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Ministry of Higher Education and Scientific Research
University Echahid Hamma Lakhdar, El Oued



Faculty of Arts and Languages

Department of English Language

Introduction to ESP: Lectures for Third Year LMD Students

Designed by:
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List of Acronyms and Abbreviation

Abbreviation / Acronym	Full Form
AI	Artificial Intelligence
EFL	English as a Foreign Language
ESP	English for Specific Purposes
EGP	English for General Purposes
EAP	English for Academic Purposes
EOP	English for Occupational Purposes
EST	English for Science and Technology
EBE	English for Business and Economics
ESS	English for Social Studies
ELT	English Language Teaching
LMD	Licence, Master, Doctorat
NIA	Needs Identification and Analysis
NA	Needs Analysis
CC	Continuous Assessment (Contrôle Continu)
CNP	Communicative Needs Processor
CUP	Cambridge University Press
NB	Nota Bene
PSA	Present Situation Analysis
TSA	Target Situation Analysis
vs.	Versus
WW2	World War II
UK	United Kingdom
USA	United States of America
e.g.	Exempli gratia
R2DTF	Mnemonic label for five ESP objectives

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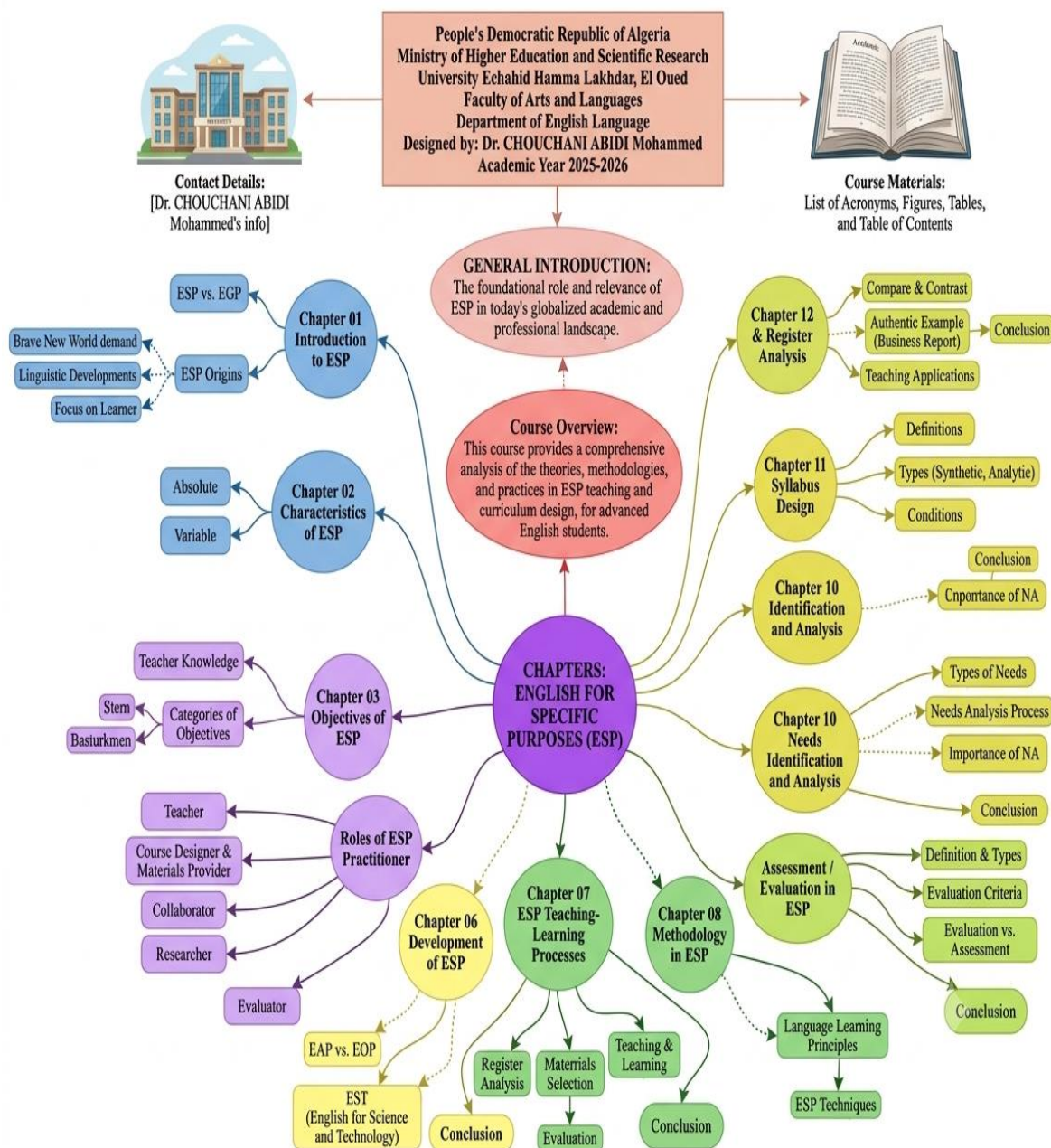
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General Introduction

English for Specific Purposes (ESP) for third-year LMD students has been thoughtfully created and prepared to satisfy the academic and professional requirements of University of El Oued undergraduate English students. By exposing students to the concepts, ideas, and applications of ESP as a specialist area of English language instruction, this course seeks to close a significant gap in the English language curriculum. This document's content has been arranged in accordance with ESP's official syllabus and tailored to the academic and language proficiency of third-year students.

One of the most important parts of the undergraduate English program is the "English for Specific Purposes" module. In terms of teaching and using English in specialized fields, it aims to give students both theoretical understanding and practical awareness. In contrast to mainstream English classes, ESP emphasizes language use in academic, scientific, technical, professional, and occupational contexts. As a result, this subject helps students comprehend how English differs depending on the discipline, goal, audience, and communication context.

Students are expected to get a more analytical and intentional knowledge of language at this advanced stage of university education. In order to achieve that goal, this subject introduces students to the history, evolution, traits, and techniques of ESP while emphasizing its significance in contemporary education and professional communication. Students learn how language choices are influenced by the demands

of particular communities and professional contexts as well as the connection between language and specialized knowledge via the study of ESP.

English for Specific Purposes (ESP) and English for General Purposes (EGP), its historical development, and its various categories, such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and English for Science and Technology (EST), are among the basic ideas of ESP that are introduced to students in this course's lectures. Additionally, the program discusses the roles of the student and the ESP practitioner in specialized teaching and learning situations and examines the features of ESP.

In ESP, special focus is placed on needs analysis and identification, course design, syllabus construction, and assessment. In addition to practical methods for determining the aim and learning needs of learners, students are introduced to various approaches and methodologies utilized in ESP instruction. These subjects give students an understanding of how ESP courses are organized, created, carried out, and assessed in accordance with certain learning and career goals.

Additionally, the course greatly enhances students' communicative ability and linguistic proficiency. Students improve their reading comprehension, vocabulary, analytical thinking, writing, and oral communication skills by interacting with real and specialized texts. Furthermore, the curriculum raises students' understanding of professional communication and equips them to communicate successfully in academic and professional contexts where English is a vital language.

This module promotes student autonomy, critical thinking, and methodological awareness by fusing theoretical underpinnings with real-world applications. It enables students to comprehend that ESP is a method to language instruction that is focused on the needs, goals, and professional realities of learners rather than just providing specialized terminology. In the end, this module advances students' academic and professional growth, solidifies their command of the language in specific contexts, and equips them for future employment in fields where English is crucial, such as education, research, translation, business, administration, and technology.

Keep in mind that each class lesson in this polycopy is enhanced by a particular graphical diagram produced by artificial intelligence (AI). The purpose of the visual aids is to highlight important distinctions, summarize difficult ideas, and provide students with a concise, well-organized summary of the lesson's primary goals and real-world applications.

Dr.CHOUCHANI ABIDI Mohammed

Diagrammatic Presentation of the Course

Module: ESP

Credits:02

Coefficient:01

Assessment:100% CC

Teaching Time: 1h30

Course Description:

With a focus on learner needs and the use of specialized language in a variety of academic and professional contexts, this course provides an introduction to English for Specific Purposes (ESP). It seeks to give EFL students the fundamental theoretical understanding and practical skills needed to comprehend and instruct ESP across numerous contexts.

Lectures, interactive discussions, and practical exercises are used in the course to help students understand the core ideas of ESP and apply them to the creation and execution of suitable teaching resources and programs.

The course has been designed to incorporate both fundamental theoretical concepts and practically oriented content, taking into account the diverse backgrounds of the students and the fact that not all of them plan to pursue professions in language teaching or ESP specialization. This method guarantees accessibility and relevance for all students, regardless of their career goals.

Course Objectives:

The overall objectives of this course are:

- To familiarize students with the field of English for Specific Purposes (ESP), including its growth over time, its guiding principles, and how it differs from general English language instruction.

- To acquaint students with the fundamental vocabulary and conceptual framework utilized in the ESP area.
- To give students the chance to study and critique diverse academic and professional registers in a variety of specialized contexts.
- To enhance students' capacity to recognize and evaluate language requirements in certain professional contexts.
- To give students the information and abilities needed to create, execute, and assess successful ESP courses that are customized to the individual requirements of learners.
- To enhance students' ability to modify and personalize instructional materials in accordance with various institutional and professional settings.
- To increase understanding of the significance of requirements analysis and assessment in ESP course design and instruction.
- To promote research and ongoing professional growth in the field of ESP while introducing pertinent academic resources and professional associations.

The overall goal of this course is to give EFL students a strong foundation in ESP ideas and practices so they can become proficient practitioners who can work in a variety of specialized contexts.

Course Structure:

- 1- TD
- 2- PRESENTATIONS

Introduction to ESP

Learning Outcomes

1.	Define English for Specific Purposes (ESP) with reference to at least two authoritative scholars.
2.	Distinguish between ESP and English for General Purposes (EGP) across five key dimensions.
3.	Explain the three major historical factors that led to the emergence of ESP after World War II.
4.	Evaluate the role of needs analysis as the foundational principle of ESP course design.
5.	Apply ESP concepts to analyze real-world language learning scenarios.

Introduction

This lesson introduces the field of English for Specific Purposes — what it is, how it differs from General English, and why it emerged as a distinct discipline. You will trace ESP's origins from the post-WWII economic expansion, through developments in linguistics, to a new focus on learner needs. Understanding these foundations is essential before studying the more advanced aspects of ESP course design covered in subsequent chapters.

1. What Is English for Specific Purposes?

There are almost as many definitions of ESP as the number of scholars who attempted to define it, for example:

Ronald Mackay and Alan Mountford define ESP as “the teaching of English for clearly utilitarian purpose, which is defined by the needs of the learners; academic,

occupational or scientific. *These needs determine the content of ESP curriculum to be taught and learned.*”

Robinson defines an ESP course as “the one in which the participants have specific goals and purposes» This must be understood as the driving force of the curriculum in a way that would help teachers and learners to not let irrelevant materials be introduced in the course”.

Key Definitions

Scholar	Definition	Core Emphasis
Hutchinson & Waters (1987)	ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.	Learner purpose as organizing principle
Dudley-Evans & St John (1998)	ESP makes use of the underlying methodology and activities of the disciplines it serves.	Discipline-specific methodology
Basturkmen (2006)	Language is learned not for its own sake but to facilitate entry into academic, professional, or workplace environments.	Goal-orientation and functional use
Robinson (1991)	An ESP course is one in which participants have specific goals and purposes that drive the curriculum.	Specific goals as curriculum driver
Mackay & Mountford (1978)	The teaching of English for clearly utilitarian purposes defined by the needs of the learners.	Utilitarianism and need-driven content

Three Core Elements of All ESP Definitions

Most definitions of what ESP is, converge on **three key elements**:

- The nature of language taught and used,
- The learners and,
- The context of use.

ESP is widely recognised as an approach to language teaching rather than a fixed method or body of content (Hutchinson and Waters, 1987).

Basturkmen (2006, p. 18) stated that, “In English for Specific Purposes (ESP), language is learned not for its own sake or for general education, but to facilitate entry into, or improve efficiency in, academic, professional, or workplace environments.”

From these definitions, it is evident that ESP is goal-oriented and tailored to the needs of the learners. In other words, there is a specific objective that requires certain skills from the English language, including grammar, reading, speaking, and writing, depending on the learner's goals.

ESP Versus EGP

Hutchinson and Waters (1987) answer this quite simply, "in theory nothing, in practice a great deal". When their book was written, of course, the last statement was quite true. At the time, teachers of General English courses, while acknowledging that students had a specific purpose for studying English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it. Teachers nowadays,

however, are much more aware of the importance of needs analysis, and certain materials writers think very carefully about the goals of learners at all stages of materials production.

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

Robinson (1980) stated, “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”.

Dimension	ESP	EGP
Orientation	Learner-centered; driven by specific needs	Language-centered; broad curriculum
Course Content	Drawn from target discipline or profession	General topics covering all skills
Objectives	Specific, measurable, linked to professional/academic tasks	Long-term general communicative proficiency
Vocabulary	Technical, field-specific terminology	Everyday communicative vocabulary
Needs Analysis	Essential; determines all course decisions	Rarely formal or systematic
Learner Profile	Adults with clear professional or academic purpose	Wide age range; general learners
Syllabus	Flexible; tailored to identified needs	Often pre-determined by institution or textbook
Materials	Authentic texts from learners' target fields	General-purpose published coursebooks

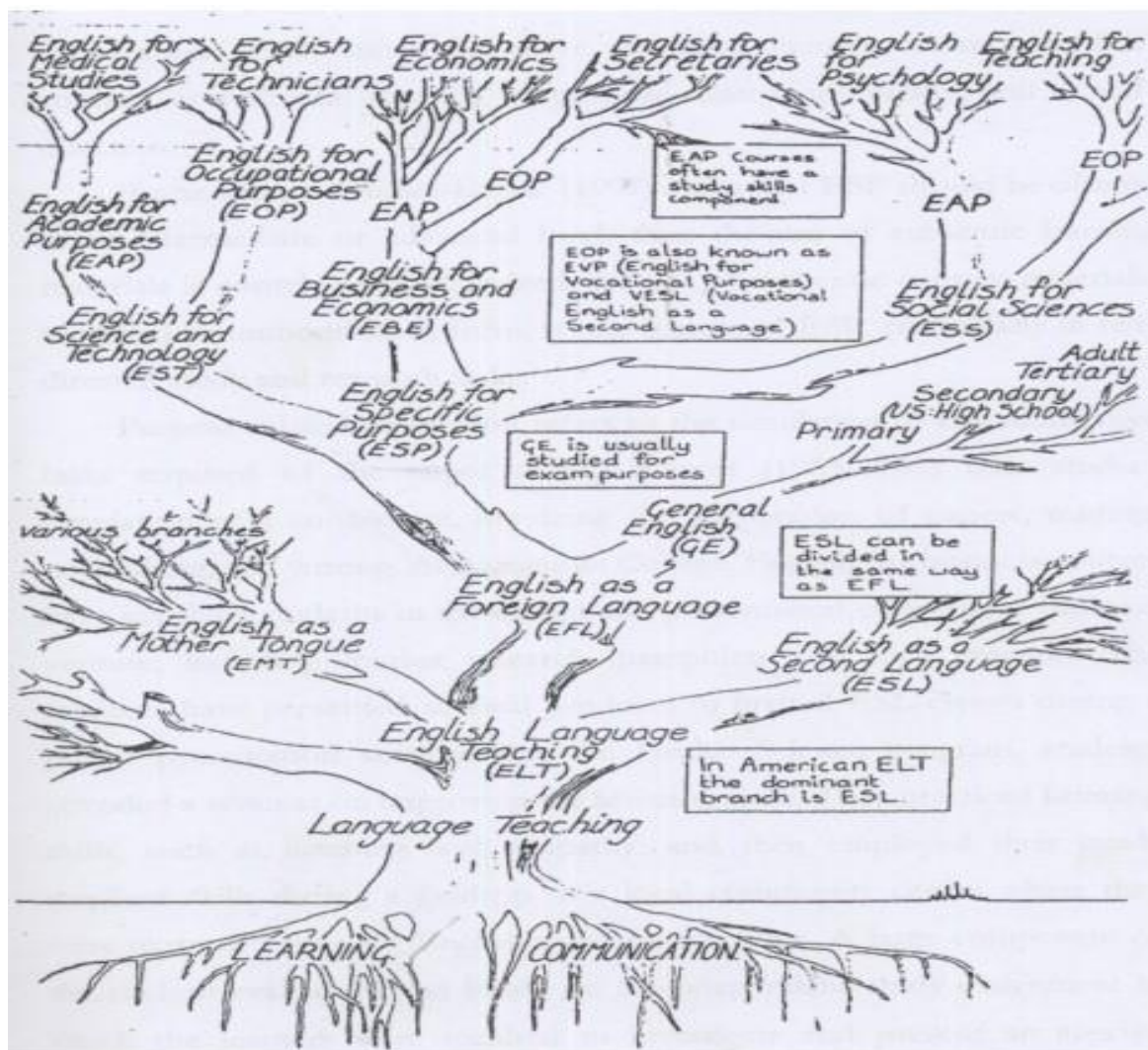


Figure 01: ELT Tree (Tom Hutchison and Waters, 1987, p17)

