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Designing an ESP Course for  
Engineering  
The Case of the Engineers of Samsung  
Engineering Company

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## **DEDICATION**

**In the name of Allah, the most merciful, the most compassionate  
Praise is to Allah who has given me spirit, courage to overcome all the  
difficulties and to continue the way of my studies.**

**I dedicate this work:**

**To my parents; such an inspiring, encouraging, caring and patient  
parents. Would I even dream to reach my aspirations without  
you? May Allah reward you the highest level of paradise**

**To my dear brothers and sisters**

**To all my friends**

**To all the people who know me.**

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**Finally, I would like to express my appreciation to my friends who have helped and supported me in one way or another while this dissertation was being written.**

## **Abstract**

It is not an overstatement to claim that the field of English for Specific Purposes (ESP) has made a great jump in Algeria in the last decade. Moreover, designing an ESP course is one of the important steps in ESP. Entitled “Designing ESP Course for Engineers”, this work aims at discussing how to design a course targeted to engineers in SAMSUNG ENGINEERING WORK SITE in TIMIMOUN. Among the main problems encountered by both teachers and engineers is the lack of adequate and appropriate ESP courses and the lack of English language teachers in general and ESP teachers in particular.

The study is based on analyzing the needs of the target group (Engineers) and designing a course. The needs analysis in this action research has been conducted using different tools. The results of the study show that almost all participants (engineers) need an ESP course, with the predominant needs which are speaking and listening first, followed by reading, writing and translation as a fifth skill. They also need vocabulary related to their specific knowledge in order to deal with their jobs. Moreover, this study suggests to take into account the learners’ needs, their level, the degree of motivation and the evaluation of the students’ performances throughout the course as well as the evaluation of the ESP course itself.

## **LIST OF ABBREVIATIONS**

- ESP: English for Specific Purposes**
- GE: General English**
- EGP: English for General Purposes**
- EAP: English for Academic Purposes**
- EOP: English for Occupational Purposes**
- LSP: Languages for Specific Purposes**
- ELT: English Language Teaching**
- EST: English for Science and Technology**
- EBE: English for Business and Economics**
- EMP: English for Medical Purposes**
- ELP: English for the law**
- EPP: English for Professional Purposes**
- EBP: English for Business Purposes**
- VESL: Vocational English as Second Language**
- EVP : English for Vocational Purposes**
- EBP: English for Business Purposes**
- EMFE: English for Management, Finance and Economics**
- CLT: Communicative Language Teaching**
- NA: Needs Analysis**
- TSA: Target Situation Analysis**
- PSA: Present Situation Analysis**
- PNA: Pedagogic Needs Analysis**

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### General Introduction

Learning and teaching English has become one of the most prevalent activities all over the world. This is true in an era of globalization where English enjoys the role of the main lingua franca. This is due to the most significant political/ economic role played by the United States in the world after the Second World War, thus its language became commonly perceived as a language of opportunity and empowerment. Nowadays, English possesses a significant identity. According to Crystal (2005) a quarter of academic journals with an international readership are published in English, and more than 90 percent of international organizations carry on their proceedings entirely in English according to Crystal (2005).

Due to the development in the field of economy and the other fields in the globalization process new problems have emerged, such as the diversity of interests and needs. Studies and researches in the field of teaching second and foreign languages have focused on teaching the language in which the teacher should take into account the specific needs and purposes of their learners. Accordingly, English for Specific Purposes (ESP) has emerged in order to relate English to a specific job, subject, or purpose. Since interest in the teaching of ESP began in the late 1960s, ESP has grown very rapidly to become fashionable in the language-teaching world.

Generally, ESP teachers rely on an analysis of students' specific needs which is the most important contribution to specific-purpose language teaching, for ESP in terms of what these students are going to do in their fields of specialization through language. Accordingly, ESP teachers can be much more precise in choosing the teaching materials that fit the needs of the learners

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Designing an ESP course requires asking some questions such as the following: ‘what to teach?’, ‘how to teach?’ and ‘where to start?’ therefore, the work suggests a sample ESP course framework for engineers in the field of civil engineering in SAMSUNG ENGINEERING.C,LTD work site at Timimoun and uses the main components of ESP course design: needs analysis, course goals and objectives, course contents, materials design, and finally assessment and evaluation.

### **Aims of the Study.**

This research work aims to design an ESP course targeted to engineers at SAMSUNG ENGINEERING.INC WORK SITE (TIMIMOUN). The study is based on a needs analysis of the target group (engineers), as the basic step in designing an ESP course, an elaboration of a course and an evaluation of the course.

### **Research Questions**

In order to carry out this particular type of study, a number of questions are worth asking:

- 1- What to teach?
- 2- Who are the students?
- 3- How to teach them?
- 4- Where to start?
- 5- When/Where will the course take place?

### **Research Hypothesis**

On the basis of what has been stated before, the following hypothesis is formulated:

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If Samsung engineers' needs were well diagnosed, it would contribute in designing ESP courses that would meet those needs.

### Research Methodology

Our work is conducted at SAMSUNG ENGINEERING.CO.LTD WORK SITE (TIMIMOUN). The process of collecting data is based on a structured questionnaires directed to engineers.

### Structure of the Study.

The present research is divided basically into three main chapters. It starts with a general introduction that deals with the background of the study and the aim of the study. It includes also the hypothesis and the statement of the problem. The general introduction ends up with the tools of research and the structure of the study.

The first and the second chapter are the literature review whereas chapter three is devoted to the practical part of the investigation tool used to collect data and the analysis of these data; it is mainly concerned with discussion of the findings.

The first chapter and the second provide a historical background of ESP. The first chapter discusses the definition of ESP, the history of ESP, the language of ESP and the Classification of ESP branches. Whereas the second chapter is to discuss the main steps to design an ESP course.

The third chapter is devoted to the investigation of the obtained results. In this chapter we dealt with the research tools (the questionnaires) as well as the description

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the questionnaires and the population (sample) of the study. This chapter contains the interpretation of the findings; it is in this part where we find the answers of what was hypothesized about the main mentioned questions.

# CHAPTER ONE

# Chapter One: Overview of ESP

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## Introduction

This chapter highlights the history and the definition of the basic concept used throughout this work as dealt with among scientists and researchers with different views and beliefs. Indeed, the difference between ESP and GE is clearly shown as well as the classification of ESP branches. Moreover, this research tries to show the nature of the language of ESP.

### 1.1 Definition of ESP

Defining ESP is not an easy task since there are almost as many definitions as the number of researchers who have endeavored to come with a clear clarification of the term (Stevens, 1980).

The meaning of ESP is to teach a particular or specific sort of English to a specific group of students who have specific purposes behind learning the language. ESP is one tendency from the learner-centered approach toward teaching English as a foreign or second language. The essence is to meet the learners' needs of the language in order to use them in their specific fields such as science, technology, economy, etc. or in their future jobs. Moreover, ESP stresses particular topics as well as particular skills that are required by ESP learners in a particular subject area unlike General English (GE), which is mainly related to general topics.

It has been made clear that the definition of ESP is a controversial matter. Some researchers went to define ESP as teaching English for any goal that could be

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classified as specialty. However, Mackay and Mountford (1978) described ESP as “the teaching of English for a clearly utilitarian purpose” (p.75). Based on the previous definition, ESP is often defined as the special language that is used in specific settings by certain participants who are usually adults. Adults are more aware of the purposes and reasons behind learning the English that may help them in their field or specialty. Adults are also highly conscious of the use of special language in the special settings they work. The learners’ goals are determined by the learners’ needs in the field or the specialty which could be occupational, academic, or scientific. In the same way, the content of the ESP courses are also identified by the learners’ needs.

According to Robinson (1980) ESP courses are a series of courses in which the learners have particular reasons and purposes. These purposes could be academic, occupational or scientific. She stated that the learners’ purposes are of paramount importance in shaping the syllabus and in avoiding irrelevant materials to be introduced in the course.

In a similar way, Munby (1978) has offered the following definition as a serious attempt to clarify the fuzziness of the concept: “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner” (p.2). According to Widdowson (1984) “needs of the learner” (p.178) may refer to two different aspects:

- 1- What the learner wants to do with the language.
- 2- What the learner needs in order to learn this language.

Additionally, Hutchinson & Waters (1987) proposed another description of the term in which they claimed that ESP must be considered as “an approach not as a product”.



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They also stated that “ESP is an approach to language learning and it is based on learners’ need” (p.19). So, the bases of ESP are the learners, the language and the context, which are all based on the primacy of need in ESP.

In a similar way, other researchers working in the field have offered some workable characteristics of ESP which will be summarized as follows:

1. ESP courses are designed to meet the learner’s specific needs.
2. ESP courses are related to specific disciplines, occupations or fields of study.
3. ESP is devised to be used in a particular teaching situation which has a special methodology that differs from that of EGP.
4. ESP focuses on the activities of the particular disciplines taking into consideration the presentation of the relevant syntax, lexis, discourse, semantics, etc.
5. ESP is in contrast to General English (Flowerdew & Peacock, 2001; Strevens,1980)

Based on the widely used definition of ESP, agree upon three major points: The kind of language to be taught and used, the learners or the participants, and the context. These main features of ESP are interrelated, and combined to set up that ESP is a process of teaching a specific English to a group of learners or participants (adult in majority) in order to use it in a specific context such as (company, mine, airport, hospital, etc.) .

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## 1.2. Origin and Historical Development of ESP

It is widely believed that English Language Teaching is divided into two most important divisions: EGP and ESP. ESP is categorized in turn into EAP and EOP.

