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Title:

**Giving more Voice to The Novice: An Investigation into English
Language Learners' Needs
The Case Study of First Year LMD Students at the Department
of English Language and Literature/ Saida University**

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Dedications

At the mercy of God and His grace

I would like to dedicate this dissertation to my dear family.

To my brother Cherifi Belmokhtar for his unconditional support.

To my friend Boudouaia Azzeddine for his precious advice.

To my soul mates Khatir Assam and Baouche Amara.

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To my colleague Hedjam boujemaa.

Abstract

This piece of research is concerned with adopting an ESP approach in order to investigate 1st year English language learning needs for improving students' academic achievements. It aimed at defining the learning needs of freshmen students as to their learning preferences at the department of English language and literature in Dr. Moulay Tahar University in the academic year 2018-2019. The participants were thirty students and a group of teachers of the chosen level. The researcher administered a questionnaire to seven teachers and an interview to four teachers, whereas students were required to fill a questionnaire. This study revealed the most prevalent learning styles, which were kinaesthetic and auditory learning styles as a major learning styles and visual learning style as minor learning style among first year students. It highlighted the qualities of a good EFL learning context, by taking students' needs and expectations into consideration. This research work revealed that freshmen students needed more student-centred teaching approach where students have a word to say, and where teachers are integrating ICT to set motivational atmosphere. The current research work aimed at establishing suggestions and recommendations for teachers to adjust their teaching method to freshmen students' needs. In addition, it retrieved external factors that might help teachers to maximize learning opportunities. Through adopting an ESP approach, the researcher was able to extract some crucial recommendations that were proposed to help improving EFL leaning conditions and teaching methodology.

Key Words: EFL, ELT, ESP approach, Learning style, Students' needs.

List of Abbreviations

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EGAP: English for General Academic Purposes

EGP: English for General Purposes

ELT: English Language Teaching

ESP: English for Specific Purposes

ICT: Information and Communications Technologies

LMD: Licence, Master and Doctorate

NA: Needs Analysis (Assessment)

PLSPQ: Perceptual Learning Style Preference Questionnaire

PSA: Present Situation Analysis

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General Introduction

General Introduction

The dominant status of English among all languages and the wide spread of its use all over the world paved the way for researchers to advocate more research on how English should be taught. Academic field was not an exception from the dominance of English Language, hence, the ease of accessibility of information to all individuals. Among Higher education, a phenomenon has been noticed among the new entrants to University, especially those who study English as a Foreign Language (EFL) due to the shift from common core/general studies to the specialized branch. A number of hindrances occurred which hamper the development of EFL students' efficiency. In order to attain the learners' positive status towards learning English, there must be a process that highlights the students expectations according to their academic level, motivation status and teachers strategies, in another words, teachers must know their students' perspective on teaching/learning conditions to improve academic achievements and fulfilment of teacher's satisfactory.

i. Statement of the Problem

When observing the occurrences and the circumstances of language learning settings, it revealed a discrepancy of the learning modality of students with the input provided by teachers, this case of mismatch hamper students and learners from better understanding of courses and hinder the process of language learning, therefore an investigation of the above factors should be adopted. The actual phenomenon was observed and specified among freshmen students who are highly recommended to be thoroughly treated to obtain the academic purposes behind studying English language at university, which is not implemented .The main reasons behind conducting this topic of research were based on the following:

- The new entrants to the university have had a tremendous transition from a secondary school environment to the specialised studies.
- The distinction between the teaching methods adopted by every single teacher at university to that used by secondary school teachers.
- The variety of modalities and types of learning styles among first year students
- The need for taking a research to highlight the learning styles and students preferable learning conditions.

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Therefore, all what were mentioned above increase our interest in investigating what the keys to a good language learner are? and what are his/her characteristics?

ii. Aims of the Study

The main aim behind this study is to adopt an ESP approach in investigating the academic needs of freshmen students in English language learning in which it may reveal:

- The prevalent learning styles among new entrant students and the methods needed to benefit first year English language students.
- The role of external parameters in developing EFL learning.
- Translate the research outcomes into suggestions and recommendations for teacher and highlight suitable EFL learning conditions.

iii. Research Questions and Hypothesis:

Based on what have been already mentioned above, questions were raised to accomplish the research consistency:

- What are the prevalent learning styles among first year students?
- How can teachers' strategies be aligned with students' preferences?

Accordingly, it is hypothesized that the freshmen students of English Language in Saida's University possess a mixture of learning style and also that teachers may adjust with that variety of learning styles requirements by adopting an eclectic approach and a continuous needs assessment to highlight students' learning needs and hindrances to overcome.

iv. Data Collection Procedure:

To collect the necessary data for the present research, researcher started by administering a questionnaire to first year students in the department of English Language at Dr. Moulay Tahar University to identify the learning styles that students categorized by as well to gather information about their limitation and hindrances in their academic process. To take the perspective of teachers, another questionnaire was formulated to measure teachers point of views about their students learning styles and how they would deal with those varieties, in

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addition to the previous questionnaire, there was a need to reinforce the instrumentation process by an interview administered to teachers who are teaching first year students.

v. Limitation of the Study

The researcher noted the lack of printed resources at the level of the university library in addition to the lack of awareness among some students when filling the research questionnaire, as well to the lack of previous research studies on the topic.

vi. Organization of the Dissertation

To carry out this research, the present work is structured into three chapters. The first chapter revolves on the theoretical overview on what is English for Specific Purposes approach (ESP) and needs analysis in addition to definition of different learning styles besides motivation. The second chapter deals with the research design and methodology undertake in the research work. It gives an overview of the research instruments and gives a description of the informants profile involved in the study, research procedures and how data was analysed. In addition, this chapter is concerned with the procedure of data analysis to shed light at the end of this chapter on the important results in the discussion of the man results. The third chapter attempts to provide some recommendation and suggestion on the light of the previous data analysis outcomes in order to give explanations and cues of how students could best learn English and what do they need in order to raise their voice to academic stuff.

Chapter One

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Introduction

The need to cope with what learners really need led teachers to do research on what suit EFL learner and what are the perfect EFL conditions that lead to gain knowledge and better understanding in English language teaching situations (ELT). Students' needs and requirement that originate from ESP teaching methodology considered nowadays as the lighthouse of classroom success that draws the success of both teachers and students. Therefore, the author of this work intended to give an overview of the related concepts in the research study. The researcher introduced a general definition of the term ESP, or acronym for "English for Specific purposes" and how it differs from English for general Purposes (EGP). After, defining English for Academic Purposes under the umbrella of ESP to introduce later the theories of language in ESP. The researcher also provided a brief definition of needs analysis (NA) then to define students' preferences in terms of learning styles and motivation as a key term of EFL learning success.

ESP as Learner/Learning Centred Approach

English for Specific Purposes was a revolution in ELT history of education. Researchers shed light on ESP for its practical learning/learner centred perspective

Differences between EGP and ESP

English for Specific Purposes as a sub-branch of ELT umbrella has taken a big role in the field of English language teaching that cannot be excluded. English for General Purposes (EGP) is the process that takes English Language Teaching as a general and unlimited purposive teaching of language where learners are supposed to learn English with no specific aims but to be evaluated accordingly to the syllabus. In other hand, according to Hutchinson and Waters (1987) ESP has design very consistent and sensitive standards. The requirements of the current world and the ongoing scientific research cast light on learner's needs to achieve the goals behind learning so there were an urge for birth that complete this fate. Hutchinson and Waters (1987) asserted that all the decision taken related to content and methodology should take into consideration the learners' purposes of learning the language. All those factors are crucial in formulating an ESP teaching/learning context that fits the learner's needs. However, these two terms have much interrelated characteristics that make hard and confusing to distinguish

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between them (EGP and ESP), certainly, the most important criterion lies in the learners' purpose(s) behind learning English language .

According to Hutchinson and Waters (1987), ESP gives a crucial value for learner's needs awareness without which it loses its criteria to become an EGP. Johns (1991) stated that the learners' needs should be measured in a very systematic, accurate and empirical method and based on that last the curricula will shape the task that reflect the required language and performed in real life situations rather than learning context. Some EGP teachers resort to ESP approaches unintentionally by adopting its view of teaching concerning directing the lecture to be more student-centred which originally taken from ESP practitioner perspective. EGP nowadays, has adopted the view of ESP and started to take into account the students' needs as ESP approach used to do, these needs revolve around students' interests and motivational state to draw the lectures based on what students need. Students' needs were not the only thing that effect teachers in EGP, but even teaching methodology by which a teacher need to be flexible when delivering lecture by different methods of teaching that correspond to students preferences.

English for Academic Purposes as a Part of ESP

More precisely, English for Academic Purposes (EAP) was a part that covers ESP majors in academic situations. EAP dives into a very particular part of ESP field, Dudley-Evans and St. Johns asserted that EAP has paved the way based on learner's need by which the process covers the « identifiable elements » of « the student's target English situations » (Dudley-Evans & St. Johns, 1991, p.299)

English for Academic Purposes, EAP entails training students, frequently in higher levels of education and setting, to make the participants well rounded in all language areas which is a challenge in comparison to the English Language Teaching vast methodologies, EAP was and still considered as one of the most important and highly used forms of ESP. In this form of learning, based on instructions that target a specific area(s) required to be performed in an advanced and higher level than it was.

EAP main concern is to design instructions on a specific area(s) required in a specific standards and contextualisation about the discipline that generally occurred in universities. EAP

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may also cast light to a deep and narrower focus based on the demands that a learner or a sponsor require. Referring to EGP, some EAP pedagogical purposes are mainly to raise the participants' general English levels. EAP draws its strategy of ELT according to their educational requirements, especially if the language of the instruction is English, an example of the universities that offer scholarships to international student where they are required to have a certain level in English language or they will have a pre-sessional or in-sessional course to better the students' language level.

EAP was not an exception when it comes to ELT tree, its instruction focuses on teaching vocabulary and grammar with the equal focus on the four skills, and dive more in the specific academic demands. EAP tie all what has been mentioned above with the specific requirements of the learners; a students or a group of participants may need English requirement that fit EGP but in more scoped perspective may be with a writing reports of police station or addressing a formal speech with formal vocabulary to a jury or lawyers. Within the same respect this form of ESP teaching do not separate background culture and society factors from teaching, in fact a practitioner may find himself directly or indirectly taking into consideration this factors in their teaching methodology in order to support the lecture content and reach its aims.

A part of ESP, EGAP, or acronym of "English for General Academic Purposes" has emerged to complete what EAP started and assert that English for general purposes is not different from ESP sub-branches and to declare that ESP has become the starting point of any EGP lecture. EGAP is adopted for learners who is major is English or taught in English, whereby students are obliged to have a language course after passing through language test to assess their language. Language for new entrants of university is highly important which push practitioner to increase the research on factors that affect EFL learner. ESP emphasise also on how individuals learn language and what can assist teacher to be accurate when dealing with his/her student, that last were taken into account besides learners' motivation and learning preferences.

Language Theories in ESP

learning differs from a learner to another one which made ESP approach as a learner-centred approach advocate much importance to students' needs as well as to the way they learn.

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Behaviourism: Learning as Habit Formation

Behaviouristic view of learning was the first to be accredited, Pavlov and Skinner were the pillars of learning as habit as a theory. In this theory, learning referred to connection process of habits formation as well to frequent actions that shape learning in addition to stimulus. This theory was not the continuity of any theory ever established before; it has built its own basics from scratch. Thus, it has a huge impact on Educational psychology and English language teaching. This theory states that learning happens after a mechanical process of habits formation as this process require reinforcement of a stimulus response.

This theory has the large impact in the learning psychology and in language teaching. Behaviourists gave more support to the application of Audio-lingual paradigm in teaching a language because of its similarities to behaviourist perspective and to the headlines and guides of behaviouristic theory concerning stimulus response and the principal of teaching by repetition as well to other sets, which were:

- Do not use the first language and avoid translation.
- Errors should not be treated easy going and should be corrected directly.
- Organizing the areas as follow: hearing, speaking, reading and writing.
- Emphasis on repetition to a better learning.

Kearsley (1994) listed three major qualities that control the behaviourist perspective:

- Positive reinforcement will prompt behaviours to reoccur, as the intermittent reinforcement is highly effective.
- Reinforcement should go with every information, as it should be presented into small divisions to facilitate the reinforcement phase.
- The generalization of reinforcements will occur in similar situation.

Mentalism: Thinking as Rule-Governed Activity

The second theory of learning was Mentalism where thinking considered as a rule-governed activity. The main idea in this theory was that a limited set of standards and rules could promote the learners to handle with a several range of situations and experiences using human mind. The pillar of this theory was Chomsky (1972) who insisted that learning is a combination of pre-acquired habits and experiences of learning, where learners urged to use

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hypothesis formulation in order to pass the learning process or to proceed learning experience, the hypothesis will be tested and edited according to subsequent experiences. The learner's mind not exclusively response to stimulus, but in fact the learner stimuli is invited to figure out the system in which an individual learn through, this outcomes will predict how learning is going to happen and how should response to it.

Cognitive Code: Learners as Thinking Beings

In contrary to the behaviourist perspective, cognitive theory sees learners as an active pattern and as an active processor of information in learning and neglect the behaviourist passivity towards learner's role. Bandura (1976, p.391) said that learners in this theory prompted to think and activate their mental potentials to extract the rule used from the lecture and figure out the appropriate situation to adjust the information or the rule. In the same vine, this theory of learning process the learners are synthesising and making sense of the data as it is for the case of missing puzzle in which a piece never placed in other's piece place.

The main rule that cognitive theory basis its theory on is "Thinking as a pathway to learning", the process by which a learner acquire the data is exposed to interpretations accordingly to sense and meaningfulness of all what come through hearing, seeing or feeling. Therefore, the appropriate and the common used technique use in this theory is solving problems tasks.

Through development, scholars linked this theory with ESP well rounded methods by developing ELT through teaching reading strategies, they saw the awareness of the importance of reading strategies on students' understanding of texts in foreign languages. The cognitive perspective have succeeded in curing the issue that occurred in behaviourist theory of focusing on learning process well cognitive paradigm passed to much more than that by taking a pathway that is paved by the question of how to complete the process and what is the affective view?.