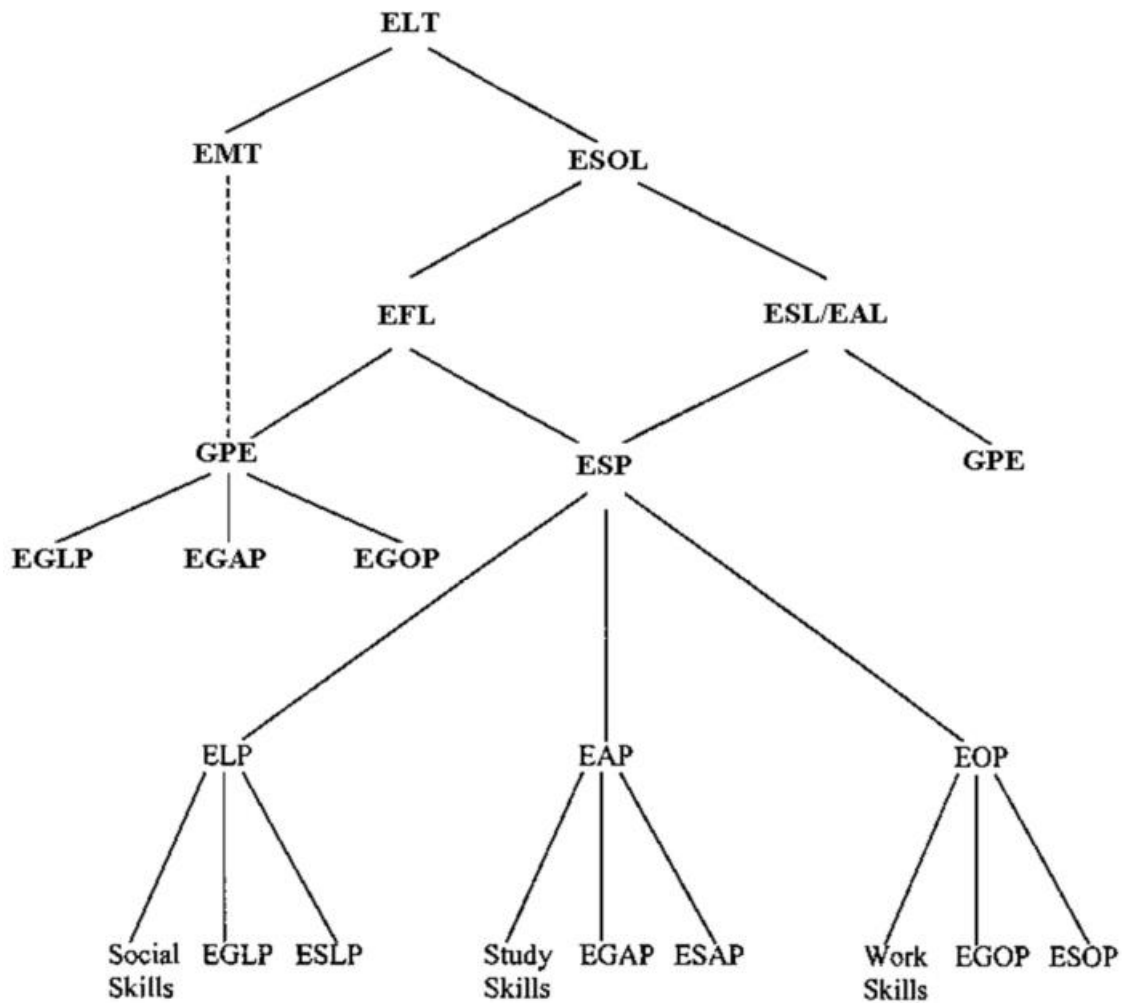


Figure 02: ELT Family Tree

Table 01: The Difference between ESP and EGP

ESP	EGP
Learner Centred	Language Centred
Needs driven content	Broad language Competence
Context specific language use	General communicative ability
Immediate practical application	Long term general proficiency
Focuses on specialized vocabulary and skills	Emphasizes everyday communication skills

Tailored to specific groups professionals, students, or researchers—based on clearly identified needs.	Designed for a wide range of learners, focusing on everyday communication.
Draws from subject-matter content (business, medicine, engineering, academia) and integrates field-specific discourse.	Covers general topics and skills (speaking, reading, writing, listening).
Flexible, shaped by learners' context, goals, and professional communication demands.	Often follows a fixed syllabus and sequence.

The Origins of ESP

English for Specific Purposes (ESP) has become one of the most significant fields in English as a Foreign Language (EFL) teaching since the 1960s. This growth is evident in the increasing number of ESP courses available worldwide. Hutchinson and Waters (1987, p. 6) noted that "ESP was not a planned and coherent movement, but rather a phenomenon that grew out of several converging trends." They argued that these trends have manifested in different ways across the globe.

Robinson emphasised that the successful implementation of ESP relies on support and materials from specialists in various professional fields. There are three primary reasons for the emergence of ESP studies:

a) - The Demands of a Brave New World, Post WW2:

The end of World War II ushered in an era of unprecedented economic growth, technological development, and international communication. English rapidly established itself as the dominant language of science, business, and technology. A

new generation of learners emerged who needed English not for cultural enrichment but for clearly defined professional and academic purposes. This shift transformed English language teaching from an educational luxury into an economic necessity, creating strong market demand for purpose-specific courses.

b) Developments in Linguistics

Structural and applied linguistics demonstrated that language varies systematically across different contexts and disciplines. Register analysis showed that scientific and technical texts employ distinct grammatical patterns (e.g., passive voice, nominalization) and specialized vocabulary. This recognition that language varies by context and function provided both the intellectual justification and the analytical tools for developing discipline-specific ESP courses. Teachers could now identify the specific linguistic features learners needed to master for their target fields.

c) Focus on the Learner

Educational psychology shifted attention from the subject matter to the learner. Research demonstrated that learning is most effective when material is relevant to learners' interests, needs, and goals. This "learner-centered" revolution in educational theory aligned perfectly with the ESP philosophy: courses should be designed around what learners need to do with language, not around what linguists believe is important about language per se. Needs analysis became the cornerstone of effective ESP course design.

Timeline of ESP Development

Period	Key Development	Scholarly Contribution
1950s– 1960s	Post-WWII economic expansion; English as international language of science	Hutchinson & Waters (1987): three converging trends
1960s– 1970s	Register analysis; identification of scientific English features	Mackay & Mountford (1978): lexicogrammatical analysis
1970s– 1980s	Discourse analysis; learner-centered approaches	Widdowson (1979): communicative language use
1980s– 1990s	Needs analysis formalized; genre analysis emerges	Swales (1990): genre analysis framework
2000s– present	Digital ESP; corpus-based approaches; intercultural competence	Hyland (2009); Basturkmen (2010)

Chapter Summary

- ESP is a learner-centered, goal-oriented approach to language teaching grounded in needs analysis.
- Three key elements in all ESP definitions: nature of language, learner characteristics, context of use.
- ESP differs from EGP in orientation, content, objectives, vocabulary, and assessment approach.
- Three converging trends gave rise to ESP: post-WWII expansion, developments in linguistics, focus on the learner.
- Needs analysis is the foundational process of ESP, identifying target needs, present situation, and learning conditions.

- Hutchinson & Waters (1987) define ESP as 'an approach' rather than a fixed method — it is flexible and context-driven.
- ESP has evolved from register analysis (1960s) to genre analysis and digital approaches (2000s–present).

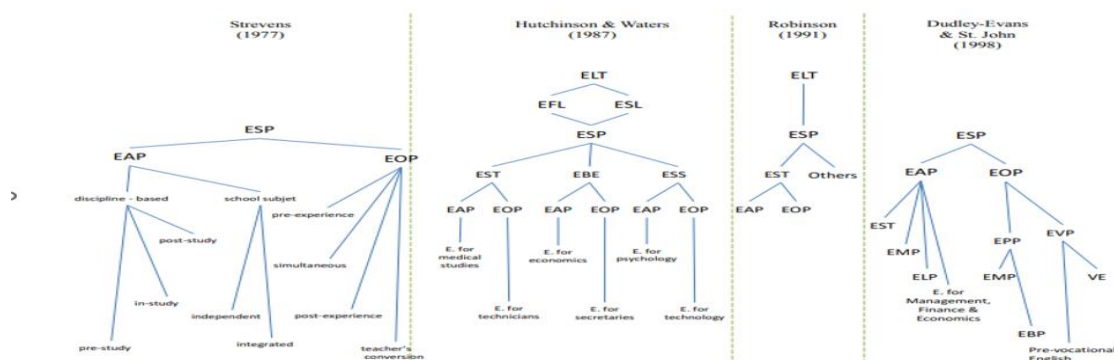


Figure 03: Classifications of ESP

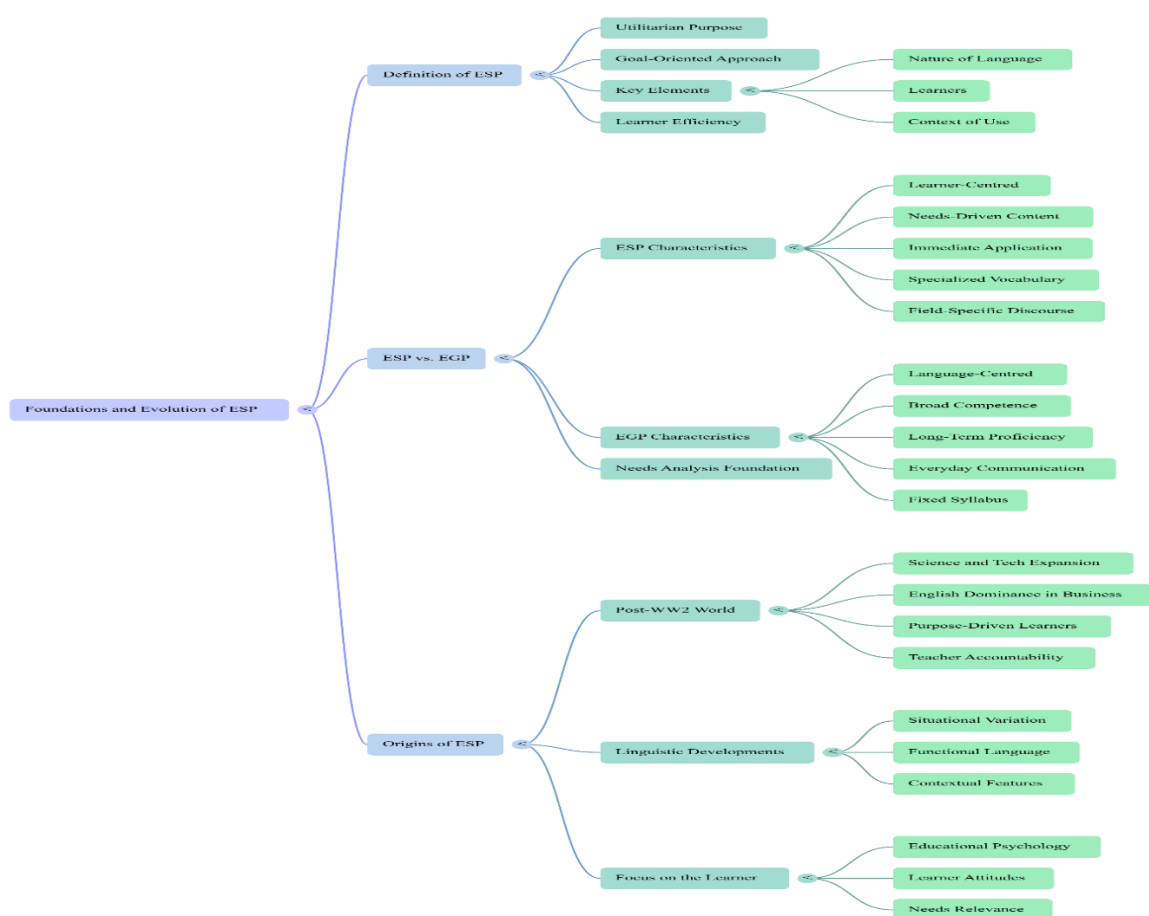


Figure 04: Summary of the Lesson : Introduction to ESP

Assessment & Exam Preparation

- Define English for Specific Purposes (ESP) and explain its main purpose.
- What are the three key elements that are common to most definitions of ESP?
- Explain the main differences between ESP and English for General Purposes (EGP).
- Why is ESP considered a learner-centered approach to language teaching?
- Discuss the role of needs analysis in ESP course design.
- What were the major factors that contributed to the emergence and development of ESP?
- How did developments in linguistics influence the growth of ESP?
- Give two examples of situations in which an ESP course would be more appropriate than a General English course.
- How has globalization contributed to the increasing importance of ESP in academic and professional contexts?
- Discuss the statement: “*ESP is an approach to language teaching rather than a fixed method or body of content.*” (Hutchinson & Waters, 1987).

Key Terms & Glossary

Term	Definition
ESP	English for Specific Purposes — a learner-centered, goal-oriented approach to language teaching driven by learners' specific academic or professional needs.

EGP	English for General Purposes — language teaching aimed at broad communicative competence without a specific professional or academic objective.
Needs Analysis	A systematic process for identifying the language requirements of a specific group of learners in their target context.
Register	A variety of language associated with a specific context, discipline, or social situation.
Learner-Centered	An instructional philosophy that places the learner's needs, goals, and learning processes at the centre of course design.
Target Situation	The real-world academic or professional context in which learners will eventually use English.
Constructive Alignment	The pedagogical principle that learning outcomes, teaching activities, and assessments must be aligned to maximize learning effectiveness.

Characteristics of ESP (Absolute/ Variable)

Learning Outcomes

- | | |
|----|--|
| 1. | List and explain the four absolute characteristics of ESP according to Strevens (1988). |
| 2. | Identify the two variable characteristics of ESP identified by Strevens (1988). |
| 3. | Analyze how Dudley-Evans and St John (1998) modified Strevens' original definition. |
| 4. | Differentiate between absolute and variable characteristics and explain the pedagogical significance of this distinction. |
| 5. | Evaluate the three characteristics of ESP courses identified by Carver: authenticity, purpose-related orientation, and self-direction. |

Lesson Overview

This Lesson examines the defining characteristics of ESP, distinguishing between absolute features — those present in all ESP courses — and variable features — those that may or may not be present depending on the teaching context. You will compare the foundational framework established by Strevens (1988) with the revised model proposed by Dudley-Evans and St John (1998), and explore Carver's influential three-characteristic model for ESP courses. Understanding these characteristics equips you to recognize and evaluate ESP courses in diverse professional and institutional settings.

Why Characteristics Matter in ESP

Identifying the defining characteristics of ESP serves a critical purpose: it allows practitioners to distinguish genuine ESP courses from courses that merely teach English to

professionals or academics. Without a clear understanding of what makes a course 'ESP,' practitioners risk designing courses that lack the specificity, relevance, and learner-centeredness that are the hallmarks of the field.

The scholarly debate around ESP characteristics reflects a broader tension in applied linguistics between prescriptive frameworks (which define clear boundaries) and flexible approaches (which recognize contextual variation). This tension is productively captured in the distinction between absolute and variable characteristics.

I. Absolute characteristics:

ESP consists of English language teaching which is:

- a) designed to meet specified needs of the learner;
- b) related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;
- c) centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- d) In contrast with General English.

II. Variable characteristics:

ESP may be, but is not necessarily:

- a) restricted as to the language skills to be learned (e.g. reading only);
- b) Not taught according to any pre-ordained methodology (pp.1-2).

At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate is as follows:

- Absolute Characteristics

- 1) ESP is defined to meet specific needs of the learner;
- 2) ESP makes use of the underlying methodology and activities of the discipline it serves;
- 3) ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres 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;
- 5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998, pp. 4-5).

Dudley-Evans and St. John have removed the absolute characteristic that 'ESP is in contrast with General English' and added more variable characteristics. They assert that ESP is not *necessarily related to a specific discipline*. Furthermore, ESP is likely to be used with adult learners although it could be used with *young adults in a secondary school setting*.

III. Characteristics of ESP Courses

The three characteristics of ESP course identified by Carver are:

- the authenticity of the course contents,
- the purpose-related orientation, and
- self-direction

“Authentic material” means using material, not developed or written for teaching purpose, from the main area of study of the learners or their occupation. This material may include books, forms, charts, graphs etc. and these forms of authentic texts may be exploited in modified or unmodified forms according to the requirement of the teaching circumstances.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting.

Self-direction is characteristic of ESP courses in that the “... point of including self-direction ... is that ESP is concerned with turning learners into users”. In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study.

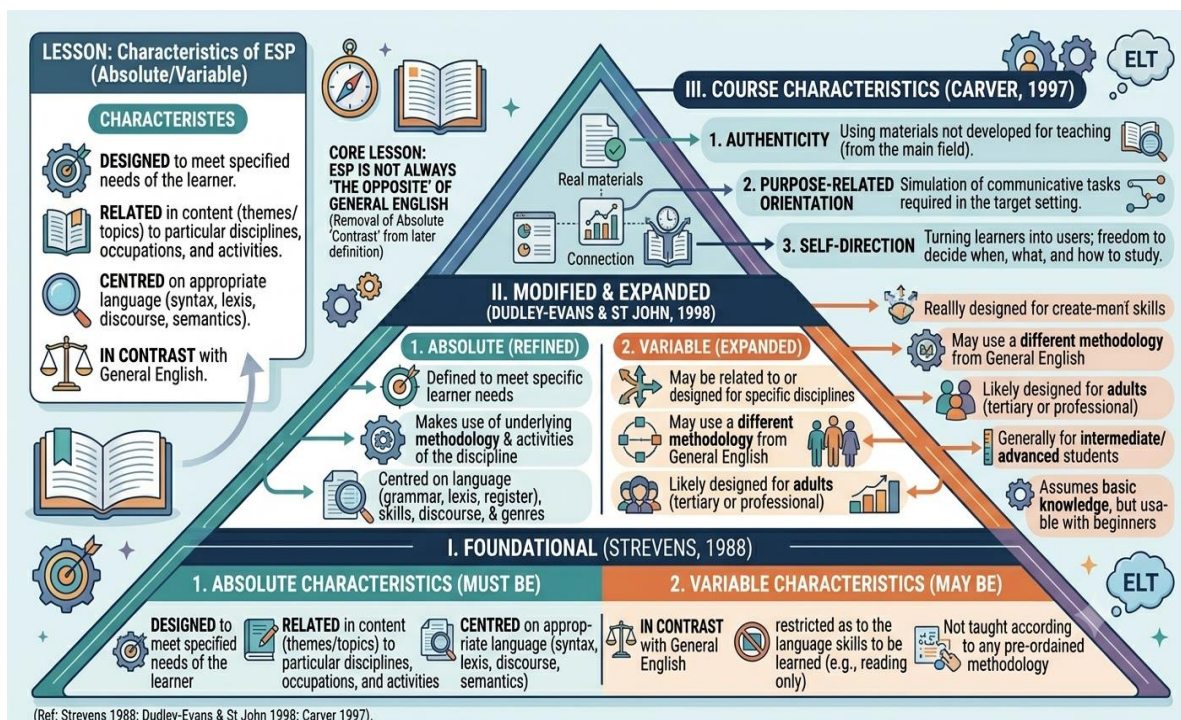


Figure 05: Infographic" Characteristics of ESP"

Assessment & Exam Preparation

- What are the four absolute characteristics of ESP according to Strevens (1988)?
- What are the two variable characteristics of ESP identified by Strevens (1988)?
- How does Strevens distinguish between absolute and variable characteristics in ESP?
- How did Dudley-Evans and St John (1998) modify Strevens' original definition of ESP?
- What new absolute characteristics were introduced by Dudley-Evans and St John (1998)?
- What variable characteristics of ESP were added or expanded in Dudley-Evans and St John's revised model?

- Why did Dudley-Evans and St John remove the idea that ESP is always in contrast with General English?
- What are the three key characteristics of ESP courses according to Carver?
- How does “authentic material” contribute to ESP course design and learner development?
- Why is self-direction considered an important feature in ESP learning contexts?

