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**AN INVESTIGATION INTO STUDENTS
ACADEMIC ENGLISH LANGUAGE NEEDS.**

**A Case Study: Third Year LMD
«Technology of Communication Students ».**

Dissertation submitted in partial fulfillment of the
requirement for the degree of “ Magister “in ESP .

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Dedications :

First and foremost , my deep and continuous thanks to God , for the health , peaceful moments while studying.

I dedicate this humbe work to all the family «Lakhdari» , wherever they are , to my mother for her extreme support and her prayers to succeed.

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List of Acronyms:

EBE: English for Business and Economics.

EAP: English for Academic Purposes.

EAOP: English for Academic and Occupational Purposes.

EFL: English as a Foreign Language.

EGP: English for General Purposes.

EGAP: English for General Academic Purposes.

EGBP: English for General Business Purposes.

ELT: English Language Teaching.

EMS: English for Medical Studies.

EOP: English for Occupational Purposes.

ESL: English as a Second Language.

ESP: English for Specific Purposes.

ESS: English for Social Studies.

EST: English for Science and Technology.

ESTV: English for Specific Trades or Vocations.

EVP: English for Vocational Purposes.

GE: General English.

LN: Learning Needs.

NA: Needs Analysis.

PSA: Present Situation Analysis.

SE: Specific English.

TEFL: Teaching English as a Foreign Language.

TC: Technology of Communication.

TN: Target Needs.

TSA: Target Situation Analysis.

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Abstract:

This study investigates the English language needs of the students enrolled in the Technology of Communication , faculty of « Sciences of Technology » at the university of Moulay Tahar , Saida . In that faculty , new branches are elaborated such as : « Technology of Communication » , « Eletronics » , « Opto-electronics » . So , students in these branches study Scientific English , technical terms , based on their needs , bearing in minds their needs and wants vary from a branch to another . which means English for Academic Purposes .

This study aims at finding out academic English language needs of Technology of Communication students , from the persepectives of the currently students , and the content teachers , in hopes of being able to make well-based curricular recommendations for vocational English course at the Sciences of Technology Fepartment of Saida university.

Data are collected , via two distinctive questionnaires ; one is designed to third year Technology of Communication students , whereas the second is addressed to the ESP practitioners . The findings , are then analyzed and interpreted using descriptive statistics and graphs .

In this dissertation , the main results of the needs assessment can be summarized as the necessity to a new curriculum is required for the vocational , technical course at the Sciences and Technology Faculty , Moulay Tahar university . Meanwhile , this study also reveals that the new curriculum should attempt to meet the students' target needs along with their learning needs .

In this study , the target and the learning needs that are essential for students' academic success are examined under four basic English language skills, and presented as suggestions in order to develop a new course curriculum . The results poin out that the new course curriculum should focus more on improving students' reading and speaking skills compared to writing and listening skills .

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GENERAL INTRODUCTION :

English for Specific Purposes (ESP) is considered as a trend of learning English as a second or foreign language with a strictly utilitarian aim. The core of ESP is learners' needs. So, English language teaching professionals often focus on responding to the needs of their learners. Specifically, asking questions about learners' reasons for learning a language has moved the field of TESOL. In the direction of English for Specific Purposes (ESP). ESP is an approach that uses needs assessment as the foundation for curriculum development and differs from general English in terms of the students themselves, the nature of students' needs, the instructional objectives, and syllabi.

Language teaching has been widely affected by the technological and the social changes of the 20th century. A significant body of literature posits that the focus of language teaching has shifted from the nature of the language to the learner, and increasingly the learner is seen at the center of the learning and the teaching processes.

The needs of language learners can be identified by a needs assessment. These targeted needs are seen as a process of gathering information through various activities and from different groups of informants to determine the learning needs of a particular group of students. After analysing these needs, an appropriate curriculum can be elaborated, adopted and then developed.

This study attempts to obtain data that may suggest ways of improving the current language curriculum. These suggestions are intended to be a reflection either of only one group's perception (ie, the students' felt needs, or, teachers' perceptions on learners' language needs, it means felt and perceived needs), or of only the needs, which the students will be required to meet in order to function in their future occupations (ie , target needs).

In the case, the target group includes «the Technology of Communication students at Saida university. The various resource groups from whom data will be collected include the content course teachers, teaching those students. The needs analyst is the researcher himself.

This decision is based on the fact that these teachers are assigned to teach in different departments in every year at Saida university, and thus do not have the chance to gather experience on the language needs of any particular students. Thus they are not considered to be in position to provide information of specific relevance to the target groups' needs.

The study intends to achieve this aim by means of a needs assessment, so as to clarify objectives and goals for academic English language courses. In particular, this study will explore what students and ESP practitioners perceive as being the English language needs of Technology oCommunication students at Saida university. The needs assessment of students can be seen as the first step that should be taken to develop a curriculum. Additional steps to curriculum development include identifying goals and objectives of a program, designing a syllabus, selecting and developing materials. In educational settings where a needs assessment has not been done, there is often a mismatch between students' real needs and the objectives of the program.

Moulay Tahar University of Saida, among other things provide its students with English necessary for their academic purposes. Students who attend some faculties at Saida university have academic English language courses designed to them. These faculties are « Sciences of Technology » « Economy and Commerce » « Political Sciences ».

The « Technology of Communication » students, for instance, study the English language, it is presented in about 01 hour and 30 m per week. So, less importance is given to that language. Indeed, English language teachers, who are not experienced at all carry out the teaching of English for Specific Purposes.

These teachers assigned to teach in the « Sciences and Technology » faculty change every year, and sometimes they teach in many departments with no targeted needs or precised curriculum. These somewhat unstable conditions make it difficult to define the needs of the learners.

Since it has not been possible for the teachers themselves to plan and implement a needs –based curriculum or syllabus for each department, these teachers generally choose and develop the course materials according to their intuitions. Therefore, the learners'

academic English language can not be identified and targeted. So, this study can function as an example and provide a guiding framework for determining the language use requirements of the other departments' academic English language courses.

This study aims to investigate the academic English language needs of Technology of Communication, at the University of Saida. So, the faculty of « Sciences and Technology » provides scientific English to the students, focused on their needs. The courses are designed to satisfy the learners' needs, bearing in mind that English is taught in the third year of LMD system to these learners. Thus, this study is considered as an initial step for developing a curriculum for the Technology of Communication section at the « Sciences and Technology » faculty, university of Moulay Tahar, Saida. Then, this research attempts to find answers to these research questions:

- 1) To what extent is the English language course relevant to the « Technology of Communication » students?**
- 2) What are « Technology of Communication » students' needs?**
- 3) What are the academic English language needs of the enrolled students of « Technology of Communication » at Saida University?**

In consistent with the research questions, the following hypotheses are undertaken:

- English is an important module in the learning process of Technology of Communication students.
- English for Academic Purposes (EAP) is learnt to fulfill the demands of the students enrolled in Technology of Communication.
- If the teaching of English for specific purposes at the Faculty of Sciences and Technology, University of Dr Moulay Tahar, Saida follows some strategies of predetermined objectives, the students' achievements would be enhanced.

The researcher is basing his research on:

- a- Currently enrolled students.
- b- Content course teachers.

Algeria has introduced a new reform in the higher education curricula. So, the adoption of the LMD system, has led, even to a change in the field of studies new branches, renaming other specialties, and so on. « Sciences and Technology » for instance, is a result of this new reform. This branch contains so many options: « Civil Engineering » « Electro- Engineering. » « Computer Science ». All these new specialties study scientific and technical English according to their needs.

Learners in these branches study English in the second year, whereas others, they learn it in the third year. All of these students have an obligatory scientific, technical English course, which they take in their third and fourth semesters or in their fifth and sixth semester.

Finally, such an investigation of the English language needs of the students who have academic English language courses should offer guidance to the teachers of English for specification of goals and objectives, curriculum development, syllabus design, materials selection, development and assessment.

CHAPTER ONE

The Learning Situation Analysis and The Research Methodology :

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Chapter One : LEARNING SITUATION and RESEARCH

METHODOLOGY:

1-1- Introduction:

In this chapter, the researcher introduces the methodology that he is going to undertake to carry out his investigation. So, he identifies his participants (the enrolled students of Technology of Communication and the ESP practitioners), then the instruments of his research; like classroom observation, questionnaires and interviews. After that, the investigator exposes the procedure of his investigation, using the research tools stated above, and how the possible attained data will be analyzed and graphically presented.

1-2- English Language Position and ESP Teaching:

Due to America's imperialism, the political relations, the economic exchanges and the increasing technological progress, English becomes the worldwide language. This tool possesses a leading role for communication and scientific studies.

1-2-1-Backround of the Study:

The 20th century has brought crucial changes to language teaching . This increasing changes have affected language teaching . So , the technological progress and the change in life style and the social changes have commuted the nature of the language.

According to Hutchinson and Waters (1987), developments in areas such as technology, commerce, science, and the use of English for communication have created a new generation of English learners who know specifically why they are learning English. If we acknowledge that language learners have different purposes for learning the language, the importance of identifying the needs of language learners can be understood.

In recent decades, people have generally attempted to learn English for either professional or educational purposes as opposed to learning English for pleasure or prestige. Specifications of learners' purposes for learning English have necessitated the development of new approaches and techniques in ELT. English for Specific Purposes is one of these approaches and uses analysis as the basis of curriculum development. Munby (1978) defines ESP as:

« a course where the syllabus and materials are determined in all essentials by the prior analysis of communication needs of the learners. » (pg.2)

Dudley Evans and St. John (1988) point out that needs analysis can be considered as the cornerstone of ESP. A needs analysis is generally used to define the objectives and goals of a course, which is the first step of developing a curriculum. This step is followed by materials selection, syllabus design, and assessment. A needs assessment offers useful sources of data when designing a course syllabus and is therefore beneficial to learners.

ESP is separated into two main branches : English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) The term EOP generally refers to job-related courses and is likely to be highly technical or specific in nature, such as English for technicians or businessmen.

Various definitions of language needs have been suggested by researchers . Some of them have focused on the language needs of the learners in terms of the target situation, in which the learner will need the language to function effectively (e.g. target needs, Hutchinson & Waters, 1987; communication needs, Richards, 1990). Others have focused on needs that the learners require while they are in the process of learning the language (e.g. learning needs, Hutchinson & Waters, 1987; situation needs, Richards, 1990). Still others have focused on the students' own perceptions of their needs (e.g. felt needs, Berwick, 1989). lastly, some of them have focused on the various perceptions of the learners' needs from the perspectives of teachers and graduates of the discipline or institution (perceived needs, Berwick, 1989).

In the case of this study, the researcher reflects all aspects of the definitions of learners' language needs mentioned above . Researchers should make certain fundamental decisions about who will be involved in the needs assessment, and what types of information should be gathered, before conducting a needs assessment (Brown, 1995). According to Brown, there are various groups which may be involved in a needs assessment process, namely the target group, the audience, the need analysts, and the resource groups.

Several researchers have conducted needs analyses to determine students' English language use requirements (e.g.Aguilar, 1999; Arik, 2002; Basturkmen, 1998 ; Braine, 2001; Boran, 1994). Arik (2002) aimed to identify the academic needs of the students attending various faculty and college programs from the perspectives of the discipline teachers. Boran's study differs from Arik's study, in that the researcher investigated both the academic and the occupational language needs of the students attending a tourism faculty. Basturkmen conducted her study of students ' overall academic needs in the college of Petroleum and Engineering in Kuwait, whereas Braine investigated specifically the academic writing needs of students attending a science and engineering faculty. Aguilar (1999) focused on identifying the occupational needs of hotel maids in Waikiki. The above studies are reflective of the common predominance in needs analyses to focus on academic needs.

1-2-2-Aim of the Study :

The aim of this study is to provide a full understanding of the target groups' needs by attempting to identify the academic needs of the students attending the Technology of Communication studies. The rationale behind focusing on academic needs of the students is to help in training them to be successful in the courses and in the target situation. It also aims to determine the English language use requirements of the vocational university students who studies English language courses at Saida's university.

The study intends to achieve this aim by means of a needs assessment, so as to clarify objectives and goals for academic English language courses. In particular, this study will explore what students and ESP practitioners perceive as being the English language needs of Technology of Communication students at Saida's university.

1-2-3-English Position in the World:

Due to the technological progress ,the scientific researches, and the medical discoveries, the English language becomes to dominate, possessing a powerful place compared to the other languages. Thus, many universities all over the world start to encourage teaching the English language to learners of different high studies, according to their tastes and their targeted needs.

Algeria, for instance and after the dominance of the French language, becomes to introduce the English language in the high studies curricula, baring in mind, some Algerian departments or university institutes require the use of the English language more and more. As an illustration, the department of Science and Technology, where the English language is necessary and required in the teaching and the learning processes of the students.

These demands and requirements have resulted in the expansion of one aspect of English language teaching, namely the teaching of English for Specific Purposes (ESP). Within this approach, it is proposed that any ESP course should obey a strategy of predetermined objectives based on a needs analysis, which means the targeted needs of those learners in studying such a foreign language.

1-2-4-English Language Areas of Use:

Above and beyond being a major vehicle of debate at the UN, and the language of command for NATO, English is the official language of international aviation, and unofficially is the first language of international sport and art. English has grown to its present status as the major world language. The primary growth in the number of native speakers was due to population increase in the nineteenth century in Britain and the USA.

The spread of technological inventions during the 20th century and especially with the information and communication technologies (ICT's) resulted in an unimaginable volume of different kinds of interactions. To ensure the technological, economic, scientific, cultural and diplomatic exchanges, the English language imposed itself as a medium to ensure this function, and its position of imperialist language shifted to the status of language of knowledge embraced officially by more than one hundred countries (Crystal, 1997:3).

The attribution by the international community the label of "lingua franca" to the English language was on the principles of its usage in widely areas that are of great importance for the efficiency of communicative purposes between nations seeking tolerant comprehension.

A variety of domains are actually the subject of English use on an international scale as identified by Graddol (1997:8):

- English is the working language of international organizations and conferences.

- It is the international language of science and technology.
- It is used in international banking, economics affairs and commerce.
- Advertising for global brands is done in English.
- English is the language of audio-visual and culture product.
- It is the language of international tourism.
- It is the language of tertiary education.
- It is the language of international safety in the fields of aeronautics and sea
- It is the language of international law.
- It is a relay language in interpretation and translation.
- It is the language of technology transfer.
- It is the language of internet communication.

Nowadays, English is the language of official institutions of law courts, local and central governments, and education. It is also the language of large commercial and industrial organizations. The multinational staffs are generally highly trained in English in a manner which enables them to deal with the professional situations easily, knowing that a fluent communication is the success key for the widespread of the companies. Unfortunately in Algeria the official institutions and the socio economic enterprises are still today far from the international criterion with regard to the training of the qualified employees, for a variety of reasons essentially the co-existence of two languages Arabic and French.

Actually world institutions organize training sessions for their staff with the help of ESP specialists in order to update employees' proficiency level of English. Additionally, almost all world universities adopted English as a pedagogical tool for the studies or integrated English for Legal Purposes (ELP) as a compulsory module in students' curriculum. This module is methodologically and pedagogically based on ESP teaching and learning approaches and methods.

1-2-5-English and ELT at the Tertiary Level in Algeria:

Algeria, as the rest of the globe, endeavors to implement and therefore, develop the use of English to insure better communication, as well as better access to knowledge for students, workers, researchers and so forth.

Despite the fact that the language of instruction in Algeria is largely either Arabic or French to a lesser extent, Algerian decision-makers who are aware of the vital role played and held by the English language, try to implement the use of English at all levels of education. Zughouli (2003:122) argues:

*« In Arab North Africa, and despite the fact that French has
has had a strong foothold in Tunisia, Algeria and Morocco,
it has been retreating and losing a lot of ground to English.
In fact the tendency of what can be termed a shift from
French to English in these countries cannot be cancelled. »*

At the tertiary level, English is introduced in different curricula at different departments nationwide, either as a main subject at the English Department and by which students are required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, TEFL and so forth; or simply as an additional but ‘compulsory’ module.

At this department, the majority of teachers who are in charge of these courses are full time teachers and who hold either Magister or PhD degree. Part time teachers can also teach at the English department and they often hold a License in English and are either first year or second year magister students.

As mentioned above, apart from the English Department, English is also introduced in other departments and it holds the status of an additional module but ‘compulsory’. Students who belong to one of the following specialties: Mathematics, Physics, Chemistry, Sciences, Engineering, Economics, Political Sciences, and so forth are required to follow ESP courses, depending on their area of research and their needs, as well.

Hence, different ESP courses are provided nationwide under different labels. The most common ones are: EST ‘English for Science and Technology’, EBE ‘English for Business and Economics’, and ESS ‘English for Social Sciences’. As a result, English as a module is studied along side with their current modules.

The vast majority of these teachers are part time teachers who are engaged in other situations and who have other duties, besides their permanent jobs such as teaching at other departments; the English Department for instance, or teaching at other levels; the secondary or middle school.

1-2-6- The ESP Teaching Situation at Saida University:

The need to learn English is also associated with the need to form language teachers who are able to teach English either for General Purposes or for Specific Purposes. At Saida University, the situation under investigation, where a rapid growth and expansion has gradually taken place these latest years, English is taught in a separate department within the French language Faculty as a main subject. At this department and after accomplishing either four years (in the classical system) or three years (in the LMD system) students are rewarded with a BA degree in English, and by which they are able to work as English teachers.

Hence, once they get a position as English teachers they hold the statue of EFL teachers; this is mainly due to the fact that during their training, they had no ESP teaching methodology. Therefore, one may say that an ESP teacher is originally a General English teacher who is recruited to teach ESP courses, and by which he can apply for positions in different departments including the English department.

As far as this research work is concerned, and though the worldwide acknowledgment of the importance of English and despite the fact that ESP is one of the most prominent fields of ELT, it is yet faced with a lot of contextual hindrances.

In this regard, it is generally presumed that the common two features of ESP teaching are notably; time which is allotted for English teaching where it is only a period of one hour and half per week, generally planned as the last course of the day, or even the last course of the week .The second common feature is the nature of the job; language teachers, in almost cases, are, only, part-time practitioners.

1-3- Research Methodology :

In this investigation , the researcher relies on both the content ESP teachers and the enrolled students of Technology of Communication as informants , using the research tools stated in the following page:

1-3-1- Participants:

In this study, there are two groups of participants. The first group is made up of the third year students of the Technology of Communication students, at the University of

Saida. The second group is made up of the content course teachers, teaching these students. There are about 25 students at the Technology of Communication students section, the researcher chooses 10 students among those learners, so as to conduct his questionnaires, and about 04 content course teachers for the same purpose, but with distinctive questionnaires.

1-3-2- Instruments:

As far as this study is concerned, the researcher has adopted a qualitative research tools to endure his investigation .The instruments are classroom observation, questionnaires and a structured interview.

1-3-2-1- Classroom Observation:

Classroom observation is an inexpensive method for discovering more about learners' behaviours and uses of existing spaces. Observation can lead the researcher to new information about the informants where everything is presented to the observer directly and in front of him or her. The primary purpose of observations is to describe.

Direct observation of classrooms is the best methodology available for studying how teachers teach - the central focus of this inquiry. Good and Brophy (1974) showed clearly that teachers are unaware of some of their behavior. Moreover, teachers may report that they engage in instructional practices thought to be desirable more than they actually do. For both reasons, teacher self-reports (for example, teacher surveys and interviews) are unlikely to represent teacher behavior accurately. Student surveys may capture students' attitudes toward what teachers do but are unlikely to provide a complete and accurate picture of teachers' actual behavior. Tests and assignments may supply useful information about what teachers think it is important for students to know and whether learning objectives are challenging, but such "artifacts" cannot shed light on the nature of the instruction itself.

- ❖ This technique stands on six separate instruments: Physical Environment Form, Running Record Form, Classroom Checklist, Post-Observation Teacher Interview, Observer Comments, Post-Observation Summary:
- ❖ Physical Environment Form: When the observer enters a classroom, he or she first completes the Physical Environment Form, or PEF. This low-inference

checklist identifies the physical set-up of the desks (for example, whether they are arranged in rows, in a semi-circle of chairs, etc.) as well as the presence of other physical items and equipment, for example, signs listing behavioral expectations, displays that reflect students' ethnicities, progress charts, computers, etc.

- ❖ **Running Record Form:** When the PEF is complete, the observer begins a 50-minute Running Record.¹⁰ The researcher begins writing down what is observed as it takes place, stopping at 10-minute intervals to complete a Classroom Checklist, or CCL, described in the following section. She or he pays special attention to what the teacher says and does, including the nature of the task and the questions the teacher asks, as well as any discussion that ensues. The narrative is not a verbatim account; instead, the observer records enough detail on certain aspects of the lesson so that a reader can tell what happened during that block of time and can code the observation on certain dimensions, including the level of the lesson and the teacher's instructional strategies. The Running Record is the only part of the observation that is post-coded, in this case by MDRC staff or consultants; this ensures consistency in coding standards. Because someone else will be reading these Running Records, the observer must transform classroom notes into a clean write-up.
- ❖ **Classroom Checklist :** The Classroom Checklist, or CCL, is completed at 10-minute intervals beginning at 10 minutes into the Running Record; four
- ❖ CCLs are thus completed during a 50-minute block.¹² The CCL is a "snapshot" of what is going on at the moment. It records whether the teacher is interacting with one or two students, a small group, a large group, or the class as a whole. It also notes the presence of certain "learning opportunities," including project-based learning (whether individual or grouped), the use of Read-Aloud and Think-Aloud, group discussion, recitation, and completion of worksheets. It also notes how many students are on-task and off-task and the extent to which the cycle is teacher-centered vs. student-centered.
- ❖ **Post-Observation Teacher Interview:** After the observation, the researcher conducts a brief interview with the teacher. The Post-Observation Teacher

Interview asks about the number of students enrolled in the class (so that the percentage of students in attendance can be determined), where the lesson falls in relation to a unit or larger project, and how typical that particular class was of how the class generally operates. If the class is not over when the 50-minute observation period concludes, the observer usually waits until the end of class to complete the interview.

- ❖ **Observer Comments:** The Observer Comments form is a place where researchers can express their own thoughts about the observation. Having a specific place for such comments helps to keep subjective opinions out of the Running Record.
- ❖ **Post-Observation Summary:** The researcher completes the Post-Observation Summary at the end of the observation and after the Teacher Interview has been conducted. Some observers choose to complete the form outside of the classroom after having transcribed their Running Records notes. The Post-Observation Summary is based on what is observed during the entire period and includes sections about the structure and organization of the classroom, the teacher's instructional strategies, and the classroom climate.

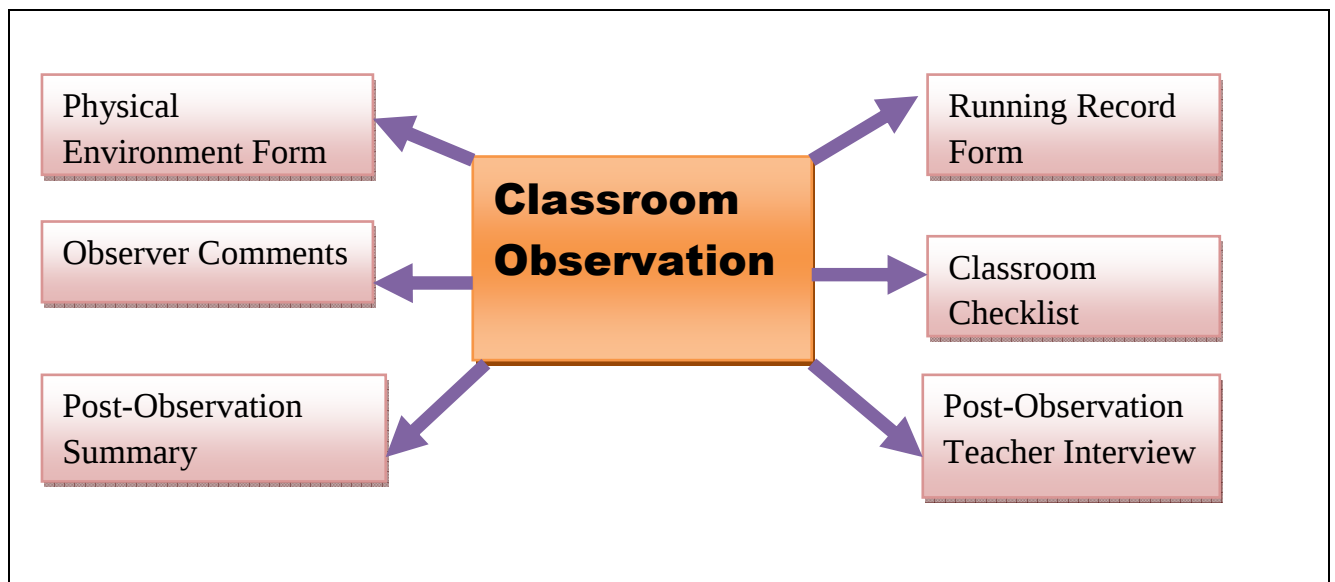


Figure1-1: *Classroom observation six separate instruments.*

Classroom observation enables the researcher to have a direct and an immediate insight on what is happening in the classroom and how the ESP course is presented to the students. Mason (1996: 60) stated that:

« Observations are methods of generating data which involve the researcher immersing him or herself in a research setting and systematically observing dimensions of that setting, interactions, relationships, actions events, and so on, within it. »

In addition to that, class room observation shows to the observer what is taking place in the class directly. Dörnyei (2007:178) goes a step forward while maintaining that:

« ...classroom observation provides direct information and it is one of the three basic data sources for empirical research . »

Classroom observation represents a concrete proof on what is enrolling and happening in the ESP course, learners ' learning needs and content teachers presentation to their teaching, all these elements make an important tool to gather data through « real time observation. » (Wallace 1998). This research tool stands on many firm principles:

- ❖ Class observation is inexpensive; it requires only staff time and note-taking materials.
- ❖ Class observation can be used to gather evidence of actual behaviors in a space rather than reported behaviors; it allows the researcher to test assumptions about spaces, technologies, and other features.
- ❖ Class observation enables staff to notice more deeply the activities routinely going on around them and to experience spaces and activities at less familiar locations at the institution.
- ❖ Systematically, note-taking and recordings are also considered as crucial means to accomplish classroom observation task by assessing:
 - *- The language being used during the course.
 - *- The talking time for both ESP practitioners and learners.
 - *- The teaching materials used and provided.
 - *- The way and the content of the ESP course.
 - *- The learners 'needs assessment through the ESP course.
 - *- The shortcomings of an ESP course and the main difficulties.

Despite the fact that classroom observation is a stimulating and an effective tool, observers sometimes are not welcomed in the classrooms, taking into account the psychological factors of both the content teachers and their learners.

1- 3-2-2- Questionnaires:

The questionnaire is considered as one of the most useful tools in doing researches to elicit available information from the informants, and in this research, the participants are the ESP practitioners at the department of « Sciences and Technology » and their students. The rationale behind choosing questionnaires as the tools for data gathering is that questionnaires, as Oppenheim (1993) pointed out:

« Questionnaires are research instruments that require little time extended writing from large populations from the participants, questionnaires are useful when data gathered from large population are being analyzed, and they also help researchers while making group comparison. »

Questionnaires are also seen as effective tools. According to Nunan (1992: 231):

« A questionnaire is an instrument for the collection of data, Usually in written form consisting of open and / or closed Questions and other probes requiring a response from subjects. »

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them.

