?

Target Situation

Do you need the English language?

What type of English you need?

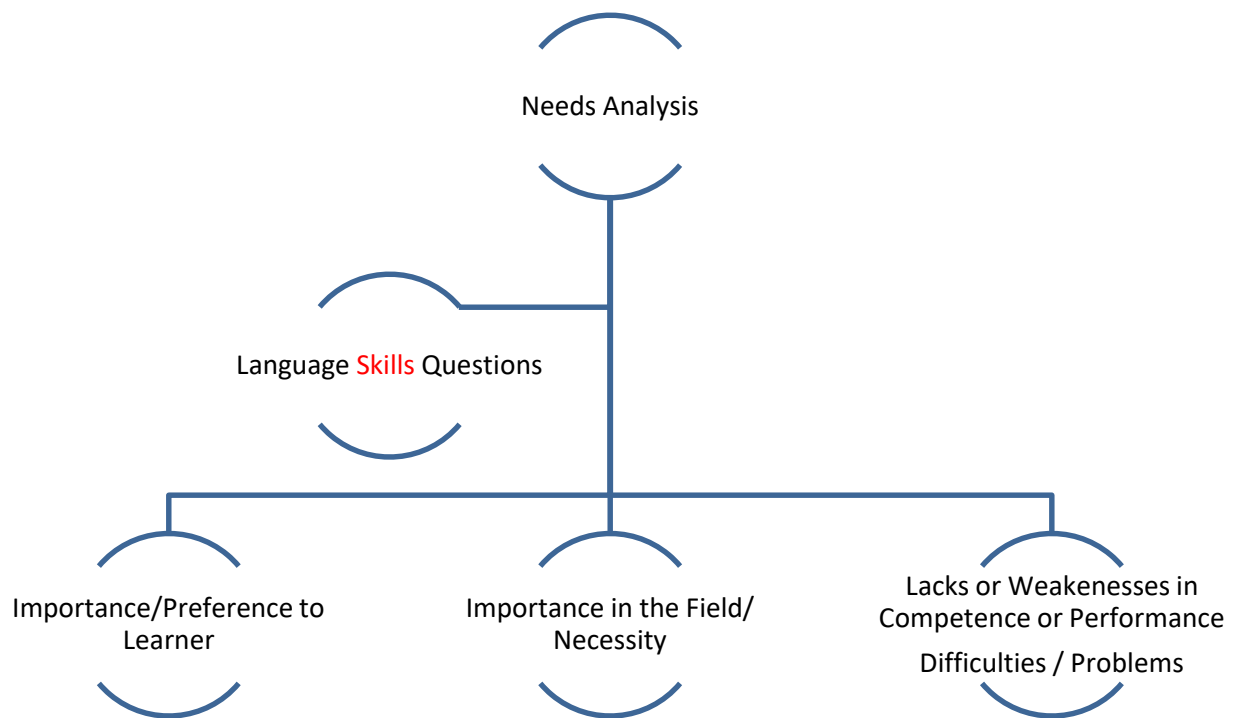
How do think you will need it?

For what reason? Professional/Academic

Where are you going to use it? Contexts

When or for how long?

Who are you going to use language with?



Questions about the content

It is preferable to add questions about the topics your learners believe they are important. Given that you already are knowledgeable of the subfields and related topics.

Learning Needs

Timing (duration and period)

Equipment

Teaching methods and strategies

Learning tactics and preferences

Group work

Flipped classrooms

Preferred topics

Online Learning

Motivation and attitude

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