

Materials Development for an Archival Science Course in Iran: An ESP Mixed Methods Study

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ABSTRACT

This study addressed the demand for an ESP course for Archival Science, a profession often overlooked in Iran. The existing literature offers little research on specific materials for Archival Science students; hence there is a paucity of relevant materials in this field. The present study explored the development of printed materials for an ESP course conducted in the National Library and Archives of Iran to compensate for the absence. It examined the effectiveness of using such materials on the language learning of a group of archivists taking part in a 16-sessions mid-career course in Archival Science. The needs analysis processes, course design, materials development, teaching and learning, and evaluation were followed to achieve the objectives. The results demonstrated that the newly developed materials compared to materials prepared for other ESP courses could considerably promote the participants' proficiency. The developed materials were archival, work-related, and professional-based resources and had significant effects on participants' language learning. The study revealed that focusing on the learners' specific educational needs in their workplace and incorporating authentic, practical materials in ESP courses would improve language learning and skill development in archivists.

Key words: Archival science, English for Specific Purposes (ESP), Materials Development, Needs Analysis

INTRODUCTION

English has a primary role in different educational and professional contexts across the globe. The all-embracing and pervasive application of English by in-service employees in their workplace has led to the extensive growth of English for Specific Purposes (ESP). As one of the most important fields of teaching English As a Foreign Language (TEFL), ESP focuses on target students' needs with an eye on teaching them how to communicate various professional subjects and integrate the acquired knowledge into their professional lives (Rahman, 2015). More specifically, ESP can contain many professional fields such as Archival Science, which is defined as "a systematic body of theory that supports the practice of appraising, acquiring, authenticating, preserving, and providing access to recorded materials" (Pearce-Moses, 2005, p.28).

The field of Archival Science forms the basis of the archivists' professional undertakings in the national and local archives and other archival organizations throughout the world. As it has its roots in English-speaking countries, most of the resources in this field are developed in English, which binds Iranian archivists to know this language to interpret the related resources. Yet, one crucial point to consider is that English is not a very popular language in Iran. Most

archivists do not have sufficient proficiency in reading or writing in English for job-related tasks and assignments. In addition, ESP for Archival Science employees has been heeded insufficiently in Iran, and as a result, there are very few materials designed specifically for this branch of work.

It is often the case that ESP teachers should teach the language, but they also need to develop their materials to fit the intended course. However, one of the primary issues any ESP teacher confronts is the lack of access to teaching materials exclusively designed for a particular course to meet the target learners' needs. In other words, not all ESP courses have proper materials specific to target learners mainly because of the constraints imposed by the novelty of ESP fields, marketing interests, predicted sales, import restrictions, and many other reasons. As a result, ESP teachers are supposed to either design needs-specific materials or select the market's materials after examining their compatibility with their teaching objectives (Lesiak-Bielawska, 2015).

The current situation with Archival Science in Iran is that there are few determined ESP materials and teachers in this field. More noticeably, while the affiliated organization needs well-educated and well-trained professionals in English, no serious attempt has been made to design and implement an ESP course to achieve the purposes. On the other

hand, the employees do not show interest in such classes due to some reasons such as low level of general English proficiency, little learning motivations, lack of apt references, and unwillingness to learn. The root of these problems can be a lack of attention to English as an international language and, specifically, ESP as a specialized course for Archival Science employees.

Lack of appropriate materials in the market urges teachers to develop materials for ESP courses. In the core of a triangle, ESP material consists of three sides. The first side embraces those responsible and qualified to create materials for ESP courses (language teachers, subject-matter specialists, responsible persons for materials development in general domains). The second side consists of ESP lessons' constituent parts (focusing on general English vs. focusing on the intended field's specific language). The third side incorporates the person who should teach the content (language teacher or subject-matter teacher). Many scholars have studied each of these concepts from different perspectives in recent years (e.g., Raitskaya, 2018; Pašalić and Plančić, 2018; Luo and Garner, 2017; Bielousova, 2017; Salazar, 2017; Birch-Bécaas and Hoskins, 2017; Fălăuş, 2017).

With an eye on the concerns mentioned above, the present study aimed to explore the target group learners' specific needs in an ESP course on Archival science and then develop appropriate course content that could satisfy their needs. Another objective the researchers pursued in this study was to investigate the impact of implementing the proposed ESP course content on learners' achievements. The researchers studied the differences in Iranian archivists' professional language development working in the National Library and Archives of Iran. Therefore, it was necessary to perform a needs analysis and decide on the content of the materials. Following Hyland (2006), present situation analysis was conducted through one-to-one interviews with Iranian archivists and students to determine their current proficiency, what they could do, and what they wanted at the beginning of the course. Therefore, the researchers had it mandatory to discover their skills and level of familiarity with the subject. Also, 'target situation analysis' through personal interviews with Iranian instructors in the field of Archival Science was performed to determine the learners' needs and preferences regarding materials, methods of teaching, and testing as well as favored learning strategies.

To achieve the objectives of the study, the researchers formulated the following research questions:

- 1- What are Iranian archivists and Archival Science students' and instructors' perceptions regarding the need to have an ESP course in the university and the workplace?
- 2- What English language skills do Iranian archivists and Archival Science students and instructors perceive as the most important in ESP classes for Archival Science?
- 3- Does the proposed ESP material impact the achievements of Iranian archivists in an Archival Science course?
- 4- Does the implementation of the devised ESP material fulfill Iranian archivists' needs and students of Archival Science?

LITERATURE REVIEW

English for Specific Purposes (ESP)

As opposed to General English (G.E.), which is "English for no obvious reason" (Johns, Paltridge, & Belcher, 2014, p.1), ESP is teaching the language for a "clearly utilitarian purpose" (Mackay & Mountford, 1978) in a particular domain (Paltridge & Starfield, 2013). Since the inception of ESP in the 1960s, practitioners have attempted to provide a comprehensive definition of the concept. Hutchinson and Waters (1987) define ESP as an approach to language learning, whereby the method and content depend on learners' specific needs. Robinson's (1991) definition incorporates two criteria: being goal-directed and requiring needs analysis. Dudley-Evans and St. John (1998, pp.4-5) provide a more comprehensive view by describing "absolute characteristics" and "variable characteristics" as the two essential features of ESP courses. Absolute characteristics emphasize that ESP is a needs-specific course focusing on the language, skills, discourse, and genre-appropriate to the activities designed based on the underlying methodology of the discipline it serves. On the other hand, variable characteristics consider ESP as a course developed for adult learners in intermediate or advanced levels designed for specific disciplines based on a methodology different from General English. Basturkmen (2010) provides a more recent definition by comparing ESP and general ELT courses and considering it a more focused course centered on the learners' work- or study-related needs, not personal needs or overall interests.

