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Designing and Implementing an ESP Course for 3rd Year Licence Students in Technology of Communication at Moulay Tahar University, Saida.

Thesis submitted to the department of English in Candidacy for the degree of Doctorate in Applied Linguistics and ESP.

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List of Acronyms

EAP: English for Academic Purposes.

EBE: English for Business and Economics.

EAOP: English for Academic and Occupational Purposes.

EFL: English as a Foreign Language.

EGP: English for General Purposes.

EGAP: English for General Academic Purposes.

EGBP: English for General Business Purposes.

ELT: English Language Teaching.

EMS: English for Medical Studies.

EOP: English for Occupational Purposes.

ESL: English as a Second Language.

ESP: English for Specific Purposes.

ESS: English for Social Studies.

EST: English for Science and Technology.

ESTV: English for Specific Trades or Vocations.

EVP: English for Vocational Purposes.

GE: General English.

LN: Learning Needs.

NA: Needs Analysis.

PSA: Present Situation Analysis.

SE: Specific English.

TEFL: Teaching English as a Foreign Language.

TC: Technology of Communication.

TN: Target Needs.

TSA: Target Situation   Analysis.

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Abstract

The increasing development in sciences and technologies accelerated people from different nations to learn English, since all the discoveries and the inventions are in English. Different institutions and universities implement English learning in their curricula to cope with this scientific progress. Algeria for instance, introduced the English language as a foreign language as a supplementary subject for those students attending sciences and technologies, social and human sciences, and economics. This dissertation evaluates the quality of English presented to students of technology of communication in the faculty of sciences and technology at Dr. Tahar Moulay- University of Saida. The students of technology of communication study English which is totally different from their targeted goals. The ESP course should meet the needs of those students. This work aspires to overcome the deficiencies in the current ESP learning process by designing an effective ESP course to match these learners' needs and wants and then implement what is designed to develop a valuable ESP material. The researcher bases on third year technology of communication students as a case study, using different research tools; questionnaires, a class observation, and a structured interview for both participants; the students and their ESP teachers to undertake this action research. The outcomes showed that there should be a change in the ESP course as well as a change in both learners and teachers' attitude toward ESP learning. The results confirm that an ESP course has to be designed and implemented to meet the enrolled students' needs. Learners do not perceive what they study since the lesson does not reflect their wants. Designing a substitute ESP course becomes a necessity to improve both learners' perception and their proficiency. The implementation of the new ESP course is an encouraging step to develop an effective ESP syllabus.

GENERAL   INTRODUCTION:

The development of English for Specific Purposes (ESP) as a trend of English Language Teaching was after the second world war, exactly in the early 1960. The English language becomes an effective tool in all the fields of life, notably the scientific field. The English domination stimulates learners of different ages to learn this language for different targeted purposes. This increasing demand to learn English was due to economic and socio-political factors. The need to utilize English in the workplace for occupational purposes and to perceive it while studying for academic purposes contributed to spread the new ESP approach.

The inherent element in the ESP approach is needs analysis. Course designers determine the learners' needs before any ESP course is presented. Thus needs assessment is the core in any ESP syllabus design or ESP curriculum development. that uses needs assessment as the foundation for curriculum development. In that sense needs assessment plays a prominent role in determining what learners require from learning the English language. This needs analysis (assessment) contributes to arrange learners' priorities and wants.

The progressive use of the English language in all the fields of science and development pushed people to study it as a foreign language , as a supplementary tool to cope with these scientific discoveries. Many learners and adults started learning English while studying , so as to meet their academic needs. Here the notion becomes known as English for Specific Purposes, that differs from the General English.

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

English for Specific Purposes (ESP) course is designed to meet specific needs of the learners in a particular discipline. There are different purpose-oriented ESP

courses such as English for Science and Technology, English for Business and Economics, English for Technicians, English for Psychology and many more.

ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reasons for learning. Therefore, the ESP courses need to be designed in regard to the learners' basic needs and wants. Whenever the ESP course is designed, it should be implemented in those learners' syllabus. The ESP course design and its implementation are axiomatically correlated with its evaluation from time to time to determine if the set goals have been achieved or not.

ESP is based on designing courses to meet learners' needs. The ESP course is a process which involves finding out what the learners know and can do and what they need to learn or do so that the course can bridge the gap. The decisions made at this level are then reflected in course and syllabus design. The specification of what is to be included in a language course, methodology which is employed in implementing the syllabus, and material design which involves selection of learning tasks, activities, exercise types, and the way they are to be presented in a particular setting.

Course designers have to diagnose learners' wants and lacks first. An ESP course is based on what the target needs the learner seeks to fulfill in the ESP classroom or the workplace. The needs of language learners can be identified by a needs assessment. Needs assessment is a process of gathering information through various activities and from different groups of informants to determine the learning needs of a particular group of students. After analysing these needs, an appropriate curriculum can be elaborated, adopted and then developed.

This study attempts to design an ESP course to the students technology of communication- third year licence at Dr. Tahar Moulay- University of Saida. The design of an ESPcourse advocates its implementation to meet those enrolled students' needs. The new designed, planned ESP course is a step to a syllabus design. That course, however should cover the four integrative skills, the methodology of learning such a subject matter, the learning tasks, the types of the assignments given to those learners.

This work entitled "Designing and Implementing an ESP Course to Technology of Communication Students", is a continuous study, known by "An Investigation Into Students'English Academic Needs", realized by the researcher in the magister dissertation, in which the investigator arrived at determining the English academic needs of technology of communication students, basing on their wants, lacks and of course their needs.

Designing and Implementing an ESP Course to Technology of Communication Students, third year licence comes to bridge the gap between those enrolled students' needs and the content of the ESP course, the ESP materials, the ESP classroom and then a development and a design of an ESP syllabus to those learners to meet their needs and wants, since the investigations showed poor courses, and no planned lessons with no predetermined objectives.

ESP learning differs from the exposure of general English. The differences are in the content of the courses themselves, the syllabus, the present situation aims (PSA) and of course the target needs. Having ESP courses during the tertiary level or to use it in the workplace differs from studying that language as a field of study. Precisely, studying English while studying to meet such needs is English for Academic Purposes (EAP). Having courses in English to get a job that bases on English is English for Occupational Purposes (EOP).

The current higher education reforms give a valuable prominence to both ESP teaching and learning processes, an awareness is paid to the contents of the ESP courses, introducing syllabi, covering the goals, the objectives and the features of the ESP courses. Indeed, competitive recruitment to teachers in the field of ESP to oversee the enrolled students in different faculties as the one of "Sciences and Technology". Though that awareness about the prominence of the ESP approach, a considerable deficiency is observed and noticed. The Ministry of Highe Education implemented ESP in many institutions, meanwhile no ESP textbooks are elaborated, no ESP practitioners are trained enough in the field of ESP, no ESP curricula are developped and no ESP syllabuses and courses are designed. Even the students themselves do not know what kind of English they should be exposed to.

As a matter of fact, the current dissertation comes to diagnose the content students' basic needs, their views from the content and the quality of their ESP courses. This work, however sheds light on the atmosphere of ESP teaching at Dr. Tahar Moulay, university of Saida. Specifically, technology of communication students- Third year licence. This study aims at designing and implementing an ESP course for those learners, starting from the their current and qualitative courses. Thus, a course design is by essence a way to a syllabys design and elaboration.

The research entitled " Designing and Implementing an ESP Course to Technology of Communication Students" stands on three distinctive research tools (Questionnaires- Classroom observation and a structured interview) aiming at determining first the learners' needs and designing and then implementing effective and authentic ESP courses, bases on authenic and targeted courses.

The present study is a theoretical document correlated with a practical investigation intends to attain the following research objectives:

- Demonstrate the current ESP course and its contents.

- Expose learners' views about the quality of the English courses they receive.

- Assess and then evaluate the enrolled students' level in the subject matter.

- Inroduce the ESP practitioners' opinions about their learners and the courses the present to their learners.

- Conceptualize the ESP course to meet those learners' needs.

- Design an authentic ESP course for the enrolled students of technology of communication.

- Implement that ESP course to overcome the learners' deficiencies.

- Develop an ESP sylabuses for the students of the different faculties of the university of Saida.

- Match such tentatives of Syllabi designs with curricula developments.

The   technology of communication students at the university of Saida study the English langue for targeted goals , and specific purposes , focusing on needs assessment of these learners . So, if the teaching   of English for specific and academic purposes at the faculty of Sciences of Technology at Saida's university respects and relies on some strategies of predetermined objectives , the students ' achievements will be enhanced .

To shed light on the idea of course designing and implementing authentic materials that meet the students of Technology of Communication academic needs , the researcher bases on the following respondents:

a- The third year LMD enrolled students of technology of communication.

b- The ESP practitioners who supervise those learners.

To cope with this topic and have objective findings, three research questions are formulated:

➢ What kinds of courses should be implemented to Technology of Communication students?

➢ What measures should be taken while designing an ESP course to those enrolled learners?

➢ Can the ESP course design serve both the ESP practitioners and their learners of Technology of Communication students at Moulay Tahar University of saida?

In hope to attain such answers corresponding to the research questions given above, the researcher introduces and presumes the following hypotheses:

❖ The ESP practitioners at the faculty of Sciences and Technology might implement an English which is purely scientific, that goes with the students academic needs.

❖ The enrolled students of Technology of Communication may receive and study ESP courses that match their needs and wants, providing that the ESP practitioners elaborate specific English, basing on those learners wants.

❖ The Ministry of Higher Education may design an ESP syllabus for both the enrolled sudents of Sciences and Technology , and their ESP practitioners, the quality of that English for Academic Purposes (EAP) may not be only practical , but also motivating to these learners.

The present work is both a theoretical study and a practical research, based on an unbiased investigation, aiming at elaborating an ESP course and then designing an extensive syllabus. This work is structured into five chapters. Chapter one explores the literature review and the previous theories and studies related to the researcher's work.

Chapter two is a learning situation analysis in which the researcher defends the choice of that theme, the backround of that study, its significance , the samplings , the reseach tools adopted to get objective findings and the qualities of approaches (descriptive, emperical, statistical, qualitative, quantitative) while conducting that study.

Chapter three sheds light on the data analysis procedures, the interpretations of the outcomes in a graphical way, the graphic representation is correlated to discussions on the light of what has been found.

Chapter four illustrates the shortcomings registered while analyzing the respondents' research tools and tentative solutions suggested by the researcher to overcome the deficiencies encountered during that study.

Chapter five is a diligent work suggested by the researcher. It is a whole unit plan, covering the four integrative skills, the sub-skills, consolidation and a kind of

assessment. These planned lessons are tackled by the researcher as a a paradign toward an authentic ESP syllabus design.

Chapter One :

Literature Review :

CHAPTER ONE: LITERATURE REVIEW:

1.1. Introduction:

In this chapter, the researcher will review the literature on English for Specific Purposes (ESP), its history, its origins, then its definition. The second stage is about the major branches of ESP, the difference between EAP and EOP. Thirdly, EAP and Needs Asssessment (NA). Here, exposing the principles of needs assessment, types of needs, approaches related to needs assessment (philosophies of needs assessment, methodology of NA , instrument types of needs analysis).As a third step, the researcher will shed light on «Syllabus Design», its meaning, the difference between a curriculum and a syllabus , a syllabus design for an ESP. Besides that, the development of an ESP material and selecting , implementing and evaluationg materials for an ESP classes. Eventually, a brief conclusion resumes this chapter.

1.2. The History of ESP and its Origins:

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

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

1.3. Definition of ESP:

ESP is a branch of applied linguistics, it is an approach to language teaching and learning. The term ESP has just appeared after the WWII. The victory of the USA and Britain in that war impressed people from different nations to learn English. David Crystal points out: *''..........a language becomes an international language for one chief reason: the political power of its people –specially their military power.....'' (1997:32)*

This impression goes hand in hand with the technological progress; as a result ESP starts to form its identity, different from the features of general English. This eagerness to discover both the progressive technologies and the English language marked the birth of what is known by ESP.

David Crystal (1997) has analyzed the spread of English and has stated that English is used in some countries as a mother language, in other societies as a second language and or a foreign language taught in schools. The following facts demonstrate that English is indeed a dominant language and operates as a common medium of international communication.

Mackay (1978) considers ESP as the teaching of English, not as an end in itself but as an essential means to a clearly identifiable goal. The aim of learning ESP is not to know what it is, or to be fluent English user, but to use that language for targeted purposes. So, ESP is a tool to develop certain goals. The corner stone of this approach is needs analysis.

ESP is an approach which uses needs assessment as the basis for curriculum development. Hutchinson and Waters (1987:19) define ESP as: *« an approach to language teaching, course design and materials development in which all decisions as to context and methods are based on the learners 'reasons for learning ».*

What distinguishes ESP from English Language Teaching in general is the way in which ESP instruction is implemented. The purpose of ESP is to provide learners with the competence to cope with a specified set of tasks in order to achieve occupational or academic targets. On the other hand, ELT is concerned with providing the learners with a general capacity for language use in the future without any restriction of tasks. The implementation manner of ESP differs from ELT in terms of the specific effect

of the target situation Concept on which the ESP course directly focuses (Brumfit,1984 :Widdowson , 1983).Mackay and Mountford (1978) define ESP as :

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

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

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

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

*- designed to meet specific needs of the learner.

*- related in content to particular disciplines, occupations, and activities.

*- centered on language appropriate to those activities of syntax, lexis,
   discourse, semantics, and analysis of discourse.

 *- in contrast with 'general English '(Strevens, 1988:1)

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

*- may be restricted as the learning skills to be learned.

*- may not be taught according to any pre-ordained methodology. (Strevens, 1988:1)

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

*- ESP may be related to or designed for specific disciplines.

*- ESP may use, in specific, teaching situations, a different methodology from that of general English.

*- ESP is likely to be designed for adult learners.

*- ESP is generally for intermediate or advanced students but it can be used with beginners. (Dudley Evans α St John, 1998: 5).

1.4. The Major Branches of ESP:

David Carter (1983) identified three types of ESP:

- English as a Restricted Language (ERL).
- English for Academic and Occupational Purposes (EAOP).
- English with Specific Topics (EST).

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

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

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example

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

However, this is not a separate type of ESP. Rather it is an   integral component of ESP courses or programs which focus on situational language. This situational language has been determined based on the Interpretation of results from needs analysis of authentic language used in target workplace settings.
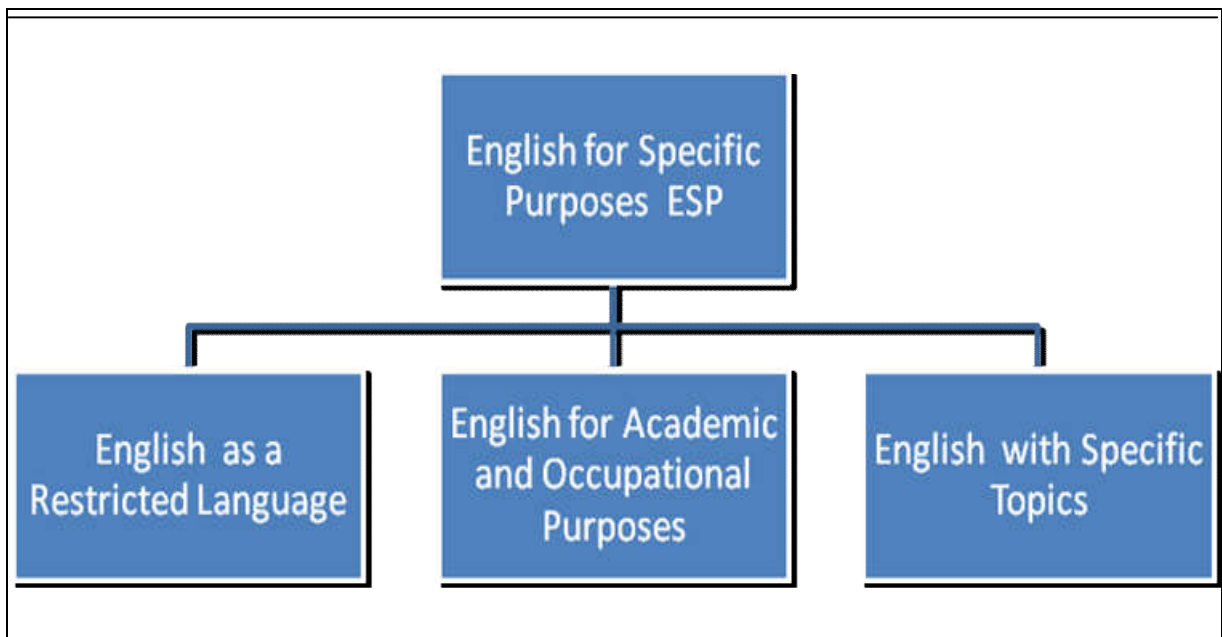
Figure 1.1: Carter's division to ESP (1983)

In addition to that, Hutchinson & Waters (1987), ESP is broken down into three branches:

- English for Sciences and Technology (EST).
- English for Business and Economics (EBE).
- English for Social Studies (ESS).