Key Terms & Glossary

Term	Definition
Absolute Characteristic	A feature that is always present in every ESP course regardless of context or discipline.
Variable Characteristic	A feature that may or may not be present in an ESP course depending on the specific context and learner needs.
Authenticity	The property of materials drawn from genuine professional or academic communication rather than created for pedagogical purposes.
Purpose-Related Orientation	The design principle that all ESP course tasks simulate or replicate real communicative tasks from the target context.
Self-Direction	The capacity of learners to take responsibility for their own language learning and development beyond the classroom.
Register	A variety of language associated with a specific social, professional, or academic context, characterized by distinctive grammar, lexis, and discourse features.
Genre	A recognizable, socially situated text type with conventional structures and communicative purposes (e.g., research article, business report, legal brief).

Who needs ESP?/ (Objectives in teaching ESP)

Learning Outcomes

1.	Identify the profile of the typical ESP learner and explain the characteristics that define them.
2.	Explain what knowledge and qualities are required of an effective ESP teacher.
3.	Describe Stern's four categories of language education objectives with relevant examples.
4.	Analyze Basturkmen's (2006) five objectives of ESP teaching using the R2DTF framework.
5.	Compare Stern's classification with Basturkmen's objectives and evaluate their complementarity.

Lesson Overview

This Lesson addresses a fundamental question: who needs ESP and why? You will examine the profile of the typical ESP learner, the knowledge an effective ESP teacher requires, and the objectives that should guide ESP teaching. Two influential frameworks — Stern's four-category model of language education objectives and Basturkmen's five-objective ESP framework — are analyzed in depth and compared. This chapter establishes the why of ESP, providing the conceptual foundation for understanding course design decisions covered in later chapters.

Who Is the ESP Learner?

ESP learners differ significantly from general language learners in several key respects. Understanding these differences is essential for designing appropriate instructional approaches.

Characteristic	Description	Pedagogical Implication
----------------	-------------	-------------------------

Adults (typically)	Most ESP learners are adults in tertiary education or professional settings.	Instruction should respect adult learning principles: autonomy, relevance, prior experience.
Specific purpose	They study English to achieve clearly defined academic or professional goals.	Course content must directly serve those goals — no irrelevant topics.
High motivation	Because courses address real needs, learners are often intrinsically motivated.	Capitalize on motivation with authentic, relevant tasks.
Subject knowledge	They typically possess considerable knowledge of their field in their L1.	Language instruction can build on this expertise — avoid treating learners as ignorant of their field.
Time-constrained	Professional learners often have limited time for language study.	Efficiency: prioritize highest-yield language skills for the target context.
Defined target context	They know (or can identify) the specific contexts in which they will use English.	Design courses around target tasks identified through needs analysis.

“ESP is an advance approach to language teaching in which all the choices related to content and strategy are supported on the learner’s reason for learning”.
Hutchinson and Waters

ESP learners **are usually adults**, who are familiar with the English language. ESP learners are **highly motivated** because their needs are catered to, and because they are aware of their specific purposes for learning English. They are learning the

language in order to communicate professional/academic information or to perform some particular, job-related /study functions.

In ESP course, it is "Needs Analysis" that determines which language skills are useful for the learners to be able to accomplish certain professional tasks (e.g. for a tourist guide, courses should be focused on the speaking skills).

ESP courses are centered on **the context**. The English language is taught as a subject related to the learners' real needs and wishes in a particular field of human activity. **What kind of knowledge is required of the ESP teacher?**

ESP teachers do not need to learn specialist subject knowledge. They require three things only:

- A positive attitude towards the ESP content;
- A knowledge of the fundamental principles of the subject area;
- An awareness of how much they probably know;

NB: "Tell me what you need English for and I will tell you the English that you need."

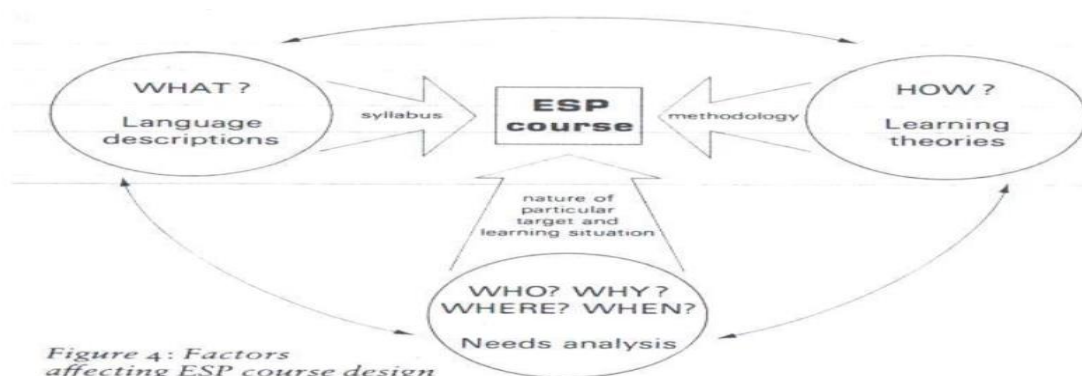


Figure 06: Factors affecting ESP course design (Kaosar, 2014)

I. Stern's categorization of language education objectives

Stern distinguished four types of objectives of language education: proficiency, knowledge, affective, and transfer.

- 01- *Proficiency objectives* concern the mastery of skills such as reading, writing, listening and speaking.
- 02- *Knowledge objectives* concern the acquisition of linguistic and cultural information.
 - Linguistic knowledge objectives include language analysis and awareness of the systematic aspects of language.
 - Cultural knowledge objectives include control of sociocultural rules (mastery of the norms of society, values, and orientations) and also the ability to recognise culturally significant facts, knowing what is acceptable and what is not.
- 03- *Affective objectives* concern the development of positive feelings toward the subject of study. They include attitudes toward attaining second language competence, sociocultural competence, and language learning.
- 04- *Transfer objectives* concern the ability to generalise from what has been learnt in one situation to other situations.

II. Basturkmen 'Objectives of ESP teaching:

Basturkmen (2006: 133) states the existence of five broad objectives, which are applied to ESP, on which specific teaching process is based and should be reached:

R2DTF

1. To reveal subject-specific language use: This objective aims to demonstrate to the learners how the language is used in the target setting.
2. To develop target performance competencies: This objective is concerned with what learners do with language and the needed skills to be competent. “This orientation can be categorized as a proficiency objective, according to Stern’s classification
3. To develop strategic competence: “Strategic competence is the link between the context of situation and language knowledge” (Basturkmen) and enables successful and efficient communication.
4. To teach underlying knowledge: The aim is to focus on developing students’ knowledge of fields of study or work in addition to their language skills. “The objective of teaching underlying knowledge can be classified as a cultural knowledge objective, according to Stern’s categorization
5. To foster critical awareness: “This objective can be linked to the cultural knowledge and affective objectives in Stern’s (1992) classification” (Basturkmen, 2006: 143) and aims at making students conscious and culturally aware of the target situation

NB: It is obvious that the objectives established by Stern (1992) for language education and the ones stated by Basturkmen for ESP context are so similar. The teaching /learning process associated with appropriate methodology may result in mastery of language by correctly using it in the context.

Comparison: Stern vs. Basturkmen

Stern's Objective	Basturkmen's Corresponding Objective	Key Overlap
Proficiency objectives	Reveal language use; develop performance competencies	Both focus on the skills required for functional communication.
Cultural knowledge objectives	Teach underlying knowledge; foster critical awareness	Both emphasize understanding the social and professional context.
Affective objectives	Foster critical awareness	Both recognize the role of attitude and identity in language learning.
Transfer objectives	Develop strategic competence	Both aim for flexible, adaptable communication beyond rehearsed contexts.

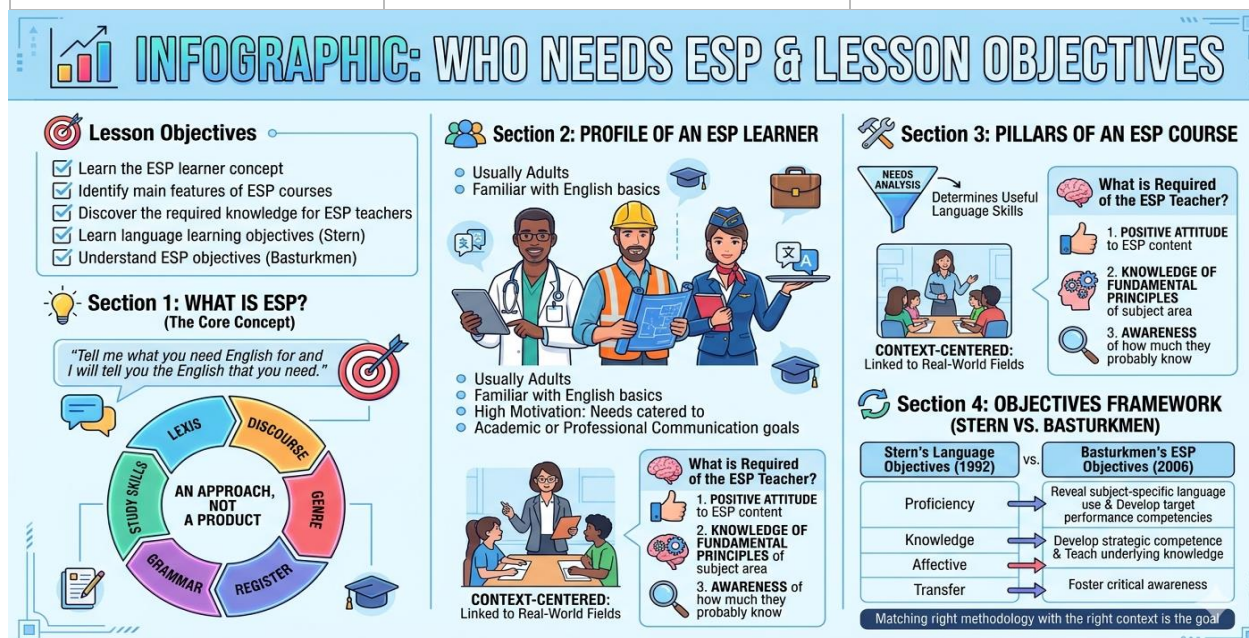


Figure 07: Who needs ESP?

Assessment & Exam Preparation

- Who are the typical learners of ESP and what characterizes them?
- Why is ESP considered an “approach” rather than a fixed method or product according to Hutchinson and Waters (1987)?
- How does needs analysis determine the content and skills of an ESP course?
- Why are ESP learners often described as highly motivated compared to General English learners?
- What types of language skills are prioritized in ESP courses, and how are they selected?
- What are the three essential qualities required of an ESP teacher?
- Why is specialist subject expertise not strictly required for ESP teachers?
- What are Stern’s four categories of language education objectives?
- How do Basturkmen’s objectives of ESP teaching relate to Stern’s classification?
- What is meant by “strategic competence” in ESP learning, and why is it important?
- How does ESP teaching aim to develop both linguistic knowledge and cultural knowledge?
- What is the role of affective objectives in language learning according to Stern?
- How do transfer objectives contribute to language learning in ESP contexts?
- What are the five main objectives of ESP teaching according to Basturkmen (2006)?

- How does ESP teaching develop learners’ ability to use language in real professional or academic situations?

Key Terms & Glossary

Term	Definition
Proficiency Objectives	Language education goals concerning the development of communicative skills: reading, writing, listening, speaking.
Knowledge Objectives	Goals concerning the acquisition of linguistic information (grammar, discourse) and cultural knowledge (norms, values, conventions).
Affective Objectives	Goals concerning learners' attitudes, emotions, and motivations toward language and the target discourse community.
Transfer Objectives	Goals concerning learners' ability to apply what they have learned to new, unfamiliar communicative situations.
Strategic Competence	The ability to communicate effectively even when linguistic knowledge is imperfect, through the use of compensatory strategies.
R2DTF	Mnemonic for Basturkmen's five ESP objectives: Reveal language use, develop performance competencies, Develop strategic competence, Teach underlying knowledge, Foster critical awareness.
Critical Awareness	The ability to recognize how language is used ideologically, culturally, and professionally in a specific discourse community.

The Roles of ESP Practitioner

Learning Outcomes

1.	Define the concept of the 'ESP practitioner' and explain why this term is preferred over 'ESP teacher.'
2.	Describe the five roles of the ESP practitioner according to Dudley-Evans and St John (1998).
3.	Analyze how each role contributes to the success of ESP teaching and learning.
4.	Evaluate the challenges ESP practitioners face in performing multiple roles simultaneously.
5.	Compare evaluation in ESP with evaluation in General English teaching.

Lesson Overview

This Lesson introduces the concept of the ESP practitioner — a professional whose work in specialized language teaching extends far beyond delivering classroom instruction. Drawing principally on Dudley-Evans and St John (1998), you will examine five interconnected roles: teacher, course designer and material provider, collaborator, researcher, and evaluator. Understanding these roles reveals both the complexity and the intellectual richness of ESP practice, and equips you to reflect on what effective ESP professionalism requires.

From 'Teacher' to 'Practitioner': Why the Term Matters

The choice of the term 'ESP practitioner' rather than 'ESP teacher' by Dudley-Evans and St John (1998) is deliberate and theoretically significant. The word 'teacher' implies a single, relatively well-defined role: someone who delivers instruction in a classroom. The word 'practitioner,' by contrast, implies professional practice across multiple domains — design, research, collaboration, evaluation — in addition to classroom instruction.

This terminology reflects the reality that effective ESP work requires a practitioner to move between roles fluidly, responding to the complex demands of diverse learners, institutions, and professional contexts. No single role can be understood in isolation from the others.

The Five Roles of the ESP Practitioner

1. **Teacher:** The methodology changes as the teaching becomes more specific. In the case of ESP classes, the teacher is no longer a "primary knower". In the case of very specific courses, the students themselves are frequently the primary knowers of the carrier content of the material. The teacher's main role is to gain information about the subject syllabus, or tasks the students have to carry out in their professional environment or a collaboration when there is an integration between specialist studies or activities and the language. He has to be a: Mediator, Classroom organizer, Consultant, and Facilitator.
2. **Course designer & materiel provider:** Due to the lack of materials for ESP courses - the more specialized the course, students; therefore, the evaluation of such

a course is necessary. Dudley- Evans's state that the evaluation should be on-going: while the course the greater the rarity of teaching materials - one of the ESP teacher's roles is planning the course and providing materials for it. The provision does not only mean choosing materials and making a suitable number of copies for the class: The teacher's task also includes adapting material when published materials are unsuitable or writing his/her own materials.

3. **Collaborator:** Dudley-Evans & St. John (1998) also see the ESP teacher as a collaborator. By this term, they mean cooperating with subject specialists. In their perspective, it could be a simple cooperation in which ESP teacher gains information about the subject syllabus, or tasks the students have to carry out in their professional environment, or a collaboration when there is an integration between specialist studies or activities and the language.

4. **Researcher:** An ESP teacher should also be a researcher to fulfil the student's needs. First of all, s/he should research their aims in what they really want to achieve. Then research is necessary to design a course, to write teaching materials, and to find out the ESP students' particular interests.

5. **Evaluator:** An evaluator is not a new function, and evaluation is actually performed in General English classes also - but in the case of ESP, this role seems to be very significant. All teachers should be involved in various types of evaluation: the most popular is testing students. Tests are conducted to evaluate the students' progress and teaching effectiveness. However, in the ESP classes, an additional kind of testing should take place - it is the evaluation of the course and teaching materials.

Evaluation is an important responsibility in both General English and ESP teaching. However, in ESP, evaluation has a broader and more significant role.

The ESP practitioner evaluates:

- Students' progress and performance.
- The effectiveness of teaching methods.
- The suitability of teaching materials.
- The success of the ESP course itself.

Testing students is only one aspect of evaluation. In ESP, course evaluation and material evaluation are equally important because they help improve the quality of instruction and ensure that learners' needs are successfully achieved.

The Interconnected Nature of Practitioner Roles

A critical insight of Dudley-Evans and St John's framework is that these five roles are not separate, sequential activities but deeply interconnected responsibilities that overlap throughout the teaching-learning cycle. Research informs course design; course design shapes material production; materials influence teaching; teaching generates evaluation data; evaluation feeds back into research and course redesign.

This cyclical, integrated understanding of professional practice is what distinguishes the expert ESP practitioner from a teacher who simply delivers a fixed syllabus.

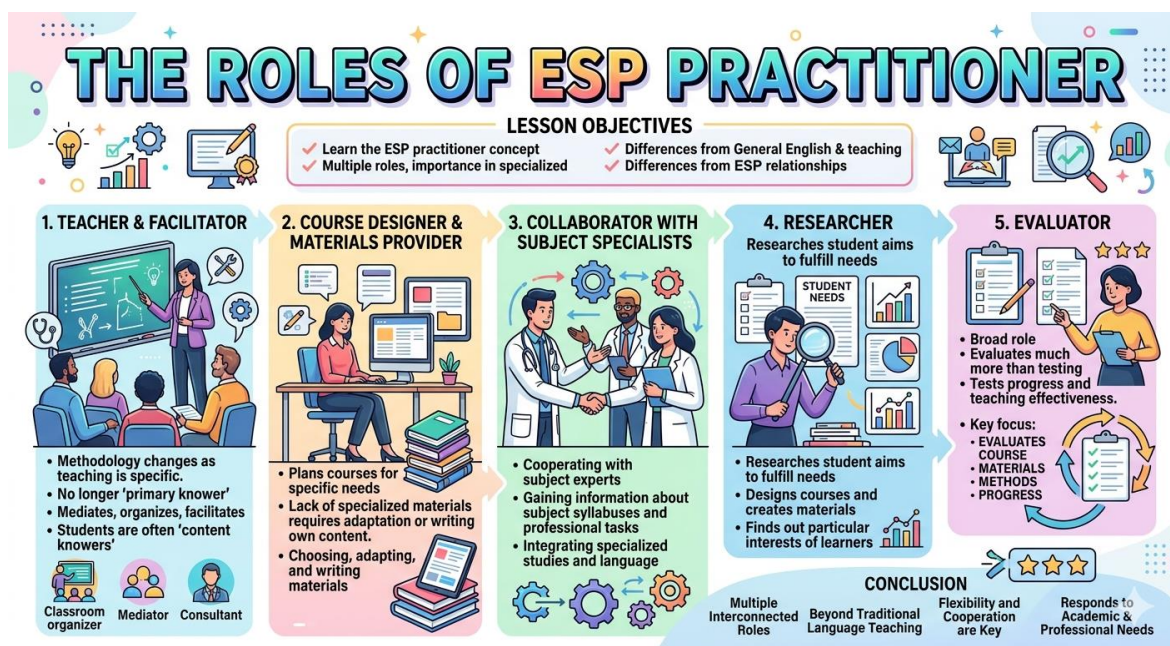


Figure 08: Infographic " The Roles of ESP Practitioner"

Assessment & Exam Preparation

- What is meant by the term “ESP practitioner” and why is it preferred over “ESP teacher”?
- How does the role of the ESP practitioner differ from that of a traditional General English teacher?
- Why is the ESP teacher no longer considered the “primary knower” in the classroom?
- What are the main functions of the ESP practitioner as a teacher in specialized contexts?
- In what ways does the ESP practitioner act as a mediator, facilitator, and classroom organizer?
- Why is course design an essential responsibility of the ESP practitioner?