Affective Factor: Learners as Emotional Beings

In this theory ESP referred the learning process to emotional experience where learners are exposed to feelings to attain the knowledge, this affective factor neglect the cognitive perspective of learning which claimed that individuals learn by only after thinking, the affective factor perspective seen learning as a consequence of individuals desire for learning. Therefore,

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motivation has a great role in the affective factor theory, learning process in this theory is related to motivation when learners are emotionally involved. This theory does not neglect thinking for acquiring knowledge, but it emphasis on the role of feelings and emotions in learning. Thus, ESP key of successful methodology was the allotted importance for Motivation.

Hutchinson and Waters (1987) asserted that learning requires cognition with involving emotions will shape a better learner. This learner will learn the language better than a rational learner and that if learner characterized by these two aspects it will shape a motivated learners. Gardner and Lambert (1972) emphasised on the role of motivation in learning the language. Learners' motivation divided into two categories; the first one was instrumental motivation which define the purpose of learning the language by having an external urge and need to learn the language and that learners at the most times are not having the desire to learn the language, whereas the second category which was integrative motivation, this category emphasis on the fact that learners are having an interest and a desire of performing the language and integrate in a particular speech community. ESP perspective focusses on both categories in its sub branches, where learners are having purposefulness behind learning the language.

Needs Assessments

ESP practitioners used Needs Analysis (NA) or as others call it needs assessment for generating data on students' requirements, hopes, and desires in academic field. ESP highly depends on learners and the situation of learning, unlike General English which emphasis on the language only. Practitioner have pointed out that good ELT conditions or good classes are those who take into consideration and well employ student's needs. NA represents the starting point and the first step to draw lectures, tasks and materials. Overall, it shapes all the lectures' content by a flexible methodology.

Definition of Needs Analysis

What makes ESP approach unique is the key feature of analysing students' needs and perspectives. Long (2005, p.19-75) asserted that in EFL or ESL teaching, dealing with learners' needs is necessary for a successful and effective EFL learning situation. Whereas for Iwai, the term NA refers to the situation of gathering information about the learners in a way to figure out what are their need(s) behind learning the language

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The key feature of ESP approach is analysing the student' needs. Long (2005, p.19-75) stated that, in foreign and second language teaching, the increased importance attached to careful studies of learners' needs is a prerequisite for effective lectures and teaching methods. To collect data, practitioners have to take a view of the already done NA, available materials, research outcomes and then students and their perspective (Dudley-Evans & ST John, 1998).

The notion needs analysis has a link to the situation where information was extracted in order to identify students purposefulness behind learning the language and based on the previous a curriculum will be developed according to Iwai and Brow (1999) (as cited in Songhori,2007). In other view of point, Nunan (1988, p.13) took NA in another conceptual frame by defining it as follow: "needs analysis is the techniques and procedures for collecting information to be used in syllabus design". Besides, Richards (2001) agreed that needs assessment is the gap between the present level of knowledge and what students want to reach after learning the language. In other word, this notion may reflect the retrospection and the comparison between how students' level were and how it will be after the course (Richards, 2001)

ESP approach has to dive in specific and undefined points of language proficiency that may students desire to reach. In contrary, students may not be interested in learning all the language parts and areas due to the large time that it may take. Basturkmen (2006) Kennedy and Bolitho (1984) all stated that learners are exposed to ESP practitioners in order to determine and retrieve their needs in order to build upon them an ELT methodology. Donna (2000) said that the process of assessing needs is a non-stop task, an on-going process in a way that pave the way for the revision of lectures content and methodology throughout information about prior knowledge. Consequently, the previous process is much more informal needs assessment functioned as a support for formal needs analysis to facilitate the torturous process of ESP practitioner.

As it is the concern of ESP practitioners, NA cannot be taken as an effective method if it does not reflect: reliability, validity and practicality, as a first reliable NA takes into account standardized tools that surely and systematically reveal the same results every time the process is repeated. Whereas validity in NA goes with collecting relevant and important data that reflect the students' concerns and needs, furthermore, practicality in this process takes time as measurement in order not to waste time for both teachers and students. Nation and Macalister

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(2010), Dubin and Olshtain (1986) asserted that needs assessment always have to spot light on the national policy or curriculum instructions i.e. it collect information about different perspective, point of views and prior knowledge to create a unique method to fulfil a specific aim(s).

Needs Taxonomies

In the same respect of NA, Hutchinson and Waters (1987) made distinction of the following terms:

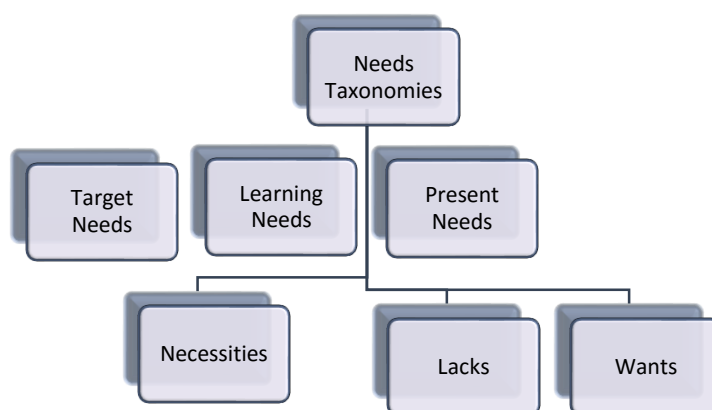


Figure 1 Needs Analysis Taxonomy

Target Needs

Scholars asserted that target needs are a major term that includes different conceptualizations and meanings, Hutchinson and Waters (1987, p.55) referred target needs to necessities, lacks and wants. Necessities were considered as a type of needs have determined due to demands in a specific target situation and it reflects what the learners have to know in order perform well in the target situation. Therefore, it has been seen as insufficient frame that needs to be in have an insight on what students already know to decide what do they lack. Lacks mainly concern the gap between the prior knowledge and the necessities. Whereas wants are the conclusion of reasons behind student's desire for learning the language, which also shape his/her perception, perspectives and views on EFL conditions.

Learning Needs

The relationship between the departure point, which is lacks, and the destination that is determined, as the necessities could not accomplished without taking into account the learning

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situation. In addition, Hutchinson and Waters (1987) claimed that target situation is not reliable for realizing the students' needs after conducting a well-rounded NA and those conditions in learning situation such as motivation and learning styles play a compulsory role in the process.

Present Needs

Present needs in needs assessment is a sub branch of that last, it seeks to shed light on what is willing to behind attending learning setting. Present needs shows the strengths and weaknesses of learners. Dudley-Evans and St. John (1998) stated that present needs or as it is known Present Situation Analysis (PSA) takes into account in addition to strengths and weaknesses, learners' skills and recent experiences to achieve a successful assessment of needs. In the same respect, Richterich and Chancerel (1980) stated that students present needs assert its relatively and credibility from the sources that the practitioner resort to in order to retrieve PSA data which are:

- Students themselves: as the only reliable and inner source of data.
- The establishment where language is thought: as a direct source of information where practitioner may explore
- The user-institution: it appears when learners are having a specific criterion to attain through EFL learning.

Present situation needs build the bridge and link the gap between lacks and necessities by shaping the actual level (strengths and weaknesses, learners' skills and recent experiences) and pointing the destination (the desired level) which reflect the target situation in other words.

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Student's Preferences

Teachers can ameliorate EFL teaching by adopting the ESP perspective of ELT concerning learner-centred approach. English language teaching has known great shift regarding teaching and learning methodologies, scholars has founded the theory of learning style, which appeared first at the end of the twentieth century. Learning style or learning preferences are models that categorize learners as to the way learners may perceive knowledge. Individuals interact and learn in different way to each other, which draw their actions and reactions in accordance to their learning style. Felder and Brent (2005, p.57-72) divided learners regarding to their way of possessing and acquiring knowledge. Cohen (2002, p.49-69) claimed that the classical view of teaching/learning emphasis on delivering lecture to students regardless their learning channels or learning preferences, in new ELT much importance has been advocated to students as a crucial part in learning process where EFL teaching and learning has developed to be more learner-centred and interactive as. In the same line of thoughts, teachers' way of instruction and students' preferences must go hand in hand to assure a productive learning environment which was appear first in 1987 by Claxton and Murrell. Meeting the students' learning needs direct the learning environment to an independent classroom whereby a student can find his/her desires, needs or wishes. In a manner that will link between students' perspective of learning and his/her purpose or desire behind learning.

Each one of us has his/her own characteristics and learning perspectives of learning. Davis, Bagozzi and Waeshaw (1989) said that learners acquire knowledge in different levels of completeness. Lightbown and Spada (2001, p.28) see learning style as the individuals' factors to contribute in learners' way of taking knowledge. Overall learning style demonstrates a specific and unique natural, habitual and preferred manners learners resort to when learning. The following passage illustrates learning styles:

Visual Learning

Fleming and Baume (2006) cited that learners in visual learning preferences are more concerned with learning through visual aids and graphs. In this respect, learning of this category of modality characterized by their ability of learning by using their eyes by which they retain and grasp knowledge through having a visualized format of the knowledge (drawing, pictures, videos or written form). Mayer and Massa (2006, p.321–335), (2006) asserted that in this type individual learns by processing pictures in contrast to others who process knowledge through

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words. They called it “visualer hypotheses”, in other framework, people who learn best by images, graphs or videos called visual learners. These visual learners depict a special cognitive style that distinguished them among other learners, Lightbrown and Spada pointed out that they learn things through having seen it whereas learning will be difficult to them when things are unseen or abstract. Reid (1987, p.87) illustrated some ways of learning that fit visual learning mainly related to reading, studying charts and being taught through visual aids. Narayanan (1998) illustrated in his proverb that a picture is suffusion and it deliver the meaning rather than a thousand word.

Aural Learning

In contrast to visual learners, auditory learning has also its own characteristics. Auditory learners are those who have inborn ability to learn through listening better than any other learning channel. Auditory learners as Lightbown and Spada (2006, p.62) asserted in their book “ How languages are learned” that aural learners appeal to learn via taking the audio format of the knowledge through different types of sources (speech, recorded lectures or audio aids). Aural learners in EFL context interact with the language by listening; listening for auditory learners is a priority on all other skills. Narayanan (1998) stated that aural learners tend to favour acquiring knowledge through group discussion. In other point of view, Brown (2000) stated that this category of learners prefer the transferred knowledge through listening whether it was spoken by oneself or others. Learners in this learning style prefer to be attentive to others’ speeches; they keep repeating phrases such as “tell me” and always have the ability to be a receptive interlocutor rather than productive ones. In addition, those aural learners perform best when listening to instructions. Stern and Woolf (2000) mentioned that auditory learners are "most responsive to verbal rather than to written communication" i.e. learners in this category will learn fast and easy if teachers suit their preferences and provide them with verbal instructions or spoken form of the task undertaken.

Kinaesthetic/Tactile Learning

Kinaesthetic learners differ from visual and auditory learners; kinaesthetic learners are individuals with ability of learning when doing things or tasks. Lightbown and Spada (2006) cited that tactile learners prefer possessing knowledge by having a physical achievement or experiencing, learners with such preferences are likely to be passive in the classroom as Othman

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and Amiruddin (2010) cited in their article entitled “Different perspectives of learning styles from VARK model. International Conference on Learner Diversity”. While personal experiences and actions are the main source of information. Learning for tactile learners can be conclude in doing the task, besides that listening and viewing the task would not provide kinaesthetic learners with the desired knowledge. Learners of that category appreciate more role playing, engagement in activities and experiencing the tasks rather than having a theoretical overview of it. Learning when putting hands on the targeted source of knowledge can facilitate the task for teachers especially in EFL; when speaking about culture and natives. Reid (1987) pointed that kinaesthetic learners grasp information by contributing their physical practices in the learning processes.

The table below represents the main characteristics that determine learning style; it contains questions that help learner to identify their major learning style:

When you ...	Visual Learners	Auditory Learners	Kinaesthetic Learners
Spell	Do you try to see the word	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you dislike listening for too long? Do you favour words such as, see, picture, and imagine?	Do you enjoy listening but impatient to talk? Do you use words such as, hear, tune or think?	Do you gesture and use expressive movements? Do you use words such as, feel, touch or hold?
Concentrate	Does untidiness or movement distract you?	Do you become distracted by sounds or noise?	Do you become distracted by activity around you?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialogue or conversation or hearing discussion?	Do you prefer action stories or are not a ken reader?
Doing something new	Do you favour using demonstrations, diagram, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to experience it directly?
Putting something together	Do you look at the directions and the pictures?	Do you ONLY read directions and NOT look at pictures?	Do you ignore the directions and figure it out as you go along?

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Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbour, or growl at the computer?	Do you keep trying to do it or try it in another computer?
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Table 1 Questions to determine learning style Adapted from Colin Rose (1987)

Motivation as a Critical Aspect in Learning

Students and even teachers cannot perform well if they were not interested in something, being interested in something is defined as a dimension of the four dimensions of motivation (Interest, Relevance, Expectancy and satisfaction) according to Gagne, R., Wagner, W., Golas, K., & Keller, J. (2005). In order to link all the concepts mentioned above in a coherent language-learning situation, motivation is a key concept that guarantee and give boost to achieve the success. In a simple and easy definition, though it is not an easy task to define motivation because of its abstract and incommensurable state. However, there were many attempts to shape an overall definition for scholars motivation was defined as a psychological process that affects the internal state of individuals and direct their attitudes, behaviour and actions in a way that boost persons to accomplish activities or reach objectives.

Historically, the term “Motivation” derived from Latin language; ‘movere’, which is a verb, that implies movement and keep going towards the goals until the end of tasks or activities. Thus, a motivated person is a person who feels the necessity of movement and on-going continuity forward objectives. Brophy (2010) in his book “Motivating students to learn” described motivation as “a theoretical concept used to explain the initiation, direction, intensity and persistence of behaviour, especially goal-directed behaviour”. In other hand, Pintrich and Schunk (2002) in their book “Motivation in Education” have developed a close definition that describes motivation as the process where goal-directed activity is prevalent and sustained. Learners’ motivation also described by Bomia and Al (1997) as the status of students’ willingness, need and compulsion to be involved and to succeed in learning. Meanwhile, Skinner and Belmont (1993, p.571-581) saw motivated students as initiative, have more concentration with showing positive feedback, curiosity, enthusiasm, and interested more than other students who are less engaged and passive learners. Teaching and Researching Motivation book for its writer Dörnyei (2001) exposed the term ”motivation” in relation to language learning with a perspective of psychologist with the following questions that represent the concerns of motivation :

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- Why learners decide to do something?
- How long they are willing to sustain the activity.
- How hard they are going to pursue it.