According to Dudley-Evans and St John (1998), the general developments in the world economy in the 1950s and 1960s, the growth of science and technology during this period as well as the increasing demand of international language of science, technology and business and the growing numbers of international students studying in UK, USA and Australia led simply to the emergence of the Languages for Specific Purposes (LSP) movement, known in English-language teaching circles as ESP.

In the same way, Hutchinson and Waters (1987) claimed that:

“In ESP context, the effect of the historical occurrences resulted from a mass of people across the globe who wanted to learn English language because of the key language for the fields of science, technology and commerce. This branch of English Language Teaching (ELT) comes from learners` language needs in accordance with their professions or job description.”

(p.6)

They also claimed that the practical concerns of the ESP movement could be summarized as follows:

- Preparing students with non-English background in order to study at American and British universities.
- The need of people with certain level in English for employment, such as non English backgrounds doctors, nurses, engineers, and scientists etc.

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- The need for materials that can help people who need English for their business.

- The need to teach immigrants the language .i.e. the English language in order to use it in job situations or contexts

According to Johns (2012) the history of ESP is divided into four main periods which can be classified diachronically as follows:

- **The first period (1962 to 1981):** In the very beginning ESP was based on text-based counts. Then, ESP began to take into consideration rhetorical concerns, for instance, inferred devices used in a text.

- **The second period (1981 to 1990):** During this period the scope of ESP had been enlarged to touch other important key concepts such as need assessment; linguistic devices and their rhetorical purposes and use of technology in ESP teaching.

- **The third period (1990 to 2011):** This period witnessed an attempt to widen the scope of ESP by introducing other concepts and idea such as the idea of intercultural rhetoric; the dominance of 'genre' in ESP research and the appearance of corpus studies.

- **The last period (2011 onwards):** this period is concerned with the future of ESP. Johns (2012) claims that the future of ESP will bring four fundamental aspects:

1- **Variety:** in topics, methodologies, rhetorics, etc.

2- **Context:** Because of the diversity of research context such as classroom, business, companies etc

3- **Complexity:** realized through methodological triangulation.

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**4- Critique:** The critic of researcher's work and the researcher himself, through self-reflection.

It has been made clear that the ESP students study English in order to carry out a particular role, such as that foreign student in an English-medium university, flight attendant, mechanic, or doctor. The diachronic development of the ESP movement goes through four main phases. In the 1960s, content based text was the central concept in ESP. However in the 1990s, authentic ESP concepts have come into view. At the present time, ESP is very popular in different fields where the content of the course is based on learners' needs in order to have active participants in the teaching and learning process.

### 1.3. ESP vs. GE

ESP is considered as a vast field of study in applied linguistics. Its main concern is to relate the process of teaching and learning to learners' needs. The American linguist Widdowson (1981:89) describes the concept of ESP by declaring that "if a group of learners' needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs."

The awareness of learners' needs is an essential component to differentiate between ESP and General English. Therefore, in ESP, what influences the content of a language course is the awareness of a need. Hutchinson & Waters (1992) state that if learners and teachers are aware why English is needed, that awareness will help in designing a reasonable content in the language course and what can be exploited. The needs analysis framework is the main tool used by the ESP course designer to identify learners' needs in specific fields because the awareness is more recognizable in a specific target situation

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representing a ‘reallife-situation’. Holmes (1996) states that a language syllabus is always selective. That is why, course designers must focus on the assessment of students’ needs as a starting point.

Orr (1998) stated that:

“ English for General Purposes (EGP) is essentially the English language education in junior and senior high schools. Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical/rhetorical elements that compose spoken and written discourse...University instruction that introduces students to common features of academic discourse in the sciences or humanities, frequently called English for Academic Purposes (EAP), is equally ESP” (p.51).

The major principles that differentiate between ESP and GE can be summarized as follows:

1) The aim for learning the language: Harding (2007) believes that: “The sense of purpose gives the language work immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the ‘General English’ variety” (p.6).

2) Harding (2007) also claimed that ESP learners have chosen ESP courses since they expected these courses to be more motivating because this type of learners who come to ESP are often demotivated by courses of general English.

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3) The third principle that distinguishes ESP from GE is the age of the learners and the level of language mastery. The ESP learners are often adults. Moreover, it is often believed that the ESP learners have achieved a reasonable competence in the language. If not, it is hoped that remedial English will be fruitful to their particular field of work.

4) Time is another principle of ESP that is stressed by Robinson (1980) who brings in the factor of time into ESP and differentiates between different types of learning (long-term, whole-life ongoing process and short-time periods of learning in ESP:

“ The very concept of ‘special purposes’ implies that foreign language study is a subsidiary contribution to another main interest, and there will normally be pressure to achieve the required level of linguistic competence in the minimum of time ” (p.9)

5) Narrowing the language contents: It is considered to be the last principle but not the least. It is carried out and introduced into ESP restriction in the selection of skills by Strevens (1980, qtd. in Robinson, 1980). He declared:

“the learners will need; selection of the items of vocabulary, patterns of grammar and functions of language; themes and topics narrowing in order to include only the themes, topics and discourse needed; practice of purposeful communicative needs”(p.12).

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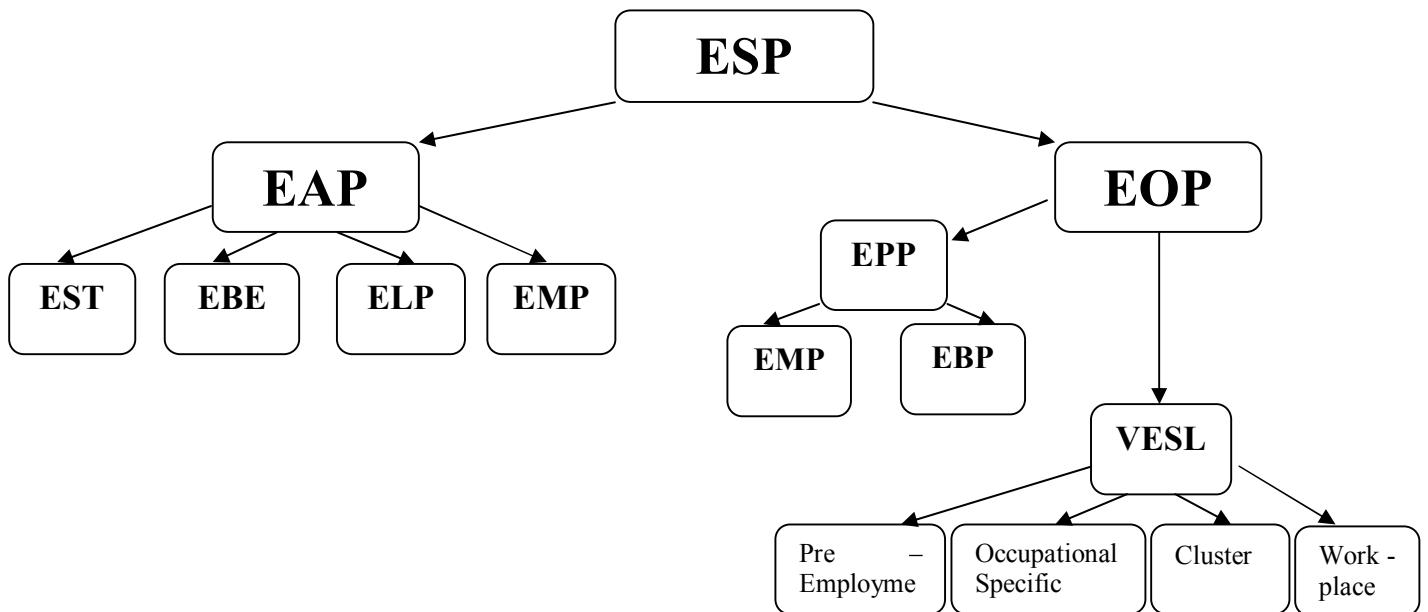
It is not always clear to mark a distinction line between ESP and GE. Barnard and Zemach (2003) claim that, learners will need to concentrate more on GE if their level of the language is low. In this case, this could be considered as ESP since the purpose is clear. This example, however, shows that ESP should not be classified as a distinct division of ELT.

### **1.4 Classification of ESP branches**

Most researchers pointed out that ESP is, by nature, a multipart field of study which contains two or three major divisions. Robinson (1991) spoke about two different divisions: On the hand there is English for Occupational Purposes (EOP), and in the other hand there is English for Academic Purposes (EAP) with English for Science and Technology (EST). Other researchers in the field of ESP such as Kennedy and Bolitho (1984) saw EST as independent from EPA which makes it the third main distinctions in the ESP family tree. They claimed that it is very important to maintain these distinctions for that EST has contributed to the progress of ESP since scientists and technologists are in need to learn English to deal with the language specific to the nature of their professions. Celce-Murcia (2001) classified EST as a subdivision of English for Academic Purposes (EAP) along with English for Business and Economics (EBE), English for Medical Purposes (EMP) and English for the law (ELP). She went on to name the other big branch English for Occupational Purposes (EOP) which contains two other subdivisions under it: English for Professional Purposes (EPP), subdivided in turn into English for Medical Purposes (EMP) and English for Business Purposes (EBP). She named the other subdivision as Vocational English as Second Language (VESL) which

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contains under it: Pre –Employment VESL, Occupational Specific VESL, Cluster VESL, and Workplace VESL.

