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By: **Hanane OUIS**

**An ESP Course Design for Medical Students: The Case
of General Surgery Students in the Faculty of Medicine
at Badji Mokhtar University, Annaba**

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ABSTRACT

The goal of the current study is to propose a course of English for Specific Purposes intended to Medicine students in General Surgery at the University of Annaba. This proposal is based on the findings of a needs analysis. The objective of this research work aims to elaborate an adequate teaching syllabus that focuses on the needs and wants of General Surgery students. This study uses three research instruments, a questionnaire, a semi-structured interview and authentic material analysis. The questionnaire is intended to collect quantitative data on the participants' general expectations, and their use of English at work. The semi-structured interview was used to elevate the questionnaire results. Authentic data was gathered in order to select the most recurrent scientific words to be injected into the proposed English for Medical Purposes (henceforth EMP) course. It has also led us to design the criteria for the future General Surgery English Course at the Faculty of Medical Studies (Annaba University), including the accompanying duration, the frequency, the objective, the course content and the assessment techniques.

Key words: English for Specific Purposes (ESP), English for Medical Purposes (EMP), course design, Assessment Techniques

DEDICATION

I dedicate this achievement to my beloved Father and Mother, who spent their hard life for us and sacrificed their energy to see us in prosper positions. I pray to Allah to bless them.

I dedicate this work

To my sweet heart daughter RATIL, my brothers, my sisters,

My friends and colleagues

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LIST OF ABBREVIATIONS AND ACRONYMS

EMP: English for Medical Purposes

EOP: English for Occupational Purposes

ESL: English as a Second Language

GE: General English

GTM: Grammar Translation Method

LNA: Language Needs Analysis

LSP: Language for Specific Purposes

NA: Needs Analysis

PSA: Present Situation Analysis

TSA: Target Situation Analysis

GENERAL INTRODUCTION

Background of the study

Statement of the problem

Aims of the study

Research questions

Research hypothesis

Research tools and Methodology

Organization of the thesis

Background of the Study

In ESP, language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments (Basturkmen, 2006). This statement illustrates that language learning can be oriented toward aims other than general ones; with an emphasis on gaining certain needed competences. This statement is generally used by learners who need to acquire a foreign language in their fields or professions. The importance of developing ESP courses in higher education cannot be emphasized. Non-native English students must enhance their comprehension of the language used in various situations, including vocabulary, styles, registers, and structures.

Statement of the Problem

English for Specific Purposes courses should be developed to meet the needs, wants, and requirements of ESP participants. In reality, if ESP courses are developed and planned effectively, the outcomes will be favorable, and ESP participants will be satisfied because their level of English will be boosted.

However, it has been renowned that ESP courses in the faculty of medicine at the University of Badji Mokhtar Annaba have yet to be designed according to an exact methodology. It has been observed also that the mastery of English by the participants who attended these courses of English has been low. The following factors may have contributed to the failure of those courses: the mixing of groups from different domains; for example, pediatrics and general surgery students were studied English in the same groups. No needs analysis method used to teach the ESP courses; the needs and lacks of participants were not addressed; and the teacher who taught them needed training to be experts, particularly in the specific language of this target participants. All this led the researcher to conclude that those courses have not been effective while consuming the time and efforts

without reaching positive results.

As a result, these participants want efficient English courses since they need them in study and at work; they need them in writing / reading medical emails and also to attend the international conferences, English is the language of communication. The ESP course that these participants will acquire should be tailored to their specific wants and needs. It should be designed using an adequate methodology that is based on investigating the difficulties that these participants face when using the English language in various situations and taking into consideration the wants of these participants when designing the course, such as the content and the method of teaching and evaluating.

Aims of the Study

The purpose of this research is to contribute to the improving ESP course design in the faculty of medicine by designing an EMP course for the general surgery students to develop their English communication skills in their workplace. Different English courses have been conducted and planned for the general surgery students; The University has spent a lot of money on these courses, as well as a lot of time and effort. Our research sample was dissatisfied with the results of the English courses every academic year. As a consequence, we look into our consideration the causes of the previous courses failure to suggest a new ESP course that meets the needs of the target group and delivers effective results. The importance of our study also lies in being one of the few studies that are taking place in the faculty of medicine. It mainly aims to investigate the special needs and wants of these resident doctors.

Research Questions

Three major research questions are posed and investigated in order to carry out our investigation.

- **Question one:**

How would the EMP course help general surgery students overcome English language difficulties to achieve their academic requirements in their field of study?

- **Question two:**

What are the most important English skills students needed in the EMP course? And how are they needed?

- **Question three:**

How would the EMP course design tailored to meet the students' needs at their specialty? Other related questions that have a link with this broad question can be asked such as:

- * Will this population be satisfied with this course design?

- * How will this EMP course design help the success of future English classes for this population?

Research Hypotheses

We propose three hypotheses as research aids to discovering the three key research questions in our present study.

1. Reliance on needs analysis as the first stage in developing a course can stimulate course activities through its validity and relevance.

2. Medical students can improve their four English skills which will enhance their qualifications and help them stand out in a highly competitive medical sector.

An English Medical course for the general surgery students in the faculty of Medicine at the University of Badji Mokhtar Annaba would be extremely beneficial to their studies and careers.

Research Tools and Methodology

We chose three research tools to conduct our present study: a questionnaire, two semi-structured interviews, and authentic data analysis related to the medical domain of our target population. The goal of adopting this triangulation method in this research is to obtain consistent results to achieve the proposed EMP course. The Questionnaire consists of 20 questions concerning their previous English course and the participants' preferences for the structure of the English course. This questionnaire was also presented to them in French to ensure that they understood all the proposed questions. Semi-structured interviews were held with both main responsible for the general surgery section the first interviewee was the general director professor of this specialty and the second one was the professor of the general surgery students training chief in the faculty of medicine at the University of Badji Mokhtar, respectively. The authentic data are samples from the medical statements (medical reports and orientation letters) used by the previous teachers of English at the faculty of medicine. To obtain more sources of authentic materials, we used other sources of medical statements from the online courses and the different books related to this domain. The use of three research tools can provide reliable data that aid in the design of an effective ESP course for our sample group. This course will help this research population improve their English skills at work by building an effective ESP course for them.

Organization of the Thesis

Our thesis has a general introduction, six chapters, and a general conclusion. The first three chapters are devoted to a literature review and the conceptual framework of the various research areas. The fourth chapter discusses the study's methodology. The study's findings, conclusions, and suggestions are discussed in Chapters five and six.

Chapter One deals with English for Specific Purposes as an area of study and research. It provides a theoretical background about the "emergence of ESP," "ESP vs. General English," "branches of ESP," "characteristics of ESP," " " and "ESP in Algeria. It also deals with the difference between ESP and general English, the notion of "special" in ESP, the Spread and Use of English in the World. This chapter examines the link between ESP and motivation of the ESP Learner. The challenges and roles of the ESP teacher are then discussed.

Course design and related subjects are covered in **Chapter Two**, including needs analysis, types of needs analysis (primarily Dudley-Evans and Johns and Munby's sustain that The key stages in ESP are needs analysis also the Communicative Needs Processor), Hutchinson and water's target needs analysis, present situation analysis, means analysis, register analysis, discourse analysis, and genre analysis. It also covers approaches to course design, where we present Hutchinson and Waters' three approaches to course design, namely language-centered course design, Skills centered Course Design and A Learning Centered Approach. This chapter deals also with Syllabus and Curriculum.

Chapter Three is dedicated to the didactics of ESP. It provides an overview of the different language teaching methods, such as the Grammar Translation Method (GTM), the Direct Method, the Audio-Linguistic Method, the Oral Approach or Situational Language Teaching, The Communicative Teaching Method, and ESP Teaching. Next, this chapter deals with ESP course syllabi mainly content-based syllabus, skill-based syllabus, and method-based syllabus. Then it presents ESP Course elements, mainly ESP Course audience, ESP Course content, ESP Course goals, ESP Course constraints, and ESP Course evaluation. This chapter also deals with vocabulary integration in ESP course design and techniques for vocabulary teaching in ESP.

Chapter Four deals with the methodology of the study. It deals first with presenting the research population and their place of work. Then it describes the status and use of English in this company by our research population. Then it moves to the research tools used in this study, which are a questionnaire, a semi-structured interview, and authentic data collection.

Chapter Five presents the results of the study. It deals with analyzing and discussing first the questionnaire results and then the semi-structured interviews. After that, we discuss and analyze the findings of authentic data analysis, mainly the medical statements.

Chapter Six is dedicated to the success of the study. It focuses on the study various activities and presents the course that we suggest and recommend to this research population. This chapter also deals with the ways of teaching our proposed course of English and the different activities that can be used during this course. It includes the main units of the course and the details and items of each unit such as the topic, grammar, reading and writing practices, we take unit one as a sample for the six units of the suggested course close with the inclusion of an evaluation checklist to be applied at the end of each unit of the course. This chapter deals at its end with the limitations of our study.

Finally, we conclude the study with a general conclusion that combines the discussion of each chapter and delivers a response to all of our research questions. The investigator comes to this general conclusion as well as a variety of recommendations and future research goals in the domain of ESP course design and the EMP teaching methods.

CHAPTER ONE

English for Specific Purposes

1.1 An overview of English for Specific Purposes

1.1.1 ESP today

1.1.2 Definition of English for Specific Purposes

1. 3 ESP Genesis

1. 4 ESP Characteristics

1.5 The Difference between ESP and EGP

1.6 Types of ESP

1.7 The Notion of ' Special' in English for Specific Purposes

1.8 Spread and Use of English in the World

1.9 ESP in Algeria

1.10 Motivation of the ESP Learner

1. 11Types of Motivation

1.12 Challenges of ESP Teacher

1.13Roles of ESP Teacher

1.14 Possible Solutions to the Challenges

Introduction

In this chapter, we will sketch out a thorough theoretical background about English for Specific Purposes (ESP), which has made headway in recent years in EFL classrooms and the fields of applied linguistics. In the first section, we focus on the emergence, definition, characteristics, and branches of ESP. This section also includes the difference between ESP and general English, the notion of "special" in ESP, the ESP learner, ESP and globalization, ESP and business, and ESP in Algeria. This chapter deals with motivation and its different types with respect to the ESP learner. Furthermore, we focus in the next section of this chapter on the challenges and roles of ESP teachers. We finish up this chapter by describing in detail the main solutions to the challenges and difficulties ESP teachers experience when coping with an ESP class.

2. An over view of English for Specific Purposes

1.1 ESP Today

English for Specific Purposes is an interesting field and a vital area of study and research for the professional and collegiate categories. However, the struggle for the existence of ESP was not a planned and coherent movement, as Robinson (1989: 399) states is "How old is ESP" What are the historical events that accompanied them? The emergence of ESP as an authoritative area in English language teaching (ELT?).

1.1.2 Definition of English for Specific Purposes

“ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.” Mackay and Mountford (1978: 2). That is to say that English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty.

English for Specific Purposes refers to teaching or studying English for a particular domain, such as: business, technology, law, etc. In this case, there is a specific goal for which English is taught and learned, that is to say learners have a specific aim to be achieved.

The origins of ESP and its development are tightly related to learners' interest in a particular disciplines, e.g.", "Botanical English", "English for tourism" and "Medical English", and particularly as it is presented in this work "English for Medical studies".

Learners learn English for specific purposes to get and develop appropriate professional knowledge and skills through English. In other words, their aim at learning English not for desire or prestige of knowing the language because English is the key that helps them to perform a special task in their occupation.

In fact, ESP concentrates more on language in context than on teaching grammar and vocabulary in the first place. It covers subjects varying from computer science to business management and medical science. In some cases, people with an inadequate proficiency in English need to be taught to handle specific jobs.

ESP began in the 1960's with the emergence of Business and Technology. Hutchinson and Waters (1987:19) see ESP as an *approach* rather than a *product*, meaning that ESP does not involve a particular kind of language, teaching material, or methodology. They suggest that the foundation of ESP is the simple question: why does learner need to learn a foreign language? The answer to this question relates to the learners, the language required, and the learning context, and thus establishing the dominance of need in ESP.

The Need is defined by the reasons the learners are learning this varies from study purposes, such as following a postgraduate course in an English speaking country to work

purposes, such as participating in conferences or business meeting. These purposes are the starting points which determine the language to be thought.

Generally, the Students study English “not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes”(Robinson, 1991:2).In ESP, “language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments” Basturkmen (2006: 18).This means that, the role of ESP is to help learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace.

Robinson (1991) accepts the primacy of needs analysis in defining ESP .her key criteria are that ESP is “*normally goal -directed*”, and that ESP courses developed from needs analysis which “aim to specific as closely as possible what exactly it is that students have to do through the medium of English”(Robinson,1991:03) .her characteristics are that ESP courses are generally constrained by a limited time period ,in which their objectives have to be achieved ,and taught to adults in homogeneous classes in terms of the work or specialist studies that the students are involved in.

1.3 ESP Genesis

The origins of teaching Language for Specific Purposes (LSP) can be traced as far back as the Greek and Roman empires (Dudley-Evans and ST Johns, 1998:1). In the same trace, Strevens (1977) stated that the history of LSP goes back to “at least half a century”. For Hutchinson and Waters (1987: 6) “ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends”. The latter has functioned and operated in diverse ways around the world, “but we can identify three main reasons common to the emergence of all ESP.”(Ibid, 1987: 6): the demands of a brave new world, a revolution in linguistics and a new focus on the learner.

After 1945, the New World knew a challenged and unprecedented period of development in all the fields specially the economic, technical and scientific ones dominated by two divergent forces, inexorably it engenders a demand for an international language, and this responsibility was accredited to English for various reasons. Consequently“..., it created a new generation of learners who knew specifically why they were learning a language...”(Hutchinson and Waters (1987: 6) aiming at rewarding the daily needs which comprised in the understanding of the simplest brochure or manuals to most complicated genres of discourses as law texts and scientific articles .

Some linguists, being aware of the world changes, began to focus their studies on the ways in which language is used in real situations. Traditional approach in language study centered the attention on the grammatical rules governing the language usage, though it was found that the discourses varies according to the contexts, it was necessary to reorganize the teaching and learning methodologies and make the specific features of each situation the basis of learners courses. The English used by doctors, linguists or officers is not based on the same terminological terms consequently; the teaching and learning process was directed on the basis of the use of specific corpora for each field.

In the same period learner's motivation towards acquiring a foreign language was the subject study of the educational psychologists, who noticed the use of different learning strategies by learners; they have different attitudes, needs and interests. The idea was based on the statement of tell me what you need English for and I will tell you the English you need. It was a natural expansion of this philosophy to plan special courses for each range of specific learners. Strevens (1977:152) notes: “...the existence of a major „tide“ in the educational thought, in all counties and affecting all subjects. The movement referred to is the global trend towards learner-centered education”.

Like the world, language study and concepts of education fundamentally changed, the English language teaching changed with it, and knew the birth of teaching English for Specific Purposes which is considered as the direct result of the world evolution. However, ESP issue is differently by the scholars in terms of its characteristics and functionality.

1.4 ESP Characteristics

Dudley-Evans and St. Johns (1998) put on stress two aspects of ESP methodology. *"All ESP teaching reflects the methodology of the disciplines and professions it serves; and in more specific ESP teaching the nature of the interaction between the teacher and the learner may be very different from that in general English class"*.

Therefore, what they mean is that specific ESP teaching has its own methodology and they also believe that language should be included as a defining feature of ESP. The specified needs arising from needs analysis are related to activities that learners need to carry out (rather than language). A key assumption of ESP is that these activities generate and depend on registers, genres and associated language that learners have to manipulate in order to carry out the activity.

ESP is a perceptible activity of English Language Teaching (ELT) with some explicit characteristics. Dudley-Evans and St. Johns' (1998) definition is based on 'Absolute' and 'variable characteristics' to outline the major features of ESP.

-Absolute Characteristics

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

-Variable Characteristics

1. ESP may be related to or designed for specific disciplines;
2. ESP may use, in specific teaching situations, a different methodology from that of General English;
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
4. ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used by beginners. (Dudley-Evans & St. John, 1998, p.4, 5).

It is obvious that the absolute characteristics are specific to ESP because learners' needs are of central importance when designing language activities. Concerning the variable features, ESP courses can be designed for a specific group using a definite teaching methodology, nevertheless, all learners' categories and disciplines can be concerned with ESP. For that reason ESP should be seen simply as an 'approach' to teaching, or what Dudley-Evans and St. John illustrate as an 'attitude of mind'. Similarly, Hutchinson and Waters (1987:19) stated that, "ESP should properly be seen not as any particular language product, but as an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning".

In the course of the statements suggested below great similitude is noticed between ESP and General English Purposes (EGP) as teaching approaches knowing that each methodology is set up to fulfill specific social requirements, So in what terms are they different?

1.5 The Difference between ESP and EGP

Hutchinson and Waters (1987) stated that there is no difference between the two in theory; however, there is a great deal of difference in practice .ESP, like any other language

Teaching activity stands on facts about language nature, learning, and teaching; it is, however, often contrasted with General English.

ESP teaching approach is known to be learner-centered where learners' needs and goals are of supreme value, whereas General English approach is language-centered, and focuses on learning a language from a broad perception covering all the language skills and the cultural aspects of the English speaking community.

Robinson (1980: 6) stated that "the general with which we are contrasting the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course". However, In ESP after the identification and the analysis of specific learning needs, students learn "English en route to the acquisition of some quite different body of knowledge and set of skills" (1980: 6). Further distinction between General English courses and ESP is that, learners of the latter are mainly adult with a certain degree of awareness concerning their language needs (Hutchinson & Waters 1987). Whereas, General English courses are provided to pupils as a compulsory module at schools, their unique purpose is to succeed in the examinations.

Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one, whereas ESP aims to speed learners and direct them through to a known destination in order to reach specific objectives.

"The emphasis in ESP on going from A to B in the most time- and energy-efficient manner can lead to the view that ESP is an essentially practical endeavor" (Basturkmen, 2006: 9) It is observed from the above distinctions that ESP and General English are different in the aims and objectives of the courses, the nature of the learners and the themes. The latter is also a point of disagreement between the linguists concerning ESP branches or the categorization of its subjects of practice.

1.6 Types of ESP

1.6.1 English for Academic Purposes (EAP) : it refers to the language that learners have to practice in order to undertake their study where English is the medium of instruction and learning .the objectives of an EAP course is to help these learners to learn some of the linguistic and cultural practices involved in studying through the medium of English .EAP is often considered to be a branch of ELT since the main objective of this kind of course is to teach the language, both general academic language and subject specific language as well as language related practices such as summarizing and writing introductions. In this vein, Kennedy et al (1984:4) propose that *EAP is taught generally within educational institutions to students needing English in their studies*. EAP may be constituted of teaching specific skills such as: reading texts, writing reports, taking notes and so forth for learners at the tertiary-level.

EAP is a type of ESP in that the teaching content is explicating bound up to the language, practices and study needs of the learners. It is also considered to be ESP if we take Robinson's (1991:2-5) features which are usually thought of as being typical defining characteristics of ESP course.

1.6.2 English for Occupational Purposes (EOP):

EOP Implies teaching English to fulfill occupational purposes in domains such as:
Medicine, Law, Banking, Administration....etc.

Kennedy *et al* (1984:04) argue that '*EOP is thought in which learners need to use English as part of their work profession*'.

In the same vein, Dudley–Evans *et al* (1998:7) state that,

“the term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre- study work.”

1.6.3 English for Medical Purposes (EMP)

The term 'English for Medical Purposes' (EMP) refers to "the teaching of English for doctors, nurses, and other personnel in the medical professions" (Mahar 1986 .112). Generally, EMP is designed to meet the specific English language needs of the medical learner; focuses on themes and topics specific to the medical field and on skills required by the medical learners.

English has become an international language of medicine (Maher, 1986a; Dzuganova; 2002). Consequently, those who intend to join the medical or health care field 'need English as a means of doing their work efficiently and of furthering their specialist education' (Kourilova; 1979: 431). Thus, the use of English in the medical or healthcare field is not limited to countries where it is spoken as a first language. It may be the neutral language used by non-native doctors in hospitals in non-English-speaking countries. It may also be used between countries where English is used as a foreign or second language. EMP emerged in 1960 as a recognizable subtype of ESP Maher *et al* (1986b: 112) defines that 'the teaching of English for doctors, nurses, and other personnel in the medical professions', then goes on to explain that EMP:

- A. is designed to meet the specific English language needs of the medical learner (e.g. nurse, dentist);
- B. focuses on themes and topics specific to the medical field;
- C. focuses on a restricted range of skills which may be required by the medical learner (e.g. for writing a medical paper, preparing a talk for a medical meeting).

It is important that Maher places English language needs first. Maher's definition seems to imply that all medical learners' language needs are equal. However, in EMP, although there may sometimes be overlaps in the English language needs of medical learners,

there may often be many differences between the needs, Munby (1987: 2) affirms that ‘there should be important differences in the English course for a non-native requiring English in order to study medicine in his own country as opposed to England’.

Maher (1986: 115) suggests that there are two main types or branches of EMP. The first is English for Medicine for Educational Purposes (EM-EP) or what Dudley Evans and St John (1998: 49) call Medical English for Academic Purposes. The second type is English for Medicine for Occupational Purposes (EM-OP) or what Dudley-Evans and St John (1998: 49) call Medical English for Occupational Purposes. In EM-EP, which involves language training as part of primary medical or healthcare studies (Maher, 1986b: 115), students have to read textbooks and articles as well as writing essays and short clinical reports (Dudley-Evans and St John, 1998: 49). EM-OP, on the other hand, is associated with active professional requirements (e.g., Consultation skills, conference presentation) (Maher, 1986 by: 115). In EM-OP, practicing doctors, for example, read specialist articles and prepare papers and slide presentations for conferences (Dudley-Evans and St John, 1998: 49). Maher (1986b: 115) explains that while EM-EP and EM-OP teach the same skills (e.g. reading medical reports) and share content (e.g. infectious diseases), the teaching procedures, levels of knowledge and specific purposes may be different for doctors and students.

This suggests that EM-EP students’ needs may be different from those of EM-OP students. Most EMP courses, as Maher (1986: 116) points out, are structured according to two essential frames: the type of learner involved, the main groups being nurses and doctors, and the main purpose of the courses (e.g. to teach professional test preparation, practice in reading, writing, etc., or doctor-nurse interaction). Needs analysis can help in shaping and identifying these two basic frames. However, in situations where English is a foreign language, as in the current study, ‘EMP has been confined almost entirely to the needs of doctors’ and ‘much less attention is given to medical students ,nurses and paramedical staff’

(Maher, 1986b: 123). Maher (1986b: 138) concludes that in these situations there is no description of the language needs of medical students and the 'result is an incomplete picture of EMP in operation overseas - in medical education especially'. The current study attempts to fill this gap by targeting one of these situations.

1.7 The Notion of 'Special' in English for Specific Purposes

The notion of special in English for specific purposes is generally confused with restricted repertoire in a specific area of ESP. When we look deeply in Mackay and Mountford's restricted repertoire, we can better understand the idea of a special language. Mackay and Mountford (1978:4) state:

“The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation”.

It can be understood that a specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn. Henceforth, the focus of the word 'special' in ESP should be on the purpose for which learners learn and not on the specific jargon or register of their specific field of work or domain of study. The focus on the purpose involves describing the specific area of the language as Widdowson (1983:10) states: “ESP is simply a matter of describing a particular area of language and then using this description as a course specification to impart to learners the necessary restricted competence with this particular area”. Describing the language that the ESP learner will use later in real life means describing the target situation in which the learner will be forced to cope and adapt. The course then should

be designed according to the target situation and henceforth should include a description of the specific language the ESP learner will use or need in real life communication either at work setting or at an academic one.

1.8 Spread and Use of English in the World

There is a general agreement that historical reason has contributed to the wide spread of English in all corners of the world. This spread is due to Great Britain's colonial super power status from the Second World War onward, as well as the United States of America's global dominance from the Second World War onward.

This historical reality influenced the teaching of English worldwide and led to the emergence of English as an international language. This wide notion and status of English gave it a special position in the countries that were colonized by Great Britain and led to the emergence of English as a second language like for example English in India and Malaysia. Whereas in countries where Great Britain had not any presence over history English is taught as foreign language. The difference between English as a second language ESL and English as a foreign language EFL is that the former one has an equal status with the mother tongue or the first language like the case of Malaysia where both English and Malay languages are given equal importance. In order to clarify the case of English as a foreign language, Algeria is a good example. Algeria was colonized by France and not by Great Britain so French is widely used and spoken besides Arabic which is the mother tongue of Algerians. EFL is taught in Algeria because English is considered as a language of science, business and communication. Crystal figure (2003) below illustrates the areas where English is widely spoken.

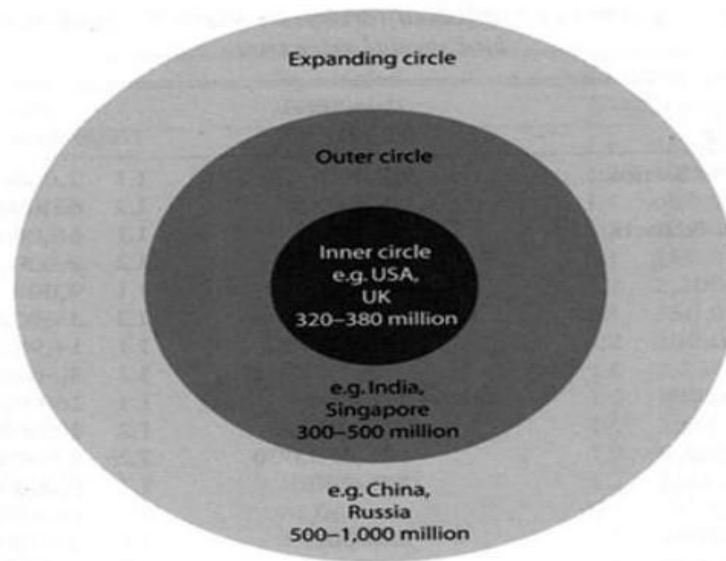


Figure 1.1: English in the World (adapted from Crystal 2003:62)

Figure 1.1 shows that the high demand to speak English has first widely appeared in the USA and in the United Kingdom, and this is clear. Then, English is widely spoken in Asia, mainly in India and Singapore, and then in China and Russia, with a smaller number of speakers compared to the second area or zone. It is suggested that the spread of technology, the internet, and international communication has contributed to the use of or the need for using English worldwide. Especially in business. We think also that the new generation has a propensity to use English, whatever their history with the language, as in the case of the Algerian new generation. We notice that their interest in using English is greater than their interest in using French, despite the fact that French is taught beginning in the third year of primary school and English begins in the second year.

1.9 ESP in Algeria

Algeria is an developing country that pursues to develop all its areas; technology, economy, and sciences. This development leads to the emergence of the education in Algeria educational schools and universities in these last few years the Ministry of Education giving higher importance to foreign languages, especially English. The type of

English demanded for this development is ESP, which can be learned at both academic and professional levels.

English for Academic Purposes (EAP) in Algeria incomes place at the secondary school level; at the university or at an academic level. EAP is studied to students' of different subject specialties like medicine, Business, Engineering, Biology and Computing, etc. The EAP learning/teaching at the departments of these domains is taught by BA holders who work as teacher of English from the department of English Language once a week. The time allocated to study the English session per week is one hour and a half. Sometimes when there is a few teachers of English the different departments of different specialties take in charge recruiting part time teachers of English. The English courses given to the students at both levels; the graduate and post graduate (Masters) levels. However at the PhD studies level students make personal efforts to learn English, to understand articles and books written in English and write in English their graduation papers because using English at this level of study is very important. There is no specific designed course of English given to the PhD students at their faculties as reveals in this work because the learning system at this level is based on personal efforts made by the students in making deep research about their theme of PhD studies. The PhD student gets only the support and guidance from their supervisor knowledge in their domain. Henceforward; the students based to a very serious need to the use of English because English is a vital tool to the understanding of their subject issues. PhD researchers are needs to publish articles for their graduation related to their research and international journals require the use of English as one of the conditions of accepting papers. So English for Academic Purposes for Algerian PhD students contributes for the development of their scientific success and achievements.

In Algeria, English for Occupational Purposes is the sort of English required by Algerian professionals as: managers, engineers, and technicians; doctors at work. With

global and multinational corporations investing in Algeria, there has emerged a great demand for Algerian professionals and employees to acquire English in order to ensure their employment and job at these companies. Mastery of English also opens up new opportunities for awards and advancement in these international corporations. The requirement for English for professional purposes prompted both employees and managers to consider attending and arranging English classes. Workers attend private schools to study English, and company executives enter into contracts with teaching institutions and institutes to establish English training programs.

Professionals in Algeria who require English the most include those in the oil and gas sector, the steel industry, the chemical industry, business and commerce. When discussing Algerian professionals in the oil and gas business, it is important to note that they work in an industry where English is routinely and widely utilized, as the bulk of gas and oil corporations in Algeria are American, British, and Canadian.

For Algerian steel industry personnel, English is widely used because Algeria's only steel factory is operated by multinationals whose medium of communication is English. Chemical industry specialists also operate in global management, where English is the primary language of communication. Commerce and commerce Chemical industry specialists also operate in global management where English is the first language of communication. Commercial and trade professionals must also be fluent in English due to their extensive trade and business activities in China and interactions with Chinese peers. As a result, there is a tremendous requirement and necessity for Algerian professionals to study English for Occupational Purposes in order to excel in their career and company. As a result, we can conclude that the rise of ESP in Algeria is strongly related to Algerian ESP learners' desire to emerge at both academic and professional levels.

1.10 Motivation of the ESP Learner

Motivation is the state of being eager and driven to do something because of a desire or need to accomplish something. The more the drive, the faster a person will learn a new language.

A motive to do something is a cause that compels a person to act in a specific way. Being motivated to accomplish anything entails being ready and willing to do a specific activity. Academic motivation is defined by Gottfried (1990: 525) as "enjoyment of school learning characterized by a mastery orientation; curiosity; tenacity; task-endogen; and the learning of tough, complex, and unique tasks." School learning may be enjoyable for a learner who is driven and ready to learn. This enjoyment enables him to overcome whatever difficulties he may encounter while studying.

Many researchers define motivation as the desire to engage in an activity out of curiosity, pleasure, or enjoyment. Ortega claims that (2009:168):

“Motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation”

Motivation can then be viewed as a motor that propels a vehicle. A pupil who lacks motivation is analogous to an automobile that lacks a motor. Learners in ESP are constantly motivated since their desire to learn is acknowledged. They are highly motivated to attend the ESP training since they understand why they require it.

1. 11Types of Motivation

Motivation can be classified into four types: intrinsic, extrinsic, integrative, and instrumental. The last category is more common among ESP students.

1.1.11 Intrinsic Motivation

Intrinsic motivation refers to motivation that originates inside an individual rather than from any external component or motivating subject, such as money or a reward. The intrinsic drive stems from the pleasure derived from the activity itself or from the sense of accomplishment derived from finishing or even working on a task. Ryan and Deci (2000:56) state:

“Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward.”

An intrinsically driven individual will work on a problem solution because the challenge of finding a solution brings a sense of enjoyment and there is no monetary or grading incentive involved. A student who is naturally driven is already enthusiastic and prepared to study English; he does not need his teacher to persuade him that English is vital or that it is a worldwide language. He is mentally prepared to study English.

1.1.12 Extrinsic Motivation

Extrinsic motivation refers to our desire to behave and do tasks in exchange for recognized external incentives, which can be physical, such as money and presents, or psychological, such as praise. This form of motivation comes from outside the individual, as opposed to intrinsic motivation, which comes from inside. Extrinsic motivation, according to Ryan and Deci (2000), is what pushes us to complete an activity in order to obtain a specific and typically motivating consequence or result. Extrinsic motivation contrasts with intrinsic motivation, which refers to completing an activity merely for the delight of doing it rather

than for the consequence of the action we do. When a student takes attempts to learn English, he is extrinsically driven to do so.

