A needs-based English for specific purposes syllabus design for archaeology students

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Abstract

Learning the English language is important for archaeologists as they need to be good at communicating with a large range of audiences. This paper aims to suggest an ESP syllabus that is suitable for archaeologists. To reach this end a case study of Archaeology Master One students at the University of Tlemcen (Algeria) was undertaken. First, these students' needs were identified and analyzed. Then, according to the findings, an appropriate syllabus with adequate tasks was suggested. To fulfill the first step of this research and analyze students' needs, a student questionnaire and three structured interviews were used. The results revealed that in terms of learning needs, archaeology students were highly motivated towards learning English, yet they lacked self-confidence. Regarding the target needs, they needed the development of the four language skills. Thus, archaeology students required appropriate English language tasks to achieve communicative purposes. Accordingly, the English for Archaeology syllabus with appropriate tasks was suggested to answer students' English language needs.

Keywords: Archaeology; ESP; English; language skills; Syllabus design; teaching task.

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1. Introduction

English is governing the world of education, trade, tourism, business, and archaeology with the emergence of globalization on one hand and technology on another hand. Education is witnessing great changes; English is taught in all fields to make ESP students able to communicate effectively in the target situation, gain knowledge, and promote global understanding.

Technology is another way that empowers English in the world of international education and communication. The field of archaeology is no exception. Archaeologists are often required to use English to communicate orally in specific workplaces like Museums, archaeological sites, and tourist places to transmit to the world the richness of different sites. Therefore, archaeology students need English for both professional and academic purposes; they need to develop their language skills with a special focus on their field of study to be able to carry out research and fieldwork activities.

1.1. Literature review

The implementation of English for Specific Purposes (ESP) indorses students to acquire and use English to reach specific needs in their area of specialism. ESP students need to develop a proficiency level in English to be able to communicate effectively in the target situations. In this respect, ESP is defined as "the area of inquiry and practice in the development of language programs for people who need a language to meet a predictable range of communicative needs" (Swales, 1992:300). However, one crucial step before ESP syllabus design is Needs Identification and Analysis. Indeed, to design a specific course in ESP, students' language needs should be identified. ESP teaching is based on a process that combines several elements to progress ELT. These elements are set as follows "…needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation" (Dudley-Evans and Johns 1998:121).

1.1.1.The Importance of Tasks in an ESP Course

Within the context of ESP, learning through tasks offers favorable motivating conditions for students as they will carry out tasks relevant to their future academic or professional careers. A task is defined by Skehan (1998, qtd. in Celce-Murcia and Olshtain, 1998, p.189) as "an activity that satisfies the following criteria: meaning is primary, there is a goal that needs to be worked forward, the activity is outcome-evaluated and there is a real-world relationship". In an ESP environment, communicative tasks are done to have an effective outcome; that is to say, obtaining a visible performance during evaluation that is derived from various phases of the Task-based learning framework. The tasks should include oral and written activities either executed by individuals or groups of learners to reach effective interaction and exchange of ideas.

1.1.2.Task-Based Syllabus

Long (1985, 2015) maintains that the syllabus should be conceptualized, organized, and assessed in terms of tasks. Long's approach is based on the ability to perform specific tasks. Syllabuses aimed at language competence of any kind must face the fact that language development is a holistic, organic, and variable process that is difficult to assess in terms of fixed stages which are the same for all learners. Syllabuses are aimed at the ability to complete specific real-world tasks either at work or in everyday life which the learners use to do inside the classroom for direct preparations of real-world tasks.

1.1.2.1. Selection of Tasks

According to Long (2015), there is a goal behind selecting pedagogical tasks for the syllabus which promote appropriate coverage of each task type that guarantees that learners will develop and improve the skills needed to complete the target tasks they want to achieve. Thus, Long constitutes a process in which tasks are designated for the syllabus which involves three stages of analysis (Long, 2015, pp.63-83). All the stages are summarized in the following table (Table 1).

Table 1

Tasks' selection (Long, 2015).

Stages of analysis	Tasks' selection
1. **Target tasks needed**	Identify things that learners need to do in everyday life (e.g., makir changing a plane, train, hotel, and restaurant or theatre reservatic Based on the analysis of the needs, the result is a list of target ta: that learners need to be able to complete.
2. **Task types**	Long defines this list as the 'raw input' for a task-based syllabus. The next step is to classify the target tasks into task types (e.g., making reservations, changing reservations).
3. **Pedagogic tasks**	The second stage provides a more efficient basis for initially organizing course content. The final stage is to create pedagogic tasks connected with each task type. The pedagogical tasks selected are the actual content of the syllabus (e.g., listening to a telephone call; role-playing archaeologists and clerks who are making a reservation, etc.).