- How do ESP practitioners deal with the lack of suitable teaching materials?
- What does it mean for the ESP practitioner to be a “material provider”?
- Why is continuous (on-going) evaluation important in ESP course design and delivery?
- What is the role of collaboration between ESP practitioners and subject specialists?
- How does cooperation with subject specialists improve ESP teaching effectiveness?
- Why is research an essential role of the ESP practitioner?
- What types of research should an ESP practitioner conduct to meet learners’ needs?
- How is evaluation in ESP different from evaluation in General English classrooms?
- What aspects are evaluated by ESP practitioners besides students’ progress?
- Why is material evaluation as important as student testing in ESP contexts?
- How do the multiple roles of ESP practitioners contribute to successful ESP learning outcomes?
- What professional qualities are required to be an effective ESP practitioner?

Key Terms & Glossary

Term	Definition
ESP Practitioner	A professional who works in ESP contexts and fulfills multiple roles beyond classroom instruction, including course design, research, collaboration, and evaluation.

Facilitator	An instructional role in which the teacher creates conditions for learning rather than transmitting knowledge prescriptively.
Collaborator	The practitioner's role in working with subject specialists to ensure ESP courses accurately reflect target professional or academic communicative demands.
Evaluator	The practitioner's role in assessing not only student progress but also the effectiveness of materials, teaching methods, and overall course design.
On-Going Evaluation	Continuous evaluation conducted throughout the course rather than only at its conclusion, allowing for real-time course improvement.
Material Adaptation	The modification of existing materials to make them more appropriate for a specific group of ESP learners.
Primary Knower	The traditional classroom role of the teacher as the sole authority on knowledge; in ESP, this role is problematized because learners often possess greater subject expertise.

Types of ESP

Learning Outcomes

1.	Identify and explain the three main branches of ESP according to Hutchinson and Waters' (1987) ELT Tree.
2.	Define English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) and explain their key features.
3.	Differentiate between EAP and EOP across five dimensions: learners, aims, program content, what is taught, and examples.
4.	Evaluate why Hutchinson and Waters argue the distinction between EAP and EOP is not always clear-cut.
5.	Apply the EAP/EOP distinction to analyze real-world language learning scenarios.

Lesson Overview

This Lesson examines how ESP is classified into different types, focusing on Hutchinson and Waters' (1987) influential ELT Tree framework. You will study the three primary branches — English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS) — and their two major subdivisions: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Understanding these classifications helps practitioners make informed decisions about course focus, materials selection, and learner needs.

Hutchinson and Waters' ELT Tree: A Classification Framework

Tom Hutchinson and Alan Waters (1987) proposed one of the most widely cited frameworks for classifying ESP through the metaphor of the ELT Tree. Like a tree,

English Language Teaching has roots (theories of language and learning), a trunk (General English), and branches that extend into increasingly specialized areas.

At the first level of specialization, the tree divides into three main branches based on the broad domain of knowledge and professional activity:

Branch	Full Name	Focus	Examples
EST	English for Science and Technology	Scientific, technical, and engineering disciplines	English for medical students, English for petroleum engineers, English for IT professionals
EBE	English for Business and Economics	Commercial, financial, and managerial fields	Business English, English for banking, English for accounting, English for marketing
ESS	English for Social Studies	Humanities, social sciences, law, education	English for psychology, English for law, English for education, English for sociology

Each of these three branches further subdivides into two types based on the context of language use: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

EAP versus EOP

Hutchinson and Waters admitted that there is not a precise distinction between EAP and EOP: People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will

be used later when the student takes up or returns to a job. (Hutchinson and Waters, 1987: 16).

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

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

Through this clarification, it is noticed that both the academic and occupational domains are concerned with teaching ESP.

EAP vs. EOP: A Detailed Comparison

Dimension	EAP	EOP
Learner Profile	Higher education students; typically younger; motivated by academic success.	Adult professionals or job seekers; diverse backgrounds; motivated by career advancement.
Primary Aim	Develop language to succeed in academic study.	Develop language to perform effectively in professional/workplace contexts.
Program Focus	Academic genres: essays, reports, dissertations; academic vocabulary; critical thinking.	Professional communication: meetings, emails, reports, negotiations, presentations.

Skills Taught	Academic reading, academic writing, lecture comprehension, academic vocabulary, referencing.	Professional communication, workplace vocabulary, business writing, negotiation, presentations.
Attendance	Students generally attend regularly — class is part of formal academic requirement.	Learners may be reluctant to attend — class is additional to their professional commitments.
Examples	English for thesis writing; English for medical research; English for engineering studies.	English for medical officers; English for lawyers; English for petroleum engineers (field work).
Timeframe	Aligned with academic calendar; structured semester timetable.	Often intensive, short-term courses; flexible scheduling.

Table 02: The Differences between EAP and EOP

Classification Summary

ESP Branch	Academic Subdivision (EAP)	Occupational Subdivision (EOP)
EST	English for medical research; English for engineering studies	English for nurses; English for petroleum field workers
EBE	English for business studies; English for economics research	English for banking; English for international trade
ESS	English for law students; English for sociology research	English for lawyers; English for social workers

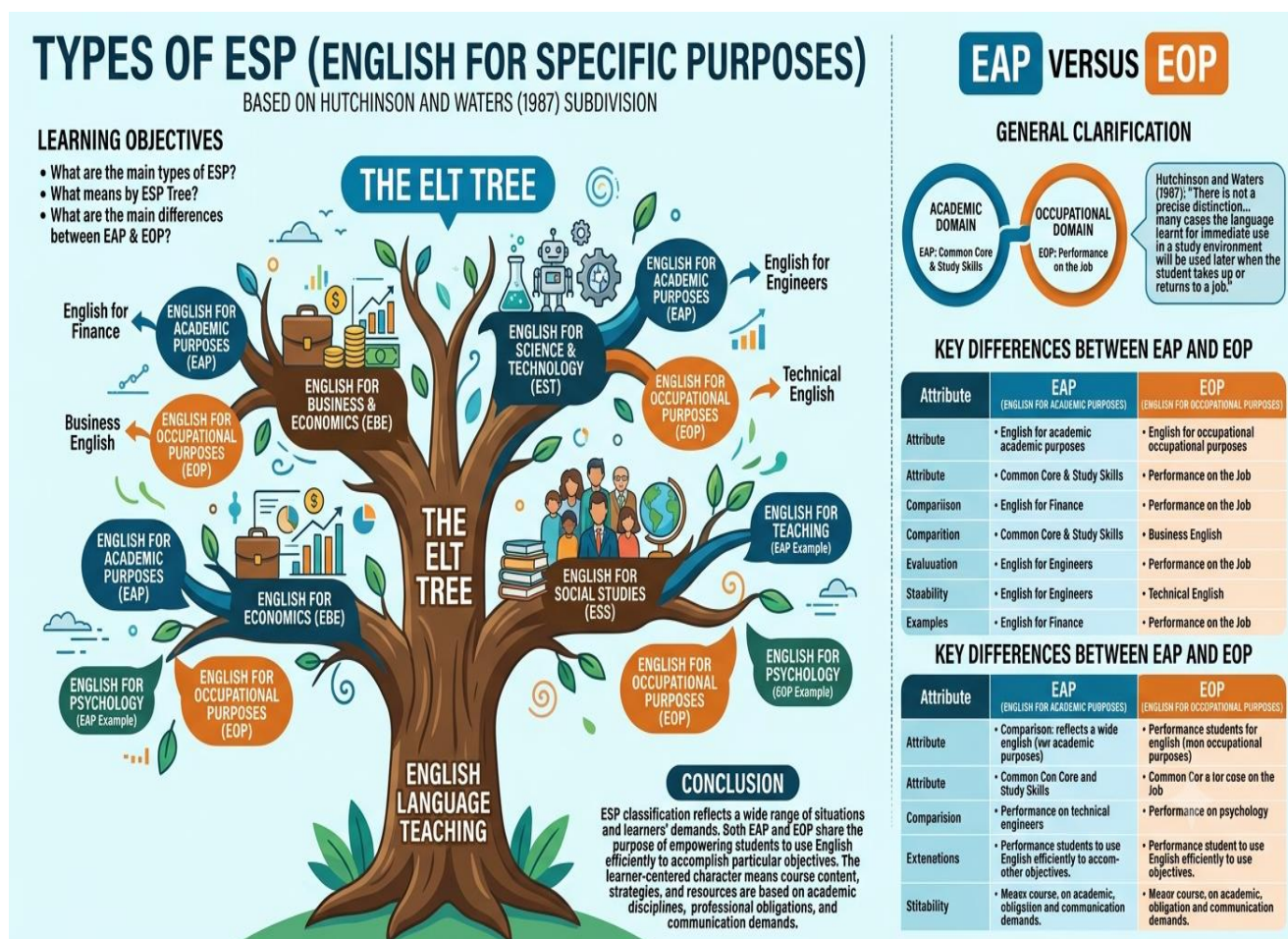


Figure 09 : Infographic "Types of ESP"

Assessment & Exam Preparation

- What are the three main branches of ESP according to Hutchinson and Waters (1987)?
- How does the "Tree of ELT" explain the classification of ESP?
- What does the ESP "Tree" metaphor represent in language teaching theory?
- How are English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS) distinguished?
- Why can ESP courses be as diverse as the purposes for which English is needed?

- What are the two main subdivisions of ESP under Hutchinson and Waters' model?
- What is English for Academic Purposes (EAP), and what are its main characteristics?
- What is English for Occupational Purposes (EOP), and what are its main characteristics?
- Why do Hutchinson and Waters argue that the distinction between EAP and EOP is not always clear?
- How can a learner use both EAP and EOP simultaneously in real-life situations?
- What types of skills are typically developed in EAP courses?
- How does EOP training prepare learners for workplace communication?
- What are the main differences between EAP and EOP in terms of learners, aims, and content?
- Why is EAP often associated with higher education contexts?
- In what ways is EOP linked to professional development and job performance?
- How does vocabulary selection differ between EAP and EOP courses?

The Development of English for Specific Purposes (ESP)

Learning Outcomes

1.	Describe the four main stages in the historical development of English for Specific Purposes.
2.	Explain the principles, objectives, and limitations of Register Analysis as the first phase of ESP development.
3.	Analyze how Rhetorical/Discourse Analysis advanced ESP beyond sentence-level language description.
4.	Describe the Skills and Strategies Approach and explain how it shifted attention from language form to language use.
5.	Explain the Learning-Centered Approach as the most comprehensive phase of ESP development.
6.	Evaluate how each developmental stage contributes to a more complete understanding of specialized language.

Lesson Overview

This Lesson traces the intellectual history of ESP as a field of applied linguistics, from its earliest phase of register-level linguistic description to its current emphasis on learner processes and learning-centered pedagogy. Understanding this development is essential because each phase introduced new insights that remain relevant to contemporary ESP practice. The chapter shows how ESP's evolution reflects broader changes in theories of language, learning, and education — and why the field continues to develop in response to new challenges.

Introduction to the Development of ESP

The development of English for Specific Purposes (ESP) reflects a gradual shift from a narrow focus on linguistic forms to a broader understanding of language use and learning processes. ESP is not a uniform or fixed field but a dynamic approach that has evolved differently across contexts and disciplines (Hutchinson & Waters, 1987). Its evolution has been shaped by changing views of language, pedagogy, and learners' needs, resulting in a series of complementary approaches rather than a single unified model (Dudley-Evans & St John, 1998).

Phase	Period	Focus	Key Scholars
Register Analysis	1960s–early 1970s	Lexical and grammatical features of specialized texts	Stevens; Ewer; Swales; Mackay & Mountford
Rhetorical/Discourse Analysis	1970s–1980s	Text organization; cohesion and coherence; communicative function	Widdowson (1979); Trimble; Selinker
Skills and Strategies	1980s	Cognitive processes; reading and listening strategies	Robinson (1991); Hutchinson & Waters (1987)
Learning-Centered Approach	1980s–present	Learner processes; needs analysis; learning-centered design	Hutchinson & Waters (1987); Basturkmen (2006)

Phase 1: Register Analysis (1960s–early 1970s)

Principles

Register Analysis, the first systematic phase of ESP development, was grounded in the structural linguistic assumption that different professional and scientific fields employ

distinctive varieties of English characterized by specific lexical and grammatical patterns. The primary research objective was to identify which language forms most frequently occur in a given field and to use this information to design teaching materials focused on those forms.

Key Findings

Research in register analysis demonstrated that scientific English is not radically different in syntax from general English, but that it strongly favors certain grammatical structures:

- Passive voice — to depersonalize processes and emphasize actions rather than agents.
- Present simple tense — to describe universal scientific truths.
- Nominalization — to create complex noun phrases that compress information.
- Complex noun pre-modification — to pack technical information into compact structures.
- Conditional clauses — to describe hypothetical scenarios and experimental conditions.

Contribution and Limitations

Register Analysis made the valuable contribution of demonstrating that scientific language has identifiable, teachable features and provided the empirical basis for developing ESP materials with specialized vocabulary and grammar. However, it was criticized for:

- Focusing on surface forms without explaining their communicative function.
- Producing teaching materials that were descriptive but not communicatively authentic.
- Failing to account for how language creates meaning across extended texts.

Phase 2: Rhetorical/Discourse Analysis (1970s–1980s)

Principles

The discourse analysis phase moved ESP beyond the sentence to examine how extended texts achieve communicative meaning. Researchers recognized that scientific and professional communication is organized according to identifiable rhetorical patterns that

serve specific communicative purposes. The key insight was that learners need not only to recognize individual grammatical forms but also to understand how those forms combine in texts to accomplish communicative goals.

3.2 Key Contributions

Discourse analysis contributed several major insights to ESP:

- Recognition of text-level organizational patterns: problem-solution, cause-effect, comparison-contrast, general-to-specific.
- Understanding of cohesion (how sentences are linguistically connected) and coherence (how ideas are logically organized).
- Analysis of how communicative purpose shapes text structure — why a research article is organized differently from a business report.
- Development of authentic materials that exposed learners to real discourse patterns rather than isolated grammar exercises.

4. Phase 3: Skills and Strategies Approach (1980s)

4.1 Principles

The Skills and Strategies Approach represented a significant shift in focus: from what the language is (linguistic forms and text organization) to how learners interact with and process that language. This approach recognizes that effective language use in specialized contexts requires not only linguistic knowledge but also cognitive strategies for reading, listening, and comprehending complex information.

4.2 Key Skills and Strategies

Strategy Type	Examples	Benefit for ESP Learners
Predicting	Using title, abstract, and headings to anticipate content.	Builds confidence; activates prior knowledge.
Skimming	Reading quickly for overall meaning.	Efficient processing of large volumes of text.

Scanning	Reading quickly to locate specific information.	Targeted comprehension in research tasks.
Inferring	Using context to guess meaning of unknown vocabulary.	Reduces dependence on the dictionary; builds independence.
Identifying text structure	Recognizing organizational patterns (problem-solution, etc.).	Facilitates comprehension of academic and professional texts.

Phase 4: Learning-Centered Approach (1980s–present)

Principles

The Learning-Centered Approach represents the most comprehensive phase of ESP development, integrating insights from all previous phases and situating them within a broader framework of learning theory and educational psychology. Hutchinson and Waters (1987) argue that understanding how language is learned is just as important as understanding what language is. An effective ESP course cannot be designed without a clear understanding of how learners acquire language and what conditions facilitate that acquisition.

Key Features

- Places the learner and learning process at the center of all course design decisions.
- Integrates needs analysis as the primary driver of course design.
- Recognizes that effective learning requires motivation, relevance, and engagement.
- Views ESP as a pedagogical framework grounded in theories of language acquisition, not merely a description of specialized language.
- Leads directly to the modern emphasis on learner-centered, needs-based, and context-sensitive course design.

The Four-Phase Evolution: A Summary

Phase	What It Analyzes	Key Question	Primary Limitation
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Register Analysis	Word and sentence features	What language forms appear most frequently?	Ignores communicative meaning and text organization.
Discourse Analysis	Text organization and function	How do sentences combine to create meaning?	Underemphasizes the cognitive processes of learners.
Skills & Strategies	Learner cognitive processes	How do learners process and use language?	May neglect the social and cultural dimensions of communication.
Learning-Centered	Learning processes and conditions	How do learners acquire language most effectively?	Complex to implement; requires sophisticated needs analysis.

