
DESIGNING AND IMPLEMENTING AN ESP COURSE TO
TECHNOLOGY OF COMMUNICATION STUDENTS. THE
CASE OF THIRD YEAR LMD

تصميم وتطبيق درس إنجليزية لأغراض علمية لطلبة العلوم والتكنولوجيا
- العينة: طلبة السنة الثالثة ليسانس.

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Abstract:

This study aims to design and implement an authentic ESP course to the enrolled students at the faculty of “Sciences and Technology” , Saida University. The current course provided to those learners does not match the students’ wants and needs. The researcher adopted a descriptive, empirical approach , using a triangulation of research tools, including a class observation, a questionnaire and a structured interview. Eventually, this study reveals a deficiency in the ESP course presented to those learners. Thus, a valuable design of an ESP course is a necessity to be adopted and implemented to meet students’ needs.

Key words: ESP; needs analysis; target needs; course and syllabus design; curriculum development.

ملخص باللغة العربية:

تهدف هذه الدراسة إلى تصميم وتنفيذ درس إنجليزية لأغراض خاصة لطلبة كلية العلوم والتكنولوجيا بجامعة سعيدة، إن نوعية الدروس المقدمة لهؤلاء المتعلمين لا تتوافق مع احتياجات طلبة تكنولوجيا الاتصال. اعتمد الباحث دراسة وصفية، تجريبية، باستخدام ثلاثة أدوات البحث، بما في ذلك الملاحظة الصفية، استبيان ومقابلة منظمة. في نهاية المطاف ، تكشف هذه الدراسة عن نقص في جودة الدروس المقدمة لهؤلاء المتعلمين. وبالتالي ، فإن استحداث و تفعيل دروس ومنهاج انجليزية لأغراض خاصة هو ضرورة وجب اعتمادها وتنفيذها لتلبية احتياجات الطلاب.

الكلمات المفتاحية: الإنجليزية لأغراض خاصة : تحليل الاحتياجات : الاحتياجات المستهدفة : تصميم درس و منهاج : تطوير المنهاج الدراسي.

1. Introduction:

This study determines the English language needs of the students enrolled in the Technology of Communication, faculty of Sciences of Technology at the university of Moulay Tahar, Saida . In that faculty, new branches are elaborated such as : Technology of Communication, Eletronics, Opto-electronics. So, students in these branches study Scientific English, technical terms, based on their needs, bearing in minds their needs and wants vary from a branch to another, which means English for Academic Purposes .

Moulay Tahar University of Saida, among other things provide its students with English necessary for their academic purposes. Students who attend some faculties at Saida university have academic English language courses designed to them. These faculties are Sciences of Technology, Economy and Commerce, Political Sciences.

This study aims to design and implement an authentic ESP course that really meets Technology of Communication basic needs. The courses are designed to satisfy the learners' needs. This research attempts to find answers to these research questions:

- *What kinds of courses should be implemented to Technology of Communication students?*
- *What measures should be taken while designing an ESP course to those enrolled learners?*
- *Can the ESP course design serve both the ESP practitioners and their learners of Technology of Communication students at Moulay Tahar University of saida?*

In hope to attain such answers corresponding to the research questions given above, the researcher introduces and presumes the following hypotheses:

- ❖ The ESP practitioners at the faculty of Sciences and Technology might implement an English which is purely scientific, that goes with the students academic needs.
- ❖ The enrolled students of Technology of Communication would receive and study ESP courses that match their needs and wants, providing that the ESP practitioners elaborated specific English, basing on those learners wants.
- ❖ If the Ministry of Higher Education designed an ESP syllabus for both the enrolled students of Sciences and Technology , and their ESP practitioners, the quality of that English for Academic Purposes (EAP) would not be only practical, but also motivating to these learners.

2. Review of the Literature:

2.1. The History of ESP and its Origins:

English for Specific Purposes (ESP) is a branch of applied linguistics, that focuses on relating the teaching and the learning processes to the learners' needs. The ESP approach originated to fulfill the demand by many learners around the world who needed English to have access to science, technology and economical resources. The English language has achieved a global status. Many countries give English a special role in their communities. Other countries assign a priority role to English where it is taught as a second or a foreign language.

