

Meeting Learners' Communicative Needs ; An Integral Part of ESP Course Design: Case of Third-Year Microbiology Learners at Oran University

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Abstract:

ESP learners should be able to communicate appropriately in given contexts. So, ESP should focus on developing learners' language competency by providing courses that meet their communicative needs. This study investigates whether the ESP course taught to third-year Microbiology students at Oran University meets their needs. To achieve this purpose, we conducted two questionnaires with 57 students and 16 field specialist teachers to gain insight into students' needs , and we used content analysis of the ESP program presented to this group of learners . Results revealed that this course was not appropriate for participants' real needs. We concluded that conducting a needs analysis as a solid basis for ESP course design was essential . It was recommended to teach language structures in context and involve learners in situations where they use language, focusing on receptive and productive skills.

Keywords: ESP - needs analysis- course design- receptive and productive skills

1.INTRODUCTION

English has become a lingua franca that unites people who speak different languages. It has occupied a unique position as a global language, especially since the revolutionary developments that have occurred in science and technology. It has become the language of opportunity, and people have become aware of its importance. ESP, English for special purposes, has been taught as a compulsory module to students of various specialties at the university level. The focus of ESP courses is to meet learners' particular needs.

ESP learners need to communicate effectively in contexts specific to their workplaces or study areas. To help them achieve this purpose, the teacher should expose them to real-life situations of language use and allow them to practise the language in a communicative learning environment, and it is important to integrate the four language skills into classroom tasks. Language users should be able to understand what they read, interpret what is said to them, and produce meaningful oral and written messages. One uses all language skills to communicate in everyday settings, so the teacher should incorporate these skills into classroom tasks, focusing on what learners can do with the language they are learning. For instance, they can listen to a conversation and take notes, ask and answer questions in pairs, or transfer tabular information into a written discourse. In addition, teaching language through subject-matter content is very important to create an appropriate learning context that helps increasing language comprehension and motivating students to participate in learning exercises. Pair and group work also helps create an interactive learning atmosphere and develop students' self-confidence, self-reliance, and communication skills. The aim of teaching a language should be to develop learners' communicative competence.

Furthermore, there is an urgent need to provide courses that meet the special needs of different groups of learners in all domains. Course designers are required to consider areas of ESP learners' specializations and their purposes for taking a course. Needs analysis is a prominent characteristic of ESP; it is essential to investigate learners' necessities, lacks, preferences, and levels of proficiency before designing a course.

This study aims to examine whether the ESP course presented to the third-year Microbiology students at Oran University meets their needs. Based on the obtained results, we present recommendations for designing appropriate courses for ESP learners. We seek to answer these research questions:

- What are the participants' perceptions of the importance of English for Oran University third- year Microbiology students' academic careers?
- What is this group of learners' level of proficiency in English?

- What are the aspects and features of the course taught to this group of learners in terms of aims, content and teaching methodology?
- What difficulties are faced by this group of learners in English?
- What language skills are most needed by the students in their field of study?
- What do these students want to be changed in the course in the future?

2. Literature review:

2.1 ESP/EAP:

ESP appeared as a result of the need to connect the countries of the world for commerce exchange. Global scientific, technological and economic advancements significantly pushed English to become the language of power and leadership. These two forces, commerce and technology, dominated and unified countries of the world after the Second World War, and the demand for an international language increased. As the USA was economically powerful, English became that language. During that period, people of different domains became aware of their goals for learning English. As the demand for designing courses based on learners' needs grew, new perceptions emerged in language studies; a revolution in linguistics emerged in opposition to traditional linguists who were focusing on describing the language forms. The new studies in linguistics shifted the focus to combining language forms with language use in specific situations. Pedagogical psychology new studies also contributed to ESP development, considering that focusing on learners' needs and interests when designing courses and materials could increase motivation and improve learning. All these factors increased the need for teaching English for special purposes (Hutchinson & Waters, 1987).

ESP generally refers to teaching English to learners who use it in particular academic or professional settings. EAP is the branch of ESP concerned with teaching English for academic purposes. In other words, "EAP refers to any language teaching that relates to a study purpose" (Duddley-Evans & St Jhon, 1998, p. 34). The term EAP covers areas where English is used as a communication tool in academic settings, especially those related to studies and teaching settings including classroom interactions, written assignments, oral presentations, course documents, and teaching elements at all levels. EAP also covers areas concerned with researchers' scientific practices such as writing scientific papers, proposals and conference articles (Hyland, 2006). Therefore, to enable ESP learners to be influential members of their academic communities, it is vital to help them improve their competency in language, so they can transmit their subject knowledge to their audiences.