1.1.13 Integrative Motivation

A learner can be integratively motivated if he or she is driven to study, eager to participate in the other language group, and has a good attitude about the learning process (Masgoret and Gardner, 2003). Students that are integratively driven should have an intrinsic incentive to learn the language (Gardner, 1985). Integrativeness displays a positive attitude toward L2 and its culture, to the point that learners would want to join the L2 culture and get associated to L2 speakers (Dornyei, 2006).

Integrative motivation is characterized by the learners' favorable attitude toward the target language group, as well as their willingness and desire to interact with members' of that group. A student who is integratively driven to study English enjoys American or British culture and values. He enjoys acting like an American or a British member of society. Instrumental motivation is often defined as a desire to get tangible benefits from the study of a second language that will enhance the learner's job or profession. When a student is not interested in connecting socially with new target language community members, it is regarded to be the goal of learning a second language. Dornyei (2006: 12) states:

“Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for any language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2”.

The instrumentally motivated English student is neither intrinsically nor extrinsically driven to attend the English course, but instead studies English to gain a job, for example, at an American or British firm that pays well. He sees English as a key and a tool to help him attain his goal. It has been shown that the majority of ESP learners have this form of motivation since they discovered that mastering English may open the door to incentives and advancement. This

is validated when we speak with an adult learner enrolled in an English course. If we ask him if he likes English, he says yes. He'll tell us, "No, I don't like it."

1.12 Challenges of ESP Teacher

We propose that the ESP instructor be portrayed as an immigrant; he leaves his home nation of General English and immigrates to an island that may be a medical department, a technical department, a business department, or a management department.

According to Jordan (1997), ESP instructors confront several hurdles at the start of their careers since ESP teaching necessitates knowledge of the language structure, vocabulary items, and subject-specific abilities. Aside from the problems that ESP instructors experience at the start of their careers, Hutchinson and Waters (1987) note several other obstacles in their path, such as:

- Difficulty in comprehending ESP subject matter which is due to the tradition in education of separating the Humanities and the Sciences. Languages have usually been allocated to the Humanities camp which led English language teachers to receive little or no education in the sciences.
- Satisfying the need of ESP learners: In contrast to the general English teacher, the ESP teacher is faced with a group of learners with certain expectations as to the nature, content and achievements of the course. This challenge of satisfying and meeting the ESP learners' needs becomes greater when the group level of mastery of English.

For example, is heterogeneous or when the learners are come from different subjects like medicine, biology, and mechanics.

In other words, if teachers are to be in charge of producing a curriculum, they must have the time, skills, and support to do it. Assistance may include Curriculum models and guidelines, as well as assistance from persons serving in a curriculum advisory capacity, may be included. Such assistance cannot be eliminated from the curriculum and should not be seen in isolation. The task for an ESP instructor is significant since he only work with youngsters or school students like a typical English teacher.

In reality, the ESP student is similar to the island's original inhabitants (ESP teaching scenario). He is more knowledgeable about his field than the newly arrived immigrant (ESP instructor). He is mature; he understands his deficiencies and desires from the English course. He is really motivated to learn English and might even put pressure on the ESP teacher. He is aware of his demands and has the ability to reject the ESP course if it does not meet those needs. Because he is a specialist in his profession, he may even teach his subject of study or line of job to the ESP instructor .It may now be stated that it is impossible for the ESP instructor too.

1.13 Roles of ESP Teacher

Many duties are identified and assigned to the ESP instructor by Tom Hutchinson and Alan Waters (1987). Some of them are summarized below:

- The ESP instructor will have to deal with needs analysis, syllabus design, materials authoring or adaptation, and assessment in addition to the regular tasks of a classroom teacher.
- The ESP instructor should be enthusiastic about the ESP topic. He must be familiar with the essential concepts of the topic.

However, this does not imply that the ESP instructor should become a subject matter teacher but rather an engaged student of the topic matter. If an ESP teacher is assigned to a class of mechanical engineers to teach English, he is not expected to be an expert in mechanics, but he should be able to ask questions about the Different parts of a machine, for example, or what causes a certain part of this machine to fail. With this mindset, the ESP teacher will be able to communicate and discuss with his students what they truly require from the ESP course.

Dudley - Evans (1998) prefers to refer to the ESP instructor as an ESP "Practitioner" since he serves numerous functions in addition to those of a teacher. In addition, he is a course creator, collaborator, researcher, and assessor.

A Teacher: his role as a teacher is the same as the general English teacher. With this role, the distinction between a general English teacher and an ESP teacher is not clear. However, the difference lies in the objective behind teaching (Harmer 2001). In ESP a teacher is not only a language provider but also an analyst who detects all the necessities, lacks, and wants of his participants. This needs analysis leads him to achieve the objective.

A Course Designer: the ESP teacher is responsible for designing courses that better meet the needs and wants of his learners. He is in an ongoing challenge of designing efficient courses that satisfy the learners. Unlike the General English teacher, who has a ready course with clear objectives, the ESP teacher has a group of participants who need English for clear purpose and will not be happy if the course does not meet their needs. This puts a big pressure on ESP teachers to design efficient courses.

A Collaborator: the ESP teacher needs to collaborate with his learners because they know better than him or their specific subject. He should act with them only as a language guide and as a student of their subject. We also suggest that he should collaborate with subjects' teachers' and specialists. This coordination will allow him to have knowledge about the subject skills,

tasks, and syllabus, and to discover how the subject integrates with the language (Dudley-Evans and ST John 1998). An example of this collaboration is when an ESP teacher is called to teach Business English to students of Economics. If he wants to succeed, he should first take into consideration that these students can be a source of learning this subject for him because it is their domain; that is why he should collaborate with the mina “give and take” relationship. Giving the language and taking the knowledge of the subject. As for collaborating with subject teachers, he will help in get the correct information about the subject and verify any information that he doubts from his students. Like this, ESP teachers succeed by widening their knowledge of specific subjects through collaborating with students and subject teachers.

A Researcher: ESP holds an important position in English language teaching, and it is paving its way among language theories and research (Hyland 2009). The ESP teacher should then conduct constant research about developing courses that best meet the needs of his learners and the best methodologies in making his course more efficient. Contrary to the General English teacher who has a ready course, an ESP teacher’s course is designed, planned and taught out on the results of needs analysis research. So, ESP teaching involves research at every step from needs analysis to course evaluation.

An Evaluator: he has to evaluate the level of success of his course; he has to know whether there is an improvement or not, and this in order to carryout corrective actions. The evaluation will test the effectiveness of the ESP course. Evaluation helps both ESP teachers and learners in getting feedback about the course goals (Dudley Evans and ST John 1998). Evaluation in ESP is carried, by the ESP teacher because he is the one responsible for meeting the goals of the course.

Thus, as Hutchinson and Waters (1987) assert, being an ESP teacher entails more than simply offering or imparting language to a certain group of learners. Aside from teaching, an ESP instructor has various duties to perform. This ESP specialization necessitates teachers with distinct features. First, have some understanding about the subject of the learners. Second, he will collaborate with his subject's students and professors. Third, research should be conducted at all stages of ESP instruction, from needs analysis through course assessment. Finally, he must assess the success rate of his plan and take remedial measures.

1.14 Possible Solutions to the Challenges

If we classify ESP teachers as new immigrants, their only option is to collaborate with the island's original residents (ESP learners) (ESP teaching situation). Strevens (1988:43) says, "allow your pupils to put you straight." ESP instructors, especially those who are new and have little expertise, must manage and deal aggressively with their students.

Jeremy Day and Mark Krzanowski (2011) provide some answers to the problems that ESP teachers face. They emphasize the need to locate resources and procedures that are beneficial for a certain class. They also recommend obtaining topic-specific information such as legal processes, engineering methodologies, software programming, and so on, because ESP students are generally more knowledgeable about the issue than ESP instructor.

As a remedy to this problem, ESP professors should be upfront and honest with their students, especially when it comes to understanding of the students' specialization. The ESP instructor should not pretend to know everything and should not be ashamed to inform his students if he is unfamiliar with a certain subject (Jeremy Day 2011). ESP teachers' should also be confident in their abilities to assist their students, such as pedagogical expertise that leads to motivation. ESP instructors can achieve in their purpose in this manner, despite their lack of topic understanding.

As a result, we might infer that the job of an ESP instructor is not simple. He must acknowledge that he is a learner of the specific topic; otherwise, he will be in serious problems if he appears to know the subject matter. He must work really hard, particularly during the requirements analysis phase, because any divergence from the precise demands of learners will result in their disinterest in the course. He must ensure, on a constant basis that what he is teaching meets the needs of his students.

Conclusion

To summarize the first chapter, the learner has become the most significant aspect of language teaching and learning since the birth of ESP. The learner and his demands are becoming more important as educational psychology research advances. This fact has put a lot of strain on the ESP instructor, whose duty has shifted to addressing the demands of his students. This teacher confronts significant obstacles due to his lack of expertise of the subject matter of his students. In this chapter, we also discussed ESP learner motivation, which is important since he needs English as a tool to achieve his professional or academic goals. We have also worked with ESP and business, where English has become the international business lingua franca, with global business people conducting business meetings and discussions in English. In Algeria, we have also seen the light on ESP in both English for Academic Purposes and English for Occupational Purposes. We summarized the significance of EAP for Algerian students and academic researchers in performing their studies and researchers, as well as the significance of EOP for employees, technicians, engineers, and managers at work to cope and interact with English-speaking colleagues and experts.

CHAPTER TWO

Course Design

Introduction

2.1 Course Design

2.2 Features of an ESP course

2.3 ESP Teaching and Learning Processes

2.4 Stages in the ESP Teaching Process

2.5 Needs Identification and Analysis (NIA)

2.6 Types of Needs

2.7 Syllabus Design

2.8 Definition of Curriculum

2.9 ESP Curriculum Development

2.10 ESP Learner-Based Language Teaching

2.11 Conclusion

Introduction

Course Design is a vital issue in English for Specific Purposes and an important area of study and research for many ESP teachers, practitioners, and researchers. To cover this issue and all its surrounding areas, we have Included in this chapter Needs analysis, types of needs analysis (primarily Dudley-Evans and Johns and Munby's sustain that The key stages in ESP are needs analysis also the Communicative Needs Processor), Hutchinson and water's target needs analysis, present situation analysis, means analysis, register analysis, discourse analysis, and genre analysis. It also covers approaches to course design, where we present Hutchinson and Waters' three approaches to course design, namely language-centered course design, Skills centered Course Design and A Learning Centered Approach. This chapter also deals with Syllabus and Curriculum.

2.1 Course Design

Course design is a substantial part of an effective teaching of ESP; this district of research treaties with the methodologies and the different steps ESP teachers' follow in designing ESP courses for ESP learners.

Carver (1983) states that: there are three characteristics common to ESP courses. These are:

A. Authentic materials: one of the most important principles of communicative language teaching is that authentic language should be used in instruction. Authentic materials have been produced to fulfill some social purposes in the language community. Martinez (2002) states that *authentic* materials designed for native speakers of English would be used in the classroom.

B. Purpose-related Orientation: it refers to the simulation of communicative tasks needed in the target situation the teacher can give students different tasks to simulate a conversational situation , a research project ,or a lecture preparation using texts and prompts to involve students in the task of a telephone conversation, for example; by practicing listening skills .concerning the ESP activities, it is necessary to keep in mind the context that should be coherent with studying the subject matter.

C. Self-direction: it means that ESP is concerned with turning learners into users. It is important that teachers encourage students to have a certain extent of autonomy and freedom to decide when, what, and how they will study. The diversity of an ESP course depends on specific or professional fields. That is why the ESP teachers need to play different roles and acquire specific knowledge to do the job properly.

2.2 Features of an ESP course

ESP courses have specific characteristics which may differ from other courses. The primary step in designing an adequate course is to take into consideration the learners' needs, wants and lacks. (Robinson, 1991:2) suggests that ESP courses are characterized by a battery of parameters such as:

- 1- A goal direction,
- 2- A needs analysis,
- 3- A clearly specified time period for the course,
- 4- Adult students,
- 5- Students who are not beginners in English,
- 6- Homogeneous groups, e.g., all employees in a company may be required to study English; they will have the shared knowledge and values of the company, but have different job fulfillments.
- 7- A specialist language.

8- The inclusion of specialist activities.

These are the most salient features that appear in an ESP program .However, not all ESP courses include all these features.

2.3 ESP Teaching and Learning Processes

The methodologies of ESP teaching comply with the same model of the language teaching process, i.e., the basic teaching activities are the same as those of any language teaching:” *elaborating the input; motivating the learners to learn, operating the learning strategies and fostering practice and use*”. (Strevens, 1988:44)

In ESP teaching, some basic components have to be taken into account. The most important are the learners’ needs, goals ,and motivation. Furthermore, learners ‘attitudes towards learning and the emphasis on learning strategies are fundamental in ESP teaching and courses.

The ESP teacher in the classroom is “...*a knowledge provider and a facilitator of students’ learning and no more as a resourceful authority.*”(Kashani et al 2007: 85). However, ESP teachers are based for designing syllabi and courses for different learners with various needs and fields. “*Thus, whereas course design plays a relatively minor part in the life of General English teacher, courses here usually being determined either by tradition; choice of textbook or ministerial decree, for the ESP teacher, course design is often a substantial and important part of the workload*”(Hutchinson & Waters, 1987: 21).

Students are centered. In the learning process, they have to be contributors to their learning tasks either in the classroom or out of it. Students chose adequate learning strategies to achieve the specified purposes. “Learning is more individualized than standardized

and students are more open to new ideas. They take responsibility for their own actions and accept related consequences”. (Kashani et al 2007: 87).

2.4 Stages in the ESP Teaching Process

Dudley-Evans and Johns (1998:121) sustain that the key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation. ESP course design is the product of a dynamic interaction between these elements, which “... are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent». Dudley-Evans and St. Johns illustrate the theory and the reality of the stages in the ESP process through these cyclical representations:

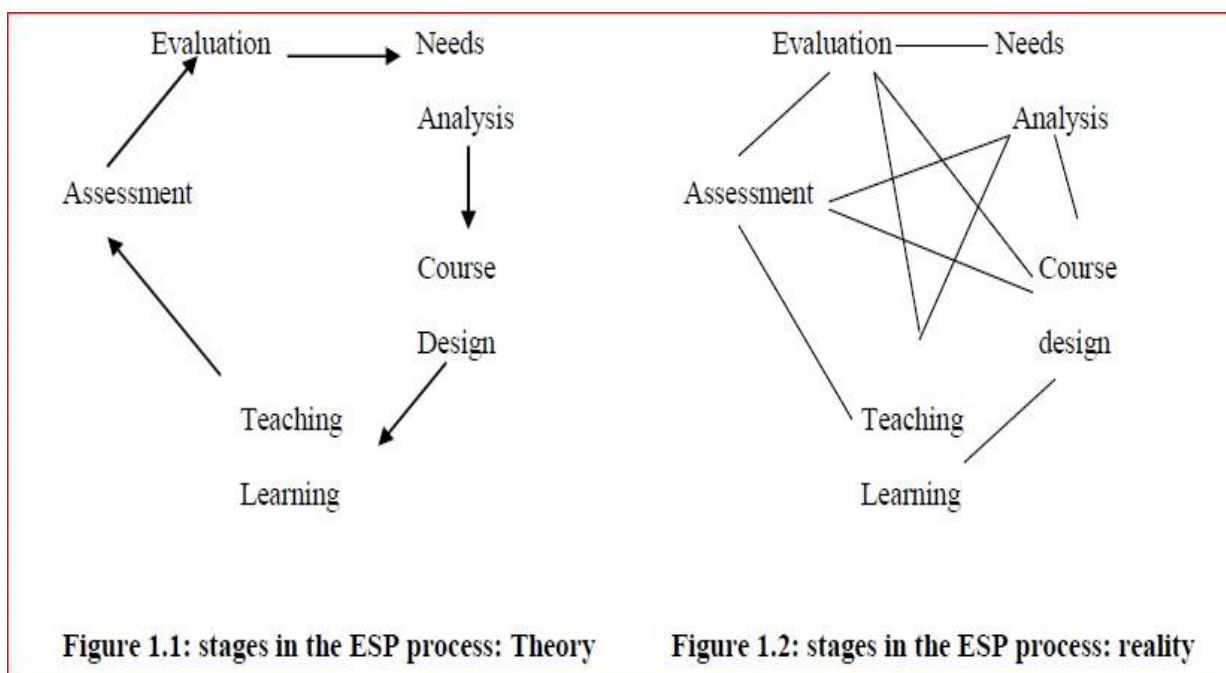


Figure 2.1. Stages in the ESP Teaching Process Dudley-Evans and Johns (1998:121)

The figure above shows that the basic elements in the ESP teaching process are networked and that there is no distinction between theory and reality. In fact they agree that the simplicity and clarity of figure 1 are, in reality, more like figure2 that is why Mumby (1978:02) insists that the fulfillment of ESP courses relies on the syllabus and the materials that are determined by the prior analysis of the communication needs of the learners. But, an

effective ESP course is governed by further parameters that have to be taken into attention. Miliani, M (1994) points out those four essential points have to be studied and analyzed as a pre-design process, which consist of the following:

1-Situation analysis: it covers the general requirements of learners and institutions, their profiles, and attitudes, besides the existing materials.

2-Setting Aims and Objectives: satisfying learners' needs leads to creating a general plan and what would be reached at the end of the courses.

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

4-Assessment: collecting data concerning the syllabus before or during the course Execution leads to rearranging the content of the syllabus.

Those steps of the ESP teaching process indicate that learners' needs are initially identified and analyzed. Then, the progress of an ESP course should be in link with the learners' demands and wants. Therefore, needs outcomes will guide the teacher to design an adequate syllabus, providing course materials as well as teaching and assessment methods.

2.5 Needs Identification and Analysis (NIA)

The concept of "needs" is defined in general as the differences between the actual state concerning a group or a situation related to a specific question and the required state.

"As in all ESP teaching situations, we must start by considering the needs of the learners and what they have to do in the target situation" (Flook 1993 quoted in Benyelles2009:21)

The definition of needs has been studied by many scholars concerned with Needs Analysis and ESP. They have proposed a multitude of terms to define the concept of needs. The latter includes objective needs (Brindley1989), who suggests that if the needs are generated from external and known facts that can be verified, they are objective and perceived. For instance, if learners learn English to satisfy their requirements for graduation, then their needs to study English are objective and perspective. On the other hand, if the needs emerge from internal stimuli and fit the cognitive and affective factors such as ‘to feel trustful’ or ‘to be more per-formant ‘in one’s school or workplace then the needs are subjective or felt. Dudley-Evans and St John (19981) suggest that objectives ,perceived and product-oriented needs meet the Target Situation Analysis (TSA) in one part ,and the subjective perception ,as well as the process-oriented needs correspond to Learning Situation Analysis (henceforth LSA) in the other part.

They propose one more analysis which is a Present Situation Analysis (PSA).a Present Situation Analysis is aimed to explain what learners already know. Therefore, the analysis can be used to identify their lacunae. a TSA deals with the objective, perceived ,and product-oriented needs of learners, an LSA discusses subjective, felt and process-oriented needs ,the and a PSA evaluates strengths and weaknesses of learners in language skills and learning experiences.

Hutchinson and Waters (1987) propose similar but different definitions and classifications regarding ‘needs’. They use three terms to explain ‘needs’ such as: ‘necessities’, ‘wants’ and ‘lacks’ they define ‘necessities’ as the type of needs determined by the demands of the target situation that is *what the learner should know* in order to *work* effectively and efficiently in the target situation.

They also argue that identifying necessities alone is not enough for understanding ‘needs’. ESP teachers need to know what are the learners’ wants and lacks. They need to find out what learners actually need. Their needs may discord with needs perceived by course designers and teachers. As course designers; they also need to evaluate what learners’ already know. The target proficiency needs to be adapted against the existing proficiency of learners. The gap between the two can be referred to as learners’ lacks.

Necessities analysis corresponds to a TSA: a target situation analysis suggested by Dudley –Evans and St John (1989), wants analysis corresponds to an LSA a learning situation analysis while lacks analysis corresponds to a PSA: a present situation analysis. However, a different view from Dudley-Evans and St John’s categorization is that by Hutchinson and Waters, who argue that there is no relationship between necessities as perceived by the sponsor or ESP teacher and what the learners want or feel they need. They consider necessities, wants and lacks in two different perspectives: one is perceived by course designers, that is an objective viewpoint and the other is perceived by learners, that is a subjective viewpoint.

Needs Identification Analysis (NIA) answers the questions who, what, when and where, that is, the target sample which intends to be trained, the task or content, i.e., what needs to be taught and the context or training environment; where and when the training needs to be conducted (Clark, 1998).

MC Donough (1984:29) recommends that the idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP. The analysis of the specific needs serves as a first step to an ESP course design, “... *any course should be based on an analysis of learner need*” (Hutchinson & Waters 1987: 53).

In fact, needs analysis determines the purposes and processes that are required for the achievement of satisfactory communicating results.

“The rationale for needs analysis is that by identifying elements of students' target English situations and using them as the basis of EAP/ESP instruction, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers”. (Johns, 1991: 67).

Briefly, the reasons for realizing an NIA, according to Long (2005), are to determine the relevance of the material to the learners' situation, to prove and explain learners' differences in terms of needs and finally to crop effective materials that will advance learner's necessities and needs as far as possible.

2.6 Types of Needs

ESP scholars (Hutchinson & Waters 1987, Robinson 1980, 1991, West 1993), agree on the fact that the term “needs” includes the learners' requirements and aims to communicate efficiently in the target situation.

“An ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation” (Benyelles 2001:26).

Thus, the basic distinction can be made between *Target Needs* (i.e., what the learner needs to do in the target situation) and *Learning Needs* (i.e. what the learner needs to do in order to learn). Hutchinson & Waters (1987: 54). These divisions are briefly illustrated below.

2.6.1 Target Needs

In this concern, Hutchinson and Waters suggest further subdivisions of target needs which are: Necessities, Lacks, and Wants.

A- Necessities: are the kinds of needs determined by the academic or the occupational requirements of the target situation, that is, what the learner has to know in order to perform effectively in the target situation.

B-Lacks: are relates to the learners 'language inadequacy for acquiring English, i.e. what they do not know or cannot achieve in the language course. In that way, lacks represent the gaps between the actual situation of the learners in terms of language proficiency and the acquired and existing knowledge.

C-Wants: are the learners' personal expectations and hopes towards English acquisition i.e., what they wish to grasp from the language course, as Richterich (1984:29) notes: [...] *a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment.*

Besides, the ESP teachers have to take into consideration the learners purposes to design the syllabus content, these contrast with the lacks identified by the teacher or the necessities of the target situation. This departure leads West (1993) to add "*constraints*" as fourth type of target needs.

" It involves the no pedagogic limits that control a course planning process such as the role of the national policy, and financial restrictions, which the analysts need to be aware of once they start the process of NIA"
(Benyelles2001:31).

2.6.2 Learning Needs

According to Hutchinson and Waters (1987:60/61), learning needs concentrates on “*What the learners need to learn*” and “*How will the learners learn*” this is the main issues that the learning needs seek to answer. For that reason, this can be materialized in areas which may be assessed through classroom observation.

By the same vein, Robinson (1991: 7) contends that learning needs are [...] *what the learner needs to do to actually acquire the language*. In this respect, learning needs search for an input in relation to the learning situation which takes into concern the types of learners, cultural awareness and proficiency in English, the available materials, the existing resources and all the information that can help the teacher to provide the learners with the suitable knowledge.

In brief, almost all the scholars mentioned above (Hutchinson and Waters, Robinson) have the same view on the collection of the same type of information during the needs analysis stage. The information concerns:

A- The target situation: The role of ESP practitioner is to take into attention the needs of the target situation through a research investigation as well as the necessary level of performance required in the target language.

B- Learners: in ESP courses the learners’ lacks, wants, and attitudes in the language are determined by the researcher who evaluate their actual language ability.

C- The learning situation: it broadly gives some substantial information about the learning environment and specifically the teaching procedures, the nature of the setting, the available materials and the teaching load. Once the identification and analysis of learners’ needs are carried out; the ESP teacher can go to the next level which is syllabus design.

2.7 Syllabus Design

Designing a syllabus to specific learners for particular needs is not an easy Task for the designers aiming to attain the learners' requirements. That is why it is important to define the "syllabus" to realize a better understanding of what it actually meant by the term in education.

Hutchinson & Waters (1987: 80) define "Syllabus" as [...] *a document which says what will (or at least what should) be learnt*". This proclamation points out that the syllabus concerns the teacher and helps him/her plan courses.

Basturkmen (2006:20) claims that *"in order to specify what language will be taught, items are typically listed and referred to as the syllabus"*. She typifies the definition by presenting a standard view of the syllabus through the figure below.

A syllabus:

- 1- Consists of a comprehensive list of
 - Content items (words ,structures ,topics)
 - Process items (tasks , methods)
- 2- Is ordered (easier, more essential items first)
- 3- Has explicit document
- 4- Is a public document
- 5- May indicate a time schedule
- 6- May indicate preferred methodology or approach
- 7- May recommend materials

Table2.2: Characteristics of a syllabus Course in Language Teaching; Basturkmen 2006:21)

Yalden (1987:86) specifies that ‘syllabus’ is

“an instrument by which the teacher... can achieve a certain coincidence between the needs and the aims of the learners, and the activities that will take place in the classroom”. In other words, a syllabus is *“a teaching device to facilitate learning”* (Nunan 1988:6)

which creates the classroom activities depending on the learners aims and requirements. However, various types of syllabi are proposed by the scholars; each one is planned according to specific language constituents. This is due to the diverse educational approaches.

2.7.1 Types of Syllabi

According to Basturkmen (2006:21) syllabuses can be “synthetic” in which the *“Language is segmented into discrete linguistic items for presentation one at a time”*, or “analytic”.

Long & Crookes, (1993) give a classification of the different syllabi which compose the synthetic and analytic programs.

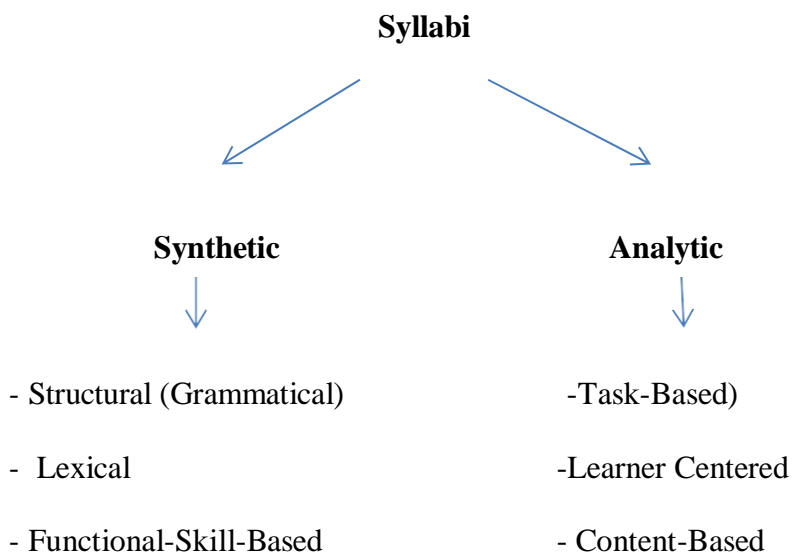


Figure 2.3: classification of syllabi (Long and Crookes, 1993).

The figure above displays that the “Synthetic” syllabus contains the classical approaches of syllabuses as the grammatical, the lexical, the functional- notional, the situational and topic ones. However, the “Analytic” one involves the task-based, the learner centered and content- based syllabi which are regarded as modern or contemporary approaches in language teaching Methodologies.

Hence, the researcher will deal only with the most known and used ones. For there as on that each syllabus is based on a particular conceptual teaching ideology and not all of them expected a popular status.

A. Synthetic Syllabi

Long & Crookes, (1993:12) claims that the synthetic syllabi

“...rely on learners (assumed) ability to learn a language in parts independently of one another, and also to integrate, or synthesise the pieces when the time comes to use them for communicative purposes”.

In other words, different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up, i.e., the learners’ task is to re-synthesize the language that has been broken down into a large number of small pieces-learning the language in parts (e.g., structures, lexis, functions and notions) which are independent of one another-with the aim of making the learning task easier.

B. Analytic Syllabi

Long & Crookes (1993:11) the analytic syllabi *“...Rely on the learners” ability to Induce and infer language rules, as well as on innate knowledge of linguistic universals”.*

Therefore, analytic syllabi include the learners' personal capacities and aptitudes to produce the different grammatical structures and forms. The syllabus design is "*organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes*" (Wilkins, 1976:13).

Furthermore, the syllabi items are combined by the practitioners to find the fitting teaching plan. It is important to identify that "*no syllabus can bring positive results on its own because of the variety of students' needs.*" (Benyelles, 2009:55). That is why it is necessary to expose learners to the various elements of the target language knowledge in a methodical way in order to help them produce correct language forms and to use English appropriately.

Benyelles (2009:55) advocates that:

"the syllabus may show a combination of items from grammar, lexis, language functions, situations, topics, tasks and different language skill tasks or pronunciation issues».

This view is branded "*eclectic syllabus*" in which all the elements are linked and synchronized, provided they are not in direct opposition or contradiction.

2.7.2 Conditions to Syllabus Design

Harmer (2001:295) sets up some rules for designing a syllabus, He states that "*every syllabus needs to be developed on the basis of certain criteria*" which comprise:

- A. Learnability:** the content should be organized in a plodding method in order to be effective, i.e. from the easier subjects to the more complex ones.
- B. Frequency:** introducing the most frequent items used in the target language.
- C. Coverage:** including terminology and structures that have extensive coverage in the use of the language.

D. Usefulness: construct language forms and skills that are socially useful for the learners.

Yet, these criteria are greatly influenced by some external conditions surrounding the teaching learning situation as the presence of many social restrictions that have a substantial impact on its effectiveness.

Benyelles (2009) selected the main constraints as follows:

- The language setting which concerns the role of the language in the community.
- The areas of language use in society (how and where it is used).
- The role of the language in the political life taking into accounts the country's economy and technology (Ashworth, 1985).
- The attitudes of groups and individuals towards the language.(Benyelles,2009:58-59)

To review, the designer will have to take attention to the different parameters that can influence the technical and pedagogical criteria for designing a suitable and practical syllabus.

2.7.3 ESP Syllabus

To design and implement an ESP syllabus is not an easy task to achieve because of the complexity and significance of its role. Syllabus designers need to be attentive for the different functions the syllabus fulfills in order be designed and used adequately and successfully.

For this purpose, Munby (1978) presented the Communicative Needs Processor (CNP) as an approach to investigate specific communication needs of a particular groups .in other words; the target needs and target level performance are format by investigating the target situation. Descriptions of needs profiles through the CNP are taken from:

“The variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other” (Munby, 1978: 32).

This process will stimulate the nature of the content that will be designed and recognized for ESP learners’ program. In the same vein, ESP content is drawn from real-life situations in which syllabus designers have to select the most relevant language methods that will record the learners’ target requirements.

(Benyelles, 2009:64) considers:

“that it is necessary to introduce what is known as common-core language selected according to students own needs in order to amount basics of language knowledge”.

Yalden (1987:94) argues:

“One might begin with grammar and pronunciation only, as one does in a structural approach, but introduce work in the language functions, and in discourse skills fairly early and in time increase the component of the course”.