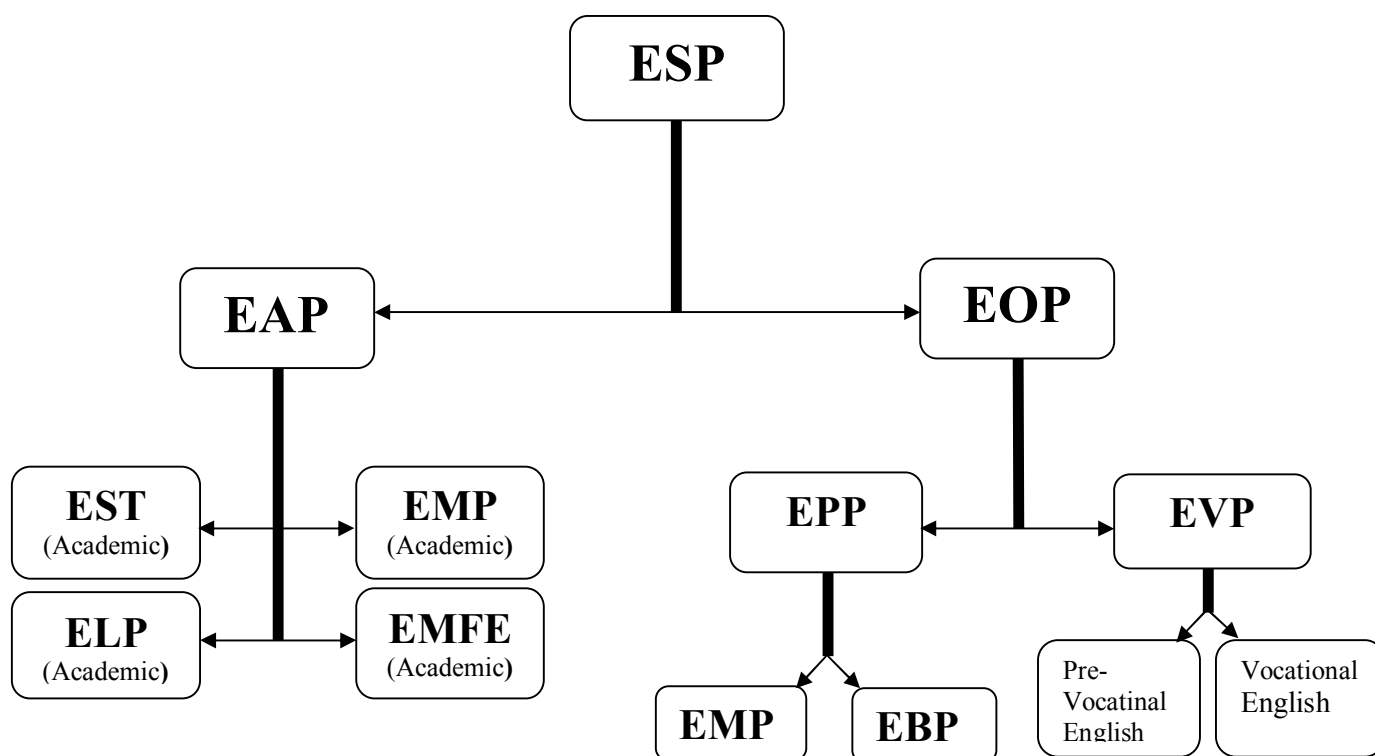


**Figure 1: Celce-Murcia’s Classification of ESP branches.**



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To resolve the discussion about ESP divisions and sub-divisions, Dudley-Evans and St John (1998) classified them as it is illustrated at Figure below



**Figure2 : ESP Classification adapted from Dudley-Evans and St John (1998,p.6)**

It has been made clear that ESP at the present time relates to the rest of ELT. English language teaching is divided into two most important categories which are English for General Purposes (EGP) and ESP. ESP is subdivided in turn into two main subdivision, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) which contain other subdivisions under or ESP course based on the needs of the learners.

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## 1.5 Language of ESP

It wouldn't be an overstatement to say that ESP has become an important subject to be taught in universities all over the world. It is considered as an inevitable section since it includes the different types of the language such as: Business English, Technical English, Scientific English, etc.

The ESP focal point is to teach the English language in relation to context rather than teaching the rules of grammar or the language structures. It has never considered English as a subject separated from the students' real world since it deals with different subjects such as tourism, business, management, and computer science.

Most researchers pointed out that ESP has brought remarkable changes to the world of English Language Teaching. Among the important features of ESP is the restricted use of the language. That is to say, the register and discourse of the specific disciplines ( business, science, management.etc) are defined and identified and therefore practiced through the use of authentic sources .

According to Harding (2007) the language of ESP is narrowed in terms of vocabulary, that is to say, some technical and semi-technical terms are essential for the user to call things or objects correctly. However the grammar works according to the normal rules of General English. Harding (2007) also states that “the words students are learning should be the words they will actually need in their specialism” (p.53). She also adds that secondary school students need to be taught the three branches of ESP: EAP, EBP and EST. EAP is very important as students are future university students while

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Business English is appropriate to the world of work, and EST is important for scientific students.

### **Conclusion**

It is clear that this chapter has tried to show the history of the notion of ESP. Also, it has given us a clear image of the term that could help the reader understand the different views and concepts. The chapter has also tried to draw a clear distinction between General English (GE) and ESP teaching since the development of ESP. Additionally, the nature of the language of ESP has been described. In sum, this chapter has shown us a general overview of ESP. Thus, the coming chapter is going to list the different steps that help in designing a language course.

# CHAPTER TWO

## Chapter Two: ESP Course Design

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### Introduction

When course designers plan to design a language course or to develop teaching materials, it is helpful for them to take into consideration a set of standards or factors. Therefore, this chapter highlights the different steps in designing an ESP course.

### 2.1 ESP Course Design

The rapid development of the economy has been considered the major reason behind the development of the ESP approach. At the beginning of the movement, the ESP course designers' focal point was the grammatical and lexical terms of a particular field of English. In the early 1980s and by the emergence of Communicative Language Teaching (CLT), the emphasis has been shifted to focus more on the use of language rather than the structure (Dudley-Evans & St John, 1998).

Moreover, Hutchinson and Water (1987) went to mention three aspects which may affect the process of designing an ESP course. These aspects are Language description, Learning theories and Needs Analysis. The course designer must integrate these three important factors into syllabus.

Additionally, Graves (1996, qtd. in Xenodohidis, 2006,) proposes six steps that can help in designing a course. Those steps are:

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### 2.1.1 Conducting Needs Analysis

ESP needs analysis is a solid foundation for a stable ESP syllabus for learners, since it is meant to collect data about their learning needs. According to Dudley-Evans & St. John (1998) need analysis is “the corner stone of ESP and leads to a very focused course” (p.122). The concept of ‘learner needs’ may have different meanings. The traditional interpretation of the concept is a goal-oriented definition of needs, that is to say, it refers to all what the participant wants to do with the language. While, the second is a process-oriented definition since it refers to what the participant needs to do in order to learn the language.

Additionally Dudley-Evans and St-John (1998) claimed that the process of needs analysis should touch different angles:

1. Professional information about the learners, that is to say, the target profession or activity where English is going to be used.
2. Personal information about the learners or the different aspects that influence the learning process (previous experiences in learning, culture, learners’ reasons or wants, expectations, attitude to English....)
3. Information about the learners’ level in English. That is to say, evaluating the skills of the learners and language use, this lead to appraise the learners’ lacks.
4. Identifying the learners’ lacks
5. Information about language learning: identifying at efficient way to teach the language.
6. Identifying how language should be used in the target situation.

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7. Reasons behind attending the course (learners' wants).
8. Knowledge about how the course should be conducted.

Nowadays, NA is considered as a multidimensional term that contains different components which can be summarized as follows:

**2.1.1.1 Target Situation Analysis (TSA):** According to Chambers (1980) "Target Situation Analysis is communication in the target situation" (p.29). Moreover (West, 1994) went to define (TSA) as an element of Needs Analysis that emphasis on determining language requirement of the learners at situation they are being prepared for. Additionally, other researchers claimed that any process that aims at analyzing the learners' needs at the end of a language course can be called a TSA (Robinson 1991).

**2.1.1.2 Present Situation Analysis (PSA):** According to Jordan (1997), (PSA) aims at identifying the status of the learners at the beginning of the language course whereas (TSA) attempts to identify what the learners are expected to be like at the end of it. Therefore, (PSA) usually goes hand in hand with (TSA) because he always considered (PSA) as a complement to (TSA).

**2.1.1.3 Pedagogic Needs Analysis (PNA):** According West (1998), the first scholar who introduced the notion of "pedagogic needs analysis" to the world of ESP, (PNA) refers to the compensations that should be taken in order to overcome the shortcomings of (TSA). We can do that by collecting data about the learner and the learning environment.

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### 2.1.2 Determination of the Course Objectives.

Determination of goals and objectives of the course is fundamental since it leads to decide why a course is going to be taught and what are the benefits from it. Moreover, having a clear statement of goals is important for determining the content of the course, and in guiding assessment (Nation & Macalister 2010). Radley and Sharley (1987, qtd. in Nation & Macalister 2010) stated some objectives that could have been set for language courses:

“(a) Encourage students to communicate in a wide range of everyday situations.

(b) Sustain interest and motivation....

(c) Help students understand and formulate the grammatical rules of English.

(d) Develop students’ receptive skills beyond those of their productive skills.

(e) Give students insights into daily life ...

(f) Develop specific skills, including skills required for examination purposes.

(g) Contribute to the students’ personal, social and educational development” (p.6).

Additionally Xenodohidis, 2002 declared that there wouldn’t be motivation among learners if the goals were not realistic. Moreover, Gatehouse (2001) adds that ESP course



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designers should integrate general language content and acquisition skills for language. In this case, it can be said that General English language content, grammar, functions...etc are the central features in designing any ESP course. While terminologies and specific functions concerning the specialty are integrated in order to reach the learners' needs.