More than focusing on linguistic features is required for ESP learners, as mentioned by Widdowson (1984), language learners must know language usage and use. This means to know the language system and how

to use it appropriately in particular contexts to achieve communicative purposes (Widdowson, 1984). Teaching learners how to construct grammatically well-formed sentences is not enough to reach competency in language, but they must be able to use English independently to communicate effectively in real-life situations. They need to engage in communicative tasks where they use this language to transmit and exchange meaningful messages. To be a competent communicator of English means to use it as it appears in reality. In an actual phone call, we listen to the speaker and respond as part of the conversation; we receive messages and emails and respond to them in writing. So, integrating the four language skills into teaching tasks is essential.

In the same line of thought, in all classroom tasks, learners need to understand the meaning of language, understand its construction, and produce it (Harmer, 1998). Vocabulary and grammatical knowledge help to understand the meaning of the language, but ESP learners also depend on their field knowledge in that. Using subject-matter related topics and materials in English classes provides a proper context that facilitates the students' understanding of language without the need to know the meaning of each word, relying on their background knowledge in their subject-matter, so they can learn English through their field content. To this end, they must be exposed to authentic input to raise their awareness of their speciality language features.

2.2 Needs Analysis (NA):

Designing a course in ESP depends on students' purposes why they need to learn English. According to Graves (2000), the aim of conducting NA is to gather data about learners' needs and preferences to determine course objectives and goals. Nunan (1988) refers to needs analysis as procedures for data collection about students and communicative tasks in course design (Nunan, 1988). Needs' analysis establishes the *what* and *how* of a course (Duddley-Evans & St John, 1998). It is the initial step in designing a course. It helps course designers investigate learners' expectations from the course and their preferences regarding the teaching methods and techniques that help them learn effectively. We use the information collected from NA to create classroom situations where learners can be actively engaged and motivated to use language, helping them develop their skills. Hyland (2006) stated that the term 'needs' involves students' backgrounds, proficiencies, reasons for taking the course and preferences, in addition to the contexts in which they should use the language. Brindley (1984) distinguished between two types of needs; objective needs and subjective needs. First, objective needs are related to language use in authentic situations and learners' proficiencies and difficulties. Second, subjective needs are related to learners' wants, attitudes and expectations from the course, in addition to learning strategies and

styles. Hutchinson and Waters (1987) identified target needs and learning needs. Target needs mean what students need to learn in the target situation : necessities, lacks and wants; learning needs refer to how to learn. In our research, we are interested in academic needs. According to Anthony (2018), *academic needs* are related to learners' needs in a school , a university, or any other setting where the primary aim is teaching.

In sum, conducting needs analysis to awaken the learners' awareness of their needs is essential for designing appropriate courses. It helps in defining valuable objectives and goals , selecting appropriate materials and activities and using suitable teaching methods for learners.

Needs analysis (NA) is an ongoing process that can be done before, during, or after the course (Duddley-Evans & St John, 1998; Richards, 2001). It can serve different purposes, such as identifying the skills learners need or will need to perform certain roles, determining if an existing course adequately meets the potential needs of learners, determining learners' specific needs, and identifying the gap between present situation needs and target situation needs (Richards, 2001).

Many researchers have conducted studies to improve course design in the field of EST, English for scientific and technical purposes, using different research tools and methods.

To begin with, Alfahaid (2011) conducted a study at Health Sciences College in Saudi Arabia that aimed to build a proposal for a course based on students' needs analysis and course evaluation , depending on a mixed method approach. He used a needs' analysis questionnaire to collect data from stakeholders: students, graduates working in hospitals , ESP instructors and hospital directors. He also used document analysis as a research instrument .Results revealed that all language skills were important for students' target careers, and the ongoing course had some limitations. Based on the results, a new course was proposed based on the stakeholders' needs.

Moreover , Alibakhshi, Javaheri and Labbafi (2020) used a needs analysis survey with students of engineering marine and subject specialist teachers to collect data about the needs of learners. The findings indicated that students needed to learn both academic and task-based language and to develop productive skills to accomplish their studies.

In the same vein, Satrisno (2016) investigated Microbiology and chemistry students' communicative needs at Indonesia university by using interviews with three Microbiologists and Chemistry Analysts professionals at the workplace as a sample. The purpose of the study was to identify students' needs in their future profession settings to design the intended course. Findings revealed that English was highly used in the Microbiologists and Chemistry analysts' workplaces , receptive skills were extensively used rather than productive skills , and the subjects taken by students were not enough to support their needs in the workplace.

Also, Adijaya (2017) analyzed Biology learners' needs towards course materials in EST teaching in Ganesha University. The researcher

used a questionnaire and a content analysis to investigate the learners' needs. Findings revealed that authentic materials were essential for learners and the course needed to be reviewed.

In the Algerian context, studies done by researchers in the field of EST, specifically in biology studies, have shown that Biology Departments suffer from a lack of ESP courses that meet the learners' needs. This situation has led researchers in Algeria to conduct studies to investigate learners' needs, trying to design appropriate courses. However, further studies are needed to explore the status of ESP course in different Biology departments of the Algerian university.