 Each of these subject areas is further divided   into two branches:
  - ✓ English for Academic Purposes (EAP)
  - ✓ English for Occupational Purposes (EOP).
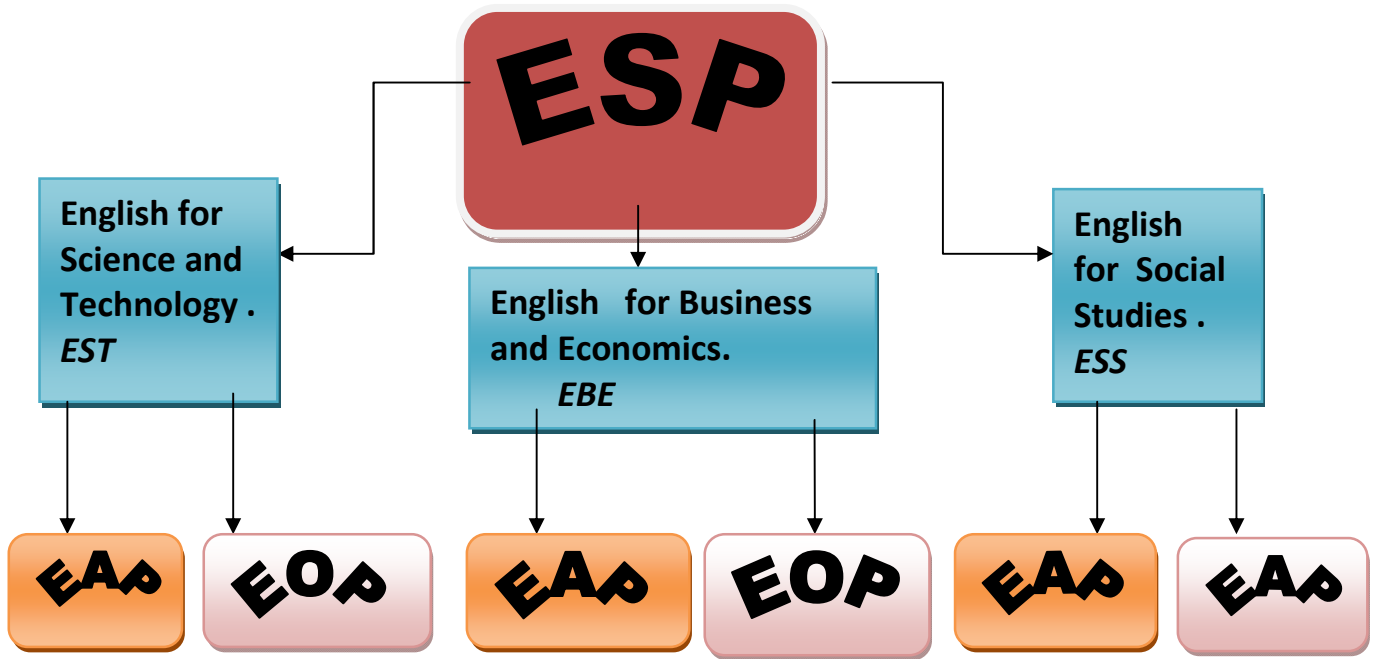
Figure 1.2: Hutchinson's and Water's division and sub-division to ESP. (1987)

Carter and Nunan (2001) give another definition to ESP. English for Specific Purposes is divided into two main categories, English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). So , EAP is the English needed in an educational context, usually at universities or similar institutions and at the school level, whereas, EOP is more related to professional purposes such as working doctors, engineers or business people. For business people, the teaching deals with general business vocabulary related to the teaching of specific skills that are important in business .
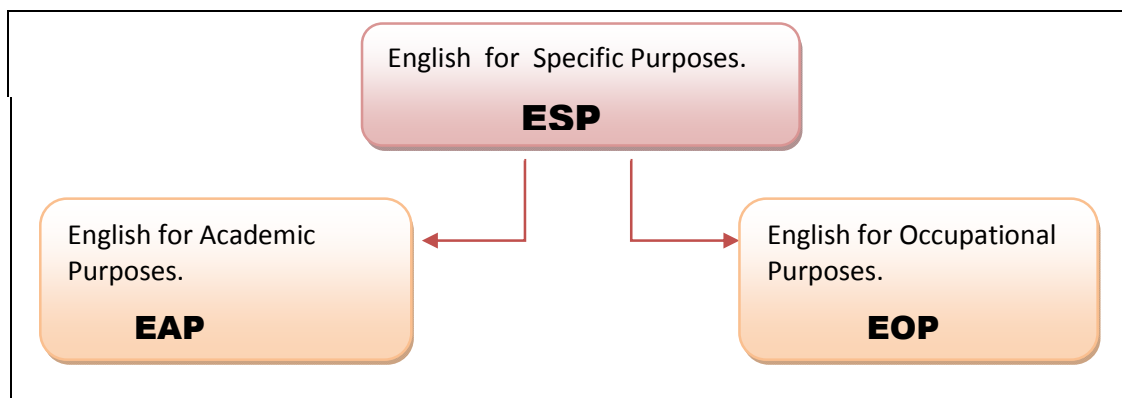
Figure 1.3: The main branches of ESP by Carter and Nunan. (2001)

On the other hand, St John (1998) divided ESP into English for General Academic Purposes (EGAP) and English for General Business Purposes (EGBP). EGAP is designed for pre-study groups such as Medical English for students, following a degree course in medicine where English is the medium of instruction , or a reading skills course. EGBP is concerned with specific business language for skills such as negotiation , or the writing of letters or faxes.
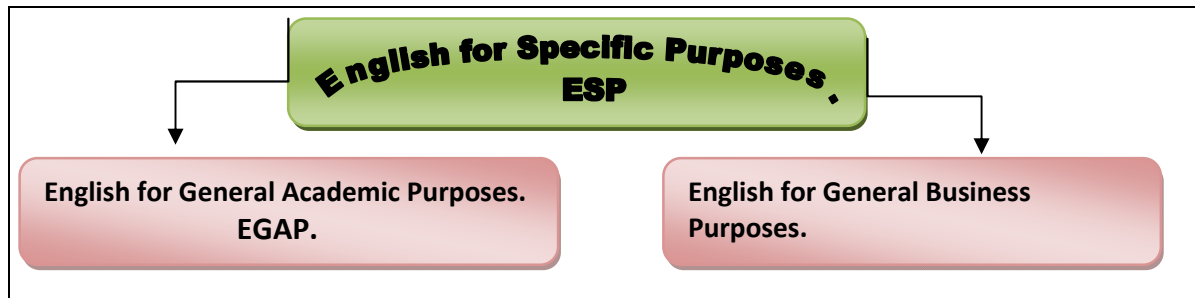
Figure1.4: St John's division of ESP. (1998)

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

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

1.5. The Difference between EAP and EOP:

According to Hutchinson and Waters (1987), there is no clear -cut distinction between EAP and EOP. They view: *« People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job. »* (Hutchinson and Waters, 1987: 16)

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

On the other hand, English for Academic Purposes (EAP) is applied for common core elements also known as 'study skills'. They basically consist of writing academic texts, taking notes and observations, listening to formal academic discourses and making presentations. Years later, Robinson (1991: 100) offer a distinction between these two Sub-fields by stating that: *" EAP is thus specific purpose language teaching, differentiated from EOP by the learner: future or practicing student as opposed to employee or worker. "*

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

1.6. Needs Assessment:

Hutchinson α Waters (1992) define needs assessment on the basis of « necessities » and « wants. » In order to distinguish between what the learners have to know and what the learners feel they need to know. The focus here is on the «lack » that represents the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

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

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

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

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

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

Therefore, linguists in the ESP field have not agreed exactly on the definition of the term « needs « itself. West (1994) comment on this issue by   indicating that the term « needs» lacks a unified definition and remains ambiguous. Richards (2001) argues that the definition of « needs. » depends on the perception of those making the judgment. Different interests and values are reflected in the definition. Teachers, learners, administrators, employees, parents and stakeholders may all have different views as to what needs are. Accordingly, the difference between what learners can presently do with the language and what they should be able to do, cannot be looked at from one standpoint. Braine (2001) indicates that linguists disagree on the definition, but they all agree that there are external factors that influence the definition. Factors such as staffing, time, cultural attitudes should be taken in consideration when conducting needs assessment.

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

a- **Necessities:** is the type of need determined by the demands of the target situation, that is, what the learner has to know in order to function effectively in the target situation.

b- **Lacks:** the authors believe that identifying necessities alone is not enough and that we also need to know what the learner know already, as this helps us decide which of the necessities the learner lacks. In other words, we need to match the target proficiency against the existing proficiency, and the gap between them is the learner's lacks.

c- **Wants:** learners' wants and their views about the reasons why they need language should not be ignored, as students may have a clear idea about the necessities of the target situation and will certainly have a view as to their lacks. Actually, this might be a problem as the learner`s views might conflict with the perceptions of other interested parties, e.g. course designers, sponsors, and teachers.

« **Learning Needs** », however, explain how students will be able to move from the starting point (lacks) to the destination (necessities). Hutchinson and Waters (1987) claim that it is naive to base a course design simply on the target objectives, and that the learning situation must also be taken into account. They add that the target situation alone is not a reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, and motivation for learning are of prime importance. The figure in the following page illustrates Hutchinson and Waters's taxonomy:
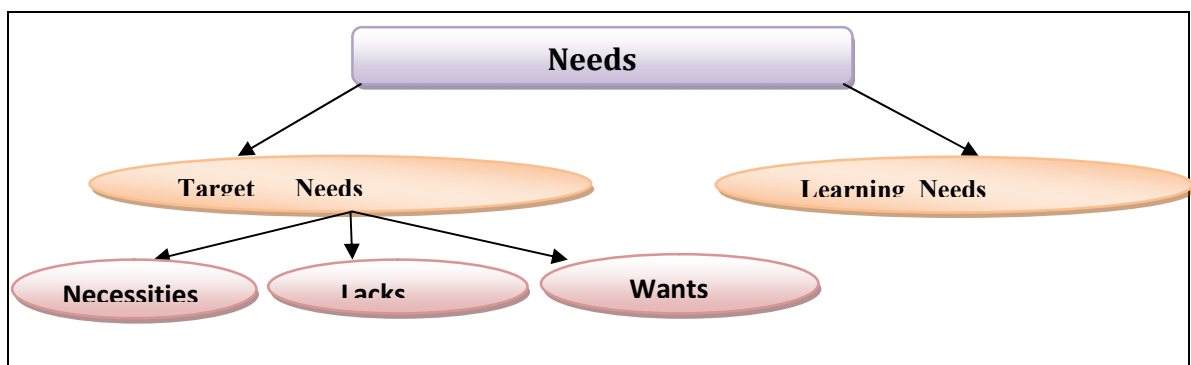
Figure 1.4: Hutchinson and Waters's Needs 'Taxonomy.

The corner stone of the ESP approach is needs analysis. Many scholars defined the notion needs analysis. Basically, this needs assessment stands on three major platforms and tenets, without them no predetermined goals, no specific courses are tackled. With the publication of Munby's Communicative Syllabus Design in 1978, situations and functions were set within the frame of needs analysis. In his book, Munby introduced communication needs processor' which is the basis of Munby's approach to needs analysis. This processor is represented by: Target Situation Analysis (TSA), Present Situation Analysis (PSA) and Learning Situation Analysis (LSA):

1.6.1. Target Situation Analysis (TSA):

It was first used by Chambers in 1980. So, the concept Target Situation Analysis (TSA) is to communicate in the target situation. The TSA is a sort on needs analysis; it describes the learners' academic needs while studying and the adult learners' occupational needs in the workplace. In that extent, Robinson (1991) adds: *"....., a needs analysis, which focuses on students' needs at the end of a language course can be called a TSA."*

In Munby's CNP, the target needs and target level performance are established by investigating the target situation, and his overall model clearly establishes the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design. Target Situation Analysis is about all what takes place in the ESP classroom. In that sense, Dudley Evans and St John point *"Tasks and activities that learners are/will be using English for target situation……..TSA includes objectives, perceived and product-oriented needs."*

1.6.2. Present Situation Analysis (PSA):

The term PSA (Present Situation Analysis) was first proposed by Richterich and Chancerel (1980). In this approach the sources of information are the students themselves, the teaching establishment, and the user institution, e.g. place of work (Jordan, 1997). If target situation analysis tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it. As Dudley-Evans and St. John (1998: 125) state: «*a PSA estimates strengths and weaknesses in language, skills, learning experiences.* »

1.6.3. Learning Situation Analysis (LSA):

Hutchinson and Waters (1987) advocated a learning-centered approach in which learners' learning needs play a vital role. If the analyst, by means of target situation analysis, tries to find out what learners do with language (Hutchinson and Waters, 1987) LSA will tell us "what the learner needs to do in order to learn". Obviously, they advocate a process-oriented approach, not a product- or goal-oriented one. Hutchinson and Waters' (1987) definition of *wants* (perceived or subjective needs of learners) corresponds to learning needs. Similar to the process used for target needs analysis, they suggest a framework for analyzing learning needs which consists of several questions, each divided into more detailed questions. The framework proposed by Hutchinson and Waters (1987) for analysis of learning needs is the following:

- ❖ **Why** are the learners taking the course?
- ❖ **How** do the learners learn?
- ❖ **What** sources are available?
- ❖ **Who** are the learners?

Needs Analysis 's Processor

Target Situation Analysis (TSA)

Present Situation Analysis (PSA)

Learning Situation Analysis (LSA)
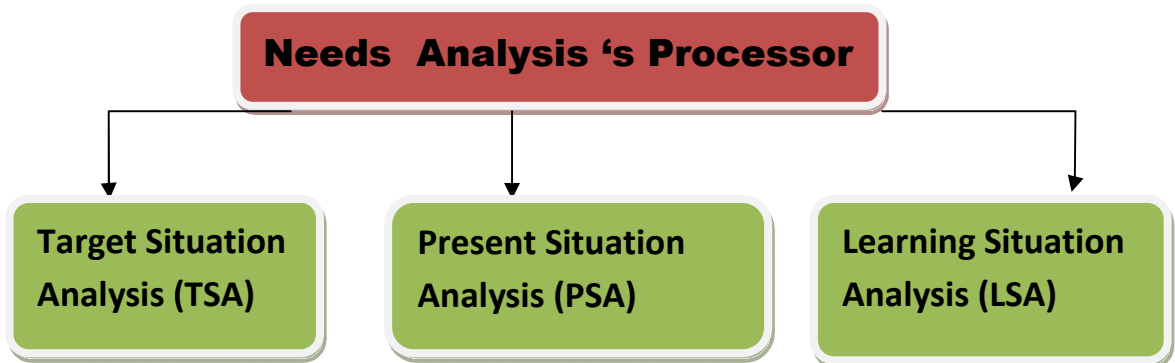
Figure1.5: Hutchinson and Waters's needs analysis processor.

1.7. The Needs Analysis in EAP:

The design and implementation of any curriculum for EAP courses should take into consideration the different language needs of the target learners. Undoubtedly, by determining learners" language needs, a strong foundation pertaining to the whole idea of conducting the particular language courses could be formed. With that preliminary knowledge, the whole process of designing curriculum, from the construction of

course objectives to the selection of course contents and learning activities can be made easier. This could provide assurance in the quality of the courses especially in making the learners to achieve the expected learning outcomes. To start collecting information on the learners" language needs, a needs analysis has to be carried out.

In clarifying what «needs analysis» is, basically, all the ESP/EAP researchers and practitioners share the similar notion. For Weddel and Duzer (1997), needs analysis is just like a tool used to examine the kinds of English and literacy skills required by the learners and at the same time to identify the literacy contexts of the target language in which the learners will function, what the learners want and need to know to function in those contexts and what they expect to obtain from the instructional program. It can be observed here that besides the identification of the linguistic items, what the learners need to do in order to use those items and how those items will be used in the predicted context will be explored also in needs analysis. On the other hand, needs analysis is referred as the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students.

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

other hand, needs analysis is referred as „the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" by Brown (1995:35).