Two different questionnaires are administered to currently enrolled students and content teachers at the Technology of Communication section, university of Saida. In these questionnaires, two types of questions: «Likert- scale questions. »« and « Multiple response questions. »

In addition, the researcher has used open and closed types of questions when conducting his questionnaire so as to concrete responses and information as Nuan (1992:143) stated:

« While responses to closed questions are easier to collect and analyze, one often obtains more useful information from open questions. It is also likely that responses to open questions will more accurately reflect what the respondent wants to say. »

Bradburn *et al* (2004:100) elaborate further when they state that:

« Closed-ended questions give the alternative answers to the respondent, either explicitly or implicitly. In contrast, an open-ended question does not provide answer categories to the respondent. »

As an example of the closed questions, the researcher has used the following pattern:

***- Do you consider English important for your studies?**

YES	NO

On the other hand, in an open –closed question, the informant is supposed to answer full answers, as an example:

***- How frequently, do you have to speak English outside the class?**

Eventually, the advantages behind using a questionnaire can be summarized as follows:

- *- A questionnaire can cover a large number of participants.
- *- It is standardized and easy to analyze.
- *- It is not time consuming.
- *- Anonymity gives the informants more confidence which may lead to more honest answers .

The researcher was so aware of the kinds of questions he is asking, such as avoiding repetitions, or questions that may perplex the informants or influence their points of view, Nuan pointed out in (1992: 143)

*« ..It is particularly important that the researchers don't
Reveal their own attitudes through leading questions. »*

Before conducting a questionnaire, three steps should be followed:

1-3-2-2-1- Preparing a Sample of Questionnaire:

The researcher tackled two distinctive questionnaires (Teacher and Students), then distributed them to the informants for the sake of collecting his findings. The researcher should awaken the main obstacles that he may confront by preparing set of questions (Open-ended questions /Closed-ended questions- Multiple response questions and Likert questions) Naoum stated in this trend 2007 : 64)

« Before constructing your questionnaire, you should go back to you proposal and the literature file, and start formulating the ‘first thought’ thought’ list of questions. At this stage the order and The wording of the questions is not crucial. Your aim is to write down all possible questions which are related to your research (you will edit and order them later. »

1-3-2-2-2- Piloting the Sample of the Questionnaire:

When the questionnaire is designed, a pilot study should be conducted for the sake of relevance. Schreiber quoted in (2008: 624):

« ... Is a small-scale implementation of a larger study or of part of a larger study. Pilot studies last for shorter amounts of time and usually involve a smaller number of participants, sites, or organizations. . »

The reason behind a pilot study is to reduce the risk of bias besides, the detection of some problems and difficulties of feasibility that the researcher has identified.

1-3-2-2-3- Administering the Questionnaire:

At this stage , the questionnaire is distributed with the purpose of investigating the learners ‘ needs assessment ,the effectiveness of their academic English and the main shortcomings and how to overcome all the drawbacks .In addition to that , questioning many ESP teachers from the department of « Sciences and Technology . » can increase the validity and the reliability of the findings.

1- 3-2-3- Interview:

A structured interview (also known as a standardized interview or a researcher-administered survey) is a quantitative research method commonly employed in survey

research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods.

Structured interviews are a means of collecting data for a statistical survey. In this case, the data are collected by an interviewer rather than through a self-administered questionnaire. Interviewers read the questions exactly as they appear on the survey questionnaire. The choice of answers to the questions is often fixed (close-ended) in advance, though open-ended questions can also be included within a structured interview.

A structured interview also standardizes the order in which questions are asked of Survey respondents, so the questions are always answered within the same context. This is important for minimizing the impact of context effects, where the answers given to a survey question can depend on the nature of preceding questions. Though context effects can never be avoided, it is often desirable to hold them constant across all respondents.

This qualitative tool is used to collect data from Individuals through conversations (questions vs responses). Thus, the use of the interview is conceived to be of great help to the investigator . Gillham (2000:01) viewed:

« A conversation usually between two people. But it is a Conversation where one person- the interviewer- is seeking responses for a particular purpose from the other persons: the Interviewee. »

In its simplest form, a structured interview involves one person asking another person a list of predetermined questions about a carefully-selected topic. The person asking the questions «the interviewer» is allowed to explain things the interviewee or «respondent»- the person responding to the questions does not understand or finds confusing.

Interviewing is not an easy task; that is why the researcher has tried to pay attention to the fact that different types of interviews are available which differ in terms of characteristics and the level of formality, too.

Interviewing is a stimulating research tool. The structured interview stands on many positive points, which can be summarized as follow:

- The structured interview enables the researcher to examine the level of understanding a respondent has about a particular topic –usually in slightly more depth than with a postal questionnaire.
- It can be used as a powerful form of formative assessment. That is, it can be used to explore how a respondent feels about a particular topic before using a second method (such as observation or in depth interviewing) to gather a greater depth of information .
- Structured interviews can also be used to identify respondents whose views want to be explored in more detail (through the use of focused interviews, for example).
- All respondents are asked the same questions in the same way. This makes it easy to repeat (“**replicate**”) the interview. In other words, this type of research method is easy to **standardize**.
- Interviewing provides a **reliable** source of **quantitative** data.
- The researcher is able to contact large numbers while using the structured interviews.
- Since different types of interviews are available, the researcher has decided to conduct a structured interview (see Appendix D) mainly for the following reasons which have been cited by Dörnyei (2007:153)

*« It ensures that the interviewee focuses on the target topic area
and that the interview covers a well-defined domain. »*

In this study, the investigator resorts interviews the ESP teachers about the curriculum, the ESP course and the learners ‘needs assessment in the scientific or, technical branches. So, the suggested questions in the interview require immediate and direct answers.

1-3-3- Procedure:

After exposing the tools, the researcher moves and attends ESP courses at the department of « Sciences and Technology. » so as to take notes, record courses (if the ESP practitioner permits and agrees about that). Concerning the questionnaires, the researcher has to ask permission to conduct his process. Bearing in mind that one questionnaire is

administered for students, whereas the other one is designed to teachers at the « Science and Technology » Department. The questionnaire is given by hand to the informants, to be answered and filled in, and given again back to the investigator by hand.

For the interview, the investigator has selected targeted questions which are asked to the interviewees directly about ESP teaching and their learners 'needs when studying English for Academic Purposes.

1-3-4- Data Analysis:

The questionnaires are analyzed using statistical tests, using Analysis of Variance (ANOVA) tests in order to see if there are any significant differences in responses among the participant groups of the study, these tests are run on Likert –scale questions. As an example:

***- How well do you speak English?**

- Very well () - well () - not very well () - not well at all ()

The data resulting from the questionnaires are also analyzed using descriptive techniques like (frequencies and percentages). The rationale behind using ANOVA tests is to examine the similarities or the dissimilarities in responses to questions. For multiple response questions in the questionnaires, only frequency analysis can be done. Frequencies of the multiple response questions are calculated to gain a general view about the perceptions of the participants in the study.

Eventually, the researcher has tried to codify the data which have been obtained from the questionnaires' responses manually to a Microsoft Excel document; where it has been possible to transfer and translate these numerical data to different forms, i.e., tables, bar-graphs and pie-charts.

Analyzing qualitative data may differ from the analytical process of quantitative data in terms of steps to be followed, due to the nature of information which has been gathered from qualitative data sources, i.e., from classroom observation and the structured interview, as well. Dörnyei (2007) suggests an analytical process the data, for qualitative ones which go through four (04) phases, starting from transcribing moving to pre-coding and coding, then interpreting the data and ending with drawing conclusions.

1-4- Conclusion:

In this chapter, the researcher sheds light on two major elements. The first one is English language position and ESP teaching, while the second one is the research methodology. So, English language and ESP teaching encompasses the following sub-titles: background of the study and its aim, English language position in the world, its areas of use. Then, English language teaching at the tertiary level in Algeria and ESP teaching at Saida University. The second major element speaks about the research methodology used by the investigator. It contains the participants, the instruments or the research tools employed while investigating like classroom observation, questionnaires and structured interviews. After the procedure, to follow while undertaking and starting collecting data, which will be analyzed qualitatively and statically. In the following chapter, the researcher will shed light on the history of ESP, its definition, its major branches, the difference between EAP and EOP, then Needs Assessments and its principles.

CHAPTER TWO :

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CHAPTER TWO: LITERATURE REVIEW:

2-1- Introduction:

In this chapter, the researcher will review the literature on English for Specific Purposes (ESP), its history, its origins, then its definition. The second stage is about the major branches of ESP, the difference between EAP and EOP. Thirdly, EAP and Needs Assessment (NA). Always in this chapter, the investigator will shed light on the principles of needs assessment, types of needs, approaches related to needs assessment (philosophies of needs assessment, methodology of (NA) and the instrument types of needs analysis).

2-2- The History of ESP and its Origins:

English for Specific Purposes (ESP) is a branch of applied linguistics, that focuses on relating the teaching and the learning processes to the learners' needs. The ESP approach originated to fulfill the demand by many learners around the world who needed to learn English to have access to science, technology and economical resources. The English language has achieved a global status. Many countries give English a special role in their communities. Other countries assign a priority role to English where it is taught as a second or a foreign language.

What gives the English language this status is not its linguistic system. Rather, Crystal (2003) argues that the current status of English results from the power of the people speaking it. Therefore, the global power of the English language is related to the historic political, cultural, socio-economic and technological dominance of England and the United States. Other languages throughout history such as Greek, Arabic, Spanish and many others had held similar positions as world languages of commerce and scholarship.

2-3- Definition of ESP:

Asking the question « Why do the learners need to learn the target language? » Helped initiate a new field in English language teaching. The name of this field is English for Specific Purposes (ESP). ESP is an approach which uses needs assessment as the basis for curriculum development. Hutchinson and Waters (1987:19) define ESP as:

« An approach to language teaching, course design and materials

development in which all decisions as to context and methods are based on the learners ' reasons for learning ».

What distinguishes ESP from English Language Teaching in general is the way in which ESP instruction is implemented. The purpose of ESP is to provide learners with the competence to cope with a specified set of tasks in order to achieve occupational or academic targets. On the other hand, ELT is concerned with providing the learners with a general capacity for language use in the future without any restriction of tasks. The implementation manner of ESP differs from ELT in terms of the specific effect of the target situation Concept on which the ESP course directly focuses (Brumfit,1984 :Widdowson , 1983).Mackay and Mountford (1978) define ESP as :

« a form of teaching English for a utilitarian purpose that is defined with reference to some occupational requirements such as for telephone operators or civil airline pilots, or in vocational training programs, such as for hotel and catering staff , or technical trades, or some academic or professional study , such as engineering , medicine, or law ».

Similarly , Johns and Dudley Evans (1991) state that The emergence of ESP is rooted in three main reasons : internal communications , transmission of science and technology , and international communications . ESP is important for internal communications because it should encourage the learners to understand their roles in the educational and social development of their own nations. In terms of the transmission of science and technology , a great amount of international publications and journals on science and technology is English , and learners should be provided with ESP courses to assist them in transferring the information to their own societies and cultures .

Respectively , the importance of the ESP for the international communications can be based on the consideration of English as a lingua-franca for the language of science , technology , politics , airways , sea and so on

Stevens' (1988) definition of ESP sets up characteristics that can make a distinction between ESP and ELT, known by absolute characteristics and variable characteristics. So, the absolute characteristics stand on four principles:

- *- designed to meet specific needs of the learner.
- *- related in content to particular disciplines, occupations, and activities.

- *- centered on language appropriate to those activities of syntax, lexis, discourse, semantics, and analysis of discourse.
- *- in contrast with 'general English' (Stevens, 1988:1)

The variable characteristics, which depend on the conditions of the learning setting, staff that ESP:

- *- may be restricted as the learning skills to be learned.
- *- may not be taught according to any pre-ordained methodology.(Stevens 1988 :1)

Similarly, to what it is compared above the distinguishing aspects of ESP, Dudley Evans and St John (1998) claim that ESP is centered on the language (grammar, lexis, register, skills, genre of the activities) . These scholars declare that:

- *- ESP may be related to or designed for specific disciplines.
- *- ESP may use, in specific, teaching situations, a different methodology from that of general English.
- *- ESP is likely to be designed for adult learners.
- *- ESP is generally for intermediate or advanced students but it can be used with beginners. (Dudley Evans & St John, 1998: 5).

2-4- The Major Branches of ESP:

David Carter (1983) identified three types of ESP:

- *- English as a restricted language.
- *- English for Academic and Occupational Purposes.
- *- English with specific topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978) clearly illustrated the difference between restricted language and language. For example, the language of international air-traffic control could be regarded as « special », in the sense that the repertoire required by the controller is strictly limited and can be accurately determined in a situational way, as might be the linguistic needs of a dining-room waiter or air-hostess.

The second type of ESP identified by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'. The third and final type of ESP identified by Carter (1983) is English with Specific Topics EST. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs .for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

However, this is not a separate type of ESP. Rather it is an integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the Interpretation of results from needs analysis of authentic language used in target workplace settings.

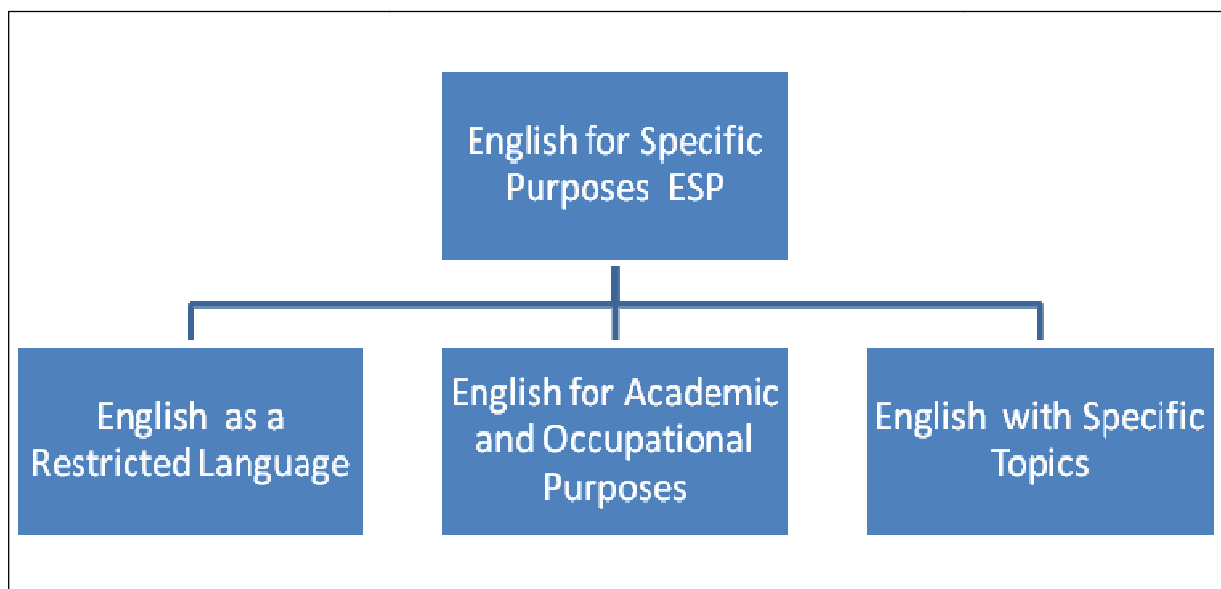


Figure 2.1: *Carter's division to ESP (1983).*

In addition to that, Hutchinson and Water (1987) view that ESP encompasses three branches:

- a) English for Science and Technology (**EST**)
- b) English for Business and Economics (**EBE**),
- c) English for Social Studies (**ESS**)

Each of these subject areas is further divided into two branches:

English for Academic Purposes (**EAP**) and English for Occupational Purposes (**EOP**). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'(EMS). Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP:

« People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job"»

(Hutchinson and Waters , 1987p.16)

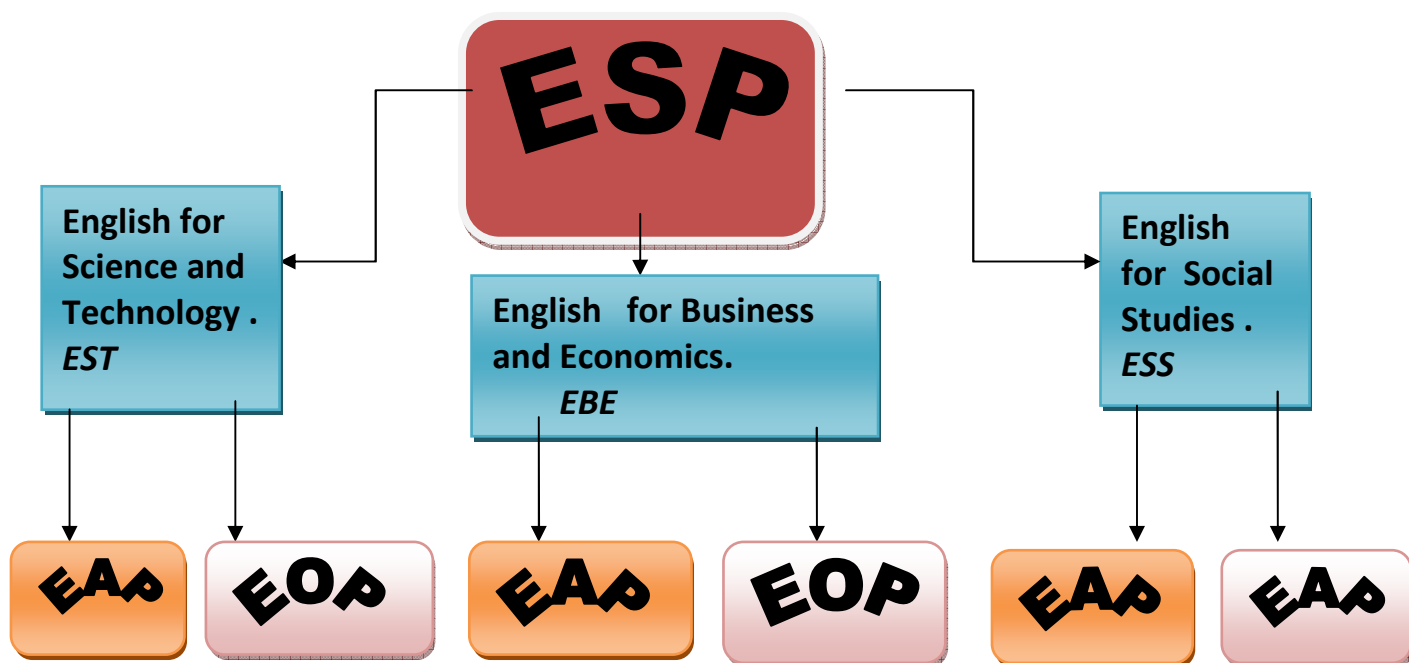


Figure 2.2: *Hutchinson's and Water's division and sub-division to ESP, (1987).*

Carter and Nuan (2001) give another definition to ESP. English for Specific Purposes is divided into two main categories, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). So , EAP is the English needed in an educational context, usually at universities or similar institutions and at the school level, whereas, EOP is more related to professional purposes such as working

doctors, engineers or business people. For business people, the teaching deals with general business vocabulary related to the teaching of specific skills that are important in business .

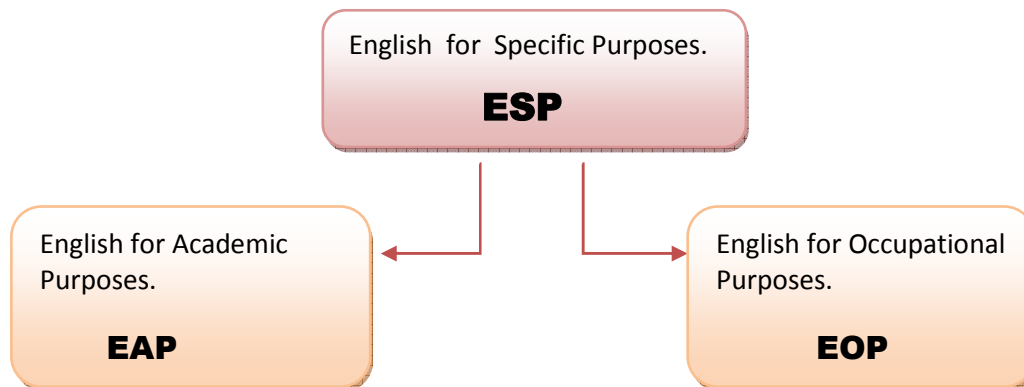


Figure 2.3: *The main branches of ESP by Carter and Nuan. (2001)*

On the other hand, St John (1998) divided ESP into English for General Academic Purposes (EGAP) and English for General Business Purposes (EGBP). EGAP is designed for pre-study groups such as Medical English for students, following a degree course in medicine where English is the medium of instruction , or a reading skills course. EGBP is concerned with specific business language for skills such as negotiation , or the writing of letters or faxes.

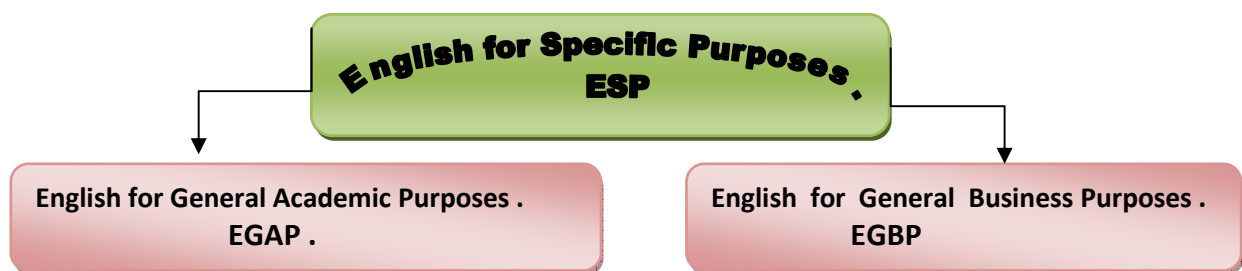


Figure2.4: *St John's division of ESP,(1998).*

EOP allows practising doctors to write up research in English and engineers to read or to write reports in English. EOP is different from EGAP, and the main distinction is that EOP is for the use of practising doctors and EGAP is for students following a course in medicine. Therefore, EGAP and EAP are relevant for students, while EGBP and EOP are more relevant for practical aspects and deal with the people who are really in the work.

In the United States, ESP is also divided into two categories; one is English for Science and Technology EST, which was widely used when most EAP teaching was for students of engineering and science. The other is English for Vocational Purposes EVP, that is frequently used for teaching English for Specific Trades or Vocations.

2-5-The Difference between EAP and EOP:

According to Hutchinson and Waters (1987), there is no clear -cut distinction between EAP and EOP. They view:

« People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job. » (Hutchinson and Waters, 1987: 16)

However, the distinction can be made in the sphere of convenience. Courses in English for Occupational Purposes (EOP) train individuals to perform on the job, using English to communicate. This type of course would be useful for the training of lawyers for instance and administrative chiefs aiming at reaching a proficiency level.

On the other hand, English for Academic Purposes (EAP) is applied for common core elements also known as 'study skills'. They basically consist of writing academic texts, taking notes and observations, listening to formal academic discourses and making presentations. Years later, Robinson (1991: 100) offer a distinction between these two Sub-fields by stating that:

« EAP is thus specific purpose language teaching, differentiated from EOP by the learner: future or practicing student as opposed to employee or worker. »

In other terms, the main concern of both EAP and EOP is the learner where his either present or future situation may define his needs as well as the type of ESP course he may involve in.

2-6- Needs Assessment:

Hutchinson and Waters (1992) define needs assessment on the basis of « necessities » and « wants. » In order to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the «lack »

that represents the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

The notion of Needs Assessment or Needs Analysis (N A) was firstly introduced by Brown (1995). Brown identifies activities involved in gathering information that will serve as the basis for developing a curriculum which meets the learning needs of a particular group of students. In language programs, the needs are language related students.

Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies.

Soriano (1995) in his turn, indicates that needs analysis (needs assessment) collects and analyzes data to determine what learners « want » and « need » to learn while an evaluation measures the effectiveness of a program to meet the needs of the learner.

Furthermore, Witkin and Altschuld (1995) define needs analysis as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources.

According to this definition, needs assessment should fill the « gap » between the current state of affairs and the desired state of affairs. The above definitions base their concept of needs analysis around such terms « necessities » « lacks » « gaps ». However, all these terms have different interpretations from one individual to another.

Therefore, linguists in the ESP field have not agreed exactly on the definition of the term « needs » itself. West (1994) comments on this issue by indicating that the term « needs » lacks a unified definition and remains ambiguous. Richards (2001) argues that the definition of « needs » depends on the perception of those making the judgment. Different interests and values are reflected in the definition. Teachers, learners, administrators, employees, parents and stakeholders may all have different views as to what needs are. Accordingly, the difference between what learners can presently do with

the language and what they should be able to do, cannot be looked at from one standpoint. Braine (2001) indicates that linguists disagree on the definition, but they all agree that there are external factors that influence the definition. Factors such as staffing, time, cultural attitudes should be taken in consideration when conducting needs assessment.

Besides all the definitions given above about Needs Analysis, Hutchinson and Waters (1987) make such a taxonomy to Needs Analysis. This division stands on the Target Needs (TN) and the Learning Needs (LN); they state that « **target needs** » is an umbrella term that hides a number of important distinctions. They look at the target situation in terms of « necessities, lacks and wants » as following:

- a- **Necessities:** is the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation.
- b- **Lacks:** the authors believe that identifying necessities alone is not enough and that we also need to know what the learner know already, as this helps us decide which of the necessities the learner lacks. In other words, we need to match the target proficiency against the existing proficiency, and the gap between them is the learner's lacks.
- c- **Wants:** learners' wants and their views about the reasons why they need language should not be ignored, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this might be a problem as the learner's views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and teachers.