Dörnyei (2001) deeply illustrates that motivation is “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and ...carried out”

The Canadian social psychologist Robert (1972) viewed the notion of motivation, as a centred energy in individuals that comes from the learners will, energy and enjoyment. Whereas, Keller (2010) shaped his own definition of motivation as “the magnitude and direction of behaviour” which deals with the readiness of individuals to take decisions and choices concerning experiences and purposes they are heading to or trying to avoid as well to the extent they will devote efforts, energy and determination to it. Brown (2000, p.152) in his book “Principles of Language Learning and Teaching” was another scholar who did not leave the chance to give a definition for motivation; he asserted, “Motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action”. All the definitions of motivation and its different terminologies and view of points there were a precise shape of the notion “motivation” which was that motivation is a key aspect in any learning process and more specifically EFL learning and ELT.

Sources of Motivation

Scholars and researchers have categorized motivation sources into two main sources, which are:

- 1) The learner’s natural interest: intrinsic satisfaction
- 2) The teacher/institution/employment: extrinsic reward

Intrinsic Satisfaction

Recent studies show that most people do not find any pleasure or enjoyment in learning a new language, so the intrinsic satisfaction will play a big role in that process. However, Bandura and Schunk (1981, p. 586-598) stated that intrinsic satisfaction are a must, teachers

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need to saw motivation in their students and integrate it through activities and tasks that is designed specifically to increase self-satisfaction and evolve student's willingness to learn the language and acquire its basis. There are multiple examples of such activities such as using songs, engagement plays and authentic materials besides focusing on practising skills perfectly. The mentioned above tasks and activities can provide students with positive impact, but it still limited with time since it vanished after they return to the traditional activities and normal classroom environment. Teachers are required to challenge the circumstances and get out of the box and keep the students motivated all over the sessions for a better understanding and learning.

Intrinsically motivated learners are individuals who are self-drive desire and willing to learn and accomplish activities for one's sake and inner engagement towards activities; they are also described by being active and initiative learners. Brown quoted from Deci (1975, p.155): "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward." For most scholars, a learner who is intrinsically motivated towards the idea of learning a new language is a self-determined person who will feel enjoyment, self-satisfaction and confident.

Extrinsic Rewards

Unlike Intrinsic motivation, extrinsic motivation is as Domyei (2001) asserted, extrinsic motivation is carrying out actions to reach an instrumental aim of avoiding a punishment or being rewarded. Brown asserted, "Extrinsically motivated behaviours, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback"

Extrinsic motivation categorized into rewards and punishment. This kind of motivation plays a mandatory role in assisting students to reach a good status for learning a language, rewards may be symbolized in terms of good marks while punishment may be introduced in shape of low marks or penalization. The issue in this category of motivation is the dependent affection of teachers on students, so students' achievements are always connected to teachers' feedback; in case a student have had a good mark he will be motivated unlikely student who took a low mark it will lose motivation. However, if students did not rewarded appropriately, it

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will cause an issue of self-satisfaction among students who work hard in the classroom assignment. Extrinsic rewards is a challenging task to achieve among classes to teacher because of its adverse effect if teacher did not push students to rely on themselves to be motivated with an intrinsic motivation.

Conclusion

Researcher devoted this chapter to illustrate the theoretical definitions of the related literature concerning ESP and needs analysis as well to learning theories and styles and motivation. Researcher focused on defining the notions of this research work to pave the way to the next chapter where the researcher will provide data collection tools and methodology in addition to data analysis.

Chapter Two

Chapter Two: Methodology and Data Analyses

Introduction

The second chapter is devoted to an explanation of the research methodology and design, focusing on data collection and analysis. It is used as a description of a case study concerning students' needs and requirements and students' opinion of teaching methods as well as to the current pedagogical setting in comparison to what they were expecting, and since teacher are also concerned when speaking about the students' needs. First, it presents the objectives of this research work. Later, it describes the research instruments used in this research. It introduces the sample population followed by data analysis methods used in this case study. Finally, this chapter denotes the analysis of the collected data and gives a discussion of the main results.

Research Objectives

This research work aims at providing data that can help improving the learning environment and conditions related to first year student. Speaking out loud on behalf of 1st year student in terms of learning needs and requirements are the major concerns of this research where researcher into consideration students learning preferences, teachers methods of carrying lectures and other external factors such as: motivation and the use of Information and communication technology (ICT). This study aims to reveal what students are favouring to better learning in relation to what has been mentioned above. In order to achieve this, researcher need gather different points of views from the sample of population.

The Sample Population

The informants were freshmen students at the Department of English Language and Literature at Dr Moulay Tahar University and in the other hand, the teachers who are having first year students were also concerned by the research instruments. However, from the large population, the researcher have derived a sample of population of seven (07) teachers and thirty (30) students. In fact the participants from students have been randomly chosen, whereas from teachers they were carefully chosen by targeting only teachers who teach first year.

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The Learners' Profile

The students involved in this study were first year LMD students at the English department at Dr Moulay Tahar University in Saida. They were 30 students, the gender and age factors were not significant to the study. They have been randomly selected to answer and fill the questionnaire about their learning styles and preferences in EFL learning environment. The reasons behind choosing this population were the importance of paving the way for teachers to figure out what students really want and need and carrying lectures that suit all students standards and needs to build good and excellent students. Further, this study emphasizes students' perspective on learning conditions and what do they appreciate in their EFL context.

The Teachers' Profile

In addition to first year EFL students, seven EFL teachers were involved in this research, the same as students, the gender and age were not taken into consideration. Teachers involved in this study are having either doctorate degree or magister degree with different specialization such as: oral expression, written expression, phonetics or linguistics, all what is in common was that all teachers have first year in the academic year 2018/2019 and have an experience of teaching the targeted students' population.

The Research Instruments

In this research work, the researcher has opted for two research instruments to collect data needed for a sound investigation of EFL teachers and learners' opinions about the English learning needs for the new entrants' students. The present study was conducted through the employment of two questionnaire to both teachers and students and an interview only for teachers.

The Questionnaire

The questionnaire is the most common and reliable instrument used for collecting data. It can be formulated in a shape of written questions then addressed to the sample of population to be answered, the questionnaire used in this research was administered in a form of web-based questionnaire. Nunan (1992) stated that that "a questionnaire is an instrument for the collection

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of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ".

In this study researcher resorted to questionnaire because of its advantages, it can retrieve data that researcher could not observe or retrieve in any other research instrument. The web-based questionnaire in this research was addressed to 30 students of 1st year EFL students. It sought to obtain their opinion about their needs and requirement and suggestion to a better learning and better EFL context. There was an attempt to cover all the first year promotion since the major purpose is to highlight the prevalent learning style. However, it was highly hard to accomplish, not all of them were in touch. Therefore, the number of the participants was decreased to thirty (30) students. The administration of the questionnaire was in several ways such as delivering through e-mail or social media groups and accounts. Noticeably, students answered all the questions and few of them did not answer some open-ended questions.

Concerning the forms of the questions used in this research work, the researchers have used close-ended questions, multiple-choice questions and open-ended questions. The close-ended questions were in a form of tables that limit the participants to choose the degree of his skill or approval on the statements. The multiple choice questions provide give the informants a spare to choose one or multiple answers according to his/her perspective and also a spare to add his/her own answer. The open-ended questions give the respondents the opportunity to answer freely without any limit.

The students' questionnaire was a divided into two sections, the first section was a form of table that contains twelve (12) statements in the shape of the question "how it applies to you?" informants were required to tick in this close-ended question on one of the given choices which were: Never applies to me – Sometimes applies to me – Often applies to me. This part has been adopted from the Perceptual Learning Style Preference Questionnaire (PLSPQ) developed by Reid (1987).

The same thing with the second table which was its question" How do you evaluate yourself in these points?" with other choices which were: Weak – Average – Strong, this table consisted of nine (09) statements. This part of the questionnaire was inspired from J. Niemiec's article entitled "Needs Analysis for a specialized learner population: A case study of learner from medical college" (2016). The first section opted at knowing the major learning styles and the level of students in different areas. The second section opted for retrieving the freshmen

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students' learning needs. The researcher resort to three (03) multiple choices questions with the ability to choose more than one choice and add choice that fits the informant desire and three (03) open-ended questions that will help researcher to elaborate the multiple choices and open-ended questions results.

In other hand, teachers' questionnaire was divided into three (03) sections, with seven (07) close-ended questions, one(01) multiple choices question and eleven (11) open-ended question which are interrelated with the other types of questions as continuity and elaboration to the previous types. The first section opted to retrieve data on teachers experience and how do they deal with 1st year students. However, the second section revolves on how teachers consider new entrant's needs and how do they define it. Later, the third section, sought teachers' view of point on the use of ICT and motivation and its impact on EFL learner of 1st year.

The Interview

In addition to questionnaire as an instrument to collect data, researcher relied also on interview in this study. Interview which is the direct conversation between the researcher and the informants to obtain reliable data on the subject being investigated. Gillham (2001) defines it as: "A conversation usually between two people. But it is a conversation where one person-the interviewer- is seeking the response for a particular purpose from the other person-the interviewee". Researcher used interview to consolidate data collected through questionnaires. Seliger and Shohamy (1989) divided interview into three categories, the structured interview which is an oral questionnaire that revolves around specific subject and purpose, the unstructured interview sought information in a general conversation , whereas the semi structured interview is based on pre-planned questions enquiries.

In this study, the researcher depended on the use of structured interview. Structured interviews give a clear overview of what researcher need to know about specific topics. Lincoln and Guba (1926) asserted that researcher need to frame questions to supply and consolidate what he gained through research via asking question on points that he do not know. The reason behind this interview was to collect data about the status of motivation and ICT in teachers' methods and how it could help students in EFL learning context.

The interview was construct of three questions. The first question aimed at knowing how teachers manage to set students' well beings through preparing students to lectures and formulate suitable EFL learning context for the new entrants' students. Later, the second

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question was on motivation, the researcher aimed at getting data on how teachers can motivate first year students and how do they use motivation with students who are unfamiliar with university environment. The third question targeted the methods used by teachers and the flexibility of those methods according to students learning preferences.

Data Analysis Methods

The researcher resorted to mixture of data analysis methods which are quantitative and qualitative data analysis paradigm. In this respect, Dornei (2007) claimed that each data it should be analysed independently according to its nature then it can be mixed in the interpretation phase. Resorting to a combination of quantitative and qualitative methods give the researcher an overview of all the results' possible inferences and facilitate the task for researcher to classify data collected from the questionnaires. For data collected from interview, researcher appreciate the use of qualitative data analysis method.

The Analysis of the Questionnaire

The questionnaires hereafter to be decoded through qualitative and quantitative methods were addressed to teachers and students to shed light on their perspective of freshmen students in the department of English Language and Literature at Dr. Moulay Tahar University at Saida.

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Students Questionnaire

Description of the Questionnaire

This questionnaire consist of two sections; the first section collects information about the prevalent (major) learning style among first year sample by giving twelve statements with three choices (never applies to me, sometimes applies to me or often applies to me),

Learning Style	The number of each statement according to the questionnaire
Kinaesthetic Learning	The statements under the numbers: 01-02-08-12
Auditory Learning	The statements under the numbers: 03-05-07-10
Visual Learning	The statements under the numbers: 04-06-09-11

Table 2 The Representations and Classification of Each Statement

The twelve statements are divided into three parts, each part represents one specific learning style. The table above demonstrates the division of each learning style and in front of it the related statements. Whereas, section two is concerned with the student's needs and desired of language learning and pedagogy. All the questions included in this questionnaire aim to reveal data about learning style, teachers' methods and students' point of view of it.

Analysis of the results

This research was conducted in order to highlight students 'perspective of the suitable learning conditions including teachers' methodology and accordingly to students' learning preferences and the use of ICT and motivation, a quantitative and qualitative research instrument were employed to gather data concerning the above points, researcher attempted to analyse and interpret this data are in the following part.

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Section one: Student's Learning Style

Question One:

The first question includes twelve statements that aim to identify the most prevailing learning style, students were required to tick the appropriate answer, and a part of the first section was inspired from O'Brien's modality questionnaire (1985). The table below display the answers:

The percentages are illustrated into the following bar chart:

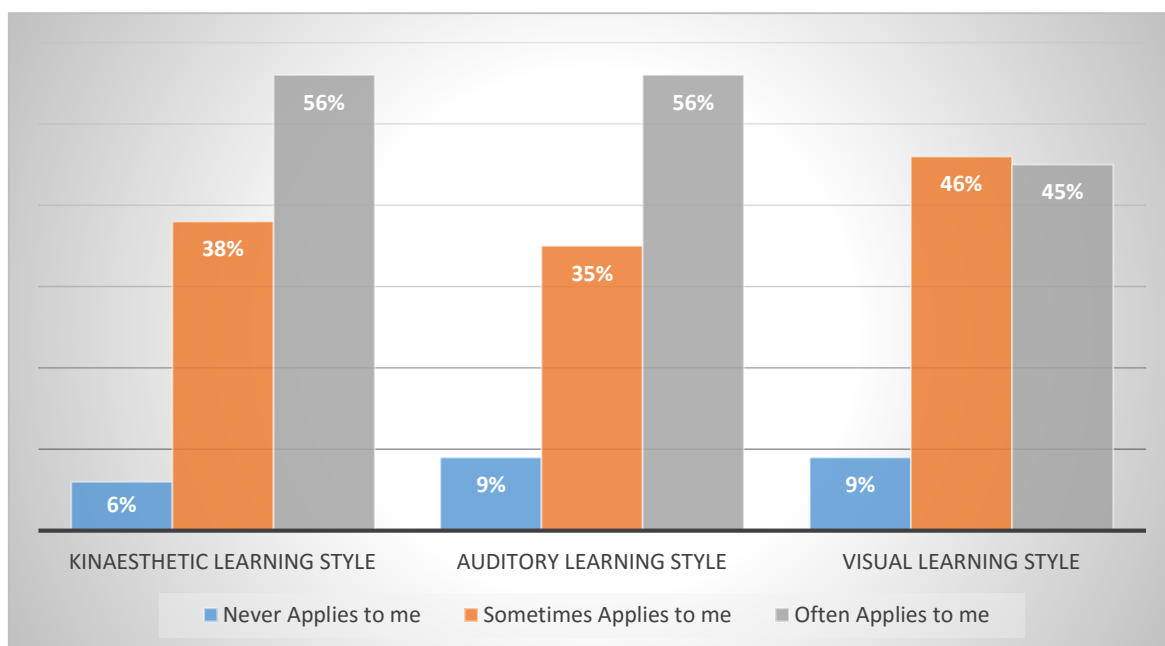


Figure 2 Bar chart that describes the learning styles preferred by first year students

This has been devised in order to figure out the major learning style among first year students, the results has shown that the most prevalent learning style was Kinaesthetic style with the higher percentages than the Auditory style with a slight different and at the end few students were visual learners, so it is clear that the major learning styles are Kinaesthetic and Auditory learning style whereas the minor was Visual learning style.

