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Dr. Moulay Tahar University –Saida-

Faculty of Letters, Languages and Arts

Department of English Language and Literature

Undergraduate Students' Needs:

A Learning Situation Analysis

The Case of Third Year Students of English

Thesis submitted to the Department of English Language and Literature as a partial fulfilment of the requirements for the degree of *Master* in English Didactics.

Submitted by: **Supervised by:**

Miss. S. MAATA   Dr. N. KHIATI

Board of Examiners

Dr. N. GHOUNANE	President	University of Saida
Dr. N. KHIATI	Supervisor	University of Saida
Mrs. T. ADNANE	Examiner	University of Saida

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Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

Signature:

Name:

Dedication

This dissertation is dedicated to my family and friends who have continuously been supportive to me and encouraging me to accomplish this study.

Acknowledgments

Abstract

Students 'interests and learning preferences do not seem to be taken into consideration, this issue revealed the need to tackle student's affect in classroom and its importance on learning and teaching practice .This research aimed to determine students interest and their preferences in classroom and adopting an ESP approach to meet students' needs. To collect data both quantitative and qualitative methods are used in the research. A questionnaire was administrated to third year English students at Dr. Moulay Taher Saida University ; this questionnaire included open-ended and close-ended questions for the purpose to determine students preferences and interviews for teachers to identify their feedback concerning students' interests The results show that students prefer the teacher to focus on both theory and practice ,illustrate with examples ,make them work with peers or groups and use ICTs In addition, the results show that teachers adopted an eclectic approach to respond to students 'requirements Lastly, the research proposed some recommendations for teachers .

Keywords: affect, ESP approach, learning preferences, needs, and student's interest.

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List of Abbreviations and Acronyms

ESP: English for Specific Purposes.

EGP: English for General Purposes.

ICT: Information, Communication, Technology.

List of Tables and Figures

General Introduction

General Introduction

Background

The field of languge teaching witnessed a shift from grammar and language forms to functional language within a communicative context. Impersonal mode focusing on actions in which mastering grammatical forms did not make the learner ready to use the language efficiently when communicating others and learner's affect is neglected.

Besides, English for specific purposes approach influence general English teaching in which general English borrowing from ESP learner-centred approaches that put learners' interests, learners' preferences and motivation at the core of teaching English even in tertiary setting by proceeding to what is termed needs analysis.

Problem Statement

Students of the Department of English Saida University are no exception, their felt needs and preferences are not always seem to be taken into account in which many teachers follow old strategies. This may prevent the teacher to meet the students' needs. In response to this problem; this study suggests the need to adopt an ESP approach.

Purpose of the Study

The aim of this study is to address these students 'learning needs adopting hence an ESP approach to achieve better teaching and learning process and provide likewise a model of learning centred teaching methodology to follow by teacher.

Research Questions

This issue leads to pose the following questions:

-what are the students' preferences in the learning process?

-how can the teachers' strategies suit the students needs?

Hypotheses

It is hypothesized that:

-students want more practise and suitable materials.

-adopting an eclectic approach.

Methodology

To answer these questions, both quantitative and qualitative methods are used in the research. A questionnaire distributed by hand to a group of third year English students at "Dr.Moulay Taher Saida University". The questionnaire contained open-ended and close-ended questions was administered to these students and interviews for teachers.

Structure of the Work

The present study consists of three chapters; the first chapter represents a literature review which highlighted the importance of the affective factors in learning and ESP approach. Chapter two tackles methodology and data analysis for both questionnaire and interview. The last chapter is about discussion of findings, conclusion and recommendations.

Significance

This research focuses on the affective side of the learner and shows the necessity to adopt an ESP approach.

Limitation of the Work

This study limits by the small size of population in which the researcher did not cover all the preferences of third year English student but only a group. In addition a small number also concerning interviewees. This may prevent the researcher to obtain more important results.