What gives the English language this status is not its linguistic system. Rather, Crystal (2003) argues that the current status of English results from the power of the people speaking it. Therefore, the global power of the English language is related to the historic political, cultural, socio-economic and technological dominance of England and the United States.

2.2. Definition of ESP:

ESP is a branch of applied linguistics, it is an approach to language teaching and learning. The term ESP has just appeared after the WWII. The victory of the USA and Britain in that war impressed people from different nations to learn English.

Mackay (1978) considers ESP as the teaching of English, not as an end in itself but as an essential means to a clearly identifiable goal. The aim of learning ESP is not to know what it is, or to be fluent English user, but to use

that language for targeted purposes. So, ESP is a tool to develop certain goals. The corner stone of this approach is needs analysis.

The ESP approach uses needs assessment as the basis for curriculum development. Hutchinson and Waters (1987:19) define ESP as:

“An approach to language teaching, course design and materials development in which all decisions as to context and methods are based on the learners ‘reasons for learning ‘.”

The purpose of ESP is to provide learners with the competence to cope with a specified set of tasks in order to achieve occupational or academic targets. Similarly, Johns and Dudley Evans (1991) state that the emergence of ESP is rooted in three main reasons: internal communications, transmission of science and technology, and international communications.

2.3. The Major Branches of ESP:

David Carter (1983) identified three types of ESP. the first type of ESP is English as a Restricted Language (ERL). So, ERL is used by air traffic controllers or by waiters. The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes (EAOP). Carte’s third type is English with Specific Topics (EST). David Carter (1983) identified three types of ESP:

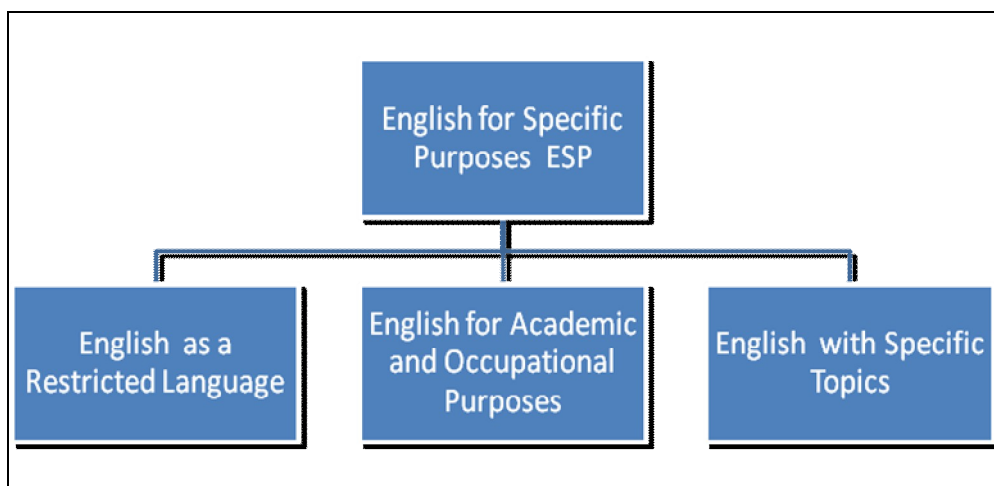


Figure 1: Carter’s division to ESP (1983)

According to Hutchinson & Waters, 1987, ESP is broken down into three branches:

- a) English for Science and Technology (EST).

b) English for Business and Economics (EBE).

c) English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Hutchinson & Waters (1987), ESP is broken down into three branches:

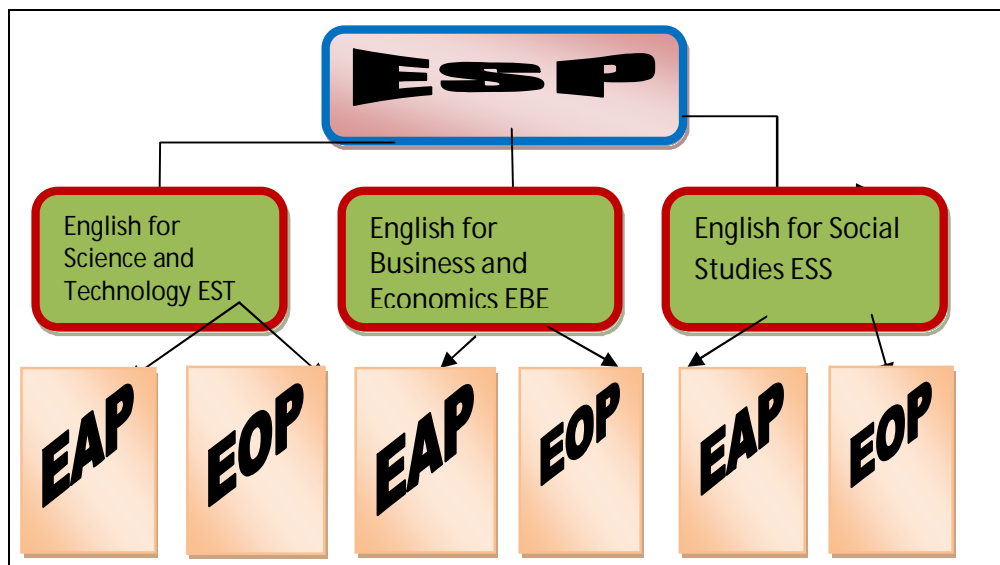


Figure 2: Hutchinson's and Waters' subdivision to ESP (1987)

2.4. Needs Assessment in EAP:

Hutchinson & Waters (1992) define needs assessment on the basis of « necessities » and « wants. » In order to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the «lack » that represents the gap between the required proficiency in the target situation and the existing proficiency of the learners.

The notion of Needs Assessment or Needs Analysis (N A) was firstly introduced by Brown (1995). Brown identify activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. In language programs, the needs are language related students.

Once identified, needs can be stated in terms of goals and objectives which, in turn can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies.

Needs assessment should fill the « gap » between the current state of affairs and the desired state of affairs. The above definitions base their concept of needs analysis around such terms « necessities » « lacks » « gaps ». However, all these terms have different interpretation from one individual to another.

Above all what has been stated, Hutchinson and waters (1987) stress taxonomy on needs analysis, represented by the Target needs and the Learning needs. They state that « **target needs** » is an umbrella term that hides a number of important distinctions. They look at the target situation in terms of « necessities, lacks and wants », while « **Learning Needs** » explain how students will be able to move from the starting point (lacks) to the destination (necessities).

2.5. Needs Analysis in ESP:

The design and implementation of any curriculum for EAP courses should take into consideration the different language needs of the target learners. Determining learners' language needs, a strong foundation pertaining to the whole idea of conducting the particular language courses could be formed.

With that preliminary knowledge, the whole process of designing curriculum, from the construction of course objectives to the selection of course contents and learning activities can be made easier. This could provide assurance in the quality of the courses especially in making the learners to achieve the expected learning outcomes. To start collecting information on the learners' language needs, a needs analysis has to be carried out.

For Weddel and Duzer (1997), needs analysis is just like a tool used to examine the kinds of English and literacy skills required by the learners and at the same time to identify the literacy contexts of the target language in which the learners will function, what the learners want and need to know to function in those contexts and what they expect to obtain from the instructional program. It can be observed here that besides the identification of the linguistic items, what the learners need to do in order to use those items and how those items will be used in the predicted context will be explored also in needs analysis.

To sum up, needs analysis can be described as what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. Needs analysis, as observed by Grognet (1996), is the most crucial of all the steps in curriculum design because the remaining steps are based on it. In this study, needs analysis is carried out to examine the students' weaknesses and strengths in using

English language in their academic studies and also their preferable learning methods. In the next section, the procedures for needs analysis will be discussed.

3. Research Methodology, Participants, and Research Tools :

The primary aim of this stage is hopefully to provide the reader with a clear picture of the research design and procedure. It attempts to describe the informants and the main instruments of data collection which have been adopted, implemented and tested while carefully addressing the validity and reliability of the research tools, and later on the results.

3.1. The Research Methodology:

The present section attempts to provide answers to the three essential questions in conducting any research work in whatever area of interest, notably *for whom*, *why*, and *how* the present study has been conducted. The purpose of the action research is to check whether the procedures adopted have facilitated the task for those practitioners by helping them to function adequately in their target situation or not.