However, ESP researchers reject the “synthetic” approaches to course design Basturkmen (2006:103); thus, it is crucial to introduce the language by using an eclectic method combining the required features of the language in a systematic and gradual techniques allowing to the target objectives.

Moreover, the syllabus is a vital document in the teaching/learning process as it provides a sequence of materials production, teaching, and testing; for this purpose, it should be flexible, open-ended, and subject to stable readjust.

2.7.4 Material Production

Johns.A(1990), addresses one of the most important problems regarding the availability of textbooks:

"ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990, p. 91).

The notion of time in the teaching process is of great significance in ESP .from the analysis of the target situation and the examination of the fitting materials need a sufficient volume of time. In this respect, Kristen Gatehouse (1999) states:

"In the real world, ESP developers are not provided with sufficient time for needs analysis, materials research and materials development".

On the same line of thought, Hutchinson &Waters (1987: 106) argue that the appropriate materials in ESP are not easy to reach

"It is likely that a course tailored to the needs of specific group of learners will not be available,"

Therefore, the ESP teachers have to illustrate and elaborate materials presenting useful language in clear manner so that learners can distinguish the relation between

the requirements and the content of the course. The implementation of such materials and adequate activities is not an easy task because the ESP teacher is neither a subject specialist nor a materials designer nor; moreover, *"few teachers have had any training in the skills and techniques of materials writing"*. Hutchinson & Waters (1987: 106).

Besides, (Hutchinson & Waters, 1987:106-108-109) select some specified principles in designing pedagogical materials, to guide and help ESP teachers to create the appropriate materials:

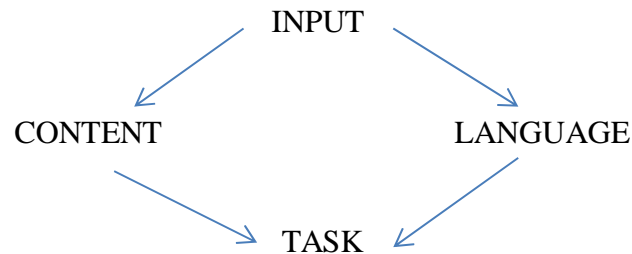


Figure2.4: A Material Design Model (Hutchinson & Waters, 1987).

The chart above exposes the principles below:

A. Input: it can be in the form of texts, dialogues, video-recording, diagram or any part of communication data, according to the defined needs. The input supplies a number of elements:

- Stimulus materials for activities,
- New language items,
- Correct models of language use,
- A topic of communication,
- Opportunities for learners to use their information processing skills,
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

B. Content focus: language is a medium that carries information and feeling about something, so extra –linguistic content should be exploited to produce meaningful communication in the classroom.

C. Language focus: it aims to give the learners the opportunity to use language, because it is useless to provide them with communicative tasks and drills without having enough language knowledge.

D.Task: the supreme target of language learning is the use of the language itself.

Therefore, materials should be conceived to implement a communicative task through which learners use both content and the language knowledge they have acquired .Therefore, the learners need the help of the teacher to achieve this aim. In ESP contexts, the roles of the teacher should be “*instructor, facilitator, role-advisor, monitor, co-communicator, classroom manager and consultant*”. (L.Freeman, 1976:128,129).

However, the ESP teachers mainly face various and different types of problems. The major one is the fact that they have no specific training .in this regard, Strevens (1988:41) portrays the ESP teacher as “*...a teacher of general who has, unexpectedly, found him/herself required to teach students with special needs.*”

Therefore, the ESP teachers have a hard task of adapting and adjusting themselves in order to cope with situation, condition and environment for which they are not in most cases well trained and equipped.

2.8 Definition of Curriculum

Unlike a syllabus, which may be viewed as a restricted contract between the instructor and his students, a curriculum can be viewed from a broader perspective since it is addressed at a level that goes beyond the teacher-learner connection. The curriculum for all topics is established by the school, department, faculty, university, or even the education ministry. For example, the English department's curriculum comprises disciplines such as vocal expression, written expression, American literature, phonetics, and grammar...

A curriculum also specifies what students will learn within a school, institute, or university under the supervision of this institution, as defined by Marshand Willis (1995: 10): "a curriculum is an interconnected set of plans and experiences that a student undertakes under the guidance of the school." The curriculum is then primarily developed and evaluated by a third party and it is not simply the instructor who is worried about it. He is rather evaluated by a third party, such as a school inspector or director who is requested by the ministry of education or higher education to check the curriculum and observe how it is progressing. Dublin and Olshtain believe (1986: 34-35)/

“a broad description of general goals by indicating an overall educational-cultural philosophy which complies across subjects to get her with a theoretical orientation to language and language learning with respect to the subject matter at hand”.

His description also includes the many strategies and processes that will accompany the course's progression and how this course will be evaluated later on.

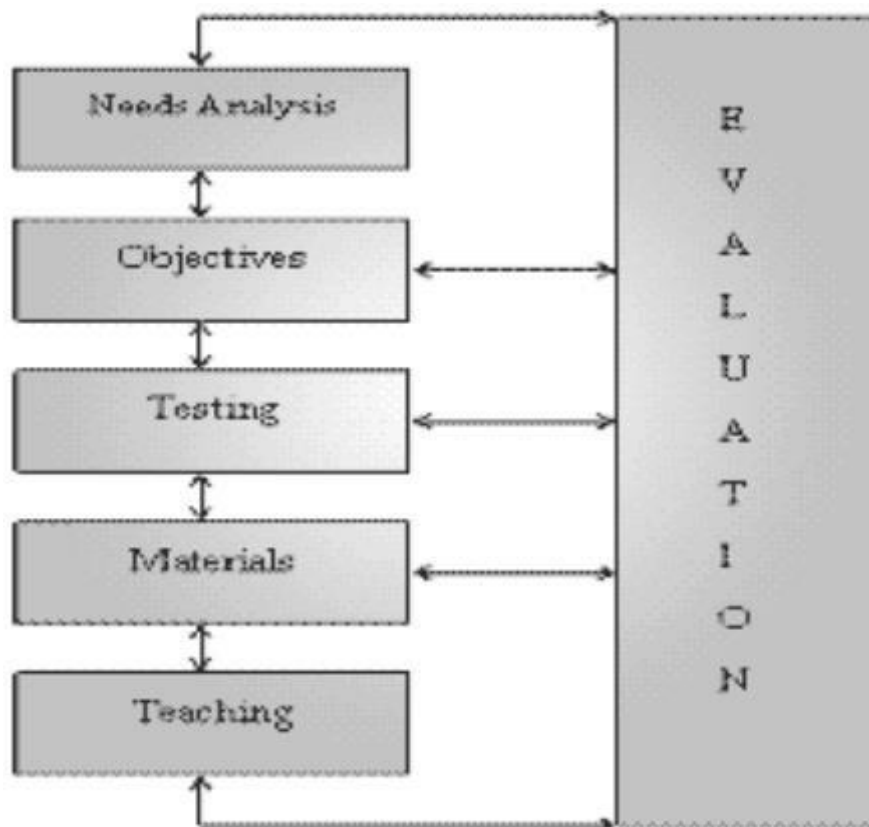
2.9 ESP Curriculum Development

ESP curriculum creation is centered on the needs and desires of ESP participants as discovered during needs analysis. The aims of ESP participants who take an ESP course form the foundation of ESP curriculum creation. Curriculum development, according to Richards (2001: 2), includes:

“the processes that are used to determine the needs of a group of learners, to develop aims and objectives for a program to address those needs, to determine appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes”.

This implies that the process of building an ESP curriculum is made up of several interconnected stages, such as assessing the needs of ESP participants, establishing ESP course goals, and establishing an assessment mechanism. ESP curriculum creation also includes arranging and preparing the ESP course to meet the needs of ESP participants, such as frequency and time of ESP training. If participants prefer a morning session, the course should not be scheduled in the afternoon. This might be because they feel more active in the morning and are better able to retain and understand the instruction.

Different approaches of language curriculum development have been proposed by various curriculum designers, including (Brown, 1989 and Richards, 2001). For example, Brown's (1989) curriculum creation process includes six steps: needs analysis, objectives, testing, resources, teaching, and assessment.



**Figure 2.5: Brown's Language Curriculum Development Model
(1989: 235)**

According to Brown's (1989) approach, curriculum evaluation is a fundamental stage that links all of the components. Each component is examined in order to provide a continuous curriculum development process. This curriculum creation methodology begins with a requirements analysis, and then establishes objectives, then tests, then resources, and finally instruction. It should be noted, however, that these aspects are not linear. This signifies that there is always something. Flexibility and the ability to change the content of any piece For example, if the requirements of the learners vary, the objectives may alter. The material can also vary or be adjusted in connection to teaching and assessment.

2.10 ESP Learner-Based Language Teaching

In reality, learner-centered curriculum treats the learner as an active participant in the teaching-learning process. It is founded on the concept that as long as the curriculum is tailored to the student, the latter should contribute or be consulted throughout the development process. Nunan distinguishes between learner-centered and traditional-centered education by stating (1988:2):

“the key difference between learner-centered and traditional centered curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught”.

In other words, the learner's status and position in the learner-centered curriculum allow him to cooperate with his instructor. It is also the teacher's linear position in the learner-centered curriculum that places him in a collaborative situation with his students. This is in contrast to the traditional centered curriculum, in which the learner did not have this status of collaboration with his teacher, because learners were not considered active participants in the teaching and learning setting, but rather passive listeners and doers of the actions their teacher told them to do. The instructor had the highest status and was the master of the classroom.

Furthermore, we believe that there is widespread agreement that learner-centered curriculum and collaboration in language education between the instructor and his students reduces the teacher's workload. By including his students in the curriculum's steps, the instructor assumes only a partial responsibility for the course's success or failure. He also

Serves as a mentor in the classroom .He leads and supports students in the development of their talents and offers them with effective learning activities.

Learner-Centered Curriculum and Communicative Language Teaching

Language learners began to acquire a communicative demand for utilizing the language in real-life circumstances in the 1960s. This new demand arose as a reaction to the conventional curriculum, which was centered on grammar and written language accuracy while ignoring the need of developing speaking skills outside of the classroom.

Learners must not only create grammatically sound, propositional claims about the experiential world," writes Nunan (1988),"but must also gain the ability to utilize language to get things done." As a result, the utility of language began to gain influence over the grammatical approach, which was perceived as not fulfilling the aim. Learners of the language began to turn to the classroom as a location where they could acquire instruction, support, and aid in using the language in real-life situations for a variety of objectives. The person who wishes to go for tourism found the grammar-based course interesting because it had no use for him. The same sentiment applies to those who wish to utilize the language for commercial purposes.

As a result, and as a conclusion to this section, we feel that ESP teaching foundations align with communicative language teaching principles since they focus on building the communication skills of ESP learners, who are typically adults who understand why they need the language. Most of these students have communication goals, although they are oriented in various ways. There are ESP learners whose communication goal is to improve their writing skills, while others whose communicative goal is to improve their speaking skills. So, whether writing or speaking, communication is the ultimate goal, and this is true in both settings of English for Academic Purposes and English for Occupational Purposes.

Conclusion

As a conclusion to this chapter on ESP Course Design, it can be stated that requirements analysis is critical before designing any course for ESP learners. It assists course designers in focusing on what are required and encouraging people so that the course is efficient. In this chapter, we discussed the many methods of needs analysis, including Hutchinson and Waters target requirements analysis and Munby's Communicative Needs Processor (CNP), which are extensively utilized by course designers. We think that based on Hutchinson and Waters 'target needs frameworks, a requirements analysis investigation may yield clear and accurate results. We also feel that alternative models of needs analysis, such as meaning analysis, discourse analysis, and register analysis, are valid. They may also be used to analyze the demands of a specific study population prior to designing an ESP course we also covered approaches to course design in this chapter, as well as the benefits and drawbacks of each technique. We have also evaluated ESP learner-based language education in respect to learners' needs and goals, as well as in comparison to traditional or grammar-centered curriculum teaching and learning. We came to the conclusion that learner-centered learning is founded on the idea that all learning is focused on the learner.

Chapter Three

ESP Teaching Methods

Introduction

3.2 ESP Teaching

3.1 Teaching Methods

3.3 ESP Course Elements

3.4 Assessment vs. Evaluation

3.5 Methodology for an ESP Course

3.6 ESP Materials

3.7 What to Teach in ESP?

Introduction

Many ESP teachers and practitioners are preoccupied with teaching ESP as a specialist subject of English. "What is the best method to ESP education?" is an important question that drives ESP researchers to seek for optimal teaching strategies and materials for use in ESP programs. A carefully designed extended course can help ESP students improve their English abilities. The Grammar Translation Technique (GTM), the Direct Method, the Oral Approach or Situational Language Teaching, the Audio-lingual Method or the Army Method, and ESP Teaching are all discussed in this chapter, as well as which method should be employed. The following section of this chapter is on ESP course syllabi, namely content-based syllabi and skill-based syllabi.

Section three is devoted to ESP course aspects, including the ESP course audience, the ESP course material, the ESP course goals, the ESP course limits, and the ESP course evaluation. Examining all of these variables and taking them into account throughout all stages of course design is required for success in building ESP courses. Section four is on ESP technique, and we recommend various practices and activities that might take place inside the classroom between the teacher and his students, such as translation and oral presentations. Following that, we spend a part on ESP materials, focusing on the process of material selection for the ESP course and real ESP materials. Section six of this chapter discusses vocabulary integration in ESP course design and implementation. ESP vocabulary teaching approaches the final part discusses different ESP resource models that might be utilized while developing ESP courses.

3.1 Teaching Methods

Language instruction in general, and English language teaching in particular, has used a variety of methodologies. Every approach has its own history, as well as its own pioneers and advocates. Every approach has its own set of circumstances that define its uniqueness.

Because ESP is evolved from ELT, it is necessary to investigate various teaching approaches before selecting or combining them in ESP instruction.

3.1.1 The Grammar Translation Method (GTM)

The Prussian Method was the name given to the Grammar Translation Method in the United States of America. It was also the primary approach in Europe in the nineteenth century, particularly in the 1940s. The goal of this language education approach was to learn a language so that you could read its literature or profit from the development ideas contained in foreign language written script. The goal was never to converse or communicate with a foreigner.

As a result, the emphasis was solely on reading and writing abilities. The Grammar Translation Method is clearly explained by Jack C. Richards and Theodore S. Rodgers (1995:3-4). We can summarize them as follows:

- The purpose of foreign language study is to master a language so that you can read its literature or gain from the mental discipline and intellectual development that comes with it. Grammar Translation is a method of studying a language that begins with a deep understanding of its grammar rules and then applies that knowledge to the process of translating phrases and texts into and out of the target language. Grammar Translation is a method of studying a language that begins with a deep understanding of its grammar rules and then applies that knowledge to the process of translating phrases and texts into and out of the target language.

- Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

- Vocabulary is chosen exclusively on the basis of the reading materials, and words are taught through bilingual word lists, dictionary research, and memorizing. A typical

Grammatical-Translation work presents and illustrates grammar principles, provides a list of vocabulary items with translation equivalents, and prescribes translation activities.

- The sentence is the fundamental unit of language education and practice. The concentration on the sentence is a distinguishing element of the technique, with much of the session devoted to translating sentences into and out of the target language.

- The emphasis is on accuracy. Students are expected to achieve high translation standards due to "the high priority attached to meticulous standards of accuracy, which, in addition to having intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century" (Howatt 1984: 132).

- Grammar is taught deductively, which means that grammar rules are presented and studied before being exercised through translation problems.

- The instruction medium is the student's native language. It is used to explain new concepts and to make analogies between the foreign language and the student's native language.

As a result, the Grammar Translation Method pillars are as follows: Translation, Grammar Rules, Accuracy, Sentence, Vocabulary, Reading, Writing, and Translation activities from and out of the student target language. The student's native language serves as the medium of learning and teaching. Non-perfect translation is not tolerated; translation is conducted at a high degree of accuracy and precision. Vocabulary items are learned with these exercises. All of these tasks are done through reading and writing abilities, with no requirement for speaking or listening skills because communication was never a part of the GTM teaching technique.

From the 1840s until the 1940s, the Grammar Translation Method (GTM) dominated European and foreign language education. It was expected of students during this time period to learn and closely adhere to grammatical norms, practicing or in making endless drills.

Howatt (1984) points out that the grammar translation course remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose:

Despite the significant work required of learners, the GTM is still frequently used. However, beginning in the mid and late nineteenth centuries, criticism to this strategy began to rise. Those who objected were motivated by the greater need for spoken fluency in a foreign language. The Frenchman F. Gouin (1831-1896) is considered as maybe the most well-known of these mid-nineteenth-century reformers. Opponents' of the grammar translation technique argued that language acquisition should be assisted by utilizing language in real-life settings, with a specific emphasis on oral communication, rather than focusing solely on written language correctness and grammatical accuracy. These opponents tried to support and defend the idea to prioritize oral practice and discourse. As a result, these can be a beginning point for rejecting the Grammar Translation Method and the emergence of alternate teaching techniques.

3.1.2 The Direct Method

The Direct Method is the result of reformers' struggle against the Grammar Translation Method. Their rejection of the GTM and demand that foreign language instruction go beyond the rigorous teaching of grammatical rules gave rise to the Direct Technique, a new method.

This technique is also known as the Natural Method because it promotes the viewpoint that foreign language instruction should be based on learners' spontaneous use of foreign language in the classroom rather than placing pressure on them to precisely follow grammatical rules. The Direct Method initially appeared in Europe, specifically in Germany. France at the end of the 19th century then it moved to the United States of America where it took the name of the Berlitz Method because it was taught at the Berlitz School there.

The principles of the Direct Method are teaching oral language according to these guidelines as stated by C.Richards and Theodore S. Rodgers (1995:9):

Never translate: demonstrate

- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words :use sentences
- Never speak too much :make students speak much
- Never use the book: use your lesson plan
- Never go too fast: keep the pace of the student
- Never speak too slowly: speak normally
- Never speak too quickly: speak naturally
- Never speak too loudly :speak naturally
- Never be impatient: take it easy

As a result, the backbone of the grammatical translation approach, translation, is being replaced with demonstration, which is thought to create superior communication ability. Learners are encouraged to ask questions since doing so inspires them to behave properly in the classroom, participate in the lesson, and be creative in expressing new ideas. Speaking in the classroom should be normal and natural in order to prepare students to cope with and deal with real communicative circumstances in which communication is normal and natural. The promoters of the natural approach wished to keep foreign language instruction as natural as possible by emphasizing demonstration; acting, allowing students to talk and participate, and speaking spontaneously and regularly.

In practice, the Direct Method stood for the following principles and procedures as mentioned by Jack C. Richards and Theodore S. Rodgers (1995:9-10):

- Classroom instruction was conducted exclusively in the target language.
- Only every day vocabulary and sentences were taught.
- Oral communication skills were built up in a carefully graded progression
- Organized around question and answer exchanges between teachers and students in small intensive classes.
- Grammar was taught inductively.
- New teaching points were introduced orally.
- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension were taught.
- Correct pronunciation and grammar were emphasized.

As a result, unlike the Grammar Translation Method, which emphasized reading and writing abilities, the Direct Method emphasized speaking and listening skills, which are the primary instruments of communication. The goal of foreign language education using the Direct Method was to achieve oral competency in the target language, hence classroom instruction was entirely in the target language.

As an evaluation of this teaching style, it was successful in private language schools at the time since clients were willing to pay and were eager to improve their oral skills. However, when it was implemented in public schools, many difficulties arose because it required native or native-like speakers of the target language and was based on the teachers' skills rather than textbooks, making it impossible to guarantee equal opportunity for perfect foreign language teaching because the matter became dependent on the teacher's competence.

3.1.3 The Audio-Lingual Method or the Army Method

The beginnings of this teaching style may be traced back to the United States' entry into World War II, when American government workers were faced with the problem of studying

other languages such as German, French, Italian, Chinese, Japanese, Malay, and others. These individuals were assigned to function as interpreters and translators. The government ordered American universities to develop foreign language programs for military personnel which then resulted in the Army Specialized Training Program (ASTP) that was established in 1942. Fifty-five American universities were involved in the program by the beginning of 1943. The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages.

Bloomfield and his colleagues were among those linguists who were asked to initiate and develop this method. They were facing the challenge of implementing a new method without even the existence of textbooks and teaching material. Hence they used what was called "informant" who is a native speaker of the language and who served as a source of phrases and vocabulary and who provided sentences for imitation. Besides the informant, a linguist who supervised the learning experience was used. The linguist did not necessarily know the language but was trained in eliciting the basic structure of the language from the informant. Thus the students and the linguist were able to take part in guided conversation with the informant, and together they gradually learned how to speak the foreign language, as well as to understand much of its basic grammar.

Learners in the audio-lingual method were seen as organisms that can be directed by skilled training techniques to imitate and produce correct responses. Learners were expected to respond to stimuli, and thus have little control over the content, pace, or style of learning. They were not encouraged to initiate interaction, because this may lead to mistakes.

The teacher's role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning. He monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures. The teacher had the

role of introducing, sustaining, and harmonizing the learning of the four skills in this order: listening, speaking, reading and writing. The procedures that the teacher should adopt in using this teaching method are explained by Brooks (1964:142) as follows:

- The modeling of all learning by the teacher.
- The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.
- The early and continued training of the ear and tongue without recourse to graphic symbols.
- The learning of structure through the practice of patterns of sound, order and form, rather by explanation.
- The gradual substitution of graphic symbols for sounds after sounds is thoroughly known.
- The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.
- The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning.

In other words, the audio-lingual technique is built around the ability to listen. The fundamental premise of this technology is sound and its replication. Vocabulary is acquired gradually. The language graphic symbols are learned following ear training through increased listening and speaking activities. The goal here is to become acquainted with the natural language of native speakers.

The audio-lingual technique, on the other hand, was established on the concepts of behavior psychology and the adaption of numerous Direct Method methods, particularly those connected to speaking abilities. The audio-lingual style of instruction entails delivering new content in the form of a dialogue, memory, and practice. Structures are taught and learned via

repetition. There are no or few grammatical explanations, and the four language skills are presented in the following order:

Language laboratories, recordings, and visual aids are often used in the audio-lingual technique. At the outset of the course, there is an extensive pre-reading phase. Throughout the course, emphasis is placed on perfect native-like pronunciation.

The use of the mother language is restricted to the instructor and is not promoted among the students. The target language's pronunciation accuracy is carefully monitored by repeating and rewarding the properly spoken sequences. The emphasis on proper pronunciation of the target language undermines the emphasis on content, vocabulary and meaning.

Language teaching in the audio-lingual method takes place by making sure that:

- All the utterances which students will make are actually within the practiced pattern.
- Drills are conducted as rapidly as possible in order to guarantee automaticity and to establish a system.
- Gross errors of pronunciation are ignored when doing grammar practice drills.
- The drill material should always be meaningful.
- Drills are introduced by focus, exemplification, and explanation and drilling.
- The teacher moves inside the room to check his students 'production.

Despite the success that this technique had seen, particularly during the first two years of its deployment with army people, the "Army Method" and its potential for application in ordinary language programs was addressed 10 years later. This was due to the fact that students were frequently found to be unable to transfer abilities learned through audio-lingualism to real-world communication outside of the classroom, and many regarded the experience of learning through audio-lingual processes to be monotonous and unpleasant.

Carroll J B, a psychologist who was interested in foreign language instruction, commented of the audio-lingual technique in 1966: "It is ripe for considerable reform, particularly in the direction of connecting it with some of the best components of the cognitive-code learning theory" (1966: 105). Language acquisition began to be understood as comprising active mental processes rather than simply habit development. There seems to be a focus on meaningful practice and the use of examples as a tool for communicating rules.

3.1.4 The Silent Way

After cognitive theory advocates questioned the audio-lingual technique, the Silent Way in language education emerged. It arose as a result of the focus on human cognition. Learners were considered as more actively responsible for their own learning in this strategy. Errors were unavoidable, and they indicated that students were actively trying their abilities. The Cognitive Approach was popular in the early 1970s, and it was used in language instruction. The majority of the materials under this method included tasks in deductive and inductive grammar. Students were instructed to follow the regulations provided to them, learn the rules from the examples, and then put them into practice. The quiet approach of teaching is based on the following principles:

- Creating simple linguistic situations that remain under the complete control of the teacher.
- Generating serious game-like situations in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime.
- Providing the support of perception and action to the intellectual guess of noise meaning.
- Providing a duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of the heard melody

The silent way is named from the teacher's silence inside the classroom, where he only intervenes to give assistance when absolutely necessary. Students are encouraged to support each other in a cooperative way while their teacher remains silent. In these instances, the instructor will use his or her hands to indicate that something is improper or needs to be corrected or to be changed. Charts and Colors are used for explanation of meaning and students are asked to note their observations about the lesson and what they have learned. However, we believe that communication involves both speech and gesture and that using only this last one in language teaching cannot lead to positive and reliable results. The teacher can use gestures to push and motivate learners to enhance their speaking skill but he has also to speak to them to correct their mistakes and guide them.

3.1.5 The Oral Approach or Situational Language Teaching

From the 1920s until the 1960s, the Oral Approach and Situational Language Teaching methods were in use. It arose as a response of criticism directed at the Direct Technique, which was seen as an inductive, demonstrative, and pronunciation-focused method. Harold Palmer, A.S. Hornby, Michael West, and other British applied linguists pioneered The Oral Approach and Situational Language Teaching Method.

As Patterson (1964:4) advises, a clear difference should be drawn between the Oral Approach or Situational Language Teaching approach and the Direct Method:

“An oral approach should not be confused with the absolute Direct Method, which meant that the learner was bewildered by a flow of ungraded speech, suffering all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances”.

This implies that the Direct Method required the learner to adapt to the target language environment and work hard to obtain oral skill comparable to that of native speakers of the target language.

The Oral Approach or Situational Language Teaching technique was a structuralism application that combined and controlled lexical and grammatical information in the form of structure and used the same, oral and situational, in language learning sessions. According to Jack C. Richards and Theodore S. Rodgers (1995:34), the following were the features of this method:

- Language teaching begins with the spoken language.
- Material is taught orally before it is presented in written form.
- The target language is the language of classroom.
- New language points are introduced and practiced situation -ally.
- Vocabulary selection procedure is followed to ensure that an essential general service vocabulary is covered.
- Items of grammar are graded following the principle that simple form should be taught before complex ones.
- Reading and writing are introduced once a sufficient grammatical and lexical basis is established.

To teach grammar, the Oral Approach and Situational Language Teaching technique employs an inductive approach. The meaning of a phrase or sentence is taken from the context, not from translation into the target/native language. The goals of this method to foreign language education were to master the four language skills through structures. This approach works by automatically controlling basic structures and language patterns.

In the Oral Approach or Situational Language Teaching technique, the learners' first job was to listen to and repeat what the instructor said, as well as to react to the teacher's

questions. The student was required to situationalise the structure and meaning, as well as do chorus repetitions, dictations, drills, oral based reading and writing activities, pair practices, and group projects.

Teachers' roles under the Oral Approach or Situational Language Teaching technique, on the other hand, were to set the scene for a new structure, present the model structure, and ultimately drill and correct. During drilling, the teacher's responsibility was also to severely check for pronunciation, grammar, and structural faults. The instructor was expected to be very demonstrative by using various teaching aids such as wall charts, flashcards, posters, drawings, stick figures, and so on.

By the late 1960s, British applied linguists were questioning the theoretical assumptions behind the Oral Approach and Situational Language Teaching methods. Howatt (1984) argued that anticipating language based on situational circumstances had no future; rather, sentences contained meaning in themselves and conveyed the meanings of the speakers and authors who made them. Linguists working in the UK .

The Oral Approach and Situational Language Teaching methods were found to be insufficiently handled in terms of language's functional and communicative capacity, which is another element of language. They believe that the goal of language teaching/learning should be communicative competency rather than structural mastery. Wilkins (1972) argued that a language learner must comprehend and convey communicative meanings rather than grammar and vocabulary to explain the heart of language.

As a result, the Oral Approach or Situational Language Instruction approach barely lasted four decades (1920s- 1960s), despite making significant contributions to foreign language teaching. However, despite its accomplishments, it was unable to weather the storm of other and innovative teaching approaches.

3.1.6 Communicative Teaching Method

The communicative teaching approach was developed by British applied linguists. They emphasized the importance of language's functional and communicative possibilities, as well as its incorporation into language training. This approach recognized the need to prioritize communicative ability above structural mastery.

Because language learners need to utilize the language for communicative purposes, this communicative teaching technique strives to make communicative competence the goal of language instruction. Communication forced itself on syllabi and curricula; learners' desire to use the language in real-life situations had to be met. The communicative method creates processes for teaching the four language skills that recognize language and communication's interdependence. It recommends activities that include genuine conversation and meaningful tasks. It is founded on the assumption that language is relevant to learners who are supposed to be businesspeople, negotiators, and managers, as well as to instructors who are expected to be organizers, guides, mentors and Analysts. The learner plays an active role since he is the one who communicates inside the classroom, whereas the instructor just serves as a guide to his students.

In reality, the communicative method spread quickly and dominated language education in many countries since it assisted students in developing both linguistic and communication ability. Despite its effectiveness, this method has been called into doubt, primarily about its applicability for all levels of education and if it can be utilized by non-native language instructors. It has also been questioned if it could be utilized in situations where pupils were still required to take grammar-based assessments. We feel that grammar instruction should not be excluded from the classroom since grammatical skills are important.

Correctness aids in communicating the intended meaning of language. If grammar is not followed, communication might be hampered. Misuse of grammar can lead to communication breakdowns and misunderstandings.

To summarize what we have discussed on the various teaching approaches, we can conclude that no teaching style has been immune to criticism. This demonstrates that all teaching approaches have benefits and drawbacks. We feel that we should consider the benefits of each, and why not use them all this became known as eclecticism in the 1990s.

3.1.7 The Eclecticism Theory

This method to language education makes both teachers and students feel at ease. It allows them the freedom and flexibility to use various strategies and methods of learning and teaching. To clarify this strategy, a teacher can employ translation when he notices that his students do not comprehend. He may also utilize motions without saying anything. To explain a concept. He can even restrict translation if he believes his students would be able to express themselves in the target language with minimal effort.

Eclecticism has emerged as a desirable, cohesive, and diversified approach to language instruction. It comprises a range of language learning exercises. The usage of eclecticism is owing to the fact that each teaching style has both strengths and drawbacks. As a result, relying solely on one idea of teaching may not result in favorable results.

As a result, practically all current course books now include a combination of methods and techniques. This combination or eclecticism ensures:

- Safety: Using a variety of concepts and techniques from diverse approaches and ways will result in successful learning.
- Interest: The adoption of various strategies assists language teachers in main training their interest. Learners are engaged and focused.
- Diversity: in language teaching and learning is assured by the use of various learning/teaching situations and techniques.

- Eclecticism helps to increased teaching efficiency and removes a lot of stress because when we are inflexible and cling to only one teaching style, we risk losing our learners' motivation. For instance, when we continue to speak just the target language in a classroom where if some students are unable to follow and comprehend, they are at risk of failing. Their enthusiasm to study suffers as a result, and the course fails.

Thus, eclecticism assists teachers in employing many approaches to language education at the same time while reaping the benefits of each technique. It also enables them to avoid the bad or challenging aspects of each strategy. Eclecticism implies having more possibilities for teaching and, as a result, greater flexibility and success.

3.2 ESP Teaching

The subject of English teaching and learning is receiving a lot of attention. English for Specific Purposes related to the didactics of ESP; that is, what teaching approaches will be used in the ESP course? or how will it be taught?

3.2.1 ESP Teaching Pedagogy

Researchers in didactics and pedagogy attempt to examine the concept of communicative conduct and how it might be taught to ESP learners through pedagogical techniques.