ESP as a learner-based approach (Hutchinson & Water, 2001) implies that practitioners require to close the gap between learners' current and target competencies (Belcher, 2012), which involves close attention to the needs of learners as the baseline of any teaching practice (Lesiak-Bielawska, 2015). Many scholars have considered needs analysis as the cornerstone of ESP (e.g., Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; Hyland, 2006; Robinson, 1991). For Hyland (2006), needs analysis refers to the "techniques for collecting and assessing information relevant to course design" since it plays a vital role in constituting the "how and what" of a course (p.73). He makes a distinction between 'present situation analysis' (the process of identifying learners' current proficiencies and ambitions, skills and perceptions, familiarity with the specialized subject, and understanding of its demands and genres) and 'target situation analysis' (the setting of the target language use). According to Dudley-Evans and St. John (1998), needs analysis embraces the concepts of personal, professional, and English language information about learners and their needs and wants and the expectation from the course and information about the setting of the course. Several other studies have focused on the vital role of the process of needs analysis in ESP in the past twenty years (e.g., Boroujenii & Fard, 2013; Cowling, 2007; Hyland, 2006; Shing & Sim, 2011; Theeb & Albakrawi, 2013).

Many books and teaching content exist for ESP courses in many fields of study (such as English for Medical Purposes (EMP), English for Legal Purposes (ELP), and English for

business, finance, banking, and economics). However, some areas still lack the appropriate materials to help learners master language via specific professional content. As a result, in most cases, ESP teachers should develop relevant course content to meet their learners' needs and help them reach their goals. This study focuses on ESP in Archival Science as a requirement for archivists who wish to understand better and gain more access to recent data in their field of work.

Selection and Development of ESP Materials

Materials are an indispensable element of an ESP course since they can meet learners' needs and expose them to the authentic, real-world language used in the specific and intended professional and academic settings. Whether paper-based or technology-mediated, the leading role of materials is to stimulate language instruction and learning. As Hyland (2006) argues, ESP materials scaffold learners' understanding of language use, support their evolving control of different texts, and engage them in thinking about and using it. Appropriate materials familiarize learners with various language samples that do not follow a rigid form or do not offer constructive feedback on individual linguistic development.

Authenticity, specificity, and practicality are the dominant features of ESP materials. Authenticity refers to the resemblance of both ESP texts and tasks to real-world language usage in real-world contexts outside the classroom (Basturkmen, 2010). Specificity signifies that materials should contain particular target language features that should be taught to specific learners in a typical educational setting. Practicality focuses on those attributes of the materials that make their application easy and enable learners to use the language appropriately and purposefully in their work and education. These characteristics confront ESP teachers with the critical decision to develop needs-specific materials or adapt commercially produced ones to meet target learners' needs. Lesiak-Bielawska (2015) believes that, although time-consuming, creating ESP content is an integral part of ESP practice. She suggests that teachers make a principled choice between materials development and the use of what is already available.

Developing ESP Materials for Archival Science

As in many other educational and professional fields, English is a lingua franca in Archival Science. It is a tool to communicate expert knowledge and experiences among archivists involved in archives/records management processes. However, the lack of appropriate materials for learning English for professional purposes is an obstacle in learning the language. Teachers' use of several commercially prepared English textbooks for a single course confuses them and adds to the learning process's complexity. The problem with available textbooks is that they do not suit the course requirements and are either too general or too specific. Thus, the researchers of the current study decided to develop materials that could contribute to the students' needs. They followed the phases proposed by Dudley-Evans and St. John

(1998) as: "needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation." (p.121). In their attempt, the researchers considered two main features of ESP courses; that is, learners' specialism and the learners' needs (Robinson, 1991). The researchers were aware that most of the target learners were graduates of different disciplines, possessed little skills in both General English and Specific English of Archival Science, and varied in their work experience. Therefore, the newly-developed materials should provide learners with an established English language proficiency for general and professional purposes, focusing on reading skills. Another issue was that ESP involves language in context. Therefore, learning situations that replicate the real professional or working settings of ESP learners should be an issue. As opposed to G.E. courses that focus on grammar, vocabulary, and structure, ESP materials should deal with the subject matter, learners' needs, and the necessary skills.

METHOD

Design

Researchers adopted an exploratory sequential mixed methods design (Creswell, 2015). In the qualitative phase, they employed semi-structured interviews to collect data regarding the characteristics of materials for Archival Science. They transcribed the gathered data, analyzed them, and extracted the key points. In the first quantitative phase, they developed the content and put it into practice. In the second quantitative phase, a pretest and a post-test evaluated the newly-developed material's effects on the participants' achievements.

Participants

Two groups of participants took part in this study. The first group that contributed to the qualitative phase consisted of five members; two archivists who worked in the National Library and Archives of Iran and three educators whose specialty was Archival Science. One of the archivists was a graduate, and the other was a student of Archival Science. The researchers selected them because they had both experiences studying the course and were working in the related organization. However, none of them participated in the quantitative phase of the study. The specialists were selected due to direct contact with students of Archival studies and employees of the National Library and Archives of Iran. Besides, they had the experience of teaching in the field and working in the target organization. The researchers decided to limit the size to five persons to make the investigation more manageable and reach more valid findings.

The second group, taking part in the quantitative phase, consisted of 33 male and female Iranian archivists working in the National Library and Archives of Iran. Their age range was between 30 and 45. They mostly possessed low-intermediate skills of both general English and specific English of Archival Science. Most of them were graduates of different disciplines. They worked in various departments and had a variation in

their work experience. The learners' inadequate proficiency level was due to their diverse educational backgrounds and lack of language knowledge in the Archival Science field. The researchers used purposive sampling to select authorized employees who took part in a mid-career training ESP course in the related organization. Table 1 shows the demographic information of the participants in the second phase.

Instruments

Semi-structured interviews

The present study involved face-to-face, semi-structured interviews with five participants. Ten interview questions were constructed based on the factors introduced in different needs analysis models. The interviewer asked some open-ended questions to discover the interviewees' present situation and target situation needs (Appendix A).

English proficiency test (EPT)

The latest version of the English Proficiency Test (EPT, November 2019) was downloaded from <https://theenglish-to-day.ir/category/ept-test/> and was administered to ensure that participants were homogenous before receiving any treatment. The test was a sample of proficiency tests administered by Islamic Azad University to screen Ph.D. candidates' English proficiency. It included 100 questions dividing into vocabulary (25 items), structure (35 + 10 items in two parts), reading (20 items), and cloze test (15 items). The participants answered the test in 140 minutes. The reliability of the test calculated through the KR-20 formula was 0.83.

Pre- and post-tests

Pre- and post-tests included 50 items prepared in line with the eight units of the ESP materials that the researchers developed for this study. The questions were in the multiple-choice format and took one hour to answer. The test aimed to determine the participants' language knowledge in

Table 1. Demographics of the archivist-participants

Variable	No.	Variable	No.
Gender	10	Degree	
Male	23	M.A. Students	3
Female		M.A. Graduates	20
		Ph.D. Candidates	7
		Ph.D. Holders	3
Age Range		Years of Work Experience	
30-35	6	5-10	13
35-40	10	10-15	7
40-45	11	15-20	8
More than 45	6	More than 20	5
Major		Work Department	
History	18	Archival Research	8
Information	6	Acquisition and Appraisal	10
Science	3	Arrangement and	10
Archival	6	Description	5
Studies		Information and	
Other		Communication	

the three areas of reading (10 items), vocabulary (20 items), and grammar (20 items) and as well as subject matter knowledge. The stems were selected from archival texts with difficulty similar to the lessons' content.

Instructional lessons

For developing materials, the researchers focused on the hints demonstrated in the interviews. They exerted a considerable effort into four main issues:

- Answering the students' needs
- Promoting their Archival knowledge
- Extending the scope, range, and extent of the technical terminology they need in their work
- Improving their language knowledge

The researchers pursued the following procedure to design the content of the materials:

- Needs analysis (focusing on the educators' experiences and the students' needs);
- Identification of needs (by consulting experienced language teachers and subject matter educators);
- Defining specific, measurable, and achievable goals and objectives;
- Deciding on the skills and sub-skills each lesson should embrace (focusing on reading comprehension, vocabulary, and grammar based on the needs analysis procedure);
- Collecting relevant texts, pictures, and instructional materials;
- Embedding required vocabulary and technical terminology in each passage;
- Determining grammatical points each lesson should cover;
- Preparing activities and tasks;
- Deciding on the sequence of the content;
- Organizing the content into eight units;
- Writing the required tests.

Table 2 illustrates the schematic features of each unit.

Based on the data obtained from the interviews and the conclusions made (to be discussed in the Results and Discussion sections), the researchers developed each unit in the following three parts: 1- Specialist Reading, reading comprehension questions (8 questions), and true-false items (5 items); 2- Vocabulary Focus, including 15 matching items; and 3- Language Work, comprising introduction section, sentence formation (10 items), selecting the best answer (5 items), and rewriting sentences (8 items). Appendix B presents a sample unit.

Procedure

Qualitative phase

Following Dudley-Evans and St. John (1998), the qualitative part followed the processes of "needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation" (p.121). A needs analysis was conducted by interviewing five participants. The purpose of the interviews was to obtain detailed accounts of the respondents' perceptions about the English language

skills needed in the ESP program on Archival Science. The researchers obtained the interviewees' consent before the study and assured them of their names and responses' confidentiality. The interviews' length fluctuated between 45 and 60 minutes, depending on the respondents' willingness to communicate and data saturation. The interviews were in Persian since some of the respondents (archivists) were not proficient in English. The interviewer, who was one of the researchers, recorded their voices and took notes when necessary. The interviewer transcribed the responses and categorized the themes due to the objectives of the study.

Quantitative phase

The first phase of the quantitative section started developing the materials based on the needs analysis. The researchers consulted with educators at the university level, National Archives practitioners, and English teachers regarding the usefulness of the developed content. Finally, the researchers reviewed the content to examine its quality.

In the second phase, the latest published version of the English Proficiency Test (EPT) was administered at the outset of the study to ensure participants' homogeneity. Next, the participants took the pretest to enable the researchers to explore their language and subject matter knowledge.

The teacher-researcher, an English teacher and subject-matter specialist, implemented the developed materials in a 16-session ESP course on Archival Science. Each session took 90 minutes. The instructor used Persian as the medium of instruction for two reasons. First, the participants' proficiency level did not allow them to understand English. Second, the course's main objective was to teach the specific language of Archival Science and not train proficient English speakers.

Considering the conclusions derived from the interviews (discussed in the Results and Discussion sections), the instructor followed the Presentation-Practice-Production model to present the content. The instructor taught each unit in two sessions. The classroom procedure involved reading the text by the instructor, writing the sentences on the board, focusing on new words, discussing the general and specific meanings of the words in the context of use, reading the whole sentence and translating it into learners' L1, and discussing the overall purpose of the text. The teacher also taught the main grammatical points of each unit explicitly.

Then, the learners engaged in doing the activities which followed each lesson. The instructor corrected them and provided the learners with feedback.

RESULTS AND FINDINGS

Interviews from Archivists and Instructors

The researchers interviewed two archivists working in the National Library and Archives of Iran and three subject-matter educators and specialists in Archival Science. Archivist No.1 had graduated in Archival Science and was working in the organization for more than ten years. Archivist No.2 was one of the current Archival Studies students experienced in running workshops and lecturing on field-related issues. She was writing her M.A. thesis and working in the same workplace for more than eight years.

Instructor No.1 was one of the university lecturers in Archival Science who had worked for 28 years in different positions in the National Library and Archives. Instructor No.2 was an Archival Science teacher for almost 25 years and had worked in the organization for five years. Instructor No.3 was one of the university lecturers in Archival Science who collaborated with the organization as a lecturer and researcher.

The researchers screened and analyzed the data according to their relevance to the study's purposes and arranged them under seven general headings. The hints helped researchers develop and implement the material presented as a NOTE at the end of each title.

The Significance of English

Both groups of the interviewees agreed that since Archival Science is an English-based science and an essential part of the resources are in English, it would prove fruitful for the stakeholders to know the language very well. Archivist No.1 stated that the resources related to her field of study in Persian are minimal, and there was not rigid access to the original references. She acknowledged that to gain information, one needs to have an acceptable level of English proficiency. She believed that the incorporation of ESP courses could seem too ideal at the academic level. It could be beneficial at the professional level if there is a mandate behind it enforced by the related organization.

Instructor No.2 believed that an English language course is necessary for Archival Science students because it could

Table 2. Course outline

Week	Topic	Grammatical points	Number of New vocabulary/Technical terms
#1	An introduction to archives	Simple sentence structure	15
#2	Why are archives important?	Subject/Noun	15
#3	What do archivists do?	Verb	15
#4	Archival and non-archival records	Object	15
#5	Appraisal of the records	Adjective	15
#6	Arrangement and description of the records	Adverb	15
#7	Major risks in archives	Pronoun	15
#8	Records management and archives	Proposition	15

facilitate research. Instructor No.3 also stated, "... *understanding English references are necessary for gaining information about Archival Science and developing innovative viewpoints...*" (02':50").

Instructor No.1 indicated, "*this field of study is being held at master's level while most of the time, ESP courses are run at bachelor's level*" (00':51"). He reported that the current M.A. students of Archival Studies had had ESP courses in their B.A. level, which were utterly different, and for that matter, they may have a different grasp of English. He added that the basis for our specialized English courses usually is fragile. Such courses are workable for those who have a rigid English background. Also, he believed that there is a slight Anglophobia among stakeholders of this major. Some learners have experienced wrong ways of instruction, or they do not feel secure learning English.

NOTE: One of ESP courses' critical characteristics that differentiate such classes from general language learning is that learners participating in ESP courses have a well-defined professional-oriented goal for learning English. Understanding the need to learn the language, its importance in developing professional skills, and defining the goals are the main driving forces that propel ESP learners to invest their time and energy in language learning. As the first step in designing a newly developed ESP course for Archival Science, the researchers tried to ensure that all the stakeholders, most importantly students, perceive this need and are ready to participate in language learning. The interviewees' comments indicated that both students and teachers realize the necessity of an ESP course. The archivists were aware of the importance of having proficiency in the language in their work progress. They were eager to have such a class both in their academic courses and in their mid-career education.

The Importance of using Authentic Texts and Resources

Pointing to the same issue that M.A. students of Archival Science have passed different bachelor courses that contained specialized English credits for their related units, Archivist No.2 mentioned the following:

... when the instructors teach, they need to modify their instruction according to candidates' level and background knowledge because the candidates are not aware of the prerequisites since they have participated in fields of study other than Archival Science for their B.A. programs. This fact triggers a vague state for instructors, and as a result, the materials are not always as authentic as they should be (13':18").

She added, "*...considering original texts would leave a positive impact on the candidates' learning. They can grasp a clearer concept of the authentic body of their field*" (10':14"). Archivists No.1 stated that the courses do not have specific references because the field is relatively new. All students are bound to search on the Internet to collect information and do the tests. However, not all resources they find are applicable. Some of them are too difficult, and some too easy. They need appropriate materials that can help them understand professional texts and learn technical terms.

NOTE: The ESP course content plays a crucial role in exposing learners to the discipline's language. The content

should mirror the profession's requirements. The need for helping Archival Science students and archivists is not limited to the use of authentic texts. Sometimes, authentic materials contain a large amount of technical information, too complicated for learners to understand. In this case, text modification will be helpful. Therefore, the researchers decided to focus on finding authentic passages with appropriate levels of difficulty. To this end, they:

1. Determined the target topic
2. Found relevant texts
3. Evaluated their difficulty level
4. Measuring the texts' appropriateness against the language/conventions of the discipline
5. Designed exercises based on the text content in each unit

Critical Skills for Archivists

As shown in the following, reading English resources was the primary task of the archivists. Understanding such texts required knowledge of the technical terms. Archivist No.1 asserted that neither of the units she had passed consisted of any subject related to fundamental concepts of Archival Science such as 'Diplomatics.' She further explained that it is genuinely a burdensome task to investigate the related professional ideas while one is not familiar with the terms and expressions. Moreover, she held "*investigating related concepts demands background knowledge to see better the new changes*" (... emphasis added).

Instructor No.3 claimed, "*although candidates at this level are supposed to draft their thesis in Persian, they are bound to refer to English references to do so*" (02':13"). He proposed that it is logical to design a two-unit course for specialized English language to teach students how to read professional texts, analyze the main points, and find technical terms' meanings. Instructor No.1 suggested that there seems to be a need for a curriculum that contains fundamental terms of Archival Science and texts related to this job focusing on improving reading comprehension and vocabulary knowledge. He further added that the international agenda to study this field could help find relevant hints for designing materials.

However, Instructor No.2 had a different view of the skills needed. He stated, "*...it would be a good idea to force students to speak English, it would be beneficial for their presentation skills as well*" (40':23"). His expression implies that all M.A. students and archivists have minimum language proficiency in reading and vocabulary. Therefore, an emphasis on such skills in ESP classes was not necessary. However, the researchers believe that the expectation was too optimistic and far from reality.

NOTE: Concerning professional development, the researchers realized that most books, resources, and references in Archival Science are in English, and practicing reading skills would be helpful. Moreover, knowledge of technical vocabulary and structures are vital in such courses. Therefore, the researchers decided to develop reading skills, vocabulary knowledge, and grammar by incorporating authentic and relevant texts, expressions, forms, structures, and exercises in each instructional unit.

The Constituents of ESP Lessons

The interviewees' accounts demonstrated that ESP lessons' constituents could be 'reading technical texts,' 'teaching grammar,' and 'focusing on meaning' of the words in the technical context. According to Archivist No.1, "*if we had a specialized English course in our field, it would have been very beneficial for our comprehension of major concepts and notions*" (... emphasis added). She admitted that her lack of knowledge regarding the technical terms' English renditions is a drawback for her profession and further studies. Archivist No.2 held that her colleagues needed to learn English for class presentations. Although all performances are in Persian, the students need to refer to English sources for data gathering. Thus, ESP courses with a focus on reading and professional vocabulary would be instrumental.

Instructor No.1 suggested that learning could occur if there is a focus on introducing "*specialized instructional contexts...*" (27':20"), not on the compilation of Archival Science related texts. ESP courses for all specialized fields of study require a background in English, which learners need to build before participating in ESP courses. Since candidates do not have such expertise, specialized graded technical terms used in general conversations can be useful. Instructor No.3 said, "*... ESP courses should develop the linguistic skills of candidates and introduce useful expressions for promoting comprehension...*" (02':45").

NOTE: Subject-matter content relevant to a particular discipline is the fundamental constituent of any ESP materials. As interviewees mentioned, focus on the resources which mirror the necessary professional activities is a must. Since the most critical skills identified by the interviewees were reading skills, vocabulary knowledge, and grammar, the researchers designed the lesson in three sections: Specialist Reading, Vocabulary Focus, and Language Work. Some essential issues like the students' lack of motivation due to unsuccessful language learning experiences, reluctance to participate in interactive classes due to low self-confidence, dissatisfaction with involvement in out-of-class work, and willingness to focus on the skills and abilities only for meeting short-time professional needs in the workplace were the issues the interviewees mentioned. As a result, the researchers followed the traditional method of the Presentation-Practice-Production model as the first milestone for developing materials. They did not involve in the more modern language teaching methods such as communicative language teaching, task-based language teaching, and technology-mediated language learning because of the heavy burden on the learners. Moreover, they decided to keep the teaching procedure as simple as possible to minimize the students' frustration when participating in such an ESP course.

Emphasizing General English in an ESP Course

The interviewees agreed that ESP classes should focus on the language of Archival Science. As stated by Archivist No.1, "*knowledge about English*" differs from "*knowing*

specialized nuances" because one may possess a specific English level but still may not be able to use it in professional contexts. However, the interviewees believed that a minimum language proficiency level was necessary to learn the technical language. Archivist No.2 referred to the necessity of a background in English for comprehension.

Instructor No.1 maintained that ESP courses could be more prolific if held based on the main technical terms and expressions that candidates would study.

Instructor No.2 believed that all M.A. candidates and archivists have been through English courses before. However, they still have not learned the language. Thus, adding such a course to Archival Science "*...would not do any good because technical English is not something to be mastered with two or more credits...*" (10':35"). Furthermore, he commented that ESP, as a separate course, could encourage learners to self-study. English could be included in the curriculum as an optional unit for those who are interested in it.

Instructor No.3 believed that learners could not differentiate between the general and technical definitions of the terms. A common opinion between experts was that providing the general meaning of the words and then teaching their meaning in Archives' specific context would be of great help.

NOTE: ESP materials should build a balance between learning needs, language content, and subject-matter content. Learners need exposure to both general and specialized English in their ESP classes. Hence, the researchers decided to consider both general and professional language development in this course. They designed a section on grammar in each lesson to allow learners to learn language structures in general terms. They developed the material for promoting language proficiency and meanwhile as a handbook of reference for the students.

The Importance of Teaching Field-specific Terms in ESP Classes

Both archivists reported that they did not know many terms, although such knowledge was indispensable for language learning in the field. They could not read or speak English. Archivist No.1 stated, "*...I like to know the English technical terms of the field and use them*" (17':04"). Archivist No.2 complained that while they were supposed to search the Internet, the instructors did not provide them with the necessary technical words. Instructor No.2 said, "*... learners are better absorbed by technical English and perceive this need by themselves rather than finding it as an obligatory course*" (11':45").

NOTE: The interviewees emphasized the need to focus on vocabulary since they should read and understand technical English texts. Building a consistent body of work-specific terms is an effective strategy to improve learners' reading skills and vocabulary knowledge. Thus, the researchers focused on the 350 technical words and expressions of Archives provided by the International Council on Archives (Available at <https://www.ica.org/en/multilingual-archival-terminology-mat>). They selected a subset of 120 terms with appropriate difficulty levels to meet long-term professional needs.

The Qualified Person to Teach an ESP Class (Language Teacher or Content Teacher)

The interviewees agreed that teachers should be competent in English as well as in Archival Science. Instructor No.1 believed that the teacher should "...know how to teach English (not to be mistaken with knowing English) and then s/he should be familiar with the terms and expressions of the Archival Science" (25':18"). Instructor No.2 indicated, "obviously someone who is an expert in Archival Science" should teach such ESP courses (20':50"). He explained that applying English to Archival Science requires particular abilities: "the teacher must be competent in the course content, which is Archives." (24':23").

NOTE: ESP learners and practitioners prefer a teacher who is familiar with technical knowledge. An excellent ESP teacher has knowledge of the language and the subject matter. However, having content knowledge was more important. Hence, among the researchers, the one who had a grounded understanding of Archival Science took the responsibility of teaching the course.

Homogeneity Test

Table 3 shows the descriptive statistics ($M=27.09$, $SD=4.70$) obtained from the EPT. The skewness ratio (-0.05 , falling within ± 1.96), obtained from dividing the statistics by the standard error of skewness, revealed that the distribution of the scores was normal.

Pretest and Post-test Results

Table 4 shows the descriptive statistics obtained from the pretest ($M=12.09$, $SD=3.82$) and the post-test ($M=19.96$, $SD=2.44$). As shown, the groups' mean shows an increase in the post-test.

A paired samples t-test examined the existence of a significant difference between the pre- and post-test scores (Table 5). The results showed a statistically significant gain in the post-test scores, $t(32)=-23.22$, $p<.000$, suggesting that implementing the newly-developed ESP material had a positive impact on the students' learning achievements. The eta squared statistic (.94) indicated a large effect size. In other words, 94% of the change in the dependent variable was due to the treatment.

Discussion

Answering the first research question, the target participants' perception regarding the need to have an ESP course, the

results pointed to the importance of having such a course for the interviewees. All of them asserted that having an ESP course would substantially affect the employees' and students' achievement and professional development. The findings also help material developers and practitioners select appropriate skills for such ESP courses.

Considering the second research question, the skills required to be covered in the ESP course, the interviewees confirmed that focusing on teaching reading skills, vocabulary knowledge, and grammar would help ESP students learn the technical language they need. It was necessary to focus on both the technical language and general English to help learners gain the fundamental language knowledge in understanding the professional resources. Knowledge of language skills could help decide the content of an ESP curriculum and the degree of emphasis on each of the skills. The findings contribute to the development of lessons in ESP classrooms. They also help select appropriate tasks according to the professional needs of the ESP students.

Focusing on the third research question, the impact of implementing the devised ESP materials on the participants' achievement, the paired samples t-test comparing the participants' scores on the pretest and post-test showed a significant change between the two sets of scores. The result demonstrated the positive effects of implementing the ESP material on the participants' achievement. Regarding the fourth research question, the devised ESP material's capability in fulfilling the participants' needs led the researchers to conclude that developing the content based on learners' needs, expectations, level of language proficiency, and motivation would promote ESP learners' achievement. Factors such as the nature of the materials, a combination of general and technical language, and meeting needs and professional interests were influential in learners' success. Besides, the opportunity to use English in the workplace was stimulating.

Although ESP teaching is a prevalent concept for those working in language teaching, Archives' specific language and teaching it to Iranian archivists is a new issue with an undetermined position in the context of the study. This study pioneered to attract the stakeholders' attention to Archival Science. Unlike the pervasive method of using mass-produced materials in most ESL/EFL classes, no single coursebook can be used from beginning to the end of language teaching in most ESP courses. The ESP instructor should select appropriate extracts from several specialized published materials, compile them, and develop required tasks and activities. The significance of the newly-developed materials lay in the novelty of the work done in this field. Materials development is an ongoing process. Therefore, educators involved in the process should revise the lesson contents over time based on the learners' feedback. The materials prepared for this research were the first-course content for ESP of Archives and followed the traditional PPP model. This decision had several reasons. First, the participants' low proficiency level convinced the researchers to prepare some introductory lessons to enable them to gain some basic knowledge of the language and enter a "threshold level" before studying English for communicative purposes (Rashtchi & Keyvanfar, 2007). The

Table 3. Descriptive statistics of the homogeneity test

	N	Mean	SD	Variance	Skewness	
					Statistics	Std. Error
EPT	33	27.09	4.70	22.14	-0.210	0.409

Table 4. Descriptive statistics of the pretest and post-test

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	12.09	33	3.82	0.66
Post-test	19.96	33	2.44	0.42

Table 5. Paired samples *t*-test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
Pretest-Post-test	-7.87	1.94	0.33	-8.56	-7.18	-23.22	32	0.000

learners' previous language learning experiences and lack of motivation to participate in interactive classes were other reasons for selecting the PPP model. Besides, the model was consistent with the participants' experience in language learning. However, adding the capabilities inherited in task-based language teaching or incorporating technology-mediated materials can be the next step in making the materials more practical. The researchers hope that the newly-developed content encourages material developers to prepare content that has conformity with the recent developments in content-based and task-based language teaching.

Moreover, ESP teachers should be familiar with the content and its specific terminology. They should develop suitable learning materials, design relevant tasks, and take the role of a knower on matters related to language and content. This capability will help them overcome the challenges of teaching ESP courses. One reason for the negative attitudes of the learners toward ESP courses lies in teachers' deficiencies. Teachers should help learners understand the professionals' viewpoints in the field. This understanding will give learners an identity and motivate them to take an active role in different job-related social activities (Rashtchi & Porkar, 2020).

Limitations

This article reported the results of a small-scale study conducted with only one group of participants. A large-scale investigation in this professional domain involving more than one group will provide more insightful results. A greater variety of sources and methods, such as questionnaires, observations, and self-reports, should be employed to enrich the data.

CONCLUSION

Knowing English is pivotal for those who are active in the field of Archival Science. However, there is a noticeable gap between the current knowledge of English in Iranian Archivists and what they should know to perform well in their job. To bridge this gap, the researchers tried to provide English materials specific for Archival Science employees based on the PPP model. They used a mixed methods research design to do so. The semi-structured interviews revealed that both groups of interviewees considered ESP courses important in their daily work activities. The quantitative phase revealed that participants' learning achievements had significantly improved due to implementing the designed materials during the treatment period. It was also discovered that ESP materials are valuable assets that will enhance the efficiency of work-related tasks in students and employees of Archival Science.

Moreover, the participants mentioned reading comprehension, vocabulary knowledge, and grammar as the primary language skills that should be cultivated in such courses. Considering the importance of general and specialized English in such ESP courses, the interviewees asserted that the instructor selected for this course should know the language and understand the professional content. The next phase involved designing and developing eight pedagogical lessons and putting these lessons into practice in the intended ESP course. The comparison between the pre-and post-test results revealed a significant improvement in participants' learning achievements. The researchers conclude that in the context of Archival Science, designing ESP materials to meet the learners' language needs and their profession related needs would be a palpable strategy and would also be considered necessary because there are not enough resources in this field of pedagogy. The development of tangible materials targeted to archivists' needs can help them attain practical knowledge of the language and use English effectively in their professional domain. Moreover, the results will help decision-makers, curriculum developers, syllabus designers, and teachers in the field of Archival science by providing them practical information that can be applied in the processes of ESP needs analysis to content design and materials development.

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APPENDIX A: SEMI-STRUCTURED INTERVIEW QUESTIONS

Relying on the concept of needs analysis in ESP courses and main factors to be involved in needs analysis introduced in different related models, the researchers developed the following checklists of questions to use in the interviews.

Interview Questions	
(Archivists)	
No.	Question
1	Asking general background information regarding the interviewees' age, major, work experience and work unit
2	What do you think about the importance of English for Archival Science students or archivists?
3	What are the tasks and activities you are using English for in your workplace?
4	What are the most important skills that you need to learn an ESP course on Archival Science?
5	Which language skills may help you to be a more effective person in your profession?
6	What should constitute the main body of ESP lessons?
7	Should lessons be prepared with the aim of teaching students how to use English in general or should they be based on the professional usage of language in a specific field of work or education?
8	What do you think about the importance of teaching field-specific terminology in ESP classes?
9	Who should teach this content? Language teacher or content teacher?
10	What do you suggest to improve the quality of the ESP course on Archival Science?
Interview Questions	
(Educators, specialists, and subject matter teachers)	
No.	Question
1	Asking general background information regarding the interviewees' age, major, work experience, and subject being taught
2	What do you think about the importance of English for Archival Science students or archivists?
3	What are the tasks and activities the Archival Science students or archivists are/will be using English for in their workplace?
4	What are the most important skills that Archival Science students or archivists need to learn in an ESP course on Archival Science?
5	Which language skills may help the Archival Science students or archivists to be a more effective person in their work?
6	What should constitute the main body of ESP lessons?
7	Should lessons be prepared with the aim of teaching students how to use English in general or should they be based on the professional usage of language in a specific field of work or education?
8	What do you think about the importance of teaching field-specific terminology in ESP classes?
9	Who should teach this content? Language teacher or content teacher?
10	What do you suggest to improve the quality of the ESP course on Archival Science?

APPENDIX B: A SAMPLE LESSON

Unit 1

An Introduction to Archives

Reading Comprehension	Archivists vs. Librarians ¹
<p>Answer the following questions based on the text.</p> <p>1- What are the similarities of archivists and librarians?</p> <p>2- What are the unique characteristics of the archivists that distinguish them from the librarians?</p> <p>3- Why do archivists think that they deserve to be the ones who are responsible for managing archival collections?</p> <p>4- What are the negative results of inappropriate management of archival collections?</p> <p>5- Why should management of archival collections be assigned to professional archivists?</p> <p>6- How do archivists manage archival collections?</p> <p>7- What are the main processes performed by archivists?</p> <p>8- What makes the management of books and serials different from the management of archival collections?</p>	<div data-bbox="1043 607 1348 846" data-label="Image"> </div> <div data-bbox="746 875 1070 1122" data-label="Image"> </div> <p>Although most people associate archives and manuscripts in some way with libraries, the archives profession is truly distinct from the library profession. One clear distinction between the library and archives fields is the focus on history in archives work. Most professional archivists practicing today have Master's degrees in library and information science or in history, with additional specialized training and courses completed in archives work. A significant number of archivists have received training and degrees in both history and library science, and these individuals draw frequently upon their knowledge of both fields to do archives' work. Yet, few librarians have received formal training in archival theory and practice as part of their training in library and information science.</p>

¹- Adapted from: Morris, S.L. (2009). An Introduction to Archives for Librarians. *Libraries Research Publications*. Paper 103. Retrieved on June 2019 from: http://docs.lib.purdue.edu/lib_research/103.



Unit 1

15 For this reason, archivists may feel distrustful of librarians who are in charge of managing archival collections without having received the proper training. Often, administrators assume that librarians can do archives work, and to save money they assign librarians to managing archival collections that archivists feel would be better managed by those trained to do so—the archivists themselves. This has negative effects on information access for everyone involved, especially the library users or customers who need to access the collections. If archival collections are improperly handled or stored, or original order is disturbed, or provenance is lost, it is ultimately the user of the collections who suffers by being expected to research, study, identify, and interpret materials out of context that do not adequately reflect the lives or activities of the records creator. Additionally, many archival or manuscript collections have never been made available to library users because of limited resources and the fact that archives by nature are difficult to catalog in traditional library systems. As a result, many collections remain “hidden” to researchers.

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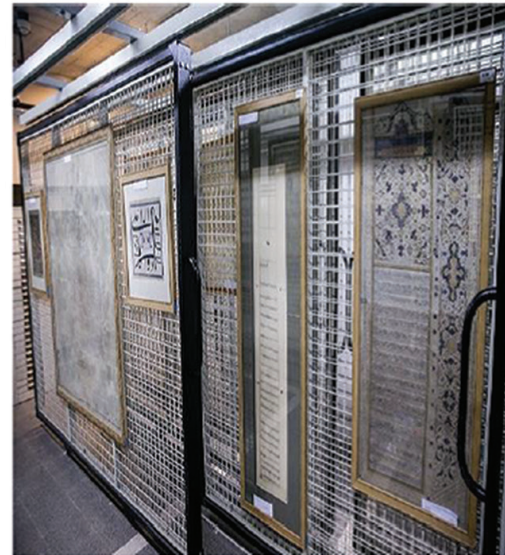
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Archival collections are difficult to manage because by their very nature they are unique, often rare or valuable, frequently fragile, and difficult to decipher. Archivists are able to work with such collections, placing them in historical context and applying their knowledge of archival theory and practice, in addition to preservation of paper and other media to their work. They arrange, describe, and preserve these types of materials every day. Librarians, on the other hand, are used to working mainly with secondary resources, such as books and serials, that can be arranged and described by the call number and cataloging information inherent in the book itself or available through bibliographic databases.

Re-read the text and mark the following statements as T (True) or F (False):

A	Archivists received no additional training except being educated in library and information science or in history.
B	Not all librarians have passed formal training in archival theory and practice.
C	Administrators assign the work of managing archives to librarians because they are more qualified to do this work.
D	Managing archival collections and manuscripts should be done very carefully because these are primary resources and are unique by nature.
E	Librarians follow a similar method to do the arrangement and cataloging of the books.



Unit 1

Vocabulary Focus

Match the terms in Table A with the statements in Table B².

Table A	
A	Archive
B	Collection
C	Description
D	Access
E	Library
F	Preservation
G	Original Order
H	Provenance
I	Archivist
J	Record
K	Catalogue
L	Manuscript
M	Librarian
N	Serial
O	Creator



Table B	
1	Data or information that has been fixed on some medium and has content, context, and structure.
2	Information regarding the origins, custody, and ownership of an item or collection.
3	The organization and sequence of records established by the creator of the records.
4	Materials assembled by a person, organization, or repository from a variety of sources.
5	The individual, group, or organization that is responsible for something's production, accumulation, or formation of records.
6	A collection of published materials, including books, magazines, sound and video recordings, and other formats.
7	The ability to locate relevant information through the use of catalogs, indexes, finding aids, or other tools.
8	Materials created or received by a person, family, or organization, in the conduct of their affairs and preserved because of their enduring value.
9	A listing of items with descriptions.
10	A written account of the physical characteristics, informational content, and functional purposes of a records series or system.
11	A continuing publication issued in installments, typically numbered and dated.
12	A handwritten or an unpublished document.
13	Protecting materials by minimizing chemical and physical deterioration and damage to minimize the loss of information and to extend the life of cultural property.
14	An individual responsible for acquiring, providing access to, and managing collections of published materials.
15	An individual responsible for appraising, acquiring, arranging, describing, preserving, and providing access to records of enduring value.

²- Adapted from: Pearce-Moses, R. (2005). *A Glossary of Archival and Records Terminology*. Chicago: Society of American Archivists.

Unit 1

Grammar Focus³

Sentence Structure

Preview

In simple sentences, the subject of the sentence will be the noun that begins the sentence. This may be a person, place, or thing, but, most importantly, it is the doer of the action in the sentence.

The action itself will be presented by the verb, which is the action word that describes what the doer does.

The object of the sentence follows the verb and describes that which receives the action.

Principal verbs are main verbs in a sentence. They can stand on their own. It is from the main verbs all other forms of verbs are derived, namely the infinitive, past, present and future tense. The main verb tells us about the action or state of the subject in a sentence.

Auxiliary verbs are verbs which are used to form the tenses, moods and voices of the main or principal verbs.

Is, was, were, can, could, might, have, has, should, would, could, couldn't, did, didn't, must, will, shall....these are auxiliary verbs.

Adverbs of frequency let us know how often the verb occurs. Therefore they mostly modify verbs. Popular adverbs in this category include: again; always; never; normally; rarely; seldom; sometimes; usually.

Adverbs of manner tell us how, or in what manner, something was carried out. They mostly modify verbs. This category comprises the most common adverbs - the ones that end in -ly. Here are some examples of adverbs of manner: beautifully; generously; happily; neatly; patiently; softly; quickly; well.

Adverbs of place tell us more about where the verb took place. Here are some common adverbs of place: above; below; everywhere; here; in; inside; into; nowhere; out; outside; there.

Adverbs of time detail when the verb took place. Adverbs of time include: annually; daily; monthly; recently; tomorrow; weekly; yearly; yesterday.

³ - Adapted from the following websites:

https://www.englisch-hilfen.de/en/exercises_list/satz.htm; <https://grammar.yourdictionary.com>;
<https://www.literacyideas.com>; <https://www.quora.com>; <https://grammar.yourdictionary.com>.

Unit 1

Simple Sentence Structure

Description	Example
A simple sentence may consist of the following elements in the defined order: <i>subject + aux verb + adverb of frequency + principle verb + indirect object + direct object + adverb of manner + adverb of place + adverb of time</i>	
Based on the general formula given above, a simple sentence can follow each of the following patterns:	
Description	Examples
<i>subject + Verb + Object (SVO pattern)</i>	They play football. Max reads books. I like table tennis.
<i>subject + aux verb + principal verb + direct object</i>	We can Speak English.
<i>subject + aux verb + principal verb + direct object + direct object + adverb of time</i>	I will tell you the story tomorrow.
<i>subject + aux verb + principal verb + direct object + adverb of manner</i>	He has learnt English well.
<i>subject + aux verb + principal verb + direct object + adverb of place</i>	We will be at the table no.7 in the hotel.
<i>subject + principal verb + direct object + adverb of place</i>	I have breakfast in the kitchen. Peter watches TV at home.
<i>subject + adverb of frequency + verb + adverb of place</i>	I never swim in the sea.
<i>subject + adverb of frequency + verb + adverb of manner + adverb of time</i>	I usually get up lately on weekends.
<i>subject + principal verb + direct object + adverb of place + adverb of time</i>	They play handball in the gym every Monday.
<i>subject + principal verb + direct object + adverb of manner + adverb of place</i>	They studied every lesson carefully at home.

Sentence Formation

Form a sentence using the following words.

- | | |
|---|---|
| 1- in Berlin / can / his uncle / he / visit | 6- Tuesday / the boys / their bikes / ride / every |
| 2- often / it / in Scotland / rains | 7- plays / the guitar / he / in the afternoon / usually |
| 3- goes / every day / she / to school | 8- goes / she / often / shopping / on Fridays |
| 4- the violin / terribly / plays / she | 9- go to / on weekends / usually / the gym / I |
| 5- do / my / I / homework | 10- empty / the dishwasher / usually / I / in the evening |



Unit 1**Selecting Correct Answer**

Which sentences are correct?

- 1- We will have the answer soon.
We will have soon the answer.
- 2- I want to speak English fluently.
I want to speak fluently English.
- 3- It was this morning on the radio.
It was on the radio this morning.
- 4- The computer system worked well.
The computer system well worked.
- 5- I've never met her.
I've met her never.

Rewriting Sentences

Rewrite the sentences using the word/words in parentheses.

- 1- She goes to school by bus. (*always*)
- 2- The boy ran out of the room. (*quickly*)
- 3- Simon washes the dishes. (*on Fridays*)
- 4- Judy reads magazines. (*often*)
- 5- They play hockey every Friday. (*in the stadium*)
- 6- Jack and John eat brown rice for dinner. (*rarely*)
- 7- Lisa cleans the kitchen. (*sometimes*)
- 8- She spoke in the library. (*softly*)