The case study revolves around an in-service teacher training program which is conceived to be an effective means to enhance the professional qualifications of the already engaged ESP practitioners in a scientific context, i.e., technology of communication specialism.

In that research, the informants are both the ESP teachers and their enrolled learners of Technology of Communication. The investigator bases on a triangulation of tools to conduct that study. This work advocates an effective action research, relying on “Questionnaires” administered to the ESP practitioners at the Sciences and Technology faculty, and their enrolled students of Technology of Communication. The second tool is the “structured interview”, which is designed to the ESP practitioners, while the third tool is a “class observation”.

3.2. Participants:

In this study, there are two groups of participants. The first group is made up of the third year students of the Technology of Communication students, at the University of Saida. The second group is represented by the content course teachers, teaching these students. There are about 78 students at the Technology of Communication students section, the researcher chooses 25 students among those learners, so as to conduct his questionnaires, and about 04 content course teachers for the same purpose, but with a distinctive questionnaires.

3.3. Research Tools:

As far as this study is concerned, the researcher has adopted a qualitative research tools to endure his investigation .The instruments are presented by: classroom observation, questionnaires and a structured interview.

3.3.1. Classroom observation:

Classroom observation is an inexpensive method for discovering more about learners' behaviors and uses of existing spaces. Observation can lead the researcher to new information about the informants where everything is presented to the observer directly and in front of him or her. The primary purpose of observations is to describe. Observation descriptions should include a description of the setting, any activities that occur in that setting, the individuals who are involved in the activities, and the significance of what is observed. Combining observation with photo-taking can lead to even richer information gathering about how learners use existing spaces.

Classroom observation enables the researcher to have a direct and an immediate insight on what is happening in the classroom and how the ESP course is presented to the students. Mason (1996, p. 60) stated that:

“ Observations are methods of generating data which involve the researcher immersing him or herself in a research setting and systematically observing dimensions of that setting, interactions, relationships, actions events, and so on, within it. ”

3.3.2. Questionnaires:

The questionnaire is considered as one of the most useful tools in doing researches to elicit available information from the informants, and in this research, the participants are the ESP practitioners at the department of « Sciences and Technology » and their students. The rationale behind choosing questionnaires as the tools for data gathering is that questionnaires, as Oppenheim (1993) pointed out:

“Questionnaires are research instruments that require little time extended writing from large populations from the participants, questionnaires are useful when data gathered from large population are being analyzed, and they also help researchers while making group comparison. ”

Two different questionnaires are administered to currently enrolled students and content teachers at the Technology of Communication section, university of Saida. In these questionnaires, two types of questions are relied on; “Likert-scale questions. “ ” and “Multiple response questions. “

3.3.3. Interview:

A structured interview is a means of collecting data for a statistical survey. This quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods.

This qualitative tool is used to collect data from Individuals through conversations (questions vs. responses). Thus, the use of the interview is conceived to be of great help to the investigator. Gillham (2000, p.01) sees *“A conversation usually between two people. But it is a conversation where one person- the interviewer- is seeking responses for a particular purpose from the other persons: the Interviewee.”*

4. Results and Discussions:

4.1. Analysis of the Classroom Observation:

Classroom observation is a direct research tool that enables the investigator to gather authentic data and features about what is happening in the teaching situation. This technique can reinforce and ensure a more or a less understanding of the goal of the ESP situation.

Since the reform occurred in the curricula of the higher education by adopting the LMD system, a crucial importance is given to the English language, in each field of study according to the needs of the students. To shed light on this phenomenon, the researcher has attended series of sessions at « Sciences and Technology » faculty for the sake of knowing what is happening in an ESP teaching situation, and also to investigate the academic English language needs of technology of communication students.

The Observed Points	Shortcomings	What should be
*- Teachers	*- No ESP teachers, no training in the field, unwilling sometimes to teach.	*- Qualified teachers, specialized in ESP, stimulating learners to study English.
*-The presented lessons	*-short tasks about grammar, gap filling, and tenses sometimes.	*-The teaching lessons should encompass the four skills and go with those learners 'needs. *-texts should be adapted and adopted.