It would not be an overstatement to say that the center goal of any ESP course is built around the learners' needs and wants. So the goals and the objectives of the course are central to any curriculum design.

### 2.1.3 Conceptualization of Content

The course designer must ask question concerning the content of the course in order to have an idea about what will be in the course and how it will be organized. So it is important for teachers to consider question about the appropriate reading passages or activities that contain the most needed terminologies and the right topic. Teachers also should consider questions such as: How to recycle the language items used in the previous lessons? What topics should I get the learners to talk about in my discussion activities? And many other questions. The ideas in the content should contain two important principles. First, there must be a deliberate focus on language features in the courses (Langman, 2003). Second, there should be a focus on a particular subject area or so called 'content –based instruction'.

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It is clear to say that Content conceptualization is often related to the previous mentioned steps in designing a course to needs. In this step, the identification of the function of the language and useful expressions is very necessary.

### 2.1.4 Materials and Activities Selection

Materials such as resource books for ideas and tasks for teaching and learning, should give teachers rationale for what they do. However, using textbooks directly as instructional material seems to be inflexible (Allwright 1990). On the contrary, O'Neill (1990) claimed that textbooks are appropriate for they are designed particularly for learners and they are efficient in terms of time and money. This makes it easy for the learner to review and prepare their lessons.

It is quite clear that both researchers, Allwright and O'Neil, agree upon the importance of the instructional material. So, in many cases, instructional materials are the core of instruction. However in the 1970s, there was the emergence of a movement which has made learners the centre of language learning rather than teachers or anything else. Teachers have to follow the syllabus and provide, make, or choose materials such as textbooks, computer software, visual aids, Digital slide show, video and audio materials, video cameras, and computers in order to support and enhance instruction and to help learners to learn.

In order to select the suitable materials Harding (2007) suggested some guidelines:

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- a- The teacher should use texts and situations from the context because they will naturally contain the terminologies or the language needed by the learners.
- b- The teacher should use authentic materials that learners use in their specialism even if they do not look like ‘normal English’ and the teacher should also encourage learners to do things with these material that they need to do in their work.

### 2.1.5 Organization of Content

In order to get a well organized content the course designer should consider some important questions concerning the nature of activities (individual, pair or group work) and the order of activities. Sometimes, the teacher should pre-teach some items before the learners meet them in the reading passage...and sometimes, the teacher has to use handouts instead of writing on the blackboard.

All the above mentioned steps are important for organizing a content of an ESP course since they contain all what the participant should do during the course and the order of tasks they should perform. Moreover, the choice of the appropriate activity is mainly influenced by needs analysis and environment analysis. For instance: Does the classroom make it easy to do group work? Or Have the learners done this activity before or will they need to be taught how to do the activity? The teacher has to ask such questions before in order to make the needed changes such as changing the way the learners form pairs could make the pair work successful so that the activity will work well. Also, it is quite clear to say that the choice of the appropriate task is related to needs analysis since some tasks may be asking the learners to do things they would not need in their specialism.

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According to Xenodohidis (2006) a course organization is important and there are two approaches the teacher should follow in order to sequence the activities of the course.

- 1- The building approach: The teacher goes from the simple to the more complex activity.
- 2- The recycling approach: learners deal with taught materials in a new way.

According to Graves (1996, cited in Xenodohidis, 2006) there are other two approaches for course organization which are as follows:

- 1- The cyclical approach: In this approach the teacher works with a cycle of activities or tasks following a steady sequence.
- 2- The matrix approach: In this approach, the teacher deals with a range of activities and as time passes, chooses which activities to continue with.

### **2.1.6 Assessment and Evaluation**

Assessment and evaluation is the last step in designing an ESP course since it comes after the implementation stage of any course. However, this step is very important since it is considered as the integral element of any model of a course. It is designed to ensure whether the goals and objectives of the course are reached or not.

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### Conclusion

It is quite clear that the researcher gave information to understand the learners' needs because analyzing the specific needs of a particular learner group serves as the prelude to an ESP course design. In this chapter, the researcher tried to carefully list as clearly as possible the different steps to design an ESP course.

# CHAPTER THREE

### **Introduction**

The previous mentioned review of literature handled the theoretical side of the present study throughout highlighting the most important elements associated with designing ESP courses for Engineers. This chapter will be about the practical side of the study for the sake of assessing the gathered data.

Samsung Engineers are chosen to be the source of the current study, since they are working in a foreign company, so most of the time the language used is English. Therefore, the engineers' opinions and views are very critical to test our hypothesis and research questions. The questionnaire was designed as a tool for gathering information from engineers who are working at Samsung Company in Timimoun project in order to obtain perceptions from a considerable number of respondents about the topic under investigation.

### **3.1. Research Design**

With the purpose of answering the research questions and testing what was hypothesized, the quantitative and qualitative methods seemed to be the appropriate. According to Kothari (2004), a quantitative study is based on the measurement of quantity or amount. It is applicable to the phenomenon that can be expressed in terms of quantity. It includes frequencies, percentages, tables, charts and diagrams to characterize the sample. Whereas the qualitative study seeks to cover and also describe specific situations and actions.

### 3.1.1. Space of investigation

Samsung Engineering Co., Ltd. was established as the first engineering firm in Korea in 1970 and has its headquarters based in Seoul, South Korea. As an Engineering, Procurement and Construction (EPC) Company, it provides a full range of engineering services including feasibility studies, design, procurement, construction, and commissioning. The Timimoun Field Development project is located 800km southwest of Algiers, 120 km from Aougrout city. Samsung Engineering is responsible for engineering, procurement, construction and pre-commissioning on a lump-sum-turn-key basis to build a 180km pipeline and a Central Processing Facility (CPF) with a capacity of 177 million standard cubic feet per day (MMSCFD). The project is expected to reach its completion in 2017.

Samsung Engineering was the only Korean company selected for this project in the pool of top European and Japanese EPC firms. The company has proved its expertise in oil and gas plant projects with a strong track record in Iraq, Saudi Arabia, Indonesia and Malaysia.



### 3.1.2. Population and Sampling

The Engineers' questionnaire was handed out to (40) engineers from different fields who are currently working at TFD project. We tried to include all the engineers in order to enrich the study with diverse attitudes and opinions; yet we were not able to accomplish this since it depended on the availability of the Engineers during the period of distributing the questionnaire. The population is selected taking into account that Engineers from different fields generally use different vocabulary items based on their scope of work and they differ in terms of needs, therefore the courses designed for them will differ as well, which will enhance the study results.

### 3.2. Data Collection

The following method of data collection is used during our study.

#### 3.2.1. Questionnaire

Choosing the most appropriate means of research is certainly a matter of many factors. Beiske (2002) states that while factors such as time and costs certainly play an important part in deciding how to approach a particular research problem, the subject of the research itself should ultimately determine the methods used. In this study, a questionnaire was opted for as a suitable tool to test the research hypotheses. Generally speaking, a questionnaire is a datacollecting tool. To put it differently, it is a series of questions that respondents are supposed to answer in order to gather data. Questionnaires are beneficial; they allow us to gather a large amount of data. In

addition, they are widely used by researchers for the sake of investigating peoples' attitudes and opinions. (Brown& Dowling, 1998 cited in Kothari, 2004).

### **3.2.2. The Aim of the Questionnaire**

Engineers throughout countries are aware of the role of English language as an important tool for communication and work. So, designing ESP courses is totally based on exploring whether English courses for engineering are suitable to reach the standardized goals. Therefore, their attitudes are absolutely of significance to the authenticity of the current research.

### **3.2.3. Description of the Questionnaire**

This type of questionnaire is chosen principally due to the Engineers' commitment to their duties, so they were constrained by time. The questionnaire is composed of 13 close ended questions, with the majority being prepared questions. The participants were asked to circle one of the pre-determined choices. We favored to use such type of questions as they are easy to read, complete, easy to collect data with, as well as easy to analyze. The results were collected in table format, a percentage for each selection of each response and question were calculated in order to determine the percentage for each choice.

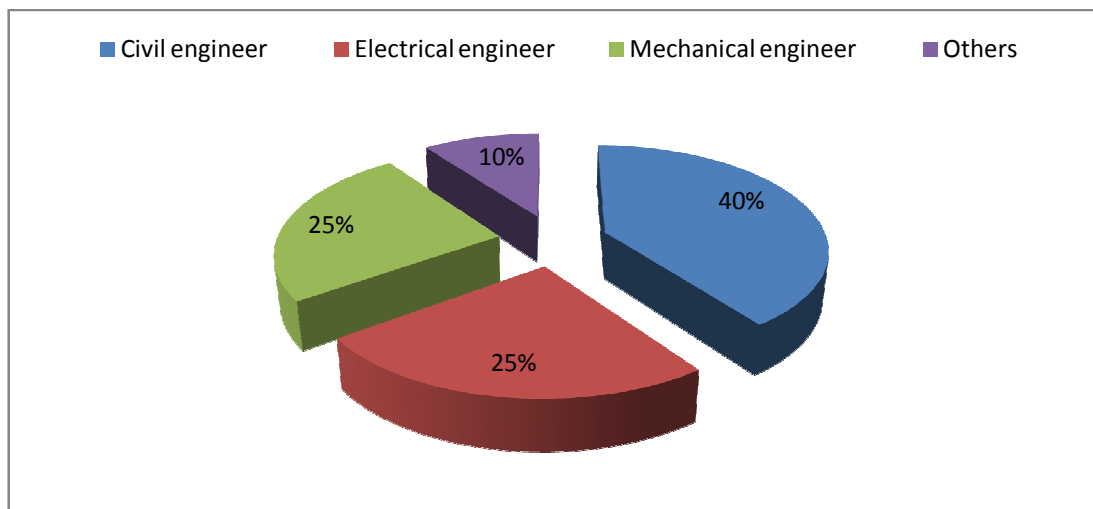
### 3.3. Data Analysis; Interpretation of the Engineers' Questionnaire

Q01: What is your job title at the company?