« **Learning Needs** », however, explain how students will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) claim that it is naive to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of

prime importance. The figure in the following page illustrates Hutchinson and Waters's taxonomy:

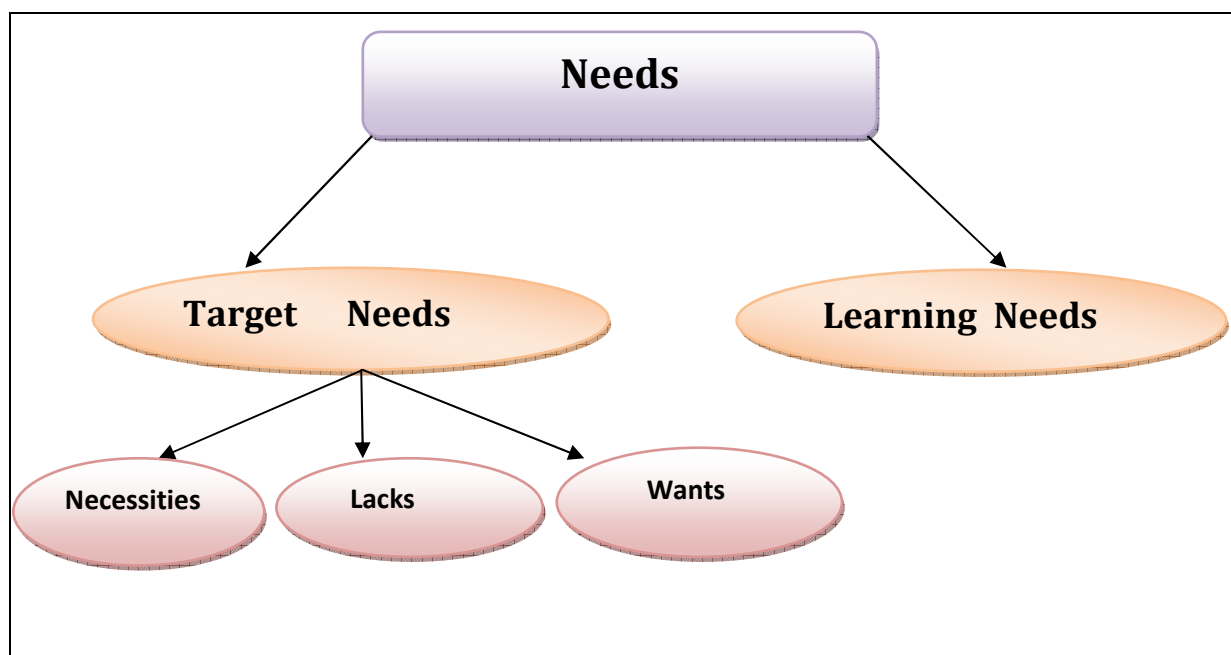


Figure 2.5: *Hutchinson and Waters's Needs 'Taxonomy.*

2-7- Needs Analysis in EAP:

The design and implementation of any curriculum for EAP courses should take into consideration the different language needs of the target learners. Undoubtedly, by determining learners' language needs, a strong foundation pertaining to the whole idea of conducting the particular language courses could be formed. With that preliminary knowledge, the whole process of designing curriculum, from the construction of course objectives to the selection of course contents and learning activities can be made easier. This could provide assurance in the quality of the courses especially in making the learners to achieve the expected learning outcomes. To start collecting information on the learners' language needs, a needs analysis has to be carried out.

In clarifying what «needs analysis» is, basically, all the ESP/EAP researchers and practitioners share the similar notion. For Weddel and Duzer (1997), needs analysis is just like a tool used to examine the kinds of English and literacy skills required by the learners and at the same time to identify the literacy contexts of the target language in which the learners will function, what the learners want and need to know to function in

those contexts and what they expect to obtain from the instructional program. It can be observed here that besides the identification of the linguistic items, what the learners need to do in order to use those items and how those items will be used in the predicted context will be explored also in needs analysis. On the other hand, needs analysis is referred as the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students.

With reference to what should be focused in needs analysis, Wei and Flaitz (2005) perceive it as something which is subjective as learners' needs in several skills or only a specific skill can be examined. They also report that in conducting needs analysis to identify students' academic language needs, researchers can collect data to identify the tasks students will encounter in university content classrooms and also to analyze the skills the students need to perform those tasks successfully. The latter focus is actually concerned with the student learning styles and strategies which is seen as an important aspect in needs analysis as well by Kavaliauskiene and Uzpalienė (2003). Thus, needs analysis can be regarded the process of establishing what and how of a language course learners and at the same time to identify the literacy contexts of the target language in which the learners will function, what the learners want and need to know to function in those contexts and what they expect to obtain from the instructional programme. It can be observed here that besides the identification of the linguistic items, what the learners need to do in order to use those items and how those items will be used in the predicted context will be explored also in needs analysis. On the other hand, needs analysis is referred as „the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students” by Brown (1995:35).

Cowling (2007) observes that there is often a lack of awareness of the existence of needs analysis as a tool in EFL course design and many have overlooked course planning as an area in syllabus design. He even expresses his criticism on the use of textbook as the whole syllabus by some institutions:

«Such an outlook eliminates the need of a time consuming and often expensive syllabus design process...such an approach ignores the specific learning needs of the target students,

something that could be examined through a needs analysis process...One area that has a higher regard for needs analysis is ESP as students ».

Needs are often clearer and of such a nature that a published textbook would not adequately fulfill their needs.” (Cowling. 2007:427).

As a result, using such a short-cut approach of determining course syllabus will pose risks to both the instructors and students because the quality of learning might be questioned. Therefore, in developing curriculum for any language courses, a little effort must be put in to conduct needs analysis so that any doubts pertaining to the quality of the curriculum could be avoided.

To come back to the roles of needs analysis in language curriculum design, Mackay and Mountford (1978, cited in Muhammad Nadzri, 2004) speculate four main purposes. Firstly, lecturers will be more acquainted with the sponsoring institution and the requirements of the course. Secondly, needs analysis is able to identify how learners will use English in their technical fields. Thirdly, needs analysis gives the instructor initial insights about the prospective students’ current level of performance in English and fourthly, needs analysis provides an opportunity to collect samples of authentic texts, spoken and written, which will be used by them in the target environment.

To sum up here, Muhammad Nadzri (2004) holds the view that needs analysis will enable the instructors to translate the language needs into linguistic and pedagogical terms which in turn develops good curriculum for the courses and offers effective guidance to the instructors who are teaching the courses. With these four strong justifications, needs analysis can be certainly viewed as an integral part in language curriculum development especially in EAP.

The inclusion of needs analysis in language curriculum development should be as early as possible where Keita (2004) suggests that it should be in the first step. This can be seen also in the systematic curriculum development model (refer figure 1) proposed by Brown (1995).

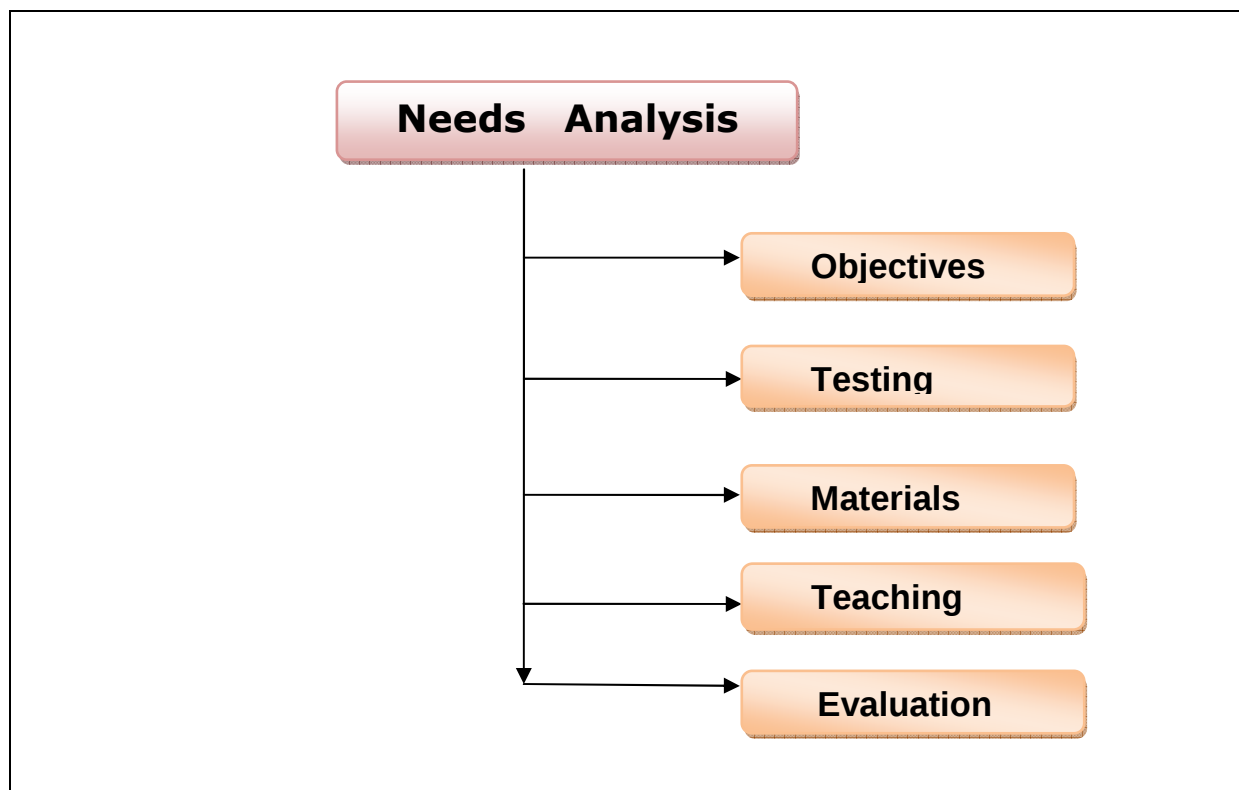


Figure 2.6: *The systematic curriculum development model (Brown, 1995)*

In the above model, it is noted that needs analysis is placed as the first phase in the whole system. This is then followed by the other five phases: objectives, testing, materials, teaching and evaluation. Kumazawa (2006) states that it is in this initial phase that administrators collect and analyze all the necessary information about students' language needs in order to develop the course objectives, testing methods, instructional material and teaching methodologies. It is also noted in the model, after the fifth phase or a course has been implemented, a needs analysis has to be re-conducted. This shows that curriculum development, therefore, is actually a cyclical system and needs analysis is also an on-going activity.

In conclusion, needs analysis can be described as what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training. Needs analysis, as observed by Grognet (1996), is the most crucial of all the steps in curriculum design because the remaining steps are based on it. In this study, needs analysis is carried out to examine the students' weaknesses and strengths in using English language in their academic studies and also

their preferable learning methods. In the next section, the procedures for needs analysis will be discussed.

2-8- Necessity for Needs Assessment:

The term, “analysis of needs” first appeared in the 1920’s in West Bengal, a province of India when Michael West introduced the concept of “needs” to cover what learners will be required to do with the foreign language in the target situation and how learners might best master the language during the period learning. The key stage in ESP is needs analysis. Needs analysis is the corner stone of ESP and leads to a focused course. Hutchinson and Waters (1997, p.53) argue that “any language course should be based on needs analysis”.

Dudley-Evans & St John (1998) stress the following three aspects of needs analysis: First, needs analysis aims to know learners as people, as language users and as language learners. Second, needs analysis study also aims to know how language learning and skills learning can be maximized for a given learner group. Third, needs analysis study aims to know the target situations and learning environment so that data can appropriately be interpreted. (p. 126).

West (1994) states that language needs analysis is essentially a pragmatic activity focused on specific situations, although grounded in general theories, such as the nature of language and curriculum. Therefore, in the ESP/EAP context, needs analysis is crucial in determining the aspects of language that are crucial for a particular area of teaching (West, 1994). Robinson (1991) suggests, needs analysis is not only just for determining the “*what and how of a language of teaching*”. Robinson (1991) also suggests that needs analysis study should be repeated so that it can be built into the formative process. She also suggests that this would lead to a very informative database of learners, sponsors, subject-specialists and above all, ESP practitioners’ view and opinions of English language (Robinson, 1991).

Needs analysis should be undertaken by ESP practitioners. The main sources for needs analysis are the learners, people working or studying in the field, ex-students and documents relevant to the field, clients, employers, colleagues and ESP research in the field (Dudley-Evans and St John, 1998). The main instruments for executing needs

analysis study are questionnaire, analysis of authentic spoken and written texts, discussions, structured interviews, observations and assessments (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Robinson, 1991).

The most common reasons for needs assessments to be conducted according to Soriano (1995) are “justification for funding, regulations or laws that mandate needs assessments, resource allocation and decision-making –determining the best use of the limited resources and as part of program evaluations” (p. XV).

Richards (2001) states that need assessment in language teaching can be used for a number of different purposes, which can be resumed as follows:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student.
- To help determine if an existing course adequately addresses the needs of potential students.
- To collect information about a particular problem learners are experiencing.
- To identify a change of direction that people in a reference group feel is important.
- To identify a gap between what students are able to do and what they need to be able to do .
- To determine which students from a group are most in need of training in particular language skills· (p.52).

According to Richards (2001) a needs assessment assures a flexible, responsive curriculum rather than fixed, linear curriculum determined ahead of time by instructors and it provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next. Reviere (1996) states that need assessments are tools designed to identify what a particular group of persons lacks to achieve more satisfactory lives. Formal organizations must know what services and programs will adequately remediate or solve problems. Along these same lines, agencies must know if and how well their programs are working. In addition, because today’s population is increasingly diverse, service providers and social scientists can no longer

assume what they have done in the past remains appropriate for their present constituency. Data acquired from needs assessment are decisions in planning programs and allocating resources.

2-9- Steps in Needs Assessment:

There are certain kinds of models with different steps suggested for needs assessment. To begin with, steps in needs assessment are stated as the following by McKillip (1987):

- ❖ Identify users and the uses of the needs assessment.
- ❖ Describe the target population and the service environment.
- ❖ Identify needs :
 - Describe problems
 - Describe solutions
- ❖ Assess the importance of the needs.
- ❖ Communicate results

Richards (2001) suggests that decisions on the practical procedures involved in collecting, organizing, analyzing and reporting the information collected be made. He states that there needs to be a clear reason for collecting different kinds of information and so as to ensure that only information that will actually be used is collected.

Gravatt, Richards, and Lewis (1997, as cited in Richards, 2001) state the following procedures which have been used in investigating the language needs of non-English-background students:

- literature survey.
- analysis of wide range of survey questionnaires.
- contact with others who had conducted similar surveys.
- interviews with teachers to determine goals.
- identification of participating departments.

- presentation of project proposal to participating departments and identification of liaison person in each department.
- development of a pilot student and staff questionnaire.
- review of the questionnaires by colleagues.
- piloting of the questionnaires
- selection of staff and student subjects
- developing a schedule for collecting data
- administration of questionnaires
- follow-up interviews with selected participants
- tabulation of responses
- analysis of responses
- writing up of report and recommendations
- The above mentioned procedures apply to this particular study except the one
- suggesting follow-up interviews with selected participants.

2-10- Principles:

The core element in ESP is « Needs Assessment », which is also known by « Needs Analysis » Robinson (1991 :3) states :

«an ESP course is based on needs analysis ».

A needs assessment aims at defining the needs of the learners as accurately as possible to specify the different uses of English for Academic or Occupational Purposes :

«which aims to specify as closely as possible what exactly it is that the student has to do through the medium of English. » Robinson (1991:3)

Or , what is also claimed by Johns and Dudley Evans , (1993 : 116)

«designed to meet specified needs of the learner. ».

Needs assessment occupies a crucial place in the process of ESP teaching and learning. So, needs assessment plays as an important means of investigation and data gathering. Strevens (1977) develops this principle, that needs assessment finds its

reason for being in the history of ESP. The last decades marked the emergence of a new trend, focusing on the learner and his needs .Stevens suggests:

« ...within the context of this development SP, LT can be seen as responding to the new educational requirement to study the learner , to analyze his needs and aims to define his contribution to the learning / teaching situations....and to devise means of helping him to learn that which he wishes to learn ,not just that which has been defined by some externally -imposed general syllabus. » (1977; 152)

2-11- Types of Needs:

Although there are numerous definitions of types of needs in the literature, in many cases they refer to overlapping thoughts. Brindley (1989) claims that finding a usable definition of needs is difficult in the context of second language learning and Richterich, (as cited in Brindley, 1989) comments that the concept of language needs has never been clearly defined and remains ambiguous.

Among the various types of needs which have been mentioned in the literature, however, are; target and learning needs (Hutchinson &Waters 1987; Jordan, 1997; Nunan, 1988), objective and subjective needs (Brindley, 1989; Jordan, 1997), situational and communicative needs (Richards, 1990), situation and language needs (Brown, 1995), and felt and perceived needs(Berwick, 1989; Jordan, 1997).

In this study, the researcher used a simplified version of Jordan's (1997) diagram of types of needs to clarify the various definitions of needs in terms of their direct relations with people involved in the language learning setting. Jordan recommends that needs analysts consider the needs analysis process from four different perspectives: student, course designer and teacher, employer/sponsor, and target situation needs.

Learning / Academic Needs		Target / Occupational Needs	
Students	Content teachers	Former	Employers
*- Present, Current, Subjective, Felt learning.		*-Target, future, objective.	
*-Wants / likes, Lacks Deficiency.		*-Target-centered Necessities Aims.	
*-Analysis Purposes.		*-Demands.	
*-Perceived-needs and Learning-centered.		*-Product-oriented.	

Table 2.1: *Modified Version of Jordan's Diagram for Needs Analysis* (1997)

As can be understood from Jordan's diagram, 'students needs' refer to the learners' perceptions of their current needs. 'Content teachers' refers to the instructors' perceptions of their learners' needs and lacks. 'Former students and Employers needs' refers to their demands from the institution in order to meet the needs in the circumstances where the language will be used by the learners.

Target needs and learning needs are very important definitions of needs types. The main difference between the target needs and learning needs is that target needs are what the learners need in order to function successfully in the target situation, whereas the learning needs are what the learners need to do in order to meet the target needs.

Hutchinson and Waters (1987) examine target needs in terms of necessities, lacks, and wants. Necessities are the needs required in the target situation in which the learners use their target language. Lacks are the gaps between the target proficiency, i.e. the language proficiency required by the target situation, and the learners' existing proficiency. Wants are the learners' own perceptions of their needs.

In order to explore the target needs of the learners, many researchers recommend the following types of questions asked by course designers: Who are the learners? What are the learners' goals' and expectations? How proficient are the teachers in the target language? Who are the teachers? What training and experience do the teachers have? What do the teachers expect from the program? What is the administrative context of the program? What constraints (e.g., time, budget, and resources) are present? What kind of test and assessment measure is needed? (Richards, 1990; Munby, 1978; Richterich & Chancerel, 1980; Hutchinson & Waters, 1995; Jordan. 1997) So, if the ESP teachers take the questions of those scholars stated above, surely the learning needs of their students will be attained and well understood. These learning needs can be explored by asking such questions as: What knowledge and abilities are required for the learner in order to be able to perform to the required degree of competence in the target situation? (Hutchinson & Waters 1987).

Learning needs include language items, skills, strategies, and subject knowledge. According to Savage and Storer (2000), learning needs can be seen as instructional logistics needs. Savage and Storer (2000) exemplify learning needs by noting their

relation to questions about “the purpose of the course, background of the learners, types of instructional resources, and location and time of the course” (p. 141).

Objective and subjective needs are another classification of needs types. Objective needs can be defined as « the needs, which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties. » Brindley, (170).

Objective needs are, therefore, those needs that are identified on the basis of clear-cut, observable data gathered about the situation, the learner, the language that learners must acquire, and learners’ present proficiency and skill level (Brown 1995).

The other important factors that should be embedded into the process of assessing objective needs is to use the information about students’ backgrounds including their education, family, profession, age, language spoken, country and culture.

Brindley says that subjective needs refer to the cognitive and affective needs of the learners in the learning situation ,derivable from information about affective and cognitive factors such as personality, confidence , self-esteem, expectations, learners’ wants with regard to the learning of English and their individual cognitive styles(1989 ;p.70).Since they are both related to the students’ feelings and expectations about their language needs, subjective needs partially reflect the target needs of Hutchinson and Waters (1987).

Hutchinson and Waters’ (1987) definition of target needs emphasizes allowing students to express their own expectations towards their target situation requirements. Assessing subjective needs requires information about students’ attitudes towards the target language and culture, toward learning and toward themselves as learners; students’ expectations of themselves and of the course; students’ underlying purposes. Graves (2000: 179).

Therefore, the current study also gathered data about the target groups’ expectations of the vocational English course and their motives for learning English. One of the other classifications of needs types are situational and communicative needs. Situational needs focus on the general parameters of a language program and involve the

goals, expectations, learning styles, and proficiency levels of learners. Situational needs also take into consideration the teachers' expectations, teaching styles and techniques. Communicative needs refer to the learners' requirements in the target situation.

Communicative needs are concerned with the setting in which the learners will use the target language, the learners' role in relationships in the target situation, necessary language skills (reading, writing, speaking, listening), the learners' future interactions and language tasks, and the level of language proficiency that is required by the learners' target situation (Richards, 1990).

Richards' definition of communicative needs and Hutchinson and Waters' definition of target needs partially overlap as both of them refer to the learners' needs in the target situation. The main difference between communicative needs and target needs is that while communicative needs directly focus on the language necessities of the learners in their target situation, target needs make comparisons between the required language abilities of the target situation and the existing language abilities of the learners, and define the gaps between the present and target situation.

A further differentiation in the distinction of needs was made by Brown (1995) who identified situation needs and language needs. Brown claims that there should be some information related to a language program's human aspect, that is, the physical, social, and psychological context in which learning takes place. Needs related to this type of information are called situation needs. Brown states:

« Situation needs are related to administrative, financial, logistical, man power, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program . » (p.40).

Brown describes language needs as information about the target linguistic behaviors that the learners must acquire. Language needs include details about the will be used. However, Browns' definition of circumstances in which the language needs also reflects the characteristics of the terms 'target situation' used by Hutchinson and Waters (1987) and 'communicative needs' used by Richards (1990) in terms of their special emphasis on the target needs of the learners.

Felt needs have been defined as those needs that the learners think they need (Berwick, 1989). Felt needs are related to the feelings, thoughts, and assumptions of the

learners. They can be defined as “wants” and “desires” of the learners. Hutchinson and Waters’ (1987) definition of « wants » and Berwick’s definition of ‘felt needs’ resemble each other as both of them are related with the learners’ own perceptions about their needs.

Perceived needs, on the other hand, are the thoughts of experts about the educational gaps in other peoples’ experience (Berwick, 1989). Perceived needs are often considered as normative, real, and objective, in the sense that they reflect teachers’ or educational settings’ outsider perceptions of learners’ language needs. (The next section will explore the current approaches to needs assessment in the literature.) .

2-12- Approaches to Needs Assessment:

Curriculum designers should consider certain fundamental issues before conducting a needs analysis, such as the philosophies of needs assessment, the types of information to be gathered, and the instruments that can be used to collect data.

2-12-1- Philosophies of Needs Assessment:

Brown (1995) claims that there are four primary philosophies that may be adopted in a needs assessment: discrepancy, democratic, analytic, or diagnostic. The importance of these philosophies relates to their effect on the type of information that ultimately gets gathered. In a discrepancy philosophy, needs are viewed as discrepancies or differences between a desired performance from the students and what they are actually doing. Holding such a philosophy implies that the analyst is concerned with the question of what the learners know and what they ought to know (McKillip 1987).

A democratic philosophy proposes that any change that is desired by a majority of the group involved can be defined as a need. An analytic philosophy assumes that needs are defined as the things that the students will naturally learn next, based on what is known about students and the learning process involved. A diagnostic philosophy defines needs as anything that would prove harmful if it is missing. In this study, the researcher used a discrepancy approach, because one of the aims of the study is to find out the current language levels of the students along with their target needs.

2-12 - 2- Methodology of Needs Assessment:

Discussions on the methodology of needs assessment often begin with deciding on the appropriate time to conduct a needs assessment in the process of developing a program curriculum. Although there is a tendency to conduct needs assessments before setting the goals of a course, a needs assessment study might be conducted before, during or even after the program. If a needs assessment is conducted initially, it provides information to the teachers about the background knowledge and desires of their students. The findings of such a needs assessment should help the instructors in determining appropriate materials and teaching approaches.

If the needs assessment is conducted at the end of the program, findings should be used to check whether the needs of the students have been met, to identify the weaknesses and strengths of the current curriculum and syllabus, and, perhaps most importantly, to decide on the necessary changes to improve the current program (Richterich & Chancerel, 1980).

In carrying out a needs assessment the second major steps that should be followed is to determine the data sources. Graves (2000) points out that needs assessment should include input from students as well as from various people related to the course, such as teachers, funders, parents, administration, and employers.

According to Brown (1995), the researcher should consider the high-stake aspect of the needs analysis, when deciding on the groups that will be involved in the study. He identifies these groups as the target group, audience, needs analysts and resource groups and states that they are equally responsible for the identification of learners' language needs.

The target group refers to the people (learners) about whom information will be gathered. It is the population whose needs are being analyzed. Audience refers to all the people who will eventually be required to act upon the analysis, such as teachers or program administrators. Needs analysts are those people who are responsible for conducting the needs analysis.

Resource groups are any people who might serve as sources of information about

the target group, such as language instructors, content teachers, administrators, or employers. Schutz and Derwing (1981), on the other hand, offer eight elaborative steps to conduct a needs assessment. These steps are: to define purpose , to delimit target population , to delimit parameters of investigation, to select information gather instrument, to collect data , to analyze results , to interpret results , and to critique the project.

2-12 -3- Instrument Types for Needs Assessment:

The second crucial step that should be followed while carrying out a needs assessment is to decide on the techniques that will be used in the data collection process. There are various techniques that can be used for collecting the data of needs. According to Smith (1990), data to be used in the determining of learners' needs can be collected from test scores, student records, surveys, demographic studies, grades, financial records, or drop out information. According to Graves (2000), tests and interviews that assess proficiency of the students are also a part of needs assessment because of their guidance to determine what students already know and what their lacks are.

Brown (1995) recommends another identification of data collecting techniques. He claims that there are six categories of data gathering instruments for needs analysis: existing information, tests, observations, meetings, interviews, and questionnaires.

Brown claims that the first three instruments may partially leave the needs analysts in the position of being an outsider, but the other three force the needs analysts back into the process of actively gathering or drawing out information from the participants.

It is clear that the focus of recent studies in the field of needs analysis is on the last two data collection instruments. Mackay and Bosquet (1981) explain the advantages and disadvantages of interviews and questionnaires. They emphasize that in interviews, the researcher has the chance to explain incompletely understood questions, but they also claim that interviews require a great deal of time.

They argue that questionnaires require less effort by researchers. Questionnaires are easy to prepare and permit open-ended questions to be included. De Vaus (1996) and Graves (2000) emphasize that the questions that will be used in the questionnaire should

be clear, unambiguous and useful questions especially for researchers seeking subjective data.

Questionnaires nevertheless have some disadvantages in that there may be misunderstood questions and there is no chance to check on respondent comprehension of the questions (Smith, 1990).

2-13- Conclusion:

In this section, initially, English for Specific Purposes is examined in terms of its distinguishing aspects from ELT, its course types and development process. Then, the literature about needs assessment is previewed in terms of needs types, needs assessment's approaches, and methodology, and data collection instruments. Finally, similar needs assessment studies are examined in terms of their similarities and differences to the current study. The next chapter will shed light on the analysis of the findings, by analyzing the classroom teaching – learning situation, analyzing teachers and students questionnaires. Lastly, the investigator will interpret the ESP practitioners 'interviews.

CHAPTER THREE :

Data Analysis :

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CHAPTER THREE: DATA ANALYSIS:

3-1- Introduction:

In this chapter, the investigator will move to the practical side of this research. After conducting the questionnaires, interviewing the ESP teachers, observing and taking notes about classroom sessions. The researcher will interpret and analyze his findings qualitatively and quantitatively, using tables, bar-graphs and pie-charts. In data analysis, the researcher will shed light on classroom observation, exposing the most common teachers' problems. After that, both teachers and learners' questionnaires will be analysed and interpreted according to the attained findings.