Hyland (2002: 386) categorizes ESP as: “research-based language education” and particularly values its “grounded insights into the structures and meanings of texts, the demands placed by academic or workplace contexts on communicative behaviors, and the pedagogic practices by which these behaviors can be developed”. In other words, ESP teaching is based on continuous practical researches because learners are not always the same as well as the environment, needs, goals and motivation of the learners. That is why and while ESP teachers are conducting needs analysis on a given population this means that they are doing research. ESP teaching involves also studying the meaning and structure of texts because every ESP group has his own text. A text for mechanical engineers cannot be given to economics

students because each one has its characteristics. ESP teaching is based on developing communicative behaviors by intensifying the pedagogical practices because more practice leads to communicative survival in real situations whether in English for academic purposes setting or in English for occupational purposes one.

Hyland (2002) stresses up on the skills and how ESP learner will acquire them. He (2002:389) points out that:

“ESP involves teaching general skills and forms that are transferable across contexts and purposes” and that “there are generic skills and forms of language that are the same across a range of disciplines, professions, or purposes”.

In other words, the skills taught in an ESP class should be transferrable to the target environment, because what ESP learners want is mastery of English and the ability to utilize it outside of the classroom for their unique reasons. The skills learnt in the classroom should subsequently be general and applicable to each ESP learner's area of interest in a way that corresponds to his communication aims.

Furthermore, many ESP instructors and researchers see ESP teaching and learning as a task-based process that includes preparation, the use of actual data, an emphasis on all four skills, and involving learners in the development of the ESP course. This technique is described in full by Reinders (2008: 3).

- Tasks involve a plan for a learning activity;
- They have a primary focus on making meaning;
- They engage with real-world authentic language use;
- They focus on any or all of the four language skills;
- They engage learners in cognitive skills in order to accomplish them;
- They have a defined communication-based learning outcome.

As a result, task-based teaching involves classroom participants to forget where they are and why they are there, and to act as though they may acquire the language indirectly via communication rather than directly through study (Ellis 2006). As a result, ESP didactics provides the student with a communicative tool that allows him to thrive outside of a classroom context; this setting can be the workplace, a conference room, a hotel, an airport, or any other location.

3.2.2 ESP Teaching Syllabi

A syllabus in ESP is the course plan that is agreed upon by both the teacher and the students. "There may be utility in displaying the syllabus to students, so they, too, may have a 'road map' of the course," Robinson (1991:34) suggests. This emphasizes the need of reaching an agreement between the ESP instructor and his students over the course's content and objectives. To accomplish so, a closer examination of the various ESP syllabi is required.

3.2.2.1 Content Based Syllabus

Researchers in the field of ESP didactics are very interested in content-based syllabuses in order to excite learners and keep their attention throughout the course. They propose that the ESP course should incorporate themes linked to the ESP learners' specialization. What is taught in class inspires pupils to think and learn through the use of the target language in a content-based curriculum.

Robinson (1991:36) states: "the topic based syllabus, which deploys the content of the students' work or specialist study. One objective of the ESP course may in fact be to teach this specialist content». The content increases the ESP learner's motivation; for example, management students will be unmotivated during an ESP course if the content or themes are on medical research. Furthermore, the content will assist students not only enhance their English skills but also their understanding of their subject of employment or study. Content about the main instruments of surgery is of very helpful for students of the medical surgery.

Furthermore, in content-based teaching, learners are assisted in acquiring language through the study of a succession of important themes, each of which is explored in methodical ways and from various viewpoints (Nunan 1988). The content syllabus undoubtedly exposes learners to the language extensively since it is considered that language acquisition is a byproduct of a concentration on meaning and gaining some specific thematic matter through the usage of the target language.

According to Richards (2001), the basic goal of education is to deliver some material or information while the students are also learning the language the subject is given priority, while language acquisition occurs incidentally to content learning. Language instruction follows subject instruction. As a result, the justification for combining language and subject training in ESL/EFL classrooms is that material may offer both a motivating and cognitive foundation for language acquisition. The key motivator for language acquisition is the content. Language will thus be acquired because it gives access to material that is motivating to the learner.

3.2.2.2 Skill Based Syllabus

Language teaching in a Skill-Based syllabus emphasizes on gathering specific skills that the language learner must be able to execute independently of real-world scenarios, such as listening to a native speaker, composing paragraphs and texts, and making an oral presentation at a conference. In fact, many ESP practitioners believe that an ESP training that does not focus on increasing the ESP learner's skills will not be successful. They believe that the curriculum should emphasize four skills: receptive (reading and listening) and productive (speaking and writing). According to Robinson (1991:38), "Another set of skills which may form the focus for an ESP course are termed professional or communication skills" Skill-based teaching is more suited for learners who require particular abilities and have those skills recognized. This is a typical syllabus for Language for Special Purposes (LSP).

Furthermore, skill-based instruction is not ideal for general purpose or beginning level language education since the learners' needs are unknown and unidentified. When learners need to master certain sorts of language usage, skill-based information is useful. For example, students who want to continue their PhD studies and research where a broad language skill is required. In skill-based education, it is feasible to predict what material learners will want; for example, a student will need specific reading to improve his or her note-taking skills. In terms of ability Based on the syllabus, students' needs are given significant priority since learners know what they need to accomplish with the language often exhibit great acceptance and motivation, which leads to both the teacher's and the learner's teaching/learning goals being met.

A skill-based curriculum combines linguistic abilities (vocabulary, grammar, and pronunciation) into general patterns of behavior such as listening to spoken language for understanding the main idea, composing paragraphs, and presenting lectures. The communicative aim of the ESP course will now be fulfilled by focusing on and developing all language abilities. Of course, depending on the needs of each ESP group of learners.

3.2.2.3 Method Based Syllabus

This form of syllabus is also known as a task syllabus. Its goal is to empower the ESP student and provide him with a strategy that allows him to perform and behave intelligently rather than mechanically.

The ESP course in this syllabus places the ESP student in a position where he or she must complete work or tasks in English. As Robinson (1991:39-40) acknowledges, this syllabus attempts to meet the needs of the ESP learner: "Such an approach is certainly crucial for ESP, because the essential goal of ESP students is that they should effectively accomplish a job or study assignment through the medium of English." As a result, English language competence is viewed in this curriculum as only a tool or instrument to be employed in order

to complete the goal. English is taught in the perspective of using it as a key to assist ESP learners in surviving in the target setting.

To summarize this section on ESP course syllabi; content-based syllabus, skill-based syllabus, and method-based syllabus, we can say that it depends on the results of the needs analysis that precedes course design and the goals of the ESP course whether one of the above-mentioned syllabuses will be adopted or not. a mixture of two or all of them We feel that if the combination of these syllabi results in achieving ESP demands, it is no longer an option but rather a need. As an example of this combination, consider the content-based syllabus, which aims to excite students and keep their attention throughout the course by include topics pertinent to their area of expertise. Language instruction using a skill-based curriculum focuses on developing particular abilities and preparing language learners to communicate freely in real-world scenarios such as listening to a native speaker, writing scientific papers, and conferencing.

3.3 ESP Course Elements

The characteristics of an ESP course enable ESP course designers to create dependable courses that address the actual demands of ESP participants. These elements include the ESP course audience, which are the learners who will take the course, the ESP course content, which includes language descriptions and skills to be learned, the ESP course goals, which describe the objectives of ESP learners taking the course, the ESP course constraints, and the ESP course evaluation.

3.3.1 ESP Course Audience

Before beginning the teaching program, the ESP course audience should be identified. Identification entails acquiring as much information about the audience as possible. According to Hutchinson and Waters (1987), all information regarding the age, gender, nationality, study or job specialization, English knowledge, educational history, and hobbies

should be known ahead of time. The audience is placed at the center of the process. This brings us to the premise of the ESP course, which is focused on the needs of the learners. To satisfy such demands, the teaching process should begin by determining who this ESP student is and where he comes from.

3.3.2 ESP Course Content

The content of the ESP course differs from the general English course. The concept of specificity is based in ESP. According to Hutchinson and Waters (1987), this distinctiveness is connected to various characteristics, as indicated in the table below:

Language description	Structural, notional, functional, discourse based
Language points	Structures, functions, vocabulary
Micro-skills	Deducing meaning of unfamiliar words
Text types	Manuals, letters, dialogues, experimental reports, visual texts, listening texts
Subject matter area	Medicine, economics, biology, mathematics
Content organization	By a set of patterns of components, by a variety of patterns ,by a focus on certain Skills like communicative ones
Content sequencing	From easier to more difficult, to create variety, to provide recycling,
Content organizing	To units ,to topics, to skills

Table 3.1: ESP Course Parameters Adapted from (Hutchinson and Waters 1987:100-101)

According to this chart, the ESP course content is tailored to the needs and interests of the ESP student. This demonstrates that ESP lessons are customized.

3.3.3 ESP Course Goals

ESP course objectives are often discussed between ESP professors and students. However, when it comes to workplace courses, it is usually the employer who determines the ESP course goals. Fraida Dubin and Elite Olshtain (1986:26) point out that “the overall goals are set up by the employers’ representatives”.

In a course for Management English, for instance, the stated objectives might be for learners to develop the following abilities:

- To negotiate in English with clients,
- To correspond with foreign companies,
- To take part in business meetings in English,
- To develop business vocabulary,
- To make phone calls in English.

As a result, the goal of any ESP program is to see the ESP student progress from being unable to compose an email in English, for example, to being able to do so.

3.3.4 ESP Course Constraints

There are constraints that may hinder the success of the ESP course, just as there are goals to any ESP course. Robinson (1991:41) cites Munby’s view about constraints related to ESP course and he says:

“constraints upon the implementation of the syllabus specification, include such things as government attitude, the status of English, logistical and

Administrative matters, the students' motivation and expectations, and methodological issues”.

This means that if there is a disagreement between course designers and the government or decision makers, the government's attitude might be a genuine danger to the success of an ESP course or program. Logistical and administrative issues might also have a detrimental impact on the delivery of an ESP course. If success necessitates the use of information technology tools such as computers or software, and these components are not given by the administration, this ESP course will fail.

Because the ESP learner is the backbone of ESP, student motivation can also lead to course failure. If the ESP student does not receive what he expects from his teacher in terms of content or teaching style, he will be unmotivated to follow and the ESP course will fail.

As a conclusion to this section on the ESP course's content, goals, and constraints, we can state that these are the keys to success. An ESP teacher who provides irrelevant content to his students will not guarantee their excitement for his course. Without set goals, it is impossible to judge whether an ESP course was successful or not. An ESP teacher who does not anticipate the constraints that may impede the success of his course will be unable to confront them and develop solutions when they occur.

3.3.5 ESP Course Evaluation

Evaluation is a major tool in ESP instruction. It is a tool that assists both the ESP instructor and the student in determining whether or not their performance is on track. The measurement of the ESP teaching/learning efficiency is referred to as evaluation. Rani (2004) distinguishes two types of relationships with evaluation:

-Evaluation and the Teacher

- Evaluation helps the teacher know to what point he has been able to achieve the instructional objectives.

- Evaluation helps the teacher to organize appropriate learning activities for the students to achieve the objectives.
- Evaluation helps the teacher to improve his classroom procedures and methods of teaching/ learning in the light of feedback.

-Evaluation and the Student

- Awareness about objectives: Statements of clear objectives enable the students to know clearly what the teacher expects from them and they cooperate with him in achieving the learning goals.
- Increasing motivation: Knowledge about their performance serves as a motivating factor to the student and ultimately facilitates learning.
- Greater chances for increasing abilities and skills. Constant feedback makes students aware of their strengths and weaknesses, this leads to improve subsequent performance.

Because ESP teaching is a collaborative, evaluation affects both the teacher and the student. The teacher must evaluate his teaching methods to see whether he is serving the wants and needs of his students. Learners must also evaluate their devotion in the classroom and motivation to determine whether or not their goals can be met.

3.4 Assessment vs Evaluation

The terms assessment and evaluation are frequently used interchangeably, however they are not the same thing. Assessment is used to assess what a student understands or can perform, whereas evaluation determines how efficient and successful a course or program is. Assessment is the process of gathering and analyzing data in order to improve the current situation. Evaluation is defined as the act of making judgments based on a set of criteria or factors.

According to Herman and Knuth (1991) assessment data affects student advancement, placement, and grades, as well as decisions about instructional strategies and curriculum. Assessment is generally used to refer to all activities teachers use to help students learn and to measure student progress. Assessment is a tool for articulating goals and objectives for student learning. This tool allows teachers to gather data about how well students are meeting the learning goals. These collected data are used to improve students' learning.

In contrast, evaluation focuses on the course or program and whether or not it meets the needs of the students. Evaluation is the process through which all elements, including teachers, schools, and students, are evaluated in order to evaluate the effectiveness of educational programs. Effective evaluation may be viewed as a collaborative effort that is ongoing. In other words, all three factors of evaluation work together, including the institution, the teacher, and the students.

We maintain that both assessment and evaluation should take place in academic contexts at all times. They both provide education, teaching, and learning participants with a comprehensive view that aids in determining the success or failure of educational programs. As a result, in English for specific purposes teaching, it is vital to assess and evaluate students. The techniques for assessment and evaluation should correlate to the curricular goals. This assessment might be formative, with the emphasis on the learning process and products. It must be continuing in to provide the ESP teacher with details on the student's progress toward completing the curricular objectives. Because it comes at the end of a unit of teaching, this assessment is also summative.

The summative, assessment assists the ESP instructor in determining the knowledge and abilities that the ESP learner has acquired over time. As a result, ongoing assessment is critical for ESP students. First, while assessing learners, teachers should be extremely clear about the goal; learners' assessment objectives should be specified.

The collected findings also will be analyzed in order to evaluate the achievements of ESP students. To do this, a checklist that covers all of the components of the delivered program and in which ESP learners provide feedback on what worked well and what did not go so well might be adopted.

As a result, all ESP teaching/learning participants, including teachers, students, programs and courses, and administration, are concerned with regular assessment and evaluation. Communication is essential in both assessment and evaluation. To make the students more interested and motivated, the teacher must inform and explain evaluation results to them. The institution must also notify both students and teachers about assessment aims and results in order to gain the cooperation of all parties and achieve successful results in the future.

To summarize this section on ESP course components, we can state that course designers should consider all of them before, during, and after designing any ESP course for any population. They should determine the ESP course target and collect information about them and their field of work or study. Designers of ESP courses should identify the content of the ESP course in relation to the goals of the target population. Language descriptions, text formats, and content organization are all part of the content. Another essential component that should be developed in partnership with participants is ESP course goals, which are typically discussed between ESP teachers and students. The objectives clarify what participants desire and what they will achieve through language at the end of the ESP course, such as emailing, conferencing, and arguing. These ESP course features will not lead to success if course ESP designers do not consider ESP course constraints such as logistical and administrative ones.

The final part that ESP course designers should not omit or disregard is evaluation, which allows both the ESP teacher and his learners to determine the success of the ESP course and whether or not the goals have been achieved.

3.5 Methodology for an ESP Course

ESP course methodology covers both the teacher and student responsibilities in the classroom, as well as the many class activities and interactions between them. Robinson (1991:46) defines methodology as:

" to what goes on in the classroom, to what the students have to do. This has implications for what the teacher has to do".

Methodology refers to the interaction between the teacher and the students in the classroom, as well as the roles, abilities, and activities of each. Here are several ESP practice techniques that have been implemented as effective.

3.5.1 Case Studies

This type of ESP teaching method tries to place the ESP student in a real-world context so that when he begins working, he is already prepared and armed with a linguistic instrument to enable them to master English effectively in their work place. Robinson (1991:50) states:

" the use of case studies is a well-established method for inducting future professionals into the job demands of business, medicine, the law and engineering. It would seem to be an ideal method for ESP. It involves studying the facts of a real life case, discussing the issues involved and reaching some kind of decision and / or action plan. All the language skills are potentially involved: reading input documents, listening and speaking (discussing) and possibly writing some sort of summary or report".

This teaching method may be used for both English for Academic Purposes and English for Occupational Purposes as long as it considers both receptive and productive language

skills. It prepares students for real-life conditions by putting them in similar situations to those they would encounter at work or school.

3.5.2 Project Work

Project Work is an activity carried out by ESP students under the supervision and instruction of their ESP teacher. It is usually done at the end of a teaching/learning segment to test their understanding of the previous one or to introduce them to the following one.

Bloor & St John (1988:86) propose three types of project:

“the first is the group project, which involves the members of the group in real research. The example given is of a descriptive and evaluative survey of the university postal system. The second type is a mini research project, for individual students, involving the use of questionnaire, surveys and interviews. The third and most common type is the literature based (or library) project, involving the individual student in extensive purposeful reading”.

We notice that project work suits EAP students better since they are more concerned with dissertations and end-of-course projects, whereas EOP learners are more concerned with learning the language to use as a tool in their vocation or work.

3.5.3 Translation

Within the communicative approach to language acquisition, translation and use of the other tongue were not acceptable in the context of teaching English as a second language. This is due to the argument that foreign language acquisition requires as much exposure to the target language as possible within the limited classroom time and that translation from the target language to the learners' mother language wastes time.

However, many researchers now see translation as a useful instrument in the language classroom. It enables non-native English teachers to save time by translating what was not received in the target language. As a result, it avoids wasting time by limiting the usage of

foreign language with learners. Translation according to Harmer (2001), involves allowing students, to use their mother language or L1 from time to time, which enhances their activity and provokes their motivation. Besides that, we believe and notice that the use of the native language in lessons renders the classroom more dynamic and pushes the reticent students to participate and to get involved with the group.

Moreover, translation leads learners to be aware of language interferences (Ross 2000). In fact, comparing grammar, vocabulary, and other language items from the target language to learners' L1 helps and promotes the understanding of the characteristics of each language separately without any confusion. An example of this is the comparison of tenses use in English and French and using word order in English and Arabic.

In the scope of ESP, translation is significant since ESP learners are typically adults, and translating to their L1 as the best method for explaining the target language to them in many circumstances. This is due to the fact that they are specialists in their field of work or study, and all they want is a linguistic tool that allows them to articulate their ideas in the target contexts. Aside from that, we note that ESP classes involve vocabulary instruction, and one of the finest methods to educate vocabulary is through translation.

3.5.4 Oral Presentations

This activity assists and helps ESP students to enhance their communication skills. As Robinson (1991:51) affirms, the more they present and make mistakes, the more they learn.

“Students’ doing a project may have to make an oral presentation at the end, in addition to, or instead of, presenting a written report. While making a presentation may seem to be more limited activity than the other tasks discussed, it can in fact involve all the language skills”.

Despite the fact that this exercise appears to be a restricted assignment that may require all language skills, we suggest that it is appropriate for more EOP students, particularly those who will have direct interaction with native English speakers.

To conclude, teaching practices are not the only ones that occur within the classroom between the ESP teacher and his students. There are other tasks, such as dialogue writing and presenting, as well as simulations, such as holding a meeting inside the classroom. As a result, there is no restricted list of exercises or practices; rather, it is up to each ESP teacher to select the practice that best meets the needs of his students.

3.6 ESP Materials

Writing materials is a crucial aspect of ESP teaching. It has a significant impact on the efficacy and progress of the ESP course. It provides students with the means they will need to learn the skills they will need in their future professional or academic careers.

3.6.1 General Material Vs Specific Material

ESP students' are frequently more motivated by materials that are relevant to their field of specialization. The use of subject-specific textbooks is also more in keeping with the recognition that students are unique individuals with specific needs, styles, and interests. Material selection should be given great consideration when constructing English for Specific Purposes courses. This should be a deliberate process since it has a lot to do with ESP learners' commitment in class and the linguistic characteristics of the utilised language in real life. According to Ellis and Johnson (1994), the choice of materials has a significant influence on what happens in the course. This influence is illustrated on three levels, as they stated (1994:115):

“it determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions”; *“ It has implications for the methods and*

Techniques by which the learners will learn”; and “the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation”.

The selection of ESP materials should be based on the learners' needs in relation to their future or current jobs, which mean that materials should focus on the correspondent tasks and activities that included on learning the target skills that the learners will need it in the real situations. Another key factor to consider when selecting materials is the amount of language knowledge students already has knowledge about the level they will need to communicate effectively in their careers. Aside from that, the substance of ESP material has a lot to do to motivate learners. Medical students will not be motivated if their course material is about business accounting.

Furthermore and according to Prabhu (1994) another important issue regarding materials is that they should be used as sources. He suggests (1994:94):“The fact that materials need to be used as sources rather than as pre-constructed courses should not be regarded as a weakness of task-based teaching; it can in fact be strength for any form of teaching”. This is because ESP is predominantly student-centered, and consequently students’ considerations should be at the top of the list of selection criteria.

ESP teacher must now how to choose resources that will aid students in meeting their course goals (Ellis and Johnson, 1994). These resources should also be closely related to the learners' specific skills and content demands, since this is a necessary prerequisite for complete utilization of the materials as well as the learners' motivation.

3.6.2 Material Selection for ESP Course

Following the completion of needs analysis work and the extraction of ESP participants' needs, necessities, and wants, the next stage is to pick the material to be included in the ESP course.

According to Hutchinson and Waters (1987) selecting material for an ESP course can be done through selecting from an existing material, writing one's own material or modifying an existing material.

Material can be chosen from existing records of the institution, which could be a school, university, center, or firm. The appropriateness of current content with the needs of ESP participants can be used to select ESP material Hutchinson and Waters (1987:96) confirm while referring to material selection as evaluation: "Evaluation is a matter of judging the fitness of something for a particular purpose". They continue (1987:96-97):

"In any kind of evaluation, the decision finally made is likely to be the better for being based on a systematic check of all the important variables. The results of an evaluation will probably lead to a large investment of money in a published course or large investment of time in home-produced or adapted materials".

As a result, when an ESP teacher is invited to teach an ESP course to a specific population at a specific institution, he must analyze the adequacy of the current content in order to save time and money for the institution. When an ESP teacher arrives to teach an ESP course, he sometimes wipes out all of the previous material, which may contain some useful papers, and starts from scratch producing fresh content. The new one may not meet the demands of ESP learners, resulting in a significant loss of time and money, as well as the failure of the ESP course.

The process of selecting the content to be utilized in an ESP course begins with defining the criteria, which involves determining how the material will be assessed and which factors will be more important. The former defines the realization of the desired criteria in the course, whereas the latter describes how the content is assessed in order to realize the criteria. Finally, the procedure concludes by determining how closely the material matches the needs.

As a result, there is little possibility that key papers will be over looked .There is a good chance that the ESP course objectives will be accomplished as long as the learners' requirements are considered during the material selection process.

When choosing material for an ESP course, authenticity should be prioritized. Indeed, it may boost students' motivation by exposing them to actual language and culture, as well as the many types of professional society to which they aspire. Gilmore (2007) believes that continually modifying the objectives makes feasible to adapt authentic texts to different language levels. As a result, the ESP materials designer must be able to locate authentic texts that meet the students' varied pedagogical demands.

Matching the content to the distinctive discourse of a given group of ESP learners also contributes to the success of the ESP course. As a result the good material selection provides beneficial results. Aside from saving the institution money, proper material selection may also serve to increase the level of motivation of ESP learners, as Hutchinson and Waters (1987:107) note:

“materials provide a stimulus to learning. Good materials do not teach: they encourage learners to learn. Good materials will therefore contain the following:

- *Interesting texts,*
- *Enjoyable activities which engage the learners' thinking capacities,*
- *Opportunities for learners to use their existing knowledge*

and skills;

- Content which both learner and teacher can cope with.”

It is crucial and stimulating to start a debate inside the teaching classroom about a topic that tickles learners' interest in discussing and defending their points of view. This encourages students to speak up and improves their communication abilities.

As a result, the content for the ESP course should be carefully chosen; alternatively, if the ESP teacher is unable to make a decent selection, he should compose his own material. Writing material is also a viable option if it satisfies the needs of ESP students as well as the aims and objectives of the ESP course.

3.6.3 Authentic Materials in ESP

Authenticity has been mentioned by several writers as a relevant feature in the ESP technique; hence, it is a historically stressed component in the ESP literature. These authentic materials should be sourced from the real world rather than created for teaching. They can boost students' motivation by exposing them to real language and culture, as well as the many genres of the professional society to which they aspire. Unlike imitated original materials, they must always be kept up to date. Vaiciuniene and Uzpaliene (2010:95) distinguish three broad categories of ESP authentic materials:

- Daily objects such as business cards, bank leaflets, photographs, receipts, catalogues, currency, reports, financial statements, instructions, bank accounts, application forms, pictures, registration forms, letters/emails, diagrams, agreements, etc.
- Broad cast texts such as newspapers, journals, TV and radio programs, films, documentaries, general or special literature, etc.

- Websites; the internet is a wonderful and very much up to date source of authentic materials for LSP learners,

Using legitimate resources, however, might be problematic if the technique is not properly chosen because it is not always simple to utilize journals, magazines, company records, and other authentic sources on a regular basis, especially with beginners. Fortunately, ESP learners are not often novices in the foreign language, which allows for the introduction of actual information in an understandable manner. ESP practitioners are discussing the usage of authentic material in ESP. Some individuals' advocate for the use of actual material in ESP teaching ; and those who reject it. Flower dew and Peacock (2001:182) find three arguments for and another three against authentic materials.

In favor:

- Non-authentic texts cannot represent real-world language use,
- Simplified materials often lose some meaning
- Authentic texts are good preparation for real-world situations

Against:

- Any one authentic text may not be authentic for a specific class,
- Just because a text is authentic does not mean it is relevant,
- Authentic texts are often too difficult linguistically.

We assume that including realistic texts within ESP training programs is essential to engaging ESP learners in realistic conditions. These texts provide insight into the goal circumstance in which the ESP learner will be placed. We also feel that the incorporation of real texts should be relevant to the field of job or study of ESP learners in order to maintain their motivation to learn. Reppen (2010) emphasizes that, in recent years, many ELT professionals have stated a

prefer for using language from real texts in their courses rather than readymade examples.

Such resources, in this sense, provide authentic and realistic scenarios for language acquisition. Concerning the drawbacks of employing real material, it is claimed that internet resources many soon become obsolete. The instructor will have to spend a significant amount of time searching for fresh samples of authentic texts for ESP courses, which will have a limited exploitation period. Involving students in the creation of their own original resources can help to alleviate this challenge, especially when the students collaborate closely with their professors. When this occurs, subject-matter experts can serve as facilitators and consultants, assisting the ESP instructor in selecting authentic texts and injecting material relevant to the target situation.

Bowker and Pearson (2002) recommend that the author of each text should be an acknowledged subject-field expert. When designing a special purpose corpus, in order to ensure that it contains authentic LSP material, Preparing authentic materials for use in the classroom can be very time-consuming. Osborne (2005) suggests that it is essential to have a clear purpose in mind as well as a personal approach that permits the adaptation of most authentic materials. Likewise, the ESP instructor must always incorporate authentic texts that are locally meaningful. Wegener (2008:137) sees three functions that authentic texts serve in ESP courses:

“First, inviting authentic materials from the learners’ work environment to the classroom the teacher offers assistance (...) Second, the ESP teacher always looks for texts that are as close to the learners’ target situations in their jobs as possible (...) Third, authentic texts serve as sources of information for the teacher and may already be collected during the needs analysis period.”

Alternatively, a collaborative connection is formed between the ESP instructor and his students while they give him texts that they utilize on a regular basis at study or work. An example of this partnership is when EAP students offer sample academic papers to their ESP teachers for use as learning tools. The ESP instructor views these materials as a sampling of what they may encounter in real-life settings.

To summarize this part on ESP authentic material selection, we can state that ESP course designers should place special emphasis on four key characteristics if they want to create an effective ESP course. These elements are as follows:

- ESP content that should be relevant to the requirements of the learners.
- The ESP course content should be relevant to the ESP learner's field of study or job.
- The particular discourse of a given group of ESP students. As an example, consider the Students' medical studies discourse.
- Authenticity in which ESP learners are exposed to authentic language and culture. As a result, students' motivation improves.

3.7 What to Teach in ESP ?

A training program for a specific group of ESP learners can be designed based on the results of the needs analysis. The findings of the requirements analysis highlight the most immediately needed skills and language items for ESP learners, as well as additional skills and language items that are also needed but not as urgently. Pronunciation, vocabulary, four-language abilities, and grammar are examples of what may be recognized by required analysis and intended to be taught and integrated into ESP course design.

3.7.1 Vocabulary Integration in ESP Course Design

Previously, grammar was the center of foreign language instruction. Grammatical objects and portions of speech were given a higher priority. Foreign language teachers were primarily concerned with accuracy. However, with their sing use of foreign languages for

Communication purposes, the emphasis has switched to communicating the linguistic message and understanding it, regardless of any errors in the structure or grammar of the language.

The crucial component for grasping the meaning is vocabulary, which presents a significant barrier to both learners and teachers of foreign languages, particularly in the domain of English for Specific Purposes. In fact, if a vocabulary item is not understood or misinterpreted in any area of ESP, there will be a major breakdown in communication and even disasters. For example, if a doctor or student of medicine mistakes the description of X-RAY report for a patients, his reports, would be incorrect, potentially resulting a wrong diagnostics of the daisies. Vocabulary is essential in comprehending the target language in any ESP scenario, whether it is English for Academic Purposes or English for Occupational Purposes. As McCarthy, M. (1990:8) confirms that:

“No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way”.

As a result, being good in grammar and having strong foreign language pronunciation may not be enough to communicate in the target language if we lack the necessary vocabulary in a specific context. This guideline applies to ESP instruction; it concentrates on the needs of the learners, and because language is seen as a fundamental aspect, ESP teachers place a high value on it. However, depending on the time allocated to an ESP course and the urgent need for acquisition and application of certain vocabulary items, the selection of vocabulary items to be taught during a given time period may be prioritized.

The distinction between normal English vocabulary learning and English for Specific Purposes vocabulary acquisition is that vocabulary teaching in ESP is connected to the needs of the learners .A side from the demands of the students James Caody discusses subject and

learner proficiency as vocabulary acquisition elements, stating (1997:245) that "the choice of a topic, as well as the learners' proficiencies and needs, are three major criteria that should influence what vocabulary goes into an activity."

Because of time limitations and motivating challenges, vocabulary instruction in ESP is dependent on the needs of the learners. When the time allotted to an ESP course is limited, the ESP teacher should focus on the vocabulary items that learners require the most. Then, as an inseparable component of the curriculum, vocabulary should be based on student objectives as defined by precise and rigorous measures (Johns 1991). When vocabulary items are chosen correctly, it is possible to build relevant courses that match the needs of ESP learners.

As result, and in terms of motivational issues related to need-based vocabulary selection, it is widely agreed that ESP learners feel unmotivated if they do not get what they need, particularly when it comes to vocabulary items where they are blocked because of a lack of mastery of specific vocabulary related to their domain. For example, if an ESP student wants to know the components of an electrical motor in English as quickly as possible because he is going to training in this sector and the ESP instructor teaches him something different, he will lose interest in studying and may even claim another ESP teacher. Because ESP instruction meets the requirements of learners and its material is relevant to activities and occupations if the ESP course's content, grammar, and vocabulary are relevant to the ESP learner's needs, it can be motivational.

3.7.2 Vocabulary Teaching Techniques in ESP

Before deciding how to teach ESP vocabulary, it should be emphasized that any vocabulary list should be based on a needs analysis that offers an overview of the learners' target communicative context that the ESP learner would be placed in (Nunan 1988). Once the necessary vocabulary has been identified, a variety of teaching strategies, such as synonyms and opposites exercises, translation activities, filling the gaps drills, and matching

words with definition drills, can be used. We believe that the ESP teacher may be dynamic in his use of these techniques; he can utilize what he perceives as appropriate for a specific group in a given context, and he can shift from one approach to another flexibly by employing and combining all of them. To summarize, vocabulary integration in ESP education is constantly connected to the needs of the learners. Before designing any course, extensive needs analysis research should be undertaken to determine learners' demands.