1- Civil engineer    2- electrical engineer    3- mechanical engineer    4-others

Civil engineer	electrical engineer	mechanical engineer	others
16	10	10	04
40%	25%	25%	10%

**Table 01: Engineers Job Titles**



**Figure 03: Engineers Job Titles**

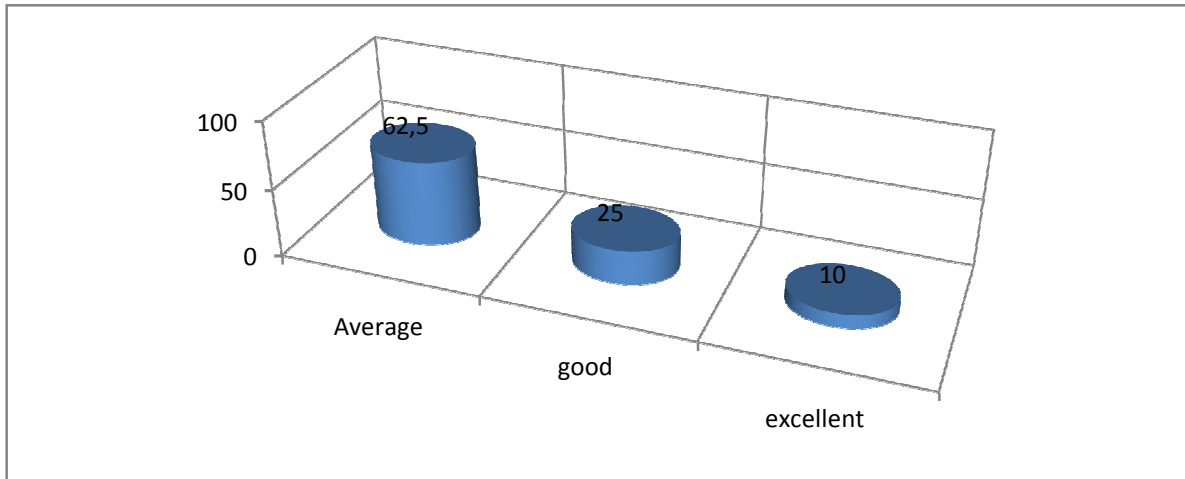
From the chart above, it is noticed that the engineers' team of Samsung Engineering COLTD is divided as follows: (40%) are civil engineers, (25%) are electrical engineers, the same percentage (25%) are mechanical engineers and the remaining (10%) have other job titles.

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**Q2: What is your level in English? 1- average      2- good      3- Excellent**

average	good	Excellent
25	10	5
62.5 %	25 %	12.5 %

**Table 02: Level of proficiency in English**



**Figure 04: Level of proficiency in English**

This question is considered to be important, because it determines the engineers' level of proficiency in English. So, it is clear from the table and the graph above that more than half of the Engineers (62.64%) have an average level in this language. However, (25%) selected "good" option, which implies that only few of them are good in English. Whereas, only (12.5%) selected "excellent" category.

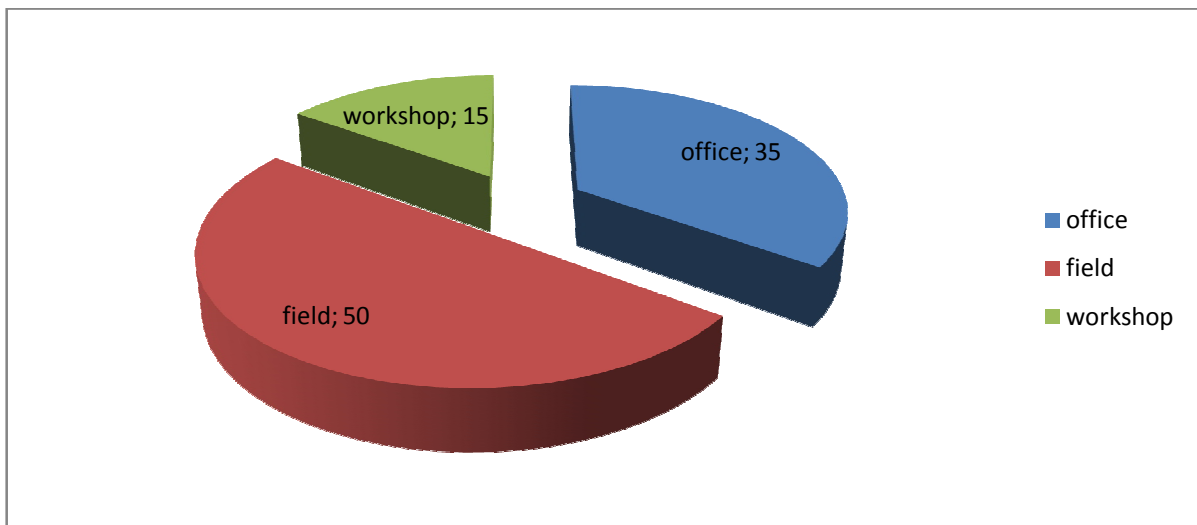
The results obtained revealed that most of the Engineers have an average level in English, which is mainly related to their years of studying the language and their interest and motivation to improve their level in learning the language.

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Q3: Where do you use English? 1- Office      2- Field      3- Workshop

Office	Field	Workshop
14	20	6
35%	50%	15%

**Table 03: Place of Using English**



**Figure 05: Place of Using English**

The chart above demonstrates that half of the Engineers 50% use English in the field. Whereas 35% use the language in the office, this may be related to writing emails and communicating with Korean supervisors and their peers different nationalities. Yet only 15 % use English in workshop, because generally engineers spend most of their time in the field or inside office.

The results reveal that a considerable part of the engineers choose to use the language in the field, which is the place where they need to use it. Therefore, in the field technical vocabulary and communication skills can be practiced daily.

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**Q04: Do you think that English is important for your work?**

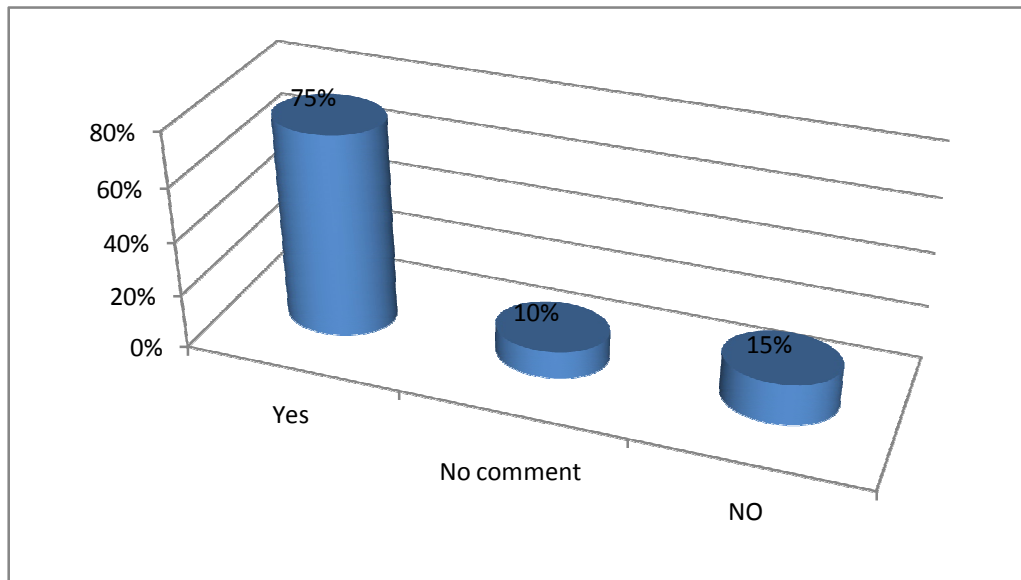
1- Yes

2- No comment

3- No

Yes	No comment	No
30	04	06
75%	10%	15%

**Table 04: The Importance of English at Work.**



**Figure 06: The Importance of English at Work.**

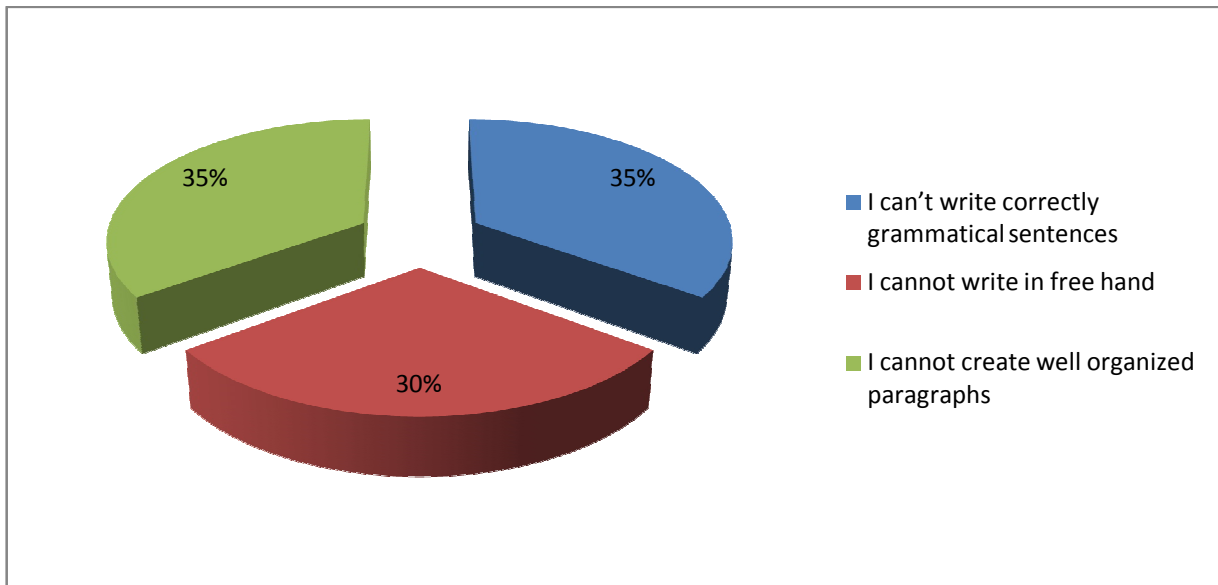
This question is at the heart of the present study since it aims at knowing how important English is for Samsung engineers. The majority of the participants (75%) replied by yes, English is important for them. (10%) among the participants did not comment; however, (15%) among them said that English is not important for their work.