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Question Two:

- How do you evaluate yourself in the following points?

This question aimed at knowing the level of students in some sub skills and areas. The bar chart below gives an overall of the quantitative data.

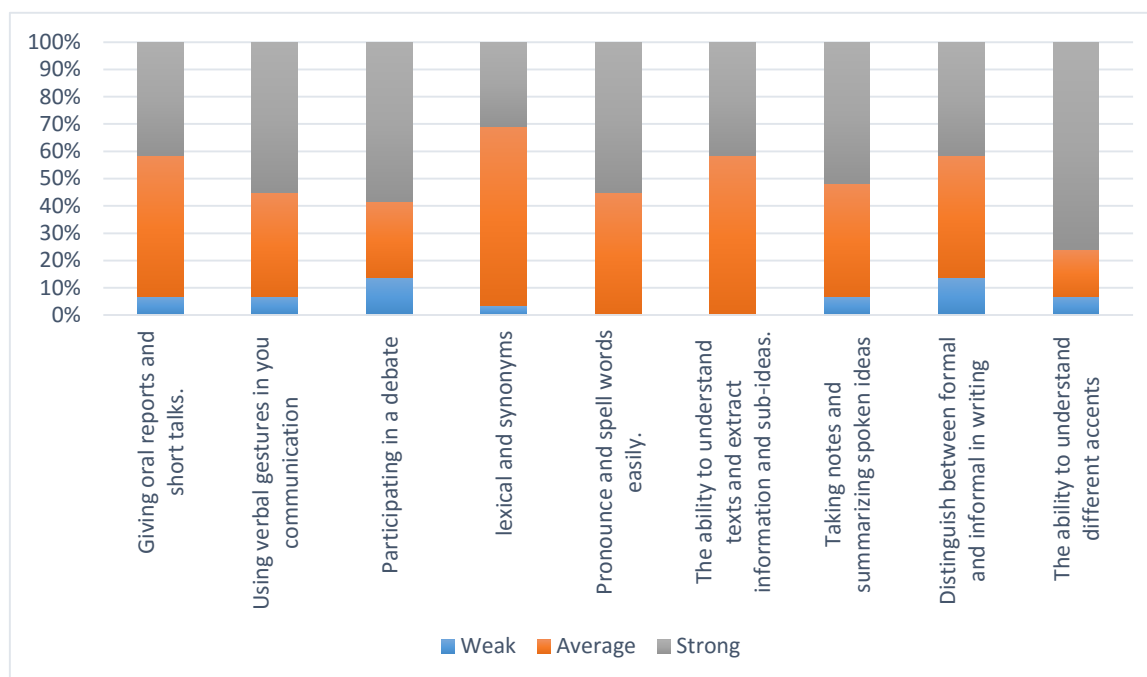


Figure 3 Students Self Evaluation for 1st Year Students

As it is displayed in the bar chart, participants have shown a good level in all the areas proposed in the question. The three first choices that participants gave the highest rate were the ability to pronounce and spell words easily, the ability to understand texts and extract information and sub-ideas and having the same meaning with several concepts when writing and speaking. That three answers refer that the participants have no issues in speaking and comprehension and have issues with writing academically and formal as well to debating and defending ideas which is a sub skill of speaking, we may say that students there is a gap between receptive skills and productive skills.

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Section Two: Student's Learning needs

This section in contrary to the first is more focused on what students needs directly and more scope on students' learning needs. Students were invited to answer the question to give an overall view of what do they need, wish and want.

Question three:

- Which one of the skills and areas you would like to improve?

Researcher in this question aimed at knowing the areas that students may feel that it need improvement. The figure below illustrates how informants reflected to this question in a form of bar chart.

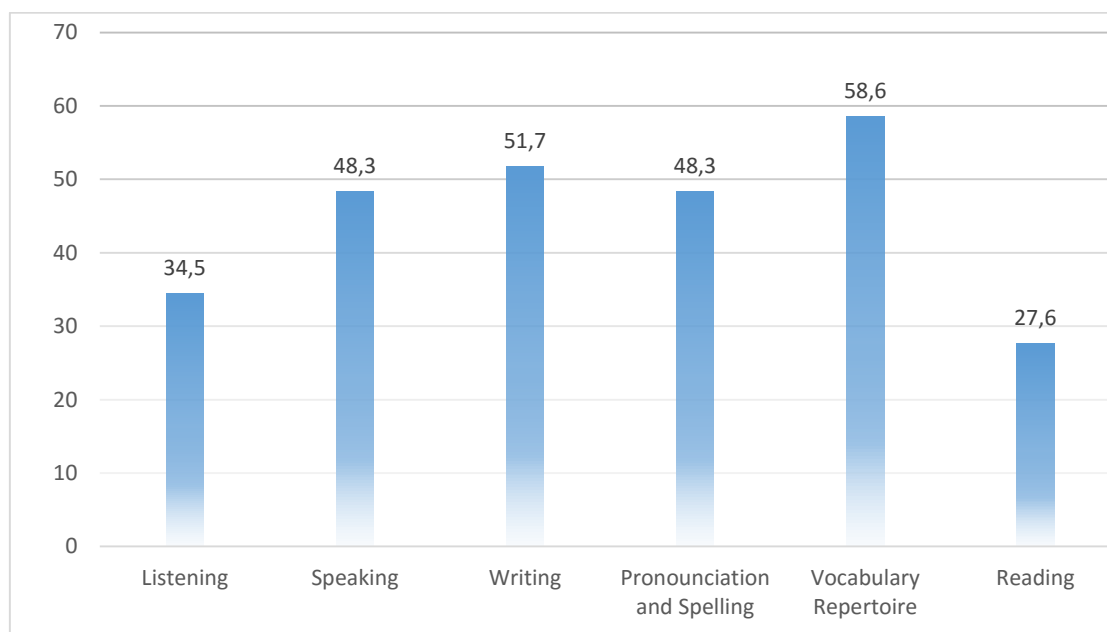


Figure 4 Areas That Students Favour To Improve

This question concerns the areas in which English will be used. The result shows that students more importance to improve their vocabulary repertoire (58.6%). The second choice as the pie chart displays is improving writing with a percentage of (51.7%). Whereas speaking, pronunciation and spelling as interrelated areas have had (48.3%), in other hand listening area have taken (34.5%), the lowest percentage was to the reading area with (27.6%); this may reveal that students are likely to marginalize this skill importance unconsciously. These percentages elaborate students' weaknesses in areas and reveal their interests and priorities in organizing areas.

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Question four: what do suggest to improve the chosen skill(s)?

The fourth question which was as an elaboration of the third question answers have announced that the majority of student suggest to improve the four skills (reading, speaking, writing and listening). While others went to suggest more practise session that includes group work and discussion, natives direct exposure and using ICT aids such as YouTube videos for learning. Some students suggest that teacher should integrate teaching with entertaining to boost students to be attentive and facilitate to them the lectures. Others said that working hard and doing more research to acquire vocabulary and writing skill could help students to improve their level.

Question Five:

- Do you need?

The author of this work attempted behind asking this question to consolidate the previous question's result and enlarge its data. The figure below illustrates how informants responded to this question in a form of bar chart.

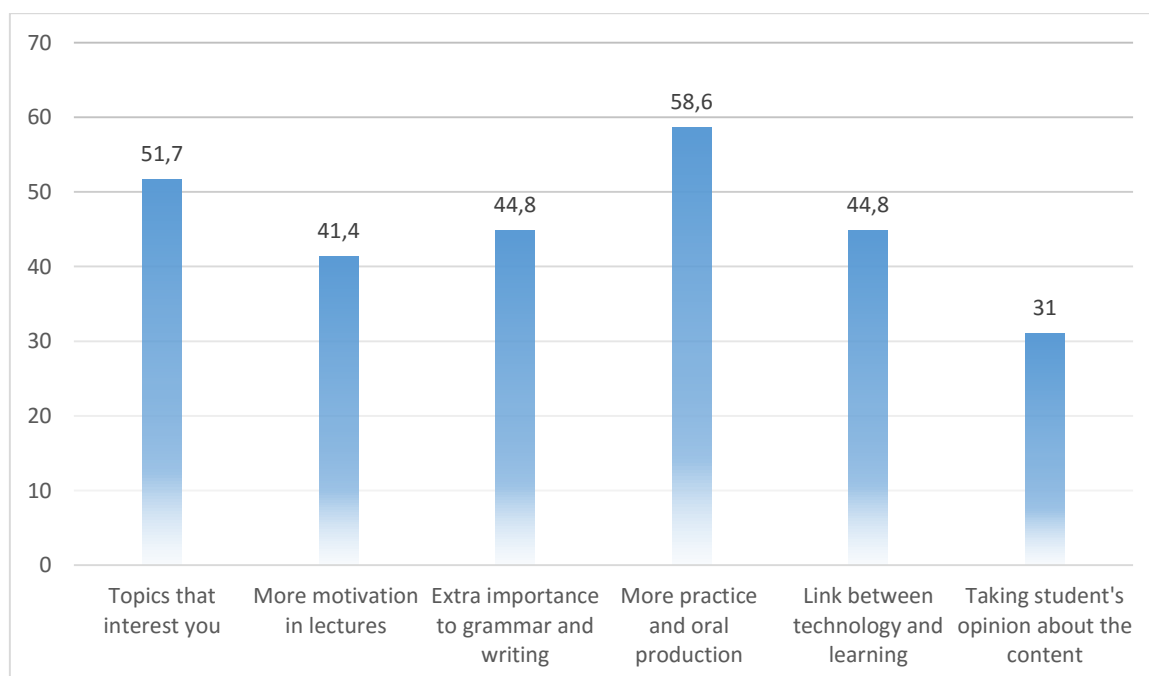


Figure 5 Learning needs for 1st Year Students

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As the researcher noticed from the students' answers, the majority of students need to have more practice and oral production with a percentage of (58.6%). The second choice they likely to have topics that interest them during classes by a percentage of (51.7%). Next, the third choice retrieved by students' answers was come apart between the two choices, which were linking between Technology and learning and having more importance to grammar and writing with a percentage of (44.8%). Whereas, the choice of having more motivation in classes have got (41.4%). In the last range, students' opinion about the content of lectures have had a percentage of (31%).

Question six:

- How do you prefer your teacher?

The researcher through this question targeting to know which of teachers' role suit students. The figure below represents the answers of participants in a form of bar chart.

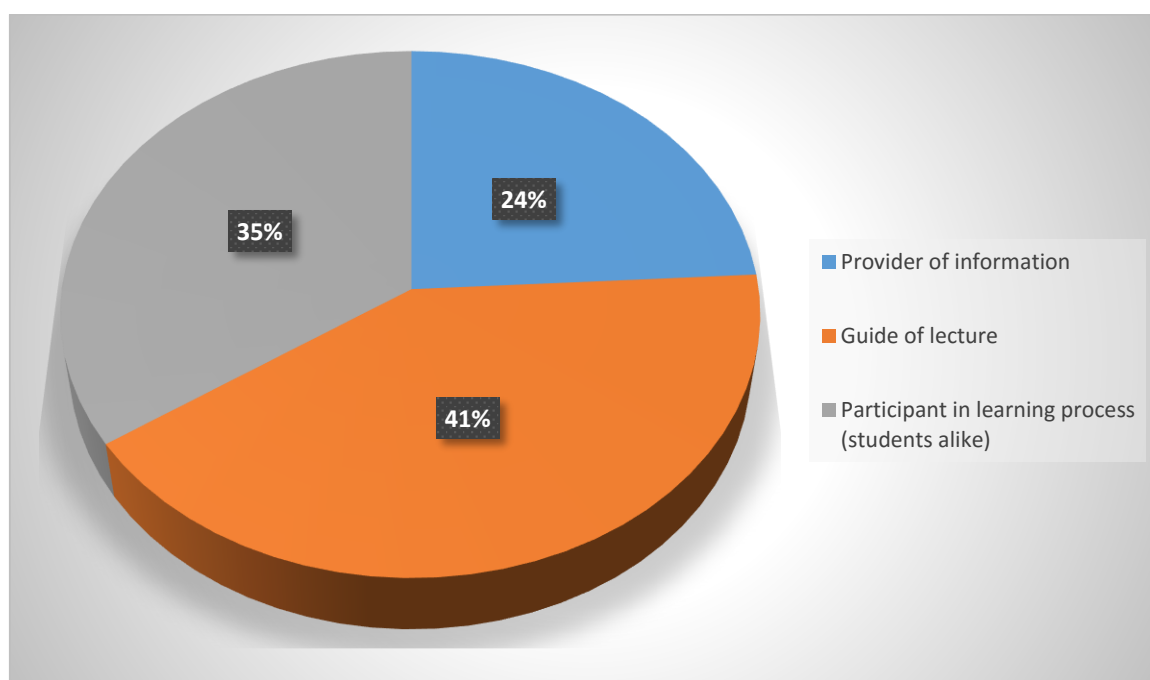


Figure 6 Teachers Role and Preferences in Students Perspective

In the above pie chart, the researcher can conclude that there are two major categories that are slightly close in numbers. This two categories prefers teacher to be as a guide of lectures with a percentage of (41%) which is the highest rate. The second one likely to favour teacher as a students alike who would participate in learning process off the desk with a rate of (35%).

