UNIVERSITÉ MOHAMED KHIDER DE BISKRA
FACULTÉ DES LETTRES ET DES LANGUES
DÉPARTEMENT DES LETTRES ET DES LANGUES ÉTRANGÈRES
DÉPARTEMENT DES LETTRES ET DES LANGUES ÉTRANGÈRES

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

ENSEIGNANTS / TEACHERS: Ms. W. Ouarniki – Mr. B. Zennou

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

Octobre October	Semaine 4 Week 4	- Different factors that differentiate ESP from EGP - Quiz
	Semaine 5 Week 5	- Characteristics of ESP - Group Discussion
	Semaine 6 Week 6	- Types of ESP - In relation to major fields
	Semaine 7 Week 7	- EOP vs EAP - TYPES (nature of course / nature of field)

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

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

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

Février February	**Semaine 2 Week 2**	**- Sharing the second semester S.2 work plan (PRACTICE) - Objectives of the S.2 program**
	Semaine 3 Week 3	**- Needs analysis - Selecting a sample**
	Semaine 4 Week 4	**- Needs analysis - Selecting data collection tools**
	Semaine 5 Week 5	**- Needs analysis - Designing questions based on ESP D.C Models**

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

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

Mai May	**Semaine 12 Week 12**	**- Test - Test correction and discussion**
	Semaine 13 Week 13	**- Teaching and Learning - Issues and challenges**
	Semaine 14	**- Assessment**

	Week 14	**- Evaluation**
		Examens S.II

Biskra le ..... **Enseignants / Teachers**

Le Responsable de filière

Why ESP?

Evolution.

The demands of a brave new world, a revolution in linguistics and a new focus on the learner.

Consequently "…, it created a new generation of learners who knew specifically why they were learning a language…" (Hutchinson and Waters (1987: 6)

I
Discourses vary according to the contexts. It was 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.

Tell me what you need English for and I will tell you the English you need.

World change ----- education concepts change ----- English language teaching changed

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

Defining ESP:

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: 9-10).

"ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose**.**" Mackay and Mountford (1978: 2).

Specific language skills for specific and real situations.

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: 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: 18).

ESP & 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: 6) stated 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” (ibid
1980: 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 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 endeavor” (Basturkmen, 2006: 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.

	EGP	ESP
Planning	No planned analysis of needs, all language aspects, levels, skills, are equally taught and focused upon.	Needs Analysis
Target situations	Impossible to predict the learners' future (Education) Difficult content selection	Specific vocational or academic situation Easier content selection -restricted linguistic competence- Higher surrender value means greater utility of the taught language
Age and Level	From children to adults with focus on general vocabulary, grammar and structure. For the sake of language acquisition Compulsory subject For examination purposes	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/
Context	English language courses are given for learners to cope with any activity in any undefined+ task.	Context oriented
Focus	Language centered Language itself is the purpose of the educational activity, literature and culture occur naturally.	Learners centered "English en route to the acquisition of some quite different body of knowledge and set of skills" (Robinson 1980, p. 6).

Process and objective	Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one	"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: 9) Goal – directed

ESP Characteristics

ESP is a recognizable activity of English Language Teaching (ELT) with some specific characteristics. Dudley-Evans and St. Johns" tried (1998) 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 centered 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 & St. John, 1998:4)

Hutchinson and waters‟ (1987:19) stated that, "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".

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 specific field of scientific knowledge as technology, business and economy or the social fields in general; with its various and large amount of 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 Water’s classification of EAP and EOP is rather unclear; that is why further clarification is needed in order to distinguish between them.

EAP versus EOP

Hutchinson and Waters admitted that there is not a 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.