### Q5: What weakness do you have in writing and speaking?

#### 1/ Writing

I can't write correctly grammatical sentences	I cannot write in free hand	I cannot create well organized paragraphs
14	12	14
35%	30%	35%

**Table 05: Engineers Writing Weaknesses**



**Figure 07: Engineers Writing Weaknesses**

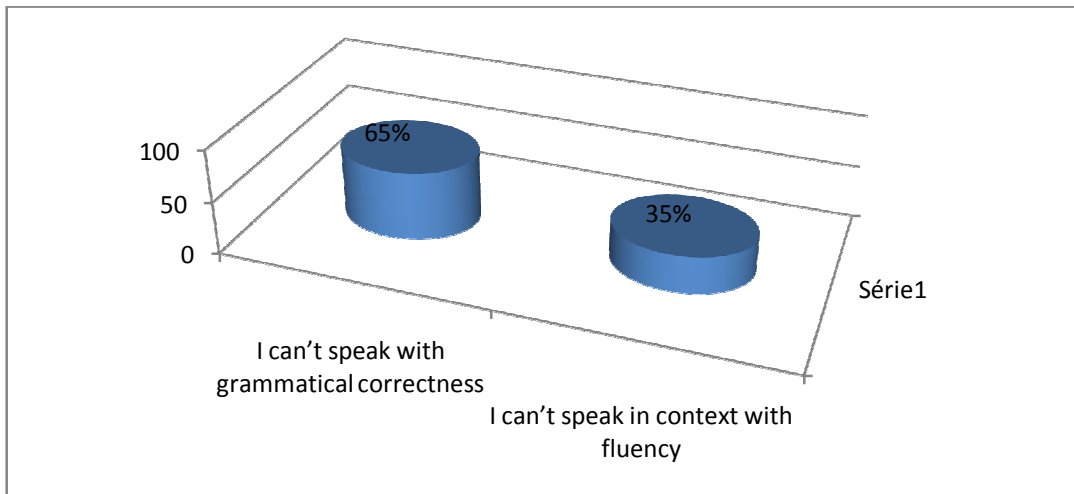
From the chart and the table above, the majority of engineers have problems in writing the language. 35% of the engineers choose the first option, which means that they cannot write grammatically correct sentences. Whereas the other 35% opted for the fact that they cannot create well organized paragraphs. However 30% states that they cannot write in free hand.

These results demonstrate that most of the engineers suffer from the written part of the language. This is mainly due to the content of the courses they have been studying as well as the lack of practice in writing in English.

### 2/ Speaking

I can't speak with grammatical correctness	I can't speak in context with fluency
26	14
65%	35%

**Table 06: Engineers Speaking Weaknesses**



**Figure 08: Engineers Speaking Weaknesses**

From the chart and the table above, the researcher notice that the majority of engineers have problems in speaking using grammatically correct sentences. 65% of the participants choose the first option, which means that they cannot speak with grammatical correctness. Whereas the other 35% opted for the fact that they cannot speak in context with fluency



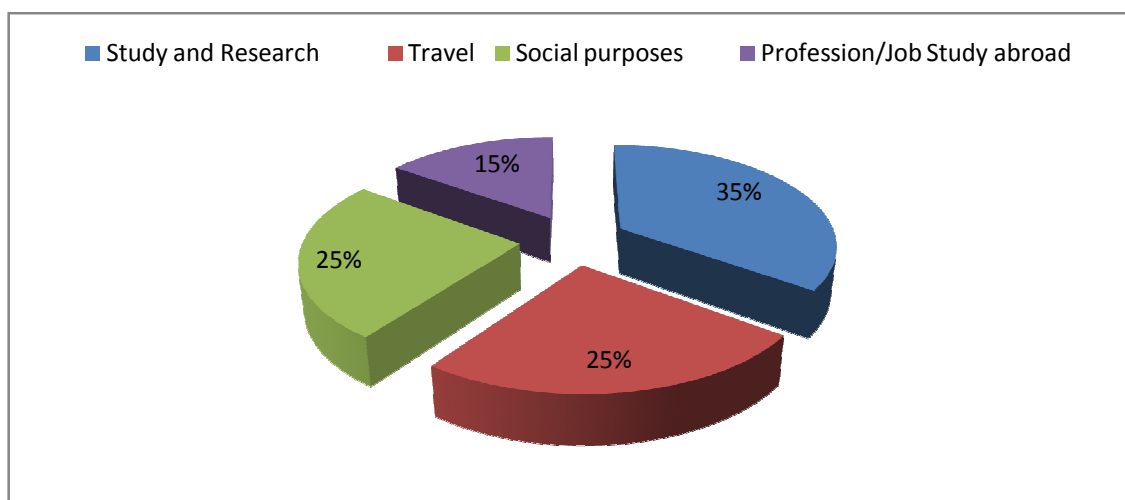
## Chapter Two: A Case Study

**Q06: For what immediate purposes do you need to learn English?**

**1- Study and Research 2- Travel 3- Social purposes 4- Profession/Job Study abroad**

Study and Research	Travel	Social purposes	Profession/Job Study abroad
14	10	10	6
35%	25%	25%	15%

**Table 07: The Purposes behind Learning English**



**Figure 09: The Purposes behind Learning English**

The table and the figure above show that there is convergence in the percentage. That is to say, (35%) of participants claimed that the purpose behind learning English is to use it in their study and research. Another (25%) of the participants opted for “Travel”, they stated that they would need English for traveling, (25%) for “social purposes”; however, (15%) declared that English would help them to work or study abroad.

These results demonstrate the crucial role of English as a language that can be used in different areas. This is true in an era of globalization where English enjoys the role of the main lingua franca.

## Chapter Two: A Case Study

### Q07: How do you use English?

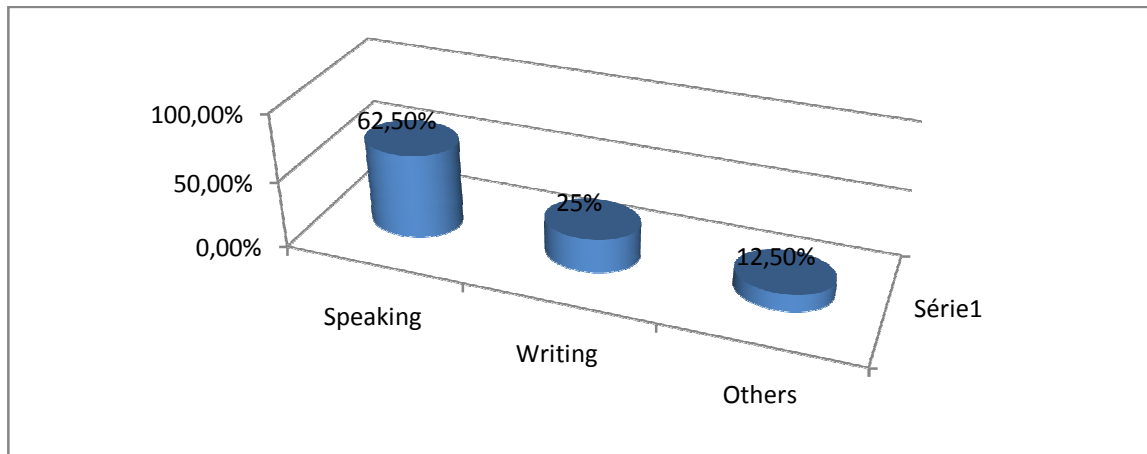
1- Speaking

2- writing

3- other skills

Speaking	Writing	Other skills
25	10	05
62.5%	25%	12.5%

**Table 08: English Skills at work**



**Figure 10: English Skills at work**

The point behind asking this question is to know the most dominant skill to be used among the participants. The majority of them (62.5%) opted for 'Speaking'. This may mean that there is interaction among workers; however, (25%) selected 'writing' and only (12.5%) opted for 'other'. The majority of participants need English to communicate rather than other purposes such as writing which comes as a second priority.

