

Dr. ZAGHAR Fatma

Department of English

University of Oran 2

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Oran 2 - Mohamed BEN AHMED

Faculty of Foreign Languages

Department of English



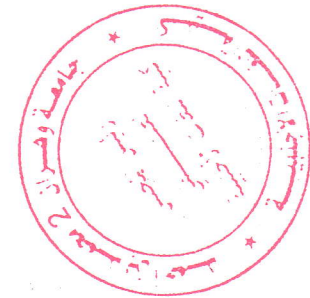
LABORATOIRE: LINGUISTIQUE, DYNAMIQUE DU  
LANGAGE ET DIDACTIQUE

POLYCOPIES DE COURS

English for Specific Purposes: Elemental  
Foundations

Level: Third Year LMD Students (Licence)

By: Dr. ZAGHAR Fatma



Academic Year: 2021-2022

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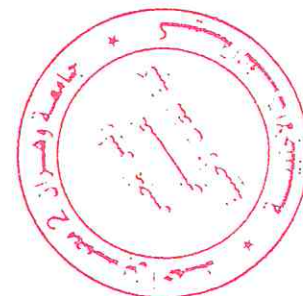
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## Preface

This series of handouts offers an approach to the teaching-learning process which considers a number of key criteria that focus on planning relevant courses, determining learning outcomes, finding out learners' needs, and selecting teaching materials. As the world of foreign language teaching in general and English as a foreign language (EFL) in particular is evolving in unprecedented ways, teachers need more than ever to expand their roles and responsibilities, to enrich their knowledge and develop their careers. As part of ELT, English for Specific Purposes (ESP) teaching is also a field subject to huge and rapid changes, as tremendous masses of people continue expressing growing interest in furthering ESP courses in a variety of specialities. This manuscript is intended as a practical guide for teachers, learners, and all those interested in entering the world of ESP. This source seeks essentially to help pre-service and in-service teachers to:

.Familiarize themselves with key notions in the area of ESP.

.Understand how the ESP teaching movement has emerged.

.Highlight the major differences between English for General Purposes (EGP) and ESP.

.Understand how teachers' roles can change according to the type of learners.

.Review their own language teaching principles.

.Develop a greater awareness of ESP various learning contexts.

.Use teaching materials and resources.

.Determine learners' needs and desires.

.Become better informed about the area of ESP teaching

.Plan appropriate activities.

.Learn how to carry out a needs analysis.

.Determine students' abilities in English.

.Collect key information about specific problems learners are facing.

These ESP courses are addressed to 3<sup>rd</sup> year LMD students who are approaching the end of their graduation level, and at the end of these courses, the learners will be able to:

- .Understand some aspects of ESP and its evolutionary roots.
- .Get acquainted with Needs Analysis process and its key principles.
- .Acquire an awareness of and the diversity of the world's cultures and of the human experiences.

These handouts provide a historical perspective on how the field of ESP has evolved. The different lectures seek to shed light on key notions and issues related to course design, material selection, and evaluation processes providing examples, and annexes by way of illustration. This booklet seeks to be a useful resource for all language teachers, and needs to be examined critically. Any errors or omissions are the author's total responsibility.

**Handouts Addressed to 3<sup>rd</sup> Year LMD Students (Licence)**

**English for Specific Purposes: Elemental Foundations**

**Instructor: Dr. ZAGHAR Fatma**

**Syllabus: 3<sup>rd</sup> Year LMD Students**

**Lecture One:**

**ESP: An Introduction**

**Lecture Two:**

**ESP: Historical Background and Development**

**Lecture Three:**

**ESP: Key Concepts**

**Lecture Four:**

**EGP Vs ESP: Highlighting the Differences**

**Lecture Five:**

**Main Types of ESP**

**Lecture Six:**

**Characteristics of ESP**

**Lecture Seven:**

**The ESP Learner**

**Lecture Eight:**

**ESP: Language in Context**

**Lecture Nine:**

**Considering Competencies in ESP Contexts**

**Lecture Ten:**

**ESP Teaching Contexts**

**Lecture Eleven:**

**Needs Analysis: Core Components**

**Lecture Twelve:**

**Carrying Out A Needs Analysis**

**Lecture Thirteen:**

**Designing ESP Courses: Major Steps**

**Lecture Fourteen:**

**Selecting and Developing Materials**

**Lecture Fifteen:**

**Testing and Evaluation in ESP**

**Lecture One:**

**ESP: An Introduction**



**Course Objectives:**

This course provides an overview about the meaning of English for Specific Purposes (ESP). It also explains some reasons behind the emergence of this teaching movement in the world. At the end of the course, the learners will be able to:

- .Understand some main reasons behind the emergence of ESP.
- .Understand the specificity of ESP.

## I. Origins of ESP:

- General Introduction:

The end of the Second World War saw a huge development in scientific, technical and economic domains on a global level. This development has created a world dominated by two areas – technology and commerce which led to a demand for an international language. Due to many reasons, mainly the economic strength of the United States after the world war, this role was gained by English being the official language in USA.

Consequently, huge masses of people became interested in studying English, because it was considered as a key to access the domains of science and commerce. Before that time, persons who have a good knowledge of a foreign language had been described as being well-educated, but as English became the common language of technology and trade, this has led to the existence of considerable groups of individuals who really know the reasons behind learning this language; doctors who needed to keep up with developments in their field of speciality, engineers who had to explore what is new, students whose course of study and research works included textbooks and journals only available in English, and businessmen who wanted to sell their products outside their countries, etc. All these and many others needed English and were conscious of the importance of English in their studies and professions.

For Hutchinson and Waters (1987) the origins of English for Specific Purposes (ESP) go back to the end of Second World War. Non-native speakers saw it as the new lingua franca that responded to their needs of cross cultural communication, business doing, and information sharing (Teodorescu, 2010).

It is in the last century, around the 1960s that ESP came to existence. According to Hutchinson and Waters (1987), the emergence of ESP is due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and the increasing amount of overseas students in English-speaking countries (pp. 6-7). Additionally, Johns and Dudley-Evans (1991) explained that the international community recognized the importance of learning English not only as a means to achieve the transmission of knowledge and communication but also as a neutral language to be used in international communication (pp. 301-302).

The register analysis of scientific and technical writing has really highlighted the birth of ESP, because each field was specified by its own ESP courses and its own terminology. Smoak (2003) explains that the teachers' job is "to teach the technical vocabulary of a given field or profession" (p. 23). Thus, learners from different domains of specialism could deal with texts that contain technical words which belong precisely to these domains.

Dudley-Evans (2001) raised the notion of making a link between the language form and its use for specific purposes. So, there was a clear change from a focus on grammar to the different contexts in which the language is utilized.

Later, in the area of English for Academic Purposes (EAP), the main focus was to address the learners' language needs, and to achieve this objective, the process of needs analysis became a necessity.

Accordingly, Hutchinson and Waters pinpointed the concept of learner centred approach which centres the process of learning, and highlights the use of the learners' already obtained skills (at work, or at university).

**Assignment:**

.Explain in a short way how ESP came to existence.

**Lecture Two:**

**ESP: Historical Background and Development**

**Course Objectives:**

The main objectives of this course is to make the students understand some of the key factors that contributed in the development of ESP throughout the years since its mergence in the 1960s. At the end of the course , the students will be able to:

.Understand and determine some of the key factors that participated in the advent of ESP.

.Understand that ESP was not programmed but it came to existence because of many reasons and circumstances.

## II. The Development of ESP:

The late 1960s was characterized by a noticeable research and exploration of specific varieties of English, for example, descriptions of written scientific and technical English by Ewer and Latorre (1969), Swales (1971), Selinker and Trimble (1976) and others. This implies that the English that was demanded by a certain mass of people could be determined by investigating the linguistic features of their specific profession or field of study. *"Tell me what you need English for and I will tell you the English that you need"* was an expression considered as a guideline in ESP.

After the emergence of ESP, important groups of learners belonging to various specialities became interested in receiving ESP courses, and became then motivated to start learning. This motivation was seen as a positive point to help them get an effective learning.

The growth of ESP, then, was brought about by a combination of three important factors: the expansion of demand for English to suit particular needs, and developments in the fields of linguistics and educational psychology.



To conclude, ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson et al; 1987, p.19).