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The lowest percentage (24%) goes for the choice of teacher as a provider of information. Researcher may reveal that students do not favour teacher with the traditional definition but as guide of lectures in order to have a spare to do research and in other part, teacher as participant in classroom sets.

Question seven:

- What are your suggestions concerning English learning to your teachers?

This question targeted knowing what students could say concerning EFL context to their teachers, students have given different answers. Some students went to advise merging between motivation, fun and knowledge in a hand and teachers way of teaching and dealing with students in a sense that teacher could be more careful with all the students even those who are intermediate ones. Others suggest teacher to take a part of the learning journey through helping them to increase their vocabulary repertoire and pronunciation and simplify the lectures to student as well to make sure that students have understood the lesson which create a cohesive bounding. In the same respect, some of answers announce that students require teacher to listen to them and take into account their weaknesses as well to their strength which conclude that teacher need to resort to an on-going needs analysis which priorities the individual differences and learning preferences. Some participants reflect on the question by suggesting that teacher need to give practise more importance and integrate debate, real life contextualization and authentic sets to use the language.

Question eight:

- Do your classes meet your expectation of English learning at university? And why?

Informants in this open-ended question are required to say whether their classes reflect their expectations or not. The majority of informants (60%) did not find their hopes in the university classes. Informants refer it to the lack of motivation and practice especially in oral expression and phonetics subject matters. In other hand, Learners assured that simple language and simple instructions are absent in scientific modules such as: linguistics and phonetics. First year students asserted that the use of table and visual aids in addition to teachers' flexible method of teaching may help students to understand lectures and be more attentive and motivated. Others claimed that the position of English as a foreign language limit the ability for

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students to use English outside of the classroom. Little part of students (40%) asserted that their expectations are available as first year EFL learners in addition that English has become more than a subject to be taught to a language to use in all sessions and lectures. In the next phase researcher attempted to measure teachers' perspective of needs and the use of ICT and motivation to establish a methodology and content that fit all students' preferences was clear.

Teachers' Questionnaire

Teachers' questionnaire includes three sections; each one of these sections collects data on a particular angle and view of points of teachers on a particular aspect. The first section entitled "Teacher experience with First year students", aims to collect data on how teacher dealt with their first year students and the difficulties they encountered. Whereas, the second section entitled "Teacher Perspective of 1st year needs", as the title reveals, it goes around how teachers see their students' needs concerning learning, methods of teaching and needs assessment. While the third section "External factors" seeks to reveal if ICT and motivation effect teaching and learning of freshmen students. Hereafter, the teachers' questionnaire results are presented.

Analysis of Teachers' Questionnaire

Section One: Teacher experience with First Year Students

Questions (1, 2 and 3):

- Have you encountered difficulties in teaching first year students?
- If "Yes", mention these difficulties.
- How did you manage to deal with them?

Enquiring about whether teachers have encountered difficulties while teaching 1st year students and how do they manage to deal with it?

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The following pie-charts illustrate the results.

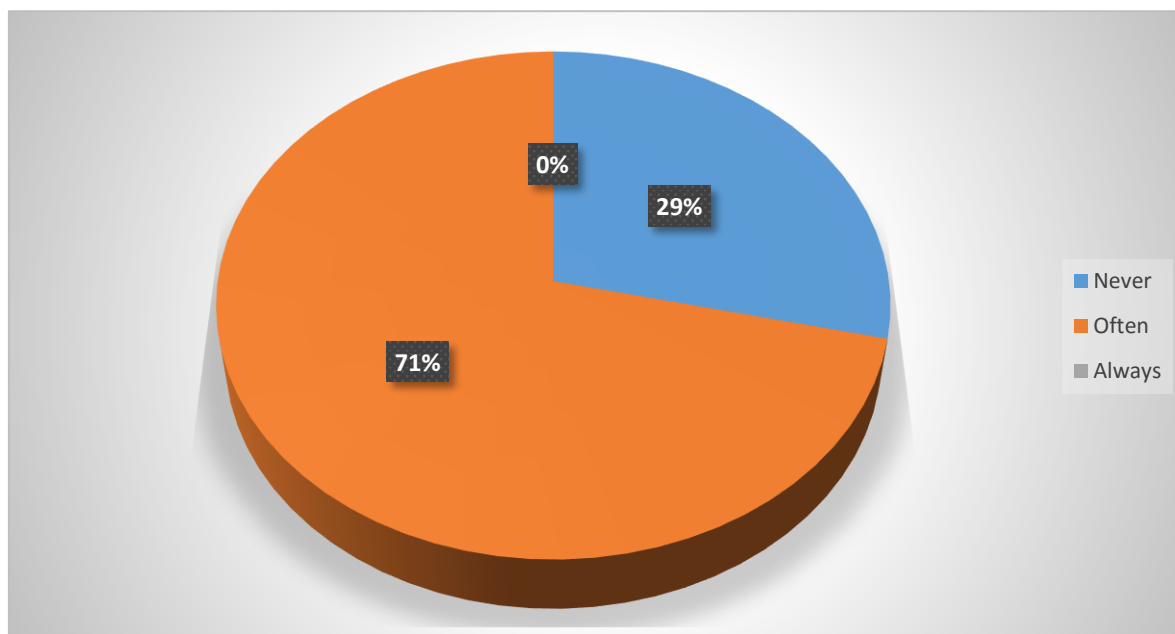


Figure 7 Teacher Difficulties with 1st Year Students

As the pie chart reveals, a total agreement among teachers who participated in the research that they did not encounter problems with their 1st year students with a percentage of (71%), whereas (29%) for the choice of “often”, teacher who have chosen to answer by “often” they entail that these issues are a consequence of the nature of the matter if it was scientific as it is the case of phonetics and linguistics or the lack of motivation among students especially if it was mixed class that contains low and high level students with different background which lead to the lack of interaction and group work , in other side some teachers refer that lack of materials, overloaded syllabi and the emphasis on theory at the expense of practice may reveal to a passive classroom superficial understanding just for the sake of getting the average.

In the second part of the question, teachers were required to mention how to deal with the difficulties that they encountered, a sum of teachers have elaborated that using a simple language and illustrate to facilitate the content to students as well to use different activities to encourage interaction is a must to deal with beginners, in addition that teachers are required to adjust different approaches that suit all students’ profiles and try to be eclectic and build the success of the lecture on low level students in a way to motivate passive students to be active ones.

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Questions (4, 5 and 6):

- How do you evaluate your 1st year students?
- How do students respond/interact to your lectures (in terms of feedback)?
- How do you employ this feedback?

Inquiring teachers to evaluate students, his/her students' reaction towards evaluation and the way teachers employ the feedback the following pie chart expose the results of the informants.

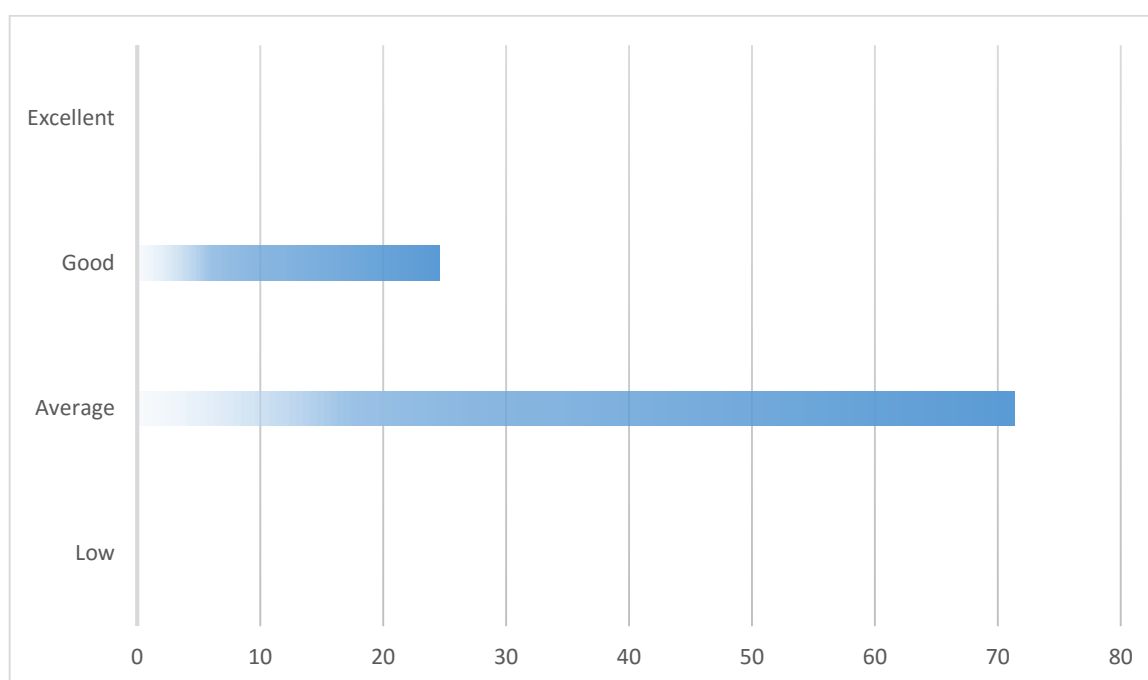


Figure 8 Teachers Evaluation for 1st Year Students

As the pie chart illustrates, the majority of teachers have chosen to rate their students with “average” with a percentage of (71%), whereas (29%) for the choice of “good” which ensure the validity of the answers of first question where teachers have claimed that they do not face difficulties in general and convey the that freshmen students have a basic level that guarantee for teachers feedback can assist them to know how students are understanding courses. In the second part where teachers have questioned about the knowhow students respond and interact in lectures, teachers asserted that students are attentive and they show their interest by answering/proposing questions, effectively participate, comment appropriately and entail motivation during variety of activities. At the last part of this question, researcher has asked teacher how do they employ this feedback, teachers answers vary from one to another.

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Teachers have seen that feedback could be a method to measure teaching paradigm efficiency to keep the same method or change it, adding or expurgating content from lectures and adjusting for next sessions, in other hand, teachers could use this feedback in terms of evaluation for students themselves whether they have grasped the lecture or not, giving assignment or preparing remedial work, passing to exams or taking revision sessions and choosing materials.

Section Two: Teacher's Perspective of 1st Year Students' Needs

Questions seven:

- Do you change your teaching method accordingly with the students' feedback?

Inquiring teachers whether they change their method of teaching accordingly with the students' feedback, the below pie chart gives a graphical figure of the outcomes.

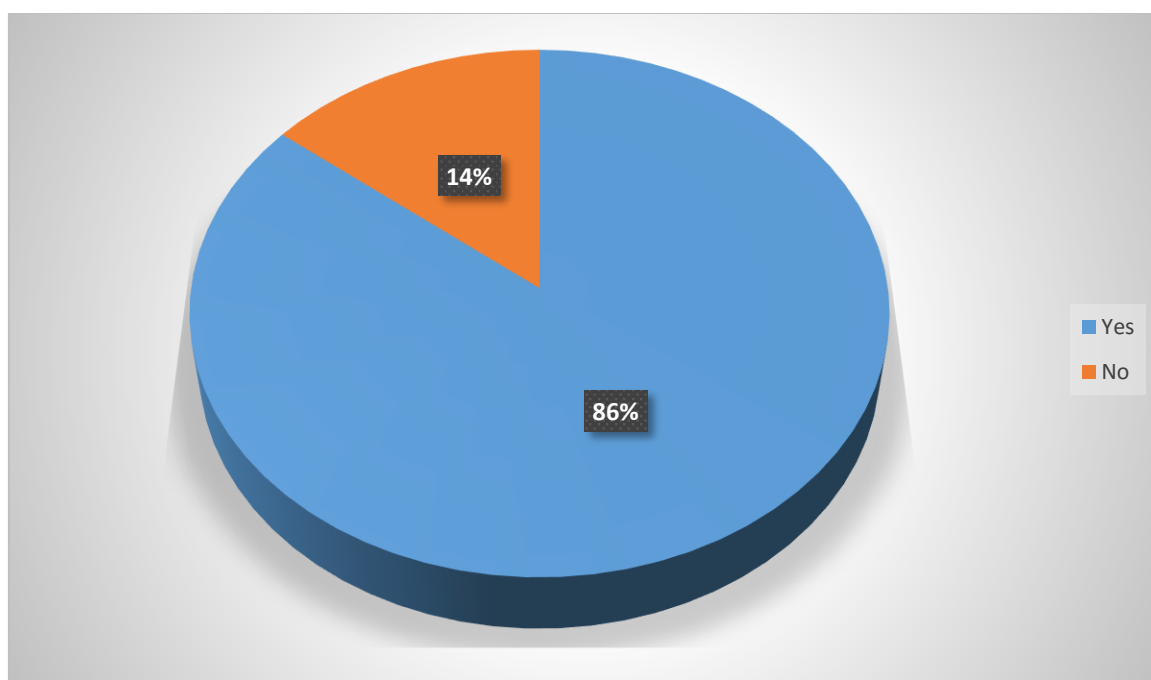


Figure 9 Teachers Adjusting To Students Needs

The first question in this section revolves around teachers' intentions to change method of teaching accordingly to students' feedback, as the pie chart conveys that the majority of teacher rely on students' feedback to change their methodology of teaching in accordance to students profile in addition to the above question which was on students wants, view of points and elaboration. This result shows that teachers are adopting a learner/ learning approach to deal with the new entrants at the department of English language.

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Questions (8, 9 and 10):

- Are first year students aware of their needs, wants and academic requirements?
- If not, please elaborate.
- In brief, what are these needs according to you?

Researcher was inquiring teachers whether 1st year student were aware of their needs and if teacher can highlight these needs. The pie chart illustrates the percentages of teachers' answers.