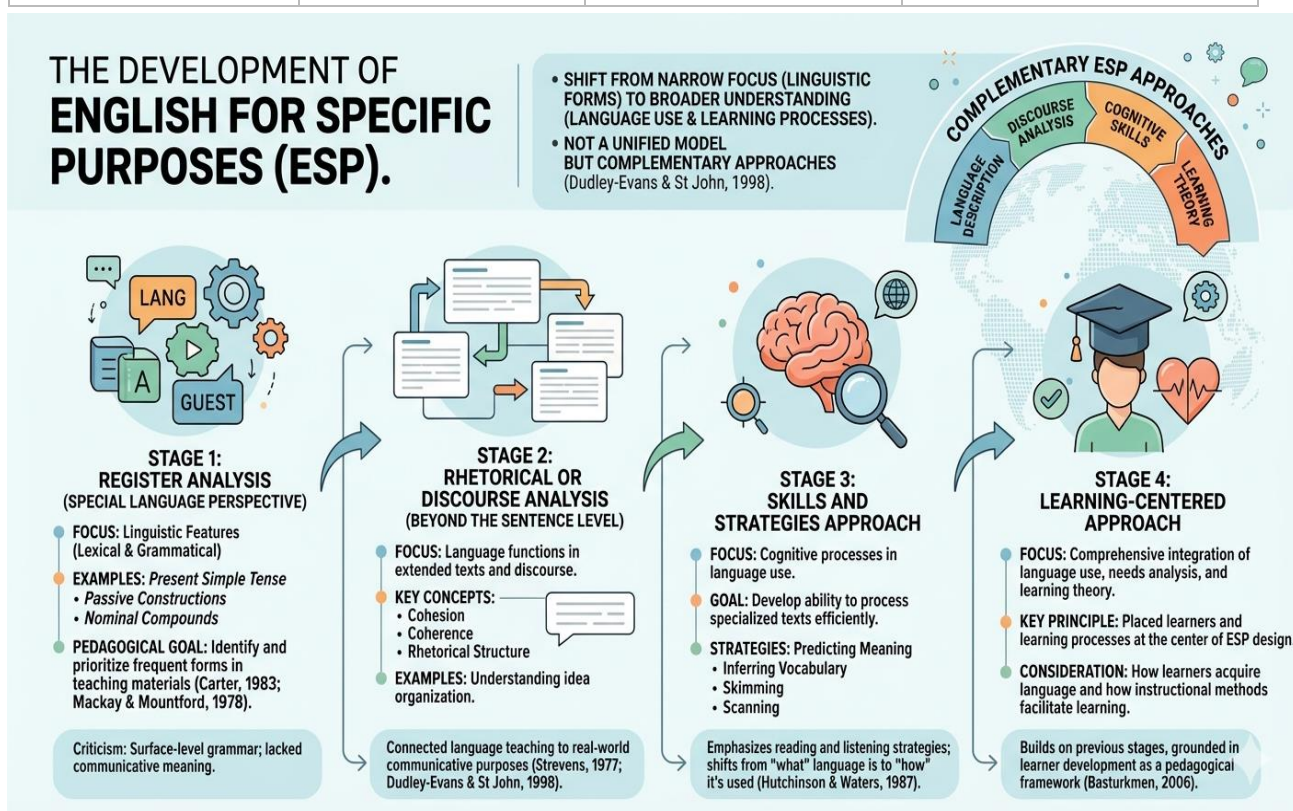


Figure 10: Infographic " The Development of ESP

Assessment & Exam Preparation

- What are the main stages in the historical development of English for Specific Purposes (ESP)?
- How does ESP reflect a shift from a focus on linguistic forms to broader views of language use and learning?
- What is register analysis, and what was its main purpose in early ESP teaching?
- Which linguistic features are commonly identified in scientific and technical English through register analysis?
- Why was register analysis criticized despite its contribution to ESP development?
- How does rhetorical or discourse analysis differ from register analysis in ESP?
- What is meant by cohesion, coherence, and rhetorical structure in ESP discourse analysis?
- Why is discourse-level analysis important for understanding academic and professional texts?
- What is the main focus of the skills and strategies approach in ESP?
- How does the skills and strategies approach support learners in processing specialized texts?
- What reading strategies are commonly emphasized in ESP (e.g., skimming, scanning, inferring meaning)?
- How does the skills-based approach shift attention from language form to language use?
- What is the learning-centered approach in ESP, and how does it differ from earlier approaches?
- Why is the learner considered central in the learning-centered approach?

- How does the learning-centered approach integrate language theory and learning theory?
- In what ways does ESP evolve from register analysis to a more comprehensive pedagogical framework?
- How do changes in theories of language influence the development of ESP approaches?
- Why is ESP considered a flexible and adaptive field of language teaching?

Key Terms & Glossary

Term	Definition
Register Analysis	The first phase of ESP development, focusing on identifying the lexical and grammatical features most frequently occurring in specific professional or scientific texts.
Rhetorical/Discourse Analysis	The second phase, examining how sentences are organized in extended texts to achieve communicative purposes.
Cohesion	The linguistic devices that connect sentences in a text (e.g., reference, substitution, conjunctions).
Coherence	The logical and meaningful connections between ideas in a text, enabling readers to interpret the text as a unified whole.
Skills and Strategies Approach	The third phase, focusing on the cognitive processes learners use to interact with specialized texts.
Learning-Centered Approach	The fourth and most comprehensive phase, placing learner needs and learning processes at the center of ESP course design.
Nominalization	The grammatical process of transforming verbs or adjectives into nouns (e.g., 'investigate' → 'investigation'), common in scientific writing.

ESP Teaching-Learning Processes:

Learning Outcomes

- | | |
|----|--|
| 1. | Explain the basic teaching activities in ESP according to Strevens (1988). |
| 2. | Describe the roles of both the teacher and the learner in the ESP process. |
| 3. | Identify and explain the five key stages of ESP teaching and learning identified by Dudley-Evans and St John (1998). |
| 4. | Analyze the cyclical rather than linear nature of the ESP teaching-learning process. |
| 5. | Evaluate why needs analysis is the starting point of every ESP course. |

Lesson Overview

This lesson examines the processes that constitute ESP teaching and learning, from the initial identification of needs through course design, materials development, classroom instruction, and evaluation. You will explore how the roles of both teacher and learner have evolved in ESP, and analyze why the five stages of the ESP process are cyclical rather than sequential. Understanding these processes is foundational for anyone who will design, teach, or evaluate an ESP course.

Overview of the ESP Teaching-Learning Process

According to Strevens (1988:44), the basic teaching activities in ESP are: (a) shaping the input; (b) encouraging learners' intention to learn; (c) managing learning strategies; and (d) promoting practice and language use. These four activities form the operational foundation of ESP instruction.

The Five Key Stages

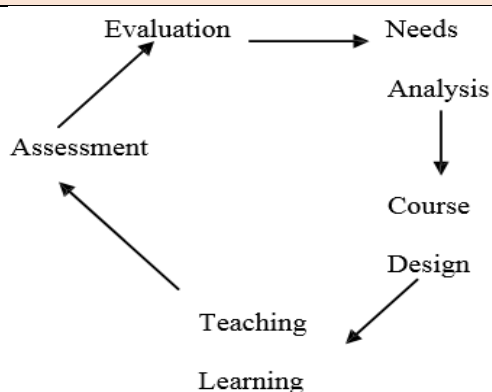
Stage	Description	Key Activities
1. Needs Analysis	Identify learners' objectives, language requirements, strengths and weaknesses, and target contexts.	Questionnaires, interviews, observation, diagnostic tests.
2. Course & Syllabus Design	Define objectives, organize content, select approaches, plan activities based on needs findings.	Syllabus writing, objective setting, sequencing of content.
3. Materials Selection & Production	Select authentic materials, adapt existing resources, create original materials for highly specialized courses.	Material evaluation, adaptation, original production.
4. Teaching & Learning	Implement course through communicative, task-based, problem-solving activities.	Lectures, discussions, authentic tasks, group work, role-plays.
5. Evaluation	Assess student progress, evaluate teaching effectiveness, review course objectives and materials.	Tests, portfolios, learner feedback, course review.

Teacher and Learner Roles

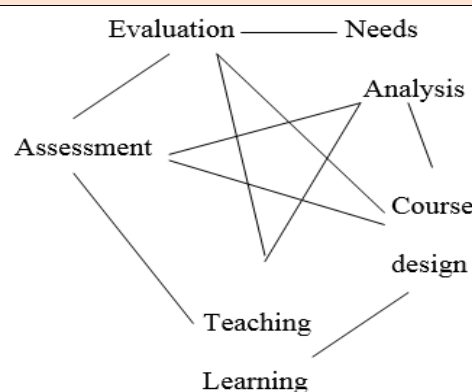
Dimension	ESP Teacher	ESP Learner
Role	Facilitator, consultant, course designer	Active participant, autonomous decision-maker
Knowledge	Language expert; basic field knowledge	Subject expert; limited English proficiency
Responsibility	Design, materials, teaching, evaluation	Own learning, goal-setting, strategy use

Motivation basis	Professional commitment to learner needs	Intrinsic motivation linked to career/academic goals
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In ESP teaching, some **basic elements** have to be taken into consideration, the most important of which are the **learner needs, goals and motivation**. Furthermore, **learners’ attitudes towards learning and learning strategies** are emphasized and seen as fundamental to the ESP process.



Stages in the ESP process: Theory



Stages in the ESP process:

reality

Figure 11: Stages in The ESP process

Theory vs. Reality: The Cyclical Process

Dudley-Evans and St John (1998:121) explain that the stages of the ESP process are cyclical rather than linear. In theory, they appear as a clear sequence. In reality, they overlap and interact continuously: evaluation may lead back to modified course design; ongoing needs analysis adjusts materials during teaching; teacher feedback revises learning objectives. This dynamic, responsive nature distinguishes skilled ESP practitioners from those following a rigid template.

For example:

- Evaluation may lead to modifications in course design.

- Needs analysis may continue throughout the course.
- Materials may be adapted during teaching.

Therefore, ESP teaching is a dynamic and flexible process that constantly responds to learners' changing needs and learning situations.

Conclusion

ESP teaching-learning processes are learner-centered and needs-oriented. They involve a dynamic interaction between teachers, learners, course design, materials, and evaluation. In ESP, both teachers and learners play active roles in achieving effective communication within specialized academic and professional contexts. Consequently, successful ESP instruction requires flexibility, collaboration, continuous evaluation, and careful attention to learners' specific needs and objectives.

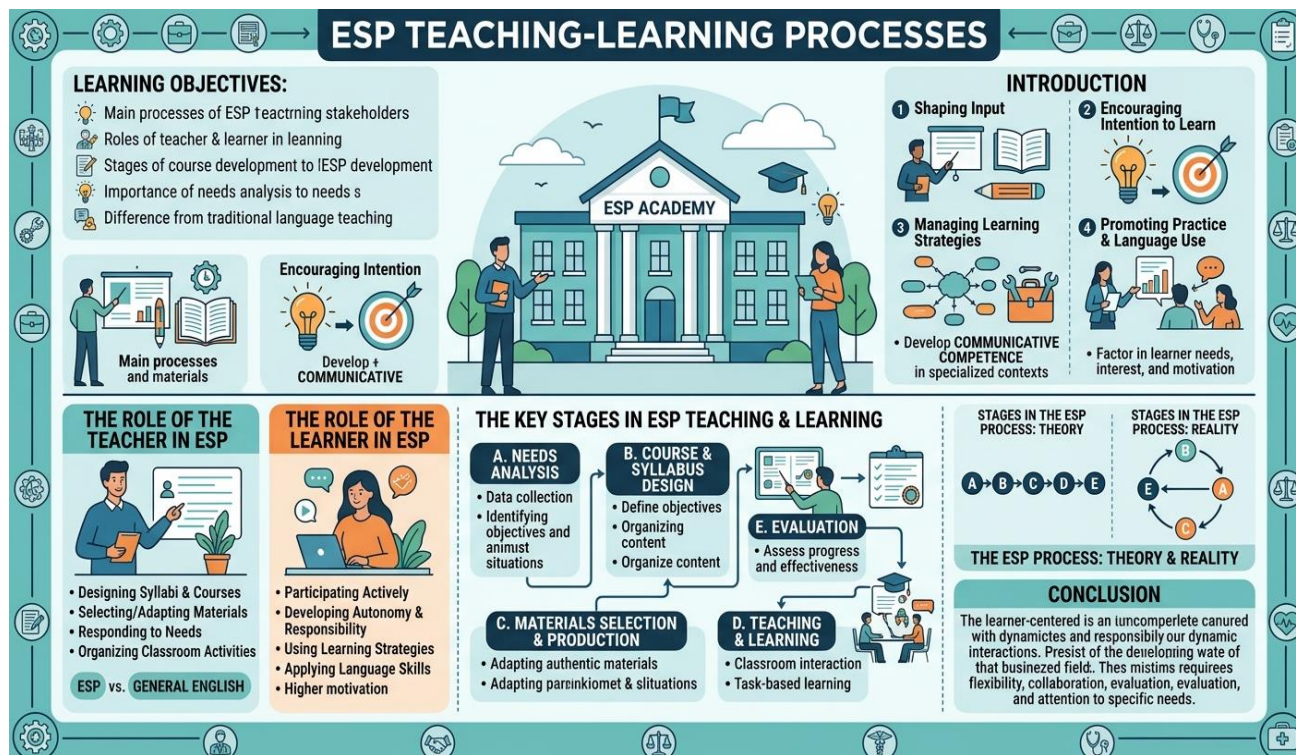


Figure 12 : ESP Teaching and Learning

Assessment & Exam Preparation

- What are the main processes involved in ESP teaching and learning?
- How does ESP methodology differ from traditional General English teaching approaches?
- According to Strevens (1988), what are the four basic teaching activities in ESP?
- Why is shaping input considered an important step in ESP instruction?
- How does ESP teaching promote learner motivation and intention to learn?
- In what ways are learning strategies managed and developed in ESP classrooms?
- What role do learners' needs, goals, and motivation play in ESP teaching?
- How is the role of the ESP teacher different from that of a traditional language teacher?
- Why is the ESP teacher considered a facilitator rather than a sole knowledge provider?
- What responsibilities does the ESP teacher have in designing courses and syllabi?
- Why is materials selection and adaptation a key challenge in ESP teaching?
- How does ESP ensure that teaching materials are relevant to learners' academic or professional fields?
- What are the main characteristics of ESP learners in terms of autonomy and responsibility?

- How does ESP encourage learner participation and active engagement in the classroom?
- What are the five key stages of the ESP teaching-learning process identified by Dudley-Evans and St. John (1998)?
- Why is needs analysis considered the starting point of ESP course development?
- What information is typically gathered during a needs analysis in ESP?
- How does course and syllabus design respond to learners identified needs?
- Why is evaluation considered an essential and continuous part of ESP teaching?

Key Terms & Glossary

Term	Definition
Shaping the input	Organizing and presenting language input in ways that make it comprehensible and relevant to learners.
Needs Analysis	The starting point of every ESP course; identifies learner objectives, language requirements, and target contexts.
Cyclical Process	The understanding that ESP stages are interconnected and continuously influence each other, not a one-way sequence.
Task-Based Learning	An instructional approach where learners complete meaningful real-world tasks to develop language competence.
Evaluation	In ESP, covers student progress, teaching methods, materials, and overall course design — not just testing.

Methodology in ESP

Learning Outcomes

1.	Explain the concept of methodology in ESP and its relationship to general ELT methodology.
2.	Describe Hutchinson and Waters' eight basic principles of language learning.
3.	Analyze the eight teaching techniques applicable to ESP courses.
4.	Evaluate the role of the ESP teacher as instructor, facilitator, and consultant.
5.	Apply principles of ESP methodology to design effective classroom learning environments.

Lesson Overview

This Lesson examines the methodological principles that guide ESP instruction. While ESP does not possess a unique methodology entirely distinct from general ELT, it is characterized by specific applications of established language teaching principles to specialized contexts. You will study Hutchinson and Waters' eight fundamental principles of language learning, explore eight practical teaching techniques applicable to ESP, and consider the flexible, adaptive role of the ESP teacher as an instructor, facilitator, and consultant.

Does ESP Have a Unique Methodology?

Robinson (1991) argues that there is little methodological difference between general ELT and ESP; the two fields share the same fundamental learning principles. Dudley-Evans and St John (1998), however, emphasize that what characterizes ESP methodology is the use of tasks, materials, and activities closely related to learners' specialized fields. ESP learners, especially post-experience learners, often possess considerable specialist knowledge,

enabling teachers to use a 'deep-end strategy' where learners engage directly with authentic specialized content.

2. Hutchinson & Waters' Eight Principles of Language Learning

Principle	Explanation	ESP Implication
1. Language learning is a developmental process	Learners build on existing knowledge to make new information meaningful.	Build on learners' specialist subject knowledge.
2. Language learning is an active process	Thinking and cognitive engagement are required, not just exposure.	Design tasks that challenge learners to think, not just receive.
3. Language learning is a decision-making process	Learners must make choices about language — what to say, how to say it.	Include open-ended tasks; avoid single right answers.
4. Language learning is not purely about linguistic knowledge	Cognitive and conceptual development precedes linguistic development in L2.	Acknowledge learners' subject expertise; don't treat them as beginners cognitively.

5. Language learning is not the learner's first language experience	All L2 learners are already communicatively competent in at least one language.	Exploit learners' communicative competence; don't start from zero.
6. Learning is an emotional experience	Positive affect (interest, confidence, enjoyment) accelerates learning.	Create a supportive, low-anxiety classroom environment.
7. Language learning is largely incidental	Language can be acquired while focused on content, not just language exercises.	Engage learners with authentic content; language learning happens alongside.
8. Language learning is not systematic	Acquisition follows variable, individual patterns — not a predictable linear order.	Allow for individual variation; avoid rigid sequencing based on grammar rules.

Eight Teaching Techniques for ESP Courses

Technique	Description	Classroom Example
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1. Gaps	Create cognitive demand by introducing unknowns (information, memory, opinion gaps).	Jigsaw reading: each group reads part of a text; shares to complete understanding.
2. Variety	Use diverse media, activities, and learner roles to maintain engagement.	Alternate between text analysis, listening, discussion, and writing tasks.
3. Prediction	Ask learners to anticipate content using existing knowledge and schemata.	Before reading a report, predict its structure and key arguments.
4. Enjoyment	Engage learners emotionally through stimulating, enjoyable activities.	Use case studies, problem-solving scenarios, and simulations from the target field.
5. Coherence	Ensure each lesson stage connects logically to the next.	Every lesson begins with a link to the previous one; ends with a preview of the next.
6. Involvement	Engage learners cognitively and emotionally through prediction, discussion, and reflection.	Pose open questions that require learners to connect new content to their expertise.

7. Creativity	Design tasks with multiple possible responses to reflect language's dynamic nature.	Rather than one correct answer, ask learners to respond to a scenario in their own way.
8. Atmosphere	Cultivate a cooperative, respectful learning climate.	Establish clear classroom norms; value learners' professional knowledge.

Note: Robinson (1991) emphasizes that flexibility is a key value for ESP teachers — the ability to move between general and specific language teaching, adapt to different learner groups, and perform varied professional tasks.

Conclusion

Methodology in ESP is based on learner-centered principles that emphasize needs analysis, flexibility, communication, and active learning. Although ESP does not possess a completely separate methodology from general ELT, it is distinguished by its focus on specialized content, authentic tasks, and learners' professional or academic objectives.

Therefore, ESP teachers should employ a variety of teaching methods, techniques, and materials in order to help learners achieve the required communicative competence in their specific fields.