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

> *"Such an outlook eliminates the need of a time consuming and*
>
> *often expensive syllabus design process…such an approach*
>
> *ignores the specific learning needs of the target students,*
>
> *something that could be examined through a needs analysis*
>
> *process…One area that has a higher regard for needs analysis*
>
> *is ESP as students "*

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

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

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

To sum up here, Muhammad Nadzri (2004) holds the view that needs analysis will enable the instructors to translate the language needs into linguistic and pedagogical

terms which in turn develops good curriculum for the courses and offers effective guidance to the instructors who are teaching the courses. With these four strong justifications, needs analysis can be certainly viewed as an integral part in language curriculum development especially in EAP.

The inclusion of needs analysis in language curriculum development should be as early as possible where Keita (2004) suggests that it should be in the first step. This can be seen also in the systematic curriculum development model (refer figure 1) proposed by Brown (1995).
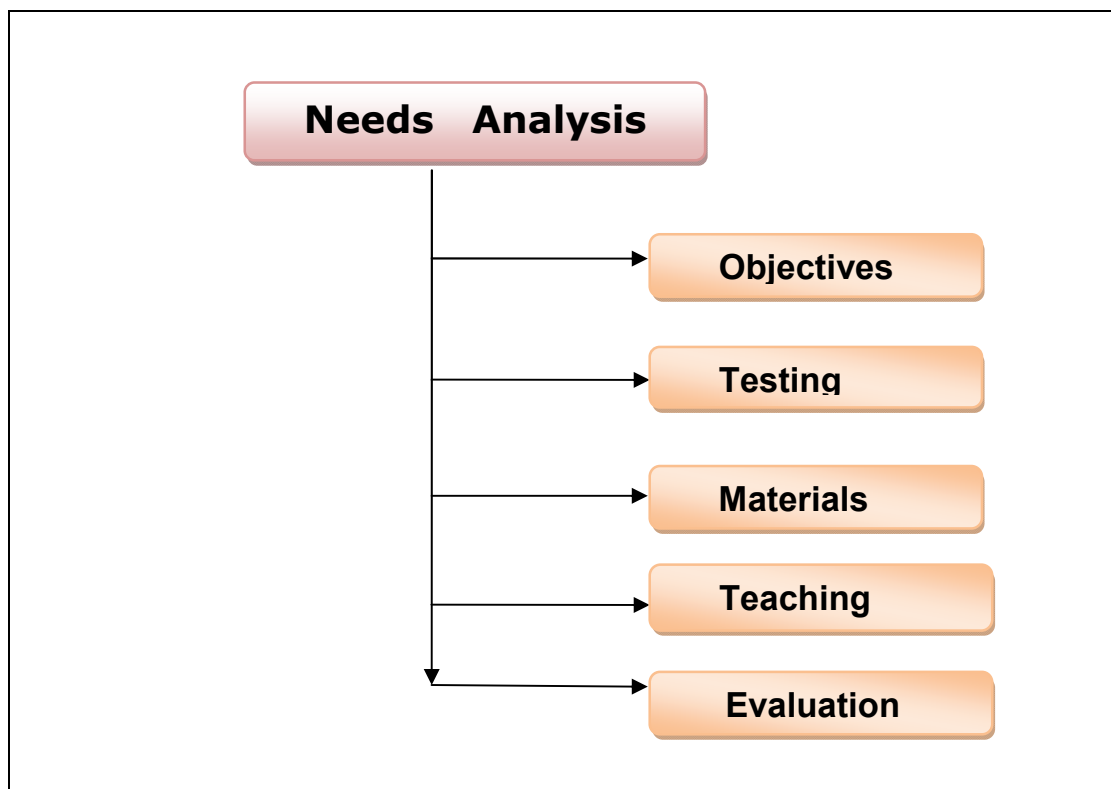
Figure 1.6: The systematic curriculum development model (Brown, 1995)

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

conducted. This shows that curriculum development, therefore, is actually a cyclical system and needs analysis is also an on-going activity.

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

1.8. The Necessity for Needs Assessments:

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

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

West (1994) states that language needs analysis is essentially a pragmatic activity focused on specific situations, although grounded in general theories, such as the nature of language and curriculum. Therefore, in the ESP/EAP context, needs analysis is crucial in determining the aspects of language that are crucial for a particular area of teaching (West, 1994). Robinson (1991) suggests, needs analysis is not only just for

determining the "*what and how of a language of teaching*". Robinson (1991) also suggests that needs analysis study should be repeated so that it can be built into the formative process. She also suggests that this would lead to a very informative database of learners, sponsors, subject-specialists and above all, ESP practitioners' view and opinions of English language (Robinson, 1991).

Needs analysis should be undertaken by ESP practitioners. The main sources for needs analysis are the learners, people working or studying in the field, ex-students and documents relevant to the field, clients, employers, colleagues and ESP research in the field (Dudley-Evans and St John, 1998). The main instruments for executing needs analysis study are questionnaire, analysis of authentic spoken and written texts, discussions, structured interviews, observations and assessments (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987; Robinson, 1991).

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

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

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

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

1.9. Steps in Needs Assessment:

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

- ❖ Identify users and the uses of the needs assessment.

- ❖ Describe the target population and the service environment.

- ❖ Identify needs :

  - Describe problems

  - Describe solutions

- ❖ Assess the importance of the needs.

- ❖ Communicate results

- ❖ Richards (2001) suggests that decisions on the practical procedures involved in collecting, organizing, analyzing and reporting the information collected be made. He states that there needs to be a clear reason for collecting

different kinds of information and so as to ensure that only information that will actually be used is collected.

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

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

1.10. The Principles of Needs Analysis:

The core element in ESP is « Needs Assessment », which is also   known by « Needs Analysis » Robinson (1991 :3) states :*"....an ESP course is based on needs analysis .... ".*

A needs assessment aims at defining the needs of the learners as accurately as possible to specify the different uses of English for Academic or   Occupational Purposes :*"....which aims to specify as closely as possible what   exactly it is that the student has to do through the medium of English. "* Robinson (1991:3)

Or , what is also claimed by Johns and Dudley Evans , (1993 : 116) *" ....designed to meet specified needs of the learner. ".*

Needs assessment occupies a crucial place in the process of ESP   teaching and learning. So, needs assessment plays as an important means of investigation   and data gathering. Strevens (1977) develops this principle, that needs assessment finds its reason for being in the history of ESP. The last decades marked the emergence of a new trend, focusing   on the learner and his needs .Strevens   suggests:

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

1.11. The Different Types of Needs:

Every linguist in the field of ESP has made interesting contributions in defining ESP, needs analysis and its sub-divisions. According to Richterich (1983) needs analysis is divided into two types:

- Subjective Needs Analysis: this type is about the learner's knowledge, feedback, perceptions, targeted goals and priorities.

- Objective Needs Analysis: it is a factual fact about the learner's profile and identity.

Nunan (1988), points out that needs analysis falls into two categories:

- The Learner Analysis: this one gathers all the information about the learner, his feedback and abilities.

- The Task Analysis: this kind of analysis is linked to the assignments and the tasks conducted in the classroom by this learner.

West (2003) finds another interpretation to needs analysis and its types. In West contribution, needs analysis comprises five categories:

- Target Analysis: this type identifies the learner's necessities and what this learner needs to perform effectively.

- Deficiency Analysis: It is a kind of assessment that studies the learner's present knowledge and the purposeful knowledge to be covered in the learning process.

- Strategy Analysis: this type determines the learner's preferred learning style.

- Means Analysis: this kind on needs identifies the teaching materials, the teaching sources and how they are adopted in the ESP course.

- Language Audits: it is about strategic decisions on language needs and training requirements.

In addition to the different types stated before, there are other contributions which can be resumed below: target and learning needs (Hutchinson &Waters 1987; Jordan, 1997), objective and subjective needs (Brindley, 1989; Jordan, 1997), situational and communicative needs (Richards, 1990), situation and language needs (Brown, 1995), and felt and perceived needs (Berwick, 1989; Jordan, 1997).

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

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

Table 1.1: Modified Version of Jordan's Diagram for Needs Analysis (1997)

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

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

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

In order to explore the target needs of the learners, many researchers recommend the following types of questions asked by course designers: Who are the learners? What are the learners' goals' and expectations? How proficient are the teachers in the target language? Who are the teachers? What training and experience do the teachers have? What do the teachers expect from the program? What is the administrative context of the program? What constraints (e.g., time, budget, and resources) are present? What kind of test and assessment measure is needed? (Richards, 1990; Munby, 1978; Richterich & Chancerel, 1980; Hutchinson & Waters, 1995; Jordan. 1997)

If the ESP teachers take the questions of those scholars stated above, surely the learning needs of their students will be attained and well understood. These learning needs can be explored by asking such questions as: What knowledge and abilities are required for the learner in order to be able to perform to the required degree of competence in the target situation? (Hutchinson & Waters 1987).

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

logistics needs. Savage and Storer (2000) exemplify learning needs by noting their relation to questions about "the purpose of the course, background of the learners, types of instructional resources, and location and time of the course" (p. 141).

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

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

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

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

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

Therefore, the current study also gathered data about the target groups' expectations of the vocational English course and their motives for learning English.

One of the other classifications of needs types are situational and communicative needs. Situational needs focus on the general parameters of a language program and involve the goals, expectations, learning styles, and proficiency levels of learners. Situational needs also take into consideration the teachers' expectations, teaching styles and techniques. Communicative needs refer to the learners' requirements in the target situation.

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

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

A further differentiation in the distinction of needs was made by Brown (1995) who identified situation needs and language needs. Brown claims that there should be some information related to a language program's human aspect, that is, the physical, social, and psychological context in which learning takes place. Needs related to this type of information are called situation needs. Brown states: *" Situation needs are related to administrative, financial, logistical, man power, pedagogic, religious, cultural, personal, or other facto that might have an impact on the program. " (p.40).*

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

Felt needs have been defined as those needs that the learners think they need (Berwick, 1989). Felt needs are related to the feelings, thoughts, and assumptions of the learners. They can be defined as "wants" and "desires" of the learners. Hutchinson and Waters' (1987) definition of « wants » and Berwick's definition of 'felt needs' resemble each other as both of them are related with the learners' own perceptions about their needs.

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

1.12. Approaches to Needs Assessment:

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

1.12.1. Philosophies of needs assessment:

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

A democratic philosophy proposes that any change that is desired by a majority of the group involved can be defined as a need. An analytic philosophy assumes that needs are defined as the things that the students will naturally learn next, based on what is known about students and the learning   process involved. A diagnostic

philosophy defines needs as anything that would prove harmful if it is missing. In this study, the researcher used a discrepancy approach, because one of the aims of the study is to find out the current language levels of the students along with their target needs.

1.12.2. Methodology of Needs Assessment:

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

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

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

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

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

program administrators. Needs analysts are those people who are responsible for conducting the needs analysis.

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

1.12.3. Instrument Types for Needs Assessment:

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

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

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

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

questions, but they also claim that interviews require a great deal of time.

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

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

1.13. Needs Analysis and Course Design:

A course design is pedagogically linked to the specific needs and wants of the learner. According to Robinson (1991) ESP philosophy can be used in order to carry out the specific demands of the learners. i.e. the designed and the implemented courses should follow the principles based on Needs Analysis Theory (NAT). Because, it is a fact that without ESP need analysis principles, no ESP courses whether it may be formal or informal can be designed, developed, implemented and presented for teaching learning process in an engineering class room setting.

Garcia, however in his turn in (2002) discussed that learners' needs must be fulfilled if an ESP course is to be succeeded. It is vivid from ESP literature review and work document of an engineering university that engineers need English particularly for their workplace communication that include oral and written communication. The approaches of need analysis have paved a way for the development of curriculum. Likewise the ESP literature through need analysis models and engineering work documents can be best for investigating engineering learners' need. These aspects can be applied in the structure for making it as an appliance of the principles in order to develop curriculum for engineering students to meet their basic needs.

1.14. ESP Syllabus and Course Design:

A syllabus is the accumulation of elaborative and implemented courses that meet the students' academic needs, wants and lacks. The innovation and the implementation

of any syllabus is extremely related to that course designed by the teacher, who knows what the learner needs basing on his/ her weaknesses.

A Syllabus is "a specification of what is to be included in a language course" (Jordan, 1997). Designing a syllabus, according to Jordan (1997), involves examining needs analyses and establishing goals. Similarly, Robinson (1991) states that "the ESP course design is the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designers' approach to syllabus and methodology, and existing materials".

Widodo (2007) argues that a syllabus is comprised of: (a) needs analysis, (b) objective formulation, (c) a selection of instructional contents, (d) a design of instructional contents, (e) a selection of instructional activities, (f) a design of instructional activities, and (g) a selection of instructional evaluation. Once the syllabus has been drawn up, the course can be designed, and then realized by means of timetables, and finally evaluated by utilizing various kinds of feedback (Jordan, 1997).

A syllabus plan is the concern and the mutual collaboration of the ESP practitioners and their content learners. Breen (as cited in Hutchinson & Waters, 1987) argues that learner syllabus is related to the network of knowledge that can create in the learner's brain and which can empower the learner to comprehend and store the subsequent knowledge. The corner stone of this network knowledge, the ESP practitioner, the ESP materials and the learner is the ESP course.

Hutchinson and Water (1987) emphasized on the fact that ESP teachers are concerned more with designing appropriate courses for various groups of learners. There are three factors affecting ESP course design: Language description, Learning theories, Needs Analysis. The interdependence of these factors in the course design process is very important; the course design must bring the learner into play.
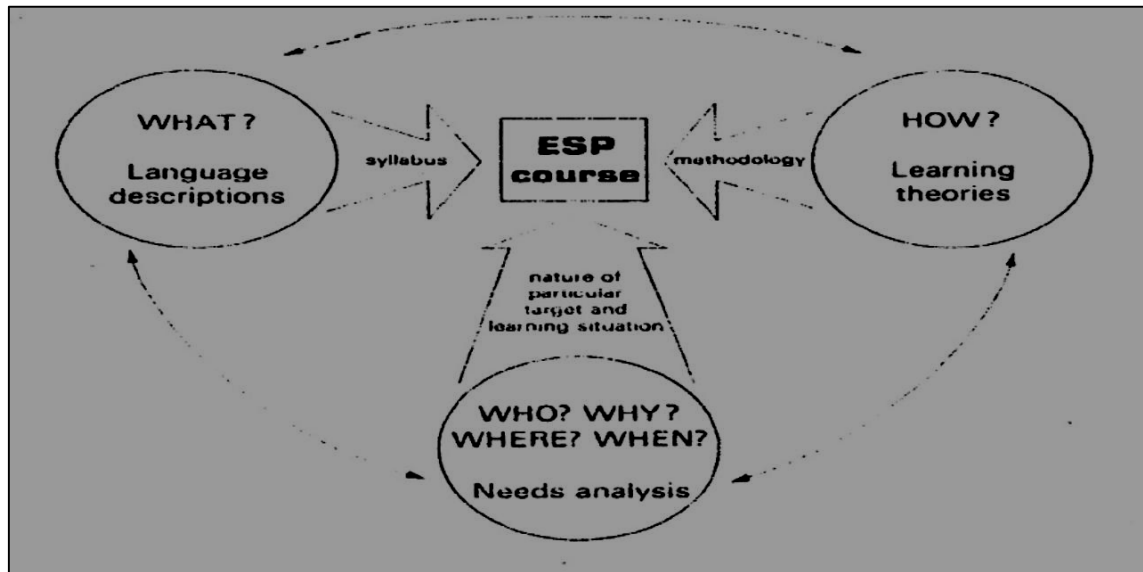
Figure 1.7: Factors Affecting ESP Course Design (Hutchinson & Waters 1987:22)

ESP course is generated by distinctive affective factors the teacher who is the source and knowledge provider, the first lesson designer, the learner as the input receiver, the qualitative ESP materials ,provided to that learner, the syllabus as a set of assumptions and methods, and even the rounding atmosphere , presented by the classroom. The classroom, too, creates conditions which will affect the nature of a planned lesson. Therefore, as Hutchinson and Waters (1987) state, the classroom is not simply a neutral channel for the passage of information from teacher to learner; rather, it is a dynamic, interactive environment, which affects the nature both of what is taught and what is learnt. The classroom thus generates its own syllabus.

1.15. Definition of "Syllabus Design" for ESP:

A syllabus is a series of various courses that match all the four integrative skills "Listening-Reading-Speaking-Writing", in which these elaborated courses have aims and intermediate objectives to achieve as Bloomfield asserts in his taxonomy (Courses vs objectives).