**Assignment:**

.Explain briefly how ESP has developed throughout time.

**Lecture Three:**  
**ESP: Key Concepts**

**Course Objectives:**

This course seeks to provide a list of major abbreviations, acronyms, and notions utilized in the area of ELT and ESP. At the end of the course, the students will be able to:

.Get familiar with a wide range of new abbreviations, and concepts.

.Make the difference between many notions in terms of orthography and meaning.

.Gain a rich amount of new specific terms.

**1- Introduction:**

Before entering the world of ESP, it is important to deal with some key abbreviations, acronyms, and notions.

**2- List of Abbreviations and Acronyms:**

.BE: Business English

.EAP: English for Academic Purposes

.EBE: English for Business and Economics

.EBP: English for Business Purposes

.EEP: English for Educational Purposes

.EFL: English as a Foreign Language

.ELT: English Language Teaching

.EMT: English as a Mother Tongue

.EOP: English for Occupational Purposes

.ESL: English as A Second Language

.ESOL: English for Speakers of Other Languages

.ESP: English for Specific Purposes

.ESS: English for Social Sciences

.EST: English for Science and Technology

.EVP: English for Vocational Purposes

.IELTS: International English Language Testing Service

.L1: First Language

.L2: Second Language

.LSP: Languages for Specific Purposes

.NNS: Non-native speaker

.NS: Native speaker

.TEEP: Test in English for Educational Purposes

.TEFL: Teaching English as a Foreign Language

.TESL: Test of English as A Second Language

.TESOL: Teaching English to Speakers of Other Languages

.TOEFL: Test of English as a Foreign Language

.TOEIC: Test of English for International Communication

### **3- List of Key Definitions:**

**.Discourse analysis:** discourse analysis has to do with the study of how sentences in spoken and written language constitute larger units at a level above the sentence such as in paragraphs, or written passages.

**.Genre:** This term implies a text-type that has developed to respond to a social or professional need. Genres can comprise the following:

.A business presentation

.A scientific article

.An academic lecture

**.Register analysis:** register analysis deals with the study of how frequently grammatical structures are utilized in texts.

**.Syllabus:** a syllabus is a document that outlines all the key information about specific courses to be delivered in a given discipline. It offers a list of all the topics that will be covered throughout the year. It can also be reinforced by a list of references that are required and recommended by the teacher. For example, the syllabus of civilisation, the syllabus of linguistics.

**Assignment:**

In each module, you encounter some words that are particular to it.

1-Give three examples of specific words used in the following modules:

.Sociolinguistics

.Didactics

.Cognitive Psychology

2-Explain concisely the meaning of the specific words you have mentioned.



**Lecture Four:**

**EGP Vs ESP: Highlighting the Differences**

**Course Objectives:**

In the area of ESP, it is paramount to know what are the key differences between EGP and ESP, to better understand what distinguishes both fields. This lecture aims at focusing on the vital points that show the differences between them. At the end of the course, the students will be able to:

.Understand better what is meant by EGP.

.Understand better what is ESP.

.Understand better what are the basic differences between EGP and ESP.

**.The Key Differences Between EGP and ESP:**

EGP refers to English for General Purposes and has to do with learning basic elements related to English in order to use them to perform simple tasks such as how to introduce one's self, ask for a favour, etc.

Moreover, EGP is taught to people who have no knowledge at all in English.

Also, EGP learners are not really conscious of the necessity of studying English, because in general it is a subject on the curriculum.

However, ESP is in general taught to a category of learners who have already a certain level in English. It has to do with the use of English in specific contexts such as medicine, computer sciences, business, sociology, etc.

ESP learners are really conscious of the motives for taking on ESP courses.

According to Elcomblus Media (2020), there are five basic features of ESP.

These are the following:

- ESP is goal-oriented. Because students study English for a specific purpose, i.e. to survive in an academic setting or in a workplace, topics and activities are specified on the goal of the student. Hence, the program should not be geared towards a general approach to teaching the English language.

- ESP is based on needs analysis. Relevant to the first criteria, the topics and activities embedded within an ESP course are based on the analysis of students' needs, i.e. initial needs, learning needs, and target or end-of-course requirements.
- ESP is time-bound. Because students study English for a specific purpose, they do not intend to spend too much time engaging in indirect learning activities and exercises. Each session aims to contribute to the end goal, which should be met at a specified time or duration.
- ESP is for adults. Although there may be some people taking up ESP courses, most often the students are adults, simply because they are the ones who are opting to learn English as a preparation for higher learning or for the workplace.
- ESP is discipline-specific. Most often than not, ESP courses are written to fit a particular group of students who belong to the same field of study. If you're a nurse, you would not enroll in English for Engineers course, would you?

(<https://www.elcomblus.com/basic-features-of-english-for-specificpurposes-esp/>)

**Assignment:**

.In your own words, explain how it is possible to differentiate between EGP and ESP courses.

**Lecture Five:**  
**Main Types of ESP**

**Course Objectives:**

ESP courses can be addressed to a great number of specialists. For this purpose, it is important to know the broad specialities that are targeted.

At the end of this course, the learners will be able to:

.Understand that the world of ESP is so vast.

.Get acquainted with the specific broad areas targeted by ESP courses.

**.Types of ESP:**

There are two major types of ESP according to whether the learner demands English for Academic Studies (EAP: English for Academic Purposes) or for performing a job (i.e. for work) or for training (EOP / EVP / VESL: English for Occupational Purposes / English for Vocational Purposes / Vocational English as a Second Language). But, sometimes there are people who work and study at the same time. So, the language learnt for study can be used later in the workplace. We can also distinguish ESP lessons on the basis of the learners' speciality.

Generally, we have three wide categories:

- EST (English for Science and Technology) as examples we can cite the following:
  - .English for Computer Sciences
  - .English for Mathematics
  - .English for Medicine
- EBE (English for Business and Economics) as examples of this category we can have:
  - .English for Accounting
  - .English for Management
  - .English for Finances



- ESS (English for the Social Sciences), the following belong to this type:
  - .English for Psychology
  - .English for Sociology
  - .English for History

It is important to know that each category can be learnt for either academic purposes (continuing university studies) or occupational purposes (starting work).

**Assignment:**

.Using a table, try to highlight the main types of ESP, then illustrate with examples.

**Lecture Six:**

**Characteristics of ESP**

**Course Objectives:**

Many scholars have tried to explain the main characteristics of ESP to help those involved in this area better understand its nature. This lecture intends to offer a well elaborate explanation offered by Dudley-Evans and St John. At the end of this course, the learners will be able to:

- .Discover that ESP is subject to change.
- .Understand that ESP has absolute characteristics.
- .Understand that ESP has variable characteristics.

**I. Characteristics of ESP:**

In 1998, Dudley Evans and St John noticed that there has been considerable discussion among scholars about the meaning of ESP. They brought a modification to Strevens' definition (1998) and provided their own which distinguishes between absolute and variable characteristics.

**a) 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 appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

**b) 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 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.

5- Most ESP courses assume some basic knowledge of the language system.

**Assignment:**

.Give your own explanation of the main characteristics of ESP.

**Lecture Seven:**  
**The ESP Learner**

**Course Objectives:**

As in any language situation, the learner is considered as a main agent of change, and needs therefore to be highly considered. Thus, in ESP contexts, the teacher has to take into account many criteria before grouping his learners. At the end of this course, the students will be able to:

.Understand that the steps that a teacher has to go through before starting his/her ESP courses are different from the ones he/she follows when ensuring EGP courses.

.Discover that before grouping the learners, the ESP teacher has to consider a number of key criteria.



**.The ESP Learner:**

Many persons desire to learn ESP because it is a vital asset to their job (i.e. to perform a given task), some may have different wants, and other people may desire to improve their English. Another group of people may be starting a new project, or applying for a job. Despite this wide range, it is possible to group learners together as follows:

**1) According to Needs:**

Some learners have very specific needs, and to satisfy them, they ought to take up ESP courses that are offered by a teacher who can help to write reports, to read a paper, to join an international company etc. Other learners have a more general objective to enhance their English. A third category might be learners with particular roles or functions such as engineers (who want to attend conferences), chemists (who want to write reports), and researchers who want to write articles, etc., i.e. they may work in various settings.