3-2- Data Analysis Procedure:

While investigating, the researcher uses triangulation of action research tools; classroom observation, questionnaires and a structured interview. So, mixed techniques and methods have been chosen in this study for data collection and data analysis. Dörnyei (2007 : 268) views that data analysis go along separately and independently for qualitative and quantitative phases and the mixing occur at the interpretation stage. In this study, the investigator adopts descriptive, qualitative, quantitative analytical and statistical research types and methods for data analysis.

Concerning classroom observation and the structured interview, the investigator resorts to the qualitative analysis due to the nature of information which has been collected. However, quantitative (statistical , analytical) analysis is undertaken for both questionnaires (enrolled students and ESP teachers). The findings , therefore, will be presented via graphs , tables , charts and so on , using the Microsoft Excel.

3-3- Analysis of Classroom Observation:

As it has been stated before, classroom observation is a direct research tool that enables the investigator to gather authentic data and features about what is happening in the teaching situation. This technique can reinforce and ensure a more or a less better understanding of the goal of the ESP situation.

Since the reform occurred in the curricula of the higher education by adopting the LMD system, a crucial importance is given to the English language, in each field of study according to the needs of the students. To shed light on this phenomenon, the researcher has attended series of sessions at « Sciences and Technology » faculty for the sake of knowing what is happening in an ESP teaching situation, and also to investigate the academic English language needs of « Technology of Communication » students.

3-3-1-Course Content and Conduct:

The Observed Points	Shortcomings
*- Teachers	*- No ESP teachers, no training in the field, unwilling sometimes to teach.
*-The presented lessons	*-short tasks about grammar, gap filling and tenses sometimes.
*- The students	*- unwilling to work, absent-minded learners.
*- Timing	*- No fixed timing , it depends (01 hour)and(45mns), sometimes (30 mns) and rarely (01 :30 mns)
*- Attendance (teachers vs students)	*-Teachers miss their sessions due to their duties in their secondary or elementary schools. *-Some students do not attend their lectures. Even they are in the class, they are not interested (playing with their mobiles, listening to music

Table 3-1: *Preliminary Data gathered from classroom observation.*

Along with about four to five classroom observation sessions, the investigator has noticed many negative points which can discourage the teaching of ESP to the Technology of Communication students. Thus, the investigator has concluded these points as follow:

- ❖ Lack of English textbooks: There are no designed textbooks to the students of Technology of Communication, so how can the teacher identify the Academic English language needs of his / her learners if no references or textbooks are available?
- ❖ Unavailability of ESP teachers: The Algerian university miss the ESP Practitioners, just volunteers from the elementary or the secondary schools

tend to teach only such courses of English and not ESP.

- ❖ The English teachers, supervising the students of Technology of Communication rarely speak English with their learners i.e. these teachers use Arabic or French besides a bit of English . So, no academic English needs can be attained since the session is enrolled in Arabic at about 42%, while English 33 % and the rest for French with a proportion of 25% .

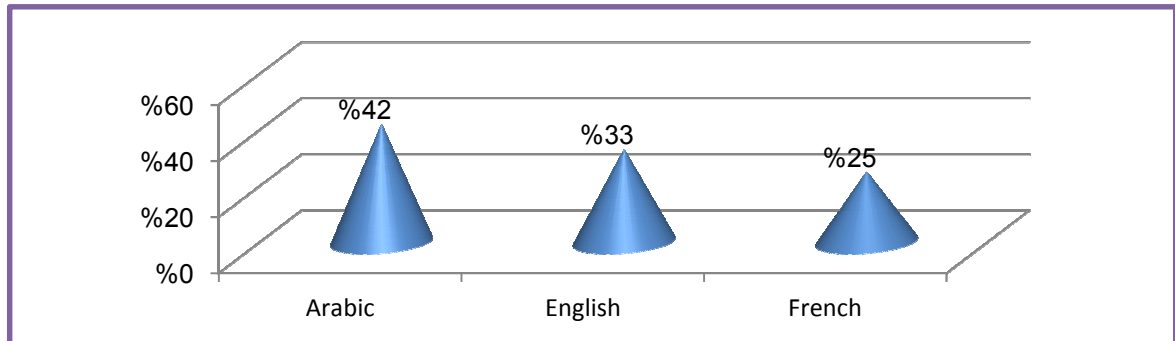


Figure 3.1: *The languages used by teachers and students of Technology of Communication.*

Another remark which has been observed is the English course it often starts late, it means neither teacher, nor the students are punctual, the English course begins at 01 :15 pm and not at 01 :00 pm, it is just a grammar activities (tenses, articles , prepositions), only a few times gap filling tasks with supplied items , and a part of the lesson , is wasted in gossiping (free talking time, taken from the English session).

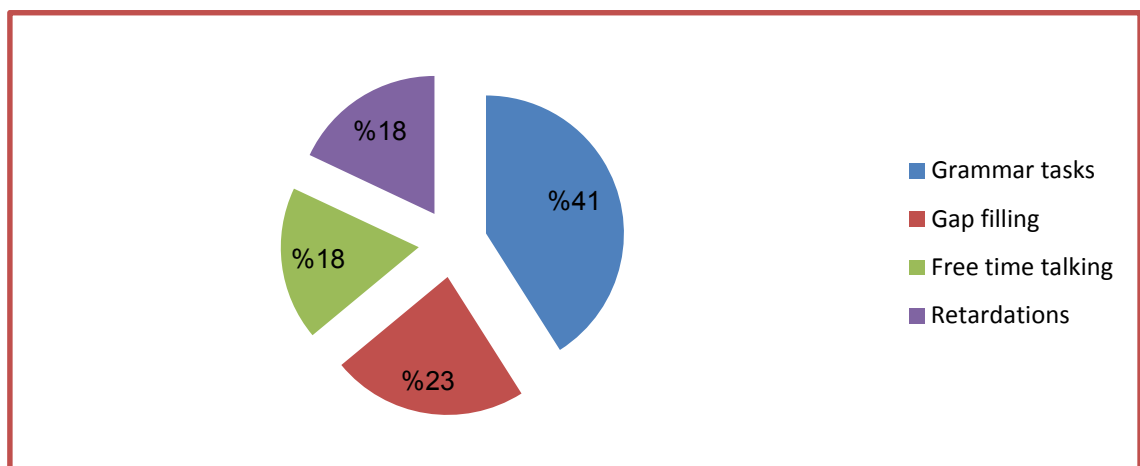


Figure 3.2: *The English course subdivision.*

- ❖ Another observation is detected, the investigator notices a heterogeneous class management; teachers do not manage their classes in a good manner, they talk all the time; explaining the instructions, correcting the tasks, writing and so on. So, the talking time is also diversified in comparison to their students.

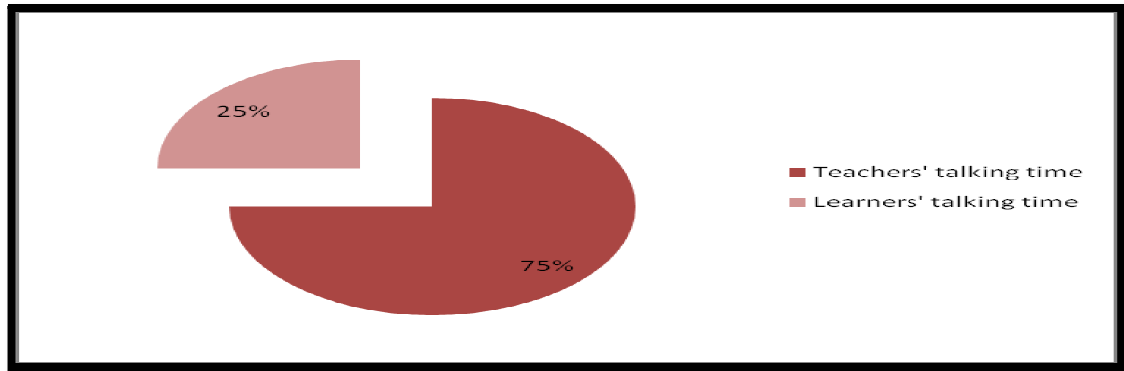


Figure 3.3: *The class course talking time.*

3-3-2- Teachers' Problems:

After a period of investigation and observation, the investigator has deduced many unsatisfying points that the enrolled teachers at the faculty of « Sciences and Technology» are complaining from, these shortcomings can be summarized as follow:

- Teachers of « Technology of Communication » cannot make more efforts with their learners owing to their duties with their pupils at the secondary or elementary schools.
- The carelessness of the « Technology of Communication » students and their disrespect to their teachers can't encourage those teachers to do their best and love their teaching at the « Sciences and Technology » faculty.
- The lack of an ESP syllabus and an ESP textbook perplex the ESP practitioners, they present random teaching points, which do not match the learners' specific and academic English needs.
- The belief of the students that English is just a secondary subject or module makes them heedless and less motivated, and this leads to a gap

between those learners and their ESP teachers.

- The use of repeated and meaningless tasks often bothers the students; teachers repeat the same instructions and tasks because they have no official syllabus to guide them.
- Teaching general English to the enrolled students of « Technology of Communication » does not go with their needs, that is to say these learners had better study specific English and technical terminology that serve their field of study.
- The content course teachers at the faculty of « Sciences and Technology » do not master the ICT and the technological devices of communication as the (Data show), so they teach things virtually, using old techniques. Indeed, what those ESP practitioners present to their learners does not correspond to what they really need.

3-4- Analysis of the Students' Questionnaire:

The investigator has chosen 10 students out of 25 carrying on their studies in Technology of Communication. The informants are selected randomly to respond and to fill in the suggested questionnaire, in which they assess their level in English, their needs and the four skills 'learning. After a week, the students brought the questionnaires back to the investigator, to be interpreted and analyzed using charts, graphs and pie charts.

3-4-1- Analysis of the Questions:

The students gave the questionnaires back to the researcher, so as to analyze them objectively, and then interpret them graphically.

3-4-1-1- The Integrative Language Skills:

Q1: The four English skills and their importance to learners:

The « Technology of Communication » students were asked about the four skills and their importance. The research worker found distinctive opinions which can be stated in the following chart:

Language Skills	Number of Students	Ranking	Percentage
*- Speaking	08	1	80 %
*- Reading	07	2	70 %
*- Writing	05	3	50 %
*- Listening	01	4	10 %

Table 3.2: *The four skills' ranking according to their importance and their stimulation.*

From the interpretation above, the research worker noticed that the participants preferred Speaking first because they sometimes perceived statements, but they could not respond verbally. Consequently, Speaking was the major skill to be studied. Indeed, Reading ranked second. Those learners chose Reading as a second skill since they found difficulties in reading comprehension in which they could not respond to situational questions related to technologies and communication. The less important skill to the students was writing. Students did not like writing. They thought that skill was difficult and tiring. Moreover, the informants did not give any importance to Listening; according to them that skill was not needed in their studies.

3-4-1-2-1– Listening:

Q1: The ability to understand spoken English:

Always with listening, the investigator asked the informants if they were able to understand any spoken English part of speech. So, most of the students claimed that they did not understand spoken English because they did not use to attempt it in their classroom with their teachers, those teachers never trained them to improve their listening abilities, to enable them to comprehend listening pieces of speech. The following table illustrates the main findings that the researcher concluded:

	Number of students	Percentage
*- Well.	02	20 %
*- Very well .	00	00 %
*- Not well.	08	80 %
*- Not very well.	00	00 %

Table 3.3: *Students 'abilities to understand spoken English.*

From the chart above, one may notice that those students were worse in understanding the Spoken English; just 20 % of the informants who answered with

« Well » could perceive the spoken English, while who replied with « Not well », their rate was 80 % , they could not comprehend English verbally. These findings can be presented logically as it is shown in the bar graph below:

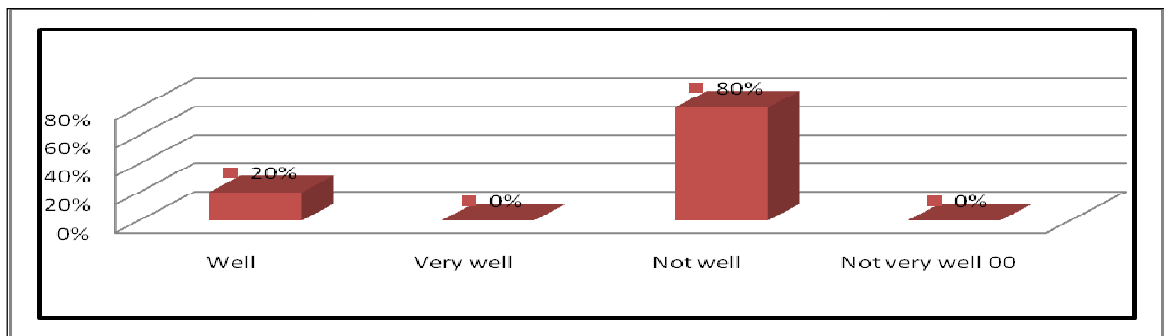


Figure 3.4: *The students' quality of the spoken English.*

As it had been said before, many factors led to this weakness, factors caused by the teachers, who did not train their learners to improve that listening ability through intensive tasks, and other factors induced by the students, whom were completely dependent to their teachers, never being self-centered.

Q2: The importance of Listening to students in their studies:

The researcher asked the students if they considered listening an important phase in their studies . Their comments about that skill were distinctive and came as follows:

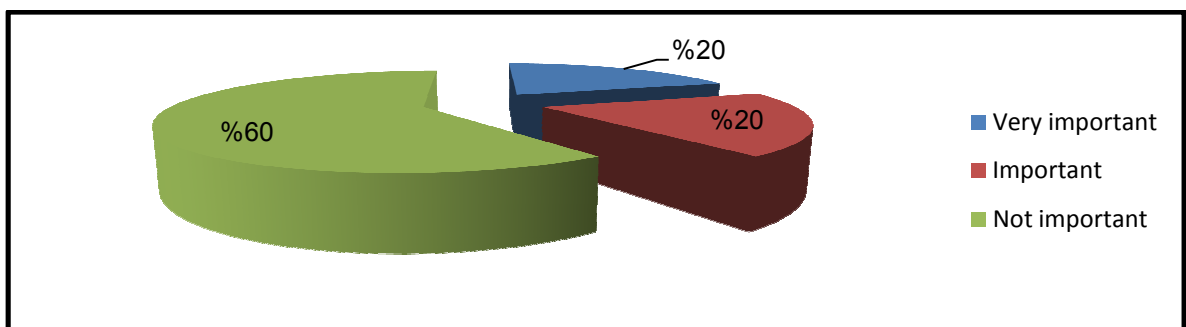


Figure: 3.5: *The importance of Listening to Technology of Communication students.*

Well, most of the informants; 60 % viewed that listening was not important at all in their studies. However, 20 % added that listening was important, and other 20 % of them claimed that this phase was very important in their learning process since it extended their knowledge and enriched their lexical luggage.

Q3: The most stimulating listening tasks:

The researcher questioned the informants about the listening tasks that they saw interesting and more convenient to their studies. Those learners gave distinctive answers, but there were such agreements which can be presented in the following table:

Listening Tasks	Ranking	Percentages
*- Tables filling with specific information .	01	35 %
*- Gap filling with supplied items.	02	25 %
*- Dialogue completion.	03	15 %
*- Answering comprehension questions.	03	15 %
*- Acting out short dialogues.	04	10 %
*- Others	/	/

Table 3.4: *The learners' most stimulating listening tasks.*

From the first contact, the students enrolled in « Technology of Communication » showed their bore to Listening as a skill, they saw it less stimulating in comparison to Speaking , but they had made such a classification to the Listening skill tasks they preferred. Most of the learners viewed that completing charts with supplied information was an energizing task , while 25% of the informants considered gap filling tasks with supplied items as an amazing task . Students expressed their fear from dialogues ' completion tasks , they could not memorize a running spoken English , the same remark was said to comprehension questions, these students often failed in answering questions correctly. Concerning acting out dialogues, the students confirmed that they hated speaking English in front of their colleagues, they felt unsure and perplexed.

3-4-1-2-2– Speaking:**Q1: Speaking English fluently and accurately:**

The investigator introduced another question related to English and how well the informants speak that language. The results were various, but not satisfactory because those learners showed some weaknesses even in responding to their questions, the following table summarizes the students' views:

	Number of Students	Percentages
*- Well.	03	30 %
*- Very well.	00	00 %
*- Not well.	01	10 %
*- Not very well.	06	60 %

Table 3.5: *The quality of the spoken English.*

According to the data, given in the table, the majority of the students, could not speak English easily, they did not attempt to speak it. So, 60 % of the learners did not speak English very well, and 10 % of them, did not speak English well at all. Generally, 70 % of the informants were not able to communicate, and to comprehend English. However, only 30 % of the students could understand English. That is to say, there was a gap between the students' abilities and the English language.

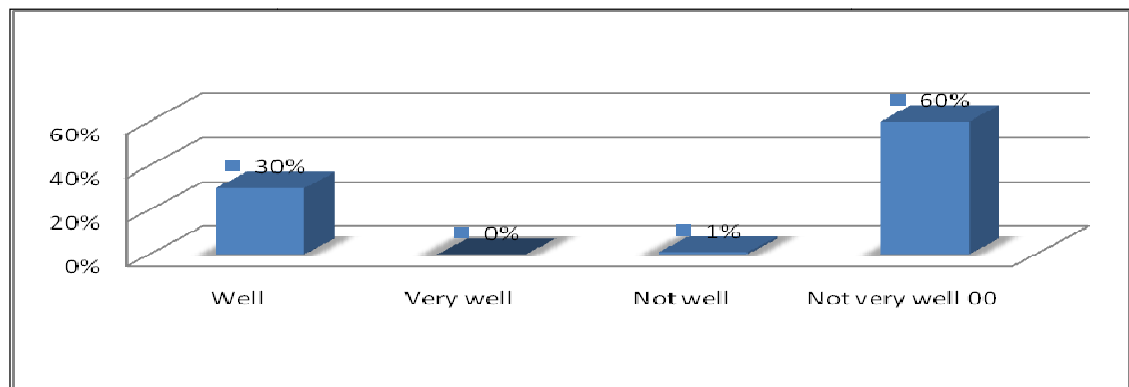


Figure 3.6: *The students 'quality of the spoken English.*

Q2: Speaking English can help students in their studies:

The « Technology of Communication » students study scientific English, basing on their academic needs, the investigator asked again the informants if they considered English as an important module in their studies. So, 30 % of the informants claimed that studying English was very important language in their scientific study. 50 % of the learners expressed their agreement about the importance of English in their studies. Meanwhile 20 % viewed English was not important in their studies, because it was a supplementary subject.

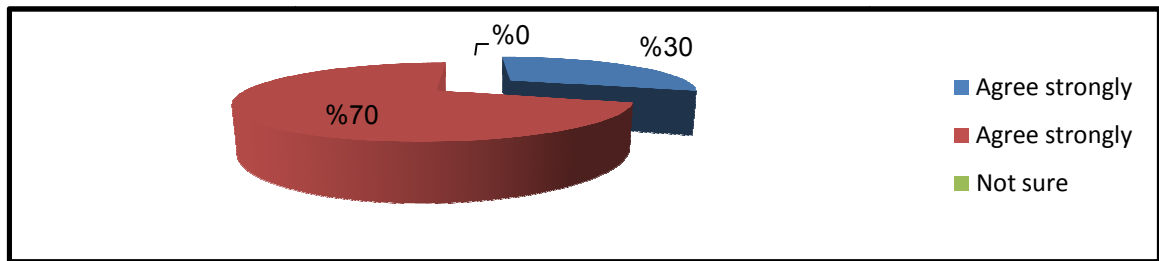


Figure 3.7: *Learners' opinion about the importance of English in their studies.*

Q3: The most stimulating, and the most successful speaking tasks to learners while studying English:

The investigator asked the students about the speaking tasks that they saw more convenient, and successful in their studies, the research worker proposed various tasks, and asked those learners to tick them out according to their needs, their abilities and their lacks. The following table illustrates the students' tasks and their choices:

Speaking Tasks	Ranking	Percentages
*- Using efficient techniques in English.	01	40 %
*- Being able to know technical terms.	02	20 %
*- Solving problems related to technical devices.	03	20 %
*- Joining discussions about technologies.	04	10 %
*- Conducting interviews.	05	10 %
*- Others.	/	/

Table 3.6: *Students' subdivision speaking tasks.*

The following chart Technology of Communication students preferred the speaking tasks that were related to technology, and communication, they added that through these types of tasks they could not only improve their English, but also attain their academic needs, by speaking appropriately in every different context.

3-4-1-2-3– Reading:

Q1: The quality of reading English:

The students of Technology of Communication rarely read English, They did not show enough regard to that skill, the investigator asked them another question, always about reading, but in that question the purpose was to know how well these learners read English. The findings gave two parts: 07 participants answered with « Well », while 03 of them responded with « Not very well » and no view was given to

« Very well » or « Not well at all ».

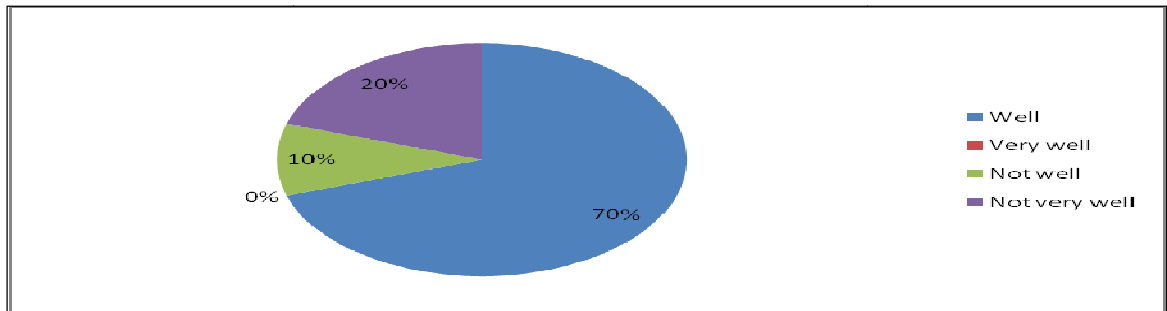


Figure 3.8: *The students 'reading English qualities.*

Q2: Importance of reading to improve learner's competences:

The researcher asked the same participants about the importance of English and if that reading could improve the learners academic English needs. So, 90 % of the informants confirmed that reading in English was very important and important, and just 10 % of them viewed that activity was somehow important.

	Number of Participants	Percentages
*- Very important.	05	50 %
*- Important.	04	40 %
*- Somewhat important.	01	10 %
*- Not important	00	00 %

Table 3.7: *The importance of reading to learners.*

According to what is shown in the table above, the students of Technology of Communication confessed that reading in English could help them improving their cognitive abilities in one side ,and on the other side , this skill could be also a successful tool for these learners in their academic English courses.

Q3: The most important topics to be read and can help the students in their academic English needs:

The Technology of Communication students admitted that reading could better their abilities providing that different scientific themes and topics were adapted and presented wisely by their ESP teachers, all the participants admired reading technical and scientific articles that were linked to their field of study. The following table collects the different tastes of those students and their main topics:

	Number of Informants	Ranking	Percentages
*- Course materials	08	01	80 %
*- Documents and topics about technologies.	08	01	80 %
*- Devices related to means of communication.	08	01	80 %
*- New technological inventions	07	02	70 %
*- New trends in the technological field.	05	03	50 %
*- Difficulties while describing tools and instruments of communication.	04	04	40 %

Table 3.8: *The students' most interesting reading topics.*

3-4-1-2-4 – Writing:

Q1: The quality of writing English:

As it had been said before, the enrolled students of Technology of Communication ,rarely exercised writing ,this shortcoming in writing effected the abilities of the learners.

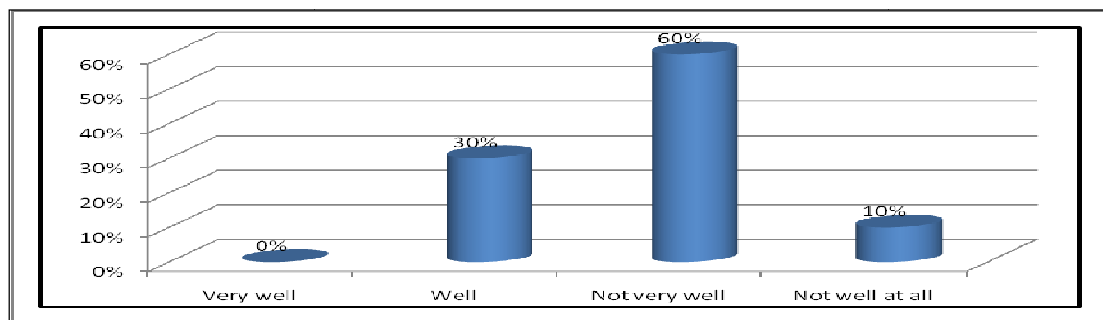


Figure 3.9: *The students 'qualities of writing English.*

So , when the researcher asked the participants about how well they wrote English , a big proportion of 60 % answered that they wrote « Not very well » , and 10 % claimed that they wrote « Not well at all ». In addition to that 30 % of the participants wrote somehow « Well » and 00 % of them was able to write « Very well ».

That defect in writing was so alarming because the learners did not attempt to produce written pieces , even the quality of the written activities were worse because of the lack of training outside their classes. The participants showed little interest to writing, and they produced poor works regardless their inattentiveness

whether inside or outside their classes .

Q2: The importance of writing to the Technology of Communication students:

Writing is one the four skills that should be introduced and taught in any teaching unit, teachers have to do it at the end to enable learners to produce written pieces. For that purpose the research worker asked the informants if writing was a successful phase that could help them in their studies or not. As a whole six learners confirmed that writing was important while learning English. That is to say , two informants said that writing was « Very important » in their studies , other four students claimed that writing was « Important » and could lead them to a successful study . Meanwhile, four other learners viewed that skill was « Not important ».

	Number of participants	Percentages
*- Very important.	02	20 %
*- Important.	04	40 %
*- Not important.	04	40 %

Table 3.9: *Importance of writing in the students' academic study .*

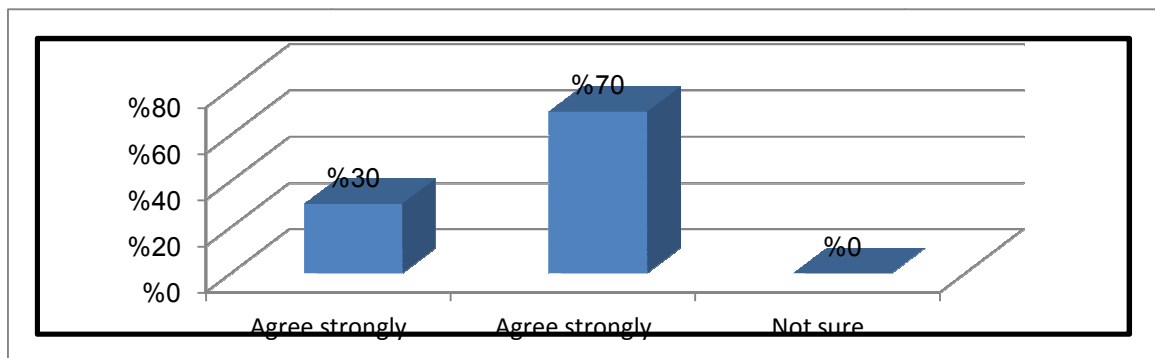


Figure 3.10: *The importance of writing to the students in their academic Studies.*

Generally speaking, writing was considered as an important element for the students, as long as it dealt with their scientific and technological field of study, it also took parts in reaching their academic needs. 60 % informants agreed that writing was a crucial stage in their learning process, while 40 % saw that skill was somewhat important, there was an agreement about the importance of writing in their studies, provided that writing is oriented and purely scientific, dealing with their « wants and their needs ».