3.7.3 Teaching the Four Language Skills in ESP

Many language education scholars and practitioners agree that teaching the four language skills together improves language learning progress. Learners in ESP have a great need to improve their mastery of English for their specific needs as quickly as possible. As a consequence, combining the four language skills might provide beneficial results.

3.7.3.1 Teaching Reading in ESP

Teaching reading skills helps to the overall effort of enhancing English learners' proficiency. The more students practice reading, the more they adjust to the spelling and pronunciation of English words, and the larger their vocabulary increases. In an ESP environment, whether in an EAP or an EOP, one reading is critical. A researcher must read and comprehend a scientific article pertaining to his field of study, whereas a technical engineer must comprehend a technical instruction. As Barbara (2002:10) emphasizes, we feel that the ideal technique to teach reading in ESP is to first describe the sound system of the English language in comparison to the ESP learner's native tongue or the second language he masters:

“Besides problems associated with interference and transfer, L2 readers may not develop the low level processing strategies that native English speakers develop, so that they may not read English in the most efficient way. They may

not progress from the early developmental stages to later, more advanced stages”.

Learners of English will be able to read English accurately if they are not provided a detailed description of the English language pronunciation system. Because not everything written is read or uttered, English is more of a spoken language than a written one. Unlike the French language, where practically all printed letters are spoken while reading, most English words are pronounced differently than they are written, such as the terms 'Leicester, palm, ought.' We also feel that incorrect reading leads to misunderstandings since every uttered word has a meaning in English.

3.7.3.2 Teaching Speaking in ESP

Speaking in the target language is the goal of every language learner's, especially in ESP, where learners aim to adapt the target situation as quickly as possible. ESP teachers can utilize a variety of methods to teach learning. As the saying goes, 'repetition makes perfect,' therefore, repetition helps learners master the target speech or language. The ESP teacher might provide a paragraph in English for academic reasons regarding talking about the title of a certain researcher's research. They can say things like, 'I am delighted to present my research entitled...'. Other methods of teaching speaking include oral presentations, dialogue, pronunciation exercises, and activities. For example, the ESP teacher, after selecting the necessary terminology for his students a group of students can design pronunciation activities aimed at mastering the speaking of these vocabulary items.

3.7.3.3 Teaching Listening in ESP

Listening is a receptive skill that demands more concentration and focused attention. If English language learners in general, and ESP learners in particular, want to enhance their proficiency in the language, they must prioritize listening.

Listening enables the listener to decipher the spoken language code, which may be uttered in a university context, such as a conference, or a professional setting, such as a workplace. According to Wilson (2008), listening may take several forms; for example, students might listen for gist in order to get the broad and overall meaning. Learners can also listen for specific information in settings and situations where they are focused on a certain topic. When a technicians listening to instructions for fixing a machine, he focuses on hearing the specific information he requires at that particular moment. Learners also listen carefully, like in a conference, to instances of how the steps of a certain research are described.

3.7.3.4 Teaching Writing in ESP

Developing writing skills, like reading skills, is critical in improving the ESP level of English knowledge. Many ESP researchers who conducted needs analysis on their participants believe that writing has become a valued ability, especially with the increased use of the internet and other digital media. Email has become the official form of communication between organizations and institutions all around the world. A professor or Doctor who cannot compose an email or a medical report, for example, cannot engage with an English-speaking corporation in another country. Cooperative learning is one of the suggested approaches for teaching writing in English for academic purposes or English for vocational purposes courses (Kagan 2002). In reality, using collaboration in teaching writing greatly aids in the extraction of ideas.

To summarize this part, we can state that a special course can be built for a specific group of ESP learners based on the results of a needs analysis. This course provides vocabulary that corresponds to ESP learners' areas of study or job, and it is up to the ESP teacher to select the sort of vocabulary teaching activities that best suit his class. This course also covers which language skills should be taught based on the ESP course's objectives for ESP learners. For example, if the immediate goal of a group of participants is to write emails

or reports, the listening ability will be secondary to the writing skill, which should be prioritized.

Conclusion

To finish this third chapter on ESP didactics, it can be argued that no teaching approach has been resistant to criticism and that each method has pros and problems. We concluded that good teachers should not reject any of these teaching approaches but rather integrate all of their benefits to achieve what became known as eclecticism, which offers them more flexibility in adopting multiple methods. Teaching methods and strategies In part two, we discussed ESP course syllabi and their adaption based on the findings of requirements analysis in ESP course design.

We concluded in section three that course designers should identify the ESP course audience in order to obtain quantitative and qualitative data on the participants and their area of interest. ESP course designers should determine the ESP course goals that encourage ESP course participants to attend this course. Course designers should also examine the restrictions of the ESP course in order to take preventive measures and avoid the ESP course failing.

They should also organize an evaluation of the ESP course to determine how successful the ESP course was. In part four, we focused on ESP methodology, which refers to the many procedures and actions that take place inside the classroom between the ESP teacher and his students. In this chapter, we discussed the significance of material selection in ESP and authenticity, which is an essential aspect of ESP teaching that has a significant impact on the efficacy and growth of the ESP course. We found that ESP content should be relevant to the requirements of the learners and their unique discourse. We saw vocabulary teaching in ESP in section six, and we concluded that the ESP instructor might be versatile in applying multiple vocabulary teaching approaches based on the level, aims of his ESP course learners, and their area.

CHAPTER FOUR
METHODOLOGY

CHAPTER FOUR METHODOLOGY

Introduction

4.1 An Overview about Faculty of Medicine Badji Mokhtar University Annaba

4.2 Presentation of the Research Population

4.3 Research Tools

4.4 Launching of the Study

Conclusion

Introduction

This chapter deals with the methodology that we have adopted in conducting our study. It starts first by presenting the place setting of our research. This chapter provides a detailed description of the target population, of our research and their different roles in the faculty. In this chapter, we spotlight the different research tools that we used in conducting this study. They are three tools; questionnaire, semi-structured interview and authentic data collection.

4.1-An Overview about Badji Mokhtar University, Annaba-Medicine.

Description and Location of the University

Since its founding on April 29, 1975, Badji Mokhtar-Annaba University (UBMA) has undergone progressive development with the addition of a multidisciplinary scope of new disciplines each year. The faculties and their buildings are spread over four districts in Annaba: the Annaba City Campus, the Sid Achour Campus, the El Bouni Campus, and the Sid Amar Campus. The Badji Mokhtar University has 45,000 students, 2,210 lectures, and 1,900 administrative and support staff. The medical faculty is one of the most important areas for the university. It consists of three main departments, which are: the department of general medicine, which consists of many graduated specialties such as general surgery, medicine, etc. also the pharmacy and dental medicine departments.

4.2 Research Tools

To proceed with our research, we have opted for using three research tools; Questionnaire, semi structured interview and authentic data analysis mainly Reports and orientation documents used at work.

4.2.1 Questionnaire

In this present study the questionnaire consists of 20 questions about different instructions such as personal information, work experience, previous course of English, current use and mastery of English, the content of the course, the duration and frequency of the course, the teaching ways they prefer and evaluation methods. This questionnaire was also distributed in French language in order to make sure that all the questions are understood. They were also allowed to reply in French because what is important here is their reply and the data that we gather. The aim of using this questionnaire as a research tool is gathering the maximum of data that are related to the elements of ESP course. The elements such as the content of the course, the different activities and practices, the organization of the course and its evaluation and thus to guarantee the design of an efficient course that meets the real needs and wants of this research population.

4.2.2 Semi-Structured Interviews

Semi-Structured Interview with the Director Professor of the surgery specialty section

We have conducted a semi-structured interview with a director, professor of the surgery section who is the responsible for the administration and the teaching curriculum of the General surgery specialization at the faculty of Medicine Annaba. We have well-versed the professor about our work and how we can help the Surgery Residents to enhance their level of English.

The semi-structured interview with the stake holder restricted these elements:

- 1- The previous courses of English organized by the English teachers.
- 2- The satisfaction of the Students with English
- 3- The possibility of planning a new design course for medical students in general and surgery residents doctors in specific.

4- The period time and the evaluation of The English courses during the semesters.

- **Semi-Structured Interview with the responsible of the general surgery training**

Chief Professor:

After conducting the first semi-structured interview with the Director Professor of the surgery specialty section who oriented us to deal with the responsible for the general surgery training professor chief in detecting the needs of the general surgery resident doctors from English courses. The main substances of this interview were as follows:

- The mission and function of the interviewee inside the University
- The number of the training Resident doctors.
- Previous courses in English at university classes or outside the University.
- The use of English at work.
- Importance of English for study and work.
- The hindrance the resident doctors faced in writing orientation or reports in English to the international universities or hospitals.
- Motivation for an English course.
- The content of this course.
- The topics to be included in the course.
- Teaching methodology wanted from the teacher of English.

4.2.3 Authentic Data Collection and Analysis

It is suggested that authentic data can contribute to the design of an efficient ESP course. It allows knowing the real use of language at work and the different difficulties and mistakes the participants make.

Medical Statements

We investigated certain data that is related to the domain of our study population, which is medical reports and orientation letters, in order to get efficient results. We are interested in the specific terminology used in these statements. The source of these models is <https://www.coursera.org/courses> we have studied these statements: medical terminology; Medical statistics; medical reports; and e-mails. (See appendix).

4.3 Launching of the Study

After contacting the Director Professor of the Surgery Specialty Section on January 12th, 2017, to request his aid in conducting this study, the practical part of the study was formally initiated (see email in appendix). Three weeks later, we entered the faculty, and distributed 60 copies of the questionnaire to the resident doctors of general surgery. We have obtained 40 answered copies. We also conducted two semi-structured interviews while on the faculty one with the director professor of the surgery specialty section and the other with the chief of the general surgery training program. We have also obtained some authentic data in English concerning some exchanged medical reports and some orientation letters exchanged with the international hospitals.

Conclusion

This chapter has dealt with the How/ Methodology in carrying out our study. Three research tools were used together in this research; questionnaire to collect quantitative data, semi-structured interview to collect qualitative data and authentic data collection and analysis to see how English is practically used by this research population.

CHAPTER FIVE

Results and Discussions

5.1 Results of the Study:

5.1.1 Results of the Questionnaire

5.1.2 Results of Semi-Structured Interviews

5.1.3 Results of Authentic Data Analysis

5.1.3.4 Results of Medical Statements Analysis

5.2 Analysis and Discussion of the Results

5.2.1 Analysis and Discussion of the Questionnaire Results

5.2.2 Analysis and Discussion of Semi-Structured Interviews Results

5.2.3 Analysis and Discussion of Authentic Data Analysis

Introduction

Chapter five is devoted to the results of the study, where we analyze and discuss first the questionnaire results then the semi-structured interviews that we have conducted with the Training Manager of the company and the General Accountancy Department Chief. After that, we discuss and analyze the findings of authentic data analysis mainly the finance and accounting guide and financial statements that are relevant models to the need of this research population. Hence this chapter is divided into two sections; the first one devoted to the results of the study and the second one to discussions and analysis of these results.

5.1 Results of the Study

The findings of our research are presented in this section. It displays the various findings of the questionnaire, the semi-structured interviews, and the authentic data analysis.

5.1.1 Results of the Questionnaire

We received 40 answer copies, which we distributed to the 60 general surgery resident doctors. The results of the 20 questions of this questionnaire are as follows, and the numbers in the tables refer to the number of replies:

-Basic information about the participants

The age of (25) participants ranges between 30-34 years and the age of (10) participants ranges between 34- 40 years, whereas the age of the rest of the total number, which is (05) ranges between 40-43 years. The gender of 28 participants is female, and the gender of the other 12 participants is male.

Age	Gender
30-34 years: 25	Female:28
34-40 years: 10	Male :12
40-43 years: 05	

Table5.1:Basic information about the Participants

-Work Experience in the medical field

The work experience of (09) participants in the medical field ranges between (01) and (05) years whereas the work experience of (25) participants are between (05) to (08) years, while the other participants work experience is more than 8years

Less than 1year	1 to 5 years	5 to 8 years	More than 8 years
00	09	25	06

Table5.2: Work Experience in the Medical Field.

-Previous Course of English (place and time)

14 participants had their previous course of English at university , 16 at private school, 08 online, and 02 individually. The table below indicates the years of the previous course of the different participants.

Learning at university	Learning at private School	Individually learning	Online learning
1.2000	1.2011	1.2014	1.2019
2.2007	2.2014	2.2015	2.2017
3.1998	3.2008		3.2017
4.2009	4. Not mentioned		4.Not mentioned
5.6.2016	6.2017		6.2015
7.2009	7.2013		7.2017
8.2015	8.2014		8.2017
9.2017	9.2012		
10. Not mentioned	10.Not mentioned		
11.2002	11.2016		
12.2018	12.2012		
13. Not mentioned	13. Not mentioned		
14. Not mentioned	14. Not mentioned		
	15. Not mentioned		
	16. Not mentioned		
14	16	2	8

Table5.3: Previous Course of English (place and time).

-Frequency of Using English at Work

(27) Participants never use English at work, (05) participants use it rarely, (06) participants use English sometimes and (02) use it often.

Never	Rarely	Sometimes	Often	No reply
27	05	06	02	00

Table5.4: Frequency of Using English at Work.

- WRITING in English at Work

Medical Emails are never written by (10) participants, they are rarely written by (03) participants, they are sometimes written by (20) participants and often written by (07) participants. Medical reports are never written by(07) participants, they are rarely written by (05) participants , they are sometimes written by (22) participants and often written by (06) participants. Orientation letters are never written by (12) participants, they are rarely written by (06) participants, they are sometimes written by (19) participants and often written by (03) participants.

	Never	Rarely	Sometimes	Often
Medical Emails	10	03	20	07
Medical Reports	07	05	22	06
Orientation Letters	12	06	19	03

Table 5.5: WRITING in English at Work.

- READING in English at Work

Medical Emails are never read by (12) participants, they are rarely read by (07) participants, they are sometimes read by(11) participants and often read by(10) participants .Medical

reports are never read by (18) participants, they are rarely read by (09) participants, they are sometimes read by(08) participants and often read by(05) participants. Orientation letters are never read by (14) participants, they are rarely read by (06) participants; they are sometimes read by (18) participants and often read by (02) participants.

	Never	Rarely	Sometimes	Often
Medical Emails	12	07	11	10
Medical Reports	18	09	08	05
Orientation Letters	14	06	18	02

Table 5.6: READING in English at Work.

- SPEAKING in English at work:

(25) Participants have never spoken to English native speakers, (05) participants rarely speak English with native speakers, (10) participants sometimes speak English with native speakers and no participant speaks often to English native speakers. (24) Participants have never spoken to nonnative speakers in English, (05) participants rarely speak to nonnative speakers, (08) participants sometimes speak to nonnative speakers of English and (03) participant speaks often to nonnative speakers of English. (35) Participants have never spoken to their colleagues using English, (03) participants speak rarely in English with their colleagues, (02) participants speak sometimes to their colleagues in English and no participant speaks often with local colleagues in English.

	Never	Rarely	Sometimes	Often
Speak with English native Speakers	25	05	10	00
Nonnative	24	05	08	03
Medical Colleagues	35	03	02	00

Table5.7: SPEAKING in English at Work

- LISTENING to English at Work

(20) Participants have never listened to English native speakers, (08) participants rarely listen to native speakers, (04) participants sometimes listen to English native speakers and (03) participant listens often to English native speakers.

(25) participants have never listened to nonnative speakers of English, (06) participants rarely listen to nonnative speakers, (07) participants sometimes listen to nonnative speakers of English and no participant listens often to nonnative speakers of English.

(27) participants have never listened to their colleagues in English, (09) participants listen rarely in English to their colleagues, (04) participants listen sometimes to their colleagues in English and no participant listens often to their colleagues in English.

	Never	Rarely	Sometimes	Often
Listen to Native speakers	20	08	04	03
Listen to Nonnative	25	06	07	00
Colleagues	27	09	04	00

Table5.8: LISTENING to English at Work

- Motivation for an English Course

(36) participants are ready and motivated for an English course and (04) participants are not Motivated to start the course.

Yes	No
36: needs motivation of the course for More benefits	04: they don't want to be motivated

Table 5.9: Motivation for an English Course

- Communication Difficulties with every Skill

The table below depicts the many communication challenges our participants face with every skill.

Writing	Reading	Speaking	Listening
- Spelling mistakes -Grammar mistakes-Making a sentence- Tenses use	Pronunciation Scientific terms	- Pronunciation and phonetics - Poor vocabulary- No practice -translation problems with finding the exact Words	- I don't understand - When the speaker speaks quickly.

Table5.10: Communication Difficulties with every Skill.

-Place of the English Course (Inside or Outside the University)

(28) Participants want the English course inside the faculty whereas (12) participants want their English course to take place outside the faculty of medicine.

Inside	Outside
16: the participants opted to study inside the faculty of medicine because it helps for time consuming.	14: of them preferred to avoid the work stress in order to Concentrate more on the course.

Table5.11: Place of the Course (Inside or Outside the University).

-Duration of the Course

(03) participants want the English course to take place in four weeks; (04) participants want their future English course to take place in six weeks; and (06) participants want it to take place in eight weeks.2 participants desired it for 12 months,6 participants wanted it for 6

months, 2 participants wanted it for 3 months,3 participants desired it for 4 months,12 participants opted for 8 months, and 2 participants want it for one week.

4 weeks	6 weeks	8 weeks	Other
3	4	6	12 months (2replies) - 06 months (6 replies) -03 Months (2 replies) - 04 Months (3 replies) -08 months (12 reply) - 01week(2reply) - The maximum time (0 reply)

Table 5.12: Duration of the Course.

-Frequency of the Course

14 participants want to have their course of English once a week, 20 participants want to have their course twice a week, 05 participants want their course to take place three times a week.

Once	2 times	3 times
14	20	05

Table5.13: Frequency of the Course.

- **05 Topics Wanted by the Participants among 10 proposed ones (we have counted the number of ticks for every item chosen by participants)**

Pediatric care behavior assessment, What are the leading causes of type two diabetes, Effective ways to treat and prevent breast cancer , How to treat a disorder of agitated legs, Trauma, respectively are the top 5 Topics selected by our participants among 10 proposed ones.

Topics	Number of ticks
Pediatric care behavior assessment	25
Agriculture	03
What are the leading causes of type two Diabetes	22
Tourism	04
Advantages of technology to medicine Field	05
Effective ways to treat and prevent breast Cancer	28
How to treat a disorder of agitated legs	22
Trauma	23
How to develop an efficient weight loss Plan	15
Daily operations to save the environment	04

Table 5.14:5 Topics opted by Participants

-05 Language Proficiency Skills Wanted among 07 proposed ones (we have counted the number of ticks for every item chosen by participants):

Reading and understanding medical reports, using the appropriate scientific terms related to the medical domain while writing and speaking. To write correct medical reports in English

without spelling mistakes , use the appropriate scientific terms related to the medical domain while writing and speaking are the top 4 Language proficiency skills among 7 proposed ones wanted by the participants.

Skills	Number of ticks
To read and understand medical reports	27
To be able to use English when traveling abroad for tourism	16
To write emails and orientation letters to English speaking doctors colleagues	30
To write correct English without Grammatical mistakes	13
To write correct medical reports in English without spelling mistakes	25
use the appropriate scientific terms related to the medical domain while writing and speaking	20
Traveling to conferences in English Speaking countries	17

Table 5.15:5 Language Proficiency Skills Required by the Participants.

Grammar use in this Course

28 participants need the inclusion of grammar in the ESP course whereas 08 participants do not want the presence of general English (Grammar) in the ESP course. 04 participants have not responded.

Yes	No	No replay
28: they claim that grammar is beneficial. Grammar aids in the development of the linguistic abilities.	08 one justify that they understand the fundamentals of Grammar in English	04

Table 5.16: Grammar use in this Course.

-05 Grammatical Aspects chosen by the Participants among 8 Proposed ones (we have counted the number of ticks for every item chosen by participants)

The top 5 grammatical aspects needed by our participants among the 8 proposed ones are:

- 1- Tenses: present, past and the future,
- 2- Adjectives
- 3- Reported speech,
- 4- Tenses: present continuous and past continuous
- 5- Conjunctions: but, because, as a result, and, however are.

Grammatical aspect	Number of Ticks
Articles a, an and the	3
Reported Speech	18
Tenses: present, past and the future	26
Adjectives	22

Prepositions	7
Adverbs	5
Conjunctions: but ,because ,as a result, and, however	18
tenses: present continuous, past continuous	22

Table 5.17:5 Grammatical Aspects Needed by Participant.

-04 Teaching Practices and Activities chosen by the Participants among 08 proposed ones (we have counted the number of ticks for every item chosen by participants)

The top 4 teaching practices and activities wanted by our participants are:

- 1- Translation from English to French
- 2- Doing more and extensive exercises
- 3- Listening to English native speakers
- 4- Speaking to English native speakers

Teaching practice	Number of ticks
Translation from English to French	28
Translation from English to Arabic and French	11
Dictation	7
Repeating loudly after the teacher the difficult and specific terms	9
Listening to English native speakers	19
Speaking to English native speakers	21
Checking scientific terms(Medical) in a Dictionary	12
Practicing more and extensive exercises	23

Table 5.18:5 Teaching Practices and Activities chosen by Participants

-Evaluation of Participants

(14) Participants want to be evaluated during the course. (22) Participants want to be evaluated at the end of the course. (04) Participants declare that evaluation is not important.

During the course	At the end of course	Not Important
14	22	04

Table5.19: Evaluation of Participants.

-Evaluation Method

11 participants want to be evaluated through oral quiz at the end of each unit. 9

Participants want to be evaluated via a final exam. 12 participants want to be evaluated by a written quiz at the end of each unit. 4 participants want to be evaluated by all the suggested evaluation methods. 5 participants have not given a reply to this question.

Daily Flashcards	Oral quiz after each unit	Final exam	Written quiz after each unit	All	No reply
00	11	9	12	4	5

Table 5.20: Evaluation Method.

5.1.2 Results of a semi-structured interview the Professor Director of the General Surgery Section:

Results of a semi-structured interview with the professor director of the general surgery section in the faculty of medicine at the university of BADJ MOKHTAR Annaba The results show whether the resident doctors of the general surgery are given courses in English or not (see Q1 & reply). The results of this interview show the way these courses are organized (see

Q2 & reply). Q3 of this interview deals with the satisfaction of the participants with the English courses. Q4 shows the way the success of those courses was measured. Qs5, 6 ,and 7 deal with the planning of a new course of EMP for the target participants. Q 8 and its reply show the permission given by the director of the general surgery section to conduct our study inside the faculty. Here below is the interview between the researcher (interviewer) and the training manager (interviewee).

Q1.Do you organize courses of Medical English in your faculty?

Reply: yes we organize.

Q2.What method you use to organize them?

Reply: We combine groups from several specialties, such as general surgery, pediatrics, and cardiology (They study English by choice).

Q3.Do you think that teaching general English (EGP) course is beneficial for this section.

Reply: NO.

Q4. How did English teachers measure the success of their courses?

Reply: The majority of students passed the final test administered by the English teacher at the end of the course sections.

5.1.3 Results of a semi-structured interview with the general surgery training professor chief:

This semi-structured interview has focused on the role of the training professor in his training section, the use of English at work, the use and need of English at work by the resident doctors, his will for a future course of English to him and his trainers and how he expects it to be. Below is

Q1. What is your role in this specialty?

Reply: I am the general professor chief of the general surgery section in the medicine faculty.

Q2. Do you use English at work?

Reply2: Yes we use it.

Q3.How do you use it?

Reply: mostly in the writing and reading of orientation letters e-mails, international medical reports, we occasionally participate in English-language conference calls.

Q4. What type of English document trainers read at works?

Reply: Mainly the medical statements.

Q5. Do you and your resident's doctors need a course in English?

Reply: Yes, we need.

Q6. Will this course in English enhance your recital at work?

Reply: Of course it will, because English is required for our job.

Q7. How would you like this English course to be taught?

Reply: I would ask the teacher of English to use only English.

Q8. Do you prefer to use translation as a main task for teaching this English course?

Reply: NO; because trainers want to develop their speaking skill.

Q9. What kind of evaluation method do you recommend for determining the course success?

Reply: If we can communicate in English, we will consider the course successful.

5.1.3Results of Authentic Data Analysis:

- Results of the medical statements:

We have analyzed four sample paragraphs from the medical statements our research population uses in their work. From the analysis of these sample paragraphs, we have obtained the type of text, the specific terminology, the parts of speech (such as verb tense, adjective and adverb) and language form.

-Sample One Analysis:

"Breast cancer" focuses on breast cancer, from the causes and symptoms to methods of diagnosis, treatment and prevention.... Breast cancer is an uncontrollable growth of breast cells, which form a tumor that can be felt as a lump or detected by an x-ray machine. Breast cancer can start from different parts of the breast and can create a lump in the breast... However, not all types of breast cancer form a lump, hence, it is important to look out for other symptoms of the disease....

Type of Text	Scientific terms	Parts of speech				Language form
		Verb Tense	Adv	Pronoun	Conjunction	
Descriptive	Breast cancer breast cells tumor/lump an x-ray machine	To expect: present	hence	which	However	Passive voice: are usually carried

Table 5.21: Sample One Analysis.

- Sample Two Analysis:

Ideally, the breast is made of three parts; ducts, lobules, and connective tissues. The breast has lobes made of 15 to 20 sections. The lymph vessels transport lymph between the lymph nodes. Lymph and blood vessels can spread breast cancer outside the breast to other parts of the body an action describes as metastasize.

Type of Text	Scientific terms	Parts of speech		
		Verb tense	Adv	Preposition
Descriptive	ducts, lobules, and connective tissues Blood vessels metastasize. Lymph vessels lymph nodes	Present tense	Ideally As	to of between

Table 5.22: Sample Two Analysis

Health experts have found that the risk factors associated with the development of breast cancer can be divided into three major categories, which are lifestyle, genetic, and medical conditions (Nelson, Smith, Griffin and Fu, 2013) In terms of premenopausal breast cancer, Smoking has been found to be the most likely risk factor (Wallace, 2012) This notwithstanding, menopausal breast cancer is also higher in women who breast cancer breast cancer Health experts have found that the risk factors associated with the development of breast cancer can be divided into three major categories, which are lifestyle, genetic, and medical conditions (Nelson, Smith, Griffin and Fu, 2013)...

Type of text	Scientific terms	Parts of speech			Language form
Descriptive (statistics)	breast cancer pre-menopausal breast cancer menopausal breast	Verb tense	Adv /ad j	Preposition Conjunction	Passive voice: associate d
		Present/present perfect/ Present perfect continuous	most likely higher	And Which into	Divided

Table 5.23: Sample Three Analysis.

-Sample Four Analysis

Metastatic breast cancer is renowned for being a stage of the breast cancer in which the diseases spread to distant metastases. It is usually a complication of the primary breast cancer that occurs after the resection of a primary breast cancer. When women are first diagnosed with breast cancer, their greatest fears are that, what might be the cause and what if it happens to spread...

Type of Text	Scientific terms	Parts of speech			Language form
		Verb Tense	Adj/adv	Preposition	
Descriptive	Metastatic Breast cancer	Present	Renowned	After	Passive voice
		Simple	Usually		
		Might:	When		
		Model Verb			

Table 5.24: Sample Four Analysis.

Results of Medical Statements Analysis

After analyzing two samples of medical statements, we have identified a list of scientific terminology related to each one.

-Specific Terminology included in the medical statistics Statement:

- Diseases for	-cancer registration
-The survival data	-Survival estimate rates
-The estimation of cancer incidence	-cancer ranks

Table 5.25: Specific Terminology included in the medical statistics Statement.

-Specific Terminology included in the Reports/Orientation letters:

NEUROLOGIC EXAM	THE PATIENT IMPRESSION
MENTAL STATUS	REFLEXES

5.2 Analysis and Discussion of the Results

This part deals with the analysis and discussion of our study's findings. It is organized into three sections: the first covers the analysis and discussion of questionnaire findings, the second covers the analysis and discussion of semi-structured interview results, and the third covers the analysis and discussion of authentic data analysis.

5.2.1 Analysis and Discussion of the Questionnaire Results

We received 40 answered copies of the questionnaire out of 60 distributed copies; we have a reply rate of 80%. We consider that it is an adequate rate that allows for conducting a credible and representative analysis that can lead to reliable conclusions.

-Basic information about the participants

The majority of our research sample is between the ages of 30 and 40. This shows that they are mature enough to convey their wants and needs in English. In terms of gender, the female gender is ranked higher than the male one in our research population. As a result, the course designer must take precautions when designing anything that might offend either gender.

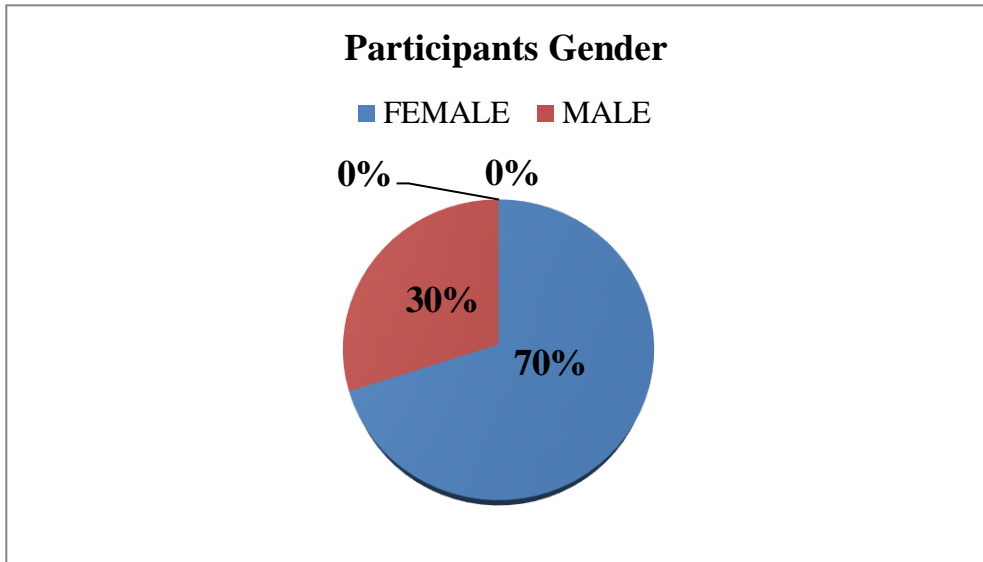


Figure5.1: Gender of Participants.