**2) According to Language Level:**

Generally, ESP learners are grouped together because they have nearly the same language proficiency. So learners might be classified as “beginners”, “intermediate” or “advanced”.

### 3) According to Experience:

#### a) Non-Experienced Learners:

Learners have no experience of ESP courses that is why, they will always need a teacher to guide them and provide them with the necessary information.

#### b) Job-Experienced Learners:

These learners are those who have an important and valuable knowledge about their own professions, as reported by Wang and Fan (2021):

The job-experienced learners, as the name suggests, have gained some practical experience of English use on the job and often have a set of highly specified language learning needs in relation to their job demands (p. 2).

Thus, job-experienced learners are frequently conscious of their needs for studying ESP.

### 4) According to Culture:

In educational settings and training centres, we may come across a multitude of cultures that are characterized by dissimilar beliefs and traditions, in ESP contexts; it is preferable sometimes to place learners in differing groups to avoid any misconceptions.

**Assignment:**

.Why do you think it is important to take into account the learners' needs when teaching ESP?

**Lecture Eight:**

**ESP: Language in Context**

**Course Objectives:**

It is important to understand that language use is determined by the context .In the field of ESP, it is crucial to understand that the setting shapes the type of language utilized. At the end of this course, the learners will be able to:

.Understand the meaning of language context.

.Discover the importance of context in determining the language that we should utilize.

**.Language in Context:**

The language of ESP deals with what we can name sometimes simple English. To better understand how ESP can be used differently according to the context, we can consider the following exchanges:

Sarah: Excuse me, sir.

Tom: Hello. Can I help you?

Sarah: I hope so. I'm looking for room 105. Mr Smith's Office.

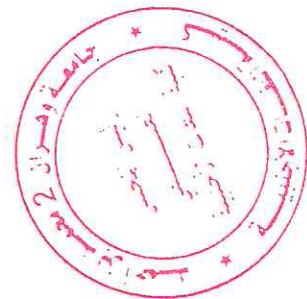
Tom: Yes, of course. It's just around the corner, over there.

This exchange could be described as everyday English. It could happen within the context of visiting the manager of a company, for example, or someone in a private institution. But, if it is used by a specific person within a specific context, it becomes specific English. For instance, if this English is used in a company by a business person within a business context, it becomes business English. So, this exchange can be a business person visiting a manager's office.

Furthermore, some people use language in ways that are unfamiliar to foreigners. In fact, in every profession we find this situation, because each speciality has its own linguistic identity. ESP is a word employed to describe language that is unfamiliar to individuals who do not belong to the same language community. It is important to mention that ESP does not only focus on

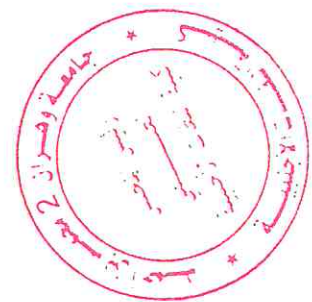
language, but on language use also, teachers should then give a basic importance to communicative competence.

In ESP, each field of speciality can be recognized through its specific vocabulary, and special uses of grammar. It is then important for ESP teachers to help their learners identify the nature of the language used in their specific area and the situational contexts in which the language may be used.



**Assignment:**

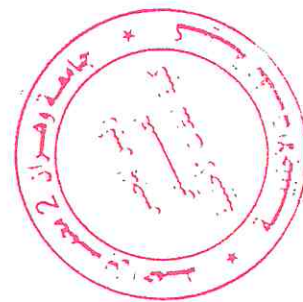
.Write a concise list of the type of ESP courses that can be addressed to some specific fields of speciality you know.





**Lecture Nine:**

**Considering Competencies in ESP Contexts**



**Course Objectives:**

To be equipped with specific competencies is crucial for a successful communication, be it written or spoken. Thus, this lecture seeks to unveil the key competencies needed to gain a good knowledge of ESP. At the end of this course, the learners will be able to:

.Understand that the linguistic competence is very important but not sufficient.

.Discover the importance of other competencies

**.Introduction:**

ESP learners need to be able to use the language in real-life situations. ESP teachers have then to focus on three basic constituents:

.Linguistic competence,

.Discourse competence, and

.Intercultural competence.

**1. Linguistic Competence:**

Linguistic competence refers to the main parts that form a language, such as vocabulary, grammar, phonology, and so on.

Learners of ESP should be aware about the difference between spoken and written grammar because when written grammar is used verbally, it may be described as anomalous. Specific characteristics of spoken grammar such as contractions (can't, won't), hesitations (uh, e, m) have to be taught to ESP learners and explained to them in a clear way.

**2. Discourse Competence:**

The main objective of linguistic competence is to focus on language out of context. Discourse competence, on the other hand, intends to stress language in use. It is argued that discourse can be employed in a variety of ways by language professionals, but human interaction is viewed as a dynamic process that needs to be considered. People participating in a conversation take turns to speak, and

there are regulations that show what should and should not be permitted. For instance, interlocutors have to speak in turn, and listen to each other, until each one finishes their speech, this is called turn-taking

Some utterances have also to be well considered like those which come in pairs such as question and response. Moreover, opening and closing sequences can be found in many talks such as an interview or a telephone call. This shows that the language gives a basic importance to the rapport between the sender and the receiver (such as a teacher and a student, a worker and his boss, or a dialogue between two classmates, etc.).

### **3. Intercultural Competence:**

Culture encompasses a set of beliefs, attitudes, and behaviours. It is affected by a range of attributes that comprise the environment, gender, family, age and ethics. Culture can be manifested through interaction between people. In ESP teaching, we often refer to the 'Iceberg Model' to explain clearly that many aspects related to culture are unknown to people.

**Assignment:**

.Explain why linguistic competence alone is not sufficient to be acquired by ESP learners.

**Lecture Ten:**

**ESP Teaching Contexts**

**Course Objectives:**

It should be noted that teaching ESP is not limited to one single context. Therefore, students need to be familiar with the diverse contexts where ESP courses can be delivered. At the end of this course, learners will be able to:

.Understand that ESP cannot be ensured in the language classroom only.

.Discover the various teaching settings where ESP instruction can take place.

**ESP Teaching Contexts:**

Most of the times, ESP teachers operate in one or more of the following teaching settings:

**1) Educational Institutions:**

ESP adult learners can be taught generally in educational places such as a school, university or college.

In these contexts, learners may think that their teacher is a language expert and a skilled person in their field of speciality. This category of students is not really conscious of learning ESP. Thus, ESP teachers have to focus deeply on these students' target needs.

**2) Private Language Schools:**

Private language schools are based in many parts all over the world. The teaching of ESP may take place in the school, or the teacher may move to the client's location. Learners who take ESP courses in these private schools can be people who intend to enhance their English for many purposes, or they may be many individuals who work in large companies and are interested to learn ESP to perform different tasks in their job.

**3) In Company:**

When teaching employees in their workplace, some ESP teachers may have a full-time job. In this case, these teachers can have a profound idea about the



real needs of these learners, because they are observing them practising their job in their working environment. Thus, these teachers will be able of finding out the real desires of their learners, and will therefore be capable of designing useful courses for them and select the most suitable materials.

#### **4) One-to-One Situation (1-to-1 Situation):**

When the ESP teacher is ensuring his courses with one single student only, this situation is known as One-to One situation. In this case, the learner can be considered as a resource for his teacher, and together they can work on the development of the required skills .Yet, teachers need to engage these learners in an effective way.

#### **5) ESP Online courses:**

In some cases, when the learners cannot move to the location of the teacher, and cannot be provided with necessary ESP courses in their workplace, they can obtain these courses via internet. Many private institutions and ESP training centres offer this type of learning throughout the world. Moreover, during the pandemic (Covid 19), most universities have delivered online ESP courses in Algeria and across the planet.

**Assignment:**

.What is the teaching context that you think is most appropriate for the Algerian ESP learner, and why?

**Lecture Eleven:**

**Needs Analysis: Core Components**

**Course Objectives:**

A key component in ESP teaching is to put the focus on the learners' needs. The process of needs analysis is seen as the one which fulfils this role. At the end of this course, the learners will be able to:

- .Get acquainted with the process of needs analysis.
- .Discover the paramount importance of needs analysis in ESP instruction.