The syllabus can be defined as a guide for teachers and learners by providing goals to be achieved. Furthermore, the syllabus can also be termed as a permanent record, a learning tool and a contract between several partners such as learners, teachers and institutions (Parkes and Harris 2002). Hutchinson and Waters (1987)

define the syllabus as a working document that should be used flexibly and appropriately to attain the goals and objectives and maximize processes of learning.

Course design is guided by a needs analysis and it focuses on closing the gap between existing and desired linguistic proficiency. ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. (Widdowson, 1992.).

This characterization is an outline of ESP course design, which is 'the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge' (Hutchinson & Waters, 1989.). Therefore, ESP course design is guided by two elements: the course design approach and the course objectives.

Academically, both the course design and its objectives and aims are parts of the whole syllabus, which is designed to meet the students' academic needs. The narrow view draws a clear distinction between syllabus design and methodology. Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. Those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching the distinction between content and tasks is difficult to sustain.

Pedagogically,[The syllabus] replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual)and the activities which will take place in the classroom.*(Yalden 1984:14)*

A syllabus is simply a framework within which activities can be carried out by: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken.*(Widdowson 1984: 26)*

Designing a syllabus to a specific group in a particular situation is not a simple task for the designers aiming at achieving learners requirements, since the existence of various concepts and basis dealing with syllabus. Thus, it seems of great importance to define 'syllabus' in order to have a better understanding of what it actually meant by the term in education.

Hutchinson & Waters (1987: 80) define «Syllabus» as "... a document which says what will (or at least what should) be learnt". In the same vein, Robinson (1991:34) states that syllabus is "a plan of work and is, thus, essential for the teacher, as a guideline and context of class content." The above assertions point out that the syllabus first concerns the teacher, and that it helps him/her plan courses.

Basturkmen (2006:20) argues that "in order to specify what language will be taught, items are typically listed and referred to as the syllabus". She exemplifies the definition by giving a standard view of the syllabus through the following figure:
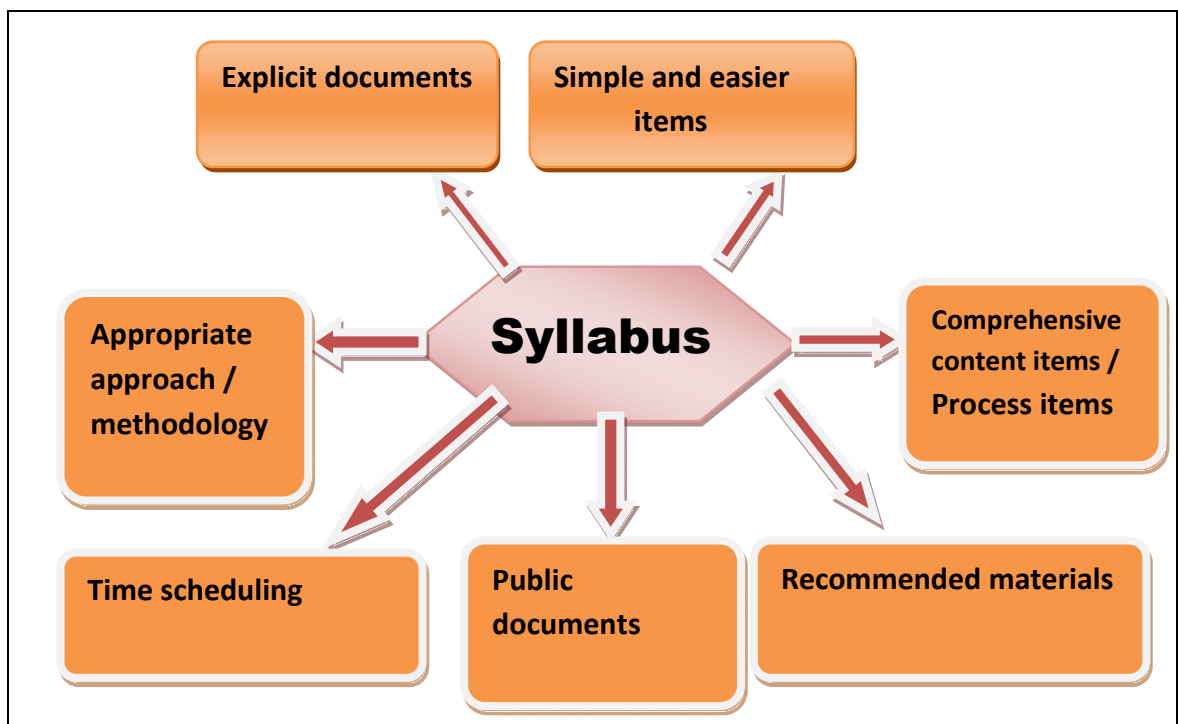
Figure1.8: The characteristics of a syllabus.

(Course in Language Teaching, CUP, 1996:177 qtd in Basturkmen 2006:21)

Another issue in defining 'syllabus' is that it is *"an instrument by which the teacher,..., can achieve a certain coincidence between the needs and the aims of the learners, and the activities that will take place in the classroom"* (Yalden 1987:86) that is to say that the syllabus is *"a teaching device to facilitate learning"* (Nunan 1988:6) which organizes classroom activities according to learners aims and requirements after the process of needs identification and analysis.

1.16. The Difference between a Curriculum and a Syllabus:

There are several conflicting views on just what it is that distinguishes syllabus design from curriculum development. There is also some disagreement about the nature of 'the syllabus'. In books and papers on the subject, it is possible to distinguish a broad and a narrow approach to syllabus design.

The narrow view draws a clear distinction between syllabus design and methodology. Syllabus design is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities. Those who adopt a broader view question this strict separation, arguing that with the advent of communicative language teaching the distinction between content and tasks is difficult to sustain.

Theoretically, a syllabus is a part of the curriculum .Some scholars view that a syllabus is totally different from a curriculum in its content, structure, parts and organization, and, . . A curriculum theory is often called curriculum processes, in which syllabi are developed, implemented, disseminated and evaluated. The former is concerned with the WHAT of curriculum: what the curriculum is like or should be like; the latter is concerned with the WHO and HOW of establishing the curriculum. *(Stern 1984: 10-11)*

Practically, a curriculum is a general statement that combines educational and cultural goals; its statement is usually developed prior to the design of the class syllabus. Some scholars aver that curriculum goals and syllabus design occur simultaneously.

1.17. Syllabus Design for ESP:

Both teachers and their learners get acquainted with a predesigned syllabus; every teacher inevitably interprets and reconstructs that syllabus so that it becomes possible to implement it in the classroom. Similarly learners create individual learning syllabuses from their own particular starting points and their own perceptions of the language, learning and the classroom.

learners are regarded either as people who are trying to redraw the predesigned plan, or we may see learners as uncovering the route for the first time in a sense, discovering the new language as if it had never been explored. The classroom is therefore, the meeting place or point of interaction between the predesigned syllabus and individual learner's syllabuses. This interaction will generate the real syllabus- or the syllabus in action-which is jointly constructed by the teachers and learners together.

In the lesson-to-lesson reality of language teaching, we are continually concerned with three syllabuses: the teacher's version of the predesigned plan, the individual learner syllabuses, and the unfolding syllabus of the classroom- this last being the synthesis of the other two. One important implication of this for syllabus design is that a 'good' predesigned syllabus is one, which is positively amenable to the alternative interpretation and open to reconstruction through interactive in the classroom.

A Syllabus is then "a document that communicates information about a specific academic course or class, it a generally an overview or summary of the curriculum. A syllabus, as Jordan (1997) argues, involves "the selection, grading and sequencing of the language and other content, and the division of the content into units of manageable material" (Hyland, 2006).

Designing a syllabus, according to Jordan (1997), involves examining needs analyses and establishing goals. Similarly, Robinson (1991) states that "the ESP course design is the product of a dynamic interaction between a number of elements: the results of the needs analysis, the course designers' approach to syllabus and methodology, and existing materials". Nunan (1985) also reported analyzing needs analysis as the most important step in this regard.

As Jordan (1997) suggests, needs, aims, means (i.e., the teachers, materials, equipment, facilities, time and finance), and variables and constraints (i.e., limitations of the means) are the important factors which should be taken into account in designing an EAP syllabus. As described previously, one of the main purposes of a syllabus is to break down the materials into manageable units. This breakdown, as Hutchinson and Waters (1987) assert, should be based on a number of criteria.

Jordan (1997) suggested three broad headings in this regard: content or product (focusing on the end result), skills, and method or process (focusing on the means to an end). Content/product (i.e., type a) consists of grammatical/structural form, notional-functional, situational, topic, and content-based syllabuses. Skills or type b syllabuses, on the other hand, involve only skills syllabuses, and type c (i.e., method/process syllabuses) entails process, procedural/task-based, and learning centered/negotiated syllabuses (Jordan, 1997).

1.18. Types of Syllabus:

According to Basturkmen (2006:21) syllabuses can be «**synthetic**» in which the «language is segmented into discrete linguistic items for presentation one at a time», or «**analytic**» wherein «language is presented whole chunks at a time without linguistic control».

Long and Crookes (1993), however give another sub-divisions to the types of a syllabus, categorized by Basturkmen. A **{synthetic}** syllabus encompasses of the «Functional, the Structural, the Lexical, the Relational, the Skill-based, the Situational, the Topical syllabus». While the **{Analytical}** model consists of «the Task-based, the procedural, the Natural, the Process, the Learner –centered and the Content-based syllabus».
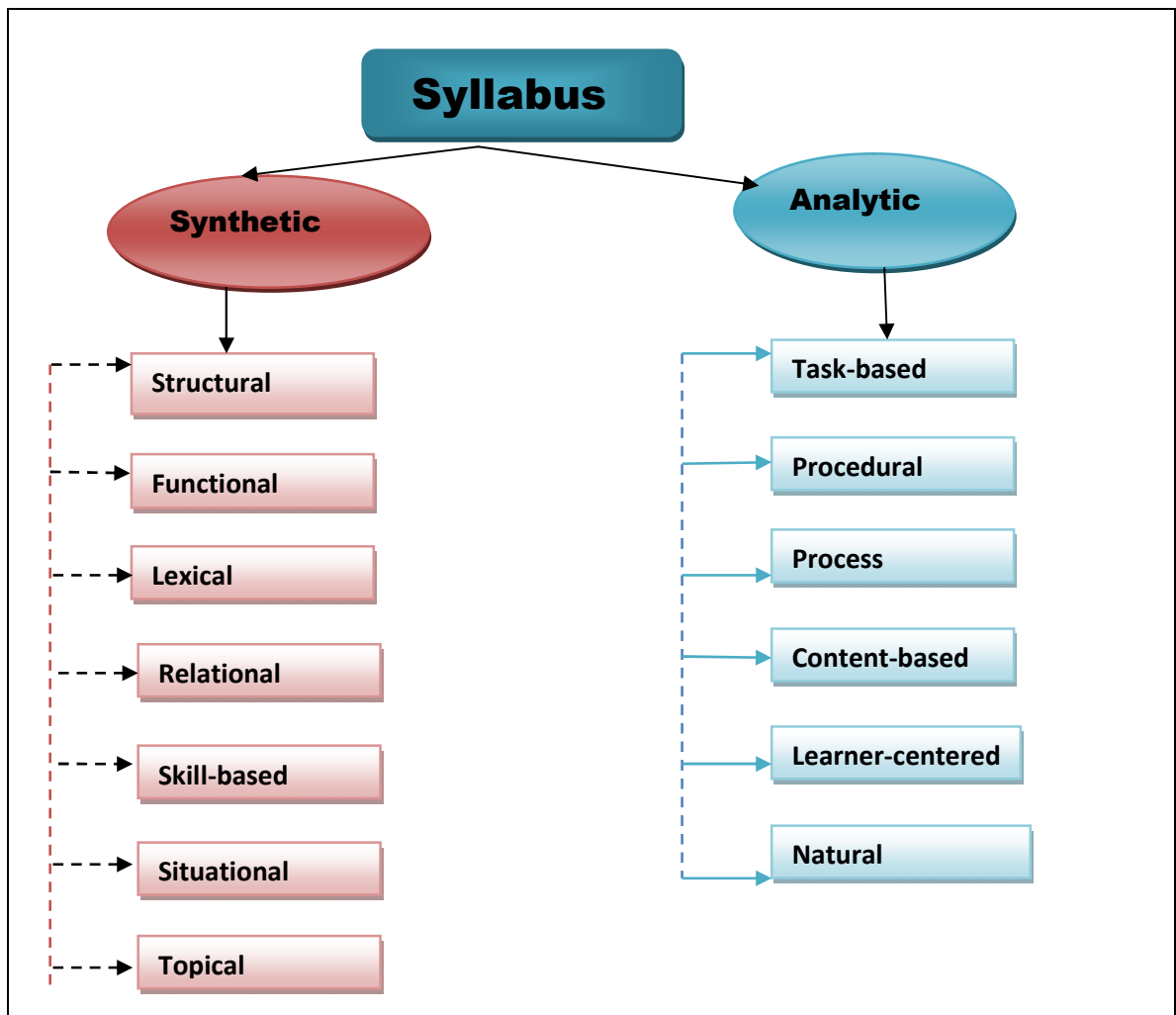
Figure 1.9: Long and Crookes subdivisions to Syllabus (1993)

1.19. The Needs for Syllabus Design:

Since language is highly complex and cannot be taught all the time, successful teaching requires that there should be a selection of materials depending on the prior definition of the objectives, proficiency level, and duration of the course. This syllabus takes place in syllabus planning stage. It is the appropriate strategy of presentation.

It is the natural growth hypothesis, then, which appears to constitute the most serious challenge to traditional concepts of syllabus planning, and for this reason, it is worthwhile to exploring it in a little more detail. In assessing the role of the non-analytic growth model it is convenient to consider it first in the context of informal task-related program where there is a serious commitment to the achievement of fluency in a rich target language environment.

The principle of organizing a general syllabus can be structural, functional, experiential, or some combination of the three. We need this form to make the students able to communicate properly with the subject they are assigned to. The control over the text material should be exercised in a more subtle and flexible way than can normally be achieved by means of a traditional structural syllabus.

1.20. The Development of the ESP Material:

The elaboration of an ESP syllabus and ESP courses is linked to various factors the classroom atmosphere, the ESP practitioner, the learner and the quality of the ESP materials, exposed to the learners. Materials play a crucial role in ESP and have received considerable attention in the literature of the subject. They depend on the methodologies adopted, forming with them "the interface between teaching and learning, or the points at which the course needs, objectives and syllabuses are made tangible to both learners and teachers" (Hyland, 2006: 89).
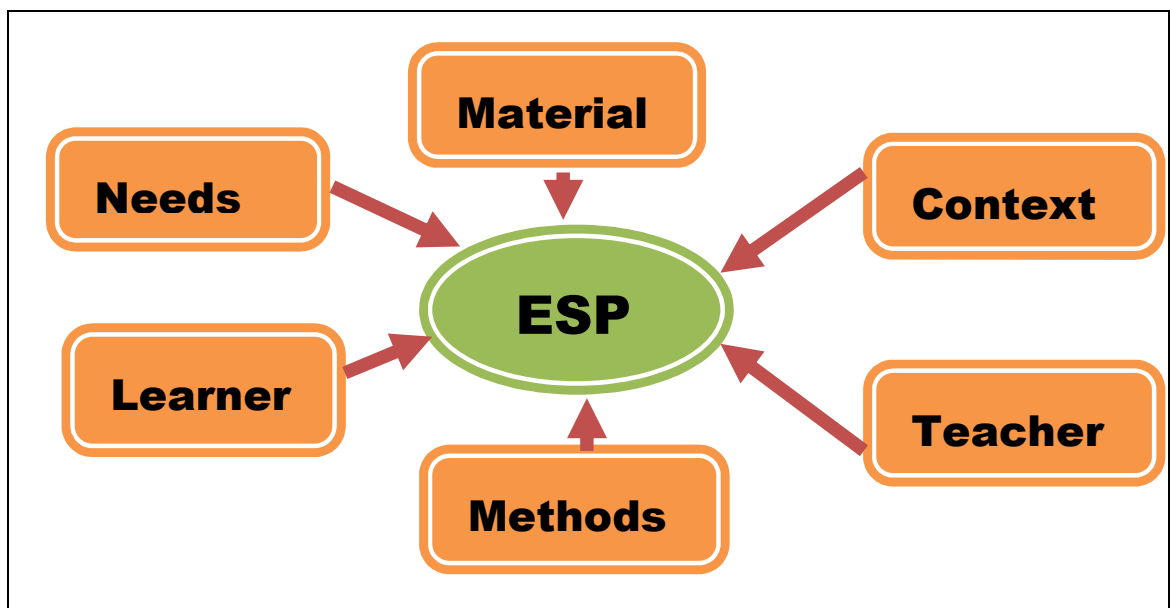
Figure1.10: The major parameters of the ESP course.