Chapter One

Literature Review

1.1. Introduction

This chapter proposes a review of literature on learning theories with particular emphasis on the effective factor in learning that highlight students felt needs. Knowing that the purpose of this research is to adopt an ESP approach to highlight the emotional side of learning, pondering on these theories is deemed necessary. This chapter will briefly discuss theories of learning including behaviorism, mentalism, and cognitivism before detailing affective factors that influence learning. In addition, this chapter will further propose the definition of English for Specific Purposes, common features between ESP and general English Teaching to stop at the way ESP approach is adopted in general language teaching. And highlighted the importance of the learner centered approach, one such influence of ESP on EGP teaching is to conduct needs analysis. This is why, needs analysis is also tackled in this research with a particular emphasis on the learning needs. As far as, the affective factors are concerned, this chapter will discuss also the importance of learning preferences and styles.

1.2. Behaviourism

In the half of the 20th century, behaviourism became the first dominant theory in psychology and learning. Behaviourist movement started in 1913 in which John. B. Watson wrote his article entitled "Psychology as the Behaviourist views it". In addition, behaviourism theory is based on the work of both of Burrhus Frederic Skinner and Ivan Petrovich Pavlov.

1.2.1. Learning as Habit Formation

Behaviourism said that learning is a mechanical process of habit formation and behaviourists believe that humans learn behaviour through interaction with environment. Behaviourism theory explained that behaviour is the outcome of stimulus response in which John. B. Watson highlighted that the objective of psychology is to predict by giving the stimulus and see what will happen as a reaction on giving the reaction and look for the cause behind this reaction (1930, p.11).

Major studies in behaviourism have demonstrated two types of conditioning: classical conditioning which is associated with Ivan Pavlov and John. B. Watson in which their experiments shown that animals and humans learn to associate stimuli with each other and

it involved spontaneous responses. Whereas, operant conditioning whit is associated with the psychologist B. F. Skinner shown that human learns behavior by associating it with consequences through positive or negative reinforcement.

Behaviourism theory shown its ability in defining the behavior, but it is criticized because it provides only a partial account of behaviour with a very simple explanation. In addition, behaviourism theory did not cover important factors like feelings, emotions, moods and motivation. Plus, the psychologist Freud criticized the theory as it does not take into consideration the unconscious mind's influence on behaviour and instead emphasizes on external performance. There was the time when Chomsky could succeed in behaviour but he failed to explain the concept of "generalization ". Thus, his conclusion of theory was thinking must be rule-governed.

1.3. Mentalism

Mentalism is a theory that emphasized the role of the mind in acquiring a language; this theory was founded by the theorist Noam Chomsky and came as a reaction to the psychologist B. F. Skinner's radical behaviorism.

1.3.1. Thinking's as Rule-Governed Activity

Mentalism gave an explanation for the infinite number of phrases that can be expressed with limited number of words and grammatical rules. Establishing thinking as a rule-governed shown that learning is not only a process of forming habits but instead of acquiring rules in which individual experiences are used. The mind in this approach does not only respond to a stimulus but rather uses the individual stimuli to find underlying patterns.

Mentalism theory was criticized by some scholars. They stated that it is too simple and it ignores important factors like emotions and feelings. The mentalist view of the mind as a rule-seeker led to the next stage which is the cognitive theory.

1.4. Cognitive Theory

Cognitivism is an approach to psychology that attempts to explain human behavior through understanding thoughts processes, cognitive theory came as a reaction to

behaviourim theory and the influential figures of this theory are: Lev Vigotsky, Jean Piaget and Edward Tolman.

1.4.1. Learners as Thinking's Beings

In cognitive theory, the learners are being active processors of information unlike behaviourism theory that considered learners as passive receivers of information. When using rules in learning this to allow the learner to use his mind to think, understand and look for suitable situation on the appropriate time to apply the rule. Consequently, the learner tries to make sense of what is learned. Besides, the study of cognitive theory is consisting of the data that processing of the mind in which the mind codes the information as a new one or save it in memory as not new information.

Moreover, the problem solving test is considered as the basic teaching technique in the cognitive theory. Although cognitive theory solved the problem that raised in the behaviourism theory but it is criticized.

Neisser (1976) stated that cognitive theory did not map how to use it in the real world because their experiment are very artificial also cognitive theory did not take into account individual differences because each one has his cognitive abilities for instance memory. In addition, it ignores to study affect (feelings, emotions, motivation) and how it affects cognition. Actually, cognitive view is not enough, so to complete the process, affective view is needed.