## **I. Needs Analysis:**

### **1-Definition of Needs Analysis:**

Needs analysis has to do with the basic methods that are used to collect the major information about the learners' needs.

### **2- Objectives of Needs Analysis:**

Needs analysis can also be called needs assessment and is seen as an important stage in foreign language curriculum development. In the area of language teaching, it is used for a variety of objectives including:

\*To help the students develop their language skills.

\*To analyze students' strengths and weaknesses.

\*To determine if an existing course adequately addresses the needs of students, and thus help ESP teachers design useful courses.

\*To provide learners with the necessary resources that can contribute to their performance.

\*To identify a change of direction in teaching that a group of specialists sees as important.

Dudley-Evans and St John (1998, p. 125) suggested a concept of needs analysis that contains the following parts:

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

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

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

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

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

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

**G.** What is wanted from the course.

**H.** Information about the environment in which the course will be run – means analysis.

### **3- Who Are the People Involved in Needs Analysis?**

In needs analysis, there are many people, about whom data will be gathered, including the following:

.Teachers

.Learners

.Policy makers

.Employers

These people can provide useful information that is required to meet the learners' needs.

Later, the information obtained by these people will be analysed and given priority.

**Assignment:**

.What do you expect to learn from a needs analysis?

.Explain the importance of teaching needs analysis to ESP learners?



**Lecture Twelve:**

**Carrying Out A Needs Analysis**

**Course Objectives:**

Being a very fundamental process, carrying out a needs analysis has to be considered as the most important pillar in ESP teaching. At the end of this course, the learners will be able to:

.Discover that needs analysis has a broader meaning.

.Find out that carrying out a sound needs analysis is also key for a successful ESP teaching/learning experience.

**Introduction:**

In ESP teaching, it is crucial to consider the following procedures when carrying out a need analysis:

**1- Carrying out a Needs Analysis:**

To carry out an effective needs analysis, there are some means that are regarded as useful to help teachers and course designers choose their teaching methods and plan their courses. Among these means, we can have:

**1-a-Questionnaires:**

Questionnaires are considered as a mechanism used to get useful information and opinions from ESP learners and the people involved in needs analysis. Through them, we can obtain many responses from a considerable number of respondents.

**1-b-Interviews:**

Interviews are seen as effective means that are used to gather data because through them we can obtain deep information about people's viewpoints and own experiences.

**1-c-Observation:**

In ESP, this method helps the researcher better determine what he /she wants to observe. It implies also observing the learners in their natural setting.

**Assignment:**

.Explain the importance of using each of the data collection in your course to undertake a needs analysis.

**Lecture Thirteen:**

**Designing ESP Courses: Major Steps**

**Course Objectives:**

After considering a great number of criteria, and after identifying the most important needs, the ESP teacher can start designing his relevant courses. At the end of this course, the learners will be able to:

.Understand the importance of course design.

.Discover what are the basic points to be considered and included essentially in ESP courses.

### **1-What is Designing a Course?**

Course design is a process that includes many steps. It helps the teachers state clearly the objectives of their courses, check the understanding of their learners, and therefore allow them better meet their needs.

### **2- The Main Steps of Designing an ESP course:**

Designing an ESP course is a complex process which takes into account the learners' needs, their abilities, the teaching materials, and the evaluation system. Graves (2004, p.13) gives her own description of the main parts that an ESP teacher can consider when designing his/her own courses:

#### **-Needs assessment:**

- .What are my students' needs?
- .How can I assess them so that I can address them?

#### **-Determining goals and objectives:**

- .What are the purposes and intended outcomes of the course?
- .What will my students need to do or learn to achieve these goals?

#### **-Conceptualizing content:**

- .What will be the backbone of what I teach?
- .What will I include in my syllabus?



**-Selecting and developing materials and activities:**

.How and with what will I teach the course?

.What is my role?

.What are my students' roles?

**-Organization of content and activities:**

.How will I organize the content and activities?

.What systems will I develop?

**-Evaluation:**

.How will I assess what students have learned?

.How will I assess the effectiveness of the course?

**-Consideration of resources and constraints:**

.What are the givens of my situation?

Moreover, Graves (2000) shows that the role of the types of activities is very important. She insists that the following points have to be considered when carrying out classroom activities:

1- Activities should draw on what students know (their experience, their current situation) and be relevant to them.

2- Activities should focus on students' outside of class needs, if appropriate.

3- Activities should build students' confidence.

4- Activities should allow students to problem solve, discover, analyze.

5- Activities should help students develop skills and strategies.

6- Activities should help students develop specific language and skills they need for authentic communication.

7- Activities should integrate the four skills speaking, listening, reading and writing.

8- Activities should enable students understand how a text is constructed.

9- Activities should enable students to understand cultural context and cultural differences.

10- Activities should enable students to develop social awareness.

11- Activities should be as authentic as possible.

12- Activities should vary the roles and groupings.

13- Activities should be of various types and purposes to provide adequate practice.

14- Activities should use authentic texts or realia when possible.

15- Activities should employ a variety of materials.

Therefore, designing ESP courses that focus essentially on the learners' specific needs can increase their appreciation of the learning process and help them achieve their own goals.

**Assignment:**

.Explain briefly the major steps that have to be followed to design useful ESP courses.

**Lecture Fourteen:**

**Selecting and Developing Materials**

**Course Objectives:**

Reinforcing ESP courses with specific teaching materials is highly recommended. At the end of this course, the learners will be able to:

.Understand the necessity of supporting ESP courses with teaching aids.

.Discover the importance of diversifying the teaching materials in ESP classes.

**. Selecting and Developing Materials:****1- Definition of Materials:**

Teaching materials are the different resources that teachers use to reach the desired objectives of their courses, and to support their students and help them improve their skills and increase their achievements.

In the field of language teaching, Tomlinson defines materials as:

Anything which is used to help to teach language learners. Materials can be found in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned (Tomlinson, 1998, p. xi).

Cunningsworth (1995, p. 7) mentions some of the key roles of materials for language teachers:

- a resource for presentation materials (spoken and written).
- a source of activities for learner practice and communicative interaction.

- a reference source for learners on grammar , vocabulary, pronunciation, and so on.

- a support for less experienced teachers who have yet to gain in confidence.

Accordingly, Graves (2000) explains how materials should be developed by language teachers:

When developing materials, it is important to have a balance of activities and exercises. Too many exercises and too few activities will impede development of the ability to communicate in the real world, while too many activities and not enough exercises will deny students the opportunity to develop the language and skills they need to communicate effectively (p. 157).

## **2- Importance of Selecting Good ESP Materials:**

In the field of ESP teaching, Dudley-Evans and St.John (1998, pp.170-171) see that materials can fulfil the following functions:

- as a source of language

- as a learning support



- for motivation and stimulation

- for reference

Barnard and Zemach (2003) give their own suggestions regarding the process of preparing ESP teaching materials as follows:

- determining the needs and preferences of the students through questionnaires and/or interviews;

- deciding on the language contexts the course will focus on (e.g., lectures, business meetings);

- deciding on the categories for presenting the language in the course (e.g. grammar, function, lexis, situation, topic, communicative skill);

- deciding what language skills and sub-skills the course will focus on (e.g. listening, speaking, reading, writing) taking into account learners' objectives;

- designing the syllabus and deciding if it is going to be cumulative, or each unit/lesson will be independent;

- determining the types of activities that will be used in the course (e.g. individual, pair, group, whole class);

- deciding on the page layout of worksheets and preparing templates;

- preparing the materials;

- piloting the materials; collecting and collating feedback through questionnaires and interviews;
- revising the materials;
- using the materials;
- getting feedback from students, teachers and sponsors during and after the course through questionnaires, interviews, classroom observations,....etc.;
- revising the materials if necessary;
- reviewing the course periodically.

### **3- Main Types of ESP materials:**

There are many types of ESP teaching materials that can be used, yet the three major ones are:

#### **a- Textbooks:**

A textbook is a guide that contains a series of lessons. In ESP contexts, textbooks can serve as a useful pedagogical resource for new and inexperienced teachers, because they help them organize their syllabus and provide them with significant activities.