According to Dudley-Evans and St. John (1998.), the ESP practitioner typically embraces multiple roles, such as teacher, course and materials developer, collaborator, researcher and evaluator. Indeed, Hutchinson and Waters (1984) consider materials writing as one of the most characteristic features of ESP practice. They advise the practitioner to:

"1- Design the materials in such a way that the
learner is involved fully in both the content and the language topics.
2- Determine the language points of the materials
on the bases of what might be needed for the successful solution
of a communication problem limited to the content. "
(Hutchinson and Waters 1984:112)

Although ESP courses involve learning the very same set of skills as learning General English, ESP, in addition focuses on acquisition of specialized lexicon and registers. In order to develop and administer a course of ESP a teacher often has to have a number of skills in choosing appropriate materials, evaluation procedures, a syllabus and a suitable methodology good enough for managing learning strategies and modeling the input to the ESP course.

Course design is guided by a needs analysis and it focuses on closing the gap between existing and desired linguistic proficiency. ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute the specific purposes which the ESP course is designed to meet. (Widdowson, 1992).

Graves (1996.) points out those teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course. For most teachers, selection of teaching material depends on their availability, in which the specialist professors offered their help by sharing their experience and knowledge and giving valuable information on authentic materials the use of which is constantly emphasized in ESP practices (Harwood, 2005.).

Furthermore, the ESP teachers are the prior authentic ESP materials designers. They know the lacks of their learners, their needs and their abilities. Regarding all those factors authentic ESP materials can be elaborated, designed, adapted and developed.

When teachers start developing their ESP materials they should follow the four basic precepts in ESP materials development. They are: suitability for the proficiency level, relevance to learners' needs, creativity in tasks/activities and discursive strategies, and stimulation of the target speech acts. Some overarching characteristics of instructional materials are that they do not teach, but facilitate the learning process;

present a clear and coherent unit structure; are in consonance with pedagogical approaches; and offer problem-solving tasks, as well as lay down models for language use (Hutchinson & Waters, 1989.).

After collecting and choosing the appropriate teaching materials we started planning the course with online support material for testing and evaluation assessment that would enable the blended teaching approach which combines face-to-face environment with online learning. A combination of various reading and listening activities, grammar activities as well as work with up-to-date authentic audio-visual materials has been prepared. Our suggestion is to be as flexible as possible in this stage of work and be prepared to adjust and make slight changes in the course while teaching, so that your course can address your students' interests and needs best.

Developing an authentic ESP material is not an easy task; it is a very important process. This development advocates formulating the goals and objectives of the course, conceptualize the content, select the teaching materials, and thoroughly plan the course and decide about the ways of evaluating it. We must keep in mind the purpose of an ESP course which aims to fulfill the needs of students.

The availability of ESP teaching materials designed for such a range of contexts of language study is limited and conditioned by marketing interests and predicted sales, currency or import restrictions. As a result, ESP teachers are frequently confronted with the task of either designing needs-specific materials or adapting commercially produced ones to fit various needs and goals. Also, in many cases, ESP course materials are either completely replaced or only partly complemented with Web-based language lessons. These classes offer a great potential for developing foreign language proficiency since they allow teachers to exploit authentic and motivating language input and engage learners in interesting and pedagogically sound tasks (Krajka, 2007).

Eventually, an ESP course design is mutual task done by the ESP practitioner since that teacher is the source of knowledge, knows the learners' needs and wants. Students in their turn collaborate to innovate and elaborate the quality of that authentic material. The ministry of Higher Education or the institution too and then the classroom, the area of knowledge.

Therefore, this ESP course stands on three major factors while it is designed: an

authentic material to be provided to the students, basing on their lacks and needs. A purpose related orientation and a self direction.
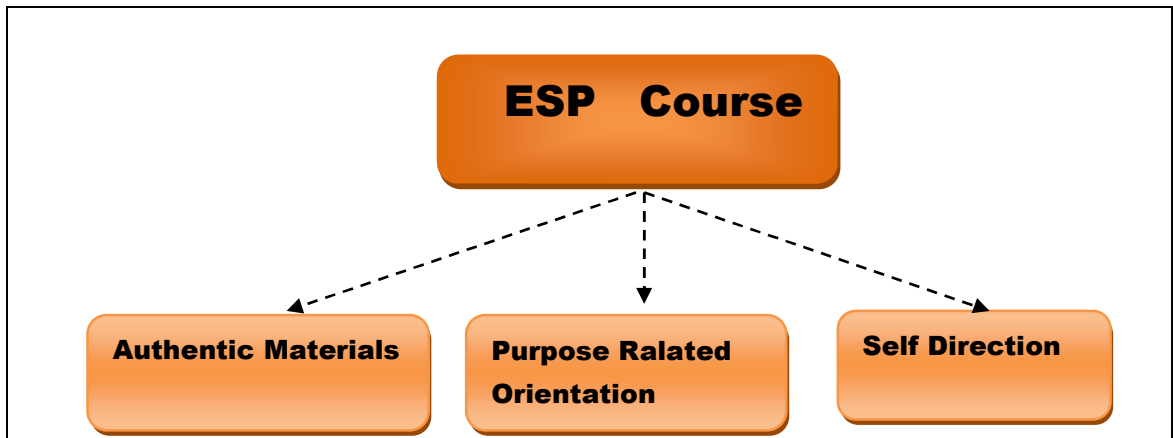
Figure 1.11: The three elements of the ESP course.

1.21. The Major Steps in Course Design Process:

Hutchinson and Water (1987) emphasized on the fact that ESP teachers are concerned more with designing appropriate courses for various groups of learners. There are three factors affecting ESP course design: Language description, Learning theories, Needs Analysis. The interdependence of these factors in the course design process is very important; the course design must bring the learner into play.

Graves (1996, qtd. in Xenodohidis, 2006) suggests a systematic syllabus design consisting of six steps. Those steps are:

❖ Conducting needs assessment, followed with needs analysis (both of the process sometimes just called needs analysis).

❖ Determining the goals and objectives of the course.

❖ Conceptualizing the content.

❖ Selecting and developing materials and activities.

❖ Organizing the content and activities.

❖ Evaluating.

1.22. CONCLUSION:

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

Chapter Two:

The Learning Situation Analysis:

CHAPTER TWO: LEARNING SITUATION ANALYSIS :

2.1. Introduction:

In this chapter, the researcher introduces the methodology that he is going to undertake to carry out his study. So, he gives an overview about English language position and ESP teaching, a background of his study, its aim, the research problem and then, the hypotheses before talking about English language position in the world, its areas of use, and the implementation of English in the Algerian universities. The second stage is a research methodology, identifying the participants (the enrolled students of Technology of Communication and the ESP practitioners), the instruments that he undertakes while conducting his research (classroom observation, questionnaires, interviews) and then a conclusion.

2.2. English Language Position and ESP Teaching:

Learning English has become a major concern for many communities to keep in touch with the rest of the world. More specifically, educated individuals tend to learn English to be updated or what is going on around them and what is new with any area of their expertise.

Due to America's imperialism, the political relations, the economic exchanges and the increasing technological progress, English becomes the worldwide language. This language possesses a leading role for communication and scientific studies. This leading position encourages people to study it, whether as a second foreign language as the department of English, at Dr. Moulay Tahar- the university of Saida, or as a supplementary subject matter, known then as ESP to students of Sciences and Technology, Economics, Computing, and Social Sciences.

With the globalization process Algeria integrated English in education as a second foreign language to be taught as a compulsory course at middle and secondary schools.

The educational policy of the Algerian Ministry of Higher Education and Scientific Research, intends to promote the use of English and to develop its status as it has become of vital importance in international communication

and the main medium to exchange scientific and technological information.

2.2.1. Backround of the Study:

The fact that the English language is now almost a necessary requirement for both development and international communication in many countries, learning it is a useful tool among ordinary people, scientists, institutions and governments. While searching for the reasons behind such growth of interests towards learning English, one may find different answers, as well as different motives. In this sense, Kennedy *et al* (1984:01) write:

> *"The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge of English. Consequently, today most scientific".*

Language teaching has been widely affected by the technological and the social changes of the 21st century. A significant body of literature posits that the focus of language teaching has shifted from the nature of the language to the learner. This learner is seen at the center of the learning and the teaching process. (Brown, 1995; Hutchinson & Waters, 1987; Jordan, 1997; Nunan, 1988; Richterich & Chancerel, 1977). According to Hutchinson and Waters (1987), developments in areas such as technology, commerce, science, and the use of English for communication have created a new generation of English learners who know specifically why they are learning English. If we acknowledge that language learners have different purposes for learning the language, the importance of identifying the needs of language learners can be understood.

The growth of the ESP movement is a result of the rapid development of the world economy and has been greatly influenced by ELT methodology and the development of Applied Linguistics. The first dominating approach to ESP course design focused on the grammatical and lexical items of a particular field of English. With the growing popularity of Communicative Language Teaching (CLT), language use became the key emphasis in the ESP world, known as the "functional-notional approach". In the early 1980s it was found that there was a certain need underlying a particular language

use and in addition, the process of learning and learning skills needed to be taken into account. (Dudley-Evans & St John, 1998).

Hutchinson and Water (1987) emphasized on the fact that ESP teachers are concerned more with designing appropriate courses for various groups of learners. There are three factors affecting ESP course design: Language description, Learning theories, Needs Analysis. The interdependence of these factors in the course design process is very important; the course design must bring the learner into play. The needs of language learners can be identified by a needs assessment.Brown (1995) defines needs assessment as a process of gathering information through various activities and from different groups of informants to determine the learning needs of a particular group of students. After analysing these needs, an appropriate curriculum can be elaborated, adopted and then developed.

In recent decades, people have generally attempted to learn English for either professional or educational purposes as opposed to learning English for pleasure or prestige. Specifications of learners' purposes for learning English have necessitated the development of new approaches and techniques in ELT. English for Specific Purposes is one of these approaches and uses analysis as the basis of curriculum development. Munby (1978,p.2) defines ESP as:*" a course where the syllabus and materials are determined in all essentials by the prior analysis of communication needs of the learners."*

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

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

Course design is strongly linked to the basic and the academic needs of any learners. This course refers to the planning and structuring of a course to achieve the needed goals. It is the outcome of number of elements: the result of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (Robinson, 1991).In the same vein, Hutchinson and Waters (1987, p.65) have defined a course as "An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge."

Munby continues saying (1978, p.2) ESP courses are: "Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner."This means that the identification of learners' needs is the first step upon which the ESP course is going to be designed.

Thus, the ESP course takes into consideration not only the subject area of the learners, but also the lexical, semantic and structural aspects of the language characteristics of that specialized area.

From the above definitions, one may say that the aim of the ESP courses are to prepare the learners in accordance with specific skills and vocabulary needed in their own field in order to be able to communicate effectively in the target situation. To achieve these aims, a number of parameters have to be taken into consideration namely:

- The identification of needs.
- Syllabus Design.
- Materials production.
-Evaluation and assessment.

In this study, the researcher reflects all aspects of the definitions of learners' language needs and the ESP course design and implementation mentioned . This study aims to obtain data that may suggest ways of improving the current language curriculum. These suggestions are intended to be a reflection either of only one group's perception , i.e, ESP course design and implentation depending on the learners' academic needs and wants .

The current study attempts to include a wide variety of perceptions from all Brown's suggested groups except the audience. In the case, the target group includes « Technology of Communication   students at Saida's university ». The various resource groups from whom data will be collected include the content course teachers, teaching those students. The needs   analyst is the researcher himself. As the audience of the study, English language istructors are not included in the study.

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

2.2.2.Aim of the Study :

The aim of this study is to provide a full understanding of the target groups' needs by attempting   to design and then implement an ESP course that matches the academic needs of the students attending the Technology of Communication studies. The rationale behind focusing on that course design and its implementation is to involve those learners in a convenient learning and teaching processes , estimating the quality of the ESP course they learn ,which should be adapted and adopted according to their academic needs. It also aims to   determine the English language use requirements of the vocational university students who study English language courses at Saida's university.

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

A better professional development outcome could be achieved through implementing what is theoretically known as an *in-service teacher training program*. This latter can be achieved by attending workshops and seminars through which ESP teachers are, more or less, assumed to cater for their own needs. Therefore the main aim of this study is to help ESP teachers who are already engaged in ESP teaching

situations acquire a second field of expertise. That is, they have been and will be assisted to acquire specialized knowledge depending on the field they are taking part in.

As a matter of fact, those seminars and workshops have not been limited solely to the acquisition of a specialized knowledge but might also lead to the improvement of the teachers" professional skills for the areas in which they are teaching. This has been achieved through providing training for those teachers in other areas such as: ICT, ESP syllabus and curriculum design, ESP assessment, supervision and management.

To sum up, inclusive objectives of this research work are to help teachers to function more adequately in their target situation, i.e., physics, to respond positively to the demands of the faculty, and to satisfy the learners" expectations.

The current project acts as a continuation of a research work the researcher conducted a number of years ago. The earlier work was a part of the magister thesis. The present study is an urgent response to the ESP teachers" difficulties identified in that earlier study. The investigator has tried to focus on the organization and delivery of a set of seminars and workshops presented for the benefit of ESP teachers at the faculty of Exact Sciences.

In this sense, it is believed that the study will be of great help to those teachers. The opportunity to find ways to cross a bridge between GE teaching and ESP teaching while acquiring a second field of expertise is one of the most important motives behind this investigation. To plan and organize in-service teacher training courses is known to help other teachers besides project managers and university researchers who conduct similar studies in their fields of interest.

The research may assist both prospective and current teachers to reflect carefully upon the appropriate preparation they may need, and the techniques they should resort to insure ongoing professional development.

As a final consideration, this study has significance because of its potential contribution to those debates focusing mainly on understanding the real needs of those newly recruited ESP teachers in the Algerian context where French still mainly dominates all fields of language specialization. A better professionalization of our

teachers, as well as better levels of achievement by our learners cannot be achieved unless a program of such a nature is implemented, supported, discussed, reflected upon and carefully examined to fit our local context.

2.2.3. Statement of the Problem:

A needs assessment of students can be seen as the first step that should be taken to develop a curriculum . Additional steps to curriculum development include identifying goals and objectives of a program , designing a syllabus , selecting and developing materials . In educational settings where a needs assessment has not been done , there is often a mismatch between students' real needs and the goals and the objectives of the program .

The University of Dr.Tahar Moulay-Saida similar to the other universities of Algeria,introduces a scientific English for the students of «Sciences and Technology» , «Computer sciences», «Economy and Management»…….etc. The recommendations here, are to study an English purely scientific , vocational and economic , that could fulfill the demands and the lacks of the enrolled students. This English is then an English for Academic Purposes (EAP).

The Technology of Communication students , for instance , study the English language in 01 hour and 30 m per week . So , less importance is given to that language , indeed , English language teachers, who are not experienced at all carry out the teaching of English for Specific Purposes . These teachers assigned to teach in the Sciences of Technology . faculty change every year , and sometimes they teach in many departments with no targeted needs or precised curriculum . These somewhat unstable conditions make it difficult to define the needs of the learners .

Since it has not been possible for the teachers themselves to plan and implement a needs –based curriculum or syllabus for each department , these teachers generally choose and develop the course materials according to their intuitions . Therefore , the students fail to learn English language needs analysis and the technology of communication in which they are specializing .

2.2.4. Reseach Questions and Hypotheses:

The technology of communication students at the university of Saida study the English languge for targeted goals , and specific purposes , focusing on needs assessment of these learners . So, if the teaching   of English for specific and academic purposes   at the faculty of Sciences of Technology at Saida's university respects and   relies on some strategies of predetermined objectives , the students ' achievements would be enhanced .

To shed light on the idea of course designing and implementing authentic materials that meet the students of Technology of Communication academic needs , the researcher asks those questions:

➢ *What kinds of courses should be implemented to Technology of Communication stydents?*

➢ *What measures should be taken while designing an ESP course to those enrolled learners?*

➢ *Can the ESP course design serve both the ESP practitioners and their learners of Technology of Communication students at Moulay Tahar University of saida?*

In hope to attain such answers corresponding to the research questions given above, the researcher introduces and presumes the following hypotheses:

❖ The ESP practitioners at the faculty of Sciences and Technology might implement an English which is purely scientific, that goes with the students academic needs.