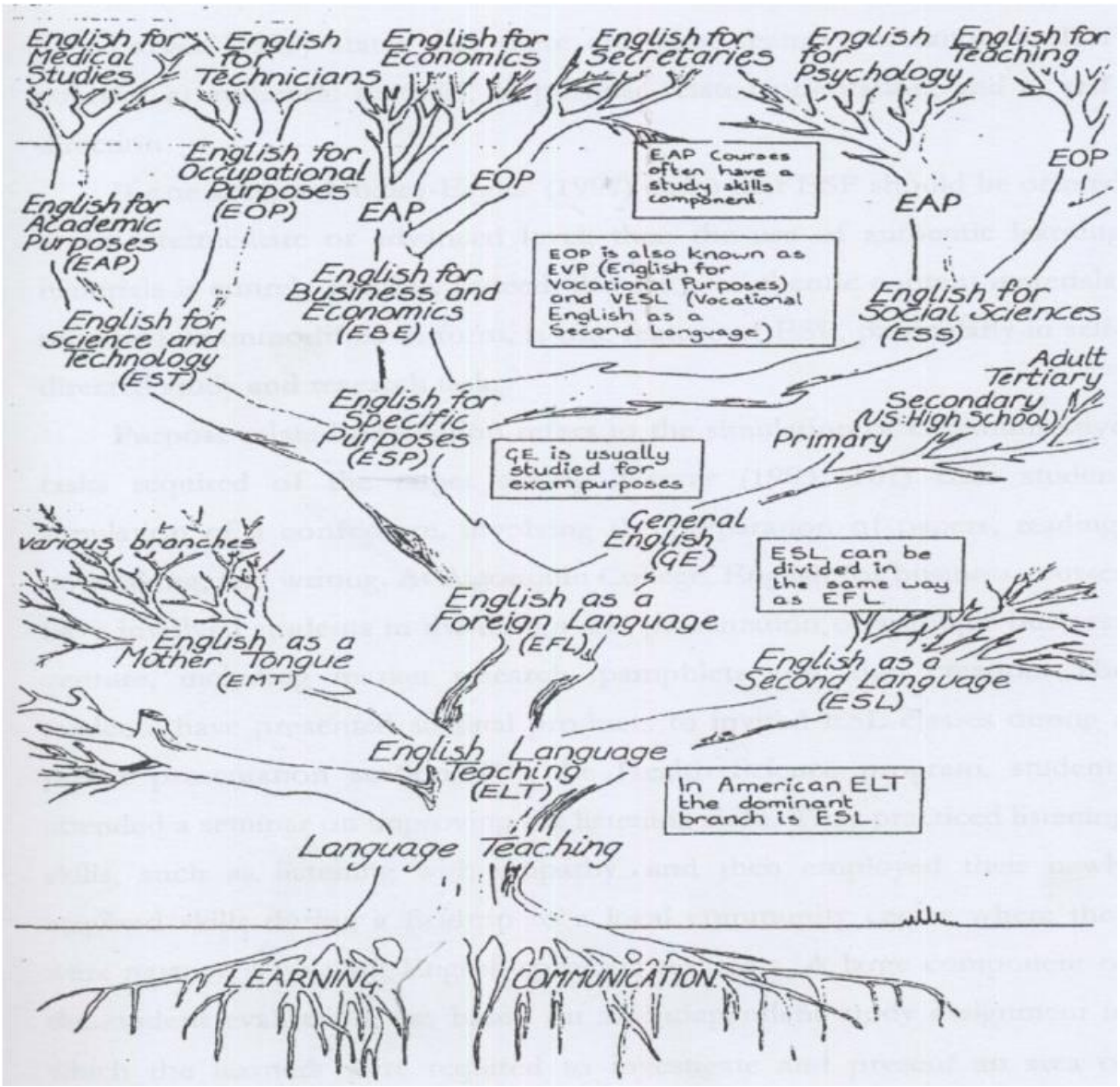
(Hutchinson and Waters, 1987: 16).

However, 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.

In the light of these 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)

EOP is for study in a specific discipline or as a school subject.
It refers to English for professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work (language of training for specific trades or occupations) or pre-work situations (concerned with finding a job and interview skills).



Objectives in Teaching ESP*

Concerning ESP Basturkmen (2006: 133) states the existence of five broad objectives, which are also applied to ELP, 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.

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. "This orientation can be categorized as a proficiency objective, according to Stern's classification (1992)" (Basturkmen, 2006: 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: 137).

d-Develop strategic competence. "Strategic competence is the link between context of situation and language knowledge" (Basturkmen, 2006: 139) and enables successful and efficient communication.

e- Foster critical awareness: "This objective can be linked to the cultural knowledge and affective objectives in Stern‟s (1992) classification"

(Basturkmen, 2006: 143) and 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.

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' attitude 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: 85).

The teacher is more concerned with designing suitable syllabi for learners who have different needs and come from different fields.

"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: 21).

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 make 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).