Q3: The most important written topics for learners to be successful in their studies :

All the students confessed that writing was an important stage in their field of study. Though they were not talented and skillful enough in writing, they admitted that skill was crucial and effective. The investigator suggested some themes that seemed stimulating and asked the informants to choose the convenient to write about. The following chart illustrates the tastes of the learners according to their perceptions and appreciations:

	N /Informants	Ranking	Percentages
*-Writing short articles about the recent discoveries in communication.	08	01	80 %
*-Writing reports about small projects.	05	02	50 %
*-Writing correspondence emails and messages.	03	03	30 %
*-Writing CV's or résumés.	02	04	20 %
*-Describing engines and technological devices.	01	05	10 %
*- Note taking.	/	/	/

Table 3.10: *The students 'most important writing topics.*

From the illustrative table, the students enrolled in Technology of Communication field of study intended to write and produce written tasks related to their specialty, which could enable them to fulfill their academic needs. So, writing topics about discoveries in communication might conduct them to the right way toward their academic « needs and wants ». Much importance was given to produce articles about the recent discoveries in communication and to write reports about projects, always related to the field of communication and the technological inventions, while less importance was devoted to writing CV's or resumes and to note taking.

3-4-1-3- Qualitative, Scientific English, its Importance and Time Lengthening:

Q1: Qualitative, scientific and specific English:

When the researcher asked the informants about English, if it should be scientific and specific , all the 10 students said « yes » because scientific English fulfilled their

needs and their perceptions could not be covered and targeted, unless scientific English was introduced and taught. Those students desired to learn Specific English rather than General English and oriented grammar tasks simply because they were dealing with technologies and purely scientific studies in their field of study. Thus, a rate of 100 % of preference to scientific English reflected the desire of the « Technology of Communication » students to perceive and learn specific terminology in English.

Q2: The importance of English in the students' scientific study:

The researcher questioned the participants about the importance of the English language in their studies. All the 10 students confirmed that English was so important, that it could not be omitted from their teaching – learning process. These informants confirmed the reasons:

- All the terms related to technologies are taught in English.
- The principal modules stand on English while being learned.
- English is the language of technology and communication. The result is to be taught to all the « Sciences and Technology » students.
- The professional life needs a good command of the English language.

Another question that is related to question 10 was « If the students aimed to be trained again in English. So, similar result was concluded, 100 %. All the 10 informants confessed that they really intended to be trained again in English because their actual level was not satisfactory, insufficient and poor. Thus, the only solution to enhance that weak level was through remedies; make up sessions and an intensive training.

Q3: To lengthen the timing of English language teaching:

Another interesting question was asked to « Technology of Communication » students, was about lengthening the time devoted to the English language teaching. The result was satisfactory. 60 % of the informants accepted to have make up sessions and to have more than one hour and a half per week (bearing in mind these students learn English every Monday from 01 :00 pm to 02 :30 pm), they viewed timing of one hour was inadequate, whereas 40 % of those participants decided that timing should not be extended because if there is an extra time , it should be devoted to the essential and the

most important modules . They considered English as just a supplementary subject that did not need efforts to be devoted in studying that language. Thus, the figure in the following page illustrates the students' views and partition about timing to be lengthened in English.

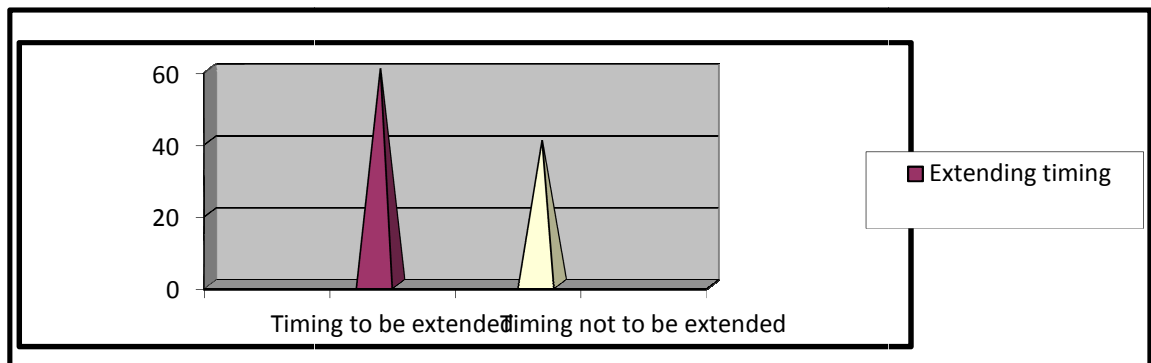


Figure: 3.11: *Time allotment to English.*

Q4: Increasing the teaching hours:

As a continuation to English hours to increased per week the investigator asked the informants if they wished the teaching hours to be increased. Among the 10 students, 08 of them answered with « Yes », while 02 said « No ». Their rates were therefore 80 % for « Yes », and 20 % for « No ». The majority of the participants believed that increasing the teaching hours could help them to perceive English, and master its vocabulary, structures and also comprehend what their teachers said to them. Indeed, any logical increase in the English teaching hours would enhance their cognitive abilities, and enable them not only to understand specific English, but also produce writing pieces about technologies, focusing on academic needs analysis.

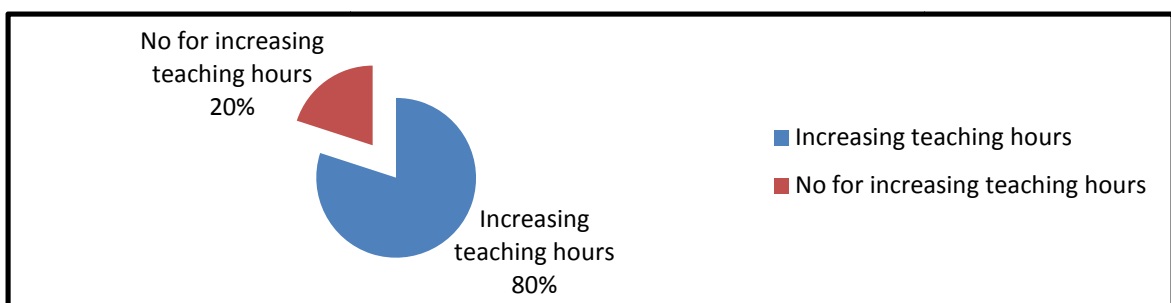


Figure 3.12: *The students' rate about increasing the English teaching hours.*

3-4-1-4– Interpretation of the Scientific English Language Needs:

Q 1: The students and their English level:

The researcher asked the students of Technology of Communication about their real level in English, and their perception to such drills in English, distinctive answers appeared in evaluating their true level. So, none of the 10 informants was « Very good » in English, that means they were not able enough to perceive and master English. Besides that, 02 students out of 10 said that they were « Good » at English. On the other side, just 01 informant out of 10 announced that his level in English was « Very low ». Meanwhile, most of the participants found difficulties in English, that is to say 07 students out of 10, their level in English was « Low ».

Statically speaking, 20 % of the informants could master in a way or another such simple tasks in English, their perception was acceptable, they could produce such patterns or statements in English. But the majority of these informants i.e 80 % were unable to comprehend English; their level was either low or very low.

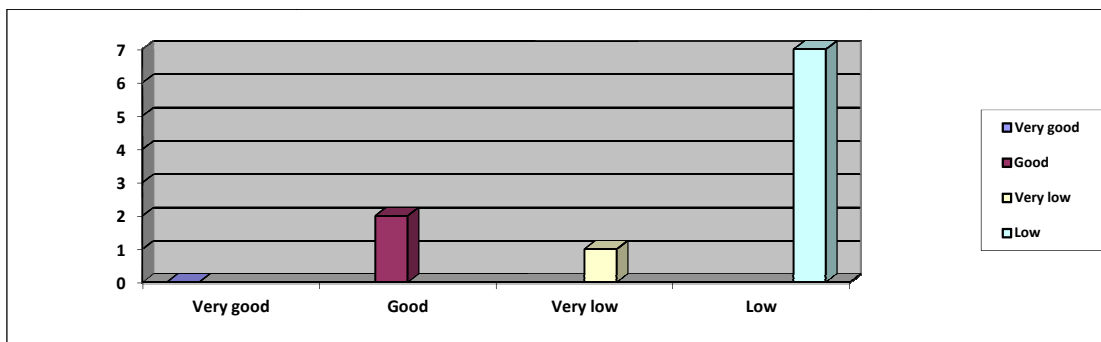


Figure: 3.13: *The students 'evaluation to their level in English.*

Q2: English for Specific Purposes and its necessity as a study:

Students at «Sciences and Technology » faculty study specific English according not only to their fields of study, but also to their academic needs. For example, the academic needs of « Technology of Communication » students differ from those academic needs of the « Optoelectronic » students.

For that reason, the investigator asked the informants if they needed specific English in their studies. So, the majority of the informants answered that they liked studying specific, technical English. The illustrative chart, shown below summarizes the enrolled

students of « Technology of Communication » and their opinion about the quality of English that should be taught to them:

	N / Students	Percentage
*- Agree strongly	09	90 %
*- Agree	01	10 %
*- Not sure	00	00 %
*- Disagree strongly	00	00 %
*- Disagree	00	00 %

Table: 3.11: *The needs to ESP as a field of study to T C students.*

According to what is given in the chart above, 09 students out 10 answered with « agree strongly », their percentage was 90 % , and 01 student out of 10 responded with «agree », ESP was needed in his / her study, with a rate of 10%. All in all, all the students confirmed that specific English was needed in their studies because they dealt with scientific terminology. The result was a large demand to an over-generalization to English for Specific Purposes to the scientific and the technical fields of study. In addition to that, no one of the informants answered with « not sure, or disagree strongly, or disagree ».

Q 3: The present scientific, technical English is serving English for Academic Purposes EAP or not:

The researcher asked the informants about the content of the English course, its quality and if that content was serving the academic needs of those learners. The participants gave different answers, which can be presented as follows:

	Number of Students	Percentage
*- Agree strongly	00	00 %
*- Agree	01	10 %
*- Not sure	04	40 %
*- Disagree strongly	01	10 %
*- Disagree	04	40 %

Table 3.12: *The students 'point of view about the content of their English course.*

From the chart above, a big dissatisfaction appeared concerning the students' academic needs and the content of the English course that they received. No one of those informants was convinced about what he was taught, because their academic needs were not identified and specified. So, if the ESP teachers identified the academic needs to

their learners, the informants would become satisfied enough with the content of their English courses. Anyway, most of the participants disagreed with their actual English courses. They viewed that no academic needs were set up while having English courses.

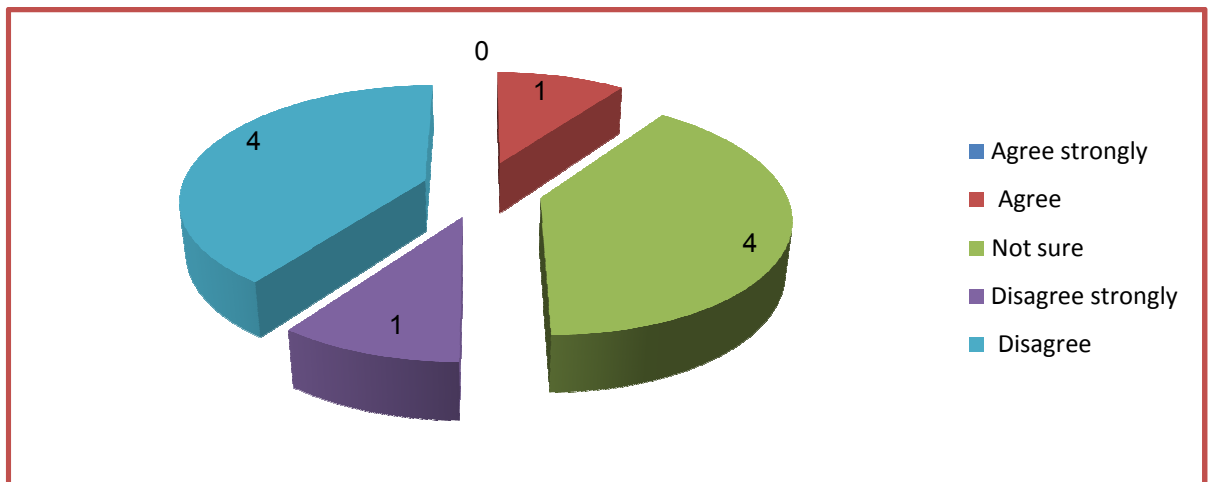


Figure 3.14: *The opinion of the students about the content of their English courses.*

Q4: Adjusting the English course with the academic needs of the « Technology of Communication » students.

The previous interpretation showed that the Technology of Communication students needed specific English that could fulfill their desire of those learners. The investigator asked the same participants if the Scientific English should reflect the core course to the Technology of Communication students. The findings showed that all the informants shared the same idea that the Scientific English course should reflect the core course to those learners .

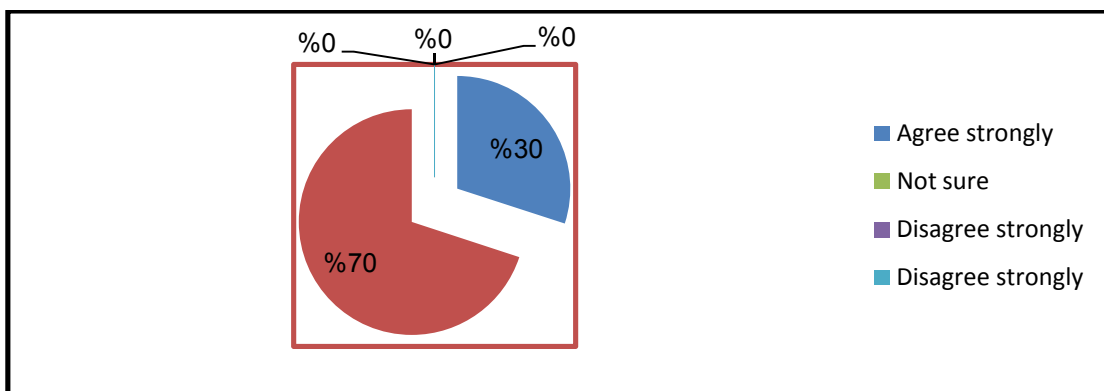


Figure 3.15: *The allowance of the scientific English course to the core course of Technology of Communication students.*

From the pie chart shown in the previous page, 03 students among 10 informants answered with « Agree strongly » with a percentage of 30 % to support the idea given above, and 07 students out of 10 answered with « Agree ». According to them, Specific English courses should reflect their core courses, their proportion was 70 %.

Q5: The elaboration of a course book « English for Technology of Communication»:

The investigator wanted to know if the students of Technology of Communication were in need to a course book that encompassed all the terms and the scientific vocabulary related to their field of study. Really, the answers of those participants were surprising. A total agreement was for intricate textbooks in ESP. The table below confirms students' demand to ESP textbooks:

	N / Students	Percentage
*- Agree strongly	06	60 %
*- Agree	04	40 %
*- Not sure	00	00 %
*- Disagree strongly	00	00 %
*- Disagree	00	00 %

Table: 3.13: *The rates of students seeking English course books in their studies.*

06 students out of 10 answered with « Agree strongly »,while 04 informants claimed « Agree » for the elaboration of a course book of English in their studies. Therefore 60 % for a strong agreement and 40 % for agreeing reflected the desire of these students to perceive such scientific English terminologies based on their needs and their field of study.

Lack of interest from those learners and their carelessness were not only due to the extreme tolerance of their teachers, but also due to the lack of sources, scientific references and course books designed to the students of Technology of Communication.

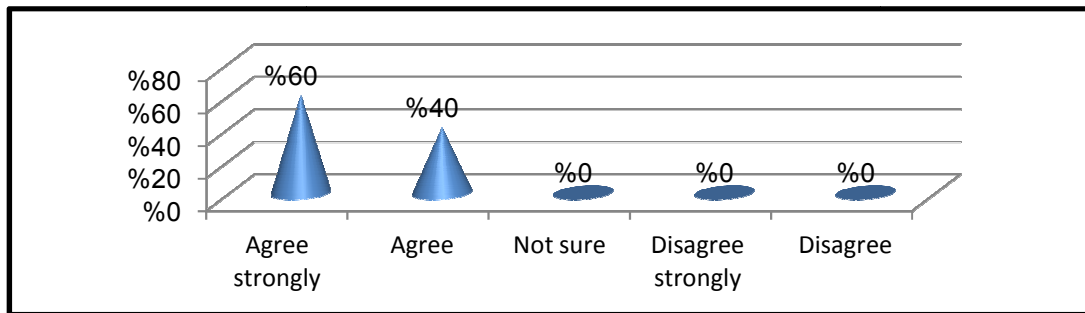


Figure 3.16: *The agreement rate about English course book elaboration.*

Q6: The confronted difficulties while studying English:

The majority of Technology of Communication was facing different obstacles, while having English sessions, to identify these weaknesses. The investigator asked the informants to tick the most common difficulties they faced, and if they had other shortcomings, they could include them. The table below illustrates the different, common problems faced by those learners:

Difficulties	N / Students	Percentages
*-No teaching to general English grammar.	01	10 %
*-No teaching to general English vocabulary.	07	70 %
*-No teaching to specific vocabulary related to the students 'field of study.	07	70 %
*-No practice to Reading as a skill.	04	40 %
*-No practice to pronunciation.	02	20 %
*-No Listening skill practice .	01	10 %
*-No practice to Speaking as a skill.	07	70 %
*-No Writing skill practice.	06	60 %

Table 3.14: *The different difficulties faced by learners while studying English.*

From the chart given above, the students had different difficulties in their teaching-learning processes. So, 70 % of the informants claimed that their teachers did not teach them specific vocabulary related to their field of study. Consequently, they could not cope with the language; they found problems in identifying, and describing such tools or electronic devices because they lacked appropriate lexis. Even, general vocabulary represented another problem toward their learning.

Indeed, the same rate always, 70 % added that they did not practise speaking in the class session. The ESP teachers resorted to Arabic or French from time to time, besides

that these informants failed to speak English because they lacked suitable vocabulary in one side, and in the other side, their teachers did not encourage them.

Moreover, a rate of 60 % the students of Technology of Communication were unable to produce written tasks owing to their deficiency to lexical luggage. They never tried to write any statements or paragraphs, simply, they were not trained to do that. The students concluded that they hated writing.

To sum, in addition to the difficulties which were analyzed, learners met other problems while studying English with different proportions. Thus, 40 % of the students could not read patterns or passages correctly and accurately, 20 % of the informants could not utter and pronounce English words correctly and 10 % of them never tried the Listening skill, they viewed that Listening had no relation with the English that they should study.

3-5- Analysis of the Teachers 'Questionnaire:

The investigator and other three (03) content teachers are parts of the teachers' questionnaires. In addition to that, at the faculty of «Sciences and Technology », there are 06 sections: « Technology of Communication », « Optoelectronics » , « Numeral-Electronic » (Licence) , « Medical Electronics » , « Optical Electronics » « Numeral Electronics » (LMD).

Students in all those fields of studies learn English and 04 teachers supervise them and are parts of this investigation. The researcher gave samples of the suggested questionnaires to the colleagues so as to fill in the blanks and to respond on the questions and after a week, those questionnaires are brought to the investigator, to be analyzed and interpreted.

3-5-1: Analysis of the Question:

As a second step in questionnaires, the researcher analyzes the content ESP practitioners, who supervise the Technology of Communication learners. Their questionnaire is about their grades, their experience in teaching ESP and the integrative skills.

3-5-1 -1– Teaching Situation:

Q1: Status as a teacher, number of students and their levels:

The ESP practitioners supervising the students of « Sciences and Technology » at Moulay Tahar university, Saida were part time teachers , no one of them was a permanent teacher, they taught at elementary and secondary schools . So, all the four teachers had only the (Licence), three of them did not pass a post graduation studies, while the investigator had already subscribed in the higher studies.

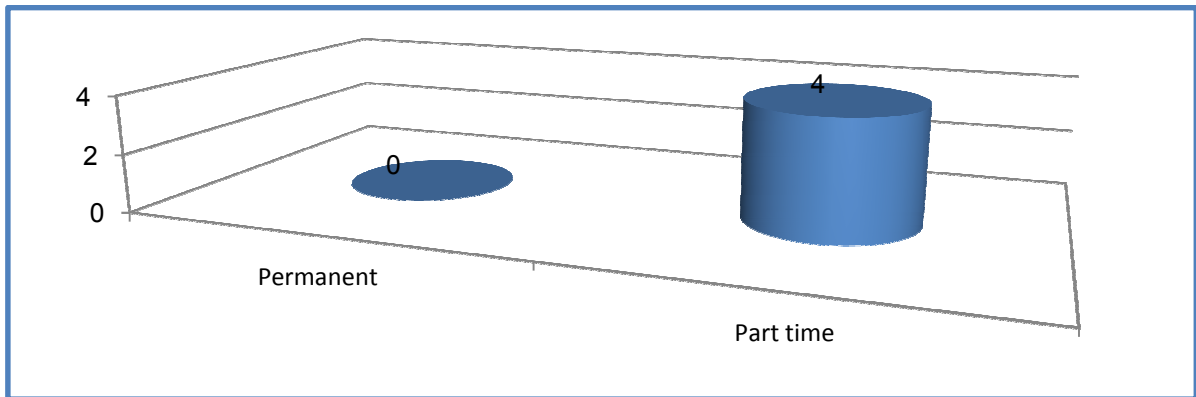


Figure 3.17: *Sciences and Technology’s teachers ‘status.*

Besides that, the numbers of students differed from a specialty to another, for instance , the students enrolled in « Technology of Communication » were 25, whereas those studying « Numeral Electronics » were 07 students in the LMD system, while 3rd Year Licence « Numeral Electronics » were 09 students the « Optoelectronics » were 05 students ,enrolled in the LMD system too, but 3rd Year Licence « Optoelectronics » were 05, however, just 01 student was studying «Medical Electronics ».

Moreover, the ESP practitioners confirmed that they provided their students with the most important structures and the lessons they needed, they agreed that their lessons were purely grammar courses, gaps to fill and so on, they also asserted that their levels were mostly low, lacking knowledge and self –reliance in doing exposés and simple researches, they were beginners and only a minority of them were interested in learning English. The following table illustrates all what was said above:

	Number of Students	Type of studies	Levels
*-« Technology of Communication »	25	Licence	Beginners
*- « Numeral Electronics »	09	Licence	Beginners
*- « Numeral Electronics »	07	LMD	Beginners
*- « Opto – Electronics »	05	Licence	Beginners
*- « Opto – Electronics »	05	LMD	Beginners
*- « Medical Electronics »	01	LMD	Beginners

Table 3.15: *Sciences and Technology students (numbers and levels).*

Q3: The spoken languages in the class sessions:

The researcher questioned the ESP practitioners about the languages that they used while teaching their learners, one teacher claimed that she used only English to transmit the instructions and explain the lessons, while other two teachers declared that they used English and French from time to time to simplify their teaching points to their learners . But, one teacher stated that he utilized English and sometimes in parallel with Arabic, since the latter is more instructive somehow than English.

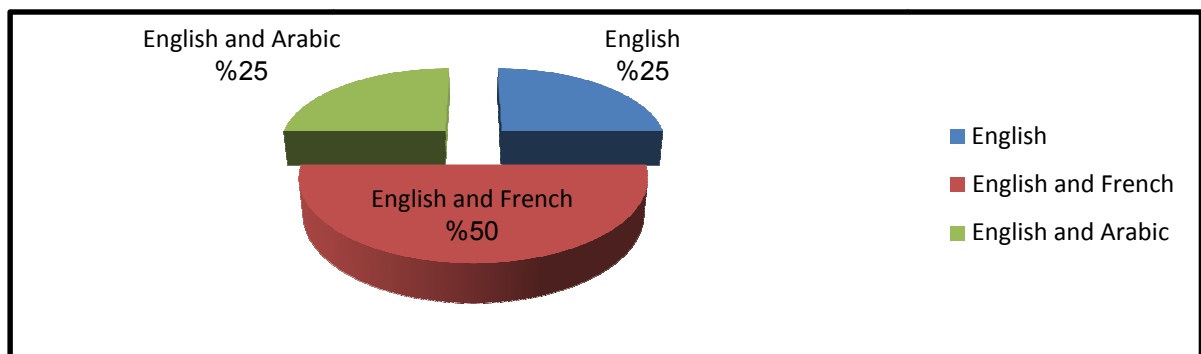


Figure 3.18: *The spoken languages by the ESP teachers while teaching.*

According to what is represented above, just 25 % of the ESP teachers spoke only English to their learners and urged the students to make efforts to interact with their teacher with that language. Meanwhile, 75 % of those practitioners used whether English with French or English in parallel with Arabic. Here, and in this case using two distinctive languages could not enable those learners to improve the English language and even their academic could not be reached since the scientific English was not done and taught appropriately.

3-5-1-2- Teaching Academic English:

Q1: The necessity of scientific English to « Sciences and Technology » students:

The students of « Sciences and Technology » study English as an important foreign language, it is purely scientific, not general English, basing on their academic needs and wants. « Technology of Communication » students are parts of those learners, enrolled at the faculty of « Sciences and Technology ». The researcher, however, asked the ESP practitioners about the reasons of teaching English to those learners, their views were as follows:

	T01	T02	T03	T04
*- to pass English courses.	√	√		√
*- to rely on English in their future careers.	√		√	√
*- to cope with Scientific English.	√	√	√	√
*-to respond to communication tasks.		√		
*-others :.....				

Table 3.16: *Reasons of studying English.* (T = Teachers)

Q2: The importance of the scientific English to the Technology of Communication students:

The research worker passed a question to the ESP practitioners , it was about the scientific English course and its importance to the students of Technology of Communication, the ESP teachers responded positively, 75 % of them answered with « Agree strongly » and 25 % claimed « Agree » to teach scientific English courses to those students and not a general English, the four teacher confirmed that this specific and technical English serve the learners and enable them to reach their academic needs and wants .