1.5. Affective Factors

Affective factors are emotional factors which influence the learning process either in positive or negative way. Concerning affection Caine and Caine stated that learning is not simple but influenced by emotions, self-esteem, and interaction (1991, p.28). Stevick also claimed that in language course, the success do not rely only on techniques and materials but on what is happen inside classroom between people. (1984, p.4) This means that affective factors have a huge impact on learning.

1.5.1. Learners as Emotional Being

People think but they also has internal feelings even learners have likes, dislikes, emotions and moods that may affect their learning importantly, learners are more like machines to be programmed. The relationship between the affective side and cognitive theory reveals the importance of feelings in which the learner may think about what he learned but before that he must went to think about it.

1.5.2. Motivation

It is the affective variables that may influence the learning process. In 1972 Gardner and Lamberts identified two terms of motivation.

1.5.2.1. Instrumental Motivation

It is the impact of an external need in which the learners may not want to learn a language that they need it. The need may derive from different sources for instance: the need to pass an exam, the need to read an article…etc.

1.5.2.2. Integrative Motivation

It derives from desire, it is an internal want and it expresses the learner's will to learn. Integrative motivation make the learner feels freedom because it is not impacted like instrumental motivation.

1.5.3. Attitude

Mc Lead defined attitudes as affective responses that involve positive or negative feelings of moderate intensity and reasonable stability (1992, p.58). This means that attitude is a set of responses that reflect the person reaction toward something and it can be positive or negative feelings.

Brown (2007) described attitude as beliefs that learner have toward the target language. Moreover, Gardner and Lambert (1972) published a set of articles to investigate the impact of attitude and motivation on second language and they concluded that learners who are motivated and have a positive attitude will succeed to develop proficiency in the

language. Thus, taking into consideration learner' attitude is considered as an important step in teaching process.

1.5.4. Anxiety

Anxiety is defined as the response to unpredictable threat that involves psychological affective and cognitive changes. According to Woodrow (2006) anxiety has a large impact on performance particularly in oral communication. It can be helpful and facilitative but in some cases it is disruptive when it is associated with factors like cognitive, behavioral, and emotional factors.

To sum up, affective factors or the final theory was a reaction to the previous theories that did not take into consideration emotions and feelings. This theory gives the chance to study the students' needs and wants and show the importance of the English for Specific Purposes Approach.

1.6. Definition of English for Specific Purposes (ESP)

1.6.1. ESP as an Approach not a Product

Hutchinson and Waters stated that ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning (1987, p. 19). This means that ESP is not consist particular type of teaching material. Instead, it is an approach to language teaching, which is based on the learners' needs.

1.6.2. ESP Vs EGP

1.6.2.1. The Relationship between ESP and EGP

Hutchinson and Waters stated that "in theory nothing, in practice a great deal "(1987; p. 53). This means that in theory there is nothing in common between ESP and EGP but in practice there is a connection. ESP learners are familiar with the English language and they learn language for the specific purpose of communication and job related function. Besides, the age of learners varies in EGP classes and the subject of the classes is learning the English language.

The four skills are stressed equally in EGP classes but in ESP it is needs analysis that determine which language skill are most needed by the student for instance to train a tourist guide, ESP classes should focus on spoken skills. Moreover, in EGP classes the focus is on teaching grammar and language structure separately but in ESP the focus is on context. Thus, although ESP is different to EGP in specifying goals there is a connection or a trace of ESP in practice. Unlike EGP, ESP approach to teaching is preceded by an important step, i.e; needs analysis that take students wants and interests into consideration. It is described below.

1.7. Learner – Centered Approach in ESP Teaching and Learning

Gravesk, Harrison R. Hutchinson and waters stated that needs analysis given an important attention to meet students' needs in which particular course suit a particular group's interest.

In learner–centered activities, the learner is using the language for communicative purposes and preparing him to the occupational filed besides, the focus is done more to fluency than accuracy.

Choosing appropriate materials stimulate the learner because it allows him to think and use his previous knowledge and skills. Moreover, the appropriateness of materials consider as a motivating factor.

Learners should be aware of assessment because it determines their progress and it also helps the teacher to evaluate their teaching besides, evaluation of the course is aimed at seeing what is effective and what is ineffective.

When the learners are involved in the lesson and interact with peers and teacher this reflect the learner-centeredness.

In addition, independence results from teacher help learners to learn freely.