❖ The enrolled students of Technology of Communication would receive and study ESP courses that match their needs and wants, providing that the ESP practitioners elaborated specific English, basing on those learners wants.

❖ The Ministry of Higher Education may design an ESP syllabus for both the enrolled sudents of Sciences and Technology , and their ESP practitioners, the quality of that English for Academic Purposes (EAP) might not be only practical , but also motivating to these learners.

2.2.5. Limitation of the Study:

There are 78 students attending Technology of Communication section.However, this study relies on 25 informants among the whole students, and 04 ESP practitioners. In this study, the researcher relies on the information gathered through the questionnaires administered for both the enrolled learners and the ESP teachers. Besides, the structured interviews and the class observation tools.

In this work, the investigator concentrates on one 01 group among the three 03 groups attending the Technology of Communication specialty to conduct the questionnaire , while for the other research tool "Class obervation", the researcher chooses another group for that observation. Concerning the structured interview, the researcher deals with the 04 ESP practitioners.

As the study is restricted to one particular institution, it will not give the overall conclusion to the effectiveness of the course to the designed participants, but it would still provide some answers to the requirements of designing an effective and an instructive ESP course. Therefore, the findings from this study cannot be claimed as conclusive and an extensive one. It is hoped that future researches will cover more respondents in a broader scope study.

To conclude, this study is conducted to help developing an ESP course and improving the curriculum of the English for Academic Purposes (EAP) course. It will also identify the strengths and the weaknesses of the course as a whole. Having identified the respective respects, the curriculum can either be maintained as it is or improved upon.

2.2.6. English position in the World:

For the past several decades, English has grown into the primary language for international communication. As a result of complex economic, cultural, and technological forces, such as the growth of international trade and the Internet, the English language is now used worldwide, with a geographic spread unique among all world languages.

English has become a "lingua franca," or common language, in many regions throughout the world. In the European Union, for example, English is recognized as common working language and a language of contact, and is similarly used as such in many areas in Southeast Asia. As a result, the vast majority of those using English worldwide are themselves nonnative speakers. This has had a profound effect on both the ways English language teaching (ELT) is practiced and the language itself.

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

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

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

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

2.2.7. English Language Areas of Use:

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

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

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

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

- English is the working language of international organizations and conferences.
- It is the international language of science and technology.
- It is used in international banking, economics affairs and commerce.
- Advertising for global brands is done in English.
- English is the language of audio-visual and culture product.

- It is the language of international tourism.

- It is the language of tertiary education.

- It is the language of international safety in the fields of aeronautics and sea

- It is the language of international law.

- It is a relay language in interpretation and translation.

- It is the language of technology transfer.

- It is the language of internet communication.

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

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

2.2.8. English and ELT Teaching at the Tertiary Level in Algeria:

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

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

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

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

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

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

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

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

2.2.9. The ESP Teaching Situation at Saida University:

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

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

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

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

2.2.10. EST Teaching Situation at the Sciences and Technology Faculty:

At the faculty of Sciences and Technology, English is introduced as a compulsory subject; it is a "Transversal" subject, taught in 01:30 per week. Students are required to sit for EST classes and sit for examinations at the end of each semester, besides tests throughout the academic year.

Learners are also invited to do works and respond to their tasks during the English course. With the new educational reforms of 2013 provided by the Ministry of Higher

Education and Scientific Research. English has been introduced at the graduate level, or more precisely in the first-year Sciences and techniques field within the Sciences and Technology faculty.

Technology of Communication students are supposed to attend the EST lecture once a week for a period of one and a half hours. Apart from the graduate level, English is taught also at the Master and Doctorate levels. While undertaking the EST classes. The enrolled students are supposed to learn English in meaningful contexts.

2.3. Research Methodology, Participants, and Research Tools :

To get a vivid action research, the researcher relies on a descriptive, qualitative and an empirical approach. Indeed, a statistical issue is adopted to interpret the findings.

In this study, the researcher depends on two genres of participants; 04 ESP teachers and the students of Technology of Communications. In addition, a triangulation of research tools have been already relied on to get relevant findings (Class observation, Questionnaires and a Structured Interview).

The primary aim of this chapter is hopefully to provide the reader with a clear picture of the research design and procedure. It attempts to describe the informants and the main instruments of data collection which have been adopted, implemented and tested while carefully addressing the validity and reliability of the research tools, and later on the results.

2.3.1 The Research Conduct Process:

The present section attempts to provide answers to the three essential questions in conducting any research work in whatever area of interest, notably *for whom, why,* and *how* the present study has been conducted. The purpose of the action research is to check whether the procedures adopted have facilitated the task for those practitioners by helping them to function adequately in their target situation or not.

The case study revolves around an in-service teacher training program which is conceived to be an effective means to enhance the professional qualifications of the already engaged ESP practitioners in a scientific context, i.e., technology of communication specialism.

The researcher adopts a qualitative and a descriptive approach in conducting this work, as well as an empirical method to have a direct contact with the informants. The findings are however analyzed and interpreted statistically.

In that research, the informants are both the ESP teachers and their enrolled learners of Technology of Communication. The investigator bases on a triangulation of tools to conduct that study. This work advocates an effective action research, relying on "Questionnaires" administered to the ESP practitioners at the Sciences and Technology faculty, and their enrolled students of Technology of Communication. The second tool is the "structured interview", which is designed to the ESP practitioners, while the third tool is a "class observation".

2.3.2. Participants:

In this study, there are two groups of participants. The first group is made up of the third year students of the Technology of Communication students, at the University of Saida. The second group is made up of the content course teachers, teaching these students. There are about 78 students at the Technology of Communication students section, the researcher chooses 25 students among those learners, so as to conduct his questionnaires, and about 04 content course teachers for the same purpose, but with a distinctive questionnaires.

2.3.3. Research Tools:

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

2.3.3.1. Classroom observation:

Classroom observation is an inexpensive method for discovering more about learners' behaviors and uses of existing spaces. Observation can lead the researcher to new information about the informants where everything is presented to the observer directly and in front of him or her. The primary purpose of observations is to describe. Observation descriptions should include a description of the setting, any activities that occur in that setting, the individuals who are involved in the activities, and the

significance of what is observed. Combining observation with photo-taking can lead to even richer information gathering about how learners use existing spaces.

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

❖ This technique stands on six separate instruments: Physical Environment Form, Running Record Form, Classroom Checklist, Post-Observation Teacher Interview, Observer Comments, Post-Observation Summary:

❖ Physical Environment Form: When the observer enters a classroom, he or she first completes the Physical Environment Form, or PEF. This low-inference checklist identifies the physical set-up of the desks (for example, whether they are arranged in rows, in a semi-circle of chairs, etc.) as well as the presence of other physical items and equipment, for example, signs listing behavioral expectations, displays that reflect students' ethnicities, progress charts, computers, etc.

❖ Running Record Form: When the PEF is complete, the observer begins a 50-minute Running Record.10 The researcher begins writing down what is observed as it takes place, stopping at 10-minute intervals to complete a Classroom Checklist, or CCL, described in the following section. She or he pays special attention to what the teacher says and does, including the nature of the task and the questions the teacher asks, as well as any discussion that ensues. The narrative is not a verbatim account; instead, the observer records enough detail on certain aspects of the lesson so that a reader can tell what

happened during that block of time and can code the observation on certain dimensions, including the level of the lesson and the teacher's instructional strategies. The Running Record is the only part of the observation that is post-coded, in this case by MDRC staff or consultants; this ensures consistency in coding standards. Because someone else will be reading these Running Records, the observer must transform classroom notes into a clean write-up.

❖ Classroom Checklist : The Classroom Checklist, or CCL, is completed at 10-minute intervals beginning at 10minutes into the Running Record; four

❖ CCLs are thus completed during a 50-minute block.12The CCL is a "snapshot" of what is going on at the moment. It records whether the teacher is interacting with one or two students, a small group, a large group, or the class as a whole. It also notes the presence of certain "learning opportunities," including project-based learning (whether individual or grouped), the use of Read-Aloud and Think-Aloud, group discussion, recitation, and completion of worksheets. It also notes how many students are on-task and off-task and the extent to which the cycle is teacher-centered vs. student-centered.

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

❖ Observer Comments: The Observer Comments form is a place where researchers can express their own thoughts about the observation. Having a specific place for such comments helps to keep subjective opinions out of the Running Record.

❖ Post-Observation Summary: The researcher completes the Post-Observation Summary at the end of the observation and after the Teacher Interview has been conducted. Some observers choose to complete the form outside of the classroom after having transcribed their Running Records notes. The Post-Observation Summary is based on what is observed during the entire period and includes sections about the structure and organization of the classroom, the teacher's instructional strategies, and the classroom climate.
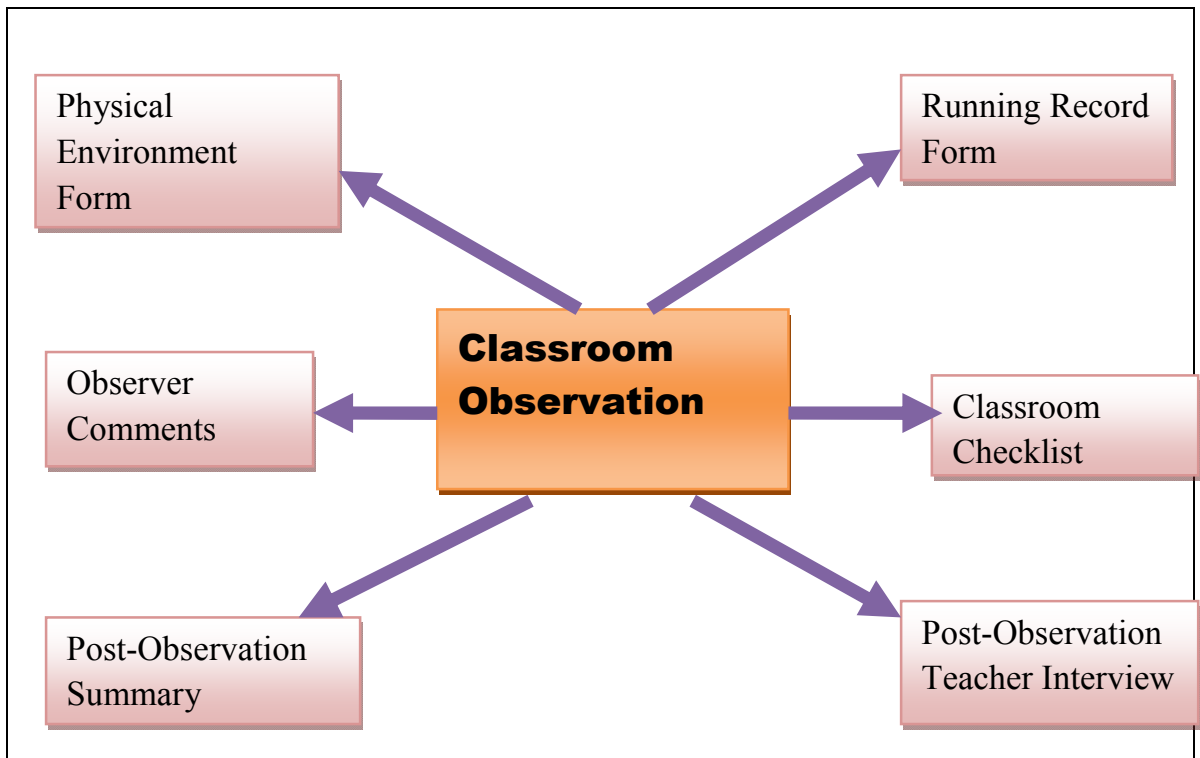
Figure2.1: Classroom Observation Six Separate Instruments.

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

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

Dörnyei (2007, p.178) goes a step forward while maintaining that:" *...classroom observation provides direct information and it is one of the three basic data sources for empirical research.* "

Classroom observation represents a concrete proof on what is enrolling and happening in the ESP course, learners ' learning needs and content teachers presentation to their teaching, all these elements make an important tool to gather data through « real time observation. » (Wallace, 1998, p.58). This research tool stands on many firm principles:

❖ Class observation is inexpensive; it requires only staff time and note-taking materials.

❖ Class observation can be used to gather evidence of actual behaviors in a space rather than reported behaviors; it allows the researcher to test assumptions about spaces, technologies, and other features.

❖ Class observation enables staff to notice more deeply the activities routinely going on around them and to experience spaces and activities at less familiar locations at the institution. Systematically, note-taking and recordings are also considered as crucial means to accomplish classroom observation task by assessing:

> *- The language being used during the course.
> *- The talking time for both ESP practitioners and learners.
> *- The teaching materials used and provided.
> *- The way and the content of the ESP course.
> *- The learners 'needs assessment through the ESP course.
> *- The shortcomings of an ESP course and the main difficulties.
>
> (Wallace1998, p.69)

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

2.3.3.2. Questionnaires:

The questionnaire is considered as one of the most useful tools in doing researches to elicit available information from the informants, and in this research, the participants are the ESP practitioners at the department of « Sciences and

Technology » and their students. The rationale behind choosing questionnaires as the tools for data gathering is that questionnaires, as Oppenheim (1993) pointed out:

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

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

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

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

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

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

> "*While responses to closed questions are easier to collect and analyze one Often obtains more useful information from open questions. It is also likely that responses to open question will more accurately reflect what the respondent wants to say.* "

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

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

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

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

YES	NO

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

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

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

      *- A questionnaire can cover a large number of participants.

      *- It is standardized and easy to analyze.

      *- It is not time consuming.

      *- Anonymity gives the informants more confidence which may lead

        to more honest answers .

The researcher was so aware of the kinds of questions he is asking, such as avoiding repetitions, or questions that may perplex the informants or influence their points of view, Nunan pointed out in (1992,p. 143) ″ *..It is particularly important that the researchers don't reveal their own attitudes through leading questions.* ″

Before conducting a questionnaire, three steps should be followed:

    ➢ **Preparing a sample of questionnaire:**

The researcher should awaken the main obstacles that he may confront by preparing set of questions (Open-ended questions /Closed-ended questions- Multiple response questions and Likert questions) Naoum stated in this trend 2007,p. 64)

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

➤ **Piloting the sample of the questionnaire:**

When the questionnaire is designed, a pilot study should be conducted for the sake of relevance. Schreiber quoted in (2008: 624) *"...Is a small-scale implementation of a larger study or of part of a larger study. Pilot studies last for shorter amounts of time and usually involve a smaller number of participants, sites, or organizations. .* "

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

➤ **Administering the questionnaire:**

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

2.3.3.3. Interview:

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

A structured interview (also known as a standardized interview or a researcher-administered survey) is a quantitative research method commonly employed in survey research. The aim of this approach is to ensure that each interview is presented with exactly the same questions in the same order. This ensures that answers can be reliably aggregated and that comparisons can be made with confidence between sample subgroups or between different survey periods.

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

advance, though open-ended questions can also be included within a structured interview.

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

This qualitative tool is used to collect data from Individuals through conversations (Questions vs. Responses) .Thus ,the use of the interview is conceived to be of great help to the investigator . Gillham (2000, p.01) sees **"A** *conversation usually between two people. But it is a conversation where one person- the interviewer- is seeking responses for a particular purpose from the other persons: the Interviewee.* **"**

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

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

According to Nunan (1992, p. 149) " *Interviews can be characterized in terms of their degree of formality and most can be placed on a continuum ranging from unstructured through semi-structured to structured.* **"**

Lincoln *et al* (1985, p. 269) go, even, further where they link the type of the interview one may use to the researcher's knowledge about the subject he needs to have insight about:

> **"***The structured interview is useful when researchers are aware of what they do not know and therefore are in position to frame questions that will supply the knowledge required, whereas the unstructured interviews is*

useful when researchers are not aware of what they do not know ,and
therefore, rely on the respondents to tell them! **"**

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

➢ The structured interview enables the researcher to examine the level of understanding a respondent has about a particular topic –usually in slightly more depth than with a postal questionnaire.

➢ It can be used as a powerful form of formative assessment. That is, it can be used to explore how a respondent feels about a particular topic before using a second method (such as observation or in depth interviewing) to gather a greater depth of information.

➢ Structured interviews can also be used to identify respondents whose views want to be explored in more detail (through the use of focused interviews, for example).

➢ All respondents are asked the same questions in the same way. This makes it easy to repeat ("**replicate**") the interview.   In other words, this type of research method is easy to **standardize**.

➢ Interviewing provides a **reliable** source of **quantitative** data.

➢ The researcher is able to contact large numbers while using the structured interviews.