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*- The students	*-unwilling to work, absent-minded learners.	*-Learners should collaborate in the teaching and learning process .
*- Timing	*-No fixed timing, it depends 01hour and 45mns, sometimes 30mns and rarely 01:30mns.	*-Timing devoted to the session is 01hour and 30 minutes per week.
*- Attendance (teachers vs. students)	*-Teachers miss their sessions due to their duties in their secondary or elementary schools. *-Some students do not attend their lectures. Even they are in the class, they are not interested (playing with their mobiles, listening to music	*-Teachers ought not to miss their sessions because this absence leads to a disturbance to students , and makes a gap while teaching *- Students had better change their attitudes toward English, taking parts in their learning

Table 1: Preliminary Data gathered from classroom observation.

Along with about four to five classroom observation sessions, the investigator has noticed many negative points which can discourage the teaching of ESP to the Technology of Communication students. Thus, the investigator has concluded these points as follow:

- ❖ Lack of English textbooks: There are no designed textbooks to the students of Technology of Communication,
- ❖ Unavailability of ESP teachers: The Algerian university miss the ESP Practitioners, just volunteers from the elementary or the secondary schools tend to teach only such courses of English and not ESP.

- ❖ The English teachers, supervising the students of Technology of Communication rarely speak English with their learners i.e. these teachers use Arabic or French besides a bit of English.
- ❖ The English course often starts late, it means neither teacher, nor the students are punctual, the English course begins at 01 :15 pm and not at 01 :00 pm, it is just a grammar activities (tenses, articles , prepositions), only a few times gap filling tasks with supplied items , and a part of the lesson , is wasted in gossiping (free talking time, taken from the English session).

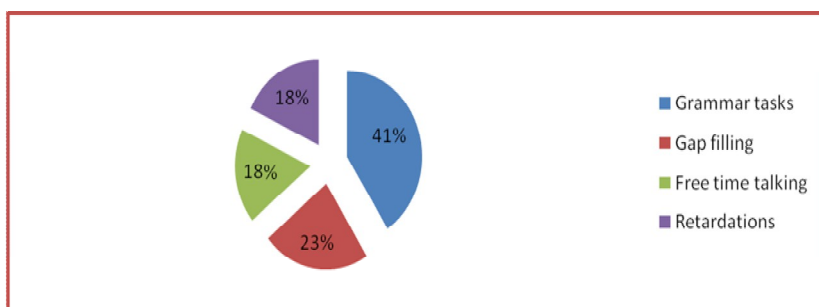


Figure 3: The English course subdivision.

4.2. Analysis of the Students' Questionnaire:

Q1: The students' self-assessment to the content of their current English course:

The researcher asked his informants about the content of their current English course and how they found that English, three distinctive responses emerged. So, 03 participants with a percentage of 12% considered that their courses are “poor and boring”, 05 informants representing 20% of the whole respondents stated that the English that is presented to them is “interesting and authentic”. Meanwhile, 17 participants saw that the English course is “less motivating”, their rate was 68%. The following figure clarifies these findings:

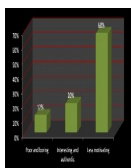


Figure 4: The learners' self-assessment to their English course.

Q2: The enrolled students and their attitude toward taking ESP courses:

Technology of communication students welcomed the idea of studying English, which meets their academic needs. The researcher however questioned them if they were interested in taking ESP courses while studying English. In the first place, the participants did not know what is meant by ESP, after a concise clarification, the informants got an idea about the notion ESP. So, they expressed their satisfaction about taking ESP courses, rather than general English repeated tasks.

Analytically, 24 of the participants agreed to take ESP courses, basing on their needs, whereas only 01 informant did not grasp the idea of studying ESP. The figure below indicates what was attained:

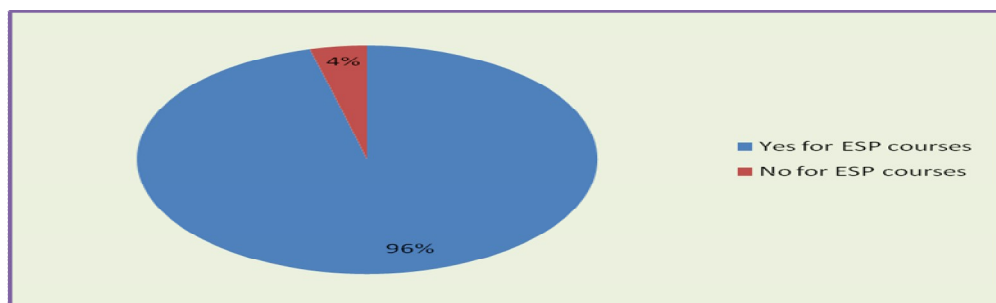


Figure 5: The learners' attitude toward taking ESP courses.

