

AFRICAN JOURNAL OF LITERATURE AND HUMANITIES

vol.1/Issue 4

December 2020



www.afjoli.com

ISSN 2706-7408

URL: afjoli.com/ind ... <http://afjoli.com/index.php/2019/09/06/september-2019-issue-1-vol-1/>. FATCAT: fatcat.wiki/con ... <https://fatcat.wiki/container/> ...

EDITORIAL BOARD

Managing Director:

- LOUIS Obou, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)

Editor-in-Chief:

- Lèfara SILUE, Senior Lecturer, Félix Houphouët-Boigny University (Côte d'Ivoire)

Associate Editors:

- Moussa COULIBALY, Senior Lecturer, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Anicette Ghislaine QUENUM, Senior Lecturer, Abomey-Calavi University (Bénin)
- Pierre Suzanne EYENGA ONANA, Senior Lecturer, Yaoundé 1 University (Cameroun)
- Djoko Luis Stéphane KOUADIO, Associate Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- ADJASSOH Christian, Associate Professor, Alassane Ouattara University (Côte d'Ivoire)
- Boli Dit Lama GOURE Bi, Associate Professor, I.N.P.H.B, Yamoussoukro (Côte d'Ivoire)

Advisory Board:

- Philippe Toh ZOROB, Senior Lecturer, Alassane Ouattara University (Côte d'Ivoire)
- Idrissa Soyiba TRAORE, Senior Lecturer, Bamako University (Mali)
- Nguessan KOUAKOU, Associate Professor, Ecole Normale Supérieure, (Côte d'Ivoire)
- Aboubacar Sidiki COULIBALY, Associate Professor, Bamako University (Mali)
- Paul SAMSIA, Associate Professor, Yaoundé 1 University (Cameroun)
- Justin Kwaku Oduro ADINKRA, Senior Lecturer, Sunyani University (Ghana)
- Lacina YEO Senior, Lecturer, Félix Houphouët-Boigny University (Côte d'Ivoire)

Editorial Board Members:

- Adama COULIBALY, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Alembong NOL, Professor, Buea University (Cameroun)
- BLEDE Logbo, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Bienvenu KOUDJO, Professor, Abomey-Calavi University (Bénin)
- Clément DILI PALAÏ, Professor, Maroua University (Cameroun)
- Daouda COULIBALY, Professor, Alassane Ouattara University (Côte d'Ivoire)
- DJIMAN Kasimi, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- EBOSSE Cécile Dolisane, Professor, Yaoundé 1 University (Cameroun)
- Gabriel KUITCHE FONKOU, Professor, Dschang University (Cameroun)
- Gnèba KOKORA, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Irié Ernest TOUOUI Bi, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Jacques Sassongo SILUE, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Jérôme KOUASSI, Professor, University Félix Houphouët-Boigny (Côte d'Ivoire)
- Mamadou KANDJI, Professor, Cheick Anta Diop University (Sénégal)
- LOUIS Obou, Professor, Félix Houphouët-Boigny University (Côte d'Ivoire)
- Pascal Okri TOSSOU, Professor, Abomey-Calavi University (Bénin)
- Pierre MEDEHOUEGNON, Professor, Abomey-Calavi University (Bénin)
- René GNALEKA, Professor, University Félix Houphouët-Boigny (Côte d'Ivoire)
- Yao Jérôme KOUADIO, Professor, Alassane Ouattara University (Côte d'Ivoire)