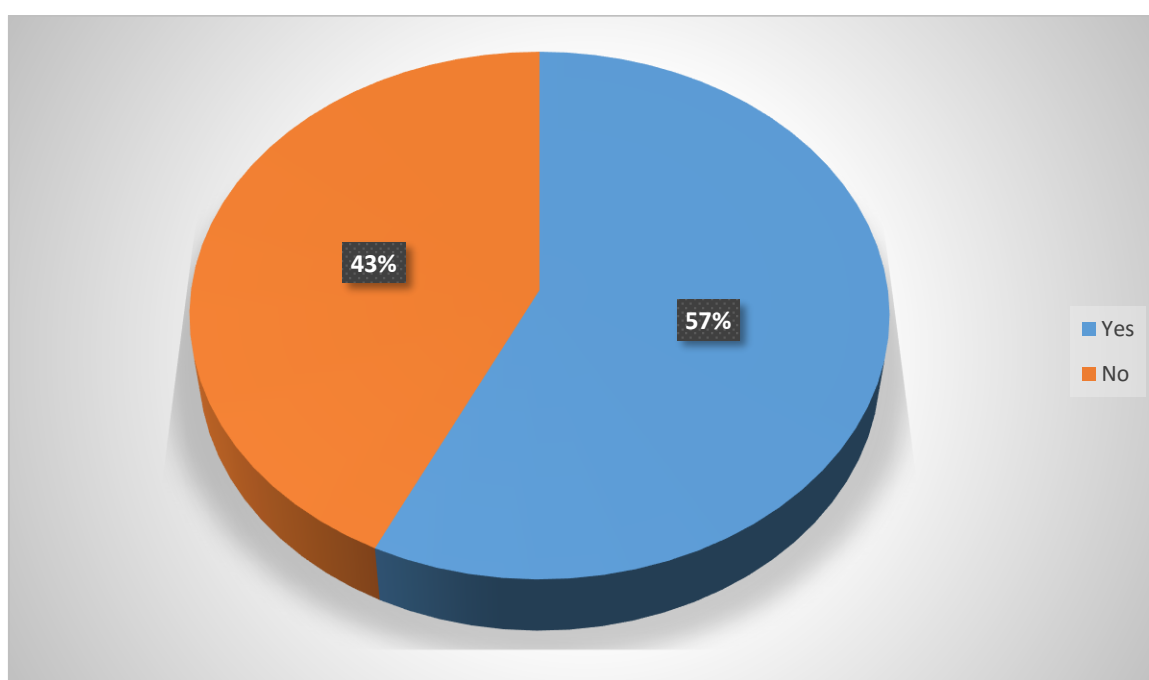


Figure 10 Teachers Perspective on Students Awareness of Their Needs

This question was devised for the purpose of having knowledge if 1st year students were aware of their needs and requirements, the pie chart shows that the majority of teachers are claiming that students are aware of their needs and requirements with a percentage of (57%) and a percentage of (43%) for the choice that reverses the first choice, they hypothesised that students are have a vague period for not knowing how things are going in university and they lack conscious. The other part of the question was conducted to highlight students' needs, teachers further elaborate that majority of students devised into two categories; the first category are those students who aim to know how system of LMD and how evaluation (examinations, tests and nature of questions), learning techniques in a way to be aware of the new organisation rules whereas the other category are those students who are mostly interested

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in how improving the linguistic skills (listening, speaking, reading and writing) and sub skills (note taking, critically thinking, summarizing and paraphrasing) as well to be adequate of notions such as: discourse analysis, research methodology, linguistics and literature to find new research areas in the future, in addition to mastering the language via getting exposure to native speaker with the employment of ICT items.

Questions (11, 12):

- Do you think that teachers must conduct an on-going needs analysis to better their classes understanding?
- How could teachers adjust their methods to students' needs and learning styles?

Researcher was trying to shed the light on the concept of “On-going” needs analysis by inquiring if teachers need to conduct an on-going needs analysis in addition to a question that revolves on teachers’ methods to adjust with students’ preferences. The pie chart below displays the results.

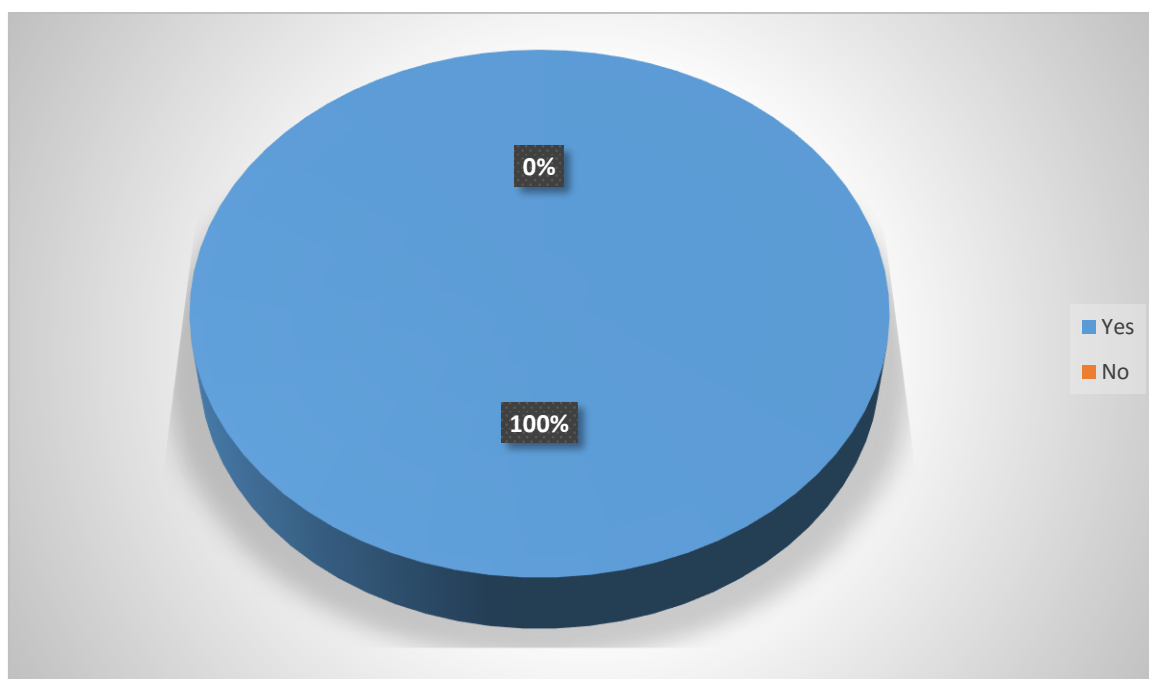


Figure 11 Teachers Opinion of Adopting On-going Needs Analysis

As the pie chart shows, a total (100%) agree that teachers need and must adopt an on-going needs analysis for first year student which suggest that teachers need to take into account all what serve the students well understanding and better learning experience, this total

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agreement consolidate the previous inferences' validity, an open ended question was administered to retrieve how teachers are intending to adjust their method to suit students' learning styles, some of them have asserted that teacher need to fit a large number of students' needs through conducting learning needs analysis and listening more than speaking which make students learning via thinking, encouraging critical thinkers as well to employ problem solving tasks rather than memorizing and learning by heart for the sake of marks, others said that a good observing teacher could easily target the desired method that fit all students preferences and spread motivation among the group, whereas other went to specify by saying that teacher should be eclectic in teaching through a method that gather all and every what a student may need.

Section Three: External Factors

Question thirteen:

- To which extent motivation is important to freshmen students?

The first question in the third section entitled "external factors" was devised for the purpose of gathering data on the importance of motivation among freshmen students, teachers who participated in the questionnaire declared that motivation is a mandatory criterion in EFL context in which learner will not favour or even engage to learn a complete foreign language with its grammar, vocabulary...etc. They also stated that the success of teachers is extremely related to how much students are motivated and to which extent teacher and his/her performance can boost and motivate student to be engaged in lectures and raise students' attentiveness, active statue and understanding. All in all, teachers considerably emphasised on motivation role in pushing students to be good learners and save them from failure.

Question fourteen:

- How can you motivate them?

As a continuity to the first question above, this question aimed to know how teachers can motivate their students, a great approval among teachers that good performance is key term in achieving motivated classroom through innovative methods and paradigm such as: drawing pictures, solving problems tasks, authentic materials, comfortable learning settings and at the end giving fair testing and evaluation, all what have been mentioned goes hands in hands with

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teachers' necessity to adjust different methods with students profile as well to students needs and interests in terms of performance, content and types of evaluation, others ensured that a psychological aspect could never been neglected in such phase, motivation required personal and cohesive bounding based on trust and respect between teacher and his/her students to overcome the psychological barriers, whereas other claimed that a teacher should be motivated to motivate by giving attractive and effective lecture, by simplifying things and spreading awareness among students.

Question fifteen:

- How often you use ICT in your classroom?

This question was devised in order to seek how often teachers use ICT in their classrooms, the pie chart expose the teachers' answers.

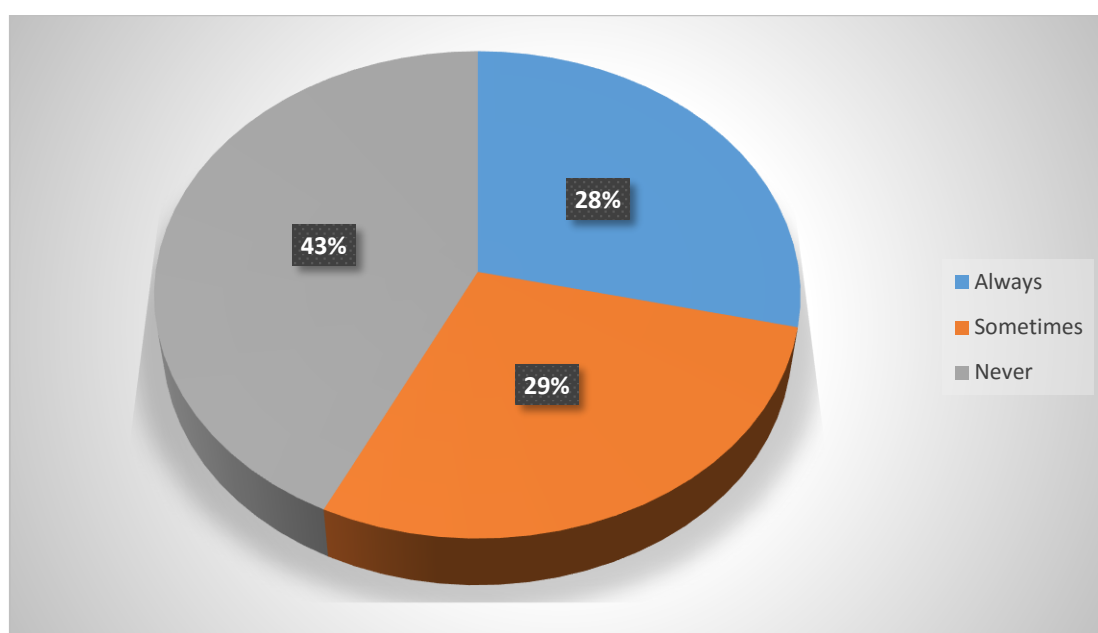


Figure 12 teachers use of ICT in Classrooms

As the pie chart displays, the majority of teachers (43%) were not employing ICT in their lectures, this lead researcher to hypothesise that teachers may not have materials or not much adequate of the use of ICT in ELT in accordance to the previous questions where teachers stated that ICT is required by students and is a key aspect in motivating students and build successful classroom settings that fit all students' profiles, due to technological innovation and

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the new generations who are gifted by nature in manipulating ICT toolkits, teachers are required to adopt ICT in their lectures.

Questions (16, 17):

- Are first year student aware of the role of ICT in their learning process?
- Could you please elaborate your answer?

The investigator attempted to figure out if students are aware of the role that ICT plays in their learning process, the next figure shows their answers.

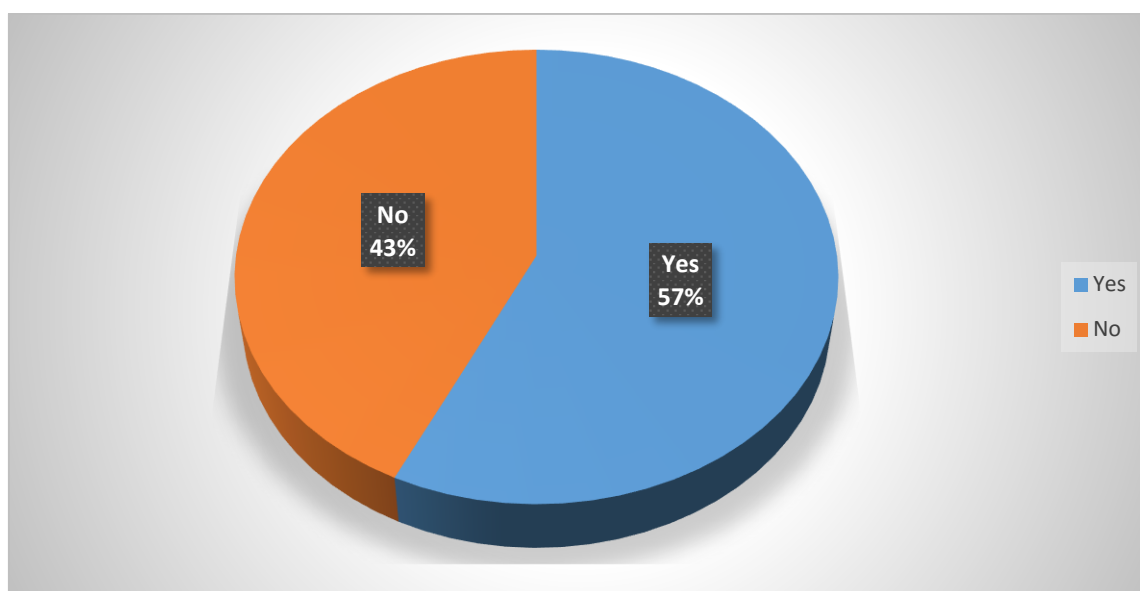


Figure 13 Teachers View Point of Students Awareness on Using ICT in Classes

As the pie chart refers back to the previous questions, teachers in this question were requested to give the researcher an idea about student's awareness, the results shows that the majority are aware and conscious of the use of ICT in the learning journey by a percentage of (57%), when linking this questions' results with the previous questions outcome including teachers and students questionnaire, ICT in a compulsory part in the recipe of success. Teachers have further elaborate in the second part of the question, which was an open ended question, participants who have chosen to answer by "Yes" illustrated that the majority of 1st year students were requiring administration to set ICT's equipment(data show, laboratory equipment and E-conferencing equipment) in classes so teachers, in other hand, others went to suggest to add a module for ICT, since this generation have shown excellent manipulation of ICT and they

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need just to employ it learning purposes and further more to facilitate teachers duty and save time for practise and activities(tasks, assignments and remedial work when needed), whereas for those who have chosen to answer by “No”, they refer students unawareness of ICT use in learning in EFL context that students may resort to ICT in order to accomplish tasks and fraud teachers in evaluation in a way that suggest that students should have more conscious in research methodology and morals of learning.