**b- Authentic materials:**

Authentic materials are sources that provide real English use and that can be used in language teaching for real world purposes to inform and guide learners, and to help them increase their understanding of real-life situations and foreign cultures, for example: newspapers, recordings, etc. According to (Phillips and Shettlesworth 1978; Clarke 1989; Peacock 1997) authentic materials are important because:

- They have a positive effect on learner motivation.
- They provide authentic cultural information about the target culture.
- They provide exposure to real language.
- They relate more closely to learners' needs.

**c- Created materials:**

These materials are defined as non-authentic teaching resources that have been designed by teachers and even learners to achieve teaching goals, improve the learning process, and obtain better learning outcomes, for example: journal articles, worksheets, etc.

To have positive effects on ESP learning, Krzanowski (1998) proposes some key characteristics for created materials, some are mentioned in the following list, according to him these resources should:

- balance informative, language and communicative content (i.e., “adequacy of content”);
- be based on topics of general academic and professional interest;
- be directly linked to related degree/course/curriculum;
- be set in a memorable context;
- meet the criterion of authenticity;
- ideally cover both language and skills;
- offer students the opportunity to gain transferable skills;
- not over-promote one discrete skill;
- stimulate student interaction;
- adapt preferences to learners’ needs and knowledge;
- be professionally printed and edited;
- help practitioners develop their own teaching style.

Therefore, a good needs analysis, well-designed courses and a selection of appropriate materials, can provide the basis for a good ESP learning.

**Assignment:**

.Explain the key roles of the teaching materials in providing a good ESP learning.

**Lecture Fifteen:**

**Testing and Evaluation in ESP**

**Course Objectives:**

Once the teaching of ESP courses is performed and the needs taken into account by the teacher, the learners have to be assessed and the course needs to be evaluated. At the need of this course, the learners will be able to:

.Discover how ESP courses should evaluated.

.Discover that assessment is not limited to the students but courses have also to be evaluated.



**I. Evaluation and Testing in ESP:**

Evaluation is a major element in shaping how ESP teaching is done. ESP learners and sponsors are investors in the ESP course and they require seeing a return on their investment of time and money. For a better evaluation, two levels of evaluation are stressed:

**1) Testing the learner:**

It is always crucial to assess language learners' performance at different stages of the course. In ESP there are three basic types of assessment:

**a) Placement tests:**

This type of tests is used to check the learners' language level, and therefore place them later in the most appropriate ESP course in order to better meet their needs. Generally, this test occurs at the beginning of the course.

**b) Achievement tests:**

Achievement tests can be organised at any moment through the ESP courses, and can check if the learners are making significant progress in their studies. The questions of the tests should focus on the content of ESP courses.

**c) Proficiency tests:**

They assess whether or not the student can cope with the demands of a specific situation (e.g. reading technical manuals, or writing a report).

**2) Course Evaluation:**

Evaluating an ESP course helps to establish whether or not it is meeting its objectives. According to Alderson and Waters (1983) there are four main aspects of ESP course evaluation to be taken into account:

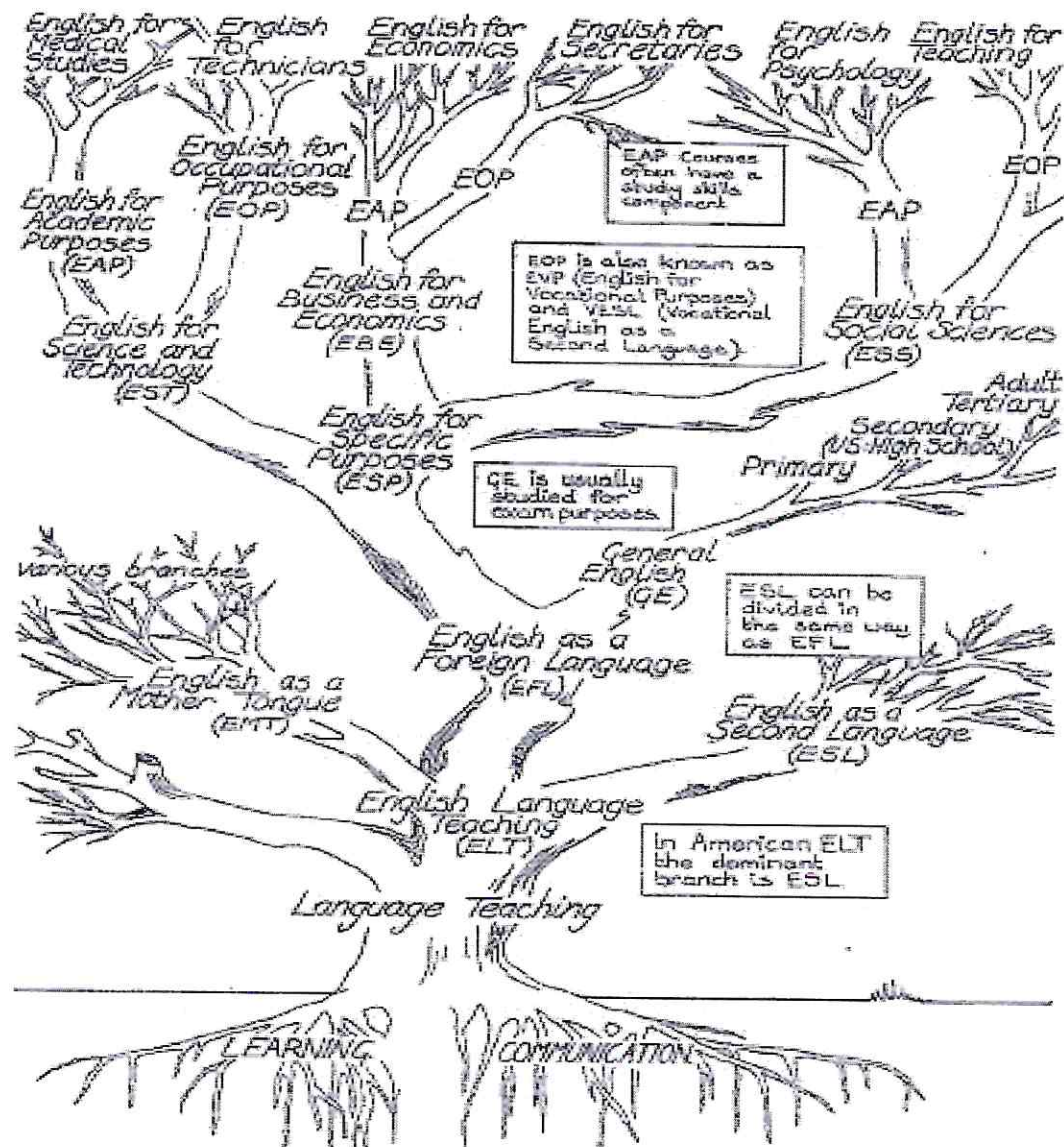
- What points should be evaluated?
- How can ESP courses be evaluated?
- Who should be involved in the evaluation?
- When (and how often) should evaluation take place?

It should be noted that a good evaluation system will provide a deep overview about the learners' current level and what needs to be done in order to help them improve their language skills as well as their specific area of specialism.

