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Master 1

Syllabus Design and Curriculum Development

2024



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The background of the slide is a dark, textured surface, possibly black or very dark blue. It is adorned with numerous colorful, glowing butterflies and flowers. The butterflies are in various colors including bright yellow, orange, pink, purple, and light blue. Some of the flowers are also glowing, with colors like magenta, blue, and yellow. The overall effect is a magical, ethereal, and vibrant scene. The text is centered over this background.

**Good
Afternoon
Dear
students**

*Almost every successful person begins with
two beliefs: the future can be better than
the present, and I have the power to
make it so.*



*Success is no accident, it is hard work,
perseverance, learning, studying, sacrifice and most
of all, love of what you are doing or learning to
do.*

*Be thankful for the hard times, for they have made
you.*

ENGLISH FOR SPECIFIC PURPOSES

Mrs. Bouhali Salma

INTRODUCTION

English for specific purposes (ESP) has emerged as a significant field in Applied Linguistics. It is mostly concerned with the learners' needs for a specific field of academics or occupation. Restricted skills of words and expressions and purpose of learning the language are the areas to be considered in ESP.

DEFINITION OF ESP

In brief, ESP is the use of a particular variety of English in a specific context of use. It is justified by learners' needs. English for specific purposes (ESP) is a sphere of teaching English language including Business English, Technical English, Scientific English, Medical English, English for waiters, English for tourism, English for Art Purposes, etc.

DEFINITION OF ESP (F)

- ◎ According to **Munby** (1978, p.2), ‘ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner’.

DEFINITION OF ESP (F)

- ◎ Mackay and Mountford (1978, p. 2) have referred to it as the teaching of English for “clearly utilitarian purposes”. These specific purposes are academic, professional or scientific ones that clearly depend on the learners’ needs.

DEFINITION OF ESP (F)

◎ **Robinson (1980)** has defined ESP as the teaching of English to the learners who have specific goals and purposes. According to him, these goals might be professional, academic, scientific, etc.

DEFINITION OF ESP (F)

- ⊙ ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning.

(Hutchinson and Waters, 1987)

DEFINITION OF ESP (F)

◉ Dudley-Evans and John, (1998) offer a modified definition and express their revised view on the essence of ESP from two perspectives:

- absolute characteristics
- variable characteristics.

DEFINITION OF ESP (F)

Absolute Characteristics:

- ESP is defined to meet specific needs of the learners.
- ESP makes use of underlying methodology and activities of the discipline it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, and discourse.

DEFINITION OF ESP (F)

Variable Characteristics:

- ESP is related to or designed for specific disciplines.
- ESP is used in specific teaching situations; it has a different methodology from that of General English.
- ESP is to be assigned for adult learners.
- ESP is designed for intermediate or advanced learners.

ESP VS EGP

1. Learners

ESP – working adults

EGP – high school students

2. Aims

ESP – to meet the needs of particular learners

EGP – to improve overall English competence involving a range of skills (reading, writing, speaking, listening, vocabulary, grammar, pronunciation, etc)

COMPARISON OF EGP AND ESP

EGP

- 1. The focus is often on education.
- 2. As the learners' future needs are impossible to predict, the course content is more difficult to select.
- 3. Due to the above point, it is important for the content in the syllabus to have a high surrender value.

ESP

- 1. the focus is on training.
- 2. As English is intended to be used in specific vocational contexts, the selection of the appropriate content is easier.
- 3. It is important for the content in the syllabus to have a high surrender value, most relevant to the vocational context.
- 4. The aim may be to create a restricted English competence.

TYPES OF ESP

David Carter (1983) identifies three types of ESP:

- **English as a restricted language**, e.g. of a pilot, or a waiter. Only used for specific contexts. Knowing this type of English may not help to communicate effectively outside the specific context.
- **English for Academic and Occupational Purposes**: English for Academic Purposes (EAP), e.g. English for medical studies. English for Occupational Purposes (EOP), e.g. English for Technicians.
- **English with specific topics**. Uniquely concerned with anticipated future English needs, e.g. Scientists requiring English for postgraduate studies or attending conferences.

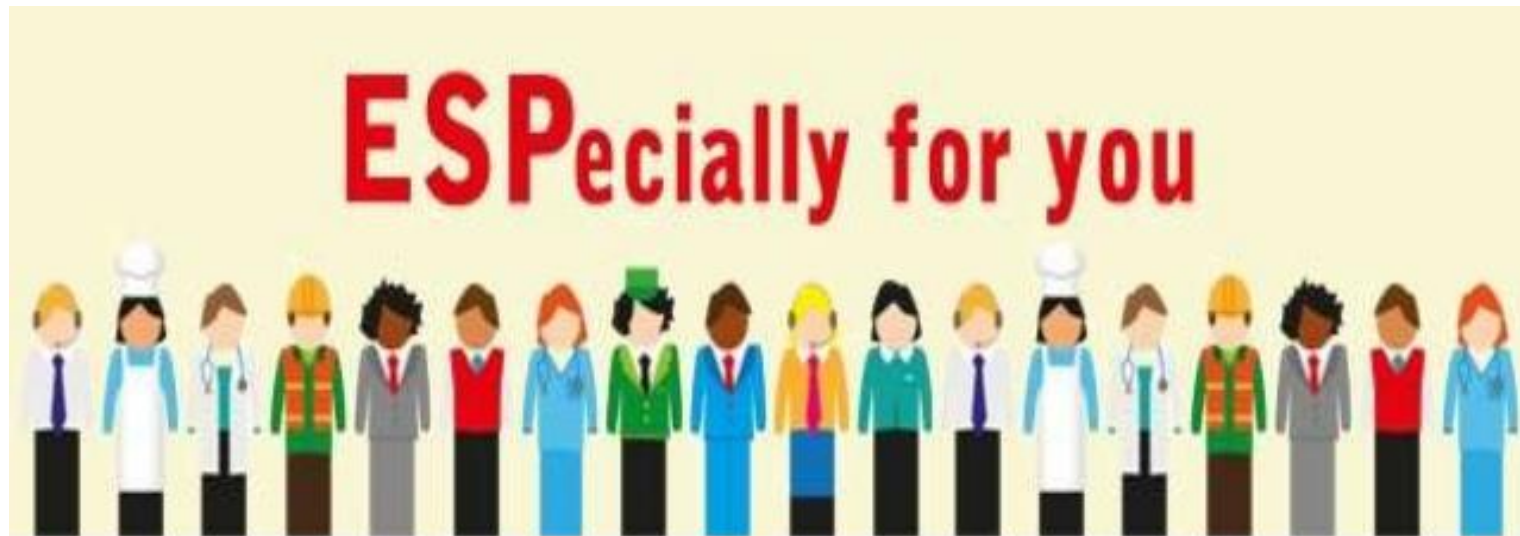
CHARACTERISTICS OF ESP COURSES

- ◉ Carter (1983) discusses three characteristics of ESP courses.
 - Authentic material
 - Purpose-related orientation
 - Self-direction

THE ESP PRACTITIONER

- **Dudley Evans** describes the true ESP teacher or ESP Practitioner as needing to perform five different roles. These are:
 - Teacher
 - Collaborator
 - Course designer and materials provider
 - Researcher
 - Evaluator.

TO CONCLUDE



specific linguistic needs related to their professions



END