➢ Since different types of interviews are available, the researcher has decided to conduct a structured interview (see Appendix D) mainly for the following reasons which have been cited by Dörnyei (2007,p.153) *" It ensures that the interviewee focuses on the target topic area and that the interview covers a well-defined domain***. "**

2.3.4. Procedure:

After exposing the tools that the researcher has adopted, the investigator will move and attend ESP courses at the department of "Sciences and Technology." So as to take note, record courses (if the ESP practitioner permits and agrees about that). Concerning the questionnaires, the researcher has to ask permission to conduct his process; bearing in mind that one questionnaire is administered for students, whereas

the other one is designed to teachers at the "Sciences and Technology. " faculty. The questionnaire   is given by hand to the informants, to be answered and filled in, and given again   back to the investigator by hand.

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

2.3.5. Data Analysis:

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

*- How well do you speak English?

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

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

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

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

moving to pre-coding and coding, then interpreting the data and ending with drawing conclusions.

2.4. Conclusion:

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

Needs assessment and its principles.

Chapter Three:

Data Analysis:

CHAPTER THREE: DATA ANALYSIS:

3.1. Introduction:

In this chapter, the investigator will move to the practical side of this research. After conducting the questionnaires, interviewing the ESP teachers, observing and taking notes about classroom sessions, the researcher will interpret and analyze his findings qualitatively and quantitatively , using tables , bar-graphs and pie-charts. In data analysis, the researcher will shed light on classroom observation, exposing the most common teachers 'problems. Then, analyzing both the enrolled students' and the ESP practitioners' questionnaires.. After, the research worker will disclose and interpret the teachers 'interview, graphically and then a conclusion.

3.2. Data Analysis Procedure:

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

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

3.3. Analysis of Classroom Observation:

As it was stated before, classroom observation is a direct research tool that enables the investigator to gather authentic data and features about what is happening

in the teaching situation. This technique can reinforce and ensure a more or a less better understanding of the goal of the ESP situation.

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

3.3.1. Course Content and Conduct:

The Observed Points	Shortcomings	What should be
*- Teachers	*- No ESP teachers, no training in the field, unwilling sometimes to teach.	*- Qualified teachers, specialized in ESP, stimulating learners to study English.
*-The presented Lessons	*-short tasks about grammar, gap filling and tenses sometimes.	*-The teaching lessons should encompass the four skills and go with those learners 'needs. *-texts should be adapted and adopted.
*- The students	*- unwilling to work, absent-minded learners.	*-Learners should collaborate in the teaching and learning process .
*- Timing	*- No fixed timing , it depends (01 hour)and(45mns), sometimes (30 mns) and rarely (01 :30 mns)	*-Timing devoted to the session is 01hour and 30 minutes per week.
*- Attendance (teachers vs. students)	*-Teachers miss their sessions due to their duties in their secondary or elementary schools. *-Some students do not attend their lectures. Even they are in the class, they are not interested (playing with their mobiles, listening to music ….	*-Teachers ought not to miss their sessions because this absence leads to a disturbance to students , and makes a gap while teaching *- Students had better change their attitudes toward English, taking parts in their learning

Table 3.1: Preliminary Data gathered from classroom observation.

Along with about four to five classroom observation sessions, the investigator has noticed many negative points which can discourage the teaching of ESP to the

Technology of Communication students. Thus, the investigator has concluded these points as follow:

❖ Lack of English textbooks: There are no designed textbooks to the students of Technology of Communication, so how can the teacher identify the Academic English language needs of his / her learners if no references or textbooks are available?

❖ Unavailability of ESP teachers: The Algerian university miss the ESP Practitioners, just volunteers from the elementary or the secondary schools tend to teach only such courses of English and not ESP.

❖ The English teachers, supervising the students of Technology of Communication rarely speak English with their learners i.e. these teachers use Arabic or French besides a bit of English. So, no academic English needs can be attained since the session is enrolled in Arabic at about 42%, while English 33 % and the rest for French with a proportion of 25%.
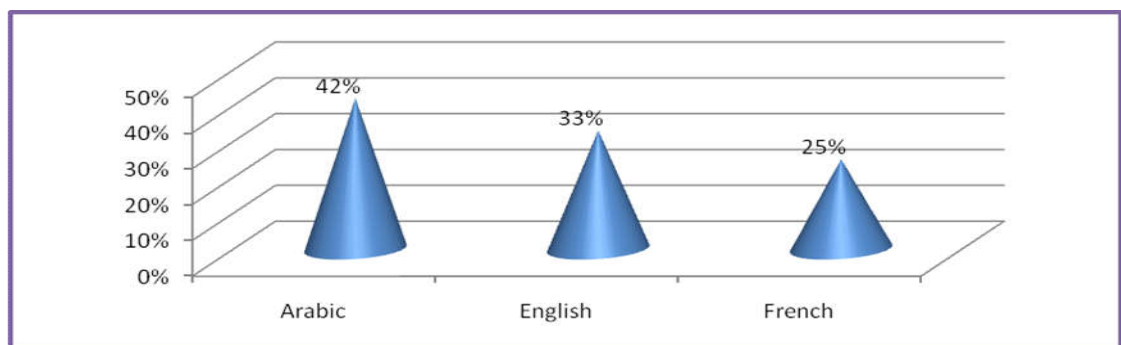
Figure 3.1: The languages used by teachers and students of Technology of Communication.

❖ Another remark which has been observed is the English course it often starts late, it means neither teacher, nor the students were punctual, the English course begins at 01 :15 pm and not at 01 :00 pm, it is just a grammar activities (tenses, articles , prepositions), only a few times gap filling tasks with supplied items , and a part of the lesson is wasted in gossiping (free talking time, taken from the English session).
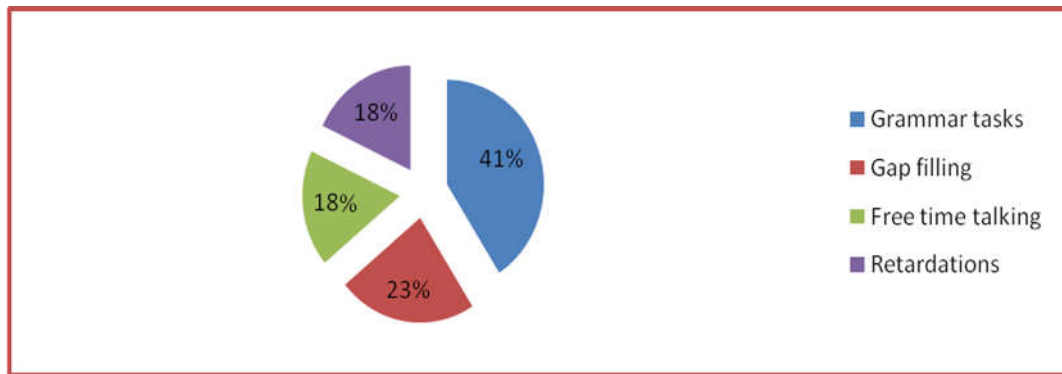
Figure 3.2: The English course subdivision.

❖ Another observation was detected, the investigator notices a heterogeneous class management; teachers do not manage their classes in a good manner, they talk all the time; explaining the instructions, correcting the tasks, writing and so on. So, the talking time is also diversified in comparison to their students.
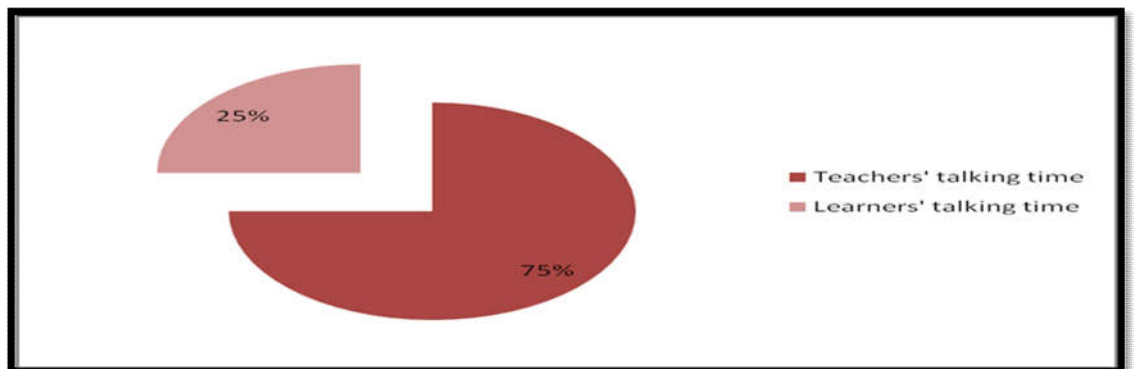
Figure 3.3: The class course talking time.

3.3.2. Teachers' Problems:

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

➢ Teachers of « Technology of Communication » cannot make more efforts with their learners owing to their duties with their pupils at the secondary or elementary schools.

➢ The carelessness of the « Technology of Communication » students and their disrespect to their teachers can't encourage those teachers to do their best and love their teaching at the « Sciences and Technology » faculty.

➢ The lack of an ESP syllabus and an ESP textbook perplex the ESP practitioners, they present random teaching points, which do not match the learners' specific and academic English needs.

➢ The belief of the students that English is just a secondary subject or   module makes them heedless and less motivated, and this leads to a gap between those learners and their ESP teachers.

➢ The use of repeated and meaningless tasks often bothers the students; teachers repeat the same instructions and tasks because they have no official syllabus to guide them.

➢ Teaching general English to the enrolled students of « Technology of Communication » does not go with their needs, that is to say these learners had better study specific English and technical terminology that serve their field of study.

➢ The content course teachers at the faculty of « Sciences and Technology » do not master the ICT and the technological devices of communication as the (Data show), so they teach things virtually, using old techniques. Indeed, what those ESP practitioners present to their learners does not correspond to what they really need.

3.4. Analysis of the Students' Questionnaire:

The investigator has chosen 25 students out of 78 carrying on their studies   in Technology of Communication. The informants are selected randomly to respond and to fill in the suggested questionnaire, in which they assess their   level in English, their needs and the four skills 'learning. After a week, the students have brought the questionnaires back to the investigator, to be interpreted and analyzed using charts, graphs and pie charts.

3.4.1. Analysis of the Questions:

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

I-Learners' Level of English:

Q1: Technology of Communication students and their English level:

The researchers asked his participants "the enrolled students" of Technology of Communication about their level of English. So, different evaluation was provided by those informants. 03 informants said that their level is "High" with a percentage of 12%. Meanwhile 16 of these participants declared they have an "Intermediate" level, their percentage is 64%. While 06 learners assumed that they have a "low" level, representing 24%.
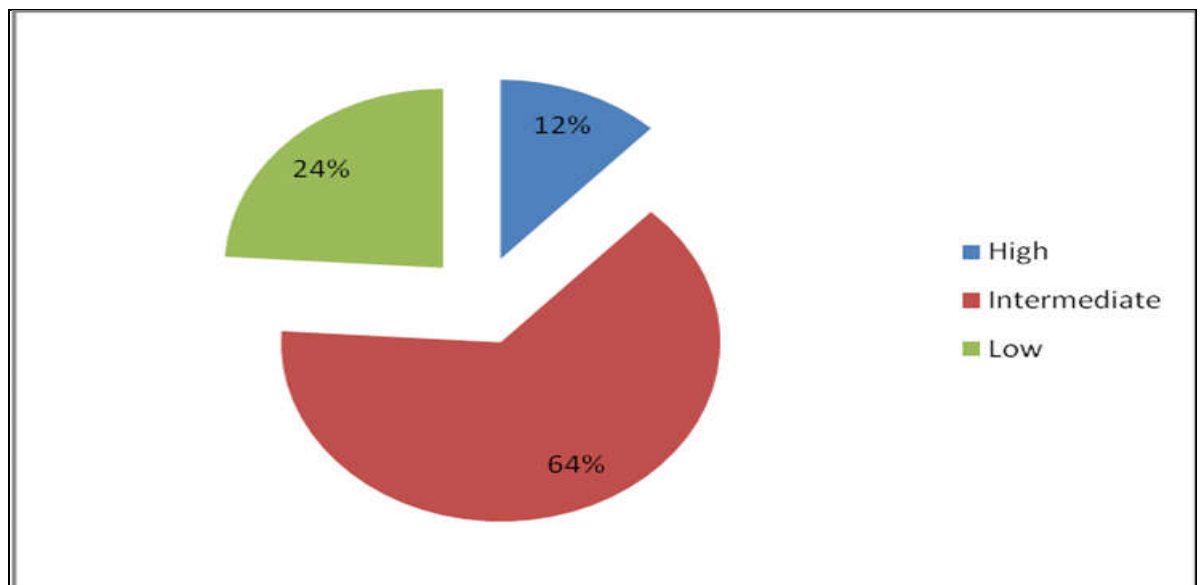
Figure3.4: The Technology of Communication students' level of English.

The findings shown above confirm that there are no brilliant students in English, the majority of those learners share an intermediate level, relying too much on what their teachers provide them with. In addition to that, 03 learners out of the 25 informants could master correct English, aware about their pronunciation and more responsive, whereas 06 of these participants found it difficult to perceive what the teachers say and ask them to do.

II-The Integrative Language Skills:

II-1-The importance of the four integrative skills:

As a first remark, Technology of Communication students got puzzled when the researcher asked them about the four skills [**Listening-Reading-Speaking-Writing**] because they were not exposed to these skills while studying. In a matter of importance and their integration in their syllabus, the enrolled students were motivated to study them, but they classified them according to their importance and stimulation. The chart below illustrates these skills and their importance:

	Not important	Important	Very important
*-Listening	18 students	05 students	02 students
*-Reading	06 students	09 students	10 students
*-Speaking	03 students	09 students	13 students
*-Writing	11 students	08 students	06 students

Table3.2: The Technology of Communication students' perception to the four integrative skills.

From the chart supplied above, learners arrived to evaluate the four skills, basing on their perception to those skills, though they were not exposed to them in some respect. The informants ranked the four skills according to their stimulations and their subjective importance. The informants see that speaking and reading are more important than listening and writing, because listening is a difficult phase, compared to the act of reading or even speaking. While writing is less desired since the enrolled students lack wording and having poor English.
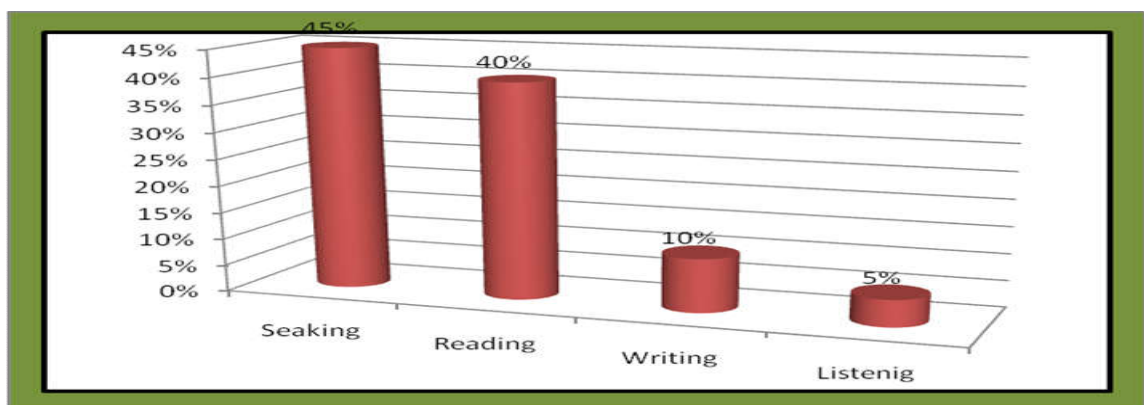
Figue3.5: The four English skills and their importance to learners:

II-1-Listening:

Q1: Learners' understanding to the spoken English:

As it has been stated before, the Technology of Communication students asserted that their English courses are not presented in a form of integrative skills. When the researcher asked them about the quality of their perception to listening, their interpretations were as follows:
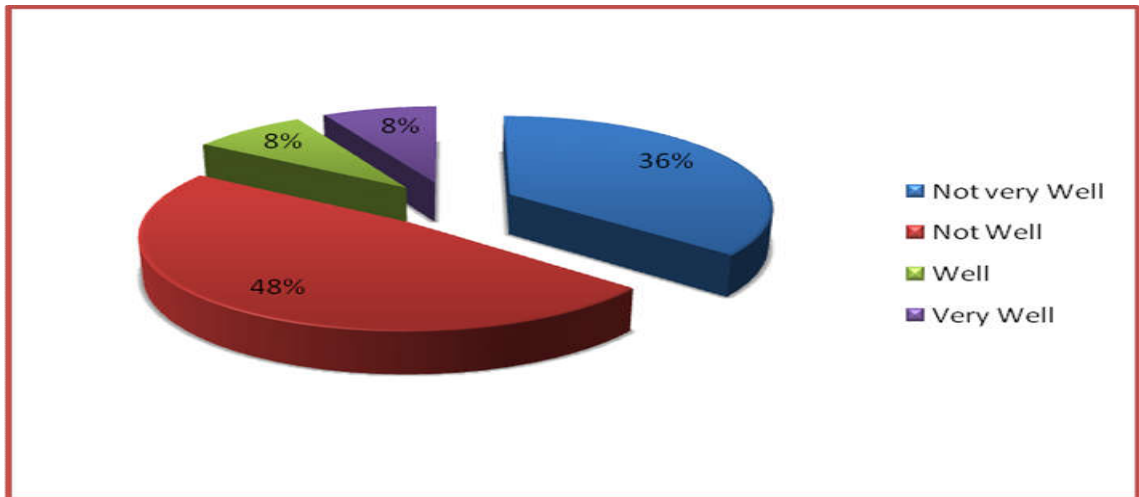
Figure3.6: Learners' rate of spoken English perception.