5. A Proposal of Tentative Solutions:

5.1. The Shortcomings of the Teaching / Learning Process:

It was supposed that the students of Technology of Communication studied specific, and scientific English that goes with their academic needs, that is to say the English course that reflects the needs of those learners, and fulfills the lacks of those students. But in fact, the investigator acquainted with teaching English. It is general in its form, and random activities in its content.

Theoretically, the enrolled students study ESP, rather than general English, in which the ESP course bases on the needs of the learners, or what is known by « Needs Assessment », it means the ESP practitioner in the four language integrative skills has to tackle his / her courses according to the wants and the lacks of the learners

Practically, the investigator got astonished and dissatisfied from the quality of the English course presented to those students. i.e. timing of the English was not respected neither by the ESP teacher, nor by the learner, both came late, the content of the English course did not match the students' academic needs.

5.1.1. The Negative Attitudes of the Institution towards the ESP Subject:

Many flaws were noticed, not only in the ESP subject, but also shortcomings in the ESP practitioner's profile, and other secondary factors like the restricted timing, lack of assiduity on the part of both teachers and learners. The major negative attitudes can be resumed below:

- a. The current teachers' poor profile, no one of the four instructors is a permanent teacher or an ESP practitioner. So, those teachers cannot cope with the ESP approach and the content of the ESP course.
- b. Lack of ESP materials as books- course books –devices related to the ESP subject matter does not serve ESP instruction and here the blame is on the Ministry of Higher Education.
- c. Teachers' mobility from a faculty to another represents another obstacle toward ESP learning and sometimes that shift is during the academic year.

5.1.2. Pedagogical Considerations:

The content of the ESP course does not convene with the demands of the Technology of Communication students, because it does not meet the enrolled students needs , it is not effective, not instructive and of course, not objective.

Pedagogically speaking, the four language skills should be integrated in the content of the ESP courses within whole units, in an official syllabus, designed and implemented by the Ministry of Higher Education. According to what the study noticed, there is no legal implication of the four skills in the ESP teaching. So, teachers relied on some skills and neglected others. Heterogeneously, learners' outcomes will be affected, raising the lack of interest to Listening and Writing during the instructional process as it is shown in the chart below:

	Percentages	Ranking
Speaking	40 %	01
Reading	30 %	02
Writing	20 %	03
Listening	10 %	04

Table 2: The language skills 'ranking and importance according to
Technology of Communication Students.

6. The Necessity to a New ESP Course book Design:

ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson and Waters, 1987:19), ESP program designers should put a great weight on learners' needs even though these needs are perceived by course designers as in EAP (English for Academic Purposes) at tertiary level education or surveyed and analyzed as in EOP (English for Occupational Purposes) in any professional application.

The design and the implementation of an ESP syllabus, textbooks or tackling an effective ESP course becomes a prominent process in the ESP areas. The corner stone of any ESP course is needs analysis a Holliday (1995). Mackay and Mountford (1978) also add:

"The teacher is one step nearer being able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course".

The elaboration of such ESP syllabus and ESP materials should meet the enrolled students' academic needs. Baring in mind this tentative elaboration should cover all the four integrative skills and the sub-skills as well.

6.1. ESP Course Design:

The increasing technology and the progressive scientific inventions opened the doors to the English language. So, the English becomes to

dominate not only the technological sector, but also the economic collaborations, bargaining between nations.

Hutchinson and Water (1987) emphasized on the fact that ESP teachers are concerned more with designing appropriate courses for various groups of learners. There are three factors affecting ESP course design: Language description, Learning theories, Needs Analysis. The interdependence of these factors in the course design process is very important; the course design must bring the learner into play.

Holliday (1995) presented the scope and approach of an ESP course as needs analysis, curriculum design and implementation design, where needs analysis came first.