Questions (18, 19):

- Can motivation and ICT meet their varieties of learning style?
- If "Yes", please elaborate.

Researcher seeks via teachers’ experience if ICT and motivation cover all the learning preferences variation, the next pie chart shows the graphical representation of the answers.

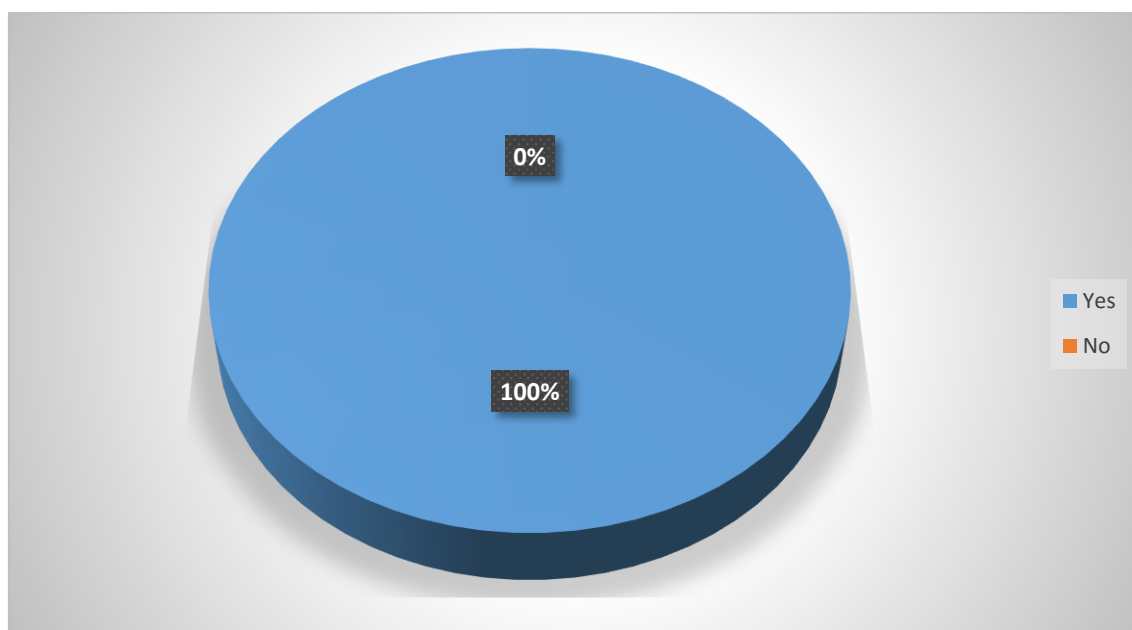


Figure 14 ICT and Motivation Use for Meeting Students Needs

As the pie chart conveys, an extreme agreement that ICT and motivation can meet students’ needs (100%), teachers elaborate in the open-ended question that follows and complete this question, teachers’ answers reveal that ICT besides motivation provide entertaining, free spare to communicate, better understanding, simplicity to subjects and effectiveness to teachers methods, researcher inference that ICT and motivation will cover all learning styles and preferences through visual aids that may lead learner to be in connection to

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natives and make easy to catch language by watching, listening and interacting, whereas motivation is explicitly integrated in using ICT and the fact that teachers are taking into account each students preferences.

Teachers' Interview

The interview employed in this research work aimed at knowing affective factors that impact students in EFL learning environment. After having questionnaire for both informants categories (teachers and students) which enlarge the sight of the research, another data collection instrument has been chosen to consolidate the research with the necessary data, this instrument was an interview. The researcher has chosen a sample of four teachers (teachers who are having first year at the academic year 2018-2019).

The sample chosen for the interview were concerned with first year students as well to the issue undertaken in the research. Therefore, the researcher resorted to structured interview that consist of three questions. The interviewees were four teachers, two of them have answered the interview question via a written passage because of the lack of time and unfortunate circumstances, the last two teachers were recorded using an electronic device, and it took 10 minutes. The three questions targeted at having data on students well-beings in classes and how teacher can motivate his/her students, as well to a question of teaching method flexibility according to students' preferences. The data extracted from interviewees was analysed using qualitative method.

The interviewer noticed that teacher were confident that students' wellbeing is related to the first impression which affect students' psychological side positively or negatively. Teachers were emphasising that students at their first year of their first experience at the university are experiencing a very new dimension of education with a different individuals and scope of subjects to be learned. Teachers focused on the relationship between the teacher and students as well to students with themselves to overcome the barriers mentioned previously and encourage freshmen students to cope with the new environment by teamwork spirit. Teachers did not marginalize the importance of warming up and students' interaction with teacher in each and every session, interviewees focused also on showing intimacy and carefulness with students' answers (provide help, advice and guidance), questions and hopes even those who are considered as intermediate students to spread positivity. All teachers agreed that the role of

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being a teacher do not end when the session by the end of the session, they reinforce that equality between all students and being in attach with them in and out of the classroom will help students to feel at ease and be more active. The researcher have noticed how teachers emphasis on the notion of motivation especially when dealing with students' wellbeing that gave positive impression to the researcher about how much motivation is needed and recommended.

Next, the interviewer asked the interviewees in the second question on how teachers motivate their students. It was advised by teacher that motivation is a key factor in the success of teacher as well to students themselves, as it was deduced from the first question. Interviewees have asserted that different strategies should be adopted to fit the different mentalities and different learning considerations. Informants declared that some students are motivated through the content of the lecture i.e. students will be so active and interested in a lecture if they found what do they interest and favour included in the lecture therefore teachers will notice that student will be so attentive and active in comparison to other topics and subjects, this lead the researcher to assure that taking the point of views and perspectives of students will lead to motivating and successful EFL classes. Other teachers have appreciated the use of the two concepts (internal and external motivation) where teacher should have a clear insight on how his students likely to be motivated and raise the awareness of his/her students and in indirect way push them to be autonomous learners which solve the issue of motivation. In other hand some teacher have proposed that teacher should motivate student not only through content flexibility, but also via teaching methodology i.e. teacher should have an idea on how students like to be taught. Interviewees advised that mixing students with intermediate and high level would create a kind of balance that may lead to encourage reluctant students to be involved, using a simple language and be a part of the lecture will help to attract learners. Informants focused on teaching methods through using the simplest to the most complicated and apply some well-known methods such as eclectic approach and communicative language teaching to cover all what learner may need in addition to the use of authentic materials, then they went to the reinforcement and how teacher should praise or punish students; they emphasise that learners are tolerant to do mistakes in condition to learn from their mistakes and they are praised by sowing the seeds of internal motivation away from marks and evaluation, evaluation and assessment have taken a part of teachers' method of motivation where it should be feasible and reliable in a way that create psychological contentment for passing examination and evaluation.

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The third question addressed to interviewees was on how teachers adjust their method of teaching accordingly with learners' preferences. A total agreement between interviewees that ICT can provide teachers with pathway to suits all students' preferences and cope all the learning styles that any class can consist of. Interviewees, in addition to the use of ICT emphasised on the impact of the teacher personality and his/her ability of handling the class and manipulate the atmosphere inside the classroom. The researcher concluded that ICT with the help of different materials in addition to the awareness of both teachers and students of learning needs can facilitate lecture and make all what was hard to achieve attainable. In other hand, eclectic approach was recommended to be a part of adjusting students' needs and different perspectives of learning through its combination of all the other methods of teaching.

Discussion of the Main Results

Adopting an ESP approach for the current study could help the researcher to cover both students and teachers perspective of needs by which researcher could retrieve data that approve or deny the validity of the hypotheses. To develop this research work, the author of this work had proposed a set of hypotheses. The first hypothesis was that the freshmen students of English Language in Saida's University possess a mixture of learning styles. After collecting the data and analysing it, the first hypothesis was proved throughout the results being deduced from the instruments, the questionnaire addressed to students revealed that there are two major learning styles(Kinaesthetic and Auditory learning style) and another one which was minor learning style (Visual learning style) whereas the interview which teachers come to approve what the questionnaire revealed by the recommendation of teacher that focus on using students' point of view of both content and methodology in addition to the use of ICT and motivation to provide an EFL learning context that suit all students. Teachers announced that each student has his/her own preferences and way of learning English language and that occurred in the first and the last question of the interview addressed to teachers.

The second hypothesis which was suggested was that teachers may adjust with that variety of learning styles requirements by adopting an eclectic approach and a continuous needs assessment to highlight students' learning needs and hindrances to overcome. The findings of this research work, especially in the second and third section of the questionnaire addressed to teachers and the second and the last question in teachers' interview have proved the validity of that hypothesis. Teacher approve that they need to adjust and cope to their 1st year student to

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improve their level and fulfil the pedagogical goals, whereas, student will be motivated and having the suitable EFL learning conditions if teacher conduct an on-going needs assessment to reveal what students really need and appreciate. The use of ICT and different material format may cope and cover students' learning preferences which lead to a successful student.

Thus, one may say that EFL learner are highly recommended to set a specific standards that fit their specific needs, requirements and learning preferences. Teachers recognized the importance of getting the exact recipe of a successful EFL classroom. Students may help teacher to identify their need and through this process the teacher will adjust his method of teaching and delivering the lecture as well to the content by which he/she attract his students attention and interest. While the use of ICT is mandatory, especially with a generation who was born in technology and have no issue when dealing with technology, ICT provides to teachers an opportunity to catch all students' needs and facilitate dealing with their variety of preferences. Teachers may show a less competence of using ICT in teaching as well to students who are aware of the use of technology in their life unlike the use of ICT in their learning process. Therefore, having both the accurate and the appropriate knowledge to master the desired function of technology play a big role in the success of that last.

Conclusion

This chapter was devoted to provide an overview of the research design and data collection procedures with a detailed description. In addition, it was concerned with detailing the method undertaken to interpret the data and presenting outcomes being derived from both instruments. As the data analysis revealed, teachers are invited to take a look and listen to students' voice and adopt the use of ICT and motivation to achieve the desired goals and fulfil self-satisfactory among EFL 1st year learners. Hence, a sum of recommendations inspired from the interpreted data of both teachers and students will be displayed in the following chapter.

Chapter

Three

Chapter Three: Recommendations and Suggestions

Introduction

Learning/teaching English in university has become very systematic process that requires sensitive procedures and strategies in order to fulfil perfect EFL learning conditions. Many researchers have studied the case how new entrants could highly benefit from learning English as a branch at university by investigating the leading criteria to achieve such success. This research as it reveals an attempt to extract and highlight first year English language learning needs and generate a sum of recommendation for teachers in order to improve EFL learning experience. Thus, Researcher would like to make suggestions that are derived from the analysis of the previous procedures.

Fostering Intrinsic Motivation

Motivation is a key notion in EFL context, both teachers and students cannot neglect the importance of motivation on ELT process. When speaking about needs analysis among new entrants to university, motivation has been on the top of students' needs. Therefore, Researcher manage to give a brief overview of how teacher can motivate his/her students. Moreover, during the last decades, EFL, ELT and motivation were unseparated terminologies that represent what teacher can devote to his/her students. In this research, English as a foreign language in Algeria's university was marginalized to an extent, students who is studying English language as a major were facing obstacles that often frustrate their ambition and determination of learning the language. It comes that students do not have the desire to attend classes, which push teachers to take the responsibility of motivating their students. Wilson (1981), Eisenberger and Cameron (1996), Brewer and Marmon (2000) designed three aspects can evaluate teacher's motivation towards his/her students, based on the following three points:

- (a) The instructions: it revolves around teacher's competencies and ability to attract students through his/her skilful performance.
- (b) The relationships: it emphasises on teacher student relationship and the degree of intimacy that affect students' wellbeing and interaction.
- (c) Classroom Managements: it takes place in teachers' strategy of planning and organizing classroom, this may influence students positively if teachers knew how to implicitly motivate their students through this aspect.

Chapter Three: Recommendations and Suggestions

The mentioned above factors are affective factors that teacher may identify the suitable atmosphere to his/her student in order to push them to be more attentive, active and engaged in the lectures. Intrinsic motivation is a leading factor that promote EFL learner to be internally driven and having the willingness and the need to explore and learn new knowledge This conclusion need to be realized at the academic setting by adopting an ESP perspective through the implementation of needs analysis of 1st year English language students at Dr. Moulay Tahar University.

Adopting an On-going Needs Analysis

ESP has established an ELT thorough methodology that can cope in any situations' outcomes. Need analysis was one of the leading methods that can help teacher in EFL context by providing an accurate paradigm to identify, summarize and analyse what the current situation requires in accordance to what students need. ELT in Algeria has become a symbolic notion, teachers have overcome the traditional perspective of teaching the given content to set evaluation. Nowadays, teacher are aware of the use of ICT and motivation in EFL context and its impact on students' learning process. On the light of the previous chapter results, teachers' role in motivating students is linked with teachers' knowledge of their pupils' needs and requirement. Teachers are invited to set a comfortable learning condition that could attract students' attention with the use of motivation and the integration of ICT in Education.