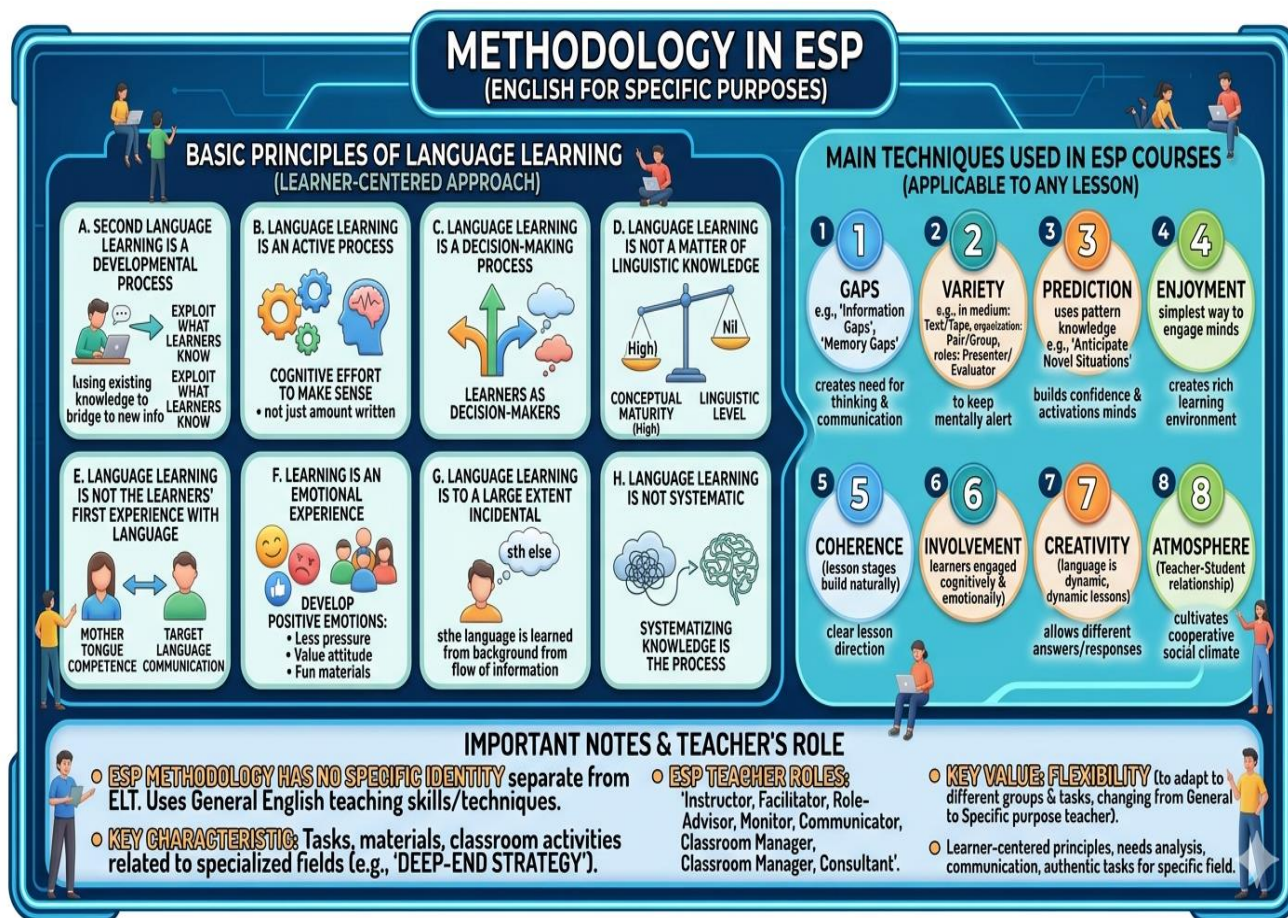


Figure 13 : Infographic " Methodology in ESP"

Assessment & Exam Preparation

- What is meant by “methodology” in the context of English for Specific Purposes (ESP)?
- Why do ESP teachers often design their own teaching materials instead of relying on published textbooks?
- How do Hutchinson and Waters (1987) explain the relationship between ESP methodology and learners’ specific needs?
- What is Robinson’s (1991) view on the difference between ESP methodology and General English methodology?

- How do Dudley-Evans and St. John (1998) describe the distinctive features of ESP methodology?
- What is meant by the “deep-end strategy” in ESP teaching?
- Why is learners’ specialist knowledge important in ESP classrooms?
- How does Hutchinson & Waters define second language learning as a developmental process?
- Why is language learning considered an active process in ESP contexts?
- What role do learners play in decision-making during the ESP learning process?
- Why is there a mismatch between learners’ cognitive abilities and linguistic competence in ESP?
- How can learners’ previous communicative experience support ESP learning?
- Why is language learning described as an emotional experience?
- How can teachers promote positive emotions in ESP classrooms?
- What does it mean that language learning is “incidental” and “not systematic”?
- What are “information gaps” and “memory gaps” in ESP teaching techniques?
- How does variety in classroom activities support ESP learning?
- What is the role of prediction in developing learners’ understanding of texts?

Key Terms & Glossary

Term	Definition
Deep-End Strategy	An ESP teaching approach where learners engage directly with authentic, complex specialized tasks rather than being gradually introduced through simplified exercises.
Information Gap	A communicative task design in which different learners have different information that they must share to complete a task — creating authentic communication need.
Incidental Learning	Language acquisition that occurs as a by-product of engagement with content, rather than through deliberate language study.
Positive Affect	The emotional dimension of learning — interest, confidence, and enjoyment — that facilitates language acquisition.
Cognitive Engagement	The degree to which learners are actively thinking and constructing meaning rather than passively receiving information.
Flexibility	Robinson (1991): a key professional value for ESP teachers, enabling adaptation to diverse learner groups and tasks.

Assessment /Evaluation in ESP.

Learning Outcomes

1.	Define assessment and evaluation in the ESP context and distinguish between them precisely.
2.	Identify and explain the two main types of evaluation: formative and summative.
3.	Describe the characteristics of good evaluation in ESP.
4.	Analyze the four objects of evaluation in ESP: students, methods, materials, and course design.
5.	Evaluate the complementary roles of learner assessment and course evaluation in ESP quality improvement.

Lesson Overview

Assessment and evaluation are essential quality control mechanisms for ESP courses. This Lesson examines the definitions, types, purposes, and practical applications of both processes, focusing on their distinctive roles in ESP contexts. A central theme is that evaluation in ESP is broader and more systematically applied than in General English — covering not only student performance but also teaching methods, course materials, and overall course effectiveness. Understanding these concepts equips you to make evidence-based decisions throughout the ESP course design and delivery cycle.

Definitions

Assessment and evaluation are essential components of the English for Specific Purposes (ESP) teaching-learning process. Since ESP courses are designed to meet specific academic or professional needs, it is necessary to determine whether the

course objectives, teaching methods, and learners' expectations are effectively achieved.

Evaluation and assessment help ESP practitioners measure the effectiveness of courses, improve teaching practices, identify learners' progress, and make informed decisions concerning course development. Consequently, both processes play a central role in ensuring the quality and success of ESP instruction.

1. Definition of Evaluation :

Evaluation is fundamentally **asking questions and acting on responses**. However, in ESP, it is **a whole process, which begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones**.

Types of Evaluation: We have two main types of evaluation:

01-Formative Evaluation: it is an ongoing evaluation, which takes place during the lifetime of an activity (a course), and the findings help to shape the course during its lifetime.

02-Summative Evaluation: it takes place at (or after) the end of an activity and so does not influence that version of the activity. Its purpose is to assess the impact and to provide information that can be fed into repeated versions and related activities.

NB: Evaluation is very constructive and powerful activity and a very stimulating one.

Types of Evaluation

Type	When	Purpose	Example
Formative Evaluation	Ongoing, throughout the course	Shape and improve the course during its lifetime based on real-time feedback.	Mid-course learner survey on materials usefulness; teacher reflection after each lesson.
Summative Evaluation	At or after the end of the course	Assess overall impact; inform future versions of the course.	End-of-course questionnaire; analysis of student achievement against course objectives.

What Makes a Good Evaluation?

It is the one that **emphasizes** the success and discusses less successful aspects. It also addresses the crucial *how* and *why* issues. Knowing how well something has worked, it is not significant on its own, but understanding why will enable us to repeat success and avoid the less successful.

What do we evaluate in ESP?

Evaluation in ESP is concerned with the **effectiveness and efficiency of learning**, and with **achieving the objectives of language teaching**.

Evaluation has to be built-in as a part of the course design. To evaluate everything is unrealistic; priorities can be set. At different times, evaluation might focus on the materials used, the classroom activities, the out-of-class support, the course design, methodologies, etc.

The Importance of Evaluation/Assessment in ESP:

ESP course has specified objectives; thus it is an accountable teaching; The accountability of the ESP course has produced a demand for more and better evaluation procedures;

ESP learners and sponsors are investors in the ESP course, they want to see a return on their investment of time and money; It helps to assess how well the needs that have created the demand for the course are being served.

Definition of Assessment

Assessment is the process of objectively understanding the state or condition of a thing, by observation and measurement. Assessment of teaching means taking a measure of its effectiveness. It plays a key role in developing the learner's confidence in his ability to learn, as well as in developing his lifelong learning skills.

In education, assessment aims to:

- Measure learners' achievement and proficiency.
- Monitor learners' development.
- Provide constructive feedback.
- Improve learners' confidence and motivation.
- Encourage lifelong learning skills.

Assessment helps teachers understand learners' strengths and weaknesses and adapt instruction accordingly.

The Difference between Assessment and Evaluation

Assessment and course evaluation are two important stages in ESP teaching process. Hypothetically, an ESP course is supposed to be successful; it is set up to

fulfil particular learners' needs and enable them to perform specific things with language.

Normally, ESP course has specified objectives, which have to be assessed and measured in terms of how well these objectives have been provided and served. Targeting at helping the ESP practitioners and achieving these stages Hutchinson & Waters (1987) propose a complementary procedure based on two levels:

- ✓ **Learner Assessment:** to measure the learners' performance and level of proficiency
- ✓ **Course Evaluation:** whether the sets of objectives designed were achieved or not, to reach the course aims.

Both learner assessment and course evaluation facilitate and help to provide the teacher with feedback on the efficiency of the course, the teaching methods and materials, and the improvement of the necessary revisions in the ESP course design.

Assessment Vs. Evaluation

They do mean the same thing in general terms but their meanings are differentiated in professional educational settings (teachers, schools, education authorities, school inspectors, examination boards. Assessment" is the process that a teacher/examiner conducts to measure how much a student/candidate has learned. e.g .Assessment is done weekly .Evaluation" is the process used to measure how effective a particular approach or method is to achieve specified ends. eg :The students are using computer-based learning this term and the teachers will evaluate its effectiveness at the end of the year .We must evaluate the new methods of assessment to ensure that they are valid, reliable, relevant and fair.

When used in comparison to each other, the terms assessment and evaluation usually refer to two contrasting methods of measuring success. The **evaluation method** focuses on determining the success of a performance, product, or set of skills. Evaluations are designed to judge and document achievement level in individuals or products. In contrast, assessments are designed to measure the performance of an individual or product and use that assessment to provide documentation of growth and development, give feedback, and create a plan of action for the future. Unlike evaluations, **assessments** are not designed to be judgmental and are tailored to the individual person or product's past performance.

Table 03: Comparison between Assessment and Evaluation

Dimension	Assessment	Evaluation
Focus	Learner performance and progress	Program/course effectiveness
Purpose	Measure, provide feedback, support development	Judge, determine quality, inform improvement
Orientation	Developmental and supportive	Judgment-oriented and quality-focused
Timing	Ongoing throughout learning	May occur at specific points or throughout
Object	Individual learner	Course, materials, methods, program
Hutchinson & Waters term	Learner Assessment	Course Evaluation

Thus, assessment is mainly concerned with improvement and development, whereas evaluation is concerned with determining effectiveness and achievement.

Assessment and evaluation are fundamental elements in ESP teaching and learning. They help ensure that ESP courses successfully respond to learners' academic and professional needs. While assessment focuses on measuring learners' progress and providing feedback, evaluation aims to determine the effectiveness of courses, teaching methods, and materials.

Consequently, effective ESP teaching requires continuous assessment and evaluation in order to improve course quality, enhance learners' performance, and achieve the desired educational objectives.

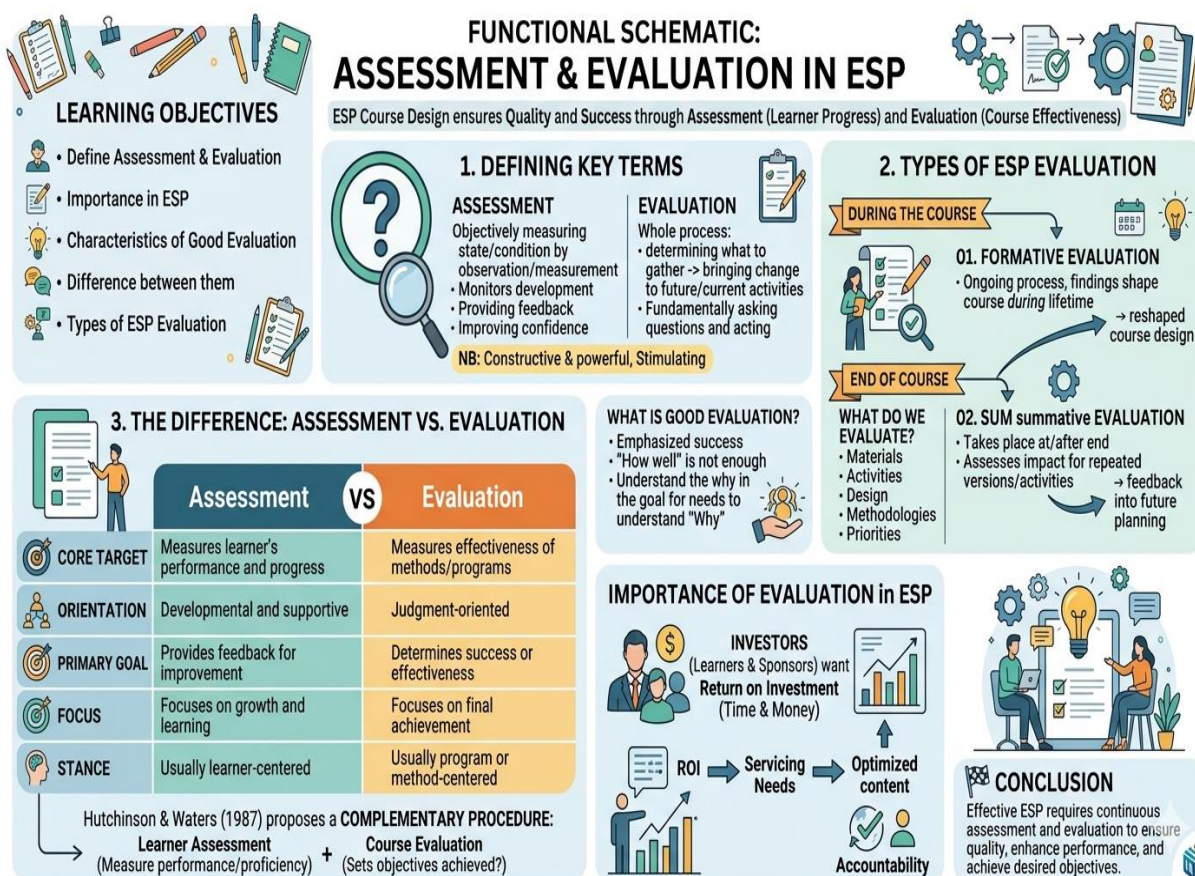


Figure 14: Assessment vs. Evaluation in ESP Course Design

Assessment & Exam Preparation

- What is the meaning of evaluation in the context of English for Specific Purposes (ESP)?
- Why is evaluation considered a continuous process in ESP course design?
- What are the two main types of evaluation in ESP, and how do they differ?
- How does formative evaluation contribute to the development of an ESP course?
- What is the role of summative evaluation in ESP teaching and learning?
- What aspects of an ESP course can be evaluated (e.g., materials, methods, activities)?
- Why is it unrealistic to evaluate all aspects of an ESP course at the same time?
- What makes an evaluation “good” or effective in ESP contexts?
- Why is understanding “why” something works important in ESP evaluation?
- How does evaluation help ESP practitioners improve teaching practices?
- What is meant by assessment in ESP education?
- How does assessment contribute to learners’ confidence and motivation?
- What are the main purposes of assessment in language learning?
- How does assessment help teachers adapt their instruction to learners’ needs?
- What is the difference between assessment and evaluation in ESP?

- How does learner assessment differ from course evaluation according to Hutchinson & Waters (1987)?
- Why is assessment described as developmental and supportive?
- Why is evaluation considered more judgment-oriented than assessment?
- How do assessment and evaluation together improve ESP course effectiveness?

Key Terms & Glossary

Term	Definition
Formative Evaluation	Ongoing evaluation during a course that shapes and improves it in real time.
Summative Evaluation	End-of-course evaluation that assesses overall impact and informs future versions.
Learner Assessment	Measurement of individual learners' language performance and proficiency development.
Course Evaluation	Evaluation of whether the course achieved its objectives and served learners' identified needs.
Accountability	The obligation of ESP courses to demonstrate that they are effectively meeting specified learner and sponsor objectives.

Needs Identification & Analysis

Learning Outcomes

1.	Define 'needs' in the ESP context and explain the distinction between target needs and learning needs.
2.	Explain the three subdivisions of target needs: necessities, lacks, and wants.
3.	Describe the role and purposes of Needs Analysis (NA) in ESP course design.
4.	Identify and explain the methods used to collect needs analysis data.
5.	Distinguish between Target Situation Analysis (TSA) and Present Situation Analysis (PSA).
6.	Evaluate the challenges and limitations of conducting needs analysis in real-world contexts.

Lesson Overview

Needs Identification and Analysis is often described as the cornerstone of ESP course design — the process without which no genuinely learner-centered ESP course is possible. This Lesson examines what 'needs' means in ESP, how needs are classified, how they are systematically identified and analyzed, and what challenges arise in this process. The conceptual framework presented here underpins all subsequent decisions about syllabus design, materials development, and assessment in the ESP teaching-learning cycle.

What Are 'Needs' in ESP?

In the general sense, 'needs' refer to the gap between the actual state and the desired state regarding a specific goal. In ESP, needs are the learners' requirements for communicating effectively in a specific target situation. Hutchinson and Waters (1987, p.54) define needs as 'the ability to comprehend and/or produce the linguistic features of the target situation.'

We have defined ESP as **an approach to course design**, which **starts with the question: why do these learners need to learn English?** We have also discovered what distinguish ESP from general English is the **existence of a need as such but rather an awareness of the need**. If learners, sponsors and teachers know **why learners need English**, that **awareness** will have **an influence on** what will be acceptable as reasonable content in the language course.

1. Needs:

In general, the term “**needs**” is defined as the **differences between the actual state** regarding the group or situation **in relation to a specific question and the desired state**. They reflect the existence of a **certain problem that requires** an intervention and must be dealt with.

Pedagogically, they have always been defined as “the learners’ requests in order to communicate effectively in specific situations.” Hutchinson and Waters said that needs are “the ability to comprehend and/or to produce the linguistic features of the target situation.”