Table of contents

Pages

L'archaïsme dans le syntagme nominal comme mode d'opacification du sens dans <i>Gaspard de la nuit</i> d'Aloysius Bertrand, Adjassoh Christian, Université Alassane Ouattara, Bouaké, Côte d'Ivoire	p.1
<i>Dans la maison du père</i> de Yanick Lahens : une scénographie de la marginalité, Akpéné Délalom AGBESSI, Université de Kara-Togo.....	p.13
Discurso y Contra-Discurso Sobre el Negro en <i>Palmeras en la Nieve</i> (Novela) y <i>Lado a Lado</i> (Telenovela)1, DJARSOUMNA Alain, Universidad de Maroua, Camerún	p.26
Le Nigeria et le français mésolectal: une appropriation linguistique en Afrique anglophone, Rasheed OYELESO et Mopelola OLATAYO, Department of Translation & Interpretation Nigeria French Language Village	p.37
Le Samba Diallo de Kane et le Fama de Kourouma : essai sur la question de l'aporie des héritages et du Sens. Pour une économie générale du parricide nietzschéen Max-Médard EYI, Université Omar Bongo, Libreville – Gabon	p.50
Estrategias Gramaticales de Mitigación de la Figura del Inter/Locutor en la Prosa Académica Oloume Francis Manuel, Université de Yaoundé I-Cameroun	p.65
Le meurtre de l'Innocent dans <i>La Recherche de l'Absolu</i> de Balzac, Ghinwa KHALIL-ABDALLAH Doctorante en Langue et Littérature Françaises, Université Saint Esprit de Kaslik – USEK	p.77
Les deux sens du don chez Jean-Jacques Rousseau, NZENTI KOPA Ramsès, Docteur/Ph.D en Philosophie Lycée de Ngaouyanga (Adamaoua-Cameroun)	p.88
Destin des femmes et citoyenneté rebelle dans le roman africain, Secka Gueye, Université Cheick Anta Diop, Sénégal	p.95
L'écriture féminine gabonaise et les nouveaux enjeux thématiques : une lecture d' <i>Amours Infirmes</i> de Chantal Magalie Mbazoo et <i>Zoonomia</i> de Bessora, Rodrigue BOULINGUI et Dorel OBIANG NGUEMA, Centre Interdisciplinaire d'Étude des Littératures d'Aix-Marseille	p.104
Critique du tournant néolibéral du paradigme genre, Yawo Agbéko AMEWU, Université de Lomé	p.115
Le réalisme sociopolitique sénégalais et sa représentation dans <i>Aller-Retour</i> de Ken Bugul, Bocar Aly PAM Département de Lettres Modernes, Université Assane Seck, Ziguinchor (Sénégal)	p.127
<i>La mémoire amputée</i> de Werewere-Liking: un réquisitoire contre la société africaine coloniale et Postcoloniale, AMEWU Komi Seexonam, Université de Lomé (Togo)	p.138
Le fantôme dans le roman africain. L'exemple d' <i>Amours infirmes</i> de Chantal Magalie Mbazoo, <i>La vie et demie</i> de Sony Labou Tansi et <i>Sous le pont de Bomo</i> de Marc Kaba, Rodrigue Boulingui, Docteur en Littérature Française, associé au (CELLF16-18-UMR8599) Sorbonne Université /Collège Paul Verlaine	p.151
Le <i>bendre</i> ou tambour calebasse des moose: processus de fabrication et fonction socio-culturelle, Grégoire KABORE, Centre National de la Recherche Scientifique et Technologie, Institut des Sciences des Sociétés (ISS) Ouagadougou-Burkina-Faso	p.163
La rébellion dans <i>Wongo .le guerrier Wandji</i> , d'Eric Dodo Bouguendza, Eric MOUKODOUMOU MIDEPANI, IRSH-CENAREST	p.173
L'art en tant que concept et artifice, Mohammed Benaziz, Enseignant chercheur, ENSEM Université Hassan II Casablanca –Maroc	p.185

Morgen- und Abendländische, Höfische und Unhöfische Esskultur in der Altfranzösischen Epik, Abdoulaye Samaké, Université des Lettres et des Sciences Humaines de Bamako-Mali	p.198
Pauvreté extrême et décadence morale du sujet noir dans la fiction de Toni Morrison Bi Boli Dit Lama Berté GOURE, Institut National Polytechnique Félix Houphouët-Boigny de Yamoussoukro	p.211
Introduction à la notion de verbes français, Monia SENDI, Institut Supérieur des Études Appliquées en Humanités Université de Gafsa – Tunisie	p.224
Pandemics as Objects of ESP Teaching: A case study of Covid 19, Yéo Yésonguedjo, Université Félix Houphouët-Boigny.....	p.235
Problem-Solving and Foreign Language Learner’s Cognitive Growth, Vierge BAI, Université Félix Houphouët-Boigny, Cocody-Abidjan.....	p.245

Pandemics as Objects of Esp Teaching: A Case Study of Covid-19

Dr Yesonguiedjo YEO, Didactique de l'anglais.
Université Félix Houphouët-Boigny d'Abidjan-Cocody
yesonguiedjoyeo@gmail.com