The Appropriateness of Teaching Method

Based on the research work outcomes, the majority of teachers have asserted that the use of the appropriate method of teaching can highly affect the success of the lecture besides the students' wellbeing and motivational state. Students at first year of their university career are sensitive regarding the new atmosphere and the new major (English as foreign language). Therefore, teachers are advised to be flexible and choose the most appropriate method of teaching that suit students' preferences. Teachers could identify this method through assessing their students' needs and requirements and to take into account their learning channels, when doing so, teachers can conclude that the variety of teaching methods and the individuals' differences push him/her to resort to one specific method which is known as the eclectic approach. The eclectic approach concludes that no teaching method is perfect to fit students' needs, it gathers all the other teaching method techniques, basics and methodology to fulfil one purpose which is the satisfactory of teachers and students in EFL context. Al Hamash and Younis (1985) defined eclecticism as a multiple methodology that take benefit of various language learning perspective instead being

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restricted of only one method. Popova (2001) pointed that the diversity of learner and the way they learn oblige teacher to resort to an eclectic perspective of teaching. This method focuses on students' needs as it intends to formulate the way the lecturer are delivered by which it suits all students' learning channels and expectations. Wali (2009) asserted that the experience teacher foster their teaching method by being eclectic in holding each method positive sides and ignore the negative sides, eclectic teacher can resort to what fit students' needs and mix several teaching method in terms of lecture delivery, evaluation and reinforcement to draw a successful environment and setting for his/her students. Eclectic method of teaching has been considered as the most successful ELT paradigm of teaching in the last decades. Eclectic approach could cover all learners' preferences, but it will take a lot of time and efforts from teacher which consequence teachers' aversion. Thus, Educational settings have been linked with the use of Information and communication Technology (ICT) to improve both teaching/ learning experience in EFL.

The Use of ICT in Learning Environment

Higher Education Ministry authorities are invited to activate the role of ICT in universities and institution, more specifically EFL learners could benefit the integration of ICT in English learning context. Thus, to ensure better employment of ICT, both teachers and student should have a training on how dealing with technology in such case. Teachers' use of ICT in ELT could facilitates the task for them by fulfilling what curriculum require and what student expect to learn. Both teachers and students are concerned with the use of educational technology, by this we mean that teacher need to be aware of how integrating ICT for realizing the pedagogical purposes. The role of Computer in language teaching and will develop the qualities of learning and teaching in EFL context. Teachers may resort to ICT as a tool to shorten lectures and discussion whereas wise and more experienced teachers will integrate ICT to digitize the learning process and to foster learners' motivational status. ICT can cover all learning preferences. In the same respect, computer assisted in language learning (CALL) represents the most contribute part of ICT in education. CALL defined by Levy (1997) as the field where teaching and learning are depending on computer and technology. CALL does not exclude teachers' role in classroom, it has no inborn willingness, which can manage the classrooms and its occurrences. Now days, everything is related to technology, even teaching and learning are related to technological devices. Computer role in educational setting especially in ELT context does not end at delivering the lectures, it exceed to evaluation and assessment, evaluation through using ICT can be self-evaluation through web-based applications or software such as computer assisted in pronunciation which assess learners'

Chapter Three: Recommendations and Suggestions

productive skills as Rostron and Kinsell(1995) pointed out. ICT provides a great opportunity to learners to learn and assessed by themselves through its various software and applications. In the same vine, Benson and Voller (1997) agreed, “Computer software for language learning is an example of a technology which claims to promote autonomy simply by offering the possibility of self-study”. EFL learners might have an idea about what learning autonomy is, but teachers asserted that the majority of students are not appealed for learning

Fostering Students’ Learning Autonomy

When adopting an on-going needs analysis by which teachers can access to their students’ vision of both content and methodology, the lecture content and teacher methodology will supply students’ intrinsic determination for learning autonomy. Students are likely to be self-directed to learning the language, Candy (1991) said that “When learners are involved in making choices and decisions about the content and the mode of what they are studying, learning is more meaningful, and thus, effective.” Whereas Nunan (1995) mentioned that learners who possess the ability to identify their own goals and pave their own learning opportunities, this type of learners are autonomous learners. Dam (1997) defined learning autonomous as the shift from teacher directed teaching environment to learner-directed learning environment, this shift is considerably related to the awareness of learning needs as to the use of technology in addition to student’s self-esteem and determination. Autonomous learner characterized by responsibility, Deci and Ryan (2000) ensure that giving students a part of freedom to handle tasks will increase their sense of responsibility as to be more engage and more initiative. CALL can complete what intrinsic motivation started in shaping students’ learning autonomy; it offers an opportunity for EFL learner to improve their level by the use of ICT in education.

Teachers and students’ awareness of learning needs can impact teachers’ methodology and improve it by employing ICT in education to intrinsically motivate students and shape their appeal for learning autonomously, but the importance of classroom in learning cannot be neglected by both teachers and students. Thus, students must feel at ease and comfort for learning at classroom.

Classroom Atmosphere and Classroom Arrangement

ELT and EFL learning cannot dispense the role that classroom environment plays in education contexts, the new developed perception of teaching and learning in EFL context still taking classroom factor as an important factor in building students’ motivation and learning

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autonomy. Earthman (2004) stated that building a good learning environment in which student could feel comfort to it can define how well they will absorb information. First year students can freely express themselves in-group discussion as well to activities that require sharing ideas and performance tasks if the atmosphere permit students to feel comfort. The arrangement of classroom could also influence students' learning appeal as well to teachers' performance. Siegel (1999) mentioned that the organization of classrooms has an influence on teacher ability to accomplish teaching/learning activities with effectiveness and efficient manners.

Conclusion

It is possible for teachers to increase their students learning opportunities by establishing an EFL learning context that suit their students learning preferences. ESP perspective of learning/teaching emphasises on a learner-centred approach, this approach takes into account students' needs by providing an overall of what students need to increase their learning process. Teachers may conduct a need assessment to reveal both students' needs and learning style by which it become easy to draw a teaching methodology and construct lectures content that fit students expectations.

In order to foster the EFL learning conditions and raise students' learning opportunities. The investigator can summarize the basic requirements and recommendation in the following points:

- Teachers need to assess their 1st year students' level at the first sessions to know their background, level and expectations.
- Teachers are invited to adjust their teaching method according to students learning style and requirements.
- Teacher need to devote more time for practising the language so that students can reveal their potentials.
- Teachers need to integrate ICT in their teaching in order to encourage students to use the ICT outside the classroom.
- Teacher need to use authentic materials and real life situations to foster their students' ability of using the language.
- Teacher need to motivate their students towards learning English.
- Students need to develop their learning autonomy by extensive reading and outside classroom practise.

General Conclusion

General conclusion

The current study was an attempt to show how important for teacher to be aware of their students' needs and requirements, this needs could promote learning and improve student's opportunities of learning English language. Teachers adjust both content and methodology in accordance with students' learning needs, teachers also resort to improve students' motivation through the use of ICT to cover all students learning modes and raise their attention. In particular the author aimed to highlight how ELT environment plays a compulsory role in achieving pedagogical outsets by establishing a positive atmosphere to EFL learners as well as to teachers. The researcher introduced the following research questions:

1. What are the prevalent learning styles among first year students?
2. How can teachers' strategies be aligned with students' preferences?

The above questions led the researcher to formulate the following hypotheses:

1. The freshmen students of English Language in Saida's University possess a mixture of learning style
2. Teachers may adjust with that variety of learning styles requirements by adopting an eclectic approach and a continuous needs assessment to highlight students' learning needs and hindrances to overcome

The study has begun with a literature review of previous researchers' perspectives and definitions of the related notions. The literature review provided an idea of ESP and the difference between EGP and ESP, moving to EAP and needs analysis. Researcher then demonstrated a brief review of the related literature on learners' styles and motivation. The theoretical background helped the researchers in knowing how ESP approach the academic purposes of learners through EAP, in addition to the different types of learning preferences, the literature review has paved the way for the researcher to be aware of the exact notions and terminologies of the previous works.

The second chapter devoted to the research methodology as well to the analysis of the data. Therefore, two types of research instruments have been employed to elicit the data; a questionnaire to both teachers and students, and an interview for teachers. Researcher approached freshmen students with an ESP approach to define the first year English language learning needs. The previously mentioned research instruments helped the researcher to tie teachers and students' point of views concerning needs and how can both teachers and student improve leaning/teaching experience. Concerning data analysis, the researcher resorted to the quantitative and the qualitative

General conclusion

data analysis. The sample of the research was extracted from EFL first year students and their teachers.

Based on the opinions of the participants, the researcher attempted to prove the research hypotheses. Through the previously mentioned instruments, researcher investigated the validity of the hypothesis through employing questions that aimed at knowing the prevailing learning style among students as well to the major pedagogical needs and the factors that may help teachers and students to better EFL learning conditions.

Only after having approached the issue with such methods could the researcher provide solid claims and to transmit the crux of this research which was based on raising the first year voice. Based on the results, the researcher illustrated a set of hints to improve learning environment for both teachers and students.

The study was compromised by the insufficient sample of population, researcher was intending to cover all the promotion of first year English language students. Finding the printed form of resources was another obstacle that hamper the research accomplishment.

It is hoped that more investigation be conducted about the role of ICT in improving students' four skills especially speaking, in addition to investigating the effect of student's learning style and the Baccalaureate stream on the perception of learning English as a foreign language. Teachers currently are more aware of importance of teaching and learning in EFL, teachers have become more aware and up to date with the new research outcome and the innovation in ELT. It became mandatory to customize EFL context to fit what students and teacher need, these needs are not limited to teaching and learning, it exceed internal factors that are implicitly hidden in students' psychological side to teachers' methodology of teaching and EFL context. Teachers nowadays are concerned with how to extract the best performance. This question will lead to another question which is "how can students take benefit of the maximum of lectures", teachers resort to flexible method and assess their learners learning channels and preferences, as a consequence they provide students with the suitable learning environment that match their learning requirements.

As a conclusion, the present study aimed at improve increase the effectiveness and efficiency of teaching/learning in EFL context, many aspect can involve in improving ELT in EFL learning context but the success of the lecture and the teacher's methodology is taking the perspective of

General conclusion

ESP in building lectures upon students' needs. Moreover, this study tried give the view of which students want to be taught. Nevertheless, it attempted to improve the current EFL learners at Dr. Moulay Tahar University, the department of English language and literature.

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Appendices

Appendix 01 :

Students' Questionnaire

Dear Student,

You are kindly requested to answer the following questionnaire, your answer will take part in an MA dissertation concerning freshmen students' needs and requirements in English Language Learning. Please tick below the choice that suits you regarding the questionnaire statements.

Section One

I don't like to read directions; I'd rather just start doing.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I remember something better if I write it down.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I remember things that I hear, rather than things that I see or read.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

It helps to use my finger as a pointer when reading to keep my place.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

It is better for me to get work done in a quiet place.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

Helps me to look at the person while listening; it keeps me focused.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I can learn better if I hear how things can be achieved.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I learn things better after having an opportunity to do it.

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I remember things better whenever I get picture of it in my mind. *

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I understand how to do something easily if someone tells me, how to do it. *

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

Before I follow directions, it helps me to see someone else do it first. *

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

I think better when I have the freedom to move around. *

- ☐ Never applies to me
- ☐ Sometimes applies to me
- ☐ Often applies to me

How do you evaluate yourself in these points?

Giving oral reports and short talks.

- ☐ Strong
☐ Average
☐ Weak

Using verbal gestures in your communication (tone, body language and face expression).

- ☐ Strong
☐ Average
☐ Weak

Participating in a debate and defend your idea(s).

- ☐ Strong
☐ Average
☐ Weak

Having the same meaning with several concepts when writing and speaking (lexicals and synonyms). *

- ☐ Strong
☐ Average
☐ Weak

Pronounce and spell words.

- ☐ Strong
☐ Average
☐ Weak

The ability to understand texts and extract information and sub-ideas.

- ☐ Strong
☐ Average
☐ Weak

Taking notes and summarizing spoken ideas (in case of study day, seminars or lectures).

- ☐ Strong
☐ Average
☐ Weak

The ability to understand speech from different accents (British, American or Indian accent).

- ☐ Strong
- ☐ Average
- ☐ Weak

Section Two

Which one of the skills and areas you would like to improve? (You can choose more than one answer).

- ☐ Listening
- ☐ Speaking
- ☐ Writing
- ☐ Pronunciation and Spelling
- ☐ Vocabulary Repertoire
- ☐ Reading

What do you suggest to improve the chosen skill(s)?

Do you need ?(You can choose more than one answer)

- ☐ Topics that interest you.
- ☐ More Motivation in lectures.
- ☐ Extra importance to grammar and writing skill.
- ☐ More practice and oral production during lectures.
- ☐ To link between technology and learning.
- ☐ Taking your opinion (of the content and methods of lectures).

Another need(s), which is not mentioned above.

Do you prefer teacher as:

- ☐ Provider of information
- ☐ Guide of lecture
- ☐ Participant in learning process (students alike)

What are your suggestions to your teachers concerning English Learning?

Do your classes meet your expectations of English learning at university? why?

Thank You For Your Cooperation.

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Appendix 02:

Teacher's Questionnaire

1. Have you encountered difficulties in teaching first year students?

- ☐ Never
☐ Often
☐ Always

2. If "Yes", mention these difficulties.

3. How did you manage to deal with them?

4. As a whole, how do you evaluate your 1st year students?

- ☐ Low
☐ Average
☐ Good
☐ Excellent

5. How do students respond/interact to your lectures (in terms of feedback)?

6. How do you employ this feedback? *

Section Two: Teacher's Perspective

7. Do you change your teaching method accordingly with the students' feedback?

- ☐ Yes
- ☐ No
- ☐ Another: _____

8. Are first year students aware of their needs, wants and academic requirements?

- ☐ Yes
- ☐ No

9. If not, please elaborate.

10. In brief, what are these needs according to you?

11. Do you think that teachers must conduct an on-going needs analysis to better their classes understanding?

- ☐ Yes
- ☐ No

12. How could teachers adjust their methods to students' needs and learning styles?

Section Three : External factors

13. To which extent motivation is important to freshmen students?

14. How can you motivate them?

15. How often you use ICT in your classroom?

- ☐ Always
- ☐ Sometimes
- ☐ Never

16. Are first year student aware of the role of ICT in their learning process?

- ☐ Yes
- ☐ No

17. Could you please elaborate your answer.

18. Can motivation and ICT meet their varieties of learning style?

☐ Yes

☐ No

19. If "Yes", please elaborate.

Appendix 03:

Interview Questions

1. How do you manage to set students' wellbeing during classes?
2. How does teacher motivate his/her students?
3. How teachers adjust their method of teaching accordingly with learners' preferences?