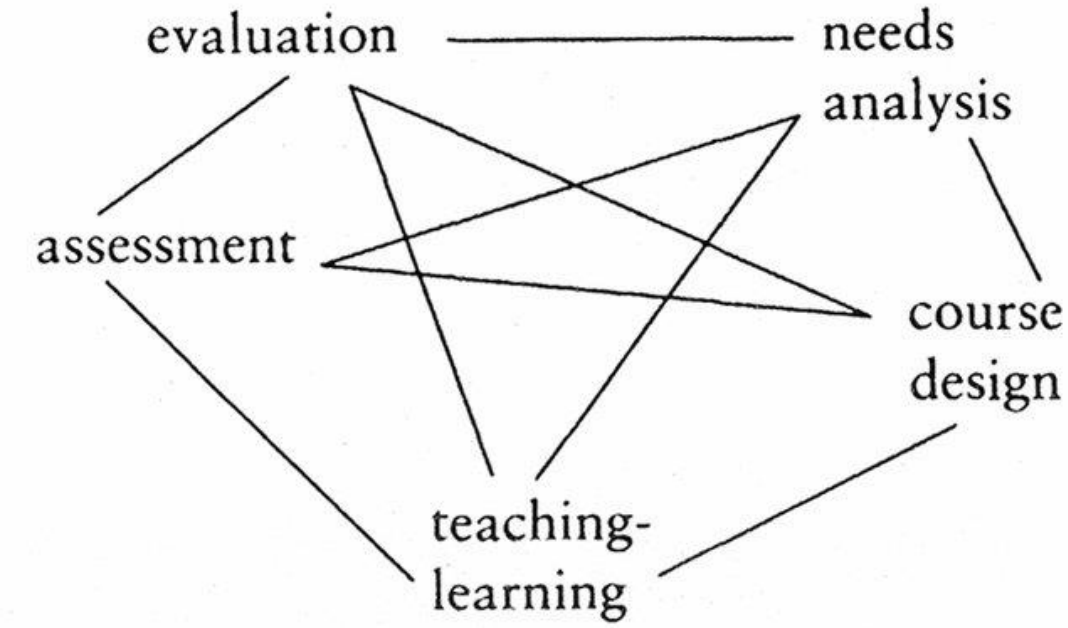
"Learning is more individualized than standardized and students are more open to new ideas. They take responsibility for their own actions and accept related consequences". (Kashani et al 2007: 87).

Stages in the ESP Teaching Process

Dudley-Evans and Johns (1998:121) 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:



Stages of ESP teaching process between theory and reality

Therefore, the achievement of ESP courses is: those where the syllabus and the material are determined by the prior analysis of the communication needs of the learner (Munby, 1978: 2).

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 (Strevens 1977 :90).

Communication needs ___ syllabus and materials ___ functional and practical English language requirements of the learner

Miliani (1994)
Designing and 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.

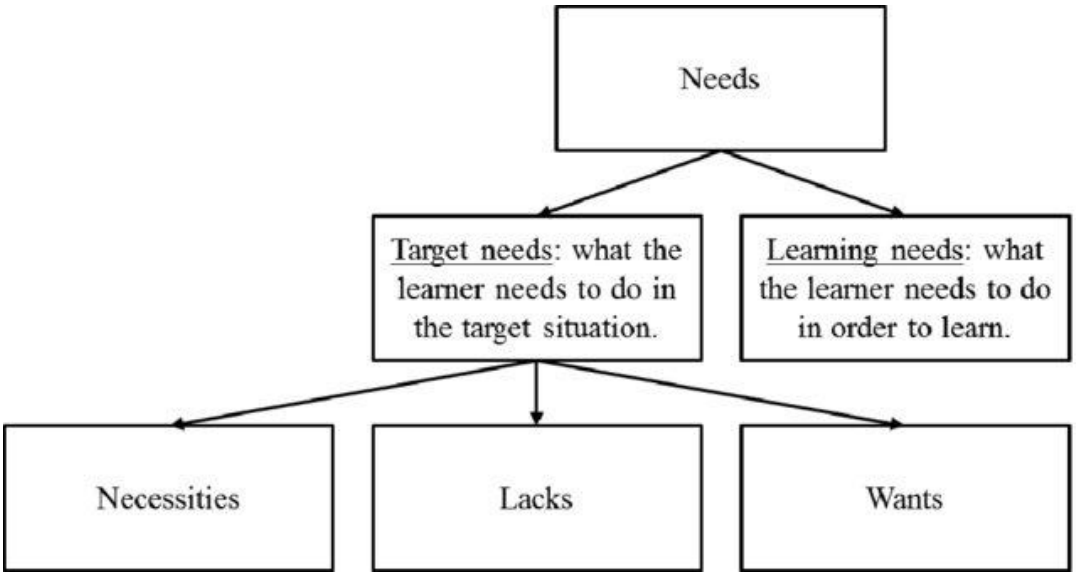
c-Generating Syllabus Content: organising the syllabus content "through the sequencing of materials whose layout and presentation should form a continuum". (Benyelles, 2009:58).