Source: Long, 2015.

1.1.2.2. Sequencing of Tasks

Long (2015) proposes the organization of multiple task types that will be incorporated into the syllabus before dealing with sequences of pedagogic tasks that are related to task types. The relationship is based on 'the relative frequency and or criticality of the task as determined by the needs analysis' (p.233). That is to say, needs analysis is considered the first phase to deal with to select the appropriate tasks that learners need to reach their goals. Needs analysis helps in providing just what is a center for the primary arrangement and development of task types that will be included in the content of the syllabus.

1.1.3.Blended Learning in an ESP Context

It is extremely challenging for educators to choose suitable methods of teaching and implement them in the educational system for one objective which is covering all students' needs to scope better results. Without neglecting the benefits of traditional methods using pens and papers, in other terms face-to-face teaching which took a big part in the teaching/learning processes for many years and still has its place among teachers and learners, technology has brought a new method of teaching that combines face-to-face and online teaching/ learning. With the advance of technology, the term 'blended learning' becomes the speech of every individual.

For Krasnova (2015), blended learning may be defined as a 'method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single whole. This means that blended learning refers to joining both methods of teaching traditional face-to-face courses and online courses that lead to the use of technology and computer-mediated elements.

1.1.3. Needs Identification and Analysis

The association between ESP and needs analysis would make the existence of an ESP course that fits students' needs to achieve specific purposes. In this respect, Widdowson (1981:2) maintains that "if a group of learners' needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs." ESP course designers rely on needs identification first, then needs analysis to determine the needed skills that ESP students need to use in specific situations. To go deeper into needs analysis, the researcher has to define what is meant by the word 'need'.

1.1.3.1. Definition of 'Needs'

Need is a concept that typifies a group of ESP learners and makes them core in the process of analysis. Need is defined as all that a group of learners aims to reach at the end of the course in an ESP context. In this regard, Dickinson (1991:90) defines needs as "a certain skill or object that a person considers important but does not have or possess". Thus, needs are abilities, wants, requirements, necessities, goals, proficiencies, wishes, attitudes, services, and motivation that learners have to hold or to reach. ESP is a learner-centered approach in which this approach is based on learners' needs and goals to be controlled.

1.1.3.2. Types of Needs

Hutchinson and Water (1987) classify needs into two categories target needs and learning needs. The following figures (Figure1) and (Figure2) show the distinction between the needs:

Figure 1
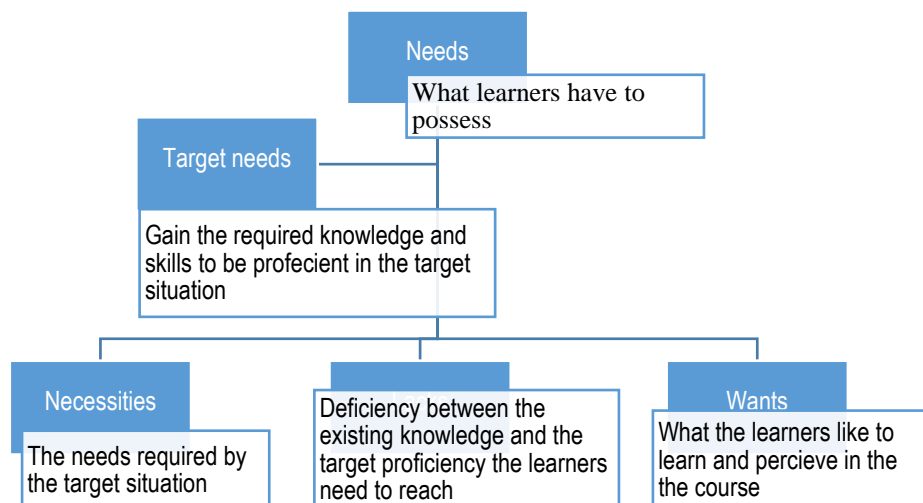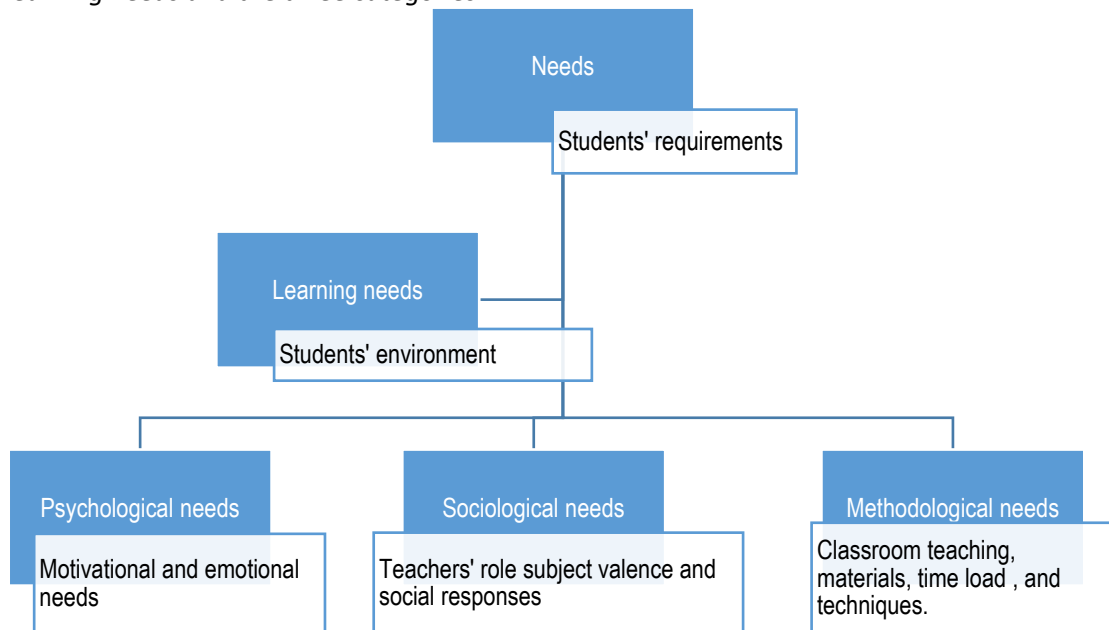*Target needs and the three categories*

Figure 2
Learning needs and the three categories

	Needs	
	Students' requirements	

Learning needs

Students' environment

Psychological needs	Sociological needs	Methodological needs
Motivational and emotional needs	Teachers' role subject valence and social responses	Classroom teaching, materials, time load , and techniques.

1.1.4. Needs Analysis and Syllabus Design

According to Hutchinson and Water (1987:53), the design of the course has to be based on needs analysis as one of the parameters that help the designer of the course to know what students need in the English course and why students need to learn English (reasons). Needs analysis benefits the teacher to collect the necessary data to trace the requirements of the learners. Needs analysis is defined in the following quotation:

> …if we had to state in practical terms the minimum of an ESP approach to course design, it would be needs analysis, since it is the awareness of a target situation– a definable need to communicate in English – that distinguishes the ESP learner from the learner of General English. (Hutchinson and Water: 1987, p.54)

Because of this, needs analysis has a great role in handling the process of teaching covering ESP teachers, ESP students, teaching materials, and teaching procedures; all of this would lead to important achievements from the side of the learning process (students) (Wats and Wats, 2009, Robles, 2012 and Hussin, 2018).

1.2. Purpose of study

The present paper focuses on the design of an appropriate ESP syllabus for Master One students at the Department of archaeology at the University of Tlemcen, Algeria raising the following research questions:

1. What are the English language needs of archaeology students?
2. What ESP syllabus would answer the needs of these students?

2. To answer these questions, this study first identifies and analyses, students' English language needs. Then, thanks to the findings of this analysis an adequate ESP syllabus with appropriate tasks that cover the four language skills is designed. It should be noted that the blended learning approach is suggested to cope with the lack of classroom teaching time.**Materials and Methods**

Based on the above literature, a needs analysis will be conducted to determine the content of the course.

As mentioned above, this study goes through two phases: First, an NIA to determine archaeology students' English language needs, and second the recommendation of an appropriate ESP syllabus. The research methodology and procedure are explained below (Table 2).

Table 2

Research instruments used in NIA and participants

Informants	Profile	The objective of each research instruments

Seven Archaeology students	They are Master one student, their age ranges between 23 and 30 years old, and they all study archaeology at Tlemcen University.	A questionnaire looking for:
		  Students' use of the English language.
		  Students' comprehension of the English language.
		  Students' proficiency level in the English language.
		  Students' English language difficulties.
		  Students' language skills and tasks needed.