2. Types of Needs

ESP specialists agree on the fact that the term “**Needs**” is the learners’ **requirements aiming at communicating effectively 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 situations. (Benyelles 2001:26)

There are two main types of needs used by scholars in ESP:

a) **Target Needs:** (What learners need to do in the target situation)

Needs analysis is a complex process, which has to take into account what Hutchinson and Waters (1987:54) define as “target needs”, what do learners need to do in the target situation? In other words, what are the linguistic elements needed to achieve specific communicative purposes? Robinson presents aspects of the target situation and students' educational backgrounds:

- "study or job requirements,"
 - "what the user-institution or society at large regards as necessary,"
 - "what the learner needs to do to actually acquire the language,"
 - "What the students themselves would like to gain from the language course,"
- "what the students do not know or cannot do in English" (**Robinson 1991pp. 7-8**).

Hutchinson and Waters divide the target needs, into a further subdivision: Necessities, Lacks, and Wants.

- **Necessities:** Are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Accordingly, needs “are perhaps more appropriately described as objectives” to be achieved.
- **Lacks:** Are what the learners are deficient in, i.e what they ignore or cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one that is required after the accomplishment of the language training.

- **Wants:** Are the learners’ personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course.

b) Learning Needs: (what the learners need to do in order to learn)

Hutchinson and Waters (1987:54) define learning needs as “what learners need to do in order to learn”. They look for data in relation to the learning situation, which take into consideration learners’ type, cultural awareness and proficiency level in English, the available materials, the existing resources and all the information that can help the teacher to provide the learners with the appropriate knowledge. ESP practitioners have to:

- Determine the language skills needed to carry out specific jobs or studies
- Evaluate the actual proficiency level of the target population in order to compare the different levels of achievement at the end of the course.
- Find out the necessary time volume needed for language instruction.

Target Needs vs. Learning Needs

Type	Definition	Focus	Key Questions
Target Needs	What learners need to do with English in the target situation.	Real-world communicative tasks; language skills; discourse types.	What must learners be able to do? What language is required?
Learning Needs	What learners need to do in order to learn (conditions, resources, processes).	Learning environment; learner background; available resources; motivation.	How do learners learn most effectively? What resources are available?

Needs Analysis: Definition and Process

Needs Analysis (NA) is a systematic process for identifying, analyzing, and prioritizing the language requirements of a specific group of learners in relation to their target academic or professional context. It serves as the introduction to ESP course design and determines all subsequent decisions about objectives, content, methodology, and assessment.

Needs Analysis:

It is a systematic approach to identifying problems, determining their extent, and accurately defining the target population to be served and the nature of their service needs.

The analysis of the specific needs **serves as** the introduction to an ESP course design. Any course should be based on an analysis of learner needs, because it determines the reasons and procedures that should be used to achieve satisfactory communicative results. It **attempts to identify** problems, to analyse their nature and causes and to establish priorities for future actions (Hutchinson & Waters 1987: 53).

By identifying elements of students 'target English situations and using them as the basis of ESP instructions, teachers will be able to provide students with the specific language they need to succeed in their courses and future careers.

In order to define the needs of the learners, you are required to ask about the following topics:

- a) Previous experiences/background

- b) Motivation
- c) Availability
- d) Areas for improvement
- e) Needs and wants
- f) Learning & teaching style or preferences
- g) Level
- h) Beliefs about the learning process.

NB: We should do the needs analysis before the course, the first day of the course or before every activity and lesson.

The importance of NA:

- ✓ To determine the relevance of the material to the learner's situation,
- ✓ To justify the accountability of the material to all the constituents implicated in the situation,
- ✓ To describe and explain learners' differences in terms of needs and style.
- ✓ To produce efficient materials that will fulfil learners' requirements and needs as wholly as possible.
- ✓ To help reduce the gap between learners and teachers' beliefs about language learning.
- ✓ To encourage students to think about their reasons and motivations for learning.
- ✓ To inform the teachers' planning decisions.
- ✓ To find out more about the students (background, experience, job, interests ...

Methods of Data Collection

ESP practitioners use diverse tools: questionnaires, interviews, observation, placement tests, diagnostic tests, analysis of authentic documents, meetings with employers or subject specialists, and learner diaries. Each method has strengths and limitations; best practice uses multiple methods triangulated for validity.

Stakeholders

Effective needs analysis involves multiple stakeholders: learners, ESP teachers, subject specialists, employers, educational institutions, and sponsors. Each may have different and sometimes conflicting expectations — managing this diversity is a key challenge of the NA process.

Challenges and Limitations

Common challenges: learners may not know what they truly need; stakeholder expectations may conflict; needs change over time; data collection is time-consuming; institutional constraints may limit course design flexibility.

To sum up, Needs Analysis concerns:

- a- The target situation:** the role of ESP practitioner is to take into consideration the needs of the target situation through the enquiry of the variety, the language forms and the necessary level of performance required in the target language.
- b- Learners:** the practitioner has to determine learners' language lacks, investigate their wants, and attitudes concerning language course, taking into consideration their current language ability.

- c- The learning situation: it broadly reveals significant information regarding the learning environment and specifically the teaching situation, the nature of the setting, the available materials and the time volume. After the identification and analysis of learners' needs, the ESP teacher can go through the next phase, which is syllabus design.

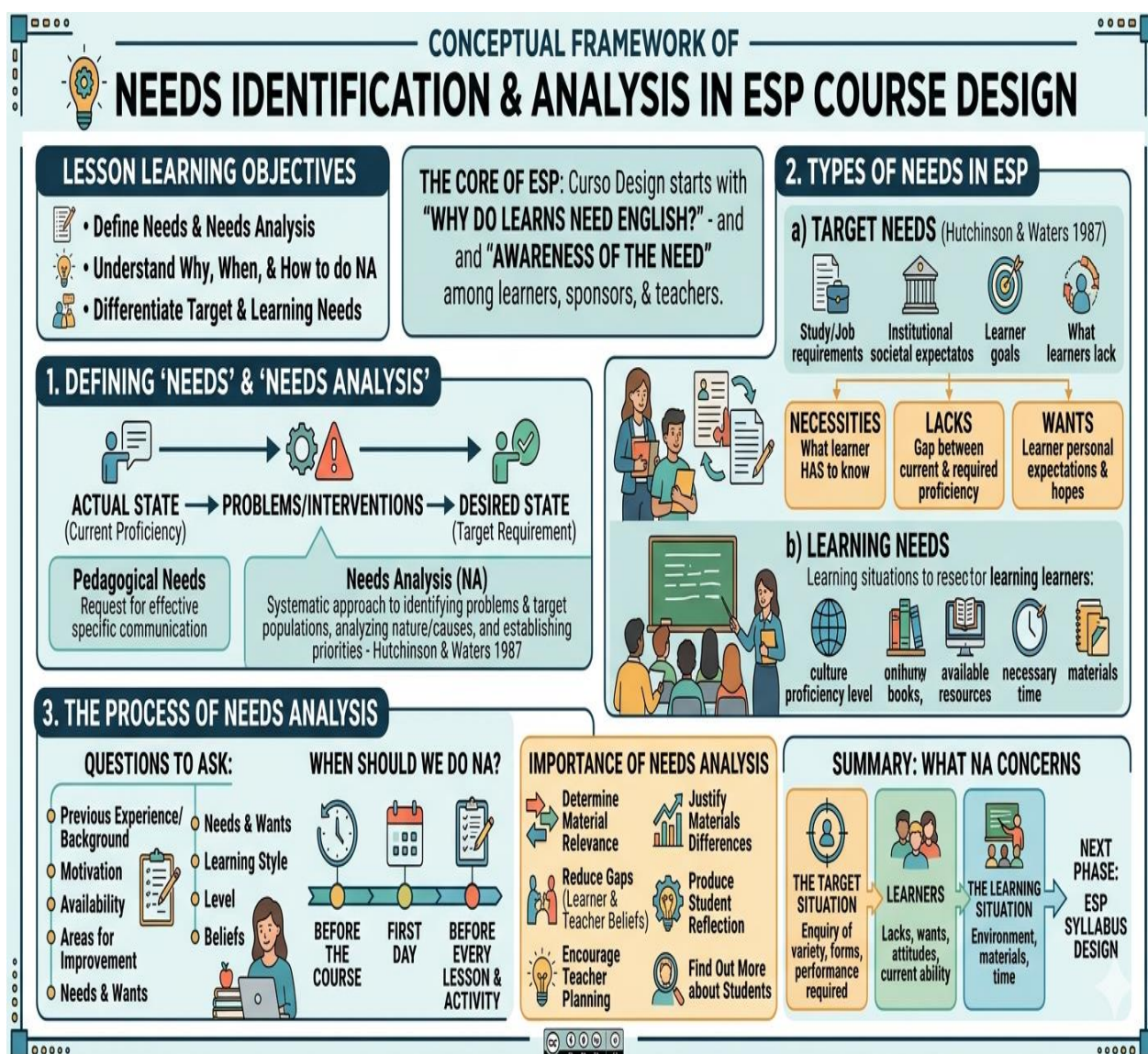


Figure 15: The Conceptual Framework of Needs Identification and Analysis in ESP Course Design.

Assessment & Exam Preparation

- What is meant by “needs” in the context of English for Specific Purposes (ESP)?
- How do Hutchinson and Waters (1987) define learners’ needs in ESP?
- What is the difference between “target needs” and “learning needs” in ESP?
- How are “necessities,” “lacks,” and “wants” defined within target needs analysis?
- Why is it important to distinguish between necessities, lacks, and wants in ESP course design?
- What is the role of learning needs in shaping ESP instruction?
- What is Needs Analysis in ESP, and why is it considered systematic?
- How does Needs Analysis contribute to effective ESP course design?
- Why is Needs Analysis considered the starting point of ESP syllabus development?
- What types of information are collected during Needs Analysis (e.g., motivation, background, proficiency)?
- What is the difference between Target Situation Analysis (TSA) and Present Situation Analysis (PSA)?
- Why is it necessary to consider both TSA and PSA in ESP course planning?
- What methods are commonly used to collect Needs Analysis data?

- How do questionnaires and interviews contribute to identifying learners' needs?
- Why is observation useful in Needs Analysis?
- What role do stakeholders play in Needs Analysis (learners, teachers, employers, etc.)?
- Why is it important to include multiple stakeholders in ESP Needs Analysis?
- What are the main purposes of conducting Needs Analysis in ESP?
- What challenges or limitations may arise during Needs Analysis?
- Why might learners have difficulty identifying their own needs accurately?
- How can conflicting expectations between stakeholders affect ESP course design?
- How does Needs Analysis help reduce the gap between teachers' assumptions and learners' expectations?
- Why is Needs Analysis considered essential for learner-centered ESP instruction?
- How does Needs Analysis influence decisions about syllabus design, materials, and assessment?
- In what ways does Needs Analysis ensure relevance and effectiveness in ESP courses?

Key Terms & Glossary

Term	Definition
Target Needs	What learners need to do with English in their future professional or academic context.
Learning Needs	The conditions, resources, and processes required for learners to acquire the target language effectively.
Necessities	Non-negotiable language requirements determined by the demands of the target situation.
Lacks	The gaps between learners' current language proficiency and what they need to achieve for the target context.
Wants	Learners' personal expectations and aspirations regarding the language course.
TSA (Target Situation Analysis)	Investigation of the future professional/academic contexts in which learners will use English.
PSA (Present Situation Analysis)	Investigation of learners' current language proficiency, strengths, weaknesses, and prior learning experiences.
Stakeholders	All parties who have an interest in the ESP course: learners, teachers, employers, institutions, sponsors.

Syllabus Design in ESP

Learning Outcomes

- | | |
|----|--|
| 1. | Define 'syllabus' and distinguish it from 'curriculum.' |
| 2. | Explain the characteristics and purposes of a syllabus in language teaching. |
| 3. | Differentiate between synthetic and analytic syllabi and identify their main types. |
| 4. | Describe the criteria that guide effective syllabus design according to Harmer (2001). |
| 5. | Explain Munby's Communicative Needs Processor and its role in ESP syllabus design. |

Lesson Overview

This Lesson examines the concept and practice of syllabus design in ESP, exploring how the various components of a course are organized, sequenced, and presented to learners. You will study the definition, characteristics, and purposes of a syllabus; distinguish between synthetic and analytic approaches; and explore the criteria and conditions that guide effective syllabus construction. The chapter also clarifies the important distinction between a syllabus and a curriculum, and examines how Munby's Communicative Needs Processor provides a framework for ESP syllabus construction.

Definition of Syllabus:

Hutchinson & Waters (1987: 80) define “Syllabus” as “... a document which says what will (or at least what should) be learnt”. In the same vein, Robinson (1991: 34) states that syllabus is “a plan of work and is, thus, essential for the teacher, as a guideline and

context of class content.” The above assertions point out that the syllabus first concerns the teacher, and that it helps him/her plan courses.

Basturkmen (2006:20) argues that “in order to specify what language will be taught, items are typically listed and referred to as the syllabus”. She exemplifies the definition by giving a standard view of the syllabus through the figure below.

Characteristics of a Syllabus

Characteristic	Description
Content list	Specifies language items: words, structures, topics, or tasks.
Ordered	Items are sequenced from simpler/more essential to more complex.
Explicit document	Written and publicly available to teachers and learners.
Time schedule	May indicate pacing and timing of content coverage.
Methodological guidance	May recommend preferred teaching approaches.
Material recommendations	May suggest textbooks or authentic resources.

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“ wherein “language is presented whole chunks at a time without linguistic control”.

Type	Principle	Examples	Advantage
Synthetic	Language segmented into discrete items presented one at a time; learners integrate them later.	Structural/grammatical; functional-notional; lexical; situational; topical.	Controlled presentation; easy to sequence and test.
Analytic	Language presented in whole chunks without linguistic control; learners infer patterns.	Task-based; process; content-based; learner-centered; natural approach.	Communicatively authentic; reflects real language use.

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

Synthetic syllabus includes the classical approaches to syllabuses as the grammatical, the lexical, the functional- notional, the situational and topical ones. However, the „Analytic“ one consists of the task-based, the learner centred and content- based syllabi which are considered as modern approaches in language teaching methodologies.

Each one of them is based on a specific conceptual teaching ideology and not all of them received popular status, accordingly the researcher will deal only with the most known and largely used.

a-Synthetic syllabi

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” (Long & Crookes, 1993:12). That is to say that the teaching/ learning process is based on providing the different language forms and structures separately .

B- Analytic Syllabi

The analytic syllabi “... rely on the learners” ability to induce and infer language rules, as well as on innate knowledge of linguistic universals” (Long & Crookes, 1993:11). So, analytic syllabi are based on learners” personal capacities and aptitudes to produce the different grammatical structures and forms. The syllabus plan 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).

In reality, the different kinds and forms of syllabi previously referred to and even other types, not mentioned in this work, are relatively in almost all the times pooled when using them. Furthermore the syllabi elements are combined by the practitioners so as to find the correct and suitable teaching plan. It is important to admit that “no syllabus can bring positive results on its own because of the variety of students” needs.” (Benyelles, 2009:55). For this reason it is essential to expose learners to the various elements of the target language knowledge in a systematic way in order to help the students to produce correct language forms and to use English appropriately.

In line with the fact that it is difficult to achieve satisfactory outcomes by using a single syllabus, Harmer (2001) suggests that instead of courses founded on a specific types, “the syllabus may show a combination of items from grammar, lexis, language functions, situations, topics, tasks and different language skill tasks or pronunciation issues” (Benyelles, 2009:55), this view is labelled „multi-syllabus syllabus“ or “eclectic syllabus” in which all the elements are matched and synchronized.

Purpose of Syllabus



A clear and comprehensive framework of the subjects and topics that correspond with the curriculum is provided by the syllabus which is crucial. The topics that teachers will teach their students are summed up in the syllabus. Below is the purpose of the Syllabus:

- **Proper Understanding:** With the help of a syllabus students can accurately comprehend the topics that will be covered. Teachers and learners can begin by consulting the syllabus which offers a comprehensive guide of the course content.

- **Clear Goals:** The syllabus sets up clear objectives that improve students learning objectives and help them mastering the subjects which boost students learning goals.
- **Easy Learning:** By providing a comprehensive framework for the entire subject the syllabus improves understanding. Following the syllabus helps in understanding the subject and increases productivity.
- **Proper Evaluation:** Syllabus also helps to evaluate the performance of applicants. Through these students can decide which subjects should be discussed first and which are given greater importance. This facilitates evaluating both higher and lower weights.
- **Provide Guidance:** The syllabus provides a detailed analysis of the examination of the subjects which aids students in giving appropriate guidance. Students can determine what to study and which topics to cover first by comprehending the syllabus.

ESP Syllabus

Designing an ESP syllabus is not an easy task to perform because of its significant and complex role. However, it obviously satisfies a lot of needs since it has a multi- functional purpose. Thus, syllabus designers need to be aware of the different functions the syllabus fulfils so that it can be designed and used most appropriately.

For that reason, Munby (1978) introduced Communicative Needs Processor (CNP) as an approach to investigate specific communication needs of a particular group, according to socio-cultural and stylistic variables which act together to find

out a profile of such needs. That is to say that the target needs and target level performance are established by investigating the target situation. In the CNP, descriptions 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 engender the nature of the content that will be selected and set up for ESP learners” programme.

In ESP, the nature of the content is extracted from real life situations in which the syllabus designers have to select the most relevant language discourses that will supply for learners target requirements. However, “it is necessary to introduce what is known as common-core language (Miliani, 1994) selected according to students own needs” (Benyelles, 2009:64) in order to provide basics of language knowledge.