6.2. The ESP Course Content:

Learners specializing in any discipline require proficiency in both language skills and their specific area of study to cope with tertiary education. It is very important to plan, develop, and implement a content-based language course for learners specializing in Technology of Communication. Strategies used to develop content-based language courses through the integration of language and research skills with content are explored and applied.

An efficient ESP course should fulfill the demands of the enrolled students. This course has to be instructive, not only based on grammar tasks or vocabulary matching pairs; it could be rather rooted in implementing the four integrative skills, and the three sub-skills and a phase of self-assessment. All these teaching points will stimulate learners to study EAP and encourage teachers to reinforce their teaching process.

7. General Conclusion:

The main purpose of the current study «Designing and Implementing an ESP Course for Technology of Communication Students – Third Year LMD System, at Dr. Tahar Moulay- Saida University» is to shed light on the present situation of teaching ESP and suggesting ways of designing ESP courses, to design a syllabus and select materials for students of Technology of Communication.

Previous studies of designing ESP courses have not dealt with the subject mentioned above. One of the aims of this work was to develop the discussion and to analyze the ESP needs of those enrolled students.

ESP teaching at Saida university should have some radical changes, embracing the ESP teaching / learning processes, the ESP practitioners' attitude, the learners' attitude toward ESP learning, the course design.

First, the ESP teaching and learning processes need to be reviewed, estimated and valued. The investigation asserted shortcomings in ESP teaching. Both participants (ESP practitioners and the enrolled students) complained from a lack of authentic ESP input, therefore a lack of interest in studying English was shown on the part of the learners.

Second, the ESP teachers did not devote a considerable awareness while teaching ESP, due to many reasons, they were not permanent in their professions, they were not formed in teaching ESP, they did not know what the concept ESP meant.

Third, learners in their turns did not pay any attention to study English, They asserted that English was just a supplementary subject, they were not punctual in their attendance to their classes.

Fourth, a deficiency in ESP teaching was noticed at the faculty of « Sciences and Technology ». The ESP practitioners presented just grammar tasks; conjugating verbs, lexis activities like matching words with equivalents or with opposites. No innovation in teaching, no motivation led the enrolled students to learn and then to perceive English. On the other side, the unavailability of ESP textbooks perplexed the ESP teachers and their learners.

ESP course design should start from analyzing learners' particular needs and wants. Based on learners' needs and their future language use, objectives and goals of the course can be determined, a process which involves consideration of specific grammatical functions, terminology comprehension, and the abilities required for future workplace communication. It must be known that ESP is not teaching lists of technical vocabulary. Assumptions and intuition about language use in ESP situations are probably inaccurate needs analysis. It should include observations of the language use in context. Materials should be appropriate and authentic.

Pedagogically, course designer must prepare to find out how language is used in real world situations and teach that language. The course designer must be ready to develop courses that teach authentic language from many different fields, based on accurate needs analysis and appropriate materials and methodologies.

Academically, teaching ESP is not a matter of scientific terms or specific utterances, taught in isolation, but it is an approach and a set of

assumptions , basing on the four integrative skills (Listening- Speaking- Reading –Writing) and the sub-skills (Grammar- Vocabulary – Pronunciation) which should meet the learners' academic needs.

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7- Appendix:

A Suggested Lesson Plan for Technology of Communication Students:

As it has been pointed out the ESP approach stands on needs analysis in designing and implementing any ESP course. Course designers and the ESP practitioners need to determine their learners' wants and lacks in elaborating any course.

The tentative following step is an elaboration of an ESP course suggested by the researcher that could meet technology of communication needs and wants. A whole unit is set up, a skill of that unit is introduced; it is Reading comprehension, which is presented into three grades (Pre-reading, While reading and Post reading).

The three stages are consolidated through integrative tasks, aimed at brainstorm learners' attention as a first step, the while reading tasks extend learners' comprehension and prepare learners to reproduce next. The post reading task is a recapitulation of what is seen, it invites technology of communication learners to reproduce a written paragraph, related to the reading passage.

***- Reading:**

Unit One: Inventions and Communication Devices.

Level: Third Year LMD- Technology of Communication Students.

Time Allotment: 01 Hour and 30 minutes.

Script: A reading passage.

Material Used: pictures about satellites (natural- artificial satellites).