1.8. Needs Analysis

Needs analysis is considered to be the cornerstone of English for specific purposes. Needs are defined as being the requirements that the students have in order to communicate

effectively in the target situation and what the students needs to learn a language. According to these definitions there are two main types of needs in ESP:

1.8.1. Target Needs

According to Hutchinson and Waters (1987), target needs represent the need of the learner in order to be able to communicate effectively in the target situation. It is divided into three titles:

Necessities: which represent the final objectives, what the learner able to do at the end of English course.

Lacks: It is what the learner lack in order to read the final required level of proficiency.

Wants: It is what the learner wants to get from the language course and it refers to the general aims.

1.8.2. Leaning Needs

It shows how the learner will be able to move from the starting points (lacks) to the final destination (necessities). Hutchinson and Waters claim that it is naïve to base a course design simply on the target objectives but the learning situation must also be taken into account. They also stated that target situation alone is not reliable and learners' skills, knowledge, motivation and setting are more important.

1.9. Learning Styles

According to Gardner 1991 the differences between people challenging an educational system that seems that every student learn with the same materials and uniform. This means that students have different styles and preferences in classroom.

1.9.1 Auditory Learners

These kinds enjoy discussions and remember oral instructions .They listen carefully and speak slowly.

1.9.2. Visual Learners

This kinds prefer visual aids because they understand the information better when they see it. They prefer also written to verbal instructions and taking notes during lecture rather than participate in oral discussions.

1.9.3. Kinesthetic Learners

These kinds of learners are passive talkers and enjoy hands on activities, they learn better through the use of models, charts, experiments …ect

1.10. The Importance of Learning Styles and Preferences

Stewart and Feliceti define learning styles as those educational conditions under which a student is most likely to learn (2009, p.525). They believed that it is essential to study students' preferences in English teaching process.

The awareness and understanding of students' styles can be used by teachers to further develop their teaching strategies and to stimulate students' ability to acquire knowledge and improve the effectiveness of teaching and learning. In addition provide more suggestive support to vulnerable students.

1.11. Conclusion

All in all, this theoretical issue discussed in brief main theories of learning including: behaviourism, Mentalism, Cognitivism, and affective factor which are emphasized with more details than the previous theories. Besides, affective factor highlighted the emotional side of the learning.

The chapter also proposed a definition of ESP and the relationship between ESP and general English and how ESP approach is adopted in general language teaching and discussed learner centered approach as well.

This section tackled also needs analysis because it reflects the influence of ESP on EGP teaching and learning needs are also included in the chapter because the research is based on the learning situation. In addition, the literature review discussed the importance of learning styles and preferences. Furthermore, the purpose of this study is to adopt an ESP approach for a successful teaching and learning process.

Chapter Two

Methodology and Data Analysis

2.1. Introduction

This chapter aims to give an outline of research methods as well as the analysis of the collected data .This section provides also a description of the research design, population /sample, instrumentation and procedures .Lastly, this chapter provides data analysis methods.

2.2. Research Design

This study is a descriptive survey that uses mixed methods quantitative and qualitative approaches for the purpose to determine students' preferences and answer the research questions in order to obtain important results.

2.3. Population/Sample

The target population for this study is third year English students at Dr. Moulay Taher Saida University. The sampling chosen is a group of third year which comprises 32 students. The process of selecting population is taken purposively because they are students who are about to graduate, so, with enough familiarity or insider knowledge of the teaching environment (hence reliable).

2.4. Instrumentation and Procedures

This study uses both quantitative and qualitative methods .A questionnaire administrated to students and interviews for teachers. Questionnaire organized in three sections. (see appendix A)

Section one: is about teaching styles

Section two: is about students' learning preferences

Section three: is about ICT.

The type of interview adopted in this study is personal interview or face to face interview between the interview and the interviewee .The interview contains 6 questions about teachers feedback and strategies concerning students preferences.(see Appendix B).

2.5. Data Analysis Methods

In this study the researcher derived statistics from questionnaire and categorized them in an organized way in tables and graphs. Then, findings were extracted and the researcher provided his comments. In interviews the researcher recorded the respondents' answers and transcribed them. Then, the data was coded and anlysed.

2.6. Data Analysis and Findings

Students' Attitudes toward Teaching Styles

The table represents the students' responses regarding the techniques used by the teacher inside classroom.