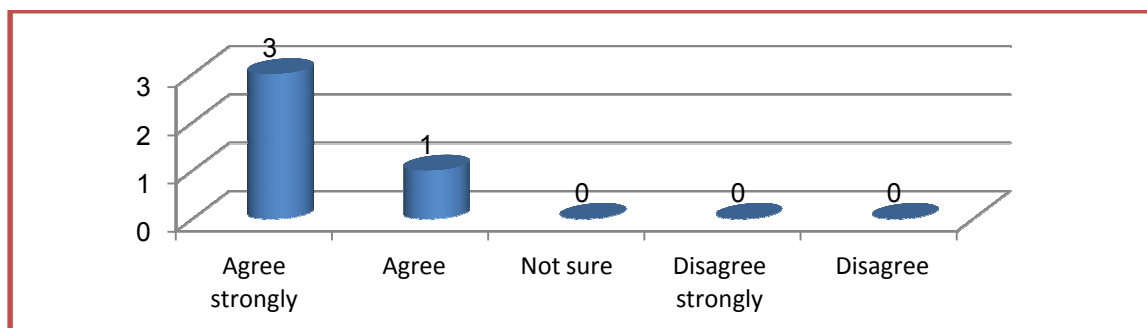


Figure 3.19: *The importance of the scientific English course to the students of Technology of Communication.*

Q3: The content of the ESP course should reflect the needs of Technology of Communication students:

As it had been stated before, the students of Technology of Communication studied English as a supplementary module, this English should be purely scientific and specific, reflecting the needs and the demands of those learners. Consequently, the researcher asked the ESP teachers if their English courses should manifest the needs of their students or not. The ESP practitioners admitted that teaching scientific English to their students was so crucial, that it fulfilled their needs and their wants. 03 teachers answered with « Agree strongly » and 01 teacher said « Agree ». So, all the four teachers were for implementing ESP courses to the students of Technology of Communication, focusing on their academic needs and wants.

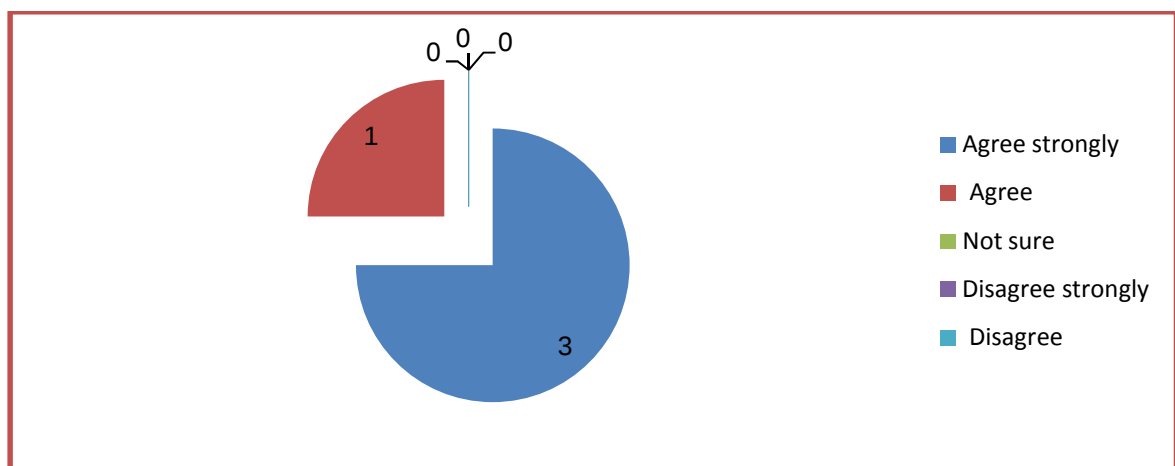


Figure 3.20: *The ESP practitioners' opinion about the content of the ESP courses.*

3-6 – Analysis of the Structured Interview:

Interviewing is a mutual interaction between the interviewer, who is in this case the investigator, and the interviewees who represent the same respondents; the ESP teachers. The interview enables the investigator to rearrange the questions according to the answers, and the ESP teachers develop these questions without restrictions. The interviewees, in this situation are 03 ESP teachers and the investigator too, since he had experimented teaching ESP for a while. To ensure anonymity, the investigator gave symbols referring to the four ESP teachers: (teacher 1 = k, teacher 2 =B.S, teacher 3 = F, teacher 4 =S)The research worker interviewed each respondent alone and then he gathered the data and analyzed it.

3-6-1- Analysis of the Questions:**Q1: Qualifications: university degree, experience in teaching general English, experience in teaching ESP, training before teaching ESP:**

The four ESP teachers held Bachelors of Arts (BA), their experiences in teaching general English differed from teacher to another. So, two teachers had an experience of 03 years, the third teacher's experience was 10 years, while the fourth teacher had an experience of teaching general English 17 years.

Concerning ESP teaching , two teachers had 01 year of experience, another ESP practitioner had experienced ESP teaching for 03 years, however the fourth teacher had taught that for 04 years. About training to teach ESP, the four teachers admitted that they had no training in ESP. The table below resumes all that information:

	University Degree	Experience in teaching G English	Experience in teaching ESP	Training in teaching ESP
Teacher 1.K	B A	03 years	01 year	No
Teacher 2.BS	B A	03 years	04 years	No
Teacher 3.F	B A	10 years	03 years	No
Teacher 4.S	B A	17 years	01 year	No

Table 3.17: *The ESP teachers 'background and profile.*

Q2: The students' numbers in their classes and their levels:

The researcher gathered the data from the respondents , evoking Even their previous teaching experiences in teaching ESP. Concerning the number of the students, the teachers gave different numbers. So, there were 35 learners at teacher K's class , the same number was declared by the teacher BS, while the third teacher stated that the number of the students in his classroom was 40, and the fourth teacher viewed that 25 students were under his supervision.

The ESP teachers argued that their students 'level did not correspond with their status as Technology of Communication students and high level learners. So, three teachers saw that their students as « Beginners », while one teacher said that the students are « Intermediate ».

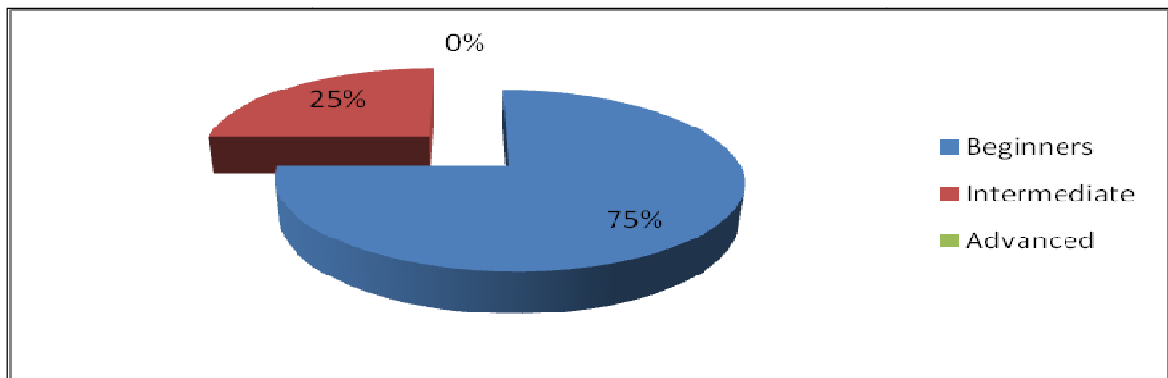


Figure 3. 21: *The students' real level as declared by their ESP teachers.*

Generally speaking, the classes were crowded somehow, the ESP teachers stated that one of the reasons of their students failure was the large number of the students, it could be better if there were 15 or 18 students per class. Indeed, the level of those students was not satisfactory because the classes were crowded, and the students were completely passive and lazy, wasting their time in listening to music and playing games.

Q3: The spoken languages in the classroom session:

The ESP teachers used various languages while communicating with learners, they started speaking English, but when they introduced any instruction or intended to explain or simplify any ambiguity, they resorted to French or Arabic, three teachers used both English and French in their classes, however one teacher spoke English and Arabic. No definite and absolute use to the English language.

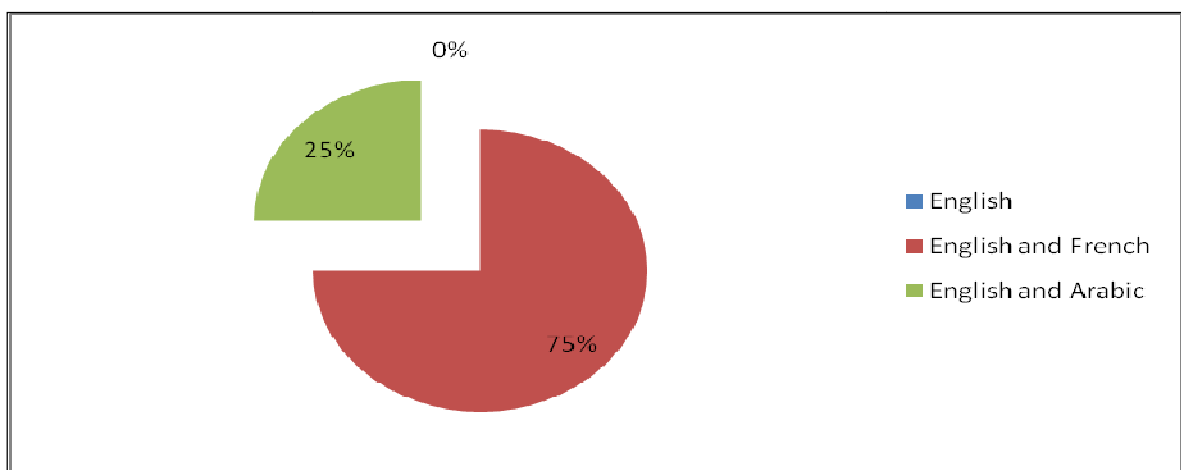


Figure 3. 22: *The ESP teachers' spoken languages in their classes.*

Q4: The difficulties encountered by the students in their courses:

All the ESP practitioners faced difficulties while presenting their courses to their learners, but each teacher identified the those difficulties, which can stated in the following chart :

Teachers	Difficulties
Teacher : K	Lack of vocabulary, grammar and a bad pronunciation.
Teacher :BS	No memorizing, poor writing.
Teacher : F	No understanding to the instructions, lack of coherent English interactions.
Teacher : S	Lack of motivation, serious working, carelessness about English, poor lexis, lack of Confidence and self reliance.

Table 3.18: *The main difficulties and the suggested solutions proposed by the ESP teachers.*

Q5: The role of the teacher's motivation in improving the learning –Teaching Processes:

Motivation is a psychological feature that arouses an organism to action toward a desired goal; it is also the ability of the teacher to stimulate the learners to take part in the learning / teaching process. All the ESP teachers agreed that motivation is an interesting element to involve the learners in the atmosphere of studying, but each teacher had his / her specific style, technique and skills to motivate the student. According to these ESP practitioners, if the students were not motivated enough, their teaching would be effective, and their learners would grasp the knowledge.

Q6: The readiness of the general English teacher to cope with the ESP teaching situation, and the improbable difficulties:

Teaching general English, is not similar to ESP teaching because in ESP, the teacher bases his / her teaching on the learners' needs, or what is known by Needs Analysis, in each field of study, the students study a specific English, that goes with that field of study, and the teacher presents the four language skills , similarly to what is presented in the general English.

The four ESP teachers confessed that teaching ESP advocated special training in that discipline, because of its specific and difficult features, that differ from the general English. The chart below summarizes the claims of the four respondents:

	From general English to ESP teaching situation
Teacher 1 : K	The general English teacher is able to teach ESP, but it is not easy because some difficulties encounter him or her.
Teacher 2 : BS	Considerable efforts are needed to teach ESP since it stands on some tenets and the learners 'needs.
Teacher 3 : F	Special training is needed before teaching ESP, but it is not difficult if the teacher does some efforts.
Teacher 4 : S	ESP teaching is stimulating, differs from general English teaching, the ESP practitioner has to be knowledgeable about not only the students' needs, but also this field of study.

Table 3.19: *The ability of the general English teachers to teach ESP and their claims about ESP.*

Practically, the general English teaching is unlike ESP teaching, because this later is governed by special characteristics like the students' needs , wants and lacks. The ESP teachers face various difficulties when they teach ESP. According to Teacher K: the ESP teachers don't understand what ESP is, they need to be trained in this field. However, Teacher 2: BS claims that the ESP teachers are unable to name engines, or apparatus, those teachers should pave the way to learners to learn by themselves, the teachers need to identify the learners' needs. Indeed, teacher 3: F says that there is distinction between general English and ESP, but the teachers who teach ESP need specialized training in ESP. About teacher 4: S states that ESP differs from general English , the major difficulties are the lack of knowledge, no perception to the ESP principles.

Indeed , all the teachers agreed that the teachers need specialized training in the field of ESP, because the Algerian universities lack qualified, and specialized teachers. The four teachers answered with « Yes », EFL teachers of ESP should have a specialized knowledge depending on their learners ' field of study to be knowledgeable about the needs of the students.

Q7: The skills that the ESP teacher needs to have or to develop:

It is recognized that ESP teaching differs from general English teaching, and the ESP teacher has to be knowledgeable and aware about the students' needs and wants. When the researcher asked the informants about what skills the ESP teacher needs to develop and to have, different answers and views were proposed.

Teacher 1: K claimed that the ESP teacher has to develop the four language Skills (Listening – Speaking – Reading – Writing), and other two participants Teacher 3: F and Teacher 4: S viewed that the ESP instructor has to give much importance to (Speaking –Writing) first and then (Listening – Reading), but Teacher 2: BS added that (Reading and Writing) seem to be more efficient than (Speaking and Listening).

	Language skills priorities
Teacher1 : K	Listening, Reading , Reading , Writing . The four skills have the same priority.
Teacher2 : BS	Reading and Writing are more important than Listening and Speaking.
Teacher3 : F	Speaking and Writing come first than Listening and Reading.
Teacher4 : S	

Table 3.20: *The ESP instructors 'views about the language skills to be developed.*

Q8: the importance of collaboration, team working to improve the quality of ESP teaching:

Collaboration and team working play a great role in improving the quality of teaching ESP, teachers support collaboration because it enables them to exchange ideas, to illuminate the weaknesses, to better their teaching and to present a good image about ESP teaching. All the ESP practitioners reconciled that team working and the internal meetings help them to extend their knowledge and their understanding. Team working leads the instructors to correct their weak points and reinforce their performances.

3-7- Conclusion:

In this chapter, the investigator analyzed and interpreted the students and the teachers' questionnaires, the class observation, and the structured interview. Those three

research tools enabled the researcher to deduce objective and scientific facts about ESP teaching and learners' needs. The outcomes were interpreted qualitatively, statically and analytically. In the following chapter the researcher will shed light on some tentative solutions that concern the ESP as a field of study, the ESP teacher and his role, the ESP student and his needs.

CHAPTER FOUR

A Proposal of Tentative Solutions :

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CHAPTER FOUR: A PROPOSAL OF TENTATIVE SOLUTIONS:

4-1 – Introduction:

In this chapter, the research worker is going to suggest tentative solutions, after exposing and analyzing the semi structured interview and the questionnaires addressed to the students and the teachers. The primary objective is, then to provide an objective and a practical interpretation of the findings issued from the collected data. The investigator exposes the shortcomings of the teaching , learning processes, the negative attitudes of the institution toward the ESP theme, and then giving some suggestions for improvements, concerning the learner , the ESP course, and the ESP practitioner.

4-2- The Shortcomings of the Teaching / Learning Process:

Generally speaking, it was supposed that the students of Technology of Communication studied specific, and scientific English that goes with their academic needs, that is to say the English course that reflects the needs of those learners, and fulfills the lacks of those students. But in fact, the investigator acquainted with unfamiliar specific teaching English. It is general in its form, and random activities in its content.

Theoretically, the enrolled students study ESP, rather than general English, in which the ESP course bases on the needs of the learners, or what is known by « Needs Assessment », it means the ESP practitioner in the four language skills (Listening , Speaking , Reading , Writing) has to tackle his / her courses according to the wants and the lacks of the learners; scientific texts and their tasks, speaking about technologies, inventions and communication.

Practically, the investigator got astonished and dissatisfied from the quality of the English course presented to those students. i.e. timing of the English was not respected neither by the ESP teacher, nor by the learner, both came late, the content of the English course did not match the students' academic needs(see bar graph 3.6 , p 61). Indeed, there was no equal integration to the language four skills. Teachers sometimes presented such skills and often neglected others (see table 3.23, p 91). Besides that, the subdivision of the talking time was not respected too. Teachers monopolized the course's

speaking time .They did not give the opportunities to the students (see pie chart 3.2, p47), even the spoken English was not really implemented as a unique code of teaching. Some teachers used English and French. Others interacted with their students, using English and Arabic, and a rare use of the English language (see pie chart 3.11, p 106)

4-2-1- The Negative Attitudes of the Institution towards the ESP Subject:

In this investigation, the researcher noticed many weaknesses not only in the ESP subject, but also shortcomings in the ESP practitioner's profile, and other secondary factors like the restricted timing, lack of assiduity on the part of both teachers and learners, and so on .

Firstly, this investigation showed that no one of the four ESP teachers is qualified enough to teach ESP, all the four respondents have only the (BA), Bachelors of Arts (see bar graph 3.14 : The ESP teachers ' qualifications , 83).

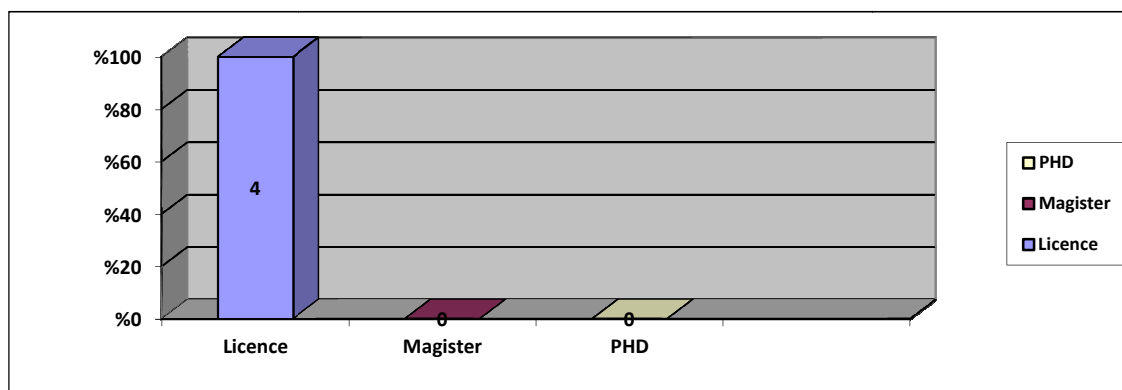


Figure 4.1: *The ESP teachers 'qualifications.*

Besides that, those teachers are not permanent ESP teachers. For example, they teach at Sciences and Technology faculty a year , and the following year, they will be recruited at Social Sciences faculty. As a result, these teachers cannot identify the learners' needs, and even the students cannot collaborate with new teachers, even the idea of changing and replacing ESP teachers each year and sometimes during the academic year is not a wise idea, because the students get perplexed and disturbed.

Secondly, the unavailability of the ESP text books and the official syllabus. The ESP teachers teach their students unplanned teaching points, they do not respect such a syllabus, designed to their learners. Consequently, their aim cannot be attained because

no specific academic needs are identified. Here, the blame is not assumed only by the ESP practitioners, but a big responsibility is that of the Ministry of Higher Education.

The Ministry of Higher education has to elaborate ESP textbooks, ESP dispatches, ESP syllabi, and ESP curricula. These elaborations are efficient due to many reasons:

- The ESP curricula enlighten the ESP teacher what to present to his / her students and how to perform the ESP courses.
- The ESP textbooks enable both teachers and students to be involved in the learning / teaching processes.
- The ESP course book facilitates ESP teaching to the teacher, it also helps the ESP practitioner with the amount of the input, and gives various choices of texts, tasks to the ESP practitioner.
- ESP elaboration makes ESP teaching and learning urgently needed and amazing.

Thirdly, as it has been stated before , teacher's mobility is another challenge toward ESP improvement because the ESP practitioners are not permanent teachers. They move teaching from a faculty to another. Here the quality of ESP teaching will not be good, and the students' needs will not be identified too. Indeed, this mobility prevents the ESP practitioner from performing his / her role appropriately. According to Anthony (1998) who quotes Dudley Evans (1988):

« The true ESP teacher or ESP practitioner is supposed to perform different roles . These are: (1)Teacher, (2) Collaborator, (3) Course designer 4, and Material provider, (5) Re searcher and (6) Evaluator ».

The given definition states the ESP teacher's role and features. These roles will not be attained and performed properly , if there is no continuity in teaching in the same settings. Therefore, mobility affects the learner and the ESP practitioner at the same time.

4-2-2: Pedagogical Considerations:

The content of the ESP course does not convene with the demands of the Technology of Communication students, because it is not effective, not instructive and of course, not objective.

Pedagogically speaking, the four language skills should be integrated in the content of the ESP courses. According to what the investigation noticed, there is no legal implication of the four skills in the ESP teaching. So, teachers relied on some skills and neglected others , while other teachers do not tackle those skills at all.

The Four Skills		Percentages	Ranking
	Speaking	40 %	01
	Writing	30 %	02
	Reading	20 %	03
	Listening	10 %	04

Table 4.1: *The language skills ‘ranking and importance according to the ESP practitioners.*

The ESP teachers at Saida university stressed two integrative skills rather than the other two language skills , the following graph confirms what has the investigation found out:

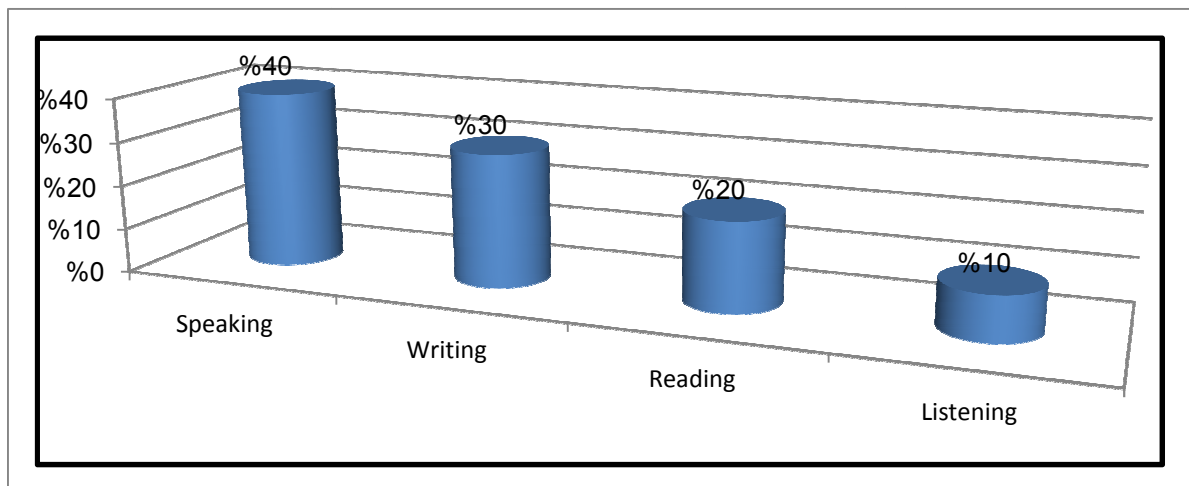


Figure 4.2: *The ESP teachers’ subdivision to the language skills according to their teaching priorities.*

Similarly, the students of Technology and Communication do not care about the four skills and their integrations in their learning, they see that some skills are more important than others, and such skills should be omitted from their learning because they do not understand them in one side and on the other side they think that these skills are not instructive. They do not help them in their studies.

Language Skills	Ranking	Percentage
*- Speaking	1	40 %
*- Reading	2	30 %
*- Writing	3	20 %
*- Listening	4	10 %

Table 4.2: *The ranking of the four skills according to their importance and their stimulation.*

In addition to that, the ESP teachers do not give equal importance to the integrative language skills. These learners based on Speaking and Reading, rather than Listening and Writing. The following graph interprets the students' perception to those integrative language skills:

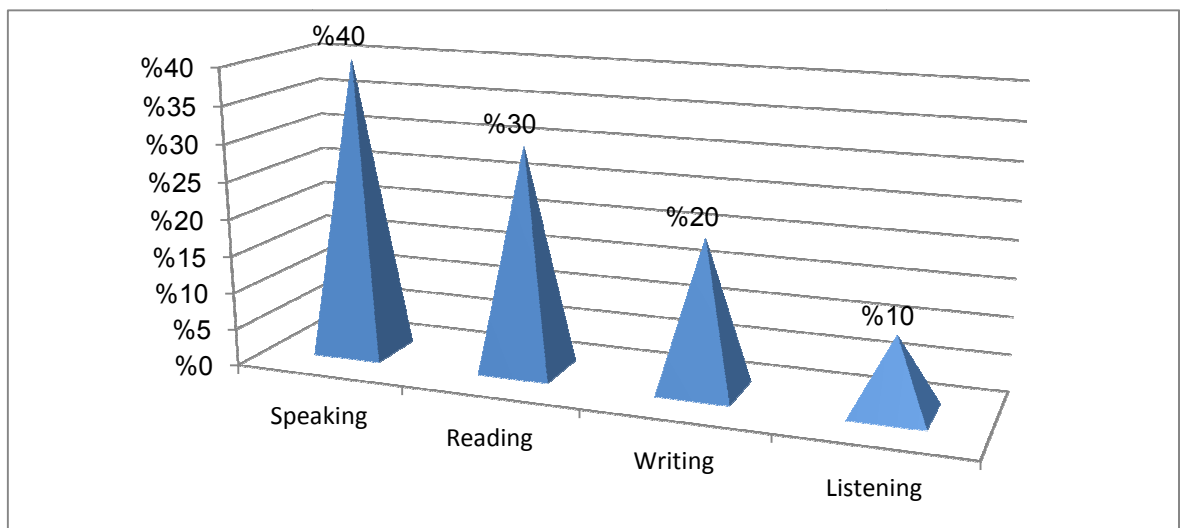


Figure 4.3: *The students' priorities to the language skills and their ranking.*

4-2-3: Conclusion:

To sum up, the investigator shed light on the drawbacks that is related to the teaching –learning processes. The negative points encountering the ESP teaching subject like the negative attitudes toward the ESP subject in one side and on the other side, the carelessness of both teachers and students about the four language skills.

4-3- Suggestions for Improvements:

The researcher in this stage suggests some solutions so as to overcome the shortcomings encountered while analyzing the attained data.

4-3-1- Introduction:

After investigating the ESP teaching / learning situation at the faculty of «Sciences and Technology », identifying the shortcomings , the weaknesses in the ESP subject, and analyzing the attained data, it is necessary to propose some tentative solutions for the sake of eradicating the negative attitudes in ESP teaching and learning processes, and improving the quality of students' perceptions and teachers' performances.

4-3-2- The Pre-requisite of an ESP Practitioner:

The ESP teaching – learning process can not be improved, unless serious remedies and radical changes are taken into account. One of the effective factors that should be given much importance, is the ESP practitioner since he or she is the source of knowledge, and instruction provider. Therefore, prerequisite measures have to be seen in that ESP teacher, he or she should be knowledgeable, an experienced enough not only in EFL teaching, but also in ESP subject too, that practitioner is supposed to pass sufficient training in teaching ESP, in order to be able to identify the students' needs, to master the ESP courses, themes, and teaching points. Indeed, that ESP practitioner should play a determining role in teaching ESP, by adapting effective criteria, which can be resumed as follow:

- ❖ Class management: The ESP practitioner should manage his or her class in a good way. This practitioner has to perform his or her role properly, according to the teaching – learning situation he or she is exposed to.
- ❖ Seriousness in teaching and assiduity: The ESP teacher has to be in the views of the learners, that practitioner should master his or her class, by creating a stable and a calm atmosphere of learnability and teaching at the same time. This atmosphere cannot be realized, unless the ESP teacher is punctual and serious while teaching.