Abstract

This paper aims at reflecting on the COVID-19 as an object of ESP teaching. The main research question is as follows: given that communication worldwide is currently dominated by the COVID-19 issue, and taking account of the kind of discourse it involves, how can this pandemic be dealt with as an object of teaching ESP? This question calls for two subsidiary questions: what characterizes COVID-19 related discourse? What are their implications for ESP teaching? Fulfilling this goal firstly called for setting the theoretical framework and then critically reviewing the literature on the discursive characteristics of COVID-19 before discussing their didactic implications in the context of ESP. The analysis showed that the COVID-19's discourse is characterized by lexical, functional and semantic traits. Regarding their implications for ESP teaching, the discourse of COVID-19 represents the discourse needed to be acquired due to its dominant nature in the world's communications and interactions. It is a body of real-life resources for supporting and enhancing learning in ESP classroom. It rests heavily on the adoption of a functional perspective to these generated resources.

Key-words: COVID-19, discourse, Discourse analysis, ESP, functional perspective

Résumé

Cet article analyse la COVID-19 comme objet d'enseignement de l'ASP. La principale question de recherche est la suivante : étant donné que la communication à l'échelle mondiale est actuellement dominée par la question de COVID-19, et compte tenu du type de discours qu'elle implique, comment cette pandémie peut-elle être abordée comme un objet d'enseignement de l'ASP ? Cette question appelle deux questions subsidiaires : qu'est-ce qui caractérise le discours lié à la COVID-19 ? Quelles sont leurs implications pour l'enseignement de l'ASP ? Pour ce faire, il a tout d'abord été question de situer le cadre théorique puis de faire la recension critique des écrits sur les caractéristiques discursives de la COVID-19 avant de discuter leurs implications didactiques en contexte d'ASP. L'analyse a montré que le discours de la COVID-19 est caractérisé par des traits lexicaux, fonctionnels et sémantiques. En ce qui concerne leurs implications pour l'enseignement de l'ASP, la COVID-19 représente le discours qui doit être acquis en raison de sa nature dominante dans les communications et interactions mondiales. Ce discours constitue un ensemble de ressources pédagogiques de la vie réelles qui peuvent être utilisées pour soutenir l'apprentissage dans les classes d'ASP. Cela dépend cependant de l'adoption d'une perspective fonctionnelle à l'endroit de ces ressources générées.

Mots clés : COVID-19, discours, analyse du discours, ASP, perspective fonctionnelle

Introduction

The whole world is currently facing COVID-19, one of its most severe pandemics. The World Health Organization (WHO) recently reported a mortality rate above 300.000 deaths and over 5,000,000 affected cases⁹⁷. Moreover, it has negative impacts on several domains: economy, education, and communication cohesion among others. The situation is so rampant that COVID-19 is the core issue of national and international governments. Not surprisingly, this global health issue has brought about a specific discourse. Indeed, the idea that no activity or reality of international scope can be conceived without language in general and English language in particular, is a matter of widespread agreement today (Silué, 2016, p.6). Therefore, the pressing need for a discourse specific to COVID-19 clearly stands out.

Interestingly, ESP research and teaching are often qualified as “innovative” (Mémet & Petit 2001: 8; Hyland 2006, p.35) with a more “international” scope than other areas of language education (Paltridge & Starfield 2011). The field of ESP has always shown a vested interest in teaching and learning language, in its full dimension of course, of emerging activities and their required competences, realities or issues worldwide. Hence, the necessity of analyzing the discourse pertaining to COVID-19 as an object of teaching.

This paper then aims at reflecting on the COVID-19 as an object of ESP teaching. The main question it intends to answer is as follows: given that communication worldwide is currently dominated by the COVID-19 issue, and taking account of the kind of discourse it involves, how can this pandemic be dealt with as an object of teaching ESP? This question calls for two subsidiary questions: what characterizes COVID-19 related discourse? What are their implications for ESP teaching? Achieving this set aim will definitely lead into the clarification of the theoretical framework before reviewing literature on the COVID-19 discursive traits, then discussing their didactic implications in ESP classroom.

1. Theoretical framework

1.1. Discourse analysis and its relevance to ESP teaching

Discourse analysis refers to the analysis of the different “patterns that people’s utterances follow when they take part in different domains of social life” (Marianne & Louise, 2002, p.12). It is concerned with the examination of how language functions and how meaning is created in different social contexts. Discourse analysis has been carried out within a variety of social science disciplines, including linguistics, anthropology, sociology, international relations, communication studies and political science (Pedersen, 2009, p.4). It has therefore become a vast conceptual framework where different approaches meet. This ultimately constrains to specifying from the outset the approach it anchors in.