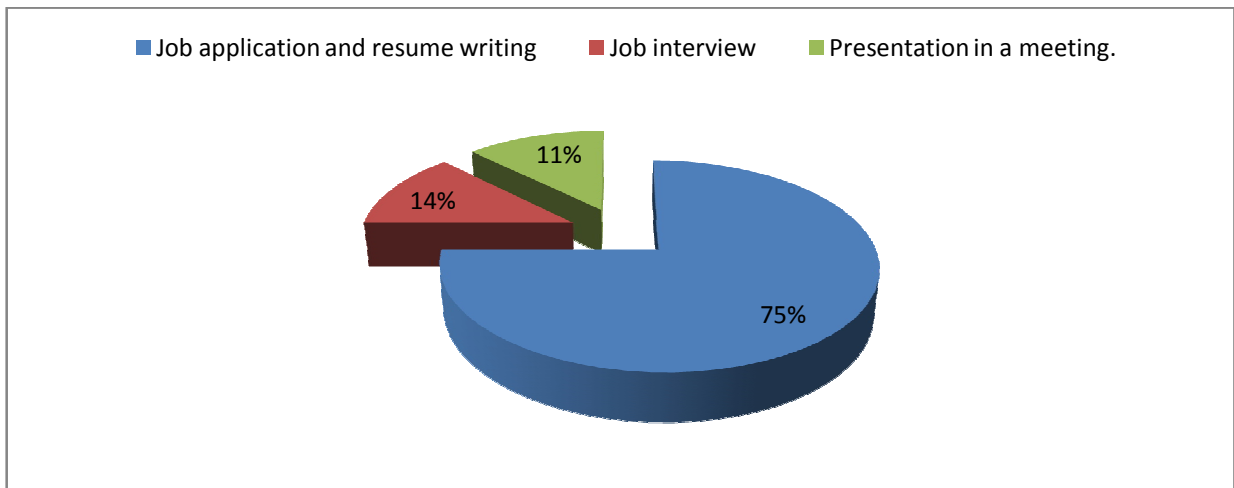
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**Q 08: Which key job skills do you lack?**

a) Job application and resume writing    b) Job interview    c) Presentation in a meeting.

Job application and resume writing	Job interview	Presentation in a meeting.
30	05	05
75%	14%	11%

**Table 09: English Job skills**



**Figure 11: English Job skills**

This question seeks to know the students' weaknesses at the level of key job skills. Participants differ in their answers. Thirty (30) of them (75%) admitted that they are weak in job application and resume writing. Five (05) participants (14%) declared that they are weak in job interview; however, (05) participants (11%) claimed that they face difficulties in presentation in meetings.

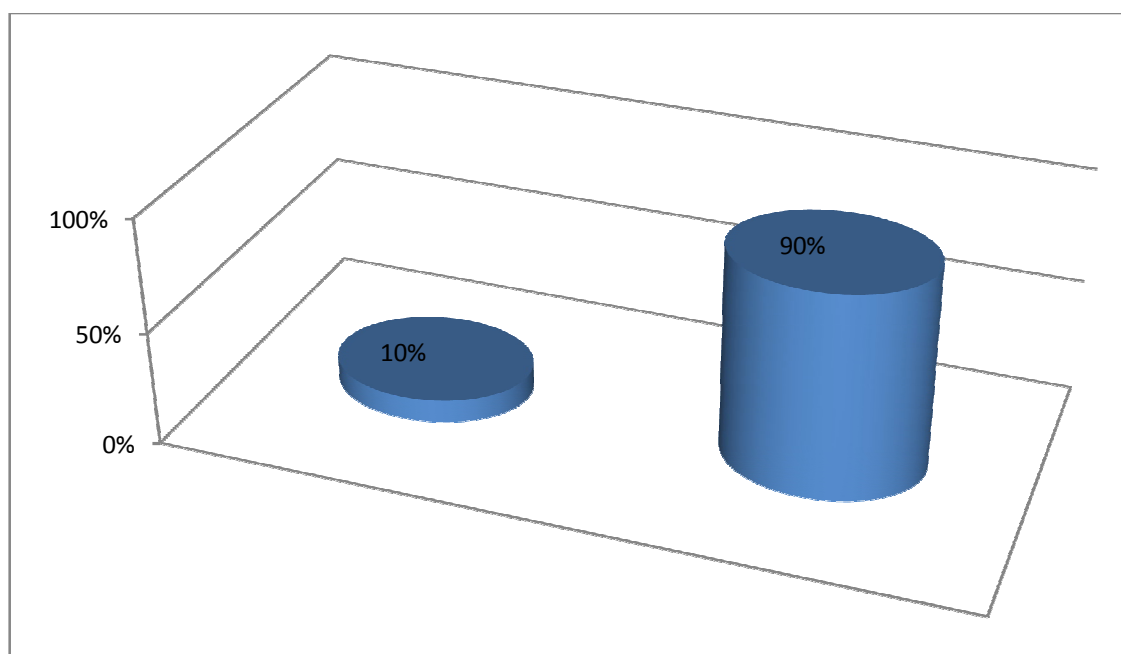
### Q 09: What types of materials do you think the course should include?

a) Textbooks, instruction/equipment manuals, CDs, DVDs, 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

<b>Textbooks, instruction/equipment manuals, CDs, DVDs, and other materials used in content courses or to train people for a job</b>	<b>Materials used on a job, such as work forms, charts and samples of relevant course assignments and student papers</b>
04	36
10%	90%

**Table 10: Types of Materials Included in ESP Course**



**Figure 12: Types of Materials Included in ESP Course**

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This question is considered to be important, because it determines the engineers' preference for the materials to learn the language. A quick glimpse at the table and the figure above reveals that almost all the participants, making up (90%) prefer materials used on a job, such as work forms, charts and samples of relevant course assignments and student papers. However, only (10%) opted for textbooks, instruction/equipment manuals, CDs, DVDs, and other materials used in content courses or to train people for a job. That is to say that the participants are aware of the kind of materials that fit their needs because using materials which have a relation with the context of their current job could help them learn the needed language.

**Q10: Why are you doing ESP courses?**

- 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

To develop professional communication in writing and speaking	To develop skills in writing business correspondence	To develop job interview skill	To develop presentation skill
14	10	10	6
35%	25%	25%	15%

**Table 11: Reasons for ESP Courses**



**Figure 13: Reasons for ESP Courses**

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This question tries to figure out the participants' reasons for attending ESP courses. The participants differ in their responses. (35%) think that ESP courses will help them develop professional communication in writing and speaking. Another (25%) guess that ESP courses are the key to develop skills in writing business correspondence. (25%) of the participants stated that there is a relationship between job interview skills and ESP courses for that these latter could help them reach a certain advanced level in interviewing. While the remaining six (06) students (15%) think that ESP courses will help them develop presentation skill.

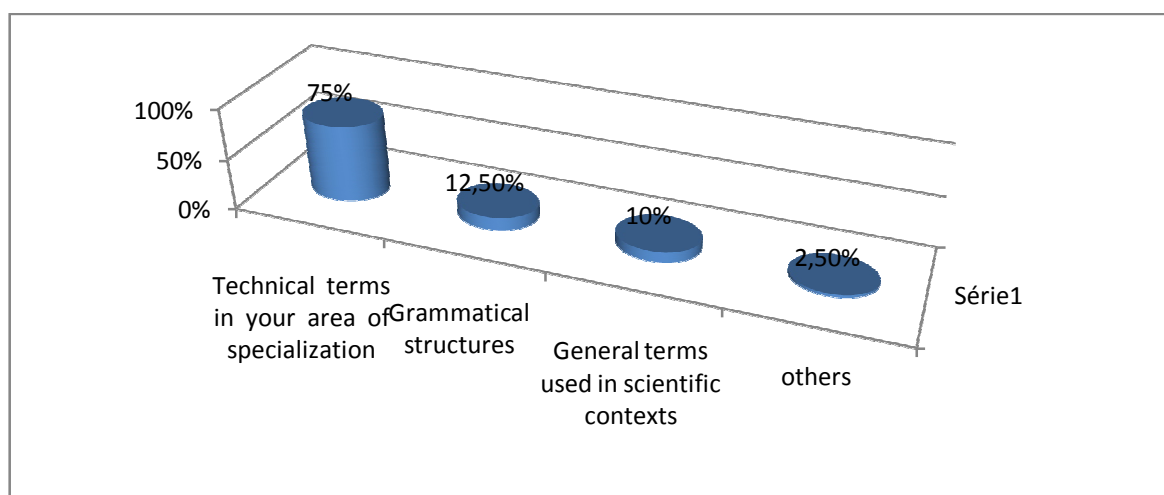
Our intention was not exactly to know the participants' reasons for ESP courses, but rather what they think about the more needed job skill in order to be developed. That, we believe, may lead them to auto-questioning, henceforth, having a student who is able to assess him/herself.

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**Q11: What language structures do you consider important in ESP courses?**

<b>Technical terms in the area of specialization</b>	<b>Grammatical structures</b>	<b>General terms used in scientific contexts</b>	<b>Others</b>
30	5	4	1
75%	12.5%	10%	2.5%

**Table 12: Language structures for ESP courses**



**Figure 14: Language structures for ESP courses**

The results show clearly that the item with the highest percentages (75%) of responses frequencies is Item 1 (Technical terms in the area of specialization). However the item which is perceived by the participants to be less important to be learnt is Item 4 (others). This result is indicated by a lower percentage of students' responses (2.5%). Additionally, two items with less than quarter of the participants' frequency responses ranged from 12.5% to 10% are Item 2 (Grammatical structures, e.g. present participles, passives, conditionals, etc.) and Item 3 (General terms used in scientific contexts) respectively.