-Work Experience In the medical field

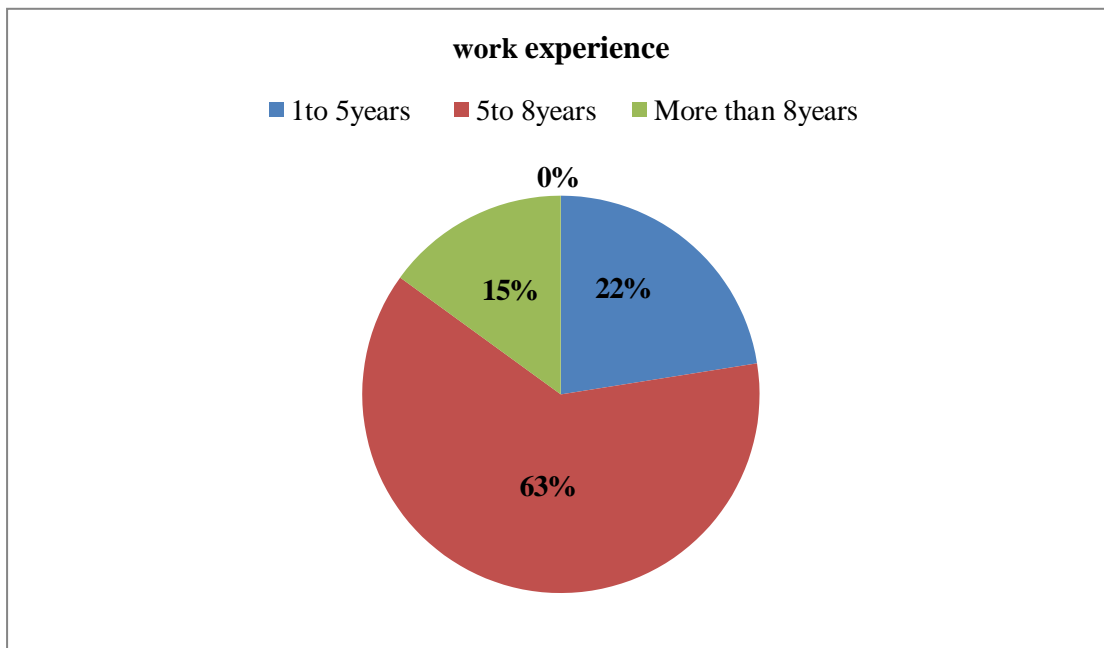


Figure 5.2: Work Experience

Most participants have more than five years of professional experience. This means that they can be a source of learning for their teachers of English when it comes to issues and notions related to their medical domain because, in ESP, the teacher is considered a language guide and facilitate or and is not sure if s/he has enough knowledge about the specific area of each

ESP group of learners. Their extensive experience in their field qualifies them as key stakeholders in the teaching and learning process. However, this long experience makes them require a lot from their teacher of English, and this can put the latter under a serious anxiety.

- **Previous Course of English (place and time)**

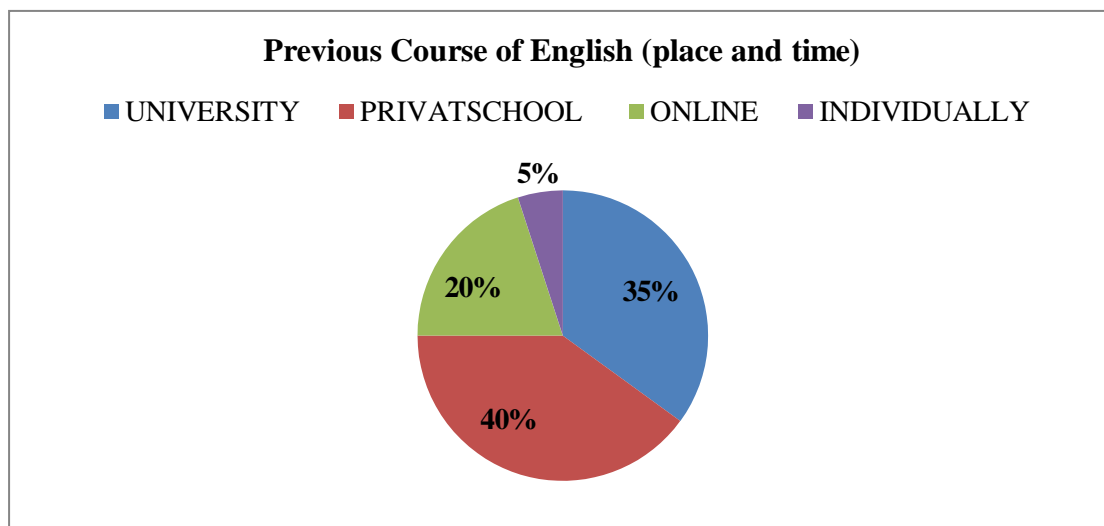


Figure .5.3 Previous Course of English (place and time)

The results show that the participants' previous course was mostly in university when they were students and then in private schools. Based on the results, we can say that despite the fact that the English course is recent in their university they perform poorly in English according to the results of the questionnaire. This calls into question the way in which the previous course in the faculty was conceived and taught. This question will help us better design a new English course and avoid earlier gaps and errors.

- **Frequency of Using English at Work**

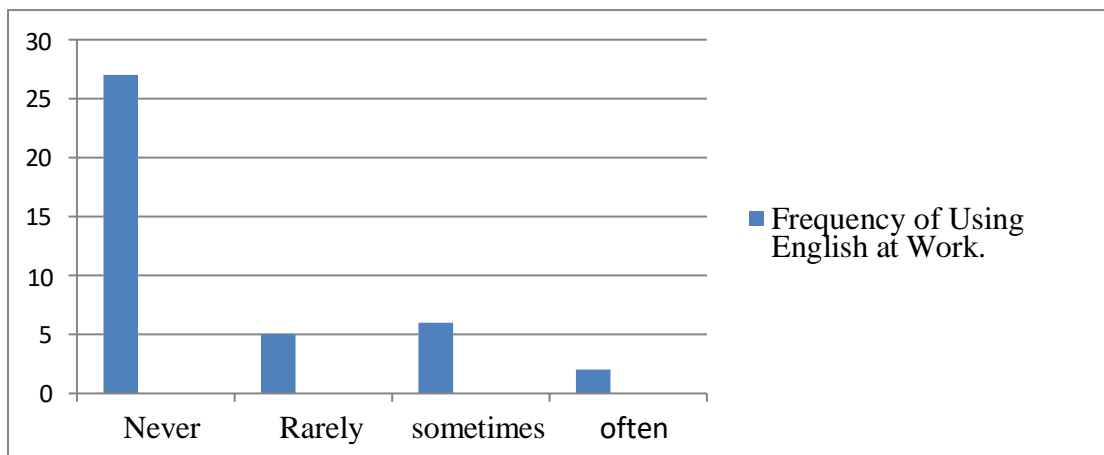


Figure 5.4: Frequency of Using English at Work.

From the results above, we rely on that the medical English course should be planned for those who use it at work for approving their motivation and guarantee. As for those who do not use English at work; if some of them have great motivation to attend the course they can be accepted but the priority should be always given to those who use and need English at work.

- **WRITING English at work**

It is principally the orientation letters and medical reports that are written in English by our research participants. However, not every participant does only partial of them does. Sometimes and often write email and medical reports in English.

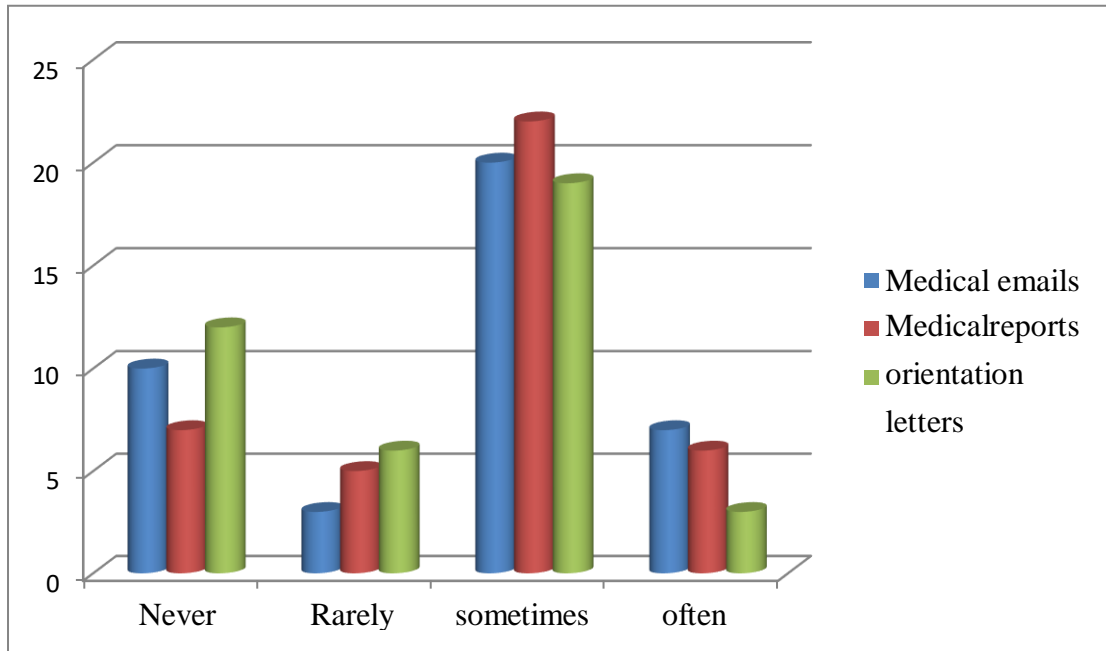


Figure.5.5: Writing English at Work

The above findings confirm that the English Medicine course may not be for all participants and its design should consider incorporating emails and written medical reports. From now on, the improvement of writing skills will be one of the objectives of the English course to come.

READING English at work

Half of our research population read e-mails, medical /health reports, and orientation letters. As revealed in the results of writing proficiency in this research to improve reading proficiency.

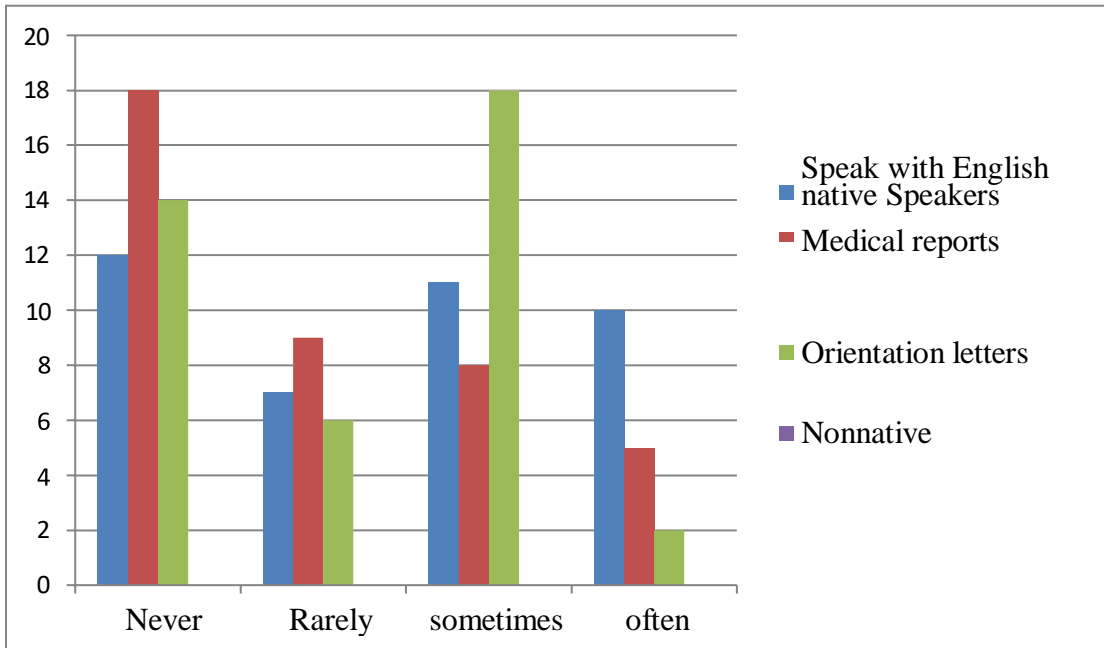


Table 5.6: READING in English at Work.

We also need to integrate it into the objectives of the medical English course. We believe that some examples of e-mails and medical reports can be embedded as authentic data in the future English course.

- SPEAKING English at work

The results of the study show that English is not spoken at work by the majority of the participants.

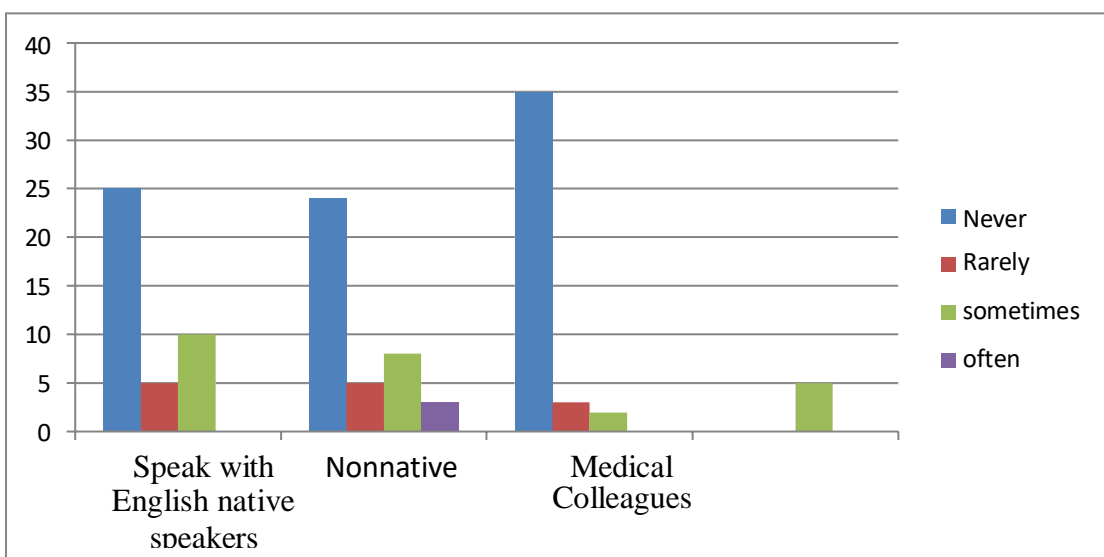


Table5.7: SPEAKING English at Work

The results confirm that speaking skill cannot be considered a priority or goal of the future English course.

-LISTENING to English at work.

Most of our participants don't listen to English when they're working.

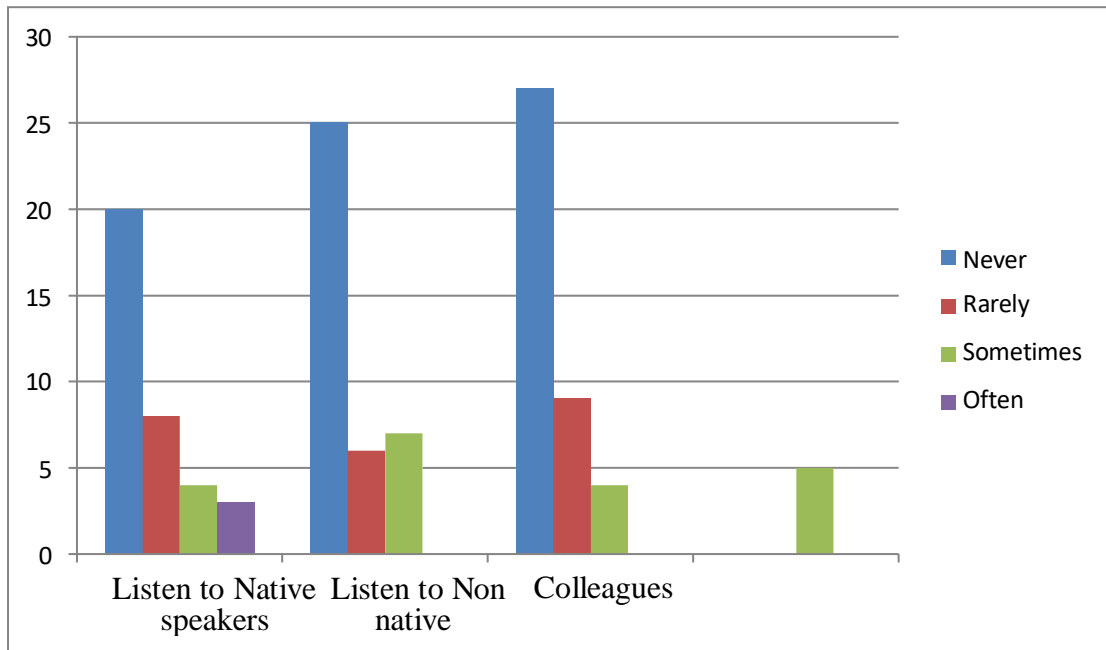


Figure.5.8: Listening to English at Work

Thus, like speaking, listening skill cannot be considered as a goal or priority for future English courses by course designers.

Motivation for an English Course

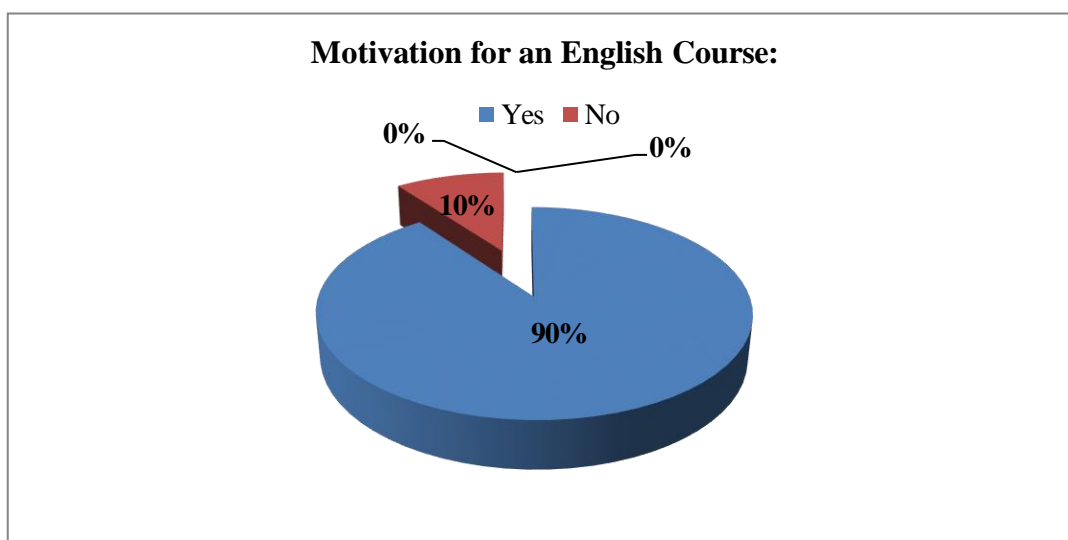


Figure5.9: Readiness and Motivation for an English Course

Despite the fact that not all of them utilize English at work, their willingness and motivation are noticeable. This indicates that there may be different reasons for learning English.

- **Communication Difficulties with every Skill**

The study findings indicate that the participants had communication issues with all four language skills. For example, when writing, they make grammatical errors, when reading, they have pronunciation difficulties, when speaking, they are forced to translate the ideas into French or Arabic language, and while listening, they do not get the right meaning and context.

-**Place of the English Course (Inside or Outside the University)**

The data show that there is a balance in whether the medical English course should be held within or outside of the medicine faculty. This makes it easier for the course designer to select the course location. The future course might be planned both inside and outside the faculty as a feasible option. When there is a need to utilize the accessible materials inside, and when participants are under pressure and facing disturbance while studying outdoors.

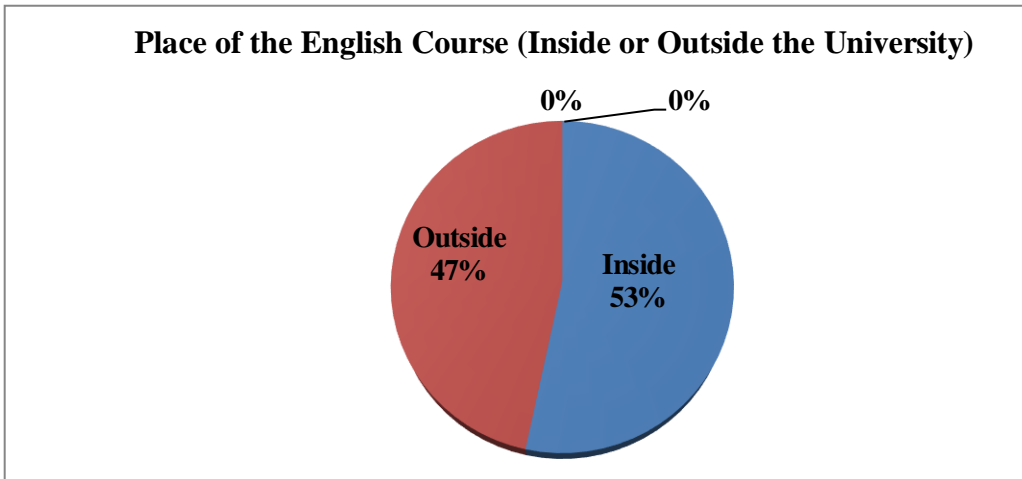


Figure.5.11: Place of the Proposed Course of English.

-Duration of the course

The study's findings indicate that participants' preferences for the duration of the English course range from one week to one year, with a small preference for three/eight months.

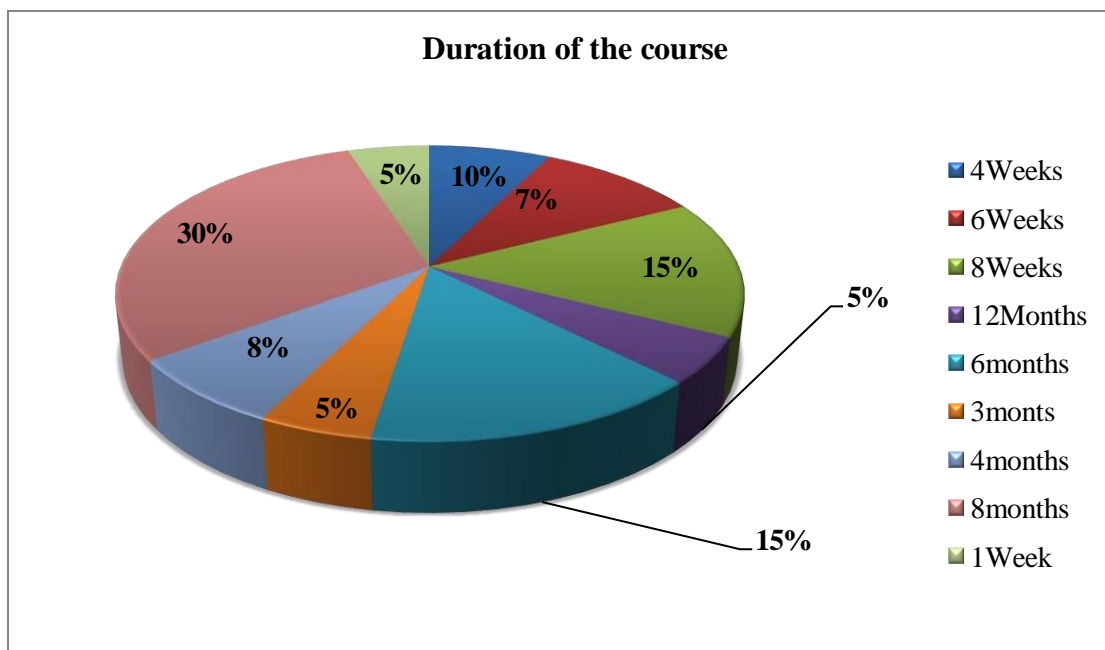


Figure.5.12: Duration of the Proposed Course.

The medical course in English can be scheduled for 8 months and then extended. During this period, the course will prioritize the research population's specific needs and wants.

-Frequency of the Course

The weekly frequency of the Medical English course according to the study findings, it is mostly between once and twice a week.

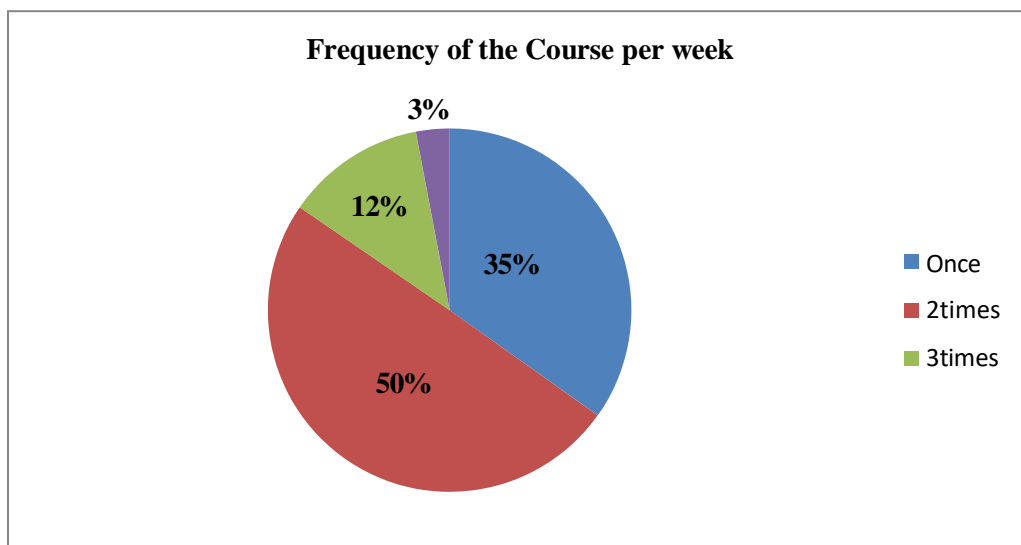


Table5.13: Frequency of the Course per-week.

The choice will be made in the future based on their available time, but pedagogically, two times a week is better than one, especially when the participants' English proficiency is poor.

-Topics Wanted by the Participants among 10 proposed ones

- Pediatric care behavior assessment. (medicine for general practitioner)
- What are the leading causes of type two diabetes? (Symptoms grouped by specialists)
- Effective ways to treat and prevent breast cancer. (Treatments)
- How to treat a disorder of agitated legs.(Body function and treatments)
- Trauma.(system; symptoms and daises)

As a result, the Medical English course should cover these main themes. We assume that if the course designer considers this choice with respect, the course participants will be more motivated and ready to learn.

-Language Proficiency Skills Wanted among 07 proposed ones

In an effort to understand the competence abilities desired by our study population, the results suggest that the following skills are valued by the participants:

- Reading and understanding medical reports.
- Using the appropriate scientific terms related to the medical domain while writing and speaking.
- To write correct medical reports in English without spelling mistakes.
- Use the appropriate scientific terms related to the medical domain.

As a result, the participants' desired competency abilities among the seven recommended ones may be deemed the target and goal of this English course. Because the ESP principle is about providing the learner what s/he needs and wants, the course designer should not vary from this goal, which is desired by the participants, in the future.

-Grammar use in this Course

According to the study findings, 70% of the participants need grammar to be incorporated in their future Medical English course.

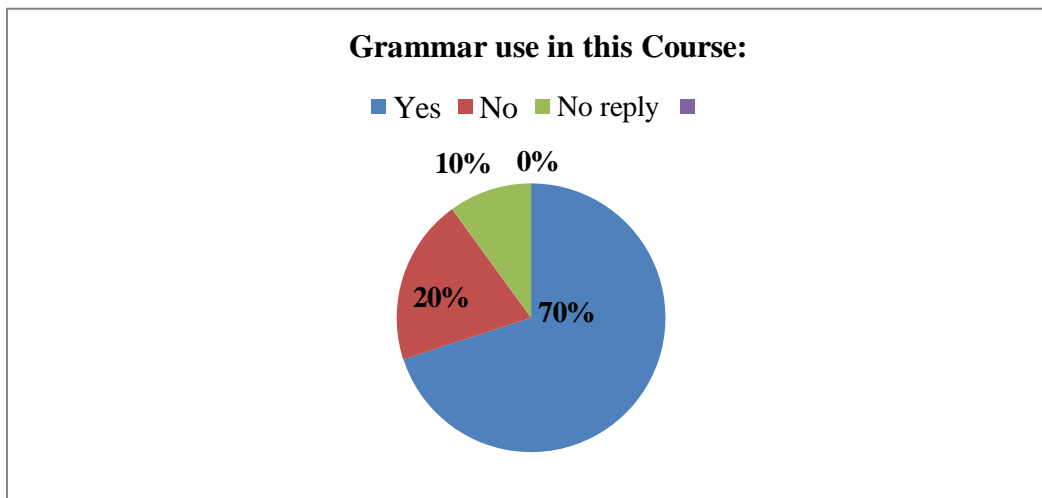


Figure 5.16. Grammar use in this Course

These results imply that ESP cannot be taught apart from General English or grammar. However, the course designer should be eclectic when including grammar teaching methods in an ESP course. For example in teaching the present continuous for a group of ESP learners who are resident doctors of general surgery section and instead of saying: - The teacher is just arriving to the faculty it is better to say: The professor of the general surgery section is just

completing the medical statement reports. In this case grammar is perceptively combined in the context of the ESP learners.

-The top 5 grammatical aspects needed by our participants among the 8 proposed ones are: to determine what is deemed an urgent requirement in grammar, the results reveal that the following grammatical features are the participants’ top priority:

- 1- Tenses: Present past and the future.
- 2- Adjectives.
- 3- Reported speech.
- 4- Tenses: present continuous and past continuous.
- 5- Conjunctions: but, because, as a result, and, however are.

*These items can be regarded part of the content of the English course for this group.

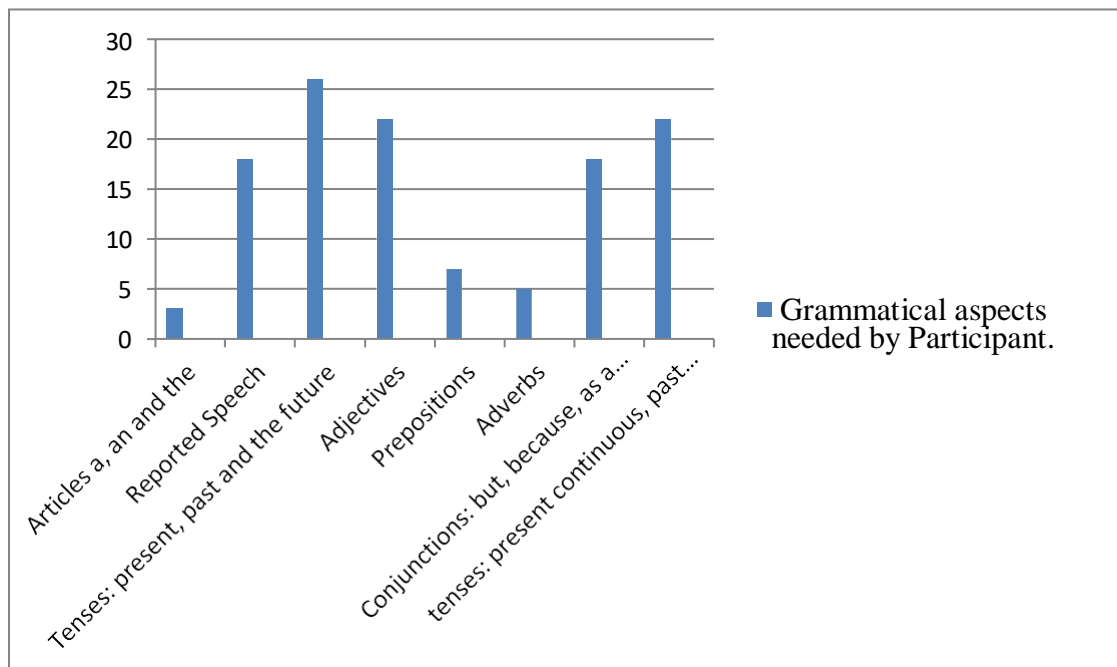


Figure.5.17:5 Grammatical Aspects Needed by Participant

5.18 Teaching Practices and Activities chosen by the Participants among 8 proposed

ones:

The top **four** teaching practices and activities wanted by our participants are:

- 1- Translation from English to French.
- 2- Doing more and extensive exercises.
- 3- Listening to English native speakers.
- 4- Speaking to English native speakers.

We take into account that ESP students are more mature and have more experience, it is important to consider their preferences for instructional practices and activities in this medical English course. In this sense, students consider translation an effective tool for studying the target language (ESP). This means that the ESP instructor should be adaptable, attempting to employ all the constructive teaching approaches. He should not be too rigorous about the use of translation in his course.