Unlike linguistic approaches that are mostly criticized for their only focus on the rules of language use, discourse analysis focuses on “the social aspects of communication and the ways people use language to achieve specific effects (e.g. to build trust, to create doubt, to evoke emotions or to manage conflict)” (Luo, 2019, p.2). The stress is not on smaller units of language, such as sounds, words or phrases; it is rather on larger chunks of language, conversations, texts, and or collections of texts among others.

⁹⁷ Coronavirus disease (COVID-19) Situation Report – 132 Data as received by WHO from national authorities by 10:00 CEST, 31 May 2020 available at: https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200531-covid-19-sitrep-132.pdf?sfvrsn=d9c2eae2_2.

OIOINOK μ%%\$MMJ??J ? NIOI0KNIIIIIO

The relevance of discourse to ESP teaching is threefold. Firstly, ESP courses envision the ability of learners to handle language not in an idealized way, but in its real use. That is to say, ESP addresses the communicative competence of learners in particular professional or occupational social context rather than their ability to grasp language forms only. Then, with a discourse perspective to ESP, the focus changes from grammar and language analysis of specialized domains to discourse and language for communication. As such, discourse entails “spoken or written language that has describable internal relationships of form and meaning that relate coherently to an external communicative function or purpose and a given audience” (Celce-Murcia & Olshtain, 2000: 4). Secondly, when a discourse perspective is adopted towards an ESP course, learners develop metalinguistic awareness which in turn appears greatly useful for self and peer evaluation of their performances. Thirdly and finally, since ESP teaching and learning aims at the integration of a specific discourse community (swales 1990), the adoption of a discourse perspective in its teaching and learning process will definitely make this integration easier and more effective.

1.2.Functionalism and ESP teaching

Functionalism is broadly considered as a theory about the nature of mental states. According to this theory, mental states are identified by what they do rather than what they are made of (Levin 2018). In the field of language, functionalism posits that language forms are identified by what they are used for in terms of communication rather than by what they mean in isolation. For “the forms of natural languages are created, governed, constrained, acquired and used in the service of communicative functions” (Bates *et al.* 1991, p.134). Functionalism appears to be a response to the weaknesses of language theories that postulates:

Structure and function, and/or theories that attempt to describe and explain structural facts *sui generis*, without reference to the constraints on form that are imposed by the goals of communication and the capabilities and limitations of human information processing. (idem)

Systemic Functional Linguistics (SFL) of Michael Halliday, one of the branches of functionalism in language acquisition, bases on the premise that language structure is integrally related to social function and context. Language is said to be “organized the way it is within a culture because such an organization serves a social purpose within that culture” (Bawarshi & Reiff 2010, p. 29). The “Functional” refers to what language does within particular contexts and the “Systemic” to the structure or the organization of language so that it can be used to get things done within those contexts.

With its communicative competence-oriented nature, ESP entails integrating the English language forms to their functions in social interactions. As an academic discipline, it sets the field for introducing the English language contextually and holistically so that learners will discover, construct and appropriate both the forms and functions in view of their later use in real life. Therefore, the relevance of functionalism to ESP teaching clearly stands out.

	January	February	March
1	bushfire	COVID-19	COVID-19
2	coronavirus	coronavirus	pandemic
3	Iranian	quarantine	distancing
4	SARS	pandemic	coronavirus
5	Iraqi	virus	self-isolate
6	sign-stealing	outbreak	lockdown
7	koala	caucus	self-isolation
8	virus	locust	sanitiser/sanitizer
9	impeachment	infect	quarantine
10	airstrike	epicentre/epicenter	ventilator
11	human-to-human	self-isolate	non-essential
12	locust	nCoV	self-quarantine
13	airliner	epidemic	virus
14	respiratory	SARS	outbreak
15	outbreak	infected	corona
16	assassination	sign-stealing	PPE
17	flu-like	acquittal	postpone
18	fire-affected	hereditary	disinfect
19	quarantine	stop-and-frisk	isolation
20	militia	evacuee	self-isolating

Top 20 keywords in the Oxford Corpus, January to March 2020

The table shows that words and expressions related to the Corona clearly dominated the world communication in March 2020. Based on that study, they released a glossary on the COVID-19 related terminologies.