- ❖ The good command of the ESP subject : It is not easy to teach in general, and in special ESP, because a sufficient knowledge must be possessed , and this requires an interesting training in ESP, to get a good information about ESP teaching. Besides that, that good command advocates the integration of the four language skills while teaching ESP and not to favour skill than another.
- ❖ Timing: the time devoted to teach ESP at the tertiary level is not adequate, so one hour and a half per week is really brief to present a part of a skill , and sometimes just two tasks and here if there are no retardations from the teachers, because it is noticed that the course sometimes starts after 15 mns, it means at 13 :45 mns. Therefore, it's high time legislators reviewed timing suggested to teach ESP.
- ❖ Team teaching and collaboration: ESP teachers should work in groups, so as to better the quality of teaching, this technique helps both experienced ESP practitioners and beginners too, since both refresh their ideas, team teaching weakens difficulties encountered during teaching. Add to that collaborative work, done by teachers can be positive on their learners, more simplified, more instructive and more wide ranging.
- ❖ Improving the ESP teaching : Teaching EFL or ESP needs authentic materials. The ESP practitioner should use audio-visual aids in his or her teaching like recordings, films, pictures, documentaries, charts, figures, the internet, data show. the use of the ICT technology and the audio-visual aids make teaching stimulating, authentic. These techniques arise learners' motivation and their awareness to follow their instructors.

- ❖ The good relationship between teachers and students: One of the successful factors in teaching, is the good relationship between the students and their instructors. This intimacy should be built on the mutual respect, by creating a friendly atmosphere in the classroom. Teachers ought to be open-minded. They need to discuss with their learners, mainly in their field of study, and how to learn ESP because the comments and the discussions are another effective technique, which contributes to enhance the quality of teaching and learning.

4-3-3-The Change in the Students ‘ Attitudes towards English Teaching:

The investigation demonstrates the students’ inattentiveness to the courses which they are provided to them. The researcher discovers that the enrolled students in the Technology of Communication field are not motivated, they do not collaborate in the teaching – learning process. During the investigation, the research worker notices many negative points, which can be resumed as follow:

- Lack of interest on the part of the students, the learners do not give importance to their English courses, they consider that language as a supplementary subject compared to Maths or Physics.
- Lack of assiduity and punctuality, some students often come late, they do not attend their lectures in time.
- The students’ reliance on their mother tongue while communicating with their teachers. They do not pay the minimum effort to speak English or even to utter simple terms in English. They rely too much on Arabic.

Practically, the students of Technology of Communication give a negative image about the status of ESP learning, like lack of interest and assiduity. As a result, those learners have to change this bad attitude, otherwise they will not reach their academic needs in the field of communication. The researcher, then suggests some solutions for the sake of changing this attitude:

- ❖ The good management of the ESP class, the teachers of ESP have to perform their roles perfectly and appropriately by giving importance to their learners, assessing their works, organizing the way they give answers to tasks, instructing them and so on.
- ❖ Implementing the idea of studying the foreign languages in general, and English in specific because this idea stimulates the learner and helps in changing his or her attitude toward English learning.
- ❖ Sensitizing the students about the necessity of English learning in their careers .
- ❖ Encouraging the students to speak English even they make mistakes because « Practice makes perfect » .
- ❖ The effective interference of the ESP practitioners to combine and link the students ' primary subject , their field of study with the ESP subject.

4-3-4- The Change in ESP Course:

As it has been shown in the investigation, there were no ESP courses, designed to the students of Technology of Communication, even those learners expressed their dissatisfaction about the content of their ESP courses, because the so called courses do not reflect their needs.

There is no agreement about the quality of the English course , presented to these learners, all what was taught to the students grammar activities, verbs to put in the past tenses. The teachers do not provide their learners with topics and texts that go with their field of study, the situation is really dramatic.

As a matter of fact, there should be a change in the content of the ESP course, which should be objective, stimulating, reflecting the needs of the learners because the rupture and the huge gap is in the ESP course and its content.

In addition, the current overall design of the course is poor and not sufficient

since it does not cover the four language skills with their various tasks and their aims, (see figure 3.2 , p 53) and (see figure 3.5 , p 60). Thus, the current course design does not meet the students' academic needs, and the students' failure is due to the inadequacy of the course content.

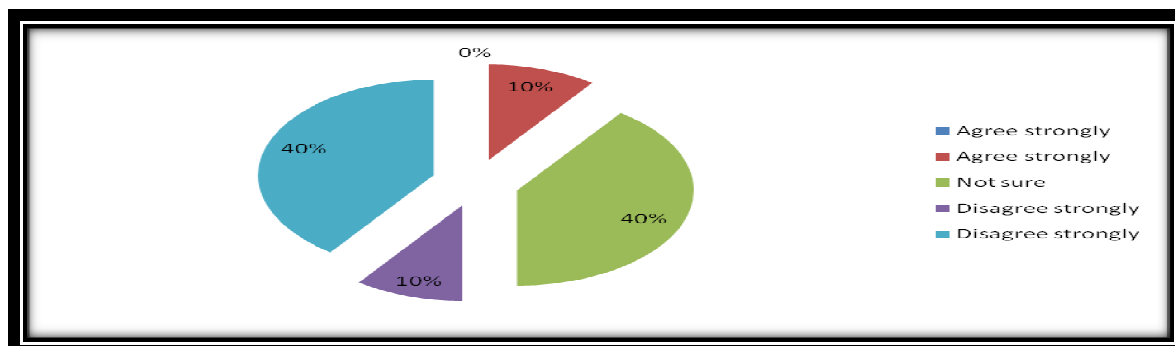


Figure 4.4: *The students' views about the content of the current ESP course design.*

Accordingly, the ESP course design has to be reviewed and renewed to meet the students' academic and specific needs, it has to cover all the four language skills, it has to be simplified and well elaborated. The contents of the texts should stimulate both the teacher and the student, the topics and their functions have to be purely scientific, texts about communication, technologies and the latest inventions like satellites, phonographs, radios, telephones, and other engines.

Besides that, the students' timetable has also to be reviewed too, because both learners and ESP practitioners complain about the time devoted, to the English session. So, one hour and a half per week is really insufficient to study English. Therefore, the students recommend extending the timing, devoted to study ESP subject.

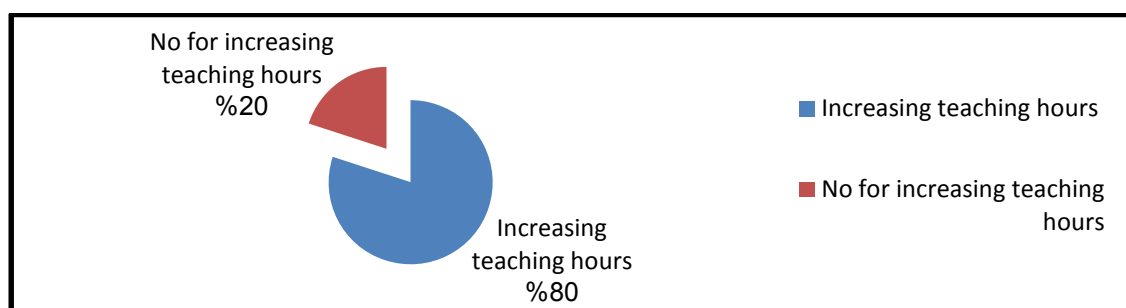


Figure 4.5 : *The ESP students ' opinion about timing devoted to ESP sessions .*

According to Belcher (2004) ESP is an attempt to help learners accomplish their academic and occupational needs and goals. Farhady (2005:10) proposes a list of theoretical underpinnings which are inherent in ESP as being based on learner needs, being goal directed, serving a utilitarian purpose, relating in content to a certain discipline, having the possibility in focusing on a particular language skill, following the prefabricated methodology, paying attention to the instructional contexts and finally the learner and teachers' characteristics.

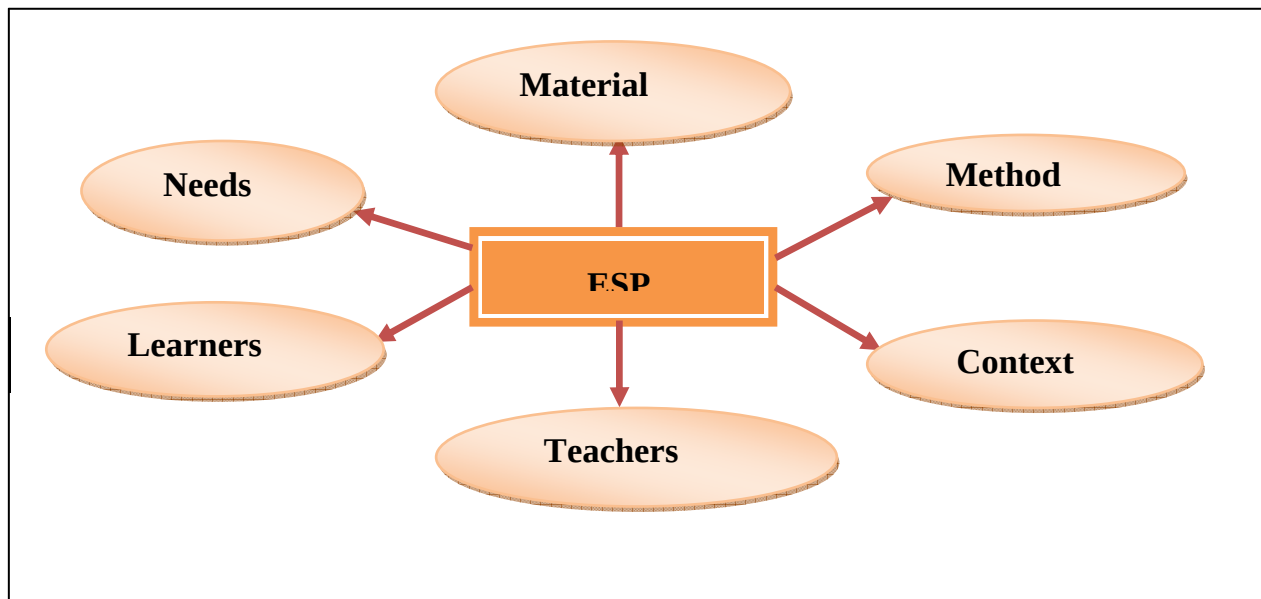


Figure 4.6: *Parametres of an ESP course . (extracted from : ESP, Volume 10,2011)*

4-3-5- The Role of the Institution:

To improve the ESP teaching and learning process, it is better to review the institution proposed by the Ministry of the Higher Education, this institution should cover the basic needs of the learners in each field of study. So, designed textbooks have to serve the students, including the four skills with their tasks, the receptive skills tasks and the productive skills tasks .

Furthermore, this institution is aimed to help the language teacher with the parametres or the bases of the ESP subject; the instructor , the learner, the context of the ESP course, the ESP authentic material that match the needs of those learners and the suitable methodology.

Moreover, the availability of the six elements of the ESP subject advocates a serious interest from the legislators and the educators to review the timetable , the

timing devoted to the ESP course, besides the size of the classroom, and the number of the students.

To sum up, the implementation of an effective ESP institution does not only increase the learners' motivation to learn English, but also foster the enrolled students' learning and achievement. A successful institution advocates the collaboration of the notes below :

- Using up-to-date materials are more stimulating and instructive .
- The content of the texts should be interesting and relevant to the ESP students' needs .
- ESP books should be elaborated to sensibelize learners about the field of their study in one side , and on the other side to learn targeted subject that meets their specific and academic needs .
- The student's basic English needs should be given much importance by improving the learner's general proficiency while teaching a specialized English.
- The level of the ESP book should match the student's level of proficiency .
- Given the time allocated to ESP classes (one hour and a half), it is difficult and sometimes impossible to cover the real academic needs of the learners.
- Learners ' communicative competences and their abilities should be developed according to what is presented to them as ESP courses.

4-3-6- The Role of the ESP Course:

The ESP course is the link that gathers The ESP practioner and the learner. The ESP course is the third major step in the ESP teaching / learning processes. This ESP course should comply with the learners' academic needs . According to Carter (1983) the ESP course stands on three major feature : a) authentic material, b) purpose-related orientation, c) self-direction.

For Dudley -Evans '(1997) authentic learning material should be feasible, while Purpose-related orientation refers to the simulation of communicative tasks required of

the target setting. Finally, self-direction is characteristic of ESP courses in that the «... *point of including self-direction ... is that ESP is concerned with turning learners into users*” (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study. Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

Indeed, an effective ESP course typically exploits some samples of authentic language use and encourages genuine communication; its content is relevant to the students’ purposes of learning and their needs to be highly specialized; the material presented there, is more or less up-to-date and concentrates on developing the skills necessary for the students’ efficient functioning in the target language in their professional surroundings.

Eventually, a good ESP course should prepare learners for using the language in real-life situations by setting tasks that are likely to occur in their professional environment. This ESP course must be built on and extends the foundations for accurate communications.

The ESP course must extend the learner’s grammatical, lexical and functional skills and cover the public, educational and occupational skills. As a model, the ESP course should include Basic Learner’s Vocabulary, Basic Grammar, Diagnostic Tests, Introductory Course, and Achievement Tests to Introductory Course, Student’s Book, and Teacher’s Manual, and Tests to Student’s Book, Workbook, Sci-Tech Text Reader, Audio-Visual Aids and Final Tests.

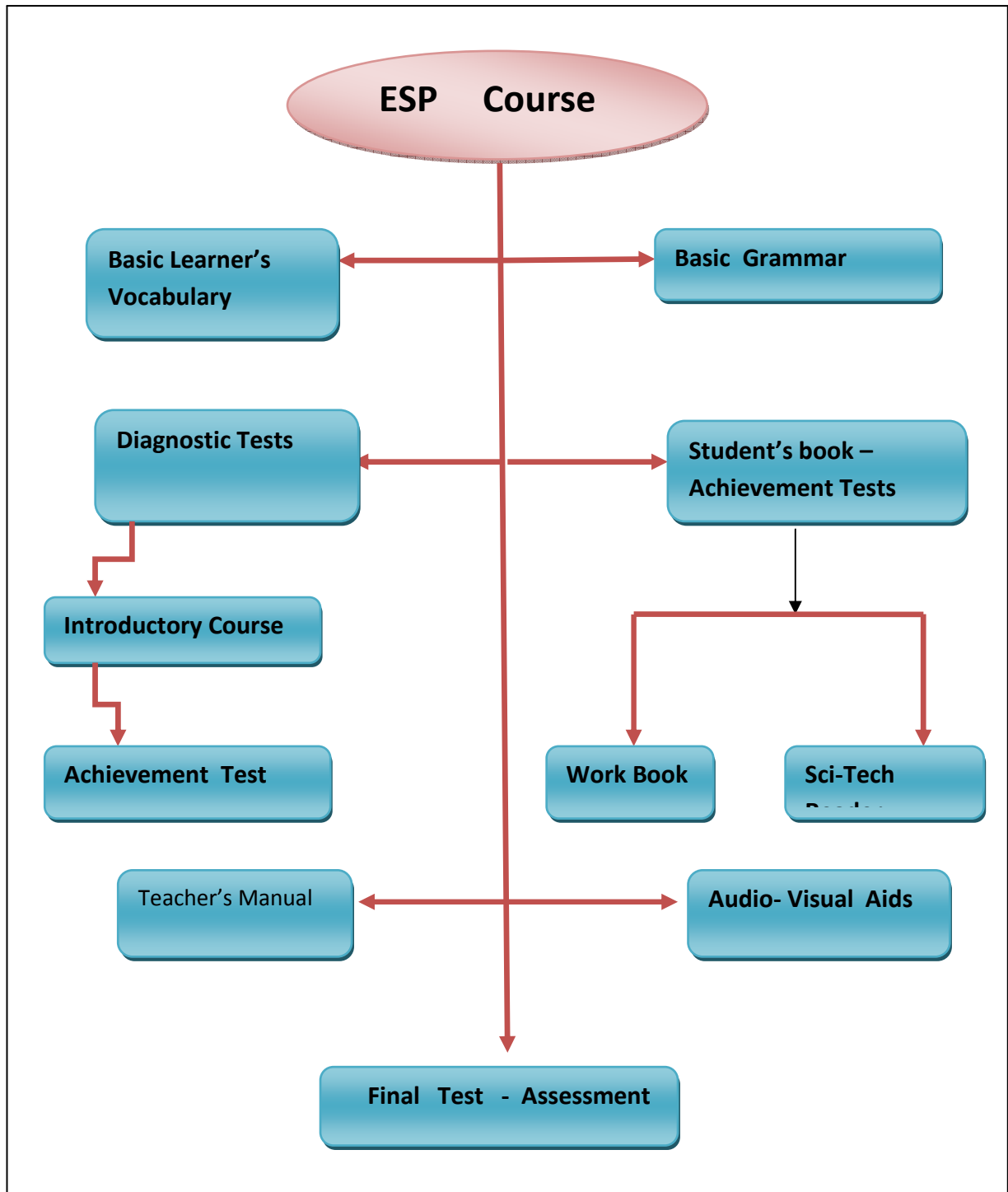


Figure 4.7: *ESP course and its complex components.*

4-3-7- The Role of the ESP Practitioner:

The teacher whether in EFL or in ESP is considered as an important partner in the teaching process, this instructor is the bridging gap between the ESP subject, the

ESP syllabus and the student.

ESP teaching differs from General English teaching. (Hutchinson et al 1983: p53) assert :« *In theory nothing , but in practice a great deal* ». The ESP practitioner focuses in his teaching on the learners basic needs. The aim of ESP teacher is not only to meet the learners' specific needs in the field of particular discipline but also to provide satisfying learning background (Designing course, setting goals and objectives, selecting material etc.)

ESP or EFL teaching needs training, before starting teaching ,because the pre-teaching stage contributes to promote the teacher 's skills, and helps to extend the knowledge of that educator .

Most of the researchers who are concerned with assessing the progress of ESP teaching, relate the failure of ESP courses to the lack of training. According to Valdes (1986 : 103):

« *A better command of the target language by the teacher is a necessary but not a sufficient condition . Teacher training includes an important element of methodology , classroom observation , materials trial and development , and so on* ».

The ESP practitioner is the knowledge provider , he or she is the educator, the assessor, the controller,the organizer, the facilitator,the director and the orienting, (Dudley Evans , 1988).

Hutchinson and Waters (1992) stress two roles differ between 'ESP' teacher and 'General English 'teacher. Beside the typical duties of classroom teacher, ESP teacher "deals with needs analysis, syllabus design, materials writing or adaption and evaluation," they see «ESP teacher's role in one of many parts.» (Hutchinson and Waters, 1992, p 157).

The other aspect refers to training ESP teachers which was not covered as much so teachers of ESP have to «*orientate themselves to a new environment.* » (Hutchinson and Waters, 1992, p 157).

In addition, the ESP teacher must be knowledgeable, that instructor should have qualifications, since he / she is a source of knowledge, that practitioner had better possess

a specialized knowledge, aware about the language, he or she wants to teach, and conscious about the pedagogical competences.

The ESP teacher should base in his or her teaching on the learner specific needs. That ESP practitioner has to manage his class in a good way. Besides his or her qualifications, the ESP teachers should be pedagogically competent, knowledgeable, having a sufficient communicative competence, and linguistically aware of the useful target language. That practitioner should be also a teacher, a collaborator, a course designer and a material provider , a researcher and an evaluator (Swales , 1988) .

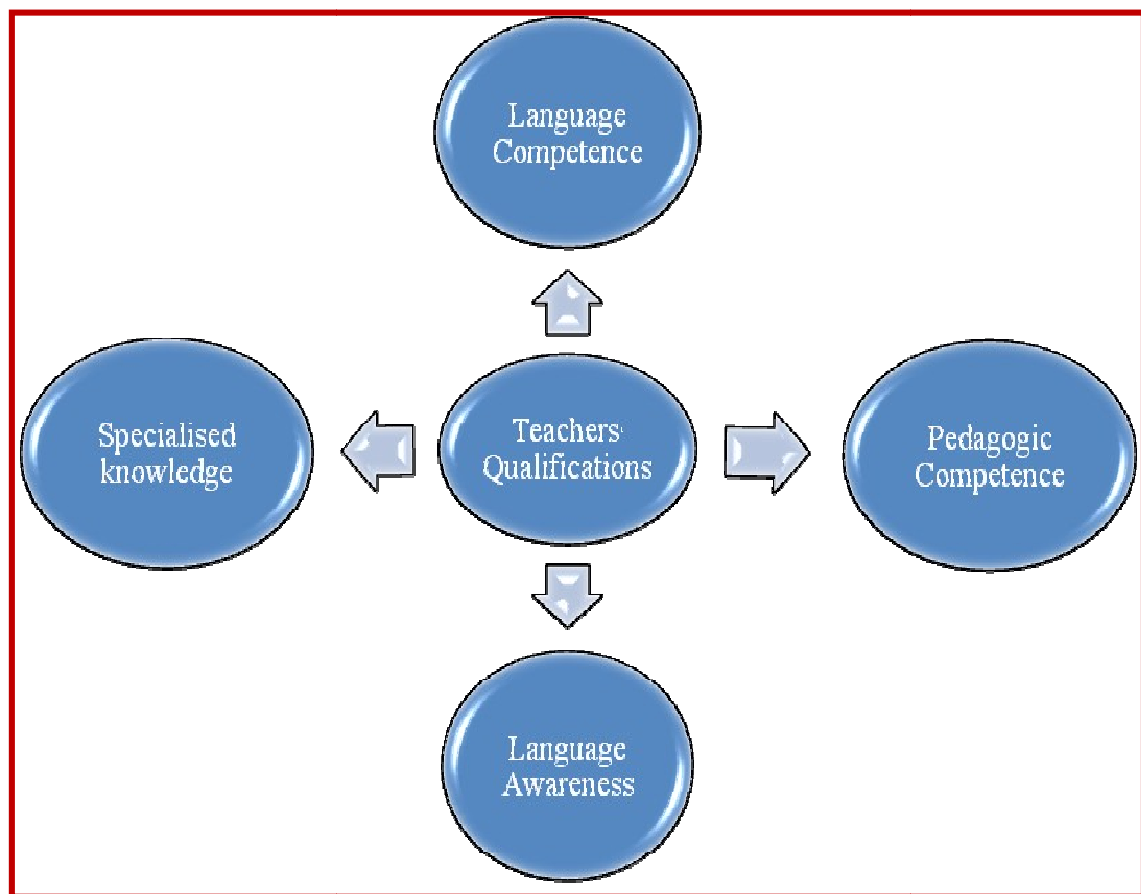


Figure4.8: *Teachers' Qualifications. (Adapted from Thomas 1993).*

Tony Dudley Evans and St John (1998) define five key roles for the ESP practitioner: teacher, collaborator, course designer and materials provider, researcher and evaluator. The role of «teacher» is in fact the same as a role of «General English teacher». The role of «collaborator» is connected with working (collaborating) with specialists to meet the specific learners' needs and collaboration here , advocates

«Team Teaching ». That means all the ESP teachers collaborate, exchanging ideas about their teaching, and how to improve it. Sometimes, team teaching is not possible, therefore ESP teachers can collaborate with their learners (Johns et al , 1988).

The ESP teacher is an artist, a creator, he or she designs courses according to the learners' specific needs and their wants, using authentic materials. That ESP instructor is a «researcher» in his or her field ; educates, adapts and adopts courses that fit the learners. The role of « course designer » and « materials provider » is the same in both, ESP and General English courses; to provide the most suitable materials in the lesson to achieve set goals. «Researcher's » results find out if the choice of materials meets learners' and teachers' expectations.

The role of « evaluator » is very important in the whole learning process. It is necessary to inform students about their progress in their language learning that is why giving feedback is an inevitable part of each activity. The ESP educator assesses the works of his or her activities, being objective , encouraging the learners to learn the ESP courses . (Laurence Anthony, 2007).

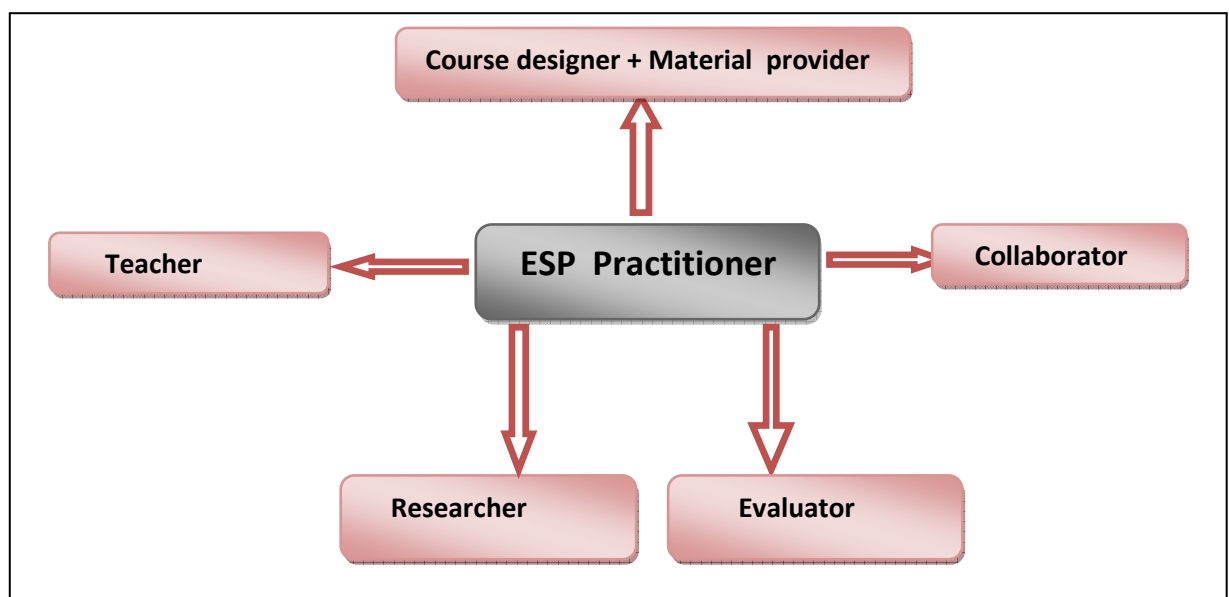


Figure4.9: *The ESP practitioner's different roles.*

Eventually, the ESP practitioner's responsibility stands on major elements, which can be resumed as follow:

- ❖ **Setting goals and objectives:** To design a syllabus with a realistic goals and arranging conditions for checking and evaluating students' achievements. One of the goals and objectives will be choosing and later evaluating appropriate and relevant language skills.
- ❖ **Organizing courses:** After setting goals (long-term aims) and objectives (short-term aims); these aims should be transformed into an instructional program with the timing of activities. Selecting, designing and organizing course materials as well as providing relevant language skills and elements are of great importance in this case.
- ❖ **Creating a learning environment:** Teachers have to take advantage of their skills for communication and mediation in order to create a learning environment. This is because students acquire language when they have opportunities to use language in interaction. Teachers as a reliable source and model have to transfer their skills to their students to enrich the learning environment , in order to do so , teachers should :
 - Listen carefully to the students.
 - Give them feedback.
 - Build the learners' self-confidence to communicate
 - Focus much more on the language skill they need.
- ❖ **Evaluating the students:** Teachers should evaluate students to identify their problems and find solutions to them. As a result, on the basis of evaluation, teachers show them the right way so as to progress.