**Q12: How do you prefer to do learning activities?**

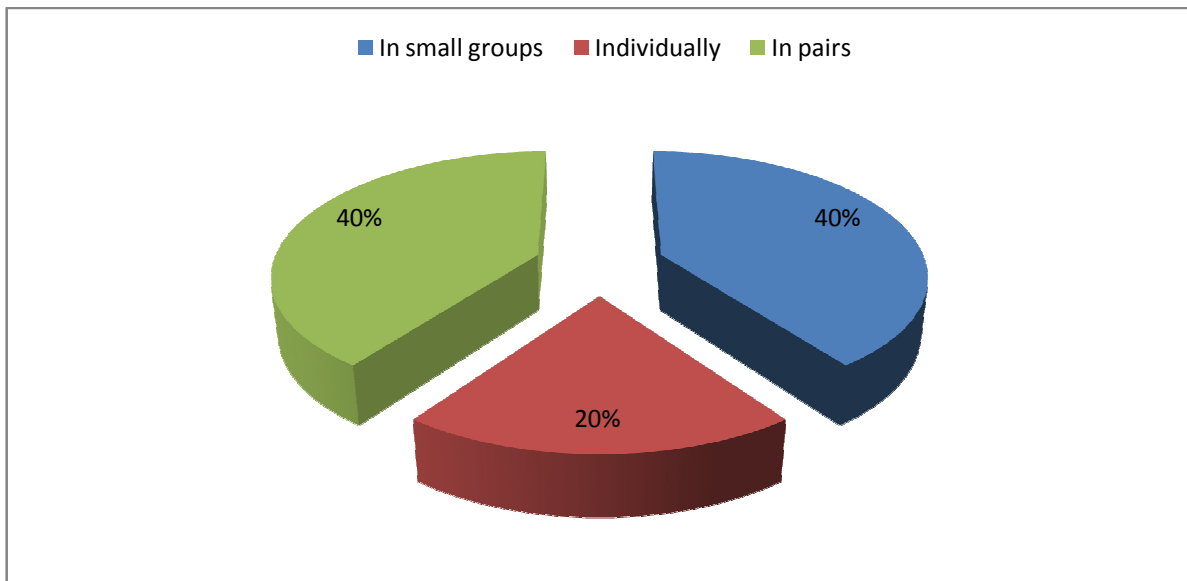
**1-In small groups**

**2-Individually**

**3- In pairs**

In small groups	Individually	In pairs
16	08	16
40%	20 %	40%

**Table13: Engineers Preferences of Learning Activities**



**Figure15: Engineers Preferences of Learning Activities**

This question intended to find out engineers' learning preferences or suggestions to improve English language courses. The researcher has noticed that the same percentage of the participants (40%) preferred pair and group work. However the remaining (20%) of the participants preferred working alone.

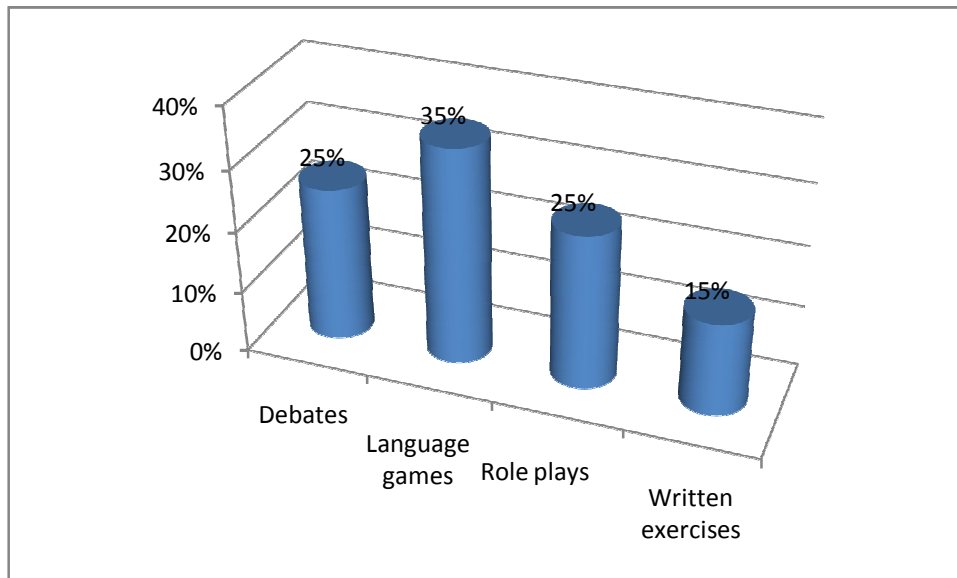
## Chapter Two: A Case Study

Q13: Do you like learning through?

1- Debates      2- Language games      3- Role plays      4- Written exercises

Debates	Language games	Role plays	Written exercises
10	14	10	6
25%	35%	25%	15%

**Table 14: Engineers Attitudes towards Learning**



**Figure16: Engineers Attitudes towards Learning**

Based on the above chart, it is noticeable that (35%) of the participants opted for oral activities, debates, whereas (25%) of them preferred learning through language games. The same percentage of the participants (25%) chose role plays as a learning strategy. (15%) selected written exercises to perform during lectures.

### 3.4. General Discussion of the Findings

The study found evidence that the needs analysis gives background information on the learners, their learning habits, and expectations. This work also shows that the learners have precise and clear views about their abilities and weaknesses in the different language skills. Therefore, they can opt for the suitable one that may help them in their academic study, job or social life.

The aim of investigations was not exactly to gather quantitative data from participants. But rather to raise the awareness about the necessity of needs analysis and how teaching and learning should take place and how to develop new teaching materials according to learners' needs in terms of appropriateness and effectiveness.

The researcher has noticed, through the questionnaire that the majority of the participants noted that ESP is important and beneficial not just for their jobs but also for their future careers.

Additionally, the findings present the importance of English language skills and their classification according to students' needs. Interestingly enough, all the language skills have been perceived to be important to acquire regardless of being used frequently or not. However, there was an agreement among the students in perceiving speaking to be number one in terms of needs more than writing and other skills. Moreover, the findings revealed that there are some English language sub-skills that the participants have to master in order to function effectively in the target situation.

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The results to the question “what language structures do you consider important in these English courses?” showed that technical terms are perceived as being the most important by the participants since these are lexical areas frequently used in science and technical English. They are technical vocabulary and sub-technical one, referring to those “common” words that occur with special meaning in specific fields. The students consider the vocabulary essential for comprehension of scientific texts and in the area of specialization.

We can conclude that the learners’ needs are a valuable source to design an appropriate course in order to improve the teaching and learning situation of ESP to this group of engineers. We can say also that an eclectic method is the most appropriate for them due to the lack of time.

Based on what has been discussed the below table is a suggested course for Samsung engineers:



### 3.5. Limitations of the Research

In most of its stages, our research went in good conditions except for some periods in which we felt unable to deal with it. As a result, we were obliged to cancel some sections, especially that of conducting few ESP courses for engineers on site.

On the basis of the analysis above, the main limitations in this research are:

The impossibility to generalize our findings because of the small number of the participants and the time factor; these were the biggest issues of the research.

The last limitation, which we see as the most hindering, is the total lack of resources whether in our university or other local universities encompassing teaching ESP. This made us in front of one option which is URL as almost the only source except for some ebooks hardly available on the web.

### General Conclusion

The present work set out to examine the Samsung engineers' needs of English. The main objective of this study was to explore from the point of view of the engineers, their target and learning needs to design a suitable course and materials in one hand, and to evaluate the efficiency of the suggested courses on the other.

As far as the current research is concerned, the researcher identified the Samsung engineers' English language needs in terms of English language skills, their English language lacks, the importance of these skills, and their English language wants. In addition, the study illustrated the engineers' perceptions of the English language course and what course they preferred to take. It is very important to take into consideration the target learners' level of proficiency in English before starting the ESP course since it may help the researcher as well as the course designer to predict the engineers' language needs and their progress at the end of the courses.

As a matter of fact, in designing an effective ESP course, the researcher identified the main steps for designing an ESP course followed by an evaluation. Evaluation can be done in two different ways: implicitly or explicitly. It is carried out through the learners' feedback as it is a necessary tool for future changes to improve and promote its effectiveness.

## General Conclusion

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As a final point, the present study has shed some light on English for Specific Purposes (ESP) which has become one of the most popular scholarly topics over the last decade, but has so far received less attention from researchers than it deserves. Therefore, we suggest that further research be conducted for the sake of improving teaching/learning.



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# APPENDICES



a) Job application and resume writing    b) Job interview    c) Presentation in a meeting.

**Q 09: What types of materials do you think the course should include?**

a) Textbooks, instruction/equipment manuals, CDs, DVDs, 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

**Q10: Why are you doing ESP courses?**

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

**Q11: What language structures do you consider important in ESP courses?**

1- Technical terms in your area of specialization

2- Grammatical structures

3- General terms used in scientific contexts

4- Others

**Q12: How do you prefer to do learning activities?**

1-In small groups

2-Individually

3- In pairs

**Q13: Do you like learning through?**

1- Debates

2- Language games

3- Role plays

4- Written exercises

<b>Week</b>	<b>Key topics</b>	<b>Skills</b>	<b>Grammar/ Vocabulary focus</b>	<b>Evaluation</b>	<b>Duration</b>
1	Greeting People Initiating conversations	Speaking	Verb tense review Pronouns	Role playing assessment	1:30 h
2	Writing emails, Writing reports	writing	Present Simple -Word order - Technical terms Irregular plurals of scientific terms Use of conjunctions	Exersices : fill in the gaps - Technical text-using technical words	1:30 h
3	Asking for information Seeking clarification	writing	Yes/no questions Future & present tense	exercices	1:30 h
4	Listening to Instructions/queries Understanding queries Responding to queries	Listening	Present continuous tense Vocabulary focus	exercises	1:30 h
5	Using polite expressions Responding to others Having conversations Making brief presentations	writing	Clauses Verb tenses	Exercise: To conjugate verbs into the appropriate tense	1:30 h
6	Discussing issues and confirming details Everyday office conversations Contributing ideas and suggestions	writing	Modals Adjectives, adverbs Imperatives	Excerices: To give the suitable superlative and comparatives for adjectives	1:30 h
7	communicative skills	Speaking	Dictation Word order	Filling the blanks	1:30 h