**Assignment:**

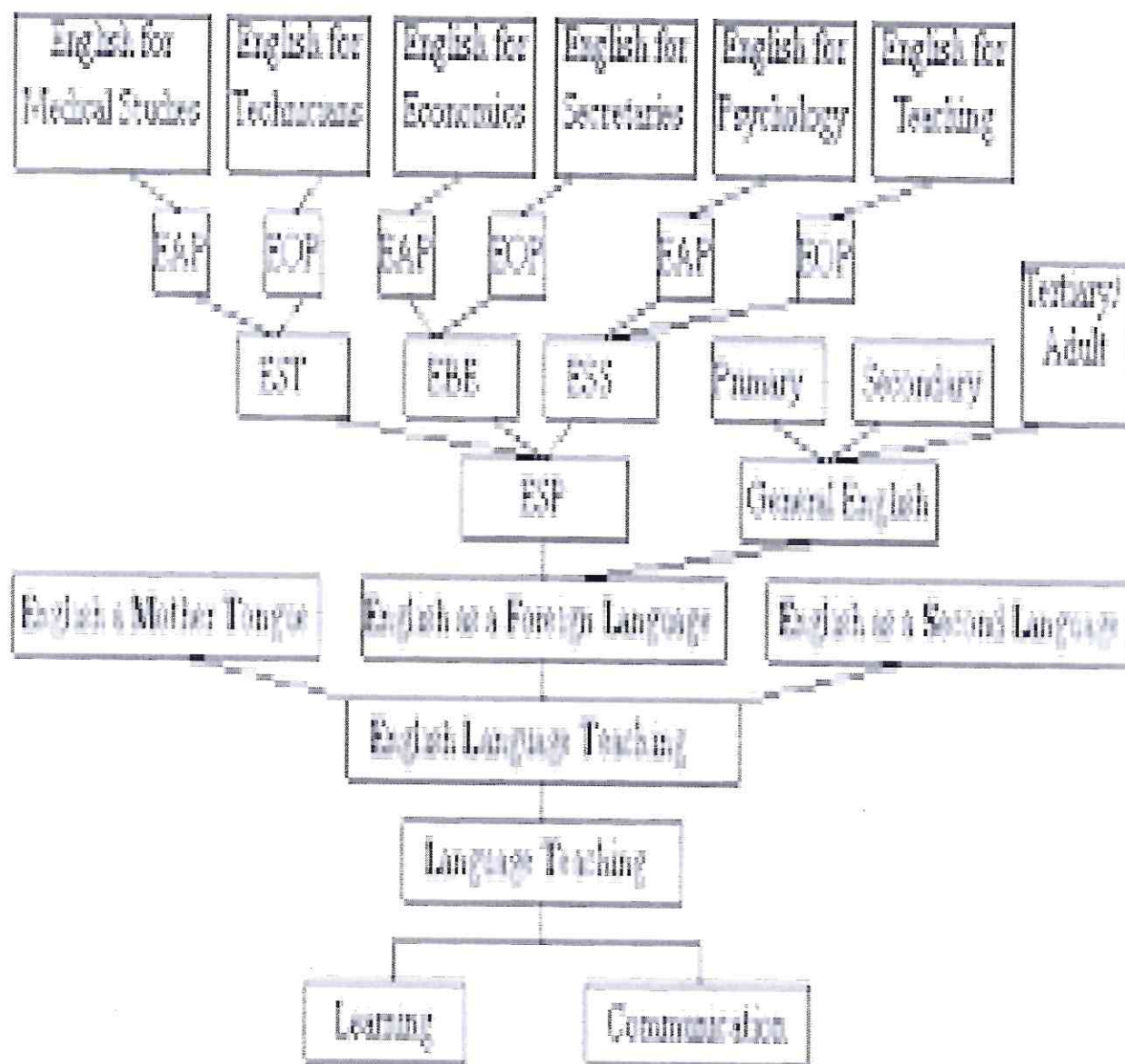
.Explain the necessity of the evaluation process in the field of ESP.

# Appendixes:



**Figure 1: The Tree of English Language Teaching**

**(Appendix 1 - Lecture One)**



**Figure 2: Types of ESP**

**(Appendix 2 - Lecture Five)**

**Appendix 3 - Lecture Seven: A model of the Key Characteristics of the Cambridge English Placement Test for Young Learners:**

The following task types and question formats are used in the placement test.

**I-Listening:**

**Skill Focus1:** Listening for specific information of various kinds.

**Question Format1:** Students hear and read a question. Students listen to a dialogue which contains the answer.

**Response Format1:** 3-option multiple-choice pictures. Students select the correct picture.

**Computer Skills1:** Use a mouse to move the on-screen cursor. Left click the mouse and select the chosen picture by clicking in the circle under the picture.

**Skill Focus2:** Listening for specific information (past tense).

**Question Format2:** Students listen to a dialogue in which a child tells an adult what s/he did during the past week.

**Response Format2:** Students decide which picture illustrates the dialogue and, from a pop-up menu, select the correct day.

**Computer Skills2:** Use a mouse to move the on-screen cursor. Left click the mouse to reveal the pop-up menu and left click again to select the correct day.

**Skill Focus3:** Listening for numbers and spelling.

**Question Format3:** Students see a context picture and listen to a dialogue between a child and an adult.

**Response Format3:** Students enter words or numbers in the correct spaces.

**Computer Skills3:** Use a mouse to move the on-screen cursor. Use the keyboard to type words and numbers.

**Skill Focus4:** Listening for names, spellings and other information.

**Question Format4:** Students see a context picture and listen to a dialogue between two speakers.

**Response Format4:** Students enter words in spaces next to written prompts.

**Computer Skills4:** Use a mouse to move the on-screen cursor. Use the keyboard to type words and numbers.

## **II -Reading and Writing:**

**Skill Focus1:** Spelling of single words.

**Question Format1:** Students see an object picture and the object's name in jumbled letters.

**Response Format1:** Students write the object words, one letter in each box.

**Computer Skills1:** Use a mouse to move the on-screen cursor. Use the keyboard to type letters.

**Skill Focus2:** Reading a dialogue. Selecting the correct responses.



**Question Format2:** Students see a context picture and read the first line of a dialogue.

**Response Format2:** Students select the correct written response from a choice of three and then continue until the dialogue is complete.

**Computer Skills2:** Use a mouse to move the on-screen cursor. Left click the mouse to reveal the menu and left click again to select the radio button for the correct response.

**Skill Focus3:** Reading for specific information and gist. Copying words.

**Question Format3:** Students read a text containing gaps and look at words illustrated by pictures.

**Response Format3:** Students enter the correct words in the gaps.

**Computer Skills3:** Use a mouse to move the on-screen cursor. Use the keyboard to type words.

**Skill Focus4:** Reading a story. Completing sentences.

**Question Format4:** Students see a context picture and read a story.

**Response Format4:** Students complete sentences about the story by entering one, two or three words.

**Computer Skills4:** Use a mouse to move the on-screen cursor. Use the keyboard to type words.

**Skill Focus5:** Reading a sentence. Deciding whether the sentence is true or false.

**Question Format5:** Students see a picture and read a sentence about the picture.

**Response Format5:** Students decide whether the sentence is true or false and respond with yes or no.

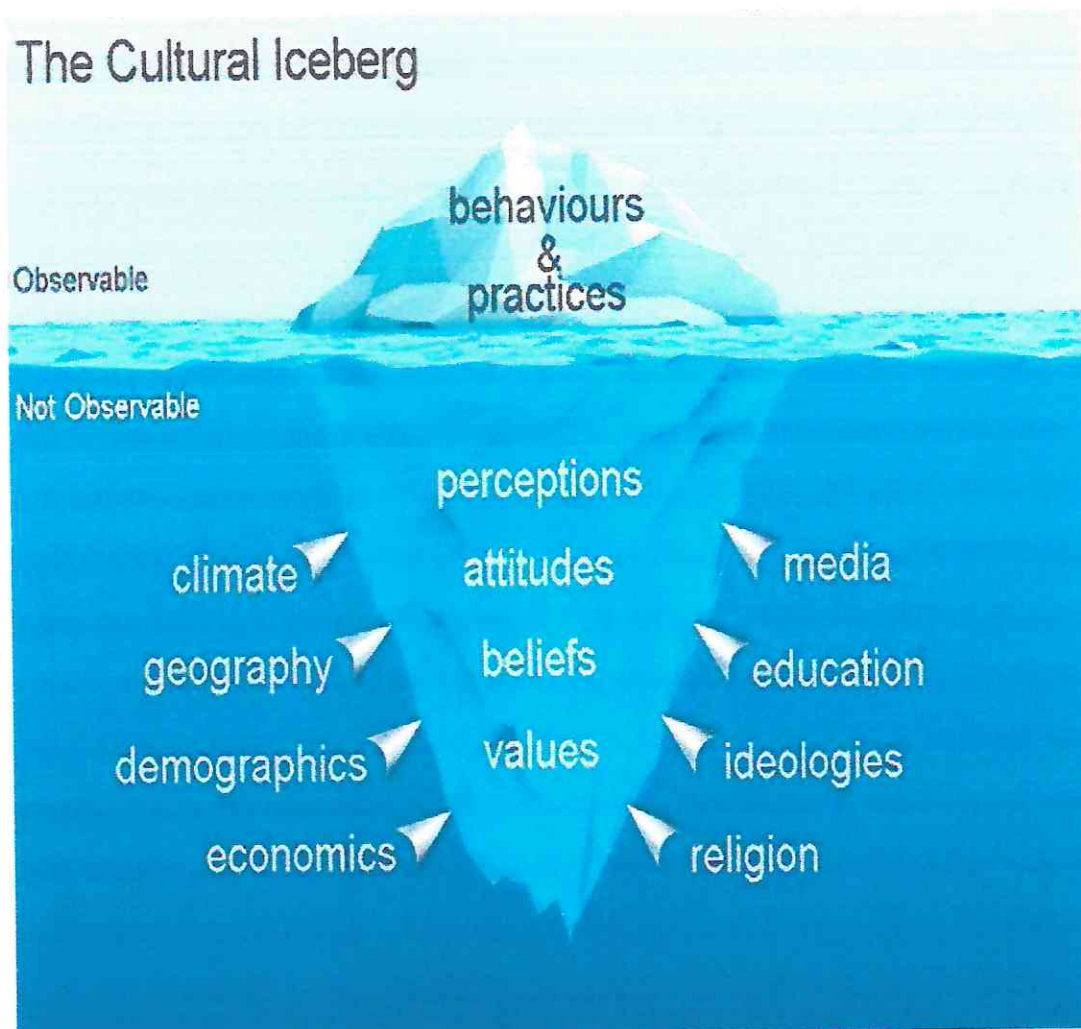
**Computer Skills5:** Use a mouse to indicate yes or no or to write yes or no.