One ESP teacher	She has a Licence degree in English, then a Magister in Translation. She has 21 years of English teaching experience among which 15 years in the archaeology department.	A structured interview dealing with:
		  The content, syllabus, and teaching materials of the English course.
		  English language skills are needed.
		  Students' difficulties and proficiency level.
		  Strategies to improve students' proficiency in ESP.
		  Tasks implemented.
		  Use of online teaching.
		  Time allocated.

Six subject specialists	They were chosen randomly: three men and three women. Their teaching experience ranges between 5 and 29 years. They all teach different modules at the department of Archaeology at Tlemcen University.	A structured Interview based on the following points:
		  The relationship between the content of the English course and the subject specialist's course.
		  Cultural aspects implemented in the English course.
		  The skills students need to develop.
		  Students' difficulties.
		  Tasks students need to complete.
		  Time and coefficient allocated to the English course.
		  Use of online teaching.

Seven Workplace Managers	They were two women; working in ElMechaour (an old Palace at the center	A structured interview addressing the following points:
		  Use of English at workplaces.
		  Interaction with English speakers.

of Tlemcen), and two other women and three men Working in Tlemcen Museum. Their work experience ranges between 4 and 12 years.	Difficulties they face when expressing themselves and at which level. Ability to speak and write in English. Knowledge about one's own culture in English. Appropriateness of the English courses for workplace manager's needs. Deficiencies in the English course. Language proficiency level and language skills needed. Suggestions.

3. Results

This part deals with the findings collected from the three research instruments used in this study. All informants 'responses were identified based on students' target needs and learning needs to reach the objective required in this research.

The following part unveils what students need to do with the English language in the target situation, putting these needs under three components: necessities lacks, and wants. Lacks are the needs that the researchers look for to identify the gap between what archaeology students know about the existing proficiency and the target proficiency. To do so, the researcher collected data to reach the following results that are presented below.

3.1. Students' Lacks- *The language level difficulty*

This question deals with students' proficiency when expressing themselves in English either in speaking or writing and what was noticed is that all seven students had problems communicating in the English course. The following table shows the levels at which students found difficulties in (Table 3).

Table 3
Students' level of difficulty in expressing themselves

Level of Difficulty	N% of Sts
Pronunciation	4
Finding Words	4
Constructing Sentences (Grammar)	4
Speaking about Culture	5

It appears that more than half of the informants had pronunciation difficulties. The same number of students (4) maintained to have deficiencies in finding words and constructing sentences in English. The majority of students claimed that speaking about culture in English was a difficult task.

3.2. Archaeologists' Lacks- *Problems archaeologists meet*

This part looks for the difficulties and deficiencies archaeologists met in the English language and this would help to have a perspective of what to implement for archaeology students to avoid the following insufficiencies presented in this analysis (Table 4).

Table 4

Problems archaeologists meet in English

Problems	N of archaeologists / AF
In understanding spoken English	6
In understanding written English	2
In speaking English	7
In writing English	2

This table reports that all seven archaeologists found problems in speaking English six among them met difficulties in understanding spoken English, and two out of seven archaeologists claimed to have obstacles when dealing with the writing skill either through writing or understanding written texts.

3.3. Wants

Both students' and Managers' wants were important for the researcher to point out the needed language skills to be developed in both situations' workplaces and English classrooms (archaeology department).

3.3.1.Students' Wants- Language level to develop

The previous table shows that four archaeology students like to develop their pronunciation of English; this means that students want to improve their speaking in English. The other respondents like to progress their level in terms of knowledge of vocabulary and sentence construction. These answers show that students of archaeology are interested to progress their English language level (Table 5).

Table 5

The language level students want to develop

Language Level to Develop	N of Sts
Pronunciation	4
Knowledge of Vocabulary	3
Sentence Construction (Grammar)	3

3.3.1.1. The skill/s to develop

In this figure, it appears that archaeology students are conscious of what they want to learn in the English course and this is revealed in their answers. Five of the students opted for the speaking skill and maintained that it's the language skill they want to develop most. Three students out of seven selected the writing skill as an English skill they like to improve in their studies (Figure 3).

Figure 3
The skill/skills students like to develop
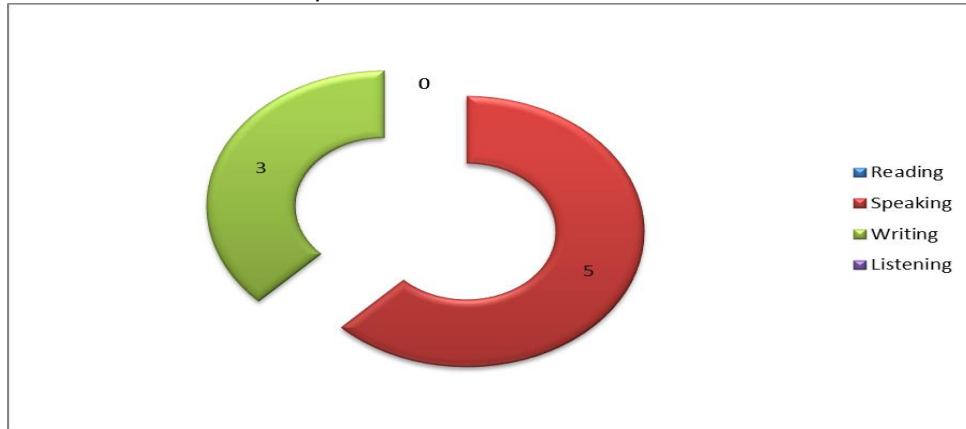
3.3.1.2. Tasks to be provided in the English course

Not all the students responded to this question, only three archaeology students claimed about the implementation of oral and written tasks to be added as the primary requests in the English syllabus.

3.3.2.Managers' Wants
3.3.2.1. The language level to develop

The figure below showed that all the respondents wanted to be able to construct sentences to speak or write in English, five out of seven liked to improve their pronunciation, and four of them selected finding words as a primary element to communicate in the workplace (Figure 4).

Figure 4
The language level archaeologists want to develop
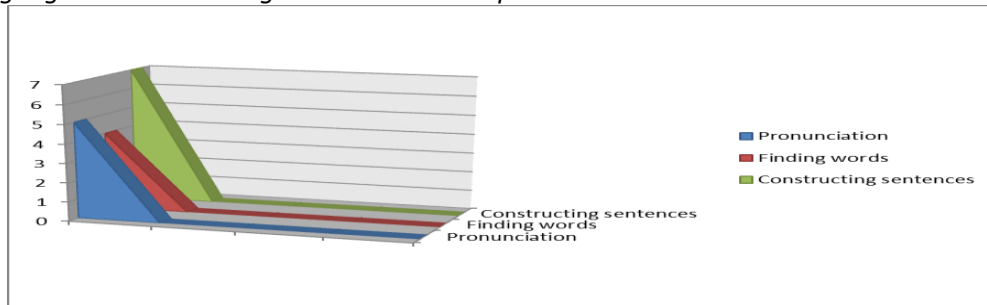
3.3.2.2. The English language skill to develop

In this question, six archaeologists chose the speaking skill as the English language skill they needed to develop, and only one respondent claimed that none of the skills is important to him (Figure 5).

Figure 5
The English language skills archaeologists need to develop
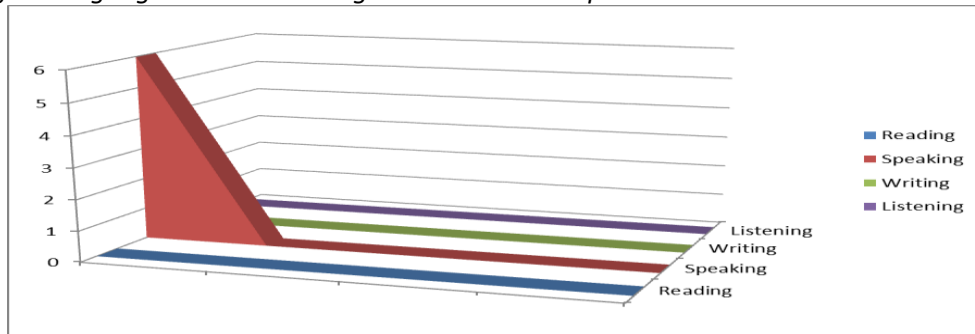

3.4. Necessities

The necessities that archaeology students need were summarized in the analysis of the two preceding questions. The language skills taught and the tasks implemented were the main concerns in this part.

3.4.1. The skill/s students need to develop in the English course

The results clearly showed that all the subject specialists perceived that archaeology students need to develop their reading skills in the English course. They expressed the same reasons that students need some readings about the field of archaeology to enhance their knowledge, learn different terminologies, and acquire the English language. Speaking is also one of the skills that lead archaeology students to speak the language and used it in conferences, communication, or in workplaces. As revealed by subject specialists, most investigations were presented in written form, archaeology students need to develop some proficiency in writing skills because they need it when presenting written research at university, or awarding leaflets and exposing advertisements in their workplace (Figure 6).

Figure 6
The skills/ s does students need to develop in the English course
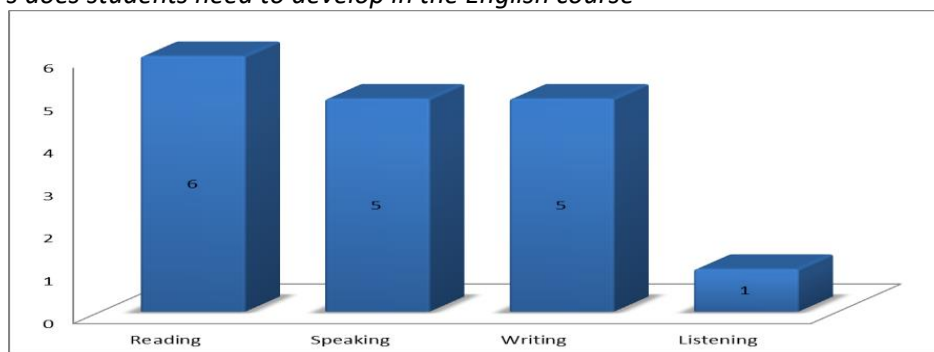
3.4.2. Tasks students need to complete in English

The subject specialists revealed that archaeology students should know how to describe prehistoric monuments in a written way from the statue, buildings, pillars, tombs, obelisk, etc… In addition to making reports on museums, treasury, and Islamic decoration either in written or spoken form. The reading tasks would help archaeology students to complete all the previous tasks in English.

3.4.3.Suggestions

The managers' suggestions presented in this analysis would help to promote the researcher with some strategies to make the English course more important to the students and improve it.

3.5. Including some elements in the ESP syllabus to improve the English course

All Archaeologists recommended some essentials in the ESP syllabus to improve students' proficiency level of English. To do so, five archaeologists set to have English lectures that had a relationship with the field of archaeology dealing with more theory than practice, for example, teachers had to avoid translation into the three languages and omit texts with questions to answer. Besides, teachers needed to include more speaking tasks that help students to reach fluency while interacting with foreigners and provide more written tasks that help them to produce leaflets in English. All this would not be possible if the time allocated to teach English is one hour and a half a week. In addition, two archaeologists proposed to change the entire syllabus because English teachers dealt with the same program which was designed to teach students at high school.

3.5.1.Learning Needs

This part of the needs analysis allowed the researcher to see whether some elements were the reasons for students' improvement or deterioration in English. Thus, the learning needs were based on the time allocated.

3.5.2.Time Allocated to Teach English

It was noticed that all subject specialists claimed that the time allocated to teach English to archaeology students is insufficient; more hours of English would benefit students with knowledge and information about the field of archaeology. Subject specialists suggested extra training sessions in English and this would be programmed at the administrative level. It's also important to establish a partnership with the English department; this would lead students to have the opportunity to be taught by English teachers with different specialties and have more sessions in English. Another teacher proposed adding other modules in English for archaeology students.

4. Discussion

After a needs analysis and the results that were analyzed and developed in the previous part from the informants presented in this research: archaeology students, English teachers, subject specialists, and workplace managers, the results are summarized in the table below along with the suggested tasks and actions (Table 6).

Table 6
Identification of archaeology students' needs

Students' needs	Students' needs		Needed tasks and actions
Target Needs	**Lacks:** Students lack the four language skills and more importantly reading	Reading	Read texts related to archaeology (acquire the field-specific jargon)

		Writing	- Write a report and articles in English - Produce a leaflet in English - Describe a monument or artifact in English
		Listening	-Listen to dialogues in real-life situations. -Pay attention to archaeologists' terminologies and their pronunciation. -Listening to conversations in English between archaeologists and tourists or between archaeologists and their students.
		Speaking	- Describe a monument or artifact in English orally with good pronunciation. - Communicate in English in workplaces (Museums or art centers…)
	Wants	-Reinforce grammatical knowledge	-Tasks to construct sentences in English (archaeological texts to summarize, typical report to follow…)
		-Acquire the vocabulary related to the field of archaeology	-Provide students with articles or reports to read and ask them to pick up the terms and materials used in the field of archaeology.
		-Communicate successfully	-Oral tasks are needed like practicing and completing dialogues. -Construct conversation using archaeology terms. - Online conversations between archaeology students and English archaeologists. -Practicing English at workplaces.
	Necessities Blended learning incorporation	- Learn English through the combination of courses via traditional methods on one side and e-learning on another side.	-Observe monuments and artifacts using 3D through online learning than describe them orally and provide a written report on-site (classroom). -Archaeology students review archaeology in movies like the famous one' Raiders of the Lost Ark' by Indian Jones (1981). This can be done online and then students have to analyze all that they observe orally.
Learning Needs	Methodological Needs	- Allocate more teaching time	-Combination of online and face-to-face teaching
		-Use appropriate teaching materials	Videos, 3D applications, films, and workplace management.
	Psychological Needs	-Raise students' motivation	Raise the course coefficient
	Sociological Needs	-Collaboration: Between the English teacher and subject specialists. Between the English teacher and workplace managers.	-Regular meetings between English teachers and subject specialists - workshops including teachers, students, and workplace managers

Regarding the first research question asking about the English language needs of archaeology students, all informants agree that these students need primarily English to communicate in their field. Therefore, the majority of informants agree that all the language skills are needed to be developed by archaeology students, but the most required is the reading skill through which students will not only acquire a bank of words of terminologies but will also be able to construct different types of sentences that they need in writing reports, articles, and leaflets of different archaeological sites.

Moreover, reading is the skill that makes students more fluent to use oral English accurately and monitor English in workplaces and museums in front of tourists. This does not mean that the other skills are not important. All the informants agree that listening, speaking, and writing are of paramount importance too. To build communicative competence, students have to be competent in listening and speaking the language, and this would be done through using videos about museums and archaeological sites, films about different wealth and monuments, dialogues between guides of tourists and foreigners or between archaeologists and visitors, a documentary about diverse Islamic cultures and archaeology, and 3D pictures of ancient potteries, stoneware or olden objects.

Archaeology students need to improve their writing from producing sentences that they have the habit to do in the classroom to more specific written tasks related to the field of archaeology similar to creating leaflets with all the treasures and objects that are set up in the museums, or leaflets with all monuments and archaeological sites. There is also a need for writing articles and reports to show, describe, and analyze different Tlemcen archaeological sites for future visitors. To do so, informants agree that archaeology students need more time or additional hours of English to learn terminologies and be able to complete all the previous tasks either orally or in written forms. The results come to an end that blended learning which is a combination of both onsite and online lectures will help students to have more English sessions and complete online some tasks that are impossible to be presented in the classroom for the lack of time and the absence of the needed teaching materials. Implementing blended learning will help to cope with these deficiencies and bring progress in the teaching /learning processes. Students will develop all the skills needed by applying new methods of teaching and adding more hours to reinforce their knowledge of the English language.

After the presentation of the main results, comes the question of what ESP syllabus would answer the needs of these students. The researchers opt for the design of a Task-Based syllabus Based on the results of the needs analysis; the researchers designed a syllabus that would answer the English language needs of Master one students at the department of archaeology at Tlemcen University. Then, based on the task selection and sequencing suggested by Long (2015), the researchers designed a set of tasks taking into consideration some factors that make the tasks more or less motivating like the number of elements (steps) in a task, task components, and the time allocated.

4.1. The Designed Task-Based Syllabus

It is the last phase of this work; the researchers rely on the findings of the needs analysis to complete the present syllabus designed for Master One Archaeology Students at Tlemcen University in Algeria. A task-based syllabus constructed and arranged in four units is suggested. Each unit deals with the tasks that should be presented in both channels face-to-face and online learning. The syllabus includes all the language skills: reading, listening, speaking, and writing. According to the findings students need to learn terminologies related to their field of study, so the researchers decided to use some terms that are linked to each unit and the different tasks done. Grammar cannot be removed from any task because it includes the rules which govern language use, and since students need to realize written and spoken tasks, they need grammar to be successful in each task. The

following table shows how the tasks are set along with the syllabus and the objectives of each unit to be achieved at the end of each session either online or onsite (Table 7).

Table 7

The Completed Task-Based Syllabus Designed for Archaeology Students

Units	Channel	Reading	Listening	Speaking	Grammar	Vocabulary	Writing	Unit objectives
Bring the past into the present	Face to face	-Text: How do archaeologists learn about the lives of ancient people?	-Audio-visual: invite archaeologists to speak about how they work	Explanation, and Comparison between students 'interpretations of the past	-sentence construction: simple sentences	Ancient prehistoric Modern Up to date evidence History findings	-Definitions of -Distinction between different concepts	-To develop communicative skills -To develop the capacity of individual work
	Online	- Lee and Shemilt's model "records" -Model of progression for evidence (eg: special regard to the study of artifacts)		Questions about sources	-Sentence elements - Implement the keywords to construct simple sentences in the archaeology discourse		Evidence must be constituted following: Research-based model of progression developed by Lee and Shemilt (2003)	-To increase students' knowledge of the past to learn the present -To apply key archaeology concepts
2) History storytelling	Face to face	What do objects tell us about people and events in the past? Tell the artifact's story - Comprehension questions -True or false statements	Listening to a short archaeology report	-Make an Oral presentation of past events And their relationships with ancient people -Discussion -Debate	-Complex sentences -Simple past -continuous tenses		Arrangement of events (narration) Transitional words (chronological order -Write an interpretive narrative about the artifact (subjectivity) -Written tasks about ancient events (narration)	Make students able to: -Do research (how). -know about the past. -Interpret the events of different archaeological sites. -Use the English language in written and spoken forms.

	Online	-Story tellers Zianiyine	Listening to students' report		The use of simple past	Cultures Beliefs Values Behaviors Traditions	-Implement complex sentences in narrating the story	-Use the tenses. -Train archaeology students in research methods
Archaeology sites in Tlemcen and their description	Face to face	-Choosing sites 1.Mechour Palace Text 2.Bab el Karmadiene Text 3. Mansourah Text 4.Sidi Boumediene Mosque Text -Texts	Archaeologists' videos and conceptions of different sites	- Presentations about different sites	-Relative clause - compound sentences	-Geology and different shapes -Terms - Discussion	-Summary Of the main points -Describe site -Report about archaeological sites	Make students able to -Increase their proficiency level in the subject matter. -Distinguish different terminologies and different archaeological sites. -Apply principles in the real world.
	Online	Comprehension questions about different sites in Tlemcen		- Movies like the famous one' Raiders of the Lost Ark' by Indian Jones (1981). -Videos	-Future tense	- Archaeologists tools	- Archaeologists' sites (survey)	-raise students 'attention on the preservation of heritage.
the process of archaeology: from the ground to the museum	Face to face	How archaeologists describe, perceive, and engage with ancient artifacts Documentation and books on the different: -Museums -Threat of Heritage -Excavation - Artefacts		- Descriptions of monuments, artifacts… Information Cards: - Photographs -Maps -Prints		Content terminology -Names of artifacts -Terms -Defining and understanding each concept: 1. Exploration 2. Excavation 3. Interpretation	-Make a list of the attributes (characteristics) of the artifact you have selected (list specific details) -Avoid subjective remarks -How to interpret -How to report	-It introduces students to the realities of field-based investigations. -It enhances students' performance skills in the workplace

				4. Dissemination	-How to plan for leaflets	
Online	Observational skills Use of Technology -3D printing -Powerwall Presentation of findings: 1. Site report or analytical book 2. Museums displays	-Description of the 3D pictures -Videos -Artefacts descriptions		Use of adjectives	-Analysing finds -Describing artifacts -Descriptive texts	Help students to communicate (present) their findings
Face to face			Practical skills: Presentations at workplaces. Description of museums and artifacts at workplaces		-Writing a report about artifacts and museums (examination)	Training students to be future archaeologists

5. Conclusion

This research work is interested in the design of an ESP syllabus for Master One students at the department of archaeology at Tlemcen University in Algeria. To do so, and to answer the two research questions, the researchers undertook a needs analysis following the model of Hutchinson and Water (1987) which includes target needs based on necessities, lacks and wants, and learning needs. Students' needs were, then, identified and analyzed. The results revealed that students need to develop their pronunciation, vocabulary, and construction of sentences in English to be able to interact. The language skills to be developed are listening, speaking, writing, and reading skills, yet more focus is asked to be put on reading as students need to read books and articles which will help them to enhance their knowledge in the field.

Archaeology students need also to improve their proficiency level through implementing oral tasks such as oral presentation, role-play in museums, good interactions, and written tasks by promoting students with writing exposé, awarding leaflets, describing monuments, and interpreting artifacts in English. The researchers have also suggested the use of blended learning as it is indispensable to cope with the lack of time allocated to the English course. Then to answer the second research question, the investigators propose a task-based syllabus for archaeology students based on the needs analysis

findings to teach future archaeologists who thanks to real-life tasks will be able to interact in English to transmit their knowledge to visitors, tourists, or archaeology students.

Using the English language is of great importance not only in oral communication at workplaces but also in writing since students need to transmit their knowledge through articles and reports. Thus and according to the findings improving the English course through the design of a task-based syllabus will help archaeology students better perform in the field of work as well as in an academic context.

Acknowledgments

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