Text:

A satellite is a moon planet or machine that orbits a planet or star. For example, Earth is a satellite because it orbits the sun. Likewise, the moon is a satellite because it orbits Earth. Usually, the word "satellite" refers to a machine that is launched into space and moves around Earth or another body in space.

In **1945**, there was satellite communications system proposed in a British science fiction article written by Arthur C. Clarke. The report shows how geostationary satellites can be used for global television and radio communication and broadcasts. The first artificial satellite was initiated in **1957** by the Soviet Union, named Sputnik. However, the first successful weather satellite was launched in **1960** by NASA. Named the Tiros-1, the satellite was a success.

The first communication satellite was launched in **1962**, named the Telstar-1, China launched its first satellite into the Earth's orbit in **1970**. By **2012**, a noted 1000 satellites were orbiting the earth, all which have indeed played a wide variety of roles for the world.

Thousands of artificial, or man-made, satellites orbit Earth. Some take pictures of the planet that help meteorologists predict weather and track hurricanes. Some take pictures of other planets, the sun, black holes, dark matter or faraway galaxies. These pictures help scientists better understand the solar system and universe. Still other satellites are used mainly for communications, such as beaming TV signals and phone calls around the world. A group of more than 20 satellites make up the Global Positioning System, or GPS.

With satellites, TV signals and phone calls are sent upward to a satellite. Then, almost instantly, the satellite can send them back down to different locations on Earth. Satellites come in many shapes and sizes. But most have at least two parts in common - an antenna and a power source. The antenna sends and receives information, often to and from Earth. The power source can be a solar panel or battery. Solar panels make power by turning sunlight into electricity.

Many NASA satellites carry cameras and scientific sensors. Sometimes these instruments point toward Earth to gather information about its land, air and water. Other times they face toward space to collect data from the solar system and universe.

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Pictures about artificial satellites.

Warm up: The teacher shows his students two pictures about satellites and invites them to identify them and then to state some of their functions. (Five minutes).

A- The Pre-reading phase:

Task one: Consider the sentences below and say if you “Agree” or “Disagree”. Put ticks “√”

Aim: To get learners started.

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Sentences	I agree	I disagree
1- The moon is an artificial satellite.		
2- “Sputnik 1” was the first Soviet artificial satellite, it was launched in 1957.		
3- Satellites predict hurricanes and tornadoes.		
4- Artificial satellites are bigger than the planets.		

B- The While-reading phase:

Task two: Skim through the text and say in which paragraphs are these ideas mentioned?

Aim: To skim through for detailed ideas.

Ideas	Paragraphs
a- NASA targeted satellites.	Pg
b- Satellites as broadcasting tools and facilitators.	Pg
c- China’s contribution in space explorations.	Pg
d- The nature of the satellite.	Pg

Task three: Scan the text and circle the best answer:

Aim: To comprehend the passage and shape its ideas.

1- The moon orbits:

a- Parts of Asia and Europe. b- The Earth. c- Venus.

2- NASA launched the first weather satellite in:

a- 1960. b- 1976. c- 1980.

3- make up the Global Positioning System, or GPS.

a- About 20 satellites. b- Less than 20 satellites. c- More than 20 satellites.

4- The title of the text can be:

a- Space Explorations. b- The Natural Satellites.
c- Satellites, history and Functions.

B- The While-reading phase:

Task two: Skim through the text and say in which paragraphs are these ideas mentioned?

Aim: To skim through for detailed ideas.

Ideas	Paragraphs
a- NASA targeted satellites.	Pg
b- Satellites as broadcasting tools and facilitators.	Pg

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c- China's contribution in space explorations.	Pg
d- The nature of the satellite.	Pg

C- The Post-reading phase:

Task four: Use the notes in the chart below and write a descriptive paragraph about the satellite.

Aim: To reproduce a coherent paragraph, basing on the supplied notes.

Device	Artificial Satellites.
Construction	The Soviets in 1957: "Sputnik1" – "Sputnik2".
Development	NASA weather Satellite 1960 China's first Satellite in 197.
Components	- an antenna. – a power source. - a sophisticated camera.
Functions	- predicting weather forecast and track hurricane - positioning locations and GPS systems. -Transmitting T.V programs. -observing the planets of the outer space.

Paragraph:

The satellite is
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