4-3-8- The Role of the ESP Learner:

The ESP learner is the targeted element in the teaching – learning process because all the ESP approaches, their methods, their techniques, the ESP syllabus, the

ESP courses are all set up to fit and to enhance that learner's perception, aiming to meet his or her academic needs.

The ESP student comes to the class with a specific focus for learning, a subject matter knowledge and well-developed adult learning strategies. So, ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions.

The ESP as a subject, concentrates more on language in context. It covers subjects varying from accounting, technologies, business management, tourism. The ESP focal point is that English is not taught as a subject separated from the students' real world, instead. It is integrated into a subject area important to the learners. Indeed, the four skills in EFL are stressed equally, taught in the same level, but in ESP what matters is the student's needs analysis that determines which language skills are needed by the learners.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study.

To sum up, the ESP learner the stock of knowledge and the vital box of the ESP courses. This learner also shares a part of that responsibility in the field of ESP teaching and learning processes, the student's responsibility depends on three factors :

- ❖ **Focus for learning:** People learn a language when they have opportunities to work with language in a context that they comprehend and find it interesting. Accordingly, ESP is a powerful means for providing such opportunities. The more interesting materials, the more attention; the more learners pay attention to the meaning of the language they read or hear, the more they learn and are successful.
- ❖ **Subject matter knowledge:** ESP learners are generally cognizant of the purposes for which they will need to use English. Having oriented their education toward a specific field, they see English training as

complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of ESP classroom. As a result, they take advantage of what they have already known about the subject-matter to learn English. The more meaningful and real context, the more interest and accordingly the more successful learning.

❖ **Adult learning strategies:** Learning strategies are those skills learners have already developed in using their native language. These strategies definitely will make learning easier. They permit them to learn faster and more efficiently.

4-3-9- Conclusion :

In the fourth chapter, the investigator exposes the shortcomings encountered while undertaking that investigation like the drawbacks of the teaching – learning process, the negative attitudes of the institution and then some pedagogical considerations. In the suggestions for improvements, the investigator suggests to change the ESP course, the ESP practitioner 's and the learner 's attitudes toward the ESP subject. Then, the researcher emphasises on the role of the institution, the ESP practitioner, the ESP learner in improving ESP teaching and learning processes.

GENERAL CONCLUSION:

In this humble research, the researcher investigated the academic English language needs of the students enrolled in « Technology of Communication » field of study, at the faculty of « Sciences and Technology », university of Saida. The participants studied English without specific purposes, there were neither lessons set out, nor designed goals attained.

The most important notion in this work was needs assessment, or what is known by «Needs Analysis ». Identifying learners' academic needs were first introduced by Brown in 1995, who pointed out that developing any curriculum in the learners' studies that meets the students' needs is a crucial step in ESP. Besides Jordan's brilliant ideas in learners' academic needs, there are other scholars who made interesting contributions in this field of EAP and needs analysis, such as Munby (1978), Chambers (1980), Kennedy and Bolitho (1984), Hutchinson and Waters (1987), Ritcherich and Chancerel (1987), Robinson(1987), Jordan (1997).

In this study, the investigator focused on three major factors; the first one is, the Target Situation Analysis (TSA), Munby (1978). The second factor is, the Present Situation Analysis (PSA), Chambers (1980), while the third factor is, the Academic Needs Analysis (ANA), Hutchinson and Waters (1987). The three scholars and their factors concentrated on the following taxonomy; the « Target Needs » «TA » and the « Learning Needs » « LA », in which target needs are what the learners need in order to function successfully in the target situation, whereas the learning needs are what the learners need to do in order to meet the target needs.

The present situation analysis (PSA) deals with the investigation of learners' weaknesses or lacks, (Dudley Evans 2001: 133). The target situation analysis (TSA), also known as the objective needs analysis (ONA), looks into the requirements of the language use in the contexts where the course participants are likely to have to operate in English. The learning or subjective needs analysis (LNA) examines the course participants' perceptions of what the course should be like. In addition, in order to ensure the successful realization of the needs analysis results in the course syllabus, a means

analysis should be also conducted. The aim of the means analysis is to provide insights into the target teaching situation that allow the development of learning programs which are responsive to and capable of fitting in harmoniously with local conditions (Tudor 1996: 133).

As it has been said before, this work attempted to determine the academic English language needs of the target group by considering a wide range of audiences as defined by Holliday and Cooke (1982), Brown (1995), Jordan (1997). This research was also conducted with the guiding perspective provided by the Target Situation Analysis concept of Hutchinson and waters (1987). In order to determine the target situation in which the students will need to use English, the investigator was guided by the questions of « Why is the English language needed? How will the English language be used? What will the content areas be? Who will the learner use the English language with? Where and when will that language be used? » (Hutchinson & Waters, 1987: 59).

This study was conducted to investigate the learners' needs, to ascertain the enrolled students of Technology and Communication's needs, lacks and their necessities. Therefore and in order to answer the entire researcher's question a descriptive and an empirical researches were undertaken.

It is vital to indicate the position that each member of the participants occupy in the English teaching /learning processes. Firstly, the enrolled students of Technology of Communication expressed an urging demand of English with its varied forms. These learners however considered learning English is strictly for a utilitarian objective. The same learners required pure scientific English that reflects their needs and their wants.

The ESP teachers in their turns were also a part of those processes of English language teaching and learning. Those ESP practitioners were supposed to suggest authentic ESP texts for their learners, by presenting all the four integrative language skills (Listening – Speaking – Reading – Writing), for the sake of involving the learners in the ESP learning process, basing on their academic needs. But in fact, things went wrong, no punctual teachers, no permanent ESP teaching in that faculty and sometimes

in the mid of the academic year, those ESP teachers moved to another teaching job since they were part time practitioners.

Although ESP courses are in great demand nowadays, designing one is not an easy task for teachers who have not received any formal training in this area and for whom the whole concept of ESP and its teaching methodology can be rather vague. Exactly such a case was the underlying motivation for writing the present thesis, which attempted to define the nature of an ESP syllabus, meeting the Technology of Communication academic needs at Saida university.

ESP teaching at Saida university should have some radical changes, embracing the ESP teaching / learning processes, the ESP practitioners' attitude, the learners' attitude toward ESP learning, the course design.

Firstly, the ESP teaching and learning processes need to be reviewed, estimated and valued. The investigation asserted shortcomings in ESP teaching. Both participants (ESP practitioners and the enrolled students) complained from a lack of authentic ESP input, therefore a lack of interest in studying English was shown on the part of the learners.

Secondly, the ESP teachers did not devote a considerable awareness while teaching ESP, due to many reasons, they were not permanent in their professions, they were not formed in teaching ESP, they did not know what the concept ESP meant.

Thirdly, learners in their turns did not pay any attention to study English, They asserted that English was just a supplementary subject, they were not punctual in their attendance to their classes.

Fourthly, a deficiency in ESP teaching was noticed at the faculty of « Sciences and Technology ». The ESP practitioners presented just grammar tasks; conjugating verbs, lexis activities like matching words with equivalents or with opposites. No innovation in teaching, no motivation led the enrolled students to learn and then to perceive English. On the other side, the unavailability of an ESP textbooks perplexed the ESP teachers and their learners.

The findings in this dissertation were not satisfactory because of the shortcomings exposed above. Thus, the quality of English presented to Technology of Communication students did not meet those learners' academic English needs and wants. As a matter of fact, serious measures should be set up and taken into consideration, so as to create a good ESP teaching / learning atmosphere, stimulate the learners, awakening their awareness toward ESP theme, and estimate the role of the ESP practitioner.

The implication of the ESP approach (textbooks, syllabi, courses) advocated the collaboration of all the partners: the Ministry of Higher Education, the ESP practitioners, the learners. The investigator, after a short inquiry at the faculty of «Sciences and Technology» (shortcomings and findings) proposed the following outlined remedies:

- Using up-to-date materials are more motivating.
- The content of the texts should be interesting and relevant to the ESP students' needs both before and after graduation.
- ESP books should be elaborated, reflecting the learners' academic needs, beneficial to the teachers and the learners at the same time.
- The students' basic English needs should be valuable. So, if the students' general proficiency was improved, they would have less difficulty in dealing with specialized English too.
- Designing ESP curricula and syllabi that meet the learners' academic needs.
- Timing should be reviewed, fitting the learners' acquisition and learning to English teaching.
- Sensibilising the enrolled students about the importance of English in general and more specifically the ESP approach.
- Using audio-visual aids, films, documentaries, electronic devices which are relevant to the students' majors are both motivating and informative.

Eventually, needs analysis is carried out to examine the students' weaknesses and lacks in using English in their academic studies. Though needs analysis plays an important role in curriculum development, many higher learning institutions still lack awareness on the part of the Ministry of the Higher Education, the ESP practitioners, and the learners. Based on literature, very few studies have been conducted to find out the EAP needs among the tertiary students.

Finally, this analysis entitled « An investigation Into Students English Language Academic Needs» at the faculty of «Sciences and Technology » has shown shortcomings rather than advantages, concerning ESP teaching. This investigation has brought more questions than answers. As a result, it is high time consistent researches and interesting studies would be necessary to overcome the difficulties of the English for Specific Purposes to Technology of Communication in special and the Sciences and Technology learners in general.

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- 4- Paul Robertson and Roger Nunn, «*Students' Motivation to Learn English at the Tertiary Level* ».Asian EFL Journal, Volume 9, Number 1. The Asian EFL Journal Quarterly March 2007, Volume 9, WWW. Asian-esp-journal .com 2009.
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Appendices :

Appendix 1-: Class Observation:

Ministry of Higher Education:

Faculty of « Sciences and Technology ».

Section of « Technology of Communication ».

Academic Year: 2011- 2012.

Class Observation Form :

The Observer:

.....

Teacher:

.....

The Observed Points :

- Teacher's qualification:
.....
- The presented lesson:
.....
.....
- The students :
 - *- Number:
 - *- Motivation:
.....
 - *- Punctuality:
.....
 - *- Collaboration:
.....
 - *- Perception:

-
- Timing :
.....
 - Attendance :
 - *- Teachers :
 - *- Students :
 - Comments and Remarks :
.....
.....
.....

Questionnaires:

1- A Questionnaire Administered to Students.

2- A Questionnaire Administered to Teachers.

Appendix 2- : Questionnaires (Students vs ESP Teachers) :

1- A Questionnaire Administered to« Technology of Communication students » :

My name is Slimane LAKhdari , I am preparing for my thesis of « **Magister** » in Applied Linguistics , specialty : « **English for Specific Purposes .** ». My humble research is entitled:

« *An Investigation Into Students Academic English Language Needs* » at the « Sciences and Technology » faculty , university of Moulay Tahar , Saida .So ,in this research , I am doing an analysis about English language needs for the« **Technology of Communication** » students , who study English for Scientific Purposes . To obtain the necessary information , I would request that you respond to the questionnaire below meticulously .

This information will help me to determine the English language needs of the students in the Technology of Communication field.

Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study .

Thank you for taking the time to answer the questions fully and thoughtfully.

Mr: Slimane Lakhdari .

ESP researcher, Moulay Tahar university , Saida .

Questionnaire Administered to Technology of Communication students:

I - Integrative Language Skills:

I-1- The importance of the four language skills:

Question: Which language skill (s), do you consider very important?

	Important	Very important	Not important
*- Listening			
*- Speaking			
*- Reading			
*- Writing			

I-2-A -Listening:

Question 01: How well do you understand spoken English?

- a- Well
- b- Very well.
- c- Not well.
- d-Not very well .

Put ticks (√)

Question 02: Do you think listening comprehension is needed in studying English?

- a- Very important
- b- Important
- c- Not important.

Put ticks (√)

Question 03: Which of the listening tasks, do you find most stimulating? (You can choose more one answer by putting ticks (√))

- *- Filling in charts with suitable information. (....)
- *- Answering comprehension question. (.....)
- *- completing dialogues after listening to passages. (.....)
- *- Gap filling with the supplied words . (.....)
- *- Acting out short dialogues after listening to them. (.....)
- *- Others, please specify
-
-

I-2-B-Speaking:

Question 01: How well, do you speak English?

- a-Well
- b-Very well.
- c-Not well.
- d-Not very well l.

Put ticks (√)

Question 02: Do you think that speaking in English can help you in your studies?

- a- Very important
- b- Important
- c- Not important .

Put ticks (√)

Question 03: Which of the following speaking skills in English do you think are important for you to be successful in your studies ?(You may choose as many options as you want)

- | | Put ticks (√) |
|---|---------------|
| *- Being able to use efficient presenting techniques in English. | (.....) |
| *- Being able to know all the technical and scientific terms. | (.....) |
| *- Being able to conduct interviews. | (.....) |
| *- Being able to join discussions about computing and technologies | (.....) |
| *- Being able to solve improbable problems concerning the computer system. (.) | |
| *- Other , please specify , | |
| | |
| | |

I-2-C-Reading:

Question 01: How well do you read in English?

- a-Well
- b-Very well.
- c-Not well.
- d-Not very well.

Put ticks (√)

Question 02: In general, how important is it for you to read in English in order to be successful in your academic English courses ?

- a-Very important
- b- Important
- c- Not important .

Put ticks (√)

Question 03: Which of the following themes, do you prefer to read about and can help you in your academic English needs ?

- | | Put ticks (√) |
|---|---------------|
| *- Course materials. | (.....) |
| *- invention and discoveries . | (.....) |
| *- Devices related to technology . | (.....) |
| *- New trends in communication . | (.....) |
| *- Difficulties while using engines and instruments . | (.....) |
| *- New technological inventions in communication . | (.....) |
| *- Other , specify please | |
| | |
| | |

I-2-D – Writing:

Question 01: How well do you write in English?

	Put ticks (√)
a-Well	
b-Very well.	
c-Not well .	
d-Not very well.	

Question 02: In general, how important for you to write in English in order to be Successful in your academic study in technology and communication?

	Put ticks (√)
a- Very important	
b- Important	
c- Not important.	

Question 03: Which of the following writing skills in English do you think are important to be a successful learner ? (You may choose as many options as you want)

- | | Put ticks (√) |
|--|---------------|
| *- Writing short articles about instruments , tools and apparatus. | (.....) |
| *- Note-taking . | (.....) |
| *- Writing reports on small projects . | (.....) |
| *- Writing correct emails and other messages . | (.....) |
| *- Writing CV's or resumés . | (.....) |
| *- Other, please specify | |
| | |

III - Qualitative, scientific English, its importance and time lengthening:

Question 01: Should English Language teaching be more qualitative?

YES	NO

Question 02: Do you think English in your studies should be purely scientific?

YES	NO

Question 03: Do you consider English as an important language for your studies?

YES	NO

Question 04: Do you consider that timing in English language teaching should be lengthened?

YES	NO

Question 05: According to you, should the teaching hours be increased per week?

YES	NO

IV – Scientific English language needs :

Question 01: How do you evaluate your level in English?

a- Good	
b- Very good	
c- Low	
d- Very low	

Question 02: Do you think English for scientific purposes is needed in your studies ?

	Put ticks (✓)
a- agree strongly	
b- agree	
c- not sure	
d- disagree strongly	
e- disagree	

Question 03: Is the present scientific, technical English course design serving your academic English language needs?

	Put ticks (√)
a- agree strongly	
b- agree	
c- not sure	
d- disagree strongly	
e- disagree	

Question 04: Should the content of the scientific English course you receive reflect the content of the core courses at « Sciences and Technology » faculty ?

	Put ticks (√)
a- agree strongly	
b- agree	
c- not sure	
d- disagree strongly	
e- disagree	

Question 05: Do you think that there should be a course book in the scientific English courses for Technology of Communication students ?

	Put ticks (√)
a- agree strongly	
b- agree	
c- not sure	
d- disagree strongly	
e- disagree	

Question 06: When you face difficulties during studying English, What do you think The reasons are? (You may choose as many answers as you want) :

Put ticks (√)

- *- We were not taught General English grammar (.....)
- *- We were not taught General English vocabulary (.....)
- *- We were not taught specific vocabulary related to our subject (.....)
- *- We did not have enough practice in reading English (.....)
- *- We did not have enough practice on pronunciation (.....)
- *- We did not have enough practice in listening (.....)
- *- We did not have enough practice in speaking (.....)
- *- We did not have enough practice in writing (.....)
- *- Other, please specify.....

2- A Questionnaire Administered for Content ESP Teachers :

My name is Slimane LAKhdari, I am preparing for my thesis of « **Magister** » in Applied Linguistics, specialty: « **English for Specific Purposes.** » My humble research is entitled :

« *An Investigation Into Students Academic English Language Needs* » at the « Sciences and Technology » faculty , university of Moulay Tahar , Saida . So, in this research , I am doing an analysis about English language needs of the « **Technology of Communication** » students , who study English for Scientific Purposes . To obtain the necessary information, I would request that you respond to the questionnaire below meticulously .

Thank you for taking the time to answer the questions fully and thoughtfully .

Mr: Slimane Lakhdari.

ESP researcher, Moulay Tahar University , Saida.

A questionnaire Administered to the Technology of Communication teachers:

***Please Mention the Faculty:**

I- Background and Profile :

1-Qualifications:

Question 01: What is your qualification?

Licence ☐ Magister ☐ PhD ☐

Question 02: How have you been a General English teacher?

Years

Question 03: How many years have you been teaching ESP?

Years

Question 04: Have you had any specialized training before teaching ESP?

Yes ☐ No ☐

II- Teaching Situation :

Question 01: What is your status as a teacher?

Permanent ☐ Part-time ☐

Question 02: How large are your classes?

Number of students

Question 03: What is the level of your students?

Beginners ☐ Intermediate ☐ Advanced ☐

Question 04: Which languages do you use in classroom?

English and French ☐

English and Arabic ☐

Only English ☐

III- Teaching Academic English :

Question 01: Why do your students of Technology and Communication need English in general ?

- a- to pass their English courses .
- b- for their future career .
- c- to cope with computing language .
- d- to respond to communicative tasks .
- others , please specify
-
-

Put ticks (√)

Question 02: Is the scientific English course important for Technology and Communication students while preparing for their careers?

	Put ticks (√)
a- agree strongly	
b- agree	
c- not sure	
d- disagree strongly	
e- disagree	

Question 03: The content of the English course should reflect the needs of the Technology and Communication students.

	Put ticks (√)
a- agree strongly	
b- agree	
c- not sure	
d- disagree strongly	
e- disagree	

Question 04 : Which of the language skills , do you consider the most important ?

	Put ticks (√)
a- Listening.	
b- Speaking.	
c- Reading.	
d- Writing.	

IV- Language Skills :

A-Listening :

Question 01: How well do your Technology of Communication students understand

spoken English ?

- a-Well
- b-Very well.
- c-Not well.
- d-Not very well .

Put ticks (√)

Question 02: Which of the following listening skills in English, do you think is / are?
important for Technology and Communication students to be qualified
enough in scientific English ?

Put ticks (√)

- *- Being able to know the components of such instruments . (.....)
- *- Being able to solve improbable problems related to technologies .(.....)
- *- Being able to name and identify means of communication . (.....)
- *- Being able to respond to emails and other messages . (.....)
- *- Being able to cope with communication and technologies. (.....)
- *- Other , please specify
.....

B - Speaking :

Question 01: How well do you think your Technology of Communication students are
able to speak English to be good language speakers ?

- a-Well
- b-Very well.
- c-Not well.
- d-Not very well .

Put ticks (√)

Question 02: Which of the following speaking skills in English is / are important for
Technology of Communication students in order to be skillful enough in
interacting in any situation ?

Put ticks (√)

- *- Being able to use efficient presenting techniques in English . (....)
- *- Being able to ask and answer questions in any contextual situation . (....)
- *- Being able to teach technologies to other learners in the future . (....)
- *- Being able to chat with others via the net . (....)
- *- Other , please specify
.....

C-Reading :

Question 01: How well do you think your Technology of Communication students are able to be able to read in English to be good language users ?

- a-Well
- b-Very well.
- c-Not well.
- d-Not very well .

Put ticks (✓)

Question 02: Which of the following, do you think the Technology of Communication students need to be able to read and understand English ?
(You may choose many possible answers as you want).

- *- Textbooks or course books related to their field of study . (.....)
- *- Reference books related to communication . (.....)
- *- Materials which you may encounter while using them. (.....)
- *- Catalogs related to the instruments and its devices . (.....)
- *- Magazines and pamphlets about technologies and machines . (.....)
- *- Graphs , charts and tables . (.....)
- *- Other , please specify
.....
.....

D -Writing :

Question 01: How well do you think your Technology of Communication students have to be able to write correct and coherent English according to their needs ?

- a-Well
- b-Very well.
- c-Not well.
- d-Not very well .

Put ticks (✓)

Question 02: Which of the following writing skills in English, do you think is / are?
important for Technology of Communication students to be talented enough
in their field of study ?(You may choose more than one option)

- *- Note-taking . (.....)
- *- Writing descriptive passages about the instruments and their devices . (.....)
- *- Writing emails and chatting messages . (.....)
- *- Writing CV's or résumés . (.....)
- *- Writing reports and other technical projects . (.....)
- *- Writing contributions in local and international magazines about
technology and the latest inventions . (... ..)
- *- Other, please specify
.....

A Structured Interview:

Appendix-3 : A Structured Interview (ESP Teachers) :

An Interview for ESP practitioners :

***Please Mention the Faculty:.....**

I- Background and Profile :

1-Qualification:

Licence ☐ Magister ☐ PhD ☐

2-How long have you been a General English teacher?

Years ☐

3-How many years have you been teaching ESP?

Years ☐

4-Have you had any specialized training before teaching ESP?

Yes ☐ No ☐

II- Teaching Situation :

1-How large are your classes?

Number of students ☐

2-What is the level of your students?

Beginners ☐ Intermediate ☐ Advanced ☐

3- Which languages do you use in classroom?

English and French ☐

English and Arabic ☐

Only English ☐

III-Difficulties

1-What difficulties do your students encounter while undertaking the English course ?

.....
.....
.....
.....

2-How do you help them overcome these obstacles ?

.....
.....
.....

3-Do you think that teachers' motivation is an essential element in the teaching/ learning process?

.....
.....
.....

4-Is the General English teacher prepared to cope with an ESP teaching situation?

.....
.....
.....

5-According to you, what are the difficulties General English teachers of ESP faced?

.....
.....
.....

6-Should EFL teachers of ESP have a specialised knowledge depending on their learners' field of study?

Yes ☐ No ☐

Why?

.....
.....
.....

IV-Solutions and Recommendations :

1-What skills do ESP teachers need to have or develop?

.....
.....
.....

2-According to you, how can collaboration and team-teaching help the

EFL teacher to improve the quality of the ESP teaching process?

.....

.....

.....

Glossary:

Ability: the quality of being able to perform; a quality that permits or facilitates learning , achievement or accomplishment.

Assessment: an evaluation to learners' output and oral or written production, it has to be done objectively with neutrality .

Awareness: a personal ability to do things consciously, learners need to pay an absolute attention while studying English .

Communication: a speech act between two interlocutors or more, advocates the sender and the recipient and the message (productive Receptive interaction).

Communicative Competence: a cognitive act, it is the speaker's ability to interact appropriately in different communicative situations.

Competence: the quality of being adequately or well qualified physically and intellectually.

Course: a series of designed and targeted instruction and an imparted education designed to specific learners .

Curriculum: an integrated course of academic studies, it is the aggregate of courses of a study , given in a learning atmosphere .

English for Specific Purposes (ESP): specific English purely scientific implemented to fit the needs of specific group of learners .

English for Academic Purposes (EAP) : a field of study , derived from ESP, designed to meet specific needs of learners like English for Technology of Communication learners .

Fluency: the quality of being facile in speech and writing, it is also Skillfulness in speaking or writing.

Implementation : the act of implementing (providing a practical means for accomplishing something); carrying into effect, it is also The act of accomplishing some aim or executing some order.

Investigation: it is a systematic inquiry by setting goals to localize shortcomings in any field , mainly in the learning or teaching processes .

Learning: the cognitive process of acquiring skill or knowledge, presented by teachers or instructors .

Likert-Scale: a way of generating a quantitative value (numeral) to a qualitative questionnaire (e.g. : Very good- Good- Bad – Not very good)

Needs Analysis: it is also known by Needs Assessment. Needs analysis is the corner stone of ESP and leads to a focused course.

Perception: the representation of what is perceived; basic component in the formation of a concept.

Syllabus: an integrated course of academic studies, designed by an organization or a ministry .

إن تدريس اللغة الإنجليزية لأغراض علمية يكتسي أهمية بالغة و ذلك لتحقيق متطلبات طلبة التخصصات العلمية و التقنية . إن ما دفع الأستاذ الباحث لاستقصاء و التحري في حقيقة هذا النمط من تدريس اللغة الإنجليزية. نظريا , إن تدريس الإنجليزية للتخصصات العلمية و التقنية يختلف تماما و تدريسها مثلا لطلبة اللغة الإنجليزية كتخصص ,حيث أن تدريس الإنجليزية لأغراض علمية أو تقنية يخضع لشروط و مكتسبات تتماشى و احتياجاتهم و متطلباتهم أثناء مرحلة الدراسة الجامعية أو التكوين أو حتى أثناء ممارسة لوظائفهم. ما لوحظ أثناء البحث و التحقيق في تدريس هذا النمط من تدريس اللغة الإنجليزية قصور في التدريس ,انعدام للمناهج الدراسية المتخصصة في تدريس الإنجليزية , عدم توفر لكتب جامعية و تكوينية لفائدة هذه الفئة من الطلبة كذلك عدم توفر أساتذة متخصصين في تدريس هذا النمط من الإنجليزية لأغراض علمية . وعلى هذا الأساس وجب تفعيل دور تدريس الإنجليزية لأغراض علمية و تقنية و تحسيس الطلبة بدورها سواء أثناء الدراسة أو بعد التشغيل .كذلك يجب استحداث كتب ومناهج في هذا النوع من تدريس الإنجليزية.

Résumé :

Anglais pour objectifs scientifiques est un autre domaine d'étude , qui est différemment enseignée aux étudiants ou bien aux travailleurs utilisant l'anglais dans leurs formations et leur vie professionnelle .

La recherche nous a montré que l'enseignement de l'anglais pour des objectifs scientifiques et techniques nécessite un encadrement spécialisé dans le domaine , une réforme qui touche les programmes , les manuels et la mentalité des apprenants , ainsi que une formation spécialisée pour l'ensemble des encadreurs et les enseignants , juste pour bien améliorer la qualité de l'enseignement de l'anglais pour objectifs scientifiques ou techniques .