Similarly, to the OED, many other COVID-19 glossaries have been released to help people with its technical terms. For example, the Translation Bureau, a federal institution within the Public Services and Procurement Canada portfolio, designed a glossary which is considered “as a tool for language professionals as well as those responsible for disseminating information in the context of this pandemic” (2020, p.1). Yale Medicine experts also provide a glossary of key terms they find necessary to be known given that “It’s important to understand these COVID-19 related words because they can mean different things-for instance, quarantine and isolation are not the same thing” (Kathy, 2020, p.2).

Gulsan et al (2020, p.14) rather presented the features of the COVID-19 discourse in China and Japan in terms of functions accomplished rather than linguistic features. According to them, the COVID- 19’s discourse in those two countries was dominated by the sharing of “Experts’ thoughts and perceptions” related to preparedness and awareness and governance and institutional issues.

A similar study has been conducted by Alois (2020) on Africa and he presented his findings in terms of themes or topics which dominated the COVID-19’s discourse. The analysis of this study shows that conversations (chats, debates, presentations, counseling etc.) related to the COVID- 19 in Africa are driven by health, economic and social impact, public safety measures and international relations.

In the light of the preceding works, the characteristics of the COVID- 19’s discourse are threefold: lexical, functional and semantic. The lexical characteristics are lists of COVID-19 related words and expressions and its cross-sector impacts coupled with their explanations or meanings. These terminologies are among the greatest features of that discourse. The functional characteristics relate to the different actions or functions accomplished with the COVID-19’s discourse namely describing the symptoms of the COVID-19, stating the saving attitudes and explaining their relevance, and explaining the socio-economic impacts of that

pandemic on different domains of activity. The semantic features lie in the fact that the COVID-19's discourse is mainly characterized by the inducing of fear into people.

2.2.The need to teach the COVID-19 related discourse

The COVID-19 has given way to a specific discourse which finally came out as the dominant feature of the world's communications and interactions. No sector of international scope can confidently envision its activities without considering the discourse of COVID-19 in term of its appropriation. The main reason being that no activity or reality of international scope can be conceived without language for language is mostly needed to carry out activities. The indispensable nature of the COVID-19 related discourse clearly stands out. As such, ASP teaching is a suitable medium for the acquisition of that discourse.

First of all, the study of specialized discourse has got interest in language education since a good while and given the *lingua franca* status reached by English language right after the second world war, ESP has come to assumed a key position in that venture. For this very reason, Isani (2013, p.192-193) observes that:

A consolidated tradition of ESP studies carried out by researchers who view ESP in its broader perspective of specialized language, discourse and culture". ESP is then said to deal with "specialized forms of discourse with which the majority of native speakers might not even be familiar (Williams 2014, p. 25).

Henceforth, the specific discourse generated by the COVID-19 will definitely not fail to come under the scrutiny of ESP.

Secondly, as a discourse, the appropriation of COVID-19 undoubtedly entails the consideration of both its forms and meanings that relate coherently in real-life communicative functions and specific social contexts. This requirement is equally true and essential in ESP's view on language acquisition. As a matter of fact, ESP aims at the development of learners' communicative competence in particular professional or occupational social context. As such, same like the discourse implication, ESP also requires the analysis of both the formal and functional facets of the English language in socio-cultural contexts. In this other regard, ESP always stands as the suitable medium for the acquisition of the COVID-19 related discourse.

2.2.1. COVID-19: A body of real-life resources for supporting learning in ESP classroom.

The COVID-19 brought about a discourse spread over social domains such as health, economy, security, education, family cohesion, business, social peace, technology, international relations and trades etc... It gave way to interactions and conversations which further generated glossaries, texts, videos, audios tracks, graphs, cartoons and all sorts of web-based language resources that could fit various needs and goals. Those interactions and conversations set the field for the use of language functions including describing people, places, and things, [asking information](#), making predictions and suggestions, comparing and contrasting people, places, and things, relating events, expressing opinions, asking for and giving advice, persuading people, generalizing about topics, interpreting data, and [hypothesizing](#) and speculating among others.

With respect to the preceding, the COVID-19 related discourse appears as a source of real-life resources that could be exploited by ESP practitioners to support and enhance learning in their classroom by actively engaging learners in meaningful and pedagogically

sound tasks. In fact, with its communicative competence-oriented nature, ESP classroom requires the integration of the English language forms to their functions in social interactions. That is, ESP pedagogy calls for introducing the English language contextually and holistically so that learners will discover, construct and appropriate both the forms and functions in view of their later use in real life.

The COVID-19 generated discourse by nature could then match with the conditions for serving as didactic resources in ESP because it is not only a real life discourse, but also shares language features, structures and functions allowing the analysis of both the formal and functional facets of the English language in socio-cultural contexts. In so doing, learners' cognitive and metacognitive properties are equally stimulated in the process of language appropriation. The COVID-19 can therefore be used to duplicate social language use in ESP pedagogical settings. However, as evidenced by the theoretical framework of this paper, the effective realization of such a practice in ESP classroom greatly rests on the adoption of a functional perspective towards that COVID-19 related discourse.

3. Concluding remarks

3.1. Discussion

Two main lessons derive from the above development on COVID-19 as an object of ESP teaching. First, pandemics in general have some discourse requirements that present ESP practitioners and researchers with a new challenge: knowing the discourse implications of the pandemic in order to give an adapted orientation to didactic reflections and choices. This is so because didactics reflections and practices are generally informed by new findings from other disciplines in general, linguistics in particular. Not surprisingly, the field of ESP has come so far to be well grounded in both research and practice in order to better cope with the implied realities of new challenges. Furthermore, ESP has succeeded in challenging the theory-practice gap and made visible academic and professional genres (discourses) to learners.

Second, the COVID-19 related discourse represents the current challenge ESP practitioners need to put up with given its dominance on the world's communications and interactions. In fact, the status globally held by English language with ESP as major field, the particular interest of ESP teaching for specialized form of discourse and ESP's goal coupled with its view on language acquisition, make ESP stands as a suitable medium for the acquisition of the COVID-19 related discourse.

3.2. Suggestion

From the above argumentation, my main suggestion on COVID-19 as an object of ESP teaching relates to the adoption of a functional perspective to the COVID-19 birthed discourse. Such an approach would definitely help avoid conceiving the mastery of terminology as the only implication of the discourse generated by the COVID-19. My suggested functional perspective can be implemented through tasks-based instruction in three pedagogical stages: respectively, preparation stage, discourse analysis stage and self-evaluation stage. In the first stage, short activities are organized to activate learners' background knowledge on COVID-19 in general and at the same time opening up to the function(s) to be addressed in the analysis phase.

The second phase exposes to and engages learners into the analysis of a contextually produced piece of interaction or conversation on COVID-19. This second stage entails two sub stages. In the first sub stage, learners interact with the input and account for their understanding by completing comprehension activities. As for the second sub stage, learners

are engaged in activities appealing them to apply the studied forms and functions by expressing meaning related to their specific professional or academic tasks. The third and last stage serves for learners' self-evaluations. At this level, they are encouraged to evaluate their own and peers' performance. The tasks to be organized for the implementation of these three pedagogical stages might involve learners amongst other in describing the symptoms of COVID-19, stating and discussing the prevention measures by explaining their relevance and weaknesses, discussing the social impact of the pandemic on family cohesion, explaining and discussing its socio-economic impacts on different domains of activity.

However, through the suggestion of this functional perspective to the COVID-19 birthed discourse, I do not intend in any way to stand as the only way to go about it. It rather stands as one of the approaches that could set for the effective appropriation of the COVID-19 related discourse in ESP classroom.

Conclusion

This paper was to reflect on COVID-19 as an object of ESP teaching. In the fulfilment of such a set goal, two main aspects have been analyzed. First, the characteristics of the COVID-19's discourse. The COVID-19 came out as a discourse sharing lexical, functional and semantics distinctive traits. The lexical characteristic deals with lists of words and expressions related to the COVID-19 and its cross-sector impacts followed with their explanations or meanings. The functional characteristics are concerned with the different actions or functions accomplished with the COVID-19's discourse. Concerning the semantic features, the COVID-19' discourse was found to be majorly characterized as one that is used to convey social meanings.

Second, the didactics implications of the characteristics of the COVID-19's discourse in ASP. These implications were discussed following two paths. The first one dealt with the need to teach the COVID-19 related discourse. In fact, being the dominant feature of the world's communications and interactions, it goes without saying that no sector of international scope can confidently envision its activities without considering that discourse in term of its appropriation. Hence, the need to teach it. Besides, ESP has been evidenced as the suitable medium for the acquisition of that discourse with regard to the status globally held by English language with ESP as major field, the particular interest of ESP teaching for specialized form of discourse and ESP's goal coupled with its view on language acquisition.

The second path relates to the COVID-19 generated conversations and interactions that appear to be a source of real-life resources that could be exploited by ESP practitioners to support and enhance learning in their classroom by engaging learners in meaningful and pedagogically sound tasks. This however requires the adoption of a functional perspective realizable in three main pedagogical stages (preparation stage, discourse analysis stage and self-evaluation stage).

References

- Alois Nuffer (2020, April 9), How two minutes changed the entire discourse on COVID-19 in Africa. Available at <https://portland-communications.com/development-global-issues/how-two-minutes-changed-the-entire-discourse-on-covid-19-in-africa/>. Consulted on the 31st of May 2020.
- Amy Luo (2019, August 23), What is discourse analysis? <https://www.scribbr.com/methodology/discourse-analysis/>.
- Arnold, E. (1991). Authenticity revisited: how real is real? *English for Specific Purposes*, 10(3), 237-244.
- Bates Elisabeth, Thal Donna, MacWhinney Brian (1991), A functionalist approach to language and its implications for assessment and intervention. In: Gallagher T.M. (eds) *Pragmatics of Language*. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-7156-2_5.
- Bawarshi S. Anis & Reiff Jo Mary (2010), *Genre: An introduction to history, theory, research, and pedagogy*. Parlor Press, LLC. https://wac.colostate.edu/books/bawarshi_reiff/genre.pdf.
- BERTIN JEAN-Claude. 2008. “*Le mot du Président*”. *ASP, numéro spécial – Les trente ans du GERAS (Groupe d’Etude et de Recherche en Anglais de Spécialité)*, 2–6.
- Celce-Murcia Marianne and Olshtain, Elite. (2000). *Discourse and Content in Language Teaching, A Guide for Language Teachers*. Cambridge: CUP.
- Gulsan Parvin *et al.* (2020, May 18), Media Discourse about the Pandemic Novel Coronavirus (COVID-19) in East Asia: The Case of China and Japan. Available at SSRN: <https://ssrn.com/abstract=3603875> Consulted on the 31st of May 2020
- Hyland Ken (2006), *English for Academic Purposes: an advanced resource book*. London, England: Routledge.
- Isani, Shaeda. 2013. “Quo vadis? Past, present and future aspects of ESP. Book review of Paltridge, B. & S. Starfield (eds.), *The Handbook of English for Specific Purposes*. *ASP* 64, 192–198.
- Kathy Katella (2020, APRIL 7), our New COVID-19 Vocabulary—What Does It All Mean? Available at <https://www.yalemedicine.org/stories/covid-19-glossary/>. Consulted on the 13th of April 2020.
- Marianne Jorgensen and Louise Phillips (2002), *Discourse Analysis as Theory and Method*. London: Sage Publications.
- Mémet Monique & Petit, Michel (2001), *L’anglais de spécialité en France. Mélanges en l’honneur de Michel Perrin*. Bordeaux: GERAS (Ed.).
- OED Editorial (2020, April 15), Corpus analysis of the language of Covid-19. Available at <https://public.oed.com/blog/corpus-analysis-of-the-language-of-covid-19/>. Consulted on the 1st June 2020

Paltridge, B. & Starfield, S. (2011). Research in English for specific purposes. In Hinkel, E. (ed.), *Handbook of Research in Second Language Teaching and Learning*. Vol. 2, London, Routledge, 106 -121.

Pedersen K. Ove (2009), *Discourse Analysis*. Department of Business and Politics. Copenhagen Business School. Working Paper / International Center for Business and Politics No. 65

Rafi, M. Shaban. (2020), Language of COVID-19: discourse of fear and sinophobia. Available at SSRN: <https://ssrn.com/abstract=3603922>. Consulted on the 02nd May 2020.

Sarré Cédric & Whyte Shona (2016), Research in ESP teaching and learning in French higher education: developing the construct of ESP didactics. *ASP*, 69, 139-1164.

Translation Bureau (2020, June 11), Glossary on the COVID-19 pandemics. Available at <https://www.btb.termiumplus.gc.ca/publications/covid19-eng.html>. Consulted on the 28th of May 2020.

Williams Christopher (2014), The future of ESP studies: Building on success, exploring new paths, avoiding pitfalls. *ASP*. 137–150. 10.4000/asp.4616.