The current study explores the situation of third-year level ESP course for Microbiology speciality, University of Oran, and presents recommendations to design an appropriate course that helps learners improve their communicative skills.

3. Research methodology:

This study was designed at the Biology Department of Oran University in the academic year 2020-2021. We used a questionnaire which is considered a quantitative research instrument, in addition to the analysis of ESP program qualitatively. So, a mixed method approach is adopted to collect data. Using multiple sources and tools helps the researcher obtain more reliable data about learners' needs.

3.1 Research participants:

We conducted our research with 57 third-year Microbiology students from the Department of Biology studies at Oran University (42 % of the total number which is 135). We focused on this group of learners because they were studying the English module when conducting this study, compared with other groups of learners who did not receive any English course during that semester. It was difficult to reach all students because of the pandemic effects at that time.

ESP courses are designed to acquaint learners with the language and skills they need or will need to communicate effectively in their study or future professions and workplaces (Basturkman, 2010, p. 17). So, we can relate the objectives of the course with what the learners will need in their future professions or academic careers.

Dudley Evans & St Johnes (1998) mention that one of the most important sources of information gathering in NA is the people studying or working in the same domain of the learners. Long (2005) also asserts that domain experts, as "insiders" (Richards, 2001), can offer data in the needs analysis process, helping us design task-based syllabuses for ESP learners. Therefore, subject teachers can provide the researcher with data about what learners will need English for in their field from their experience and give their perceptions about the learners' needs as academicians.

In the current study, most teachers are full-time teachers with experience varying from four to twenty-six years of teaching in their field. We conducted a questionnaire with 16 out of 35 field specialist teachers (45%) who teach different modules in the specialty of Microbiology ; two of them used to teach the English module to students of the same speciality.

3.2 Data collection instruments:

In our research, we used two questionnaires for learners and teachers. The advantage of using questionnaires is that they are suitable for gathering information without taking much time. In addition, they are direct tools to extract the most appropriate information to meet the research aims (Cohen, Manion, & Morrison, 2007). The questionnaires were distributed to 60 third-year Microbiology students and 22 teachers; however, only 57 learners and 16 teachers replied. The students' questionnaire was designed to get information about their personal profiles, language difficulties, proficiency levels, needs and suggestions. The teachers' questionnaire aimed to deduce information about the importance of English for students' academic careers, the problems faced with English in the field of Biology studies, and the teachers' perceptions of learners' academic needs. We also used a content analysis of the third-year level program presented to Microbiology learners to examine whether it matched their needs.

4. Results

4.1 Students' profiles

The sample consisted of 57 third-year Microbiology students from the Biology Department. The table below shows that the students were between 19 and 26 years old. They had studied English for 9.8 ± 2.26 years with a minimum of 8 years: four or more at middle school, three or more at secondary school, and one or more at the university.

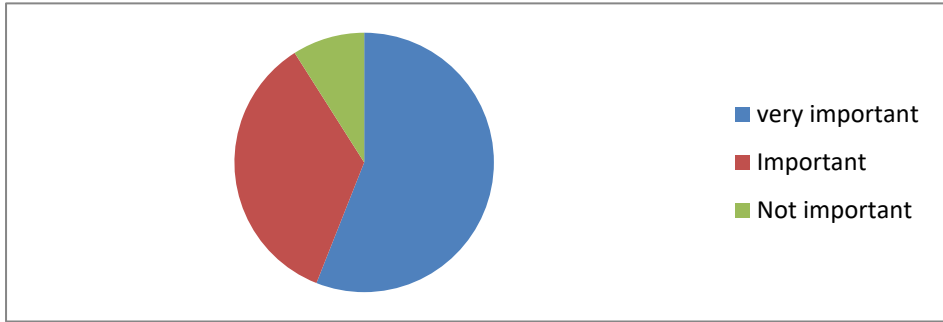
Table 01. Learners' age and exposure to language

	Mean	SD	Min	Max
Age	22.14	2.32	19	26
Exposure to English	9.8	2.26	8	14

4.2 The importance of English for Learners' academic careers

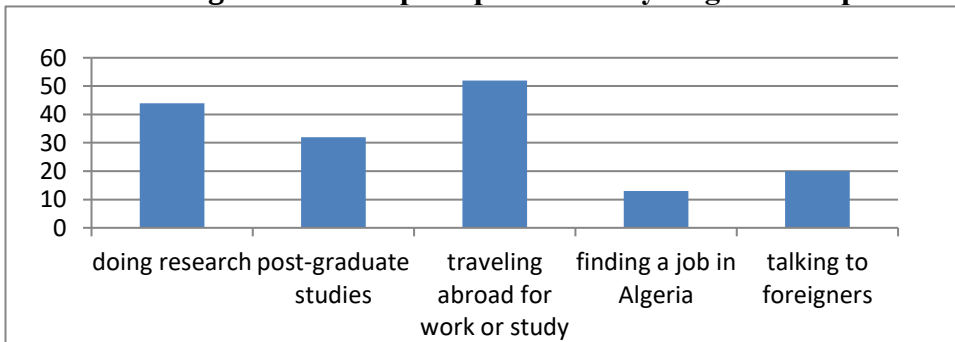
According to the analysis of the results, most students recognized the importance of English for their academic careers and answered this question positively with *very important* (56%) and *important* (35%).

