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*Designing English for Specific Purposes Program  
for Technical Learners***Lazgin Khider Al-Barany\***

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***Introduction***

Since the late sixties of the last century there have been a number of changes in attitudes towards language and language learning. Some of the most significant of these changes have been brought about by sociolinguists trying to define what is meant by communicative competence. Chomsky's (1965) concept of 'linguistic competence', our tacit knowledge of formal structures, has been criticized as being too narrow, and it is now accepted that any theory of language must also take into account our knowledge of the social factors that condition our selection and use of these structures. Thus, Chomsky's notion has been developed into a broader notion of 'communicative competence', which takes into account the relationship between language and the particular situation in which it is appropriate (Campbell & Wales, 1970; Hymes, 1972).

This change in emphasis, from the formal rules of the language to what it is that makes language appropriate in a given situation, has given rise to an interest in languages for particular purposes, and in a closer examination of the precise objectives of the language learner. At the same time, based on

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the work of the Council of Europe, there has been a move away from grammatical, and situational syllabuses towards those based on a more functional or notional approach (Wilkins, 1976; van Ek, 1975). This kind of approach takes the communicative factors of language into account from the beginning, without losing sight of grammatical and situational factors. Taking this present state of thinking about language into account, with the belief that more attention should be paid to the purpose for which the language is being studied, it is important, in designing any syllabus, to investigate the purposes for which the students use English; (i.e. Purpose – oriented syllabus)

Recently, there have been a growing number of individuals who require languages for occupational and vocational purposes, as well as for general educational purposes. This has necessarily led to a corresponding increase in attention on syllabus design so as to provide appropriate teaching programs. Accordingly Language for Specific Purposes (LSP) became a matter of general interest and LSP experts were making efforts to give birth to a more and comprehensive and better LSP syllabus and courses (Ha, Phan Lle, 2005: 1) also cf. (Robinson, 1980; McDonough, 1984; Trimble 1985; Bloor, 1988; Puzyo and Val 1996 and Sysoyev, 2000).

An ESP program designer usually looks at the specific purposes of learners, designs the course and prepares materials for the learners of a particular profession with special needs; cf. Chen (2005). Accordingly we have identified our students' special needs and found their general needs and specific needs

through experience and discussions and interviews with the teaching staff through whom we found out the objective communication needs and who all agreed in a seminar and several meetings held at Mosul Technical Institute in the summer of 2006 that their students were in need of both general English and Specific content as mentioned in the details of the syllabus. We have made an integrated course design where we developed both common core and special language and we have used tailor made materials taken from the internet. Thus the ultimate aim of this paper is to suggest a blueprint of a program that takes these considerations into account and be the basis for programs in different genres.

### *The Origins of ESP*

A lot can be written about the origins of ESP (cf. Robinson, 1980; McDonough 1984, Gatehouse, 2001; Chen 2005 and 2006 among others). Three reasons that have led to the emergence of all ESP are: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987; Gatehouse, 2001).

Hutchinson and Waters (1987) state that two key historical periods gave life to the appearance and development of ESP: *First*, the end of the Second World War brought with it an "... age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale · for various reasons, most notably the economic power of the United States in the post-war world, the role [of international language] fell to English" (p.6). *Second*, the Oil Crisis of the early 1970s resulted in Western money and

knowledge flowing into the oil-rich countries. The language of this knowledge became English (Ibid: 7).

The *second* key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers. (Cf. Gatehouse, 2001).

The *third* reason given by Hutchinson and Waters (1987) with regard to the emergence of ESP has to do with linguistics and psychology but with varying degrees. More attention was given to the ways in which learners acquire language and the differences in the ways language is acquired rather than simply focus on the method of language delivery. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on

the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking.

### ***Definition and Characteristics of ESP:***

In this section we will try to focus on the meaning and definition of ESP as well as factors affecting an ESP course design. This will include also absolute and variable characteristics of an ESP course and syllabus design.

For Hutchinson and Waters (1987: 6) ESP is an approach to language teaching in which decisions as to content and method are based on the learner's reason for learning. This is the definition that we adopt in designing the syllabus under consideration in this paper. We can add here that the concept of ESP achieves more by focusing the learner's attention on particular terminology and communication skills required in the area of study the student is presently studying.

Strevens (1988: I-2) defined ESP by identifying its absolute and variable characteristics. He makes a distinction between four absolute and two variable characteristics:

#### *I. Absolute characteristics:*

ESP consists of English language teaching which is:

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

*II. Variable characteristics:*

ESP may be, but is not necessarily:

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

Later Dudley-Evans and St. John (1998, pp.4-5), offered a modified definition of the variable characteristics of ESP: "ESP may be related to or designed for specific disciplines; "ESP may use, in specific teaching situations, a different methodology from that of General English. "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; "ESP is generally designed for intermediate or advanced students.

At a 1997 Japan Conference on ESP, Dudley-Evans offered a modified definition. The revised definition he and St. John postulate involves the following characteristics:

*I. Absolute Characteristics*

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

*II. Variable Characteristics*

- ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of general English;
- 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;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

From the above absolute and variable characteristics of ESP, a change can be seen in how the range of ESP has been extended and become more flexible in its modified definition. As noted by Gatehouse (2001), Dudley-Evans and St. John (1998: 4-5) have removed the absolute characteristics 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.

In addition, Anthony (1997) notes that it is not clear where ESP courses end and General English courses begin; numerous non-specialist ESL instructors use an ESP approach in which their syllabi are based on analyses of learners' needs and their own personal, specialist knowledge of using English for real communication. Many ESP programs are examples of such curriculum development and course design.

In the development of an ESP curriculum for Greek EFL students of computing, Xenodohidis (2002) stated that "the goals should be realistic; otherwise the students would be de-motivated." The integration of a considerable amount of General English along with various functions with computing

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terminology into the syllabi was based on the needs assessment from students, and was consequently considered as being realistic by the learners.

In the ESP course for employees at the American University of Beirut, as described by Shaaban (2005), the curriculum development and course content also focus on a common core for the learners from various workplaces. This content includes basic social English communication, following directions and giving instructions plus work-related terms and expressions.

Gatehouse (2001) also integrates General English language content and acquisition skills when developing the curriculum for language preparation for employment in the health sciences.

From all the cases of ESP curriculum design described so far, it can be concluded that General English language content, grammatical functions and acquisition skills are dominant in curriculum development and course design, while terminology and specific functions of discipline content are integrated in the course to meet the learners' specific needs. Hutchinson and Waters (1987) liken ESP to the leaves and branches on a tree of language. Without tree trunks and roots, leaves or branches can not grow because they do not have the necessary underlying language support, seen through an analogy of water. The same is true of ESP since content-related specific language cannot stand alone without General English syntax, lexis and functions.

This is also true of ESP students whose specific needs emanate from disciplinary content English. In such cases, they

usually have a sound language background before they proceed to ESP study. Dudley-Evans and St. John (1998) define ESP as being generally designed for intermediate or advanced students and it is likely to be suited to adult learners, either at a tertiary level institution or in a professional work situation.

Since ESP is an approach to language teaching in which all decisions as to content and methodology are based on the learner's rationale for learning (Hutchinson and Waters 1987), the role of the ESP practitioner is essential to the success of ESP programs. Dudley Evans and St. John (1998) identify five key roles for the ESP practitioner: teacher, course designer and materials provider, collaborator, researcher and evaluator

As an ESP practitioner, I will offer insights into my experiences in developing an ESP program for Iraqi technical learners, and also discuss the research process and findings of the curriculum and course design based on the above literature review in ESP theories and case studies.

### ***Factors and Considerations Affecting ESP Curriculum and Course Design***

In this section, we will try to shed light on the main considerations in ESP curriculum design for ESL contexts as we believe that it is important to take them into consideration in any ESP course or syllabus design.

There are many factors affecting an ESP course design. The major ones are the language description, i.e., the functional, structural, notional syllabus, language theories

which provide the theoretical basis for methodology, and the actual needs analysis of learners at the said level, to be carried out from the learner's perspective. (Dayal, 2005:2). However, we will tackle the following considerations in concise details.

### *1. View of Language and the Place of the Syllabus*

Language can be viewed in two main theories of language learning: behaviorism and mentalism. The behaviorist theory is based on the work of Pavlov and Skinner. This theory argued that 'learning is a mechanical process of habit formation of a stimulus –response sequence' (Hutchinson and Waters, 1987: 40)

Mentalism; thinking as rule governed activity, was the next step in the language learning development. This theory concludes that 'learning consists not of forming habits but of acquiring rules – a process in which individual experiences are used by the mind in which individual experiences are used by the mind to formulate a hypothesis' (Ibid: 42). This step, then, built a bridge to 'cognitive code': learners as thinking beings, they learn by thinking about and trying to make sense of what they see, feel and hear. The fundamental teaching technique connected with this theory is the problem solving task, which is very common in communicative classrooms. For ESP, this kind of task has been modeled on activities relating to learners' specialism (Cf Ha, Phan Le, 2005: 6).

A language teaching syllabus involves the integration of subject matter (what to talk about) and linguistic matter (how to talk about it); that is, the actual matter that makes up teaching. Choices of syllabi can range from the more or less purely linguistic, where the content of instruction is the

grammatical and lexical forms of the language, the purely semantic or informational, where the content of instruction is some skill or information and only incidentally the form of the language. To design a syllabus is to decide what gets taught and in what order. For this reason, the theory of language explicitly or implicitly underlying the language teaching method will play a major role in determining what syllabus is to be adopted. Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on theory of learning espoused by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms was presently available. A syllabus based on acquisition theory of learning however, would emphasize unanalyzed, though possibly carefully selected experiences of the new language in an appropriate of discourse types. (cf. Reilly, 1988: 1)

This paper is based on the belief that 'learning is a thinking process' (Robinson, 1991:46), 'language can only be understood as a reflection of human thought process' (Hutchinson & Waters, 1987:39), 'the cognitive view takes the learner to be an active processor of information' (Ibid: 43), 'learning is an emotional/effective experience (Ibid: 129), success of learning depends on learner's internal generated motivation or wants (Chen, 2005: 17); learning a language is not just a matter of linguistic knowledge' (Hutchinson & Waters, 1987:129) but a 'developmental process with existing knowledge to make the new information comprehensible' (Ibid: 128); classroom procedure should reflect the purposeful, task based, interactive nature (Williams, 1986); more learner –

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directed activity, less dominant role of teacher (Littlewood, 1981); learn in natural setting (Krashen, 1981) and speaking encourages intake (Ibid: 108) (also Cf., Chen, 2005: 17).

## 2. *Abilities Required for Successful Communication in Occupational Settings*

Cummins (1979) theorized a dichotomy between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). The former refers to the language skills used in the everyday informal language used with friends, family and co-workers. The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use BICS are characterized by contexts that provide relatively easy access to meaning. However, CALP use occurs in contexts that offer fewer contextual clues.

Gatehouse (2001) out of her long experience in ESP teaching concludes that there are three abilities necessary for successful communication in a professional target setting and thus added a third skill or ability to Cummins' theory in order to complete the ESP picture.

The *first* ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The *second* is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. The *third* is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context.

The task for the ESP developer is to ensure that all three of these abilities are integrated into and integrated in the curriculum. This paper tries to include this aforementioned point of view in syllabus design.

### *3. Common Core versus Special Language*

Based on observations of a four-week English for Business course, Yogman and Kaylani (1996) conclude that there appears to be a minimum proficiency level that is required for students to participate in predominately content-related activities.

Dayal (2005: 1) believed that in the light of growing necessity for specific course content, it is felt that a course in English for Specific Purpose (ESP) could run parallel with a general English course.

Chen (2006) discovered that her students wanted to improve their General English proficiency, such as speaking, listening, reading and writing rather than their specialist English. Robinson (1991) notes that students may wish to practice general topics and activities, in addition to those shown to be relevant to their work or special study.

...an ESP course need not include specialist language and content, what is more important is the activities that students engage in. These may be specialized and appropriate even when non-specialist language and content are involved. We should be guided by what the needs analysis suggests and what we are institutionally capable of, and cases certainly exist where apparently general language and content are best (Robinson, 1991:4)

Our resulting experience proved that Robinson's suggestion was the most feasible approach to our Business English course at hand.

By looking at our students' background and our belief "that ESP is not a separate discipline from general EFL or ESOL" (Holme, 1996:1), we could identify the global aims of this course as to enhance the students' listening, speaking, reading and writing skills in general English; to bridge the gap between general English and common core Business English' to introduce linguistic element input along with specialist subject input and to activate learners' interests awareness, confidence and exploitability in learning by employing communicative classroom activities. Therefore considering that the learners have both a common need to improve general English and various specific needs to learn some Business English, we designed an integrated course which included the following language skills speaking, reading, writing and translation.

#### *4. Heterogeneous Learner Group versus Homogeneous Learner Group*

There are a number of variables which characterize a heterogeneous learner group. I argue that variations in language level, prior education and work experience can be accommodated only to a certain extent. Minimum entrance standards must be established in the areas of language level, motivation, and prior education and experience. Most importantly, these standards must be strictly enforced at the time of placement.

In our case we can generalise that our students are homogenous despite the fact that there are always certain variables that defy homogeneity. The most important factor of homogeneity is the linguistic one. Most of the students speak the same mother-tongue, i.e. Arabic. Secondly, their knowledge of English is expected to be almost equivalent as they have studied English for eight years under one unified system of education, at the end of which they sit their general baccalaureate examination. Their final results in this exam are very much similar as they are admitted to this field of study according to those results.

### ***Materials Development***

Do ESP textbooks really exist? This is a central question Johns (1990) addresses. One of the core dilemmas he presents is that "ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time" (Johns, 1990: 91).

In the real world, many ESL instructors/ESP developers are not provided with ample time for needs analysis, materials research and materials development. There are many texts which claim to meet the needs of ESP courses in which as Johns (1990:89) comments there is no one ESP text that can live up to its name. He suggests that the only real solution is that a resource bank of pooled materials be made available to all ESP instructors. The only difference between this resource bank and the one that is available in every educational setting–

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teachers' filing cabinets – is that this one is to include cross-indexed doable, workable content-based (amongst other) resources.

It is my experience that this suggestion is not doable. If teachers are so pressed for time, will they have the time to submit and cross-index resources? Rather, I believe, there is value in all texts – some more than others. Familiarizing oneself with useful instructional materials is part of growing as a teacher, regardless of the nature of purpose for learning. Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

Note that an excellent point of departure for novice ESP curriculum developers is with lists of ESL publishers which have been made publicly available on-line. Browsing through publishers' sites takes a few minutes, review copies can be requested immediately and copies can be sent at once.

According to the above mentioned statements our students will be provided with materials concerning the objectives of this paper.

### ***Aim of the Syllabus, Course Objectives and Course Outlines***

The aim of the syllabus is to prepare students to use English for their professional studies in the academic departments and consequently for their professional needs in real life and career after being graduated.

The course at hand is designed for first year students in the Technical College of Management at the Foundation of Technical Education in Iraq. It is also suitable for all first year students in the colleges and institutes of Management and Administration in Iraq since their students have the same educational background as mentioned earlier in this paper.

It is designed to enable the students to acquire language skills both general and specific which include understanding (comprehension), reading, speaking and writing in the field of special English required for management and business. Accordingly the students should be able to communicate, understand and write in the field of their specialization, i.e. business and administration. They have also to acquaint themselves with the specialized vocabulary and language structures with special emphasis on how to write e-mails, reports, CVs and those terms related to meetings and interviews.

This course will further give the students the opportunity to speak on general topics, to communicate in Business Environment and to understand texts (topics) on business and finance in an English speaking setting. It will develop their English language knowledge and skills.

The course incorporates three basic components:

1. General English
2. Business English
3. Professional English

### **1. General English**

The students learn to pronounce, read and write. They acquire their knowledge of fundamental grammatical structures and functions through general grammar review. This will include sentence types, tenses, parts of speech, making requests, starting a conversation, making offers, making suggestions and arrangements, questions and answers and managing discussions. They require their fundamental vocabulary to fulfill the above mentioned functions in roles, topics and discussions.

The students are offered adapted/instructional reading material and are encouraged to learn to use different strategies for different reading purposes: identifying the main points in a text, looking for details, locating specific information in a text, understanding a text structure, etc.

The students are expected to learn to produce written texts on topics like writing business emails, business reports, applying for a job, writing curriculum vitae etc.

### **2. ESP English**

The purpose of ESP integrated part of the course is to prepare students for doing business and administration in English. They will learn about topics such as company structure, advertising, marketing, globalization and some economics in English. We hope to develop the students' restricted knowledge in the above mentioned terms and topics.

The students' competence in ESP is measured by their ability to understand and interpret information within their

field of specialization and organize and present ideas and statements in a clear, logical and appropriate form.

### ***3. Business English***

The business embedded part will develop the students' comprehension of business related topics with opportunities to express business concepts by reformulating them in their own words while summarizing.

The students' competence in this aspect is measured by their ability to demonstrate their communication skills in the key business areas of meetings, telephoning and social English as well as the ability to write emails, memos, notes and reports.

### ***Skills Development***

Students are taught to develop their skills in: speaking, reading, writing and listening according to the topics underlined in the contents of this syllabus.

The students' competence in skills development is measured by their ability to understand and produce written and spoken language in an educational context, to perform the following academic tasks:

- Reading and understanding written academic language within their field of specialization;
- Writing assignments in appropriate style for university study within the limits of their linguistic capabilities;
- Speaking to colleagues and lecturers
- Listening to and comprehending spoken language within the framework of their linguistic level.

***The Syllabuses be considered of English for  
Business and Management***

**Number of hours per week: 3 for one Academic Year**

<b>WEEK</b>	<b>Contents</b>
1 <sup>st</sup> week	General Grammar – Review 1
2 <sup>nd</sup> Week	General Grammar – Review 2
3 <sup>rd</sup> Week	Speaking skills: Making request- On the Phone
4 <sup>th</sup> Week	Starting a conversation
5 <sup>th</sup> Week	Making Offers – Greeting visitors
6 <sup>th</sup> Week	Making Suggestions and Arrangements – Questions and Answers
7 <sup>th</sup> Week	Asking and giving Opinions – Giving bad news and saying Sorry
8 <sup>th</sup> Week	Offering Action – Responding to problems
9 <sup>th</sup> Week	Managing Discussions – Describing Trends
10 <sup>th</sup> Week	Managing your Workload – Saying Goodbye
11 <sup>th</sup> Week	Reading Skills: Company Structure
12 <sup>th</sup> Week	The Power of Advertising
13 <sup>th</sup> Week	Jobs for Life
14 <sup>th</sup> Week	Information Technology
15 <sup>th</sup> Week	It is not What you Say, it is How you Look
16 <sup>th</sup> Week	Import – Export
17 <sup>th</sup> Week	Marketing
18 <sup>th</sup> Week	Globalization
19 <sup>th</sup> Week	Supply and Demand
20 <sup>th</sup> Week	Human Resources

21 <sup>st</sup> Week	Writing Skills: How to Write a Business Email
22 <sup>nd</sup> Week	Basics of Business Letter Writing -1-
23 <sup>rd</sup> Week	Applying for a Job
24 <sup>th</sup> Week	Job Interview
25 <sup>h</sup> Week	Participation in A Meeting
26 <sup>th</sup> Week	Running a Meeting
27 <sup>th</sup> Week	How to Write a Business Report -1
28 <sup>th</sup> Week	How to Write a Business Report -2-
29 <sup>th</sup> Week	Free Translation & Revision
30 <sup>th</sup> Week	Free Translation & Revision

## *Conclusion*

ESP is an approach to language teaching in which decisions as to content and method are based on the learner's reason for learning and the concept of ESP achieves more by focusing the learner's attention on particular terminology and communication skills required in the area of study the student is presently studying. ESP has both absolute and variable characteristics.

Three reasons have led to the emergence of all ESP. These are: the demands of a Brave New World, a revolution in linguistics, and focus on the learner (Hutchinson & Waters, 1987; Gatehouse, 2001).

The major factors affecting an ESP course are: the language description, i.e., the functional, structural, notional syllabus, language theories which provide the theoretical basis

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for methodology, and the actual needs analysis of learners at the said level, to be carried out from the learner's perspective.

There are three abilities necessary for successful communication in a professional target setting; the ability to use the particular jargon characteristic of that specific occupational context, the ability to use a more generalized set of academic skills and the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational context. The task for the ESP developer is to ensure that all three abilities are integrated into and integrated in the curriculum.

We believe that ESP is not a separate discipline from general EFL or ESOL and the learners have both a common need to improve general English and various specific needs to learn some Business English. This is why we designed an integrated course which included the following language skills speaking, reading, writing and translation.

Given that ESP is an approach and not a subject to be taught, curricular materials will unavoidably be pieced together, some borrowed and others designed specially. Resources will include authentic materials, ESL materials, ESP materials, and teacher-generated materials.

According to the above concluded statements we have designed a syllabus that, hopefully, can prepare students to use English for their professional studies in the academic departments and consequently for their professional needs in real life and career after being graduated.

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## تصميم برنامج تعليمي في اللغة الإنكليزية لأغراض خاصة

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### الملخص

يهدف هذا البحث إلى تصميم برنامج (منهج) تعليمي في اللغة الإنكليزية لأغراض خاصة التي يرمز إليها باللغة الإنكليزية بالـ (ESP) لطلبة الكلية التقنية الإدارية في الموصل والمعاهد التقنية الإدارية التابعة لهيئة التعليم التقني في العراق وكذلك المؤسسات التعليمية المشابهة والتي من ضمن مناهجها تعليم لغة إنكليزية متخصصة أو تقنية. وأن المنهج المقترح يهدف إلى تطوير مهارات المتعلمين في المخاطبة والقراءة والكتابة في مجال تخصصهم بالإضافة إلى مجالات عامة أخرى. يتبنى الباحث مفهوم التواصل في تعلم اللغة الأجنبية أولاً ومن ثم تطوير وتنمية المهارات اللغوية الأربعة.

يؤكد البحث على أهمية تشخيص الحاجات اللغوية العامة للمتعلمين أولاً ومن ثم تلبية حاجاتهم الخاصة في اللغة الإنكليزية المتخصصة بحيث يجب أن نهتم بالجانبين العام (لغة إنكليزية عامة) والخاص (لغة إنكليزية متخصصة) عند تصميم برامج ومناهج تعليمية من هذا النوع.

يتألف البحث من مقدمة للموضوع توضح مراحل تطور تعليم اللغة الإنكليزية خلال النصف الثاني من القرن العشرين ولحد الآن وكيف تحول الاهتمام على أهمية التواصل كحاجة أساسية في تعلم اللغة الأجنبية - وهنا المقصود به اللغة الإنكليزية - وكيف أثر ذلك على تصميم البرامج التعليمية والمناهج. بعد ذلك يتطرق البحث إلى أصول اللغة الإنكليزية لأغراض خاصة وتعريف هذا النوع من اللغة. من الأمور الأخرى المهمة التي يلم بها البحث هي العوامل التي تؤثر في تصميم برنامج (منهاج) اللغة الإنكليزية لأغراض خاصة والتي يجب أن تؤخذ بنظر الاعتبار وهي: نظرة وتعامل الباحث مع نظريات تعلم

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اللغة الأجنبية وتبنيه نظرية لغوية معينة ومكانة المنهج في تلك النظرية (أي أن المنهج يبني على أساس ومعطيات تلك النظرية)، القدرات والإمكانيات اللغوية المطلوبة لنجاح التواصل اللغوي في المواقف المهنية، اللغة الإنكليزية العامة مقابل اللغة الإنكليزية لأغراض خاصة وأهمية كل نوع وتكامله مع الآخر، مجاميع المتعلمين لهذا النوع من اللغة؛ هل هي مجاميع متجانسة أم غير متجانسة من ناحية الخلفية التعليمية لكل مجموعة؟ بعد ذلك يوضح البحث كيفية تصميم المواد لهذا البرنامج مع بيان أهداف المنهج ومفرداته والتي تشمل على: لغة إنكليزية عامة ولغة إنكليزية خاصة، لغة الأعمال وتطوير المهارات اللغوية. أخيراً يقترح الباحث مفردات لمنهج اللغة الإنكليزية على ضوء ما تطرق إليه البحث لمادة اللغة الإنكليزية الخاصة بالإدارة والأعمال. ينتهي البحث بخاتمة تلخص ما توصل إليه الباحث في هذه الدراسة.