The figure above illustrates that most of the informants found the spoken English more stimulating, they could grasp what their teachers say, but sometimes they could not respond appropriately and accurately.

Q2: The importance of listening while studying English:

Listening still represents a failure to Technology of Communication students since it is hard to perceive. When the researcher asked those informants if this phase is interesting while studying English, different opinions were discovered. These opinions are displayed in the chart below:

	Listening vs. Students' perception	
	N. of informants	Percentages
Not important	11	44%
Important	09	36%
Very Important	05	20%

Table3.3: The enrolled students and their position toward listening.

According to the result shown in the chart above, 44% of the students expressed their negative position from studying listening in their learning process. They saw that difficult and ambiguous; because they do not understand what their teachers recommend them to do. Indeed, 36% of the same informants considered listening as an important skill and stimulating. However, 20% of them stated that listening is an important stage in their learning.

Q3: The participants' most stimulating listening tasks:

Despite of the fact that listening is seen as difficult skill to be included in the ESP courses of Technology of Communication students, learners aimed to cope with these listening tasks since those suggested drills are motivating and stimulating. 13 informants preferred gap filling activity with the supplied words because it is easy to answer and less time consuming. While 08 participants selected filling in charts with suitable information task as the second listening drill, which is inciting and easy to deal with.

On the other hand, completing dialogues while listening to a passage and answering questions related to the listening passage are less desirable activities to those learners owing to their complexity and perception. So for both tasks, only 04 informants regarded the previous two activities as interesting. Meanwhile 02 students out of 25 liked acting out dialogues after listening to a passage. Learners however lacked self-confidence and motivation. The fear of committing mistakes and shyness were the main factors led them to hate listening and this task specifically. The following figure resumes these findings:
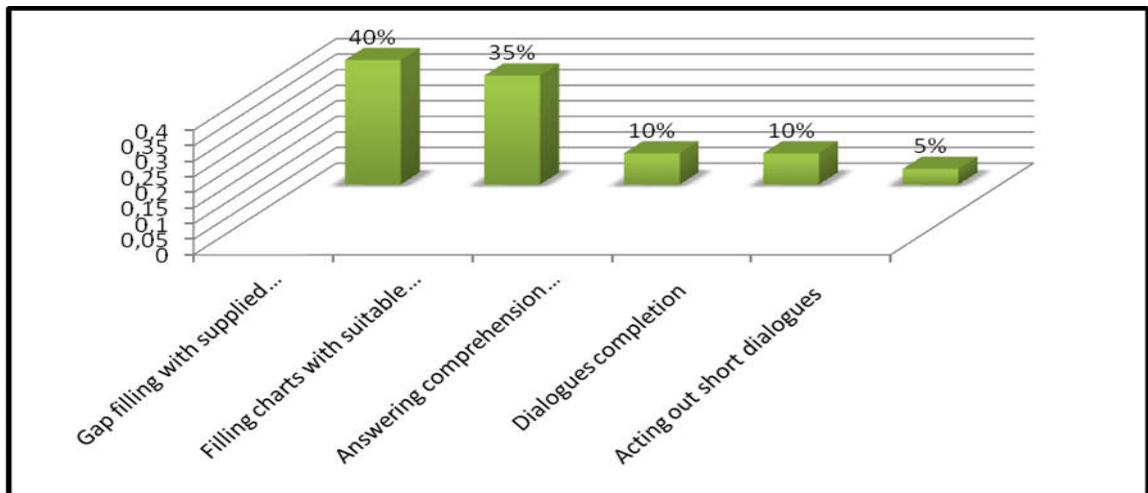
Figure3.7: The most listening tasks and the learners' responses.

II-2-Speaking:

Q1: The informants 'spoken English:

The researcher asked his participants about the quality of the English that they spoke. But, these learners expressed their dissatisfaction from what they speak. Sometimes they understood the instructions, but they could not respond or build up simple, correct utterances. The pie chart below demonstrates what the researcher found:
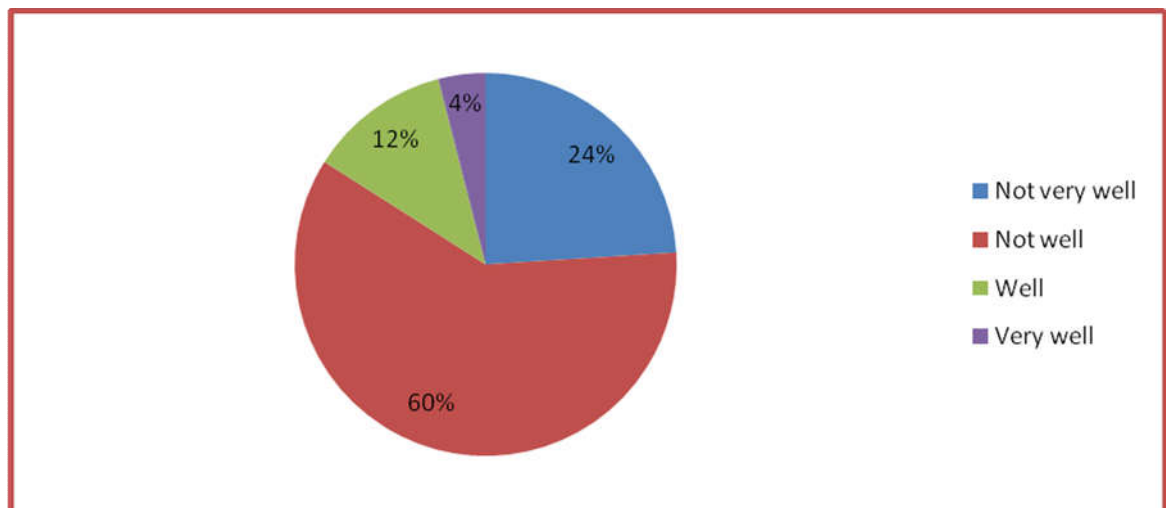
Figure3.8: Technology of Communication students' spoken English.

From the figure supplied above, the researcher noticed that the majority of those learners did not speak correct and simple English. This negative attitude toward English is due too many reasons:

✓ The learners were not involved enough in the teaching / learning processes.

✓ The passive role of both teachers and their learners. So, teachers did not motivate their learners to study and collaborate in learning and learners, in their turns kept the negative attitude, they did not try learn by themselves, seeking knowledge.

✓ Lack of confidence and self-reliance of the enrolled students.

✓ Considering English as a supplementary subject created a gap between these informants and learning.

Q2: The importance of "Listening" in the Technology of Communication students' career:

After having a diagnostic study about the learners' spoken English, the researcher asked the same participants if English is important in their field of study or not. So, considerable results were attained. The illustrative chart clarifies those findings:

	Speaking	
	Number of informants	Percentages
Not important	**03**	**12%**
Important	**05**	**20%**
Very important	**17**	**68%**

Table3.4: The informants' distribution and rates .

From the chart given above, the informants asserted that scientific spoken English is needed in their studies for different purposes; English is the language of technology and sciences. The nature of their studied advocates a good mastery of the English language. As a matter of fact, these findings are resumed in the following figure:
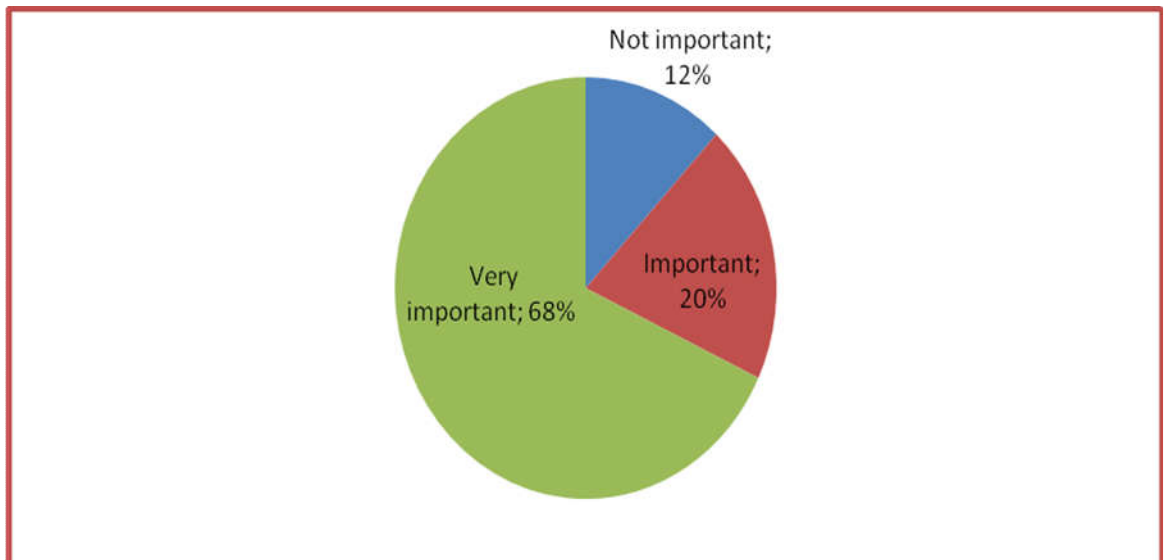
Figure3.9: The importance of speaking English to Technology of
Communication students.

As an assertion to what it has been stated above, the participants showed their interest to master the spoken English since goes hand in hand with the demands of their field of study.

Q3: The learners' most stimulating and successful speaking tasks:

The Technology of Communication students aimed to enhance their speaking abilities. When the researcher quizzed them about the most successful tasks and drills; which could better their spoken English, their answers came as follows:

Speaking drills and tasks	Informants	%
*-Using efficient presenting techniques in English.	10	40%
*-A good command of the technical and the scientific terms.	22	88%
*-Conducting oral interviews and conversations.	03	12%
*-Anticipating debates about technologies and computing.	20	80%
*-Solving problems about technologies and repairing devices.	25	100%

Table3.5: The most successful and stimulating speaking drills to Technology of
Communication students.

According to the findings surveyed above, the students of Technology of Communication are willing to study English in one side, and on the other side to enhance and develop their oral production abilities. All the participants suggested oral tasks dealing with solving problems about technologies, repairing technological

devices, being familiar with the micro-pieces of those devices like satellites, and the other means of communication.

In addition to that, most of the informants saw that having a good command of the technical, scientific terms and anticipating debates about technologies, computing are priorities that meet their academic needs and wants. They go with their field of study.

Statistically, less than 50% of the informants viewed that using efficient presenting techniques in English as interesting tasks. The least representation was about conducting oral interviews and conversations. So only 12% of the participants had chosen that, their response was their inability to produce oral drills by themselves. This could be weakened and conducted, providing that they received a drastic help and guidance from their ESP practitioners, by providing them with relevant and simplified input.

II-C-Reading:

Q1: The quality of reading English:

The researcher invited his participants to evaluate themselves when they read written scripts of English. Their responses were distributed as follows:

	Reading written English scripts	
	Number of participants	Percentages
Not very well	**02** learners	**08%**
Not well	**11** learners	**44%**
Well	**09** learners	**36%**
Very well	**03** learners	**12%**

Table3.6: The informants' reading rates.

From what has been illustrated, 44% of the participants found difficulties to read even small passages accurately; they argued that the influence of the French language prevented them from reading correct English. Indeed, the English words are accented and pronounced as French items. The same interpretation was given by those having 08%. The French language affected the way they pronounced the English words.

Furthermore, 36% of the same participants asserted that they could read easily

because they are familiarized with English in everyday use. Even those realizing 12%, claimed that they the social net workings paved the way to a considerable use of the English language.
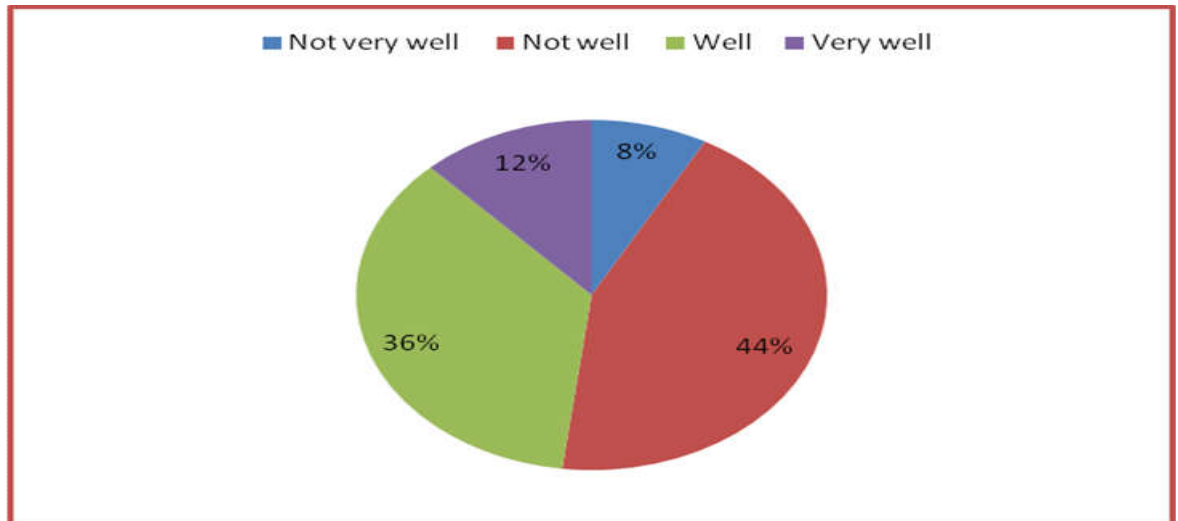
Figure3.10: The learners' reading abilities and their rates.

Q2: The learners' attitude toward reading passages:

Though it was about half of the informants could not read as correct as possible, they considered reading as an important act. According to the chart below all of those informants agreed about the value of reading, since all the devices they confronted them while studying are in English, even their micro-pieces and circuits are in English. That's why all the learners focused on the act of reading.

	Reading passages	
	Number of informants	Percentages
Not important	**00**	**00%**
Important	**14**	**56%**
Very important	**11**	**44%**

Table3.7: The importance of reading to Technology of Communication learners.

Q3: The most relevant reading themes to learners:

In the previous analysis, the informants showed a great interest the act of reading, because all the devices are in the English language, their tools and their functions. When the researcher asked the participants about the themes that they preferred to read about, their answers showed common contentment about the reading topics, which are listed below:

The most reading topics	Informants	Percentages
*-Course materials.	13	52%
*-Inventions and discoveries.	20	80%
*-Devices related to technologies.	18	72%
*-New trends in communication.	24	96%
*-Difficulties while using engines and instruments.	21	84%
*-New technological inventions in communication.	20	80%

Table3.8: The learners' most stimulating reading themes and domains.

II-D-Writing:

Q1: The ability of writing correct and coherent passages:

Writing is the last step in the integrative skills. It is an out production on the part of the learners. To know its quality and its importance to the students, the researcher asked those questions to the informants. When these participants were asked about how well they wrote in English, their answers came as they are shown in the table below:

	Writing	
	Number of Informants	Percentages
-Not very well	04	16%
-Not well	18	72%
-Well	02	08%
-Very well	01	04%

Table3.9: the ability of Technology of Communication to write English.

The illustrative chart above indicates that the majority of the informants found difficulties in writing, when the researcher asked them about their attitude; they responded that they did not attempt to write. They never practiced writing. Their teacher never prepared them and never got them started to write even utterances or simple patterns, so how they could write passages?