Fig.1. Learners' perceptions of the importance of English



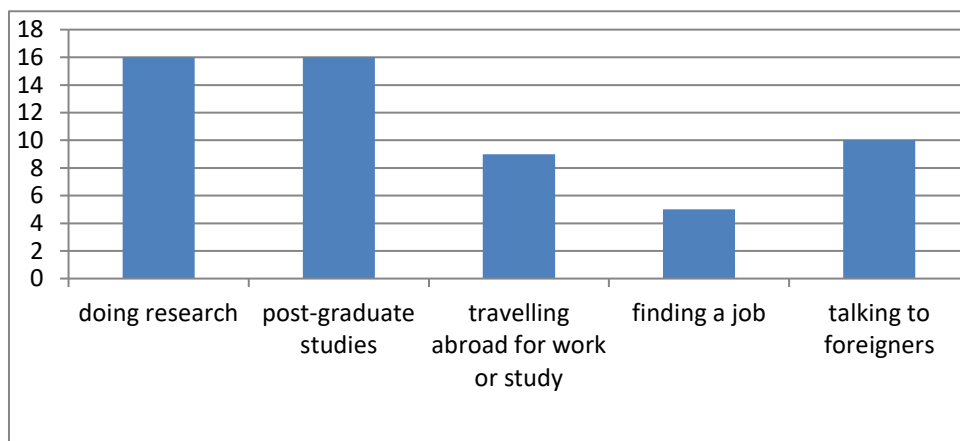
The majority of students (91,22%) answered that English is essential to travel abroad , especially for study or work, and (77.19 %) of students indicated that they need it more to do research. More than fifty percent of students claimed that this language is important for them to continue their postgraduate studies in the future.

Fig.2. Students' perceptions of why English is important



At the same time, all the teachers asserted that English is needed in Biology learners' academic careers, especially for scientific research and postgraduate studies. They specified that post-graduate students need English to participate in conferences and publish scientific papers. Also, most of them claimed that English is needed to talk to foreigners and travel abroad for work and study.

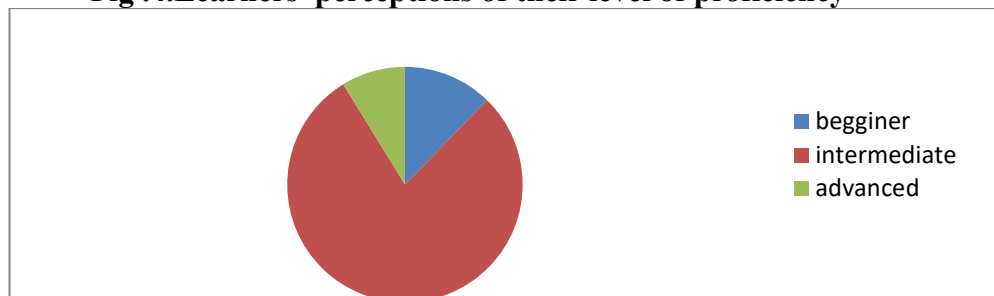
Fig .3. The importance of English for learners' academic career. teachers' perceptions



4.3 Learners' proficiency level in English

Most of third-year microbiology students (79%) perceived that they were at an intermediate level of English, five of them believed that they were at an advanced level, and the rest perceived that they were at a beginner level.

Fig .4. Learners' perceptions of their level of proficiency

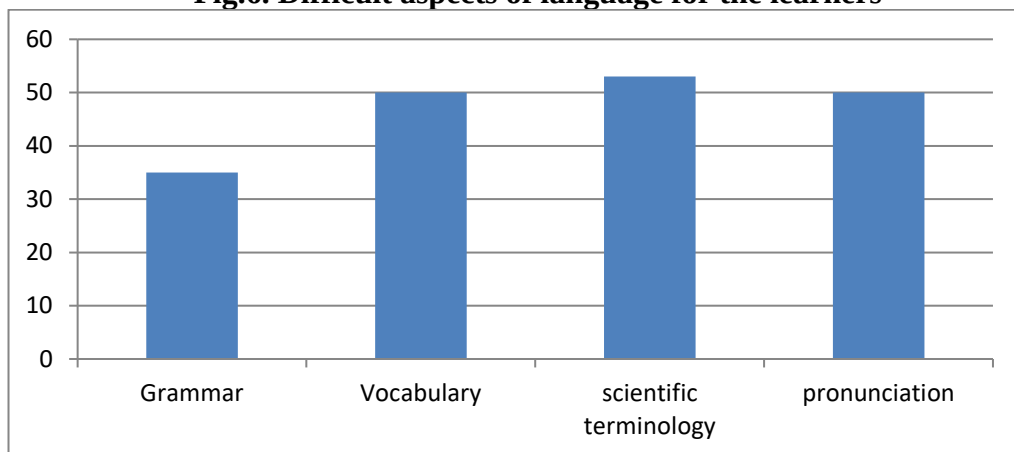


On the other hand, the two subject teachers who used to teach the scientific English module confirmed that most of the students were beginners. They stated that this low proficiency level was due to the students' per-university background in English.