**Skill Focus6:** Reading a short text. Completing sentences.

**Question Format6:** Students see a context picture and read a short text containing gaps.

**Response Format6:** Students select the correct word to complete the gap.

**Computer Skills6:** Use a mouse to move the on-screen cursor. Left click the mouse to reveal three options and left click again to select the correct option.



**Figure 3: The Cultural Iceberg**

**(Appendix 4: Lecture Seven)**

**Appendix 5: Glossary of Technology Terms:****(Lecture Eight)**

**Access Point:** A device that allows wireless-equipped computers and other devices to communicate with a wired network.

**Authentication:** The process of identifying yourself and the verification that you're who you say you are. Computers where restricted information is stored may require you to enter your username and password to gain access.

**BYOD:** Bring Your Own Device or "BYOD" is a business and technology policy that allows employees to bring in personal mobile devices and use these devices to access company data, email, etc.

**Cookie:** A small piece of information you may be asked to accept when connecting to certain servers via a web browser. It is used throughout your session as a means of identifying you. A cookie is specific to, and sent only to the server that generated it.

**Customer Relationship Management:** Customer relationship management refers to a set of processes, tools, technologies and software that help businesses manage their relationships with their customers. For instance, a customer relationship management software would be able to give businesses enough details about their customers from the level of communication that has been

done by each customer and when. This allows businesses to personalize and customize their contacts with the customer to gain more sales.

**Database:** A collection of information organized so that a computer application can quickly access selected information; it can be thought of as an electronic filing system. Traditional databases are organized by fields, records (a complete set of fields), and files (a collection of records). Alternatively, in a Hypertext database, any object (e.g., text, a picture, etc) can be linked to any other object.

**Download:** The process of transferring one or more files from a remote computer to your local computer. The opposite action is upload.

**Exploit Kits:** An exploit kit or exploit pack is a type of toolkit cybercriminals use to attack vulnerabilities in systems so they can distribute malware or perform other malicious activities. Exploit kits are packaged with exploits that can target commonly installed software such as Adobe Flash®, Java®, Microsoft Silverlight®.

**Flash drive:** A small device that plugs into computer's USB port and functions as a portable hard drive.

**Gigabyte (Gig or GB):**  $1024 \times 1024 \times 1024$  (2 to the 30th power) bytes; it's usually sufficient to think of a gigabyte as approximately one billion bytes or 1000 megabytes.

**HTML:** HyperText Markup Language; a language used for creating web pages. Various instructions and sets of tags are used to define how the document will look.

**HTTP:** The hypertext transfer protocol is the standard protocol modern web browsers and the web itself uses. FTP and BitTorrent are examples of alternative protocols.

**IP Address:** An Internet Protocol address, or IP address, is a numerical address that corresponds to your computer on a network. When a computer wants to connect to another computer, it connects to that computer's IP address.

**Megabyte (Meg or MB):**  $1,024 \times 1,024$  (2 to the 20th power) bytes .Usually, we can think of a megabyte as one million bytes.

**URL:** A uniform resource locator, or URL, is also known as a web address.

**Appendix 6: Glossary of Financial Terms: (Lecture Eight)**

**Annual rate of return:** The annual rate of gain or loss on an investment, expressed as a percentage.

**Annual report:** A yearly report or record of the financial position and operations of an investment or company.

**Asset:** Anything with commercial or exchange value that is owned by a business, institution or individual. Examples include cash, real estate and investments.

**Capital gain:** An increase in the value of an investment, calculated by the difference between the net purchase price and the net sales price.

**Capital loss:** The loss in the value of an investment, calculated by the difference between the purchase price and the net sales price.

**Deflation:** deflation means the opposite of inflation, deflation is a decline in the prices of goods and services.

**Depreciation:** depreciation refers to a decrease in the value of an investment.

**Emerging market:** Generally, economies that are in the process of growth and industrialization. Developing markets, such as Africa, Asia, Eastern Europe,

Latin America and the Middle East may hold significant growth potential in the future. Investing in emerging markets may provide significant rewards, as well as significant risks.

**Financial statement:** The written record of the financial status of a fund or company. Financial statements are usually published in a company's annual report. They generally include a balance sheet, an income statement, and other financial statements and disclosures.

**Return:** The gain or loss on an investment. A positive return indicates a gain, while a negative return indicates a loss.

**Sales charge:** sales charge refers to a charge for buying an investment.



**Appendix 7: Glossary of Oil and Gas Terms:****(Lecture Eight)**

**Abandoned well:** An abandoned well refers to a well permanently closed off when no viable hydrocarbons are discovered or it is depleted and no longer capable of producing profitably. The well is permanently plugged downhole, producing subsurface formations have been isolated and permanently plugged and is basically permanently decommissioned.

**Amendment:** An application to add, modify or change a permissioned activity.

**Barrel (bbl):** A measure of volume for petroleum products. One barrel is the equivalent of 35 imperial gallons or 42 U.S. gallons or 0.15899 cubic metres (9,702 cubic inches). Thus, a barrel of oil corresponds to 159 litres of crude oil.

**Best practices:** The management practices or techniques recognized to be the most effective and practical means to develop an oil and gas resource, while minimizing adverse environmental and other effects.

**Bottom hole pressure:** The pressure in a well at the bottom of the hole, usually measured in pounds per square inch (psi).

**Construction Plan:** A plan required for all oil and gas activity. The plan must include all roads, rights of way, public utilities, easements, road allowances and places of public concourse located within 60 metres of storage tanks and

production equipment, and/or within 80 metres of flare stacks and incinerators. The plan must also show drainages and the proximity to the lease, adjacent surface improvements and surveyed polygons of facilities.

**Crude Oil:** Naturally occurring, unrefined petroleum product composed of hydrocarbon deposits and other organic materials.

**Dehydrator:** Equipment used to remove water from the natural gas.

**Drilling fluid (mud):** The circulating fluid used to bring drilling cuttings out of the well bore, cool the drill bit and provide hole stability and pressure control.

**Emergency Response Plan (ERP):** Pre-planned responses to incidents to ensure protection of public health, safety, property and the environment and quick and effective responses.

**Emergency planning zone (EPZ):** A geographical area that encompasses all the hazard planning zones for an oil and gas activity that is the subject of a plan.

**Exploratory well:** A well drilled in an unproven area or geological formation where no oil or gas production exists nearby.

**Exposed pipeline:** Pipeline without sufficient cover to meet safety and/or company requirements.

**Fish salvage:** Capture of fish species present in an isolated worksite or dewatered area.

**Flaring:** Disposal by combustion of natural gas or gas derived from petroleum.

**Flow line:** A pipeline connecting a well head with a scrubbing, processing or storage facility and that precedes the transfer of the conveyed substance to or from a transmission, distribution or transportation line.

**Footprint:** A company or organization's environmental impact (resource use, waste generation, physical environmental changes, etc.).

**Ice bridge:** Stream crossing constructed on the frozen surface of a stream or waterbody, where snow is removed and water added to strengthen and reinforce the ice surface.