-Evaluation of Participants

The findings demonstrate that the study population is divided into three groups: those who want to be assessed after the course, those who want to be evaluated during the course, and those who do not want to be evaluated at all.

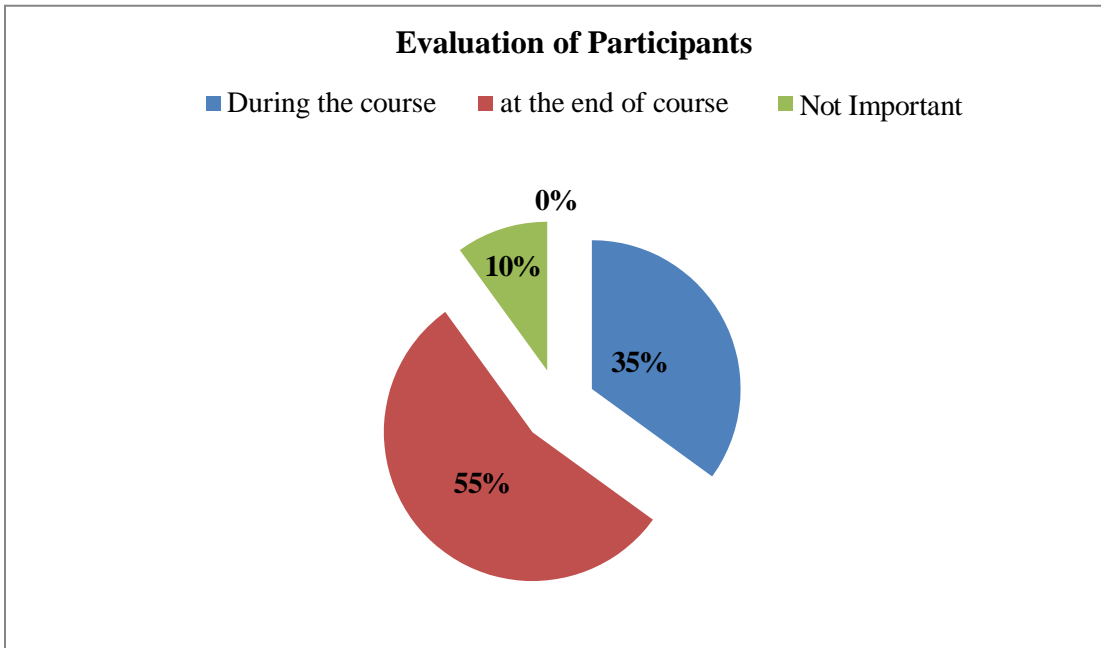


Figure.5.19 Evaluation of Participants

The second group is the prevailing one. As a result, the course designer may organize the course evaluation for these participants at the end of the course.

-Evaluation Method

The findings indicate that the participants prefer written tests after each unit, a final exam, and oral quizzes after each unit.

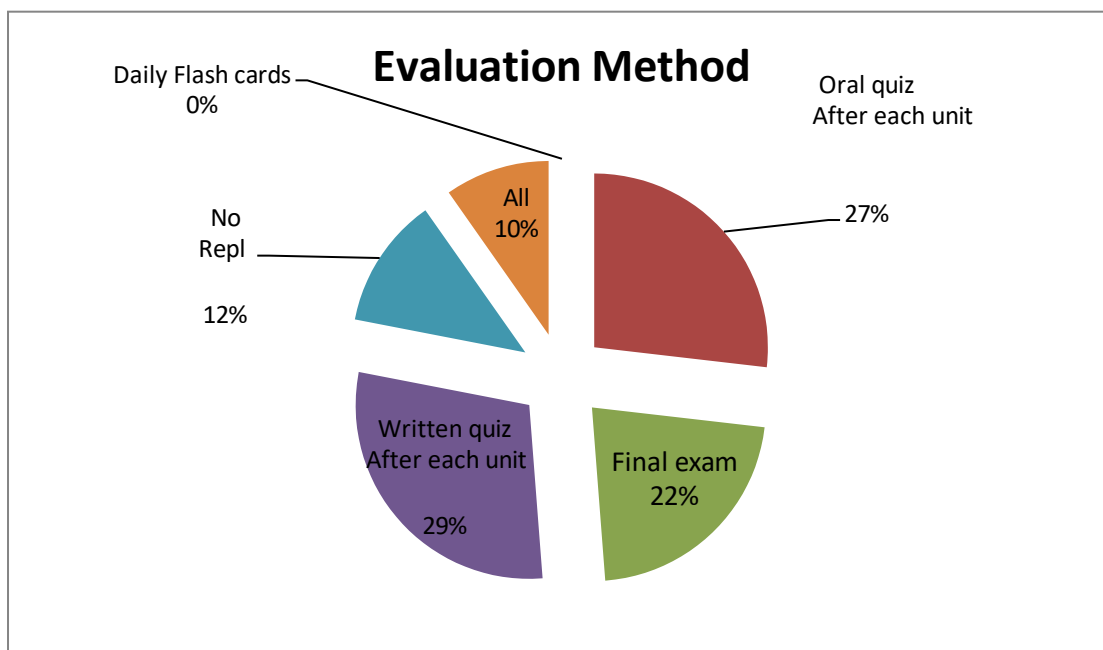


Figure 5.20: Evaluation Method

As a result, we suggest that the ESP instructor should employ a variety of evaluation techniques during the evaluation of his course.

To summarize this section about the questionnaire results analysis, we can state that the responses of the participants to the various questionnaire questions provide us with guidance on how to build future medical English course for this target population. A clear delineation is now built regarding the personal information about this study population, their usage of English at work, and what they expect from the content of the course, as well as how they want to be assessed.

- **5.2.2 Analysis and Discussion of Semi-Structured Interviews Results**

• **Analysis and Discussion of Semi-Structured Interviews Results with the Director Professor of the surgery specialty section and the responsible of the general surgery training professor chief:**

The results of this semi-structured Interviews show that the Director Professor of the surgery specialty section: was agree and satisfied with the previous course of English to the general surgery resident doctors (see reply 01). We believe that this satisfaction needs to be checked again with all the participants who took part in previous courses of English because the course was organized for mixed groups not only for the surgery residents doctors to satisfy all the other groups from the other specialties which means it didn't cover all the target population needs about their specialty (reply 02 see from the semi structured interview with the general director of the surgery specialty). We recommend more examination with the participants about what has caused their disappointment and this to be taken into account in designing a new course of English for them.

As for the evaluation tool of the previous courses of English, the Director of this specialty declares that their teacher of English organized a test at the end of the course and the majority has passed it (see reply 4 of interview results).We consider that this assessment method

should be examined at the end of a course can be a deceiving measurement of the course's effectiveness.

• **Analysis and Discussion of Semi-Structured Interview with the general surgery training professor chief:**

The results of this semi-structured interview with the general surgery training professor chief can help in designing an efficient course to this population. He is considered as an important stakeholder in our project cause he has direct contact with the resident doctors in their training as long as he come across with all their problems in their study or training.

We probed him about the use of English at work during our interview, and he stated that they use English mostly for writing and reading emails/orientation letters and medical reports for the rare cases to be recommended into the research projects by the international committee of health .(see reply 2and 3).

The answer about the types of documents they reads at work, the interviewee says that they reads previous medical statements as statistical articles about diseases achievements in Algeria or some international reports about the development of renowned disease. From this reply the general surgery trainer professor chief and his residents need a course of English (see reply 5 of the interview). This indicates that the target population is excited and motivated for attending an EMP course. This investigation make a clear confirm about the hypothesis of the use of an adequate previous courses of English which didn't fit the participants needs and that caused a frustration about the success of the previous English course.

Consequently, this result leads us to focus on designing an EMP course that focuses on developing the language skills for boosting more the performance of this research population at work.(see reply 6).

As final analysis for this interview with the general surgery training Chief Professor.

We noticed that he has a personal opinion about English teachers; he believe that when teachers utilize only English during the course can develop the participants speaking skill ; rather than the various opinions of the participants; they want to use translation as a second alternative for expressing their wants about the medical course in general.(see reply 9).

Finally, the findings of our interview with the general surgery training professor chief reveal that learning to speak English may be regarded a predictor of future performance in the English course. We believe this is a rational response, and we agree with his opinion. However, being able to speak English may not be the intention of all the ESP participants, and the targets of the ESP course might be tailored based on the needs of the majority of the participants.

5.2.3 Analysis and Discussion of Authentic Data

The outcomes of our investigation can lead the course designer to focus on or take into account the peculiarities of this sort of authentic data from our research population in the future English course. The findings of the four sample analyses provide a clear picture of the discourse used by this group. The course designer should not hunt for other sources and materials that are irrelevant to them. As a result, these samples can be used as authentic material in the future EMP course. The following are the features of the tested samples:

- **Type of text**

The type of text of these samples is descriptive because it is all about showing and describing the diseases and their formation. It is about explaining and revealing the doctors to investigate these diseases among describing the different features of the single type of these syndromes.

- Scientific terms**

The scientific terms that are widely included in these samples such as:

- Breast cancer/Metastasize.
- Tumor/lump

- An x-ray machine
- Ducts ,lobules, and connective tissues
- Blood vessels/Lymph nodes
- Premenopausal breast cancer/Menopausal breast

We take great care to utilize some terms from this glossary on the future medical course of this study.

•**Language Analysis Tense**

The description in the glossary texts leads to the use of some tenses as the present simple. In addition, the present perfect and present continuous are used. From this, the course designer can emphasize more on these tenses in designing an EMP course for this population, especially to avoid time-consuming. The course designer should not lose time by including other tenses that are not needed by the participants.

•**Adjectives &Adverbs**

It is noticed from our analysis that there is a high use of adjectives and adverbs, and this is due to the nature of this specific and the scientific domain. This point should not be overlooked when designing an ESP course because understanding this population's discourse requires mastery of all parts of speech.

•**Conjunctions and Prepositions**

Conjunctions and prepositions are also mainly used because it is very important to be understood by participants because their misunderstanding can lead to serious errors in writing their medical report and the medical orientation letters.

•**Language form**

In these medical statements, we noted that the usage of passive voice in the ESP course has improved .As a result; we may say that our study indicates the features of this particular

discourse among these participants. Knowing these traits will help the course design to select an effective text samples for the EMP course.

•Analysis and Discussion of the Specific Terminology included in the medical statistics and the orientation/Report letter Statement:

The specific term analysis that we conducted on certain samples of medical statistics statements lead us to extract the specific terms included in this authentic article (see appendix), such as:

- Cancer registration.
- The survival data
- The estimation of cancer incidence/cancer ranks.
- Neurologic exam/the patient impression.
- Mental status/Reflexes.

Our study was prompted by the ESP principle, which states that courses should be designed to meet the needs of the learners. We have tested different samples of medical statements that incorporate particular terms related to medical, which is the desire and interest of our study area. It is crucial to note that this list of scientific vocabulary items for medical field can be stretched out over time through the vocabulary achievements of the ESP learners ‘also by the analyses of the other authentic data related to the medical domain.

Conclusion

To conclude this chapter that we have devoted to analyzing and discussing the results of the study we can say that the elements of an EMP course for this research population are all gathered. We now have a comprehensive view of the participants, their motivation for learning English, their use of English at work, their expectations from of the English course, and the authentic data and related to their field of study. In terms of building an efficient course for general surgery resident doctors, the course designer is currently in a favorable

situation. This chapter has addressed all of the "additives" needed to create a comprehensive course for this research population.

CHAPTER SIX
ACHIEVEMENTS and
RECOMMENDATIONS

Introduction

6.1 Achievements of the Study

6.2 Recommendations

6.2.1 Overall Frame work of the Course

6.2.2 Specific Glossary of the Course

6.2.3 Types of Exercises of the Course

6.2.4 Units of the Course

6.2.4.1 Sampling of the Unit ONE

6.3 Limitation of the Study

Conclusion

Introduction

The sixth chapter discusses the study's findings and suggestions. It focuses on the study findings in the form of responses to research questions. It also describes and recommends the course for this study population. It initially gives the broad structure of the course, which includes the course title, duration, participant profile, and course objectives and material. This chapter also discusses how to teach this English course, as well as the many activities and exercises that may be employed during this course. It includes the course modules as well as the specifics and elements for each unit, such as the topic, grammar, reading and writing tasks, and drills. This course proposed modules all feature an assessment checklist to be used at the end of each unit. This final chapter discusses our study limitation and problems.

6.1 Achievements of the Study

To assess the effectiveness of our investigation, we must first determine whether the study findings and analyses respond to the study research questions, and therefore confirm the hypotheses we established at the beginning of our work.

• Question one:

How would this EMP course help general surgery students overcome English language difficulties to achieve their academic requirements in their field of study?

To determine if our study discovered an answer to this question, we analyzed how we created the EMP course for our research population and how we performed our research. We used triangulation as an adequate method to measure the validity and reliability of our research. In fact, the questionnaire enabled us to collect quantitative findings, semi-structured interviews enabled us to gather qualitative results, mostly to improve the questionnaire results, and authentic data analysis enabled us to examine the language employed by our study population objectively.

The quantitative findings from the questionnaire that we have mostly focused on personal and fundamental information about the participants, such as their age, gender (see Table 5.1: Basic information about Participants). Also include our participants work experience, previous English courses, and the use of English at work (see tables 5.2, 5.3, and 5.4). The questionnaire answers enabled us to determine how the four language skills are utilized by participants and which skill is most commonly employed (see tables 5.5, 5.6, 5.7, and 5.8). Among the qualitative outcomes that we collected were the wants of our research population. The findings demonstrate the participants' preparedness for the EMP course to improve their performance in their target domain.

The semi-structured interviews results have allowed us to gather qualitative results and refine the quantitative results. The results of a semi-structured interview with the two responsible for the general surgery section in the faculty of medicine at the University of Badji Mokhtar Annaba display how previous courses of English were planned, organized, and evaluated. This allows us to benefit from these experiences while avoiding previous mistakes in EMP course design, such as mixing groups with participants from different specialties, such as pediatric students and general surgery students. (See Reply2 in the results of the semi-structured interview with the Professor Director of the General Surgery Section).

To objective research methodology we have analyzed the different authentic documents used by our research population from different sources. This analysis has revealed the type of discourse of these documents. The analysis of the medical statements revealed the type of text; the scientific terms, the parts of speech and the language form (see tables 5.21 to 5.24 samples analysis). As for the medical statistics reports and the orientation letter (see tables 5.25, and 5.26) which analyze the scientific terminology related to this field.

as a confirmation to our research question number one we can confirm the first hypothesis of our present study which is a Medical English course for the general surgery at the faculty of

Medicine Annaba University would be extremely beneficial to their studies and careers .Here again, we believe that the triangular methodology in our research offered a varied collection of data that gives quantitative results, qualitative results, and objective results from authentic documents that led us to design a reliable EMP course for our research population.

• **Question two:**

What are the most important English skills students needed in the EMP course? And how they are needed?

We must mention that the verification of our target population lacks, wants, and necessities will be disclosed by the findings of our research in order to determine whether our study has provided an answer to this second research question.

First, the lack of participants according to the results of our study can be attributed to the difficulties they have with every language skill.

In fact, with writing, they have a lack of precision in spelling and grammar structure, especially tenses. They do not understand scientific terminology when they read. They lacked the ability to use the French language to translate and transmit their correct ideas when speaking. Listening reveals their inability to grasp the precise meaning, especially when listening to native speakers. (See table 5.5to 5.8: difficulties with every skill).

Second, the necessities of our target population that are revealed by the results of our study can be seen in the language proficiency skills needed by the participants. Their necessities are, for example: writing medical emails or reports to assist in international conferences or to find a medical orientation for their patient's disease; Reading and understanding medical reports and notes about the international committees of medicine and healthcare. (See table5.5 use of writing at work).

Third, the wants of our research participants vary from their answers, which indicate that their wants have been taken into consideration by our study. The wants of our research population

were revealed in their replies about the choice of the time and place of the future EMP course, the frequency of the course, and the topics to be included in this course. (See Tables 5.11 to 5.13). Also, their choice of evaluation methods during the course shows their motivation for attending the future EMP course. (See tables 5.19 and 5.20). We are ranking their wants as follows:

- ▶ **55%** of our research population is ready and motivated for an EMP course.
- ▶ **53 %** of the participants want their future EMP course to take place outside the medicine faculty at the University of Badji Mokhtar Annaba.
 - ▶ **50 %** of the majority four research population wants to have their EMP course twice per week for 8 months.

• **Question three:**

How would the EMP course design tailored to meet the students' needs at their specialty?

The third research question investigates How to evaluate the research population and the suitable evaluation method to organize and design a successful EMP course for our research target population.

Other related questions that have a link with this broad question can be asked such as:

- * Will this population be satisfied with this course design?
- * How would this EMP course design help the success of future English classes for this population?

The third research question will not be completely answered until our planned course is implemented. However, a partial reply can be given to this research question, especially to the related question concerning how this population will benefit from this course design. We believe that the way we conducted our study and designed our ESP course, in which we used three research tools to gathered considered the lacks, necessities, and wants four participants, leads to the satisfaction of the research population and the identification of their

true needs in terms of learning English. This knowledge of what they need exactly from English gives them a comparable advantage by being aware of their real needs, wants, and needs in the English language. If they go, for example, for a course in English individually, they go already ready and knowledgeable of what they need from their teacher of English. Besides that they can also subscribe for online courses of English and choose which modules suit better their needs. They can also download specific glossaries related to their domain as long as the terminology they need is already identified by this study.

6.2 Recommendations

The English for Medical purposes (EMP) course aims primarily at equipping students with the necessary language skills they need to cope with the linguistic requirements of their specialization and to use English properly and fluently in the professional environment they are expected to join. As it draws on a wide range of topics and applications that relate to medical topics, this course seeks to develop all four skills with special emphasis on lexical and terminological acquisition and grammatical accuracy. Since the course is oriented towards communication rather than knowledge acquired in the field of specialization, it gradually trains students to interpret and use words appropriately and to formulate grammatically correct statements while talking and writing on issues such as drug administration, laboratory reports and hospital procedures. This course will also familiarize the students with basic medical terminology.

6.2.1 Overall Frame work of the Course:

-Course Title:

A Tentative Course Design in Medical English: the case of students at Annaba University.

-Learners Specialism:

General Surgery Resident Doctors.

-Learners Age:

Between 30 and 40

-Duration of the Course:

Eight weeks.

-Frequency per Week:

Two times in a week two hours each.

-Objective of the Course:

The main goal of the EMP specific curriculum is to prepare students to be able to recognize and produce spoken and written language in order to effectively understand their research papers and new scientific works in their domain. The specific, detailed aims are to.

1. Improve students' ability to create written and oral EMP English;
2. Prepare students to master the hospital culture concepts and communications.

There is also a cognitive output, comprehension, thinking application and behavioral skills students are expected to acquire by the end of this course.

6.3.1 EMP Course Organization:

The course will take place over one academic year during eight (08) months. Regarding lectures, they should be two (02) sessions per week the target population postgraduate 1st years students of general surgery in medicine. Students were divided into groups of thirty (30), rather than being crowded into a single Amphitheatre like it was the case with the faculty.

6.4.1 Teaching Materials and activities used in the course

We mention below some of the features of the intended EMP course for Annaba University. This may be extended and enriched / improved for other EMP courses across the country. We therefore suggest the following:

- Including tasks in the students textbook and worksheets that will be designed.
- Individual, pair and group learning and teaching tasks.

- Motivating and encouraging students to be creative and self-reliant in presenting original materials by arranging field visits to local clinics and hospitals.
- The students' workbook and textbook (to be designed) will first be used on an experimental basis in order to see it use by the teachers and the learners.
- Including supplementary materials such as handouts, leaflets, etc., which can be provided by the teacher?
- Including EMP Glossaries, dictionaries, and the most frequently used expression in this domain. - Including other EMP references.

6.5.1 EMP Course Testing and Assessment:

- Formative assignments and Quizzes.
- A written test at the end of each unit.
- Oral projects presentations –Final semester exam (S1+S2).

6.7.1 The Course Contents:

The proposed course will include a detailed and illustrated content unit with many relevant and specific topics which can help the students to be acquainted with producing EMP writings and reports. The following units represent prototype lesson sequencing:

Units and Topics	Vocabulary and Terms	Grammar focus and Tasks	Language Skills to be developed and improved
Unit one: Parts of the body	Medication and Treatments terminology Culture: Types of medication / alternative	Present simple Tense :short questions Passive and active voice examples final-Sand-Ed	Listening focus Speaking focus

	treatment	endings Reported speech	
Unit two: Body system	The five senses and body functions	Countable uncountable nouns Past tense adjectives and adverbs	Reading focus Writing focus
Unit three: medical personal and places	Medical practitioners Hospital staff and services	Past continuous present perfect	Writing Speaking focus
Unit four: Diseases and symptoms	Describing problem Talking about the problem	Present perfect Imperative question words	Listening Speaking focus
Unit five : prevention and treatment	Medical surgical treatment vocabulary	Present and past modals Comparison conditionals	Reading Listening focus
Unit six:	Physical and	Sentences	Writing,

Explanation and research presentation	mental examination of patients Case control studies Cohort studies Trials	connection future tense causative infinitive ND ground	Speaking Reading focus
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6.8.1 Homework and Tasks recommendations:

- Student should do the homework, tasks and assignments regularly.
- Students prepare certain topics and give presentations related to the professional environment.
- Students keep all these in a course file and present this selection at the end of the course to be assessed.

6.2.2 Specific Glossary of the Course

Digestive	Digestif
Diaphragm	Diaphragme
Digestion	Digestion
Duodenum	Duodénum
Epigastrium	Epigastre
Fundus	Fundus
*Gastric	Gastrique
Gastric Arteries	Artères Gastriques
Glands	Glandes

Hypochondrium	Hypochondre
Cellular Activity	Activité Cellulaire
Cellular Division	Division Cellulaire
Cellular Particles	Particules Cellulaires
Chromatin	Chromatine
Chromosome	Chromosome
Collagen Fibers	Fibres Collagènes
Cardiac	Cardiaque
Cardiac Muscle	Muscle Cardiaque
Digastric Muscle	Muscle Digastrique
Extensor Muscles	Muscles Extenseurs
Fusiform Muscles	Muscles Fusiforms
Renal Vein	Veine Rénale
Saphenous vein	Veine Saphène
Superficial Vein	Veine Superficielle
Cardiac Orifice	Orifice cardiaque
Circumflex Artery	Artère Circonflexe
Coelomic Cavity	Cavité Coelomique
Basilar Artery	Artère Basilaire
Carotid Artery	Artère Carotide
Cerebral Artery	Artère Cérébrale
Communicating Artery	Artère Communicante
Coronary Artery	Artère Coronaire
Facial Artery	Artère Faciale

Femoral Artery	Artère Fémorale
Hepatic Artery	Artère Hépatique
Humeral Artery	Artère Humérale
Inferior Mesenteric Artery	Artère Mésentérique Inférieure
Pulmonary Artery	Artère Pulmonaire
Radial Artery	Artère Radiale
Renal Artery	Artère Rénale
Splenic Artery	Artère Splénique
Superior Mesenteric Artery	Artère Mésentérique Supérieure
Uterine Artery	Artère Utérine
Vaginal Artery	Artère Vaginale

6.1 Medical Terms (<https://www.translation directory.com/glossaries>)

6.2.3 Types of Exercises of the Course:

The following types of exercises can be implemented into the course to help participants improve their writing and reading abilities, as well as grasp the specific /scientific vocabulary of their subject.

-Reading Comprehension Skill Enhancing Exercises

After giving the ESP learners a short text to read from their authentic material a true or false drill can be designed. We suggest the followings: Read this passage then do the drill.

-Physical examination

Medical examination is normally carried out in four stages: **Inspection** (looking)

Palpitation (feeling with the hands) ; **percussion** (tapping with a finger) **and auscultation** (listening with stethoscope).

*Complete the table with words from the passage above.

Verb	Noun
Palpate
.....	Percussion
Examine
.....	Inspection
Auscultate

-The answer:

-Verbs: percuss–inspect **Nouns:** Palpitation-examination-auscultation

-Multiple choices:

Multiple choice drills can be designed to make sure that the meaning of given extracts are approved.

-Pathology is

- A. The study of the human brain
- B. The study of bones
- C. The study of blood
- D. The study of disease

The answer: D

***True or False:** A true or false drill may be constructed after providing the ESP students a brief paragraph to read from their authentic material. We recommend the following: Read this paragraph and then practice the drill.

Digestion

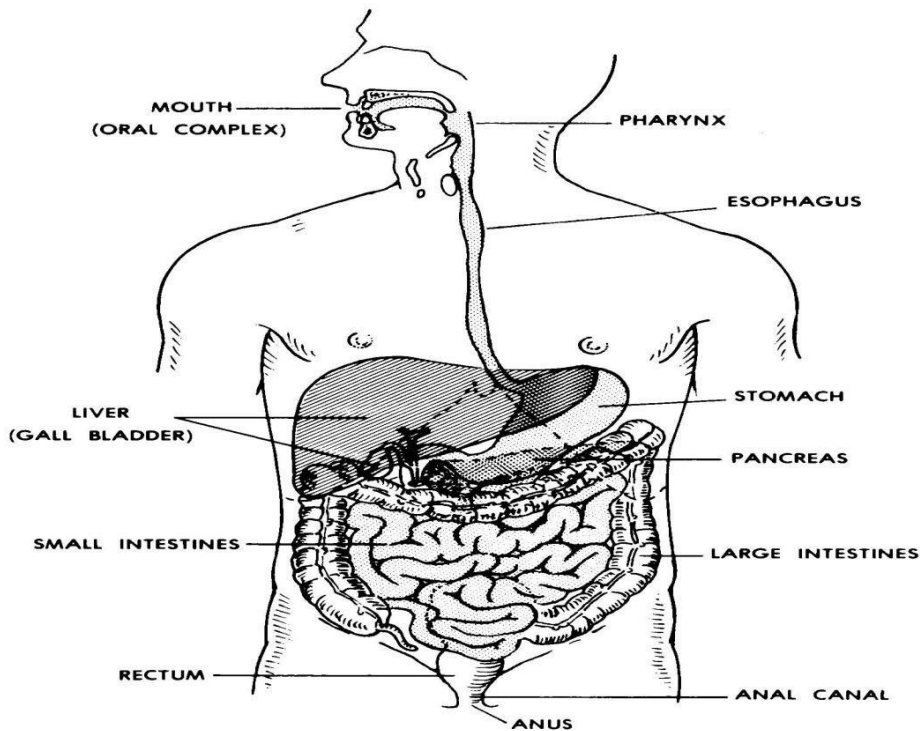


Figure .6.1The Human Digestive System (<http://ahmadbaihaqi1928.blogspot.com/2013/03/the-human-digestive-system.html>)

The human digestive system is a complex set of organs and glands .Our body breaks down food into smaller molecules.it processes the food and excretes waste. Most of the digestive organs (like the stomach and intestines) are tube like. The digestive system is the mouth; esophagus and a few other organs (like the liver and pancreas).these organs produce or store digestive chemicals.

-Say whether these statements are true or false:

1- The digestive chemicals are stored in the Organs. **TRUE**

2-Most of the digestive organs are small molecules **.FALSE**

- **Writing Skill Enhancing Exercises:**

Write the common English name for each disease; using your medical knowledge: 1-coughand cold flowed by rash.

- 2-difficulty opening the moth.
- 3- Enlarged parotid glands.
- 4- Paroxysmal cough with vomiting.
- 5-swllen joints and heart murmur. Rheumatic.

The Answers: 1-Measles 2-Measles 3-Crawl 4- Milestones 5-fever.

-Translation:

Translate these sentences to fresh or Arabic language.

- 1- The brain is the most complex organ in the body.
- 2- Iron is most easily absorbed from foods which contain protein and vitamin "C".
- 3- The greatest changes in the body are due to hormones.

-The answer:

-French language translation:

- 1- Le cerveau est l'organe le plus complexe du corps.
- 2- Le fer est plus facilement absorbé par les aliments qui contiennent des protéines et de la vitamine "C".
- 3- Les plus grands changements dans le corps sont dus aux hormones.

-Arabica language translation:

- 1,الدماغ هو العضو الأكثر تعقيدا فالجسم
- 2,يتم امتصاص الحديد بسهولة من الأطعمة التي تحتوي على البروتين وفيتامين سي
- 3,أكبر التغيرات في الجسم ترجع إلى الهرمونات

-Comparison activity: chose one topic

- 1- Healthy people and ill people
- 2- Normal birth and caesarean birth
- 3- Person before an operation –person after the an operation

-The answer: style of writing and grammar structures here may vary from one to another.

-Reordering Sentences:

For writing emails and reports and after doing reordering words drills, we suggest for example this drill for this research population:

1- Sincerely,

Charles N.S. Soparkar, M.D., PhD

Plastic Eye Surgery Associates

3730 Kirby Drive, Suite 900

Houston, TX 77098

2- SocialSecurityDisabilityPhysicianSampleLetter1 To

Whom It May Concern:

3-In short, it is my professional opinion that this individual meets Social Security criteria for 80% disability based upon vision compromise. If I can provide any further information, please do not hesitate to contact our office.

4- Mrnacershas been known to me and in my care since three years, suffering from **Essential Blepharospasm.**

The answer: 2-4-3-1

6.2.4 Units of the Course:

Unit one organized as follows:

Units and Topics	Vocabulary and Terms	Grammar focus and Tasks	Language Skills to be developed and improved
Unit one: Parts of the body	Medication and Treatments terminology Culture: Types of medication / alternative treatment	Present simple tense :short questions Passive and active voice examples final "-S" and "- Ed" endings Reported speech	Listening focus Speaking focus

Table 6.3: Content of Unit One.

Details of Unit ONE Topic: parts of the body

-Writing and reading:

Doctors can better orient their patients in their reports and orientation letters by using particular language and scientific words of medicine and treatment terminology. Teachers may assign ESP students to read the essay and highlight the tough words. This makes them more confident to read loudly for mastering the English language.

- To explain the essay some synonyms and opposites drills can be done.

Spontaneous confused in appropriate usually

- Synonyms: give the synonyms of the followings from the essay:

Oriented **to pain** **None** **Extenson**

- **Grammar Tenses**

Examples or adaptations from the text can be used to introduce the present simple tense, past tense, and present perfect or present continuous. When grammar is taught successfully in an ESP context... This leads the ESP learner to use correct English in his area of interest. Grammar drills of tenses should be adapted from similar contexts that are relevant to the interests of ESP learners.

-Example1: Put the verbs between brackets in the present simple.

- The human heart (to consist) of four cavities.
- There are a few large blood vessels at the top of the heart .the largest of these (be) the aorta.

- **Example2:** Put the verbs between brackets in the past tense:

-When (to be) you ill.

-I (to be) not happy with my treatment.

-Example3: Put the verbs between brackets in the present perfect:

- The patient (to have) come out of a coma.
- The woman (to have) not had treatment yet.

-Example4: Put the verbs between brackets in the present continuous:

-why (to be) he (to have) an injection.

-the anesthesiologists (to give) anesthesia.

-Evaluation of the speaking and listening skill:

-Answering the questions:

- What would you do when a woman raised a pressure?

-A new born baby doesn't breathe or cry.

6.3 Research Limitation:

Regardless of the findings obtained primarily through the use of a triangulation methodology that allowed us to collect the maximum amount of data about the participants and after recommending an ESP course that meets both the wants and needs of this research population, there are some factors that may limit the success of our research.