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

NEEDS ANALYSIS



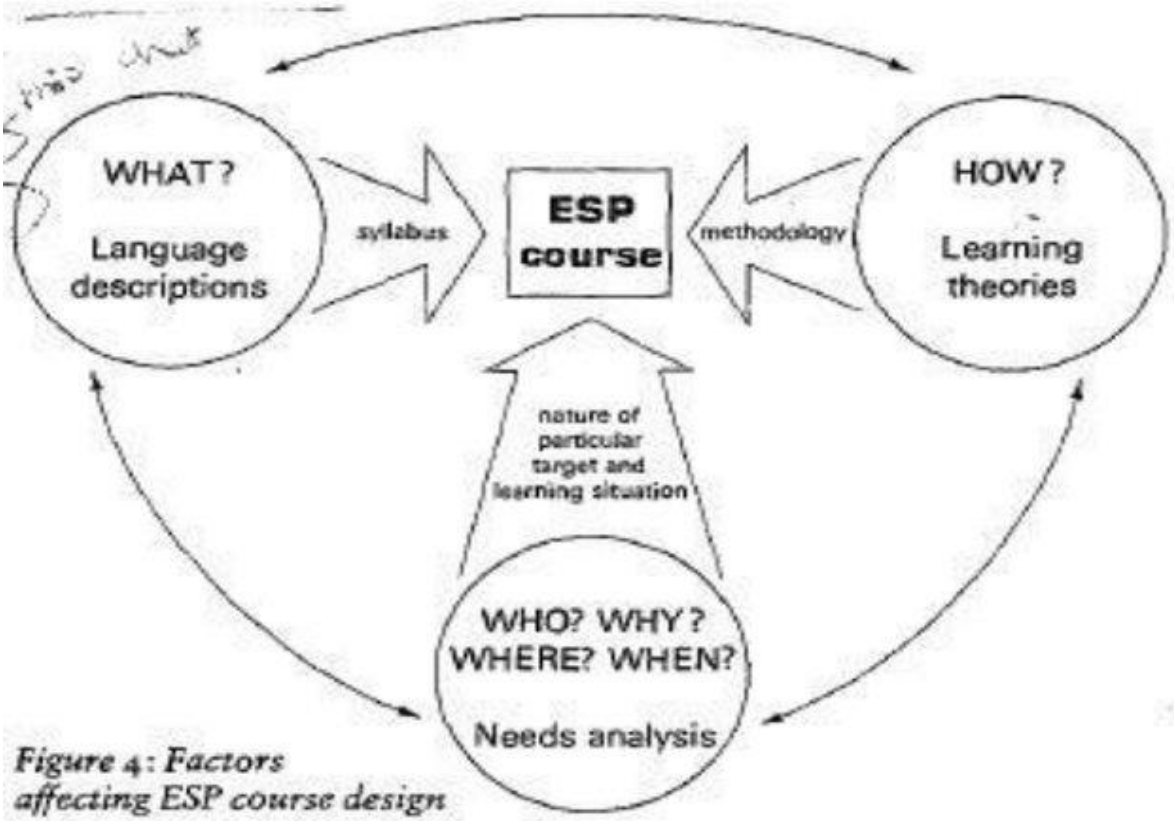


Figure 4: Factors affecting ESP course design

A Target Situation Analysis framework
(Hutchinson & Waters 1987)

- **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?

ANALYSING LEARNING NEEDS

A framework for analysing learning needs:

- **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?

TO WHOM WE PROVIDE THESE QUESTIONS

LEARNERS – ESP TEACHERS – SPECIALTY TEACHERS – PROFESSIONALS – POLICY MAKERS

TOOLS

QUESTIONNAIRES – INTERVIEWS – OBSERVATION –

OTHER SOURCES OF INFO

READY MADE SYLLABI AND COURSES – AUTHENTIC AND NON AUTHENTIC MATERIALS – INTERNET EDUCATIONAL BLOGS AND WEBSITES/PLATFORMS -