Teaching Style	Students' Attitude		
	Yes	**No**	**Neutral**
a. Teacher telling and sharing knowledge.	24	03	05
b. Teacher questioning to check for understanding.	24	06	02
c. Teacher use plenty of practice.	18	08	06
d. Teacher provides positive/negative feedback.	21	06	06
e. Teacher materials suit your need.	17	10	05
f. In the end of the lesson, you feel understand.	17	10	05
g. Teacher asks you to choose the type of assignment you want.	03	24	05

Table 2.1. Students' Attitudes toward Teaching Styles.

Students' Performance toward Teacher Methodology

This pie chart is about the students wants about teacher methodology to deliver the lesson.
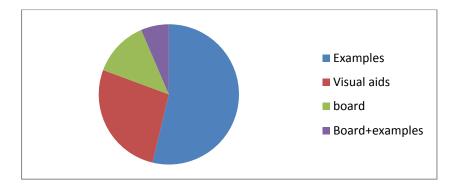
Figure 2.1.Students Performance toward Teacher Methodology

The pie chart shows that 50% of students want to the teacher to illustrate and explain the lesson by using examples. Whereas, 25% of students prefer visual aids and 6 students commented that visual aids are very effective and help them to understand. Only 12% of students prefer the teacher to use the board and to write vocabularies at the same time. So the most preferable way to students is examples.

This pie chart is about students' wishes regarding the teacher focus either in practice or theory or practice plus theory.
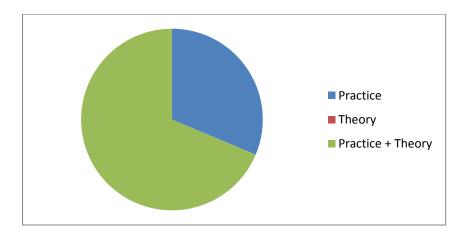

Figure 2.2.Students Performance toward Teacher Methodology

This pie chart shows that 68% of students want more emphasis on theory and practice together. 5 students stated that each one of them is necessary and important and they cannot practice without learning the rule because they are interested. 31% of students prefer only practice. Noticeably, none prefer only theory.

Students' Preferences to Accomplish an Assignment

This bar chart represent the students' preferences to do a task either with peers or in groups or individually.
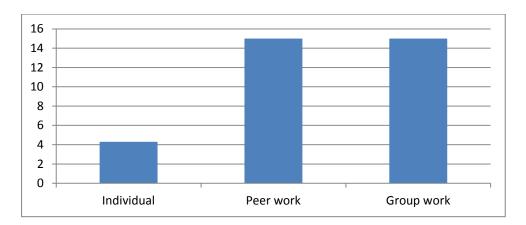

Figure 2.3.Students' Preferences to Accomplish an Assignment

The bar chart shows that majority of students prefer a collaborative work. 15 prefer peer work and 15 prefer group work. 10 students noted that working with classmates help them to understand and learn from each other and correct each other as well and that reduces anxiety and analysis. Whereas, only 4 students prefer to work alone and two of them explained that working in groups presents them from expressing themselves and the teacher may not evaluate them separately. So the most preferable way to accomplish a task for a group of 3rd year English students seems to be cooperative work.

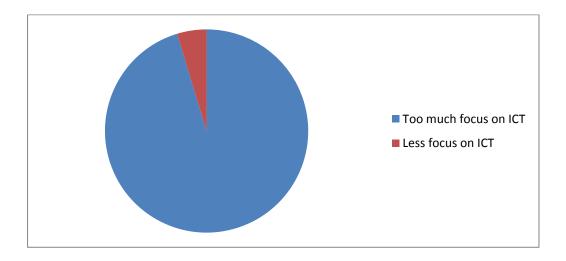**Students Preferences to ICT Vs Traditional Lesson**

Figure 2.4.Students' Preferences to ICT Vs TL

This pie chart is about the use of ICT inside classroom. The pie chart shows that majority of students (65%) want too much focus on ICT. 24 students mentioned that ICT:

- It is very helpful.
- It is very advantageous.
- It is very effective in educational field.
- It helps to accomplish an assignment.
- Since we are in modern world ICT is needed.