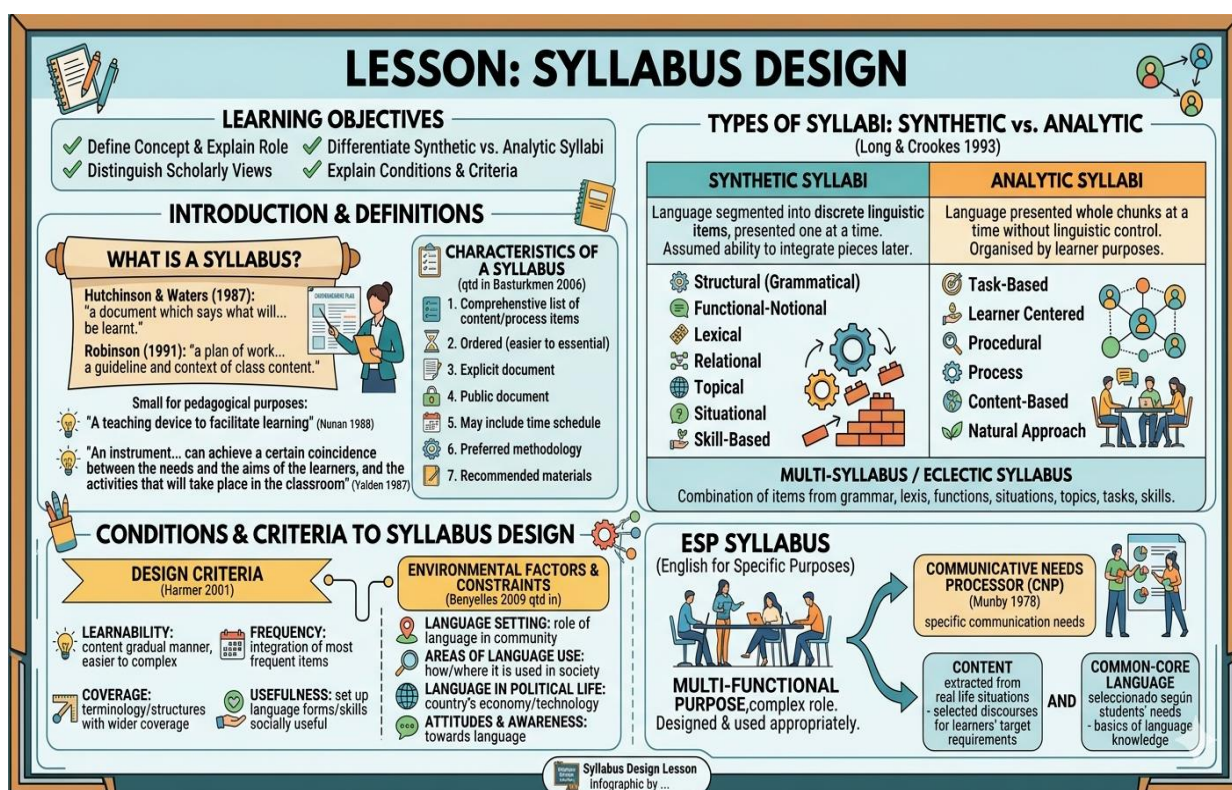


Figure 16: Comprehensive Framework of Syllabus Design Concepts, Types, and Criteria in ESP

Difference Between Curriculum and Syllabus

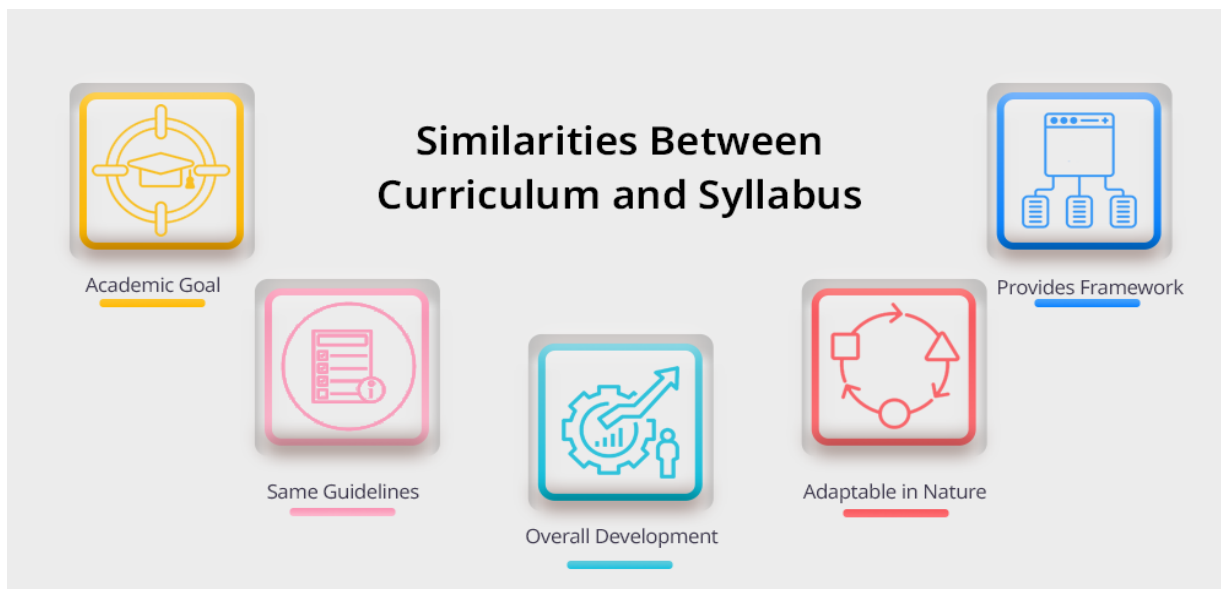
Curriculum and Syllabus are both different terms but are correlated to each other. A curriculum is a structure of overall content whereas a syllabus is a detailed summary of topics to be covered in subjects. Both are changeable in nature and can change according to educational needs and reforms.

Table 04: The difference between a Curriculum and a Syllabus:

Basis of Difference	Syllabus	Curriculum
Definition	Provide focus on a specific course or subject and outline the topics, content, and learning goals	Focuses the entire educational program and sets broader educational objectives and goals
Structure	Syllabus is more detailed and provides a detailed plan for subjects and topics	The curriculum is comprehensive and follows the structure to guide the overall design and structure of learning activities
Settings	The syllabus of schools varies according to the state schools or national schools and prepared by local authorities.	Curriculum was set by the state education department, local school department, and national education departments such as NCERT and NCF.
Creation	Syllabus creates a proper understanding of the topics to be covered in subjects.	The curriculum creates multidisciplinary, grade levels, and implements teaching techniques that allow to make a systematic overview of the program.
Nature	Syllabus can be change frequently or in a academic year.	Curriculum doesn't change quickly until new reforms or policies.

Guide	Provides a roadmap for students and teachers	Guides curriculum development and implementation
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Similarities Between Curriculum and Syllabus



Conclusion

This lesson has highlighted the central role of syllabus design in language education and, more specifically, in English for Specific Purposes (ESP). A syllabus is far more than a list of topics to be taught; it is a carefully planned document that guides the teaching and learning process by specifying objectives, content, methodology, and assessment procedures. As emphasized by scholars such as Hutchinson and Waters (1987), Robinson (1991), and Yalden (1987), an effective syllabus serves as a bridge between learners' needs, educational goals, and classroom activities.

Assessment & Exam Preparation

- What is a syllabus in language teaching, and how is it defined by Hutchinson & Waters (1987) and Robinson (1991)?
- What is the role of a syllabus in guiding teaching and learning processes?
- How does Basturkmen (2006) describe the content structure of a syllabus?
- What are the main characteristics of a syllabus in language education?
- Why is the syllabus considered a public and structured document?
- How does a syllabus function as a bridge between learners' needs and classroom activities?
- What is the difference between synthetic and analytic syllabi?
- How do synthetic syllabi organize language learning?
- How do analytic syllabi promote language acquisition?
- What are the main types of syllabi included under synthetic approaches?
- What are the main types of syllabi included under analytic approaches?
- Why are synthetic and analytic syllabi often combined in modern language teaching?
- What is meant by an “eclectic” or “multi-syllabus” approach?
- What criteria should guide effective syllabus design according to Harmer (2001)?
- How do learnability, frequency, coverage, and usefulness influence syllabus design?
- Why is learner context important in syllabus design?

- What is the role of environmental and social factors in designing a syllabus?
- How does needs analysis influence ESP syllabus design?
- What is Munby's Communicative Needs Processor (CNP), and why is it important?
- How does ESP syllabus design differ from general language syllabus design?

Key Terms & Glossary

Term	Definition
Syllabus	A document specifying the content, sequence, and objectives of a language course.
Curriculum	The broader educational framework that encompasses objectives, philosophy, and program structure across multiple courses.
Synthetic Syllabus	A syllabus that presents language in discrete, pre-selected items for systematic teaching one at a time.
Analytic Syllabus	A syllabus that presents language in whole communicative chunks, allowing learners to infer patterns through use.
Eclectic Syllabus	A multi-syllabus approach combining elements from both synthetic and analytic types to meet diverse learner needs.
Communicative Needs Processor (CNP)	Munby's (1978) tool for systematically identifying the communication needs of specific ESP learner groups.
Learnability	A syllabus design criterion requiring that content be sequenced progressively from simpler to more complex.

Discourse Analysis -Register Analysis

Learning Outcomes

1.	Define Register Analysis and Discourse Analysis in the context of ESP.
2.	Explain the historical background, main characteristics, and contributions of Register Analysis.
3.	Identify and evaluate the criticisms of Register Analysis.
4.	Define Discourse Analysis and explain its four main characteristics: text organization, communicative function, cohesion, and coherence.
5.	Compare Register Analysis and Discourse Analysis and evaluate their complementary roles in ESP.
6.	Apply principles of both analyses to authentic ESP texts.

Lesson Overview

This lesson examines two foundational analytical approaches in ESP: Register Analysis and Discourse Analysis. Register Analysis, the first phase of ESP development, focused on identifying the lexical and grammatical features of specialized language. Discourse Analysis expanded this scope to examine how language creates meaning in extended texts. Together, these approaches provide complementary tools for understanding specialized language and designing effective ESP materials. This chapter connects closely to Chapter 6 (Development of ESP) and provides the analytical foundation for materials development and course design.

Introduction: Why Language Analysis Matters in ESP

ESP is founded on the premise that specialized professional and academic language differs systematically from general English. To teach specialized language effectively, practitioners must be able to identify what is distinctive about it. Register Analysis and Discourse Analysis are the two primary tools ESP has developed for this purpose — the first focusing on the language itself (words, structures), the second on how language creates meaning in communication.

Register Analysis

Definition and Historical Background

Register Analysis studies the vocabulary and grammatical structures that frequently appear in a specific professional or academic field. It emerged in the 1960s through the work of Peter Strevens, Jack Ewer, and John Swales, who noticed that scientific and technical texts contained systematically different linguistic patterns from literary or everyday language.

Key Lexical and Grammatical Features of Scientific English

Feature	Description	Example from Medicine
Specialized vocabulary	Field-specific technical terms not used in general English.	'Myocardial infarction' (heart attack); 'hypertension' (high blood pressure).
Passive voice	Depersonalizes processes; emphasizes what was done, not who did it.	'Blood samples were collected' rather than 'nurses collected blood samples.'
Nominalization	Transforming verbs into nouns to create abstract, complex expressions.	'The investigation of' rather than 'investigating.'

Present simple	Used to describe universal scientific truths and established facts.	'Insulin regulates blood glucose levels.'
Complex noun phrases	Multiple modifiers before a noun to pack technical information efficiently.	'a double-blind randomized controlled clinical trial.'

Contributions and Criticisms of Register Analysis

Contributions	Criticisms
Identified teachable, field-specific linguistic features.	Limited scope: focused on word/sentence level only.
Provided empirical basis for ESP materials development.	Descriptive, not explanatory — tells what, not why.
Developed specialized vocabulary and grammar lists.	Relies on artificial materials, not authentic communication.
Informed syllabus design for technical courses.	Neglects meaning, discourse, and communicative purpose.

Discourse Analysis

Definition

Discourse Analysis studies language beyond the sentence level, examining how texts are organized to achieve communicative goals. It emerged in the 1970s through the work of Widdowson, Trimble, and Selinker, in response to Register Analysis' inability to explain how meaning is created across complete texts.

Four Main Characteristics

Characteristic	Description	ESP Application
Text Organization	Texts follow recognizable organizational patterns: problem-solution, cause-effect, comparison-contrast.	Learners recognize report structures; understand how research articles are organized.
Communicative Function	Language is used to achieve specific goals — not just structurally correct but functionally purposeful.	Understanding why a scientific abstract uses hedging language; why a business letter uses polite indirect requests.
Cohesion	Linguistic devices that connect sentences: reference pronouns, conjunctions, lexical repetition.	Learners use 'however,' 'consequently,' 'this evidence' appropriately in academic writing.
Coherence	Logical and meaningful connections between ideas enabling the text to be understood as a unified whole.	Learners produce texts where ideas flow logically, not just grammatically correctly.

Register Analysis vs. Discourse Analysis: A Comparison

Dimension	Register Analysis	Discourse Analysis
Unit of analysis	Word and sentence	Extended text and discourse event
Primary question	What forms occur and how frequently?	How does communication work and create meaning?

Orientation	Descriptive; statistical	Functional; qualitative
Limitation	Ignores meaning and text organization	May underemphasize linguistic form details
ESP application	Vocabulary lists; grammar focus materials	Reading comprehension; academic writing; genre-based teaching
Complementarity	Provides inventory of linguistic forms	Explains how those forms function in communication

Applications in ESP Teaching

Register Analysis guides vocabulary instruction, grammar focus, and materials selection — helping teachers identify which linguistic forms to teach. Discourse Analysis guides reading instruction, academic writing development, and genre-based teaching — helping learners understand how texts work as communicative events. Most effective ESP instruction integrates both approaches.

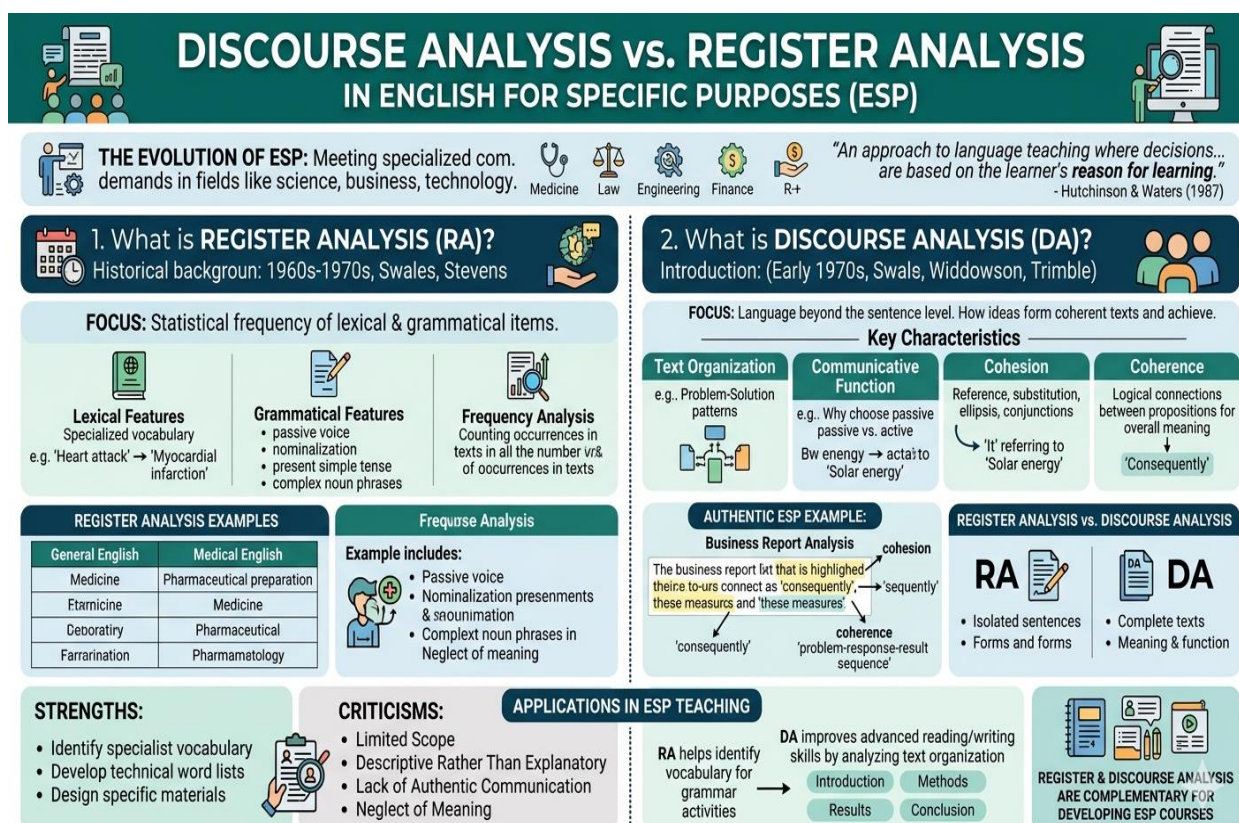


Figure 17: Register Analysis and Discourse Analysis in English for Specific Purposes

Assessment & Exam Preparation

- What is Register Analysis in the context of English for Specific Purposes (ESP)?
- How does Discourse Analysis differ from Register Analysis in ESP studies?
- What historical factors led to the emergence of Register Analysis in ESP during the 1960s?
- Why is Register Analysis sometimes referred to as lexico-statistics?
- What are the main lexical features typically identified in Register Analysis?
- Which grammatical features are commonly found in specialized scientific and technical registers?
- How does frequency analysis contribute to Register Analysis in ESP?
- What are the main contributions of Register Analysis to ESP syllabus design and materials development?
- What are the main limitations of Register Analysis in explaining language use?
- Why is Register Analysis considered mainly descriptive rather than explanatory?
- How does Register Analysis fail to account for communicative purpose in language use?
- What is Discourse Analysis, and what aspects of language does it focus on?
- How does Discourse Analysis explain text organization in ESP contexts?
- What is meant by cohesion in Discourse Analysis, and what are its main devices?
- How does coherence differ from cohesion in discourse analysis?
- Why is communicative function central to Discourse Analysis?
- How do discourse patterns such as problem–solution or cause–effect help in understanding texts?
- What role do cohesion and coherence play in producing meaningful ESP texts?
- How do Register Analysis and Discourse Analysis complement each other in ESP?

- What are the methodological differences between Register Analysis and Discourse Analysis?
- How is Register Analysis applied in ESP teaching (e.g., vocabulary and grammar selection)?
- How does Discourse Analysis improve reading and writing skills in ESP learners?

Key Terms & Glossary

Term	Definition
Register Analysis	The study of vocabulary and grammatical structures that frequently occur in a specific professional or academic field.
Discourse Analysis	The study of how language creates meaning beyond the sentence level — examining text organization, cohesion, coherence, and communicative function.
Cohesion	The linguistic devices (pronouns, conjunctions, lexical repetition) that connect sentences within a text.
Coherence	The logical and meaningful connections between ideas that allow a text to be understood as a unified whole.
Nominalization	The transformation of verbs or adjectives into nouns, common in academic and scientific writing (e.g., 'analyze' → 'analysis').
Genre	A recognizable, socially situated text type with conventional structure and communicative purpose (e.g., research article, business report, legal case).
Communicative Function	The purpose that language serves in a specific communicative event, beyond its grammatical structure.

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All references are formatted in accordance with the American Psychological Association (APA) Publication Manual, 7th Edition. Students are advised to consult these primary sources for deeper engagement with the theoretical frameworks presented in this handbook.

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