**Important fish habitat:** Habitat used by fish for feeding, growth, and migration, but is not deemed to be critical. This category of habitat usually contains a large amount of similar habitat readily available to the stock. Habitat indicators include: important migration corridors, the presence of suitable spawning habitat, and habitat with moderate rearing potential for fish species present.

**Marginal well:** A well that, for reasons of depletion or natural low productivity, is nearing the limits of viable production and profitability.

**Perforate:** Make holes through the casing and cement opposite the producing formation to allow gas to flow into the well.

**Pool:** A natural underground reservoir containing an accumulation of oil or gas or both, separated or appearing to be separated from any other accumulation.

**Process Flow Diagram (PFD):** A diagram showing all major equipment, vessels, meters, and interconnecting piping (process, fuel, flare and vent at a minimum) at the facility, or within an identified skid or building.

**Processing battery:** An oil battery (see battery definition) where additional equipment is added to process the oil or solution gas such as: compression, gas dehydration, injection, or disposal, but not gas processing equipment as the term is defined in the Drilling and Production Regulation.

**Surface agreement:** An agreement on private land between the applicant company and a landowner to permit the construction and operation of oil and gas activities.

**Surface casing:** The first string of casing put into a well; it is cemented into place and serves to shut out shallow water formations and as a foundation for well control.

**Surface lease:** An area related to oil and gas activity.

**Suspended well:** A well previously completed but is now no longer being produced.

**Upstream activity:** Recovery, production and gathering of natural gas and petrol.

**Well spacing:** The distance between wells producing from the same reservoir. Spacing is often expressed in terms of area and is usually established by regulatory agencies.

**Workover:** Additional work required on a producing well to maintain, restore or improve production. Examples include wellbore flow stimulation by perforating or fracturing, removing sand or wax from the wellbore, and installing water pumps

**Appendix 8: Glossary of Medical Terms: (Lecture Eight)**

**Antibiotics:** antibiotics are substances that kill bacteria, and are used to fight infection.

**Antibody:** a protein made by white blood cells that reacts with a specific foreign protein as part of the immune response.

**Anticoagulants:** these are drugs used to stop abnormal blood clotting, such as to prevent stroke.

**Antihypertensives:** drugs used to relieve the symptoms and prevent the damage that can occur from high blood pressure.

**Creatinine:** a waste product that is filtered from the blood by the kidneys and expelled in urine.

**Culture:** the artificial growth of cells, tissue, or microorganisms such as bacteria in a laboratory.

**Dopamine:** A chemical that transmits messages in the brain and plays a role in movement.

**Duodenum:** it refers to the first part of the small intestine, immediately following the stomach.

**ECG (sometimes called an EKG):** an electrocardiogram, which is a record of the electrical impulses that trigger the heartbeat; used to diagnose heart disorders.

**Electroencephalography:** a procedure for recording the electrical impulses of brain activity.

**Embryo:** a term used to describe a child in the womb from fertilization to 8 weeks following fertilization.

**Epidemic:** a term used to describe a disease that is rare then suddenly affects more people than usually expected.

**Esophagus:** a tube-shaped canal in the digestive tract, connecting the throat to the stomach.

**Gene:** the basic unit of DNA, which is responsible for passing genetic information; each gene contains the instructions for the production of a certain protein.

**Generic drug:** a drug marketed under its chemical name, instead of a brand name.

**Glucose:** a sugar that is the main source of energy for the body.

**Glycogen:** the main form that glucose, the body's energy source, takes when it is stored.

**Heat stroke:** a life-threatening condition resulting from extreme overexposure to heat, which disrupts the body's system of regulating temperature.

**Hematoma:** an accumulation of blood from a broken blood vessel.

**Hemoglobin:** the pigment in red blood cells that is responsible for carrying oxygen; hemoglobin bound to oxygen gives blood its red colour.

**Immune system:** This system comprises the cells, substances, and structures in the body that protect against infection and illness.

**Keratin:** a tough protein found in skin, nails, and hair.

**Lactation suppression:** a decrease in milk production during pregnancy as a result of high levels of oestrogen in the blood.

**Learning disability:** any of a variety of disorders, including hyperactivity, dyslexia, and hearing problems, that can interfere with a person's ability to learn.

**Lymphocyte:** a white blood cell that is an important part of the body's immune system, helping to destroy invading microorganisms.

**Melanin:** the pigment that gives skin, hair, and eyes their colouring.

**Messenger RNA:** an RNA molecule that transports the information stored in DNA out of a cell's nucleus in order to make proteins.

**Metabolic rate:** the speed at which the body uses energy

**Metabolism:** a general term for all of the chemical processes that occur in the body.



**Metabolite:** any substance that takes part in a chemical reaction in the body.

**Placenta:** an organ formed in the uterus during pregnancy that links the blood of the mother to the blood of the foetus; provides the foetus with nutrients and removes waste.

**Plasma cell:** a white blood cell that makes antibodies.

**Uterus:** the hollow female reproductive organ in which a fertilized egg is implanted and a foetus develops.

**Vertebral arteries:** a pair of arteries running up the neck to supply the brain with blood.

**White blood cell:** a group of colourless blood cells that are part of the immune system, helping prevent and fight infection

**Appendix 9: Glossary of Tourism Terms: (Lecture Eight)**

**Average rate per room occupied:** A very useful statistic that is calculated by dividing total sales of rooms during a set period by the total number of rooms occupied during that period.

**Benchmarking:** Comparing results with similar tourism businesses or assessing the business against an industry average.

**Business travel:** Travel for commercial, governmental or educational purposes. Leisure is a secondary motivation.

**Carriers:** Recognised transport operators, for example, bus, ship or air.

**Direct bookings:** Reservations made directly with the tourism operator.

**Documentation:** All the tickets and vouchers that are sent to agents for a customer's travel arrangements.

**Domestic market:** People travelling within their own country.

**Feasibility study:** A technique used to assess the financial potential of a proposed development. All aspects of the project are examined – financial, human resources, marketing, etc.

**Gateway/gateway city:** A major airport, rail or bus centre through which tourists and travellers enter from outside the region.

**High season:** The time of year when tourist activity and rates charged are generally at their highest.

**Hospitality industry:** Another term for the tourism industry, usually associated with hotel and restaurant operators.

**IATA:** International Air Transport Association.

**No show:** A customer with a reservation at a restaurant, hotel etc., who fails to show up and does not cancel.

**Retailer:** Another term for travel agents who sell travel products directly to consumers.

**RMS:** Roads and Maritime Services.

**Room allocation:** A limited number of rooms or seats available to wholesalers to free sell.

**Standby rate:** Lower than the rack rate. Reservations are generally not held or guaranteed.

**Stakeholders:** The individuals and organisations that are considered, consulted and potentially involved in developing policy, strategy, initiatives and decision-making.

**STO:** It stands for State tourism organisation, and refers to a state government body responsible for marketing and developing tourism in a state.

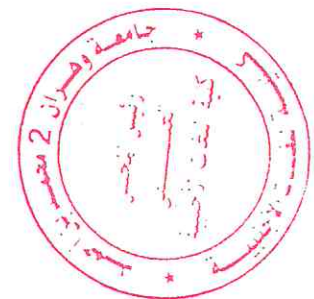


**Suppliers:** Those businesses that provide industry products, such as accommodation, transportation, touring, restaurants and attractions.

**Travel agent:** An individual who arranges travel for individuals or groups. Travel agents may be generalists or specialists, who service a particular area, for example, cruises, adventure travel, conventions and meetings. Travel agents receive about 10% commission from accommodation, transportation companies and attractions, for coordinating a travel booking. They typically coordinate travel for their customers at the same or lower cost than if the customer booked the travel on their own.

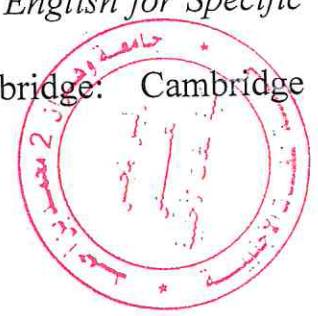
**Travel product:** Refers to any product or service that is bought or sold to consumers or trade, including accommodation, attractions, events, tours, restaurants and transportation.

**Travel industry:** The collective term for online travel agents, ITOs, wholesalers and travel agents, also known as “travel trade”.



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