However, 18% admitted that technology does not offer anything new and takes a lot of time.
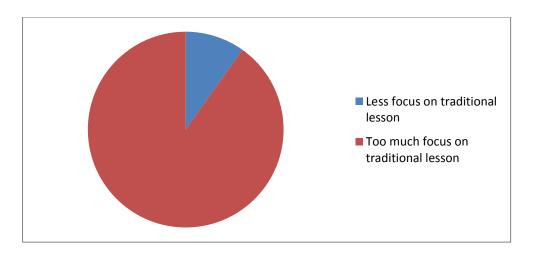

Legend:
- ■ Less focus on traditional lesson
- ■ Too much focus on traditional lesson

Figure 2.5.Students' Preferences to ICT Vs TL

This pie chart reveals students' opinions toward the traditional lesson in which 75% of students do not prefer the traditional lesson. 27 of students stated that:

- Traditional lesson make us feel bored and passive. (06 students)
- Interaction is necessary in classroom. (6 students)
- TL is not fruitful so the teacher should give a chance to students to speak. (05 students)
- Using visual aids is better than traditional lesson. (04 students)
- Students should listen but also speak to express ideas and provide feedback. (03 students)
- Practice is better. (2 students)
- Teacher and students should both share knowledge. (1 students)

However, 12% prefer the traditional lesson in short, students prefer too much emphasis on ICT rather than the traditional lesson

Students' Attitude toward the Use of ICT inside and Outside Classroom

The table shows the number of students who agree with the use of ICT inside and outside classroom.

Through ICT students learn better inside classroom			Through ICT students learn better outside classroom		
Yes	**No**	**Neutral**	**Yes**	**No**	**Neutral**
20	06	06	22	03	07

Table 2.2.The Use of ICT inside and Outside Classroom

Noticeably, majority (n=20) (n=22) of students felt that using technology both inside and outside classroom would be very useful and would make it easier for them to study. So this represents the importance of ICT in learning.

2.7. Interview Section

This section will provide a discussion of main results of the recorded conversations between the researcher and the teachers. The researcher adopted personal interview which is a face to face Interview to obtain clear responses with more clarification. The interview questions are based on the students' preferences and teachers' strategies (see interview questions in appendix B).

2.8. Interview Analysis

From the interview that is addressed to teachers we can notice that teachers care for learner's motivation. Teacher one stated that teachers have a certain role to make their students engaged. However, personal motivation or intrinsic motivation is also important so that students should take the responsibility and rely on themselves and motivate themselves. For the purpose to motivate students, teachers proposed some strategies.

2.8.1. Teachers' Strategies

- putting students in optimal conditions.

- helping them to set their short-term and long-term objectives.

- selecting interested materials.

- communicating with students to know their interest.

- letting them express their opinions and feedback.

- make the students listen or watch a video.

Teacher one said that due to communication and interaction with students, the teacher can recognize what is the preferences of his students and he mentioned also that strategies can change or modified according to the learner feedback and reaction towards methodology ,materials and assessment .Besides, in order to suit students needs teacher 2 mentioned some strategies.

2.8.2. Students' Preferences

- Participation or contribution during the lecture without anxiety and stress.

- working in groups it is the most preferable way for students to accomplish an assignment.

- obtain the chance to face the board and audience this may increase self-confidence and readiness and decrease shyness and laziness.

Thus, teacher two here highlighted the importance of reducing anxiety and taking into consideration the emotional side of students and help them overcome their obstacles which may cause failure and hinder in learning.

2.9. Conclusion

This section tackled the research methods which consisted of both approaches quantitative and qualitative methods. A questionnaire was categorized in tables and graphs and analysed. After that the researcher provided his comments on the statistical data. Interviews was analysed and findings are extracted by the researcher. The next chapter will discuss the main results from questionnaire and interviews and provide a general conclusion and suggest some recommendations.

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Chapter Three

Discussion of Findings, Conclusion and Recommendations

3.1. Introduction

This chapter will discuss the main results obtained from research methods which   are both of quantitative and qualitative approaches. Besides, it will propose a general introduction that sum up all the main issues tackled in this research .Finally, the   researcher will suggest some recommendations for the teachers to follow.

3.2. Discussion of Main Results

The Questionnaire results show that third year English students prefer the teachers to focus on both theory and practice because both of them are necessary, important in classroom and interrelated to each other, contrary to what was suggested in the first hypothesis that students prefer more practice by allocating much more time for activities. The students prefer also the teacher to illustrate with examples because illustration facilitates the process of delivering the message and make the students understand quickly.