We sent an email to have an access from the professor director of the general surgery section to plan to put our suggested course into practice and assess its effectiveness. For the moment we have not to identify a solution. Due to the responsible unexpected answer, to obstructed our suggestion to implement this EMP course in the faculty of medicine at the University of Badji Mokhtar Annaba. We have suggested offering this ESP course for free. We simply need a classroom or training area within the faculty for a limited period of time. When we raised this problem with our study population, they were surprised, and they stated that EGP courses had been organized at the faculty just; last year, also teachers were paid.

As they mentioned they spent money for non-beneficial course which means EGP because it didn't make any achievement for the students' performance in English specially they needs EMP courses. Despite our study limitations, we hope that this course can be the gap between ESP and EGP courses. Also we hope it will consider as an authentic material to teach EMP in the faculty of medicine and contributes to the growth of ESP in Algeria.

Conclusion

The findings of our investigation are presented in this final chapter. In terms of research questions, it has addressed the bulk of the study's results. It covers the relationship between the study's findings, their analysis, and their relationship to each topic of interest. The questionnaire findings provide a description of the study population; they reveal personal information about them, their usage of English at work, their challenges with the four language skills, and their motivation to take an English course in the future.

In this chapter, we also made suggestions for our research population, which included attending an ESP course. The recommended course is tailored to the participants' specific needs. The general structure of the course includes the duration, goals, and topic. We have also suggested the sorts of activities that should be used with this course, including a list of vocabulary items that can be included. We concluded this chapter by discussing the study's limitations, namely the difficulties we encountered in executing our proposed course.

GENERAL CONCLUSION

As a general conclusion to this research, it can be stated that developing ESP courses is not a straightforward process. It includes studying several factors that affect the course's effectiveness and predictability. This is because ESP learners are aware of their wants related to their work or study goals.

To address the true requirements of their students, ESP teachers should conduct a needs analysis to identify all of the aspects of the ESP course. Needs analysis reveals personal information about the audience, such as age and gender; authentic material used by this audience, goals of ESP learners from attending the ESP course, constraints that may hinder the success of the ESP course, and evaluation tools to determine how successful the ESP course was.

Our case study dealt with designing an EMP course for general surgery students in the medicine faculty at the University of Badj Mokhtar Annaba. We have concluded that ESP courses should be conceived and constructed on a strong foundation. Focuses on gathering as much data as possible on the participants; personal information about them, their overall level of English, their current usage of English, their former English course ,their motivation for the new English course, their wants for the sections of the new EMP course, and their method of teaching. Therefore, designing a fruitful and satisfactory EMP course cannot be possible without respecting the ESP learners' needs. This rational conclusion is supported by the fact that ESP learners who have specific needs about English for their specific purposes imposed a serious pressure on their ESP teacher to give them what they want to enhance their English language level in a short period of time. As a summary of how the study was carried out, the researcher separated the work in to two parts: theoretical and practical. The work has three phases.

Framework part and three other chapters made up the practical one. In chapter one, the researcher has dealt with the theoretical background related to English for Specific Purposes; mainly the factors that led to the emergence of ESP especially the learner who has become the most important part in language teaching and learning contrary to old ways of teaching of the grammatical approach where the learner was only a reflexive listener to the teacher. This shift of the importance of the learner is due to the development of research in pedagogical Psychology where the learner's need is given a big importance. Then the researcher introduced the characteristics of ESP in comparison with general English and introduced also the motivation of ESP learner which is an active one because the ESP learner needs English as an instrument to reach his vocational or academic aims. This chapter has underlined the different challenges the ESP teacher faces when he teaching an ESP class.

In the second chapter, the researcher has dealt with course design and its related areas. The researcher has introduced needs analysis, which is an important step before designing any course for ESP learners. It aids course designers in focusing on what is required and what motivates them, resulting in an efficient course. Then the researcher shifted to introducing the main approaches to course design, namely; language-centered course design, skill-centered course design, and the learning-centered approach, where a comparison has been made between all of them by analyzing their advantages and disadvantages. This comparison has led to the conclusion that an eclectic approach based on combining all the advantages of the three approaches in designing ESP courses can be adopted. Teaching techniques The researcher has also dealt with the diverse teaching methods and their advantages and disadvantages where it has been concluded and suggested that ESP teachers should eclectic when selecting the course content activities or contents for the ESP students. In this chapter, the researcher has enclosed ESP course syllabi mainly; content based syllabus, skill based syllabus and method based syllabus. Also he has dealt with the content, goals and constraints

of ESP course. The motivation of ESP learners to their ESP course may hinder the success of ESP course.

The researcher has devoted chapter four to the methodology, where the target place experience, the faculty of medicine also called ENESM has been discussed, as well as the research population, who are the general surgery residents' doctors. The most essential topic covered in this chapter is the research methods employed to perform the investigation. They are a questionnaire to collect quantitative data, a semi structured interview to acquire qualitative data, and authentic data analysis to define the population use the English language. The main goal in combining three research methodologies was to investigate all areas of needs analysis in order to build an effective course for this research population.

The researcher evaluated and described the study's findings in chapter five. The findings provided a comprehensive picture of the participants, their motivation for learning English, their usage of English at work, their desires for English, and their attitudes toward English. The genuine researcher evaluated and described the study's findings in chapter five. The findings provided a comprehensive picture of the participants, their motivation for learning English, their usage of English at work, their desires for English, and their attitudes toward English course. The relevant authentic data about the target participants' domain .In terms of building an effective course for the medicine target population, the course designer is in a good position.

Aside from gathering the elements related to the research profile, after analyzing the actual data and documents utilized by the research population, the study results enabled the detection of the particular context of this research population. This analysis assists the course maker in include content and subjects relevant to the interests and requirements of this research population.

In chapter six, we focused on the study's outcomes and recommendations. We studied the various achievements and created a proposed ESP course as study instructions. The recommended course begins with a general framework that includes the course title, duration, participant profile, objectives, course material, and methods of teaching this English course, as well as the many activities that can be employed during this course. The proposed course comprises the course units as well as the course information and features such as the topic, grammar, reading and writing practices and drills. The proposed course's five parts conclude with the addition of an assessment checklist to be used. The recommended six sections of the course close with the addition of an assessment checklist to be used at the end of each unit of the course. After discussing the study's achievements, the researcher discussed the study's limitations, namely the problems encountered in executing the suggested ESP course for this research sample.

ESP course design is a research topic as well as a pedagogical task for ESP teachers, researchers, and practitioners that must be handled appropriately to provide an efficient ESP. He detects also their wants as for the teaching ways and activities they prefer from their teacher of English. Once the needs analysis is done, the ESP teacher should show the syllabus to his learners. This syllabus includes the aim of the course, the lessons, the drills and activities that will take place inside the classroom between the ESP teacher and his learners for the period of the course that can be one month, one quarter, one semester or one year. ESP courses are taught as general English courses by teachers who mostly work part-time or don't have any previous knowledge of the specific domains also the specific needs of their students. The ideal technique to teach ESP is to give the ESP instructor enough time to conduct a needs analysis of their target students. The ESP instructor should present and explain the syllabus. This syllabus comprises the course goal, lessons, and activities that will take place within the classroom between the ESP instructor and his students over the duration of eight months. The

Implementation of our course is critical; it allows us to better evaluate the effectiveness of the research and if the wants, necessities, and needs have been addressed effectively, as well as whether our proposed course has improved the target participants' language mastery will be attained.

In the perspective, we see more research work is still to be conducted ESP with different disciplines of study, such as ESP and Translation, ESP and Culture, ESP and Information Technology, and ESP and Pedagogy. We believe that ESP is related to all of these areas. From these perspectives, we will also carry out more research on course design to deal with the second important branch of ESP, English for Academic Purposes (EAP), in many academic subjects such as computer science, biology, business, economics, politics, political science, and so on. As a result, the scope of research in ESP and related subjects is limitless. For example, this area of research in Algeria is attractive since Algerian professionals and academic researchers in various sectors have shown a strong demand to acquire and utilize English for their specific disciplines.

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APPENDICES

Appendix One: Questionnaire in English

Questionnaire for General Surgery Resident Doctors in the Faculty of Medicine at the
University of Badji Moktar ANNABA

1. Age...Sex...

2. How long have you been working at Medical department?

Less than 1 year

1 to 5 years

5 to 8 years

more than 8 years

Previous Course of English (place and time)

3. Where and when was your last course of English?

At the university when...

Private School when...

Online (internet) when...

Individual efforts when...

4. How frequently do you use English at study/work?

Never

Rarely

sometimes

often

5. At your work, do you WRITE in English?

Medical Emails: Never Rarely sometimes often

Medical Reports: Never Rarely sometimes often

Orientation letters: Never Rarely sometimes often

6. At your work, do you READ in English?

Medical Emails: Never Rarely sometimes often

Medical Reports: Never Rarely sometimes often

Orientation letters: Never Rarely sometimes often

7. At your work, do you SPEAK English with?

Native speakers: Never Rarely sometimes often

Nonnative speakers: Never Rarely sometimes often

colleagues: Never Rarely sometimes often

8. At your work, do you LISTEN in English to?

Native speakers: Never Rarely sometimes often

Nonnative speakers: Never Rarely sometimes often

colleagues: Never Rarely sometimes often

9. Are you ready and motivated to take a course to enhance your English workplace competence?

Yes No

10. Describe precisely your urgent communication difficulties with every skill that you wish to overcome after taking the English course?

When IWRITE in English I have these difficulties:

.....
.....

When IREAD in English I have these difficulties:

.....
.....

When I SPEAK English I have these difficulties:

.....
.....
11. Do you prefer the English to take place inside the University or outside it?

Justify?

Inside:.....

Outside:.....

12. What is the minimum of duration that you want for this course?

4weeks

6weeks

8weeks

Other : how much

13. How many times per week?

once

2 times

3 times

14. What are the topics that you see urgently relevant to your needs that you want to have during this course? Tick 5 ones

-Pediatric care behavior assessment

-Agriculture

-What are the leading causes of type two diabetes?

-Tourism

-Advantages of technology to medicine field

-Effective ways to treat and prevent breast cancer

15. What language proficiency skills you want to achieve urgently from this course?

Tick the first 7 urgent ones?

- To read and understand medical reports
- To be able to use English when traveling
- abroad for tourism
- To write emails and orientation letters to English speaking doctors colleagues
- To write correct English without
- grammatical mistakes

16. Do you think that general English (grammar) should be included in this course?

Yes : because

.....

No : because

.....

17. What are the main grammatical aspects that you want to have during the English course? Tick the first 4 urgent ones?

Articles a, an and the

Reported Speech

Tenses: present, past and the future

Adjectives

Prepositions

Adverbs

Conjunctions: but, because, as a result and, however

tenses: present continuous, past continuous

19. Do you want to be evaluated?

- during the course

- after the course

- or not important

20. Choose the most appropriate evaluation method you want to have?

-Daily checklist

-Oral quiz after each unit of the course

-Final Exam

-Written quiz after each unit of the course

-All

Appendix Two: Questionnaire Translated into French

Questionnaire pour les médecins résidents en chirurgie générale à la Faculté de médecine de l'Université de Badji Moktar ANNABA

1. Age...

Sex...

2. Depuis quand travaillez-vous et étudiez dans cette Faculté?

a- Moins d'une année

b- 1 à 5 ans

c- 5 à 8 ans

d- Plus de 8 ans

3. Où et Quand était votre dernière formation/module d'anglais?

a- À l'université quand:.....

b- Ecole privée quand:.....

c- En ligne (internet) quand:.....

d- À l'université quand:.....

e- Efforts individuels quand:.....

4. Comment utilisez-vous l'anglais au travail?

a- Jamais

b- rare

c- des fois

d- toujours

5. Au travail, qu'ÉCRIVEZ-vous en anglais?

a- Emails médicaux: jamais rare des fois toujours

b- Rapports MÉDICALS: jamais rare des fois toujours

c- Des LETTRES de orientations: jamais rare des fois toujours

6. Au travail, aimez-vous l'anglais?

- a- Emails médical: jamais rare des fois toujours
- b- Rapports médical: jamais rare des fois toujours
- c- Des lettres de orientations : jamais rare des fois toujours

7. Au travail, avec qui parlez-vous en anglais?

- a- Natifs d'anglais: jamais rare des fois toujours
- b- Non natifs d'anglais: jamais rare des fois toujours
- c- Les collègues: jamais rare des fois toujours

8. Au travail qu'écoutez-vous en anglais?

- a- Natifs d'anglais: jamais rare des fois toujours
- b- Non natifs d'anglais : jamais rare des fois toujours
- c- Les collègues: jamais rare des fois toujours

9. Etes-vous présent motivés pour une formation d'anglais pour développer

Votre maitrise d'anglais au travail?

Oui Non

10. Décrivez précisément vos difficultés urgentes de communication

avec chaque compétence que vous désirez les dépasser après un COURE

D'anglais ?

a- Avec L'ECRIT en anglais j'ai ces difficultés:

.....

b- Avec la LECTURE en anglais j'ai ces difficultés :

.....

c- Avec le PARLE d'anglais j'ai ces difficultés:

.....

d- Avec l'ECOUTE d'anglais j'ai ces difficultés:

.....

.....
11. Préférez-vous la formation et cours d'anglais à l'intérieure ou à l'extérieure de la faculté ? Justifiez ?

a- À l' intérieure :.....

b- À l'extérieure :.....

12. Quelle est la durée minimale que vous souhaitez pour cette formation et le cours d'anglais?

a- 4 semaines

b- 6 semaines

c- 8 semaines

c- Autre : combien.....

1. Combien de fois par semaine?

a- Une fois

b- 2 fois

c- 3 fois

2. Quels sont les sujets que vous voulez avoir durant cette formation?

Choisissez 5 Sujets.

-Évaluation du comportement des soins pédiatriques

-Agriculture

-Quelles sont les principales causes du diabète de type?

-Tourisme

-Avantages de la technologie pour le domaine médical

-Moyens efficaces de traiter et de prévenir le cancer du sein

-Comment traiter un trouble des jambes agitées

-Traumatisme

- Comment élaborer un plan de perte de poids efficace
- Opérations quotidiennes pour sauver l'environnement

15. Quelles sont les compétences de maîtrise de la langue que vous voulez atteindre de cette formation en urgence ? Quelles sont les 4 premières ?

- Lire et comprendre les rapports médicaux
- Pouvoir utiliser l'anglais en voyage à l'étranger pour le tourisme
- Écrire des courriels et des lettres d'orientation à des collègues médecins anglophones
- Pour écrire anglais correct sans fautes de grammaire
- Rédiger des rapports médicaux corrects en anglais sans fautes d'orthographe
- utiliser les termes scientifiques appropriés liés au domaine médical tout en écrivant et en parlant
- Voyage à des conférences dans les pays anglophones

16. Pensez-vous que l'Anglais général (grammaire) doit être inclus dans cette formation?

Oui : parce que

.....

Non : parce que

.....

17. Que Voulez-vous avoir dans la grammaire durant cette formation?

Choisissez les premiers 8 sujets?

- Articles a, an et le
- Discours rapporté
- Temps: présent, passé et futur
- Adjectifs
- Prépositions

-Adverbes

-Conjonctions: mais, parce que, en conséquence, et, cependant

-temps : présent continu, passé continu

18. De quelles de ces pratiques et activités d'enseignement vont vous aider à maitrise de la langue ? Choisissez 5?

-Traduction de l'anglais au français

-Traduction de l'anglais vers l'arabe et le français

-Dictée

-Répéter bruyamment après l'enseignant

-termes difficiles et spécifiques

-Écouter les anglophones de langue maternelle

-Parler à des anglophones

-Vérification des termes scientifiques (médicaux) dans un Dictionnaire

-Pratiquer des exercices plus nombreux et étendus

19. Voulez-vous être évalués dans le cours?

- Durant la formation
- Après la formation
- Non ce n'est pas important

20. Choisissez la méthode d'évaluation que vous préférez?

- a. Liste journalière de vérification
- b. Devoir oral après chaque unité de formation
- c. Examen final
- d. Devoir écrit après chaque unité de formation
- e. Tout

Appendix Three

Semi-structured Interview with the Professor Director of the general Surgery suction in the faculty of Medicine at the University of Annaba.

- 1- The previous courses of English organized by the English teachers.
- 2- The satisfaction of the Students about the English
- 3- The possibility of planning a new designing course for medical students in general and surgery residents doctors in specific.
- 4- The period time and the evaluation of the English courses during the semesters.

Appendix Four

Semi-Structured Interview with the responsible of the general surgery training professor chief:

The main substances of this interview were as follows:

- The mission and function of the interviewee inside the University
- The number of the training Resident doctors.
- Previous courses in English at university classes or outside the University.
- The use of English at work.
- Importance of English for study and work.
- The hindrance faced the resident doctors in writing orientation or reports in English to the international universities or hospitals.
- Motivation for an English course.
- The content of this course.
- The topics to be included in the course.
- Teaching methodology wanted from the teacher of English.

Appendix Five

Email sent to the Professor Director of the general Surgery suction in the faculty of Medicine at the University of Annaba.to get the permission to launch the study

De: OUIS HANANE<ouis_hanane@yahoo.fr>

À: L AOUARO marolaouar@yahoo.fr

Chère Mr. Laouar Omar le directeur Responsable de la faculté de médecine

*C'est avec plaisir je demande votre collaboration pour réaliser la partie pratique de mon travail de recherche de doctorat encadré par **Professeur Bouhadiba FAROUK**. En fait, il s'agit de concevoir et appliquer un programme de formation destiné aux les Résident Etudiant de la chu rège général l'Université de Badji Moktar ANNABA*

Pour ce faire, j'ai préparé un questionnaire à remplir par cette population. Veuillez le trouver en pièces jointes en deux versions anglaises et françaises. En fonction de leur réponse et après analyse de leur données quotidiennes (Email: info@univ-annaba.net) et après une interview avec quelques éléments clés de cette population, je vais vous concevoir un programme de formation d'anglais et je vais l'appliquer gratuitement. la durée de formation est dépendent de leur réponse et de leur disponibilité après.

Merci d'avance de votre collaboration et meilleures salutations

OUIS HANANE

Maitre-assistant d'anglais et Doctorant

.

Appendix SIX

Authentic Data Samples

Cancer estimation of incidence and survival in Algeria 2014

Hamdi Cherif M¹*, Bidoli E², Birri S¹, Mahnane A², Zaidi Z¹, Boukharouba H¹, Moussaoui H¹, Kara L¹, Ayat A¹, Makhloufi K¹, Bouchaibi I¹, Atoui I¹, Virdone S² and Serraino D²

¹ Faculty of medicine, University of Setif, Algeria

² Unit of Epidemiology and Biostatistics, Centro di Riferimento Oncologico, IRCCS, Via Franco Gallini, 2, 33081 Aviano (PN), Italy

Abstract

Cancer is one of the major public health problems in Algeria. In the last 25 years, a significant increase in the incidence of the major types of cancers has been observed in both sexes. Moreover, the 5-year survival rate is low for the severe tumors due to a difficulty in access to cancer care and an incomplete health care framework. Cancer Registry of Setif, Algeria, has been recording cancer incidence, mortality, and survival since 1986 in collaboration with International Agency for Research on Cancer (IARC) of Lyon. Cancer Registry of Setif is being a source of information for cancer planning and corresponding surveillance in the National Cancer Plan 2015-2019, starting in January 2015. Data is recorded by means of CanReg 5 software. This software is developed and provided by the International Agency for Research on Cancer (IARC) of Lyon. It is designed specifically for cancer registration, and standardized to capture, control, and process the data. Estimation of cancer incidence in Algeria and survival rates are very important for surveillance, control, and planning of care. In men the incidence of lung, colorectal, bladder, prostate, and laryngeal cancers has significantly and steadily increased in the last decade. In women, the incidence of breast, colorectal, thyroid, and lung cancers has also increased significantly in the same period. Five-year survival rates for cancer of the stomach, colon, rectum, liver, lung, breast, cervix, ovary, and prostate in adults, and childhood leukemia are relatively low compared with other countries. The aim of our study was to estimate incidence and survival by means of Setif cancer registry data.

Keywords: cancer; estimation; incidence; trend; survival

Introduction

Algeria is an example of real epidemiological transition [1-5]. This transition is marked by a structural change in the epidemiological profile of the population. Overall population mortality decreased significantly in the last 50 years (16.45 per thousand in 1960 to 4.41 per thousand in 2008), correlated with a gradual increase in life expectancy. The demographic transition resulted in a gradual aging of the population importantly towards people over 60 years in the age pyramid [6]. However, the transformation of the environment, an acute change in the individual and collective life (increased smoking, stress, sedentary lifestyle, urbanization) and life style change are the cause of emergence of non-communicable (NCDs), including cancer, which is often a multifactorial disease and its causes are difficult to study.

Created in 1986, the Setif Cancer Registry is the first population cancer registry in Algeria, approved by the International Agency for Research on Cancer (IARC), which published the first cancer incidence data in Algeria, and other five Continents, where this shows the quality indices of cancer data parameters such as MV%, PSU%, Age UNK%, DCO% and MI ratio% were accepted. Setif Cancer registry was followed by the Cancer registry of Algiers, Oran, and then by those of 11 other regional cancer registries [7-15].

The long experience of cancer registration in Setif, has been utilised for the implementation and development of

other cancer registries in Algeria and Africa [11]. The World Health Organization (WHO) and several other scientific groups have recognized the importance of population cancer registries as essential health research tool. The epidemiologic data were used in the National Cancer Plan 2015-2019 starting in January 2015 [16].

The aim of our study is to provide the incidence and survival estimation from cancer registration data in Algeria.

Materials and methods

The Setif Cancer Registry was founded in January 1989 in collaboration with the International Agency for Research on Cancer (IARC) in Lyon, France [8-13]. Algiers, Oran, Constantine, Batna and Annaba were respectively established in 1991, 1993, 1994, 1995, and 1996 [11].

*Corresponding author: Dr. M. Hamdi Cherif, Faculty of medicine, University of Setif, Algeria. Email: hamdicherifm@ennour.org

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According the National Statistics Office (ONS), algerian population as of 1st January 2015 was 39.5 million with 50.62% male and 49.38% female population [6].

The cancer data has been collected and coded according to the International Classification of Diseases for Oncology, Third Revision (ICD-03) [20]. The data has been collected from latest version of CanReg 5 [21], developed by the International Agency for Research on Cancer. Data analysis is done with the SEER * STAT, provided by NCI [22, 23]. The analysis of time trends (Annual Percent Change [APC]) of cancers using the statistical software i.e. Join Point.

The estimation of cancer incidence in Algeria in 2014 is made from modelling data of Setif and data of Cancer Registries published in Cancer in Africa, Cancer Incidence in Five Continents in the period 2000-2014, and Globocan data 2012 [17, 36-38].

The Algerian survival data are produced by the participation of Setif and Annaba Cancer registries. Individual tumours records were submitted to two international studies of surveillance of cancer survival 1990-1994 (Concord-1) [18], and 1995-2009 (Concord-2) [19], by 279 population-based cancer registries in 67 countries, for 25.7 million adults (15-99 years) and 75000 children (0-14 years) diagnosed with cancer during 1995-2009 and followed up to Dec 31, 2009 [18]. Algeria has participated with 6919 cases, covered a population of 2099478, approximately 6 % of total population.

The standardized net survival for adults (15-99 years) survival rates were calculated for 551 cancers of stomach, 406 colon, 343 rectum, 177 liver, 908 lung, 1582 breast, 514 cervix, 195 ovary, 384 prostate, and 350 leukemia.

Results

Incidence of cancer in 2014 in Algeria

According to the registry, the new cancer cases were 41250 including 18710 Men and 22540 Women with crude incidence of 99.2 and 112.7 respectively per 100,000 population. The standardized rate of incidence in male stands at 118.4 in men and 136 in women.

Incidences of common cancers in males (Table 1)

Lung cancer

2992 new cases of lung cancer were recorded. It occupies the first rank in men (21%). The crude incidence rate per 100,000 inhabitants is 14.9, the standardized incidence rate is 22.7 per 100,000. This tumor incidence is 5 times more in men than women. The median age in men is 61 years. Lung cancer incidence occupies an intermediate position between the west countries and Arab countries. In North Africa, the incidence of lung cancer is less than Tunisia and Morocco.

Colorectal cancer

2687 reported new cases. The crude incidence rate is 13.5/100,000, and standardized incidence rate 16.3. The median age at diagnosis is 65 years. The colorectal cancer occupies an intermediate position between the industrialized and developing countries. In North Africa, we note the same

Table 1 Cancer data of commonly sites in male, Algeria, 2014.

Location	Number of cases	Crude rate/100,000	ASR(WR)/100,000	Median age
Lung	2992	14.9	22.7	61
Colorectum	2687	13.5	16.3	65
Bladder	2112	10.6	14.5	67
Prostate	1645	8.3	10.8	71
NPC	1036	5.3	5.8	43
LNH	712	3.6	4.2	57

incidence. The incidence remains low as compared to industrialized countries.

Bladder cancer

2112 new cases were recorded. The crude incidence rate is 10.6, and the standardized incidences is 14.5. The bladder cancer observed 5 times more in men than women. Bladder cancer occupies the third rank in out of all types of cancers observed in male, representing 26 % of all tumors in male population. The median age at diagnosis is 67 years. Bladder cancer occupies an intermediate position. In North Africa, the incidence is variables. The high incidence in Egypt is due to schistosomiasis disease.

Prostate cancer

Prostate cancer represents 10% of among male cancers, 1645 new cases were recorded. This tumor is in 7th position. The crude incidence rate of 8.3 per 100,000 and standardized incidence rate of 10.8. The median age at diagnosis is 71 years. The incidence of prostate cancer is lower than that of developed countries. This incidence is relatively lower than Maghreb countries.

Nasopharyngeal cancer

1036 new cases of nasopharyngeal carcinoma have been reported. This is the first ORL location. Crude incidence rate per 100,000 inhabitants is 5.3. The standardized incidence rate is 5.8/100,000. This tumor observed by 2.3 times more in men than women. The median age of diagnosis is 43 years. Nasopharyngeal cancer incidence is intermediary position between the high incidence countries i.e in South China and lower as compared to incidence in industrialized countries. The incidence is similar with the other countries of the Maghreb, Tunisia and Morocco.

Non hodgkin lymphoma

Tumors of the hematopoietic system represent 11% of all malignant tumors. 712 new cases of NHL were reported. The crude incidence rate is 3.6, and a standardized incidence of 4.2. The median age of patients is 57 years. The incidences are similar to Maghreb countries.

Incidences of common cancers in females (Table 2)

Breast cancer

10910 new cases were reported. It is the most common cancer in women. It represents 59% of all women's tumors. The crude incidence rate per 100,000 women is 54.4 and standardized incidence rates are 65.2 per 100,000 women.

The median age at diagnosis is 47 years. Breast cancer in women occupies an intermediate position between the industrialized countries and the Arab countries. In North Africa, the incidence rate is similar.

Table 2 Cancer data of commonly sites in female, Algeria, 2014.

Location	Number of case	Crude rate	ASR	Median age
Breast	10910	54.4	65.2	47
Colorectum	2245	11.2	16.1	56
Thyroid	1710	8.4	10.1	57
Cervix	1108	5.5	7.1	54
LNH	780	4.1	4.9	43
Gallbladder	675	3.5	4.5	57

Colorectal cancers

2245 new cases were recorded. Colorectal cancers are the 2nd common cancer observed in women cancers. The crude incidence rate per 100,000 inhabitants is 11.2, corresponding to standardized incidence rates of 16.1. The median age at diagnosis is 56 years. The colorectal cancer occupies an intermediate position between the industrialized and developing countries. In North Africa, we note the same incidence. The incidence remains low as compared to industrialized countries.

Thyroid cancer

1710 new cases of thyroid cancer have been reported. The crude incidence rate per 100,000 inhabitants is 8.4, while the standardized incidence rates are 10.1/ 100,000. This tumor affects 4.6 times more women than men. The median age is 56 years. The thyroid cancer occupies an intermediate position between the countries of Europe and North America and the Asian countries. In North Africa, the incidence rate is similar to Morocco but more significant than the other countries, Tunisia, Libya and Egypt and North of Setif which are high endemic for goiter disease.

Cervix

1108 new cases were recorded, the fourth cancer in women. This represents 5% of female cancers. The crude incidence rates is 5.5 per 100,000 women and standardized incidence rates is 7.1. The median age at diagnosis is 54 years. The cervical cancer occupies an intermediate position between industrialized countries and Arab countries.

Non hodgkin lymphoma

780 new cases of NHL were recorded. The crude incidence rate is 4.1, therefore a standardized incidence rates is 4.9. The median age of patients was 43 years the incidence are similar to Maghreb countries.

Cancer of the gallbladder

675 new cases of gallbladder and bile ducts cancer have been recorded. The crude incidence rate is 3.5. The standardized incidence rate is 4.5. It affects three times more women than men, and represents 4% of incident cancers in women. The median age was 57 years. Incidence of gallbladder and biliary cancer is very high. It's a feature

of Algerian population. This high incidence is probably due to an endemic cholecyst disease. In North Africa, the incidence rate is 3 times higher than Tunisia and Morocco incidence.

Survival estimate rates

The Standardized net survival for adults (15-99 years) for cancers of stomach, colon, rectum, liver, lung, breast, cervix, ovary, prostate, and leukaemia were low (Table 3).

Table 3 Standardized net survival for adults (15-99 years) with common malignant tumors in Algeria.

Locations	Survival estimates (%) with 95% CI
Stomach	10.3 (6.7-14.0)
Colon	57.2 (45.6-68.9)
Rectum	45.5 (36.3-54.8)
Liver	17.5 (11.7-23.4)
Lung	14.8 (11.2-18.4)
Breast	59.8 (48.6-71.1)
Cervix	55.1 (49.8-60.4)
Ovary	41.8 (22.2-61.4)
Prostate	58.5 (51.2-65.9)
Leukemia (adult)	13.6 (6.7-20.5)
ALL (Children)	54.1(31.3-76.8)

Discussion

The cancer incidence studies showed a very clear geographical variation in the incidence of the disease. Cancer is becoming a new priority s in public health. The incidence of cancer is increasing and five years survival has been observed to be low, due to accessibility to care always difficult [25, 29]. This is an indicator of a deficient health system for cancer care. Access to health care is very difficult in Algeria. The main cause is the low health structures for diagnosis and treatment, essentially the radiotherapy which makes the improper diagnosis and treatment.

The analysis of the main places shows significant variability and lead to epidemiological studies, including risk factors. Breast cancer remains the most common cancer in women. It represents 51% of all tumors of women with of 10710 new cases, which corresponds to a gross annual incidence per 100,000 women is 54.4 and a standardized incidence of 65.2, male breast cancers account for less than 1%.

The breast cancer occurs in girls from ten years, the incidence increases rapidly from 15 years to reach a maximum incidence between 45 and 49. Breast cancer in women occupies an intermediate position between industrialized countries and Arab countries. In North Africa, the incidence rates are similar [3, 28-31]. The gallbladder cancer in women, occupies an important place in the countries of Asia and Europe [2, 32]. The high incidence is probably due to the highly endemic cholecystitis area [3]. The Thyroid cancer in women occupies an intermediate

Résumé En Français

Sur la base des résultats de l'analyse des besoins, le but de cette étude est de créer un cours en anglais à des fins spécifiques pour les médecins résidents en chirurgie générale à la faculté de médecine de l'Université Annaba. Le but est de développer un cours d'anglais médical efficace axé sur les besoins et les désirs de la population de recherche. Dans le cadre de cette étude, trois instruments de recherche ont été utilisés : des questionnaires, des entrevues semi-structurées et une analyse des données authentiques. Les résultats ont également permis d'identifier les paramètres de cours à proposer à ce groupe d'étude, tels que la durée, la fréquence, le but, le contenu du cours conçu et les outils d'évaluation.

Mots clés : Anglais sur objectif spécifique, analyse des besoins, conception de cours, Anglais médical, efficacité du cours