4.4 Learners' difficulties

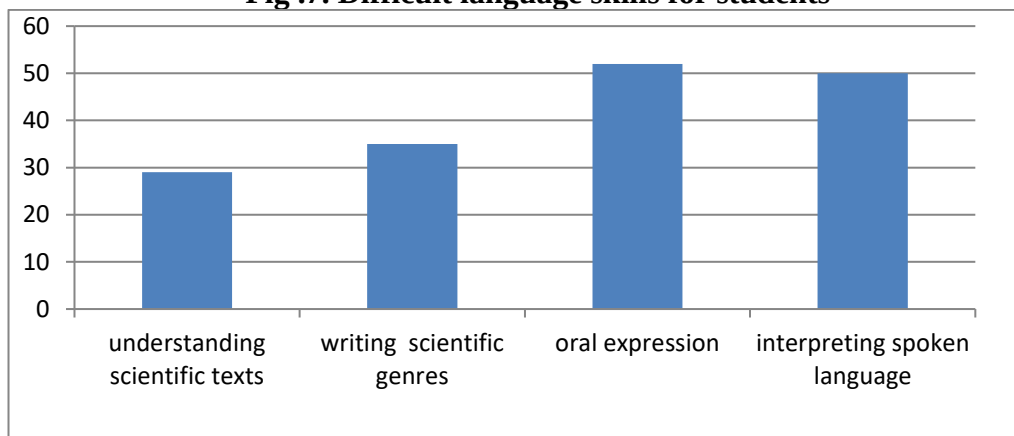
Knowing the difficulties of learners helps define their needs when designing courses. According to the responses, the learners were generally unable to construct correct sentences and needed more vocabulary. They had difficulties in areas related to grammar (61.05%), vocabulary (92.75%), scientific terminology (97.54%), and pronunciation (92.75%).

Fig.6. Difficult aspects of language for the learners



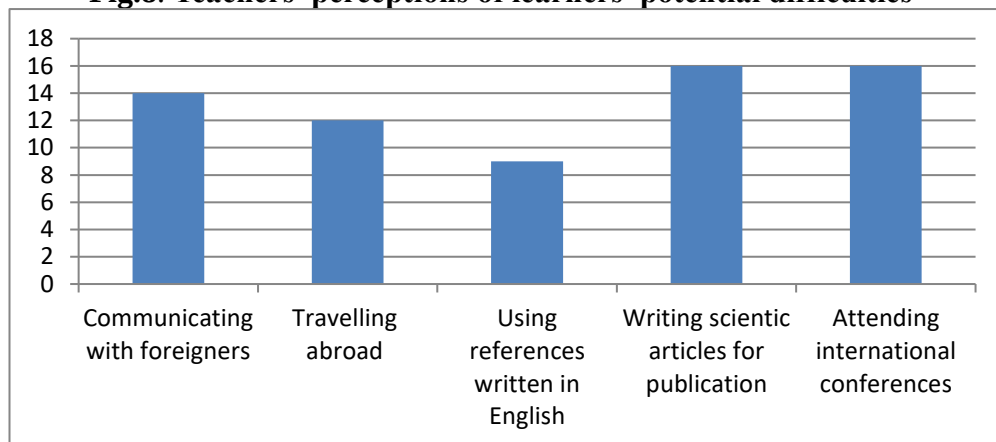
As a result, students had difficulties with the four language skills; of the students, (91.22 %) considered oral expression the most challenging, (87.71%) claimed that they could not understand spoken language, (61.4%) considered writing scientific genres difficult , and (50%) encountered difficulties reading scientific texts.

Fig .7. Difficult language skills for students



On the other hand, subject teachers were asked to inform the researcher about the learners' potential difficulties during their academic careers with English, based on the their experiences. According to the responses, the low proficiency level in English can cause severe problems in the learners' academic careers in the future as post-graduate students and researchers, especially when writing scientific articles, participating in international conferences, communicating with foreigners and travelling abroad. According to the teachers, the lack of communicative skills in English prevents students from building external relationships with experts in the same discipline and staying informed about the latest developments in the scientific arena. So, they can miss good career opportunities.

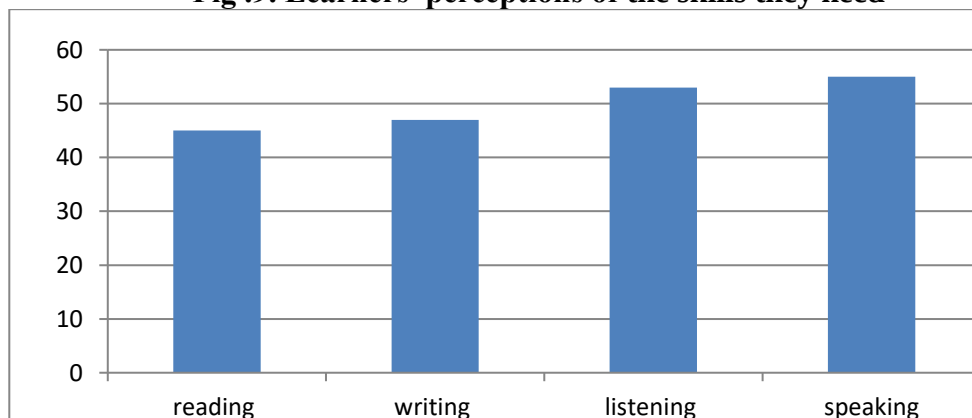
Fig.8. Teachers' perceptions of learners' potential difficulties



4.6 Learners' needs

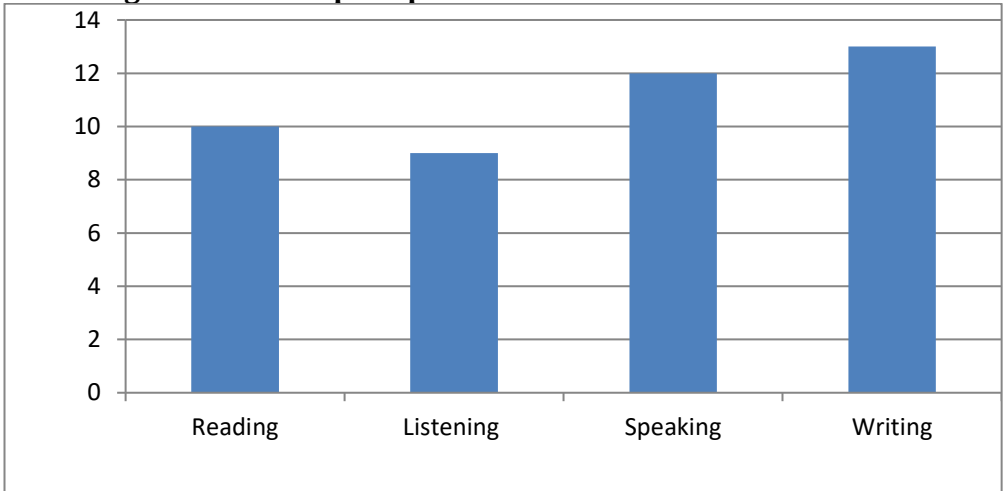
Concerning the four language skills, students believed they needed all the skills in their field of study, so (96.49%) chose speaking, (94.91 %) chose listening , (84.21 %) chose writing, and (78.94 %) expressed their need to develop reading . We conclude that Microbiology learners need all the skills.

Fig .9. Learners' perceptions of the skills they need



We wanted to know which skills are more critical for students' careers from field-specialist teachers' point of view based on their experiences. According to their claims, the four language skills, especially the productive skills, are essential for the learners' academic future. According to the results, (81.25%) of the participants gave priority to writing, (75%) of them gave priority to speaking, (62.5%) of them gave priority to reading, and (56.25%) of them gave priority to listening.

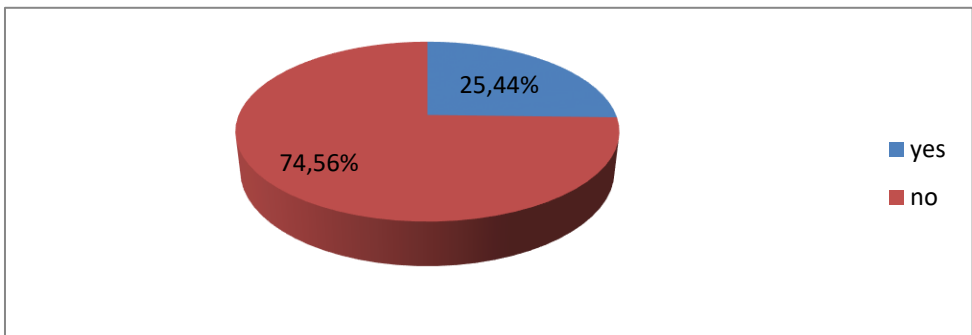
Fig.10. Teachers' perceptions of the skills the learners need



4.7 Learning preferences:

When the learners were asked if they were satisfied with the course, most of them (74.56%) replied that they were not satisfied.

Fig.11. Learners' satisfaction with the ESP course



In an open question, we asked learners what they wanted to be changed in ESP course. They replied that they should be taught by competent teachers specialized in scientific English (ESP). They also expressed their need to study in language labs, utilize technology devices, use authentic input, and have the opportunity to exchange ideas in the classroom. They preferred audio/visual aids, translation, group/pair work, oral discussions, and role plays. They strongly encouraged the organization of workshops to allow them to practise speaking. Finally, they showed their desire to increase the number of English sessions.

Content analysis of 3rd year level ESP Program :

We used content analysis or document analysis of the ESP program taught to 3rd year level Microbiology learners. There are five criteria for evaluating ESP programs and materials, according to Hutchinson and

Waters (1978) , *audience, aims, content, methodology ,and other criteria*; the last criterion is not available in this study.

Audience: This program is taught to third-year Microbiology learners in the Department of Biology Studies at Oran University, Algeria.

Aims: ESP course is expected to assist learners to build their communicative competence by meeting their communicative needs. The course should enable learners to understand spoken language, take part in oral presentations, ask and answer questions in meetings and write genres related to their field of study. They need to improve receptive and productive skills. They also need to learn grammar and scientific terminology in use.

The program taught to third-year microbiology students aim is to teach grammatical aspects of scientific texts.

Content: Content involves features such as language description and language points, skills proportions , micro-skills, kind of texts, subject-matter topics and content organization.

Learners of special fields need register-based language to be able to communicate in special settings. As language points, the learners involved in this study need to know vocabulary related to Biology, specifically related to microbiology. As skills, they need to develop receptive and productive skills. As micro- skills, learners in scientific specialties need to be able to comprehend scientific documents, write reports, present projects, summarize articles, and interpret the results of inquiries. Concerning the texts' kinds required by the learners , they need exposure to authentic materials , such as scientific articles, reports and scientific documents related to their studies. These materials provide grammar and vocabulary in context and help learners activate their schematic knowledge to understand the language of their discipline. The subject matter here is microbiology ; topics should be related to microbiology. Concerning the course organization, in CLT we use tasks, rather than grammar points, as the organizing element. We also take into consideration the targeted skills to order the content in units, and this content is sequenced in each unit from guided to free.

In return, the lessons presented in the third-year program focus on grammatical points , such as tenses, compound words and active and passive voice. The lessons contain explanations of grammar rules with examples from General English and Scientific English. Only one text is provided in the first lesson, and no tasks for reading comprehension are provided. Topics are sometimes related to natural sciences, and sometimes, they are not. Concerning language skills, the four skills are neglected. In addition, Using 'grammar points' as the organizing element is the principle of this course, and the lessons are not sequenced in units.

Methodology:

Methodology criterion involves features such as learning expectations, theory of learning, kinds of activities, teaching techniques, aids, and provided guidance.

In CLT, the objective is that learners should be able to exchange meaningful messages at the end of the course; expected goals are usually set in the beginning of the course, and the objectives of the lessons are stated at the beginning of each lesson. Content, materials, tasks and teaching methods throughout the course assist learners to improve their communicative skills.

In the current course, we noticed that there were no expected goals or objectives stated at the beginning of the program or the lessons, from its content, we concluded that it is not a communicative language teaching course as it focuses on grammar.

Speaking about learning activities, learners need a variety of activities, including guided and free, skills-based, comprehension-based, and other communicative activities. Skimming and scanning tasks are important for students to improve their reading comprehension ability. They also need to be involved in role plays, debates and oral discussions to develop speaking skills. Students need effective activities to improve their capacities to interpret oral discourse, such as taking notes or information gap tasks while listening to the teacher or listening scripts. In addition, guessing games, problem-solving activities, summarizing written texts, reporting results of inquiries, formulating and using scientific terminology in context and translating texts are effective tasks which put the learners in real-life situations where they practise the language they acquire and develop their communicative competence. Finally, text analysis provides insights into how language is approached in specific contexts so students can identify discourse and genre features of their discipline.

However, the current ESP program contains form-based activities that cannot lead to interaction, and the number of the activities is not enough to enable the learners to practise the language they acquire. This program does not include free activities or skills-based activities. Texts are needed in ESP classes to awaken the learners' awareness of their discipline language features.

Concerning teaching techniques, there are only individual activities in the course; there is no pair or group work. For aids of content delivery, no aids are mentioned, such as videos or recorders. As for the guidance element, there is no clear statements of aims, as mentioned before, or language skills' points listed in the program; guidance is only provided in instructions given in activities.

5. Discussion

The obtained results helped us answer the research questions.

First, students were conscious that English is important for their careers, and this was a positive point if used well to motivate these students to improve their language competency. They agreed with subject-matter teachers that English is important for their academic careers to write

academic articles, participate in events held in English, communicate with foreign peers in the same field, and travel abroad for study.

Second, whereas third-year Microbiology learners claimed that their level in English was intermediate, teachers confirmed that most of the students were beginners. The two teachers concerned with giving their perceptions about students' levels of proficiency in English had experience in teaching ESP, so taking their opinions into consideration was important. At this point, these learners had been studying general English for Eight years; they had to know the basics of general English, but they had insufficient level. Hyland (2006) argues that students with a weak proficiency level in English find it difficult to learn specialized English and need general English classes first to prepare them for ESP classes.

Third, concerning the course features and focus, the content analysis showed that the focus of the course presented to this group of learners was on teaching grammar. Also, it did not provide them with topics related to their field knowledge, receptive and productive language skills were neglected and there was a lack of communicative activities.

Fourth, learners faced difficulties with different aspects of language, including grammar, vocabulary, scientific terminology and pronunciation. They needed to learn grammar and vocabulary in context. Lack of exposure and practice of English led the learners to encounter difficulties with all the language skills. As a result, they became unable to communicate in English.

Fifth, at the university level, academics seek to write and publish scientific articles and attend conferences in their discipline to advance their careers. Masters' students in scientific and technical specialties, like Biology studies in general, are encouraged to write articles at the end of their studies, and doctoral students must publish articles and participate in meetings held in English for post-graduation. For this reason, improving writing and speaking skills in English, since English is the international language of science and technology, is essential for students' academic careers. At the same time, reading and listening, as receptive skills, help learners acquire the necessary language components for communication. Therefore, ESP learners need the four language skills to accomplish their studies.

Finally, learners preferred using effective strategies and technology devices in learning English related to their speciality. As they claimed, lecturing makes learners passive, whereas encouraging learners to work in groupings, discuss topics and present their findings orally or in writing improves their communicative skills. They wanted to use audiovisual aids, authentic materials and technology devices to facilitate learning. These elements are beneficial to enhance learners' observation, analysis, understanding, and communication skills.

6. Recommendations:

Based on the results of this study, we suggest some recommendations to improve ESP teaching to Microbiology students in the department of Biology.

To begin with, one session a week is not enough for ESP module; more sessions are needed to build lifelong learning. In addition, although student-centered teaching is required in ELT classes, the role of the teacher is significant in creating effective learning. For this reason, offering training programs for ESP teachers is necessary to improve their professional competencies. ESP specialized teachers, or field-specialist teachers who have experience teaching ESP, should teach English in different departments, without forgetting that one of the pillars of ESP is needs analysis; course content, tasks and materials should be designed to meet the learner's needs. Thus, instructors should give more importance to course design and implementation by conducting needs analyses. They should investigate learners' difficulties and proficiency levels and select teaching tasks accordingly. Diagnostic tests are also useful in determining students' weaknesses. So, needs analysis is an essential step in course design.

Moreover, to help learners activate their schematic knowledge and understand the lessons better, using subject related topics when presenting the language structures is beneficial. Also, using authentic materials helps them to learn their discipline's discourse and genre features. It is crucial to present language features in a proper context.

Additionally, learning tasks must focus on both form and function, integrating the four language skills. Learners must gain self-confidence by using language in real-life situations and integrating receptive and productive skills teaching, focusing on what a learner is doing with the language. Willis (1996) argues that we must meet three essential conditions to create an effective learning environment. First, to expose learners to a rich and understood authentic language in use, written or spoken. Second, to give them opportunities to use the language to perform acts focusing on meaning exchange. Third, to motivate learners to contribute in listening and reading language tasks and encourage them to produce it, either orally or in writing.

Thus, we should integrate the four language skills in language teaching. Receptive and productive skills are complementary; once the learners understand the language (through reading and listening comprehension tasks), they should have opportunities to use it themselves (either orally or in writing)..

Furthermore, using traditional teaching methods during extreme technological development keeps students unmotivated to learn. As learners suggested, organizing workshops, using audiovisual aids, studying in language laboratories, and utilizing technology devices facilitate learning and urge learners to acquire and practise the language.

Finally, giving more importance to this language, starting from the per-university levels, is vital. Suppose learners learn English from primary levels effectively; they will have a good level of general English, enabling them to take more specialized courses at advanced levels. Student's background in General English plays a significant role in ESP teaching and learning success.

7. CONCLUSION:

This study was designed to examine the status of the ESP course taught to third-year Microbiology learners at Oran University based on a needs analysis and content analysis. From the results, we concluded that this course was not suitable for this group of learners; learners were in need for more exposure to authentic language in use input and practice to improve their skills in English.

ESP Instructors should motivate learners by offering a productive learning atmosphere, using effective teaching strategies to create a proper context that helps them use language to reflect their knowledge. As with any language class, ESP classes need to be communicative.

More importantly, investigating learners' necessities, lacks, and wants is crucial to designing practical courses that meet the students' real needs and expectations. Hence, it is recommended to give more importance to ESP course design by conducting a needs analysis before implementing the course.

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