In addition, students prefer the teacher make them work with peers or in groups to accomplish a task because the collaborative work give a support to students by make them feel comfortable without a stress of falling in mistakes.

Third year English Students prefer also the teacher to use ICT because students are addicted and familiar with Technology. (see question 1, 2, 3 from section two and question 1 from section three in students questionnaire).To suit students needs it was suggested that the teacher should be eclectic which means that adopting appropriate strategies from different methods and approaches and students have different abilities and they do not learn in the same way.

Consequently, the teacher should use different methods in the classroom to suit students' requirements. After the collection of qualitative data , the research work reveals that the second hypothesis is correct in which teachers explained that through interaction, communication and students feedback the teacher recognize the interest of students and after that adopt methods and select appropriate materials and types of assessment that suit students' needs.(see question 2,3,4 in teacher interview).

Thus, he results present the importance of the affective factors concerning of motivation, students' attitudes, student's psychology and students' preferences in learning and this what was highlighted in the literature review chapter.

3.3. Conclusion

The purpose of this research was to determine students learning needs and preferences in classroom and highlighted the need to adopt an ESP approach to achieve better teaching and learning process. This research consisted of three chapters, chapter one is a related literature that tackled main theories of learning (behaviourism, mentalism, cognitivism, and affective factors) because these theories showed the progress happening in educational field in which affective side considered as a solution and a way of success in teaching learning process.

It tackled also main features of ESP (learner-centered approach, Needs Analysis) and common features between ESP and EGP.

Chapter two consisted of tools of research. Both of quantitative and qualitative methods were used in order to obtain reliable results because using only one method might limit this study and cause incredibility of results. Finally, chapter three discussed main results of questionnaire which revealed that students prefer a focus on both of theory and practice, illustration, peer work or group work and ICT in classroom. Besides, interview' results revealed that teachers should adopt an eclectic approach to respond to students with different needs and preferences.

Lastly, the researcher proposed a set of recommendations to teachers, difficulties that limited the research and suggestions for further research.

3.4. Recommendations for Teachers

This study recommends that:

- Teacher should be an analyst of information sources (doing observation on classroom, analyse types of assignment, analyse learners' characteristics, ect) in order to develop sensitivity and insure effective learning for the whole class.

- Teachers should adapt their strategies of teaching in order to support individual students learning by encouraging the group work in some tasks.

- When the teachers adopt an eclectic approach, they need to have a deep knowledge and skills in using different techniques because these Knowledge and skills help them to be professional decision makers and support students under different circumstances.

- The teacher should make his students with literacy complication overcome this obstacle because it cause shyness and psychological problems, he should encourage reading to write and write to read activities to develop their literacy skills.

- The teacher should make his students predict the information because this make them think and use their prior knowledge. Consequently, their interest and their understanding will increase.

- Teacher should select relevant activities that provide a scaffold for individual students to acquire knowledge and skills needed.

- Teachers should select appropriate materials, expand or reduce the learning content and adjust the instructional materials.

- Feedback is very important when it relates to prior learning of students this will motivate them and encourage them to rely on themselves and being active learners.

3.5 Limitations of the Work

This study came across some difficulties that limit it.

- Small sample of teachers in interviews this prevents the researcher to obtain more important results.
- This research did not cover the whole number of third year students but only a group.
- Time constraints.
- This research adopted mix methods but only quantitative and qualitative, observation is not included in the research.

3.6. Suggestions for Further Research

- This research is based on affect and students' preferences; it will be beneficial when observation is included because observation of attitudes and students reactions in classroom make the researcher inspired and discover important facts.

- The research should be well planed and take enough time to be achieved.
- Adopting a large sample of teachers in interviews can help the researcher to obtain reliable results.

Appendices

Appendix: A

Student's Questionnaire

Dear students, the aim of this questionnaire is to gather data about students needs in learning situation. The information gathered will confidential and will not be used for any purpose than this study. Therefore, you are kindly requested to provide the necessary information.

Thank you in advance

Section one:

1-which of the following teachers' strategies is more motivating?

a-Telling, sharing knowledge and information, and showing to have students

imitate what they see.   Yes ☐   No ☐

b-Questioning to check for students understanding.   Yes ☐   No ☐

c-plenty of practice.   Yes ☐   No ☐

d-Teacher provide comments on his students performance, be it positive or negative.

Yes ☐   No ☐

2-do the teachers' materials (handouts, textbooks, visual aids… ect) suit your needs?   Yes ☐   No ☐

3-In the end of the lecture, do you feel you understand? Yes ☐   No ☐

4-does the teacher ask you about the type of assignment or tasks you want?

Yes ☐   No ☐

Why?..
....

Section two: the best teaching strategies that suit you.

1-what do you want your teacher to do?

a-focus more on practice.

b-focus more on theory.

C-both of them.

Others…………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

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2-what do you prefer?

a-Teacher illustrates his/her lesson with examples.

b-Teacher uses visual aids.

c-Teacher writes on the boards.

Others……………………………………………………………………………………

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3-To accomplish a task you want to work: Students' opinions towards ICT.

a- Individually.

b-Through peer work.

c-Through group work.

Any extra comments

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Section three:

1-Do **you want too much focus on ICT in classroom? Why?**

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2-Do you want too much focus on traditional lesson (students just see and hear the teacher possess the knowledge on a given topic) why?

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………………………………………………………………………………………………

3-do you feel you learn better/more through ICT? Yes ☐   No ☐

4-does the use of ICT outside classroom helps you more in learning?

  Yes ☐   No ☐

How?...
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Appendix: B

Interviewer: Do you care for learner's motivation and how do you raise their motivation?

Teacher 1: of course I do because motivation is one of the decisive factors that would determine whether the learning materials would be received by the learner or not. As far as motivation is concerned, there is little teachers can do; except perhaps putting the learners in optimal learning conditions, helping them set short-term and long-term goals for their learning process, and making sure that the learning materials are interesting, it's up to the learner to recognize the importance of their learning pursuit and find personal and intrinsic drive rather than waiting for the teacher or any other external factors to motivate them.

Interviewer: Do your teaching strategies change according to students preferences?

Teacher 1: Definitely,otherwise no learning would happen .Teachers are in a constant pursuit of what suits their learners' learning styles and preferences, as they try to adapt their methodology and teaching strategies according to what they observe in their day-to-day interaction with their learners.

Interviewer: Do you ask your students about their preferences before selecting materials?

Teacher 1: No, I don't; yet, I do gauge learners' reaction to the materials I use and ask for their feedback and then try to adapt things accordingly.

Interviewer: Do you ask your students about their preferences when accomplishing in class task?

Teacher 1: Not at first, but I do adapt things according to their reaction and feedback.

Interviewer: what are the appropriate strategies that you may apply to suit your students' needs?

Teacher 1: Mainly adapting teaching materials and methodology based on what I observe and focus on reinforcing areas of deficiency.

Interviewer: If you notice that your students are not interested how can you make them engaged?

Teacher 1: As I said earlier, teachers can only do so much when it comes to motivating students, as what counts the most is learners' intrinsic motivation; but still, teachers can help learners set goals to strive for, help them recognize the progress they make, ensure that the learning materials and content are compelling and of interest to the learners, and put them in optimal conditions.

Interviewer: do you care for learner's motivation? and how do you raise their motivation?

Teacher 2: yes I do through communication..

Interviewer: do your teaching strategies change according to students preferences?

Teacher 2: yes, it depends on their interest, care and involvement for learning.

Interviewer: do you ask your students about their preferences before selecting materials?

Teacher 2: yes of course, it is a crucial part in teaching.

Interviewer: do you ask your students about their preferences when accomplishing in class task?

Teacher 2: sometimes…

Interviewer: what are the appropriate strategies that you may apply to suit your students' needs?

Teacher 2: looking for new ways in teaching the language make the class active and avoid stress, invite students to participate freely without anxiety. Euh….make them learn in groups give them the opportunity to face the board and audience this is included in classroom management and of course still other effective strategies in learning.

Interviewer: if you notice that your students are not interested how can you make them engaged?

Teacher 2: if I notice that, I will look for ways to bring them back as discussion and free talk to know about the obstacle, let them express it in a paragraph through a question that handles this problematic. Why not?..may be let them listen or watch a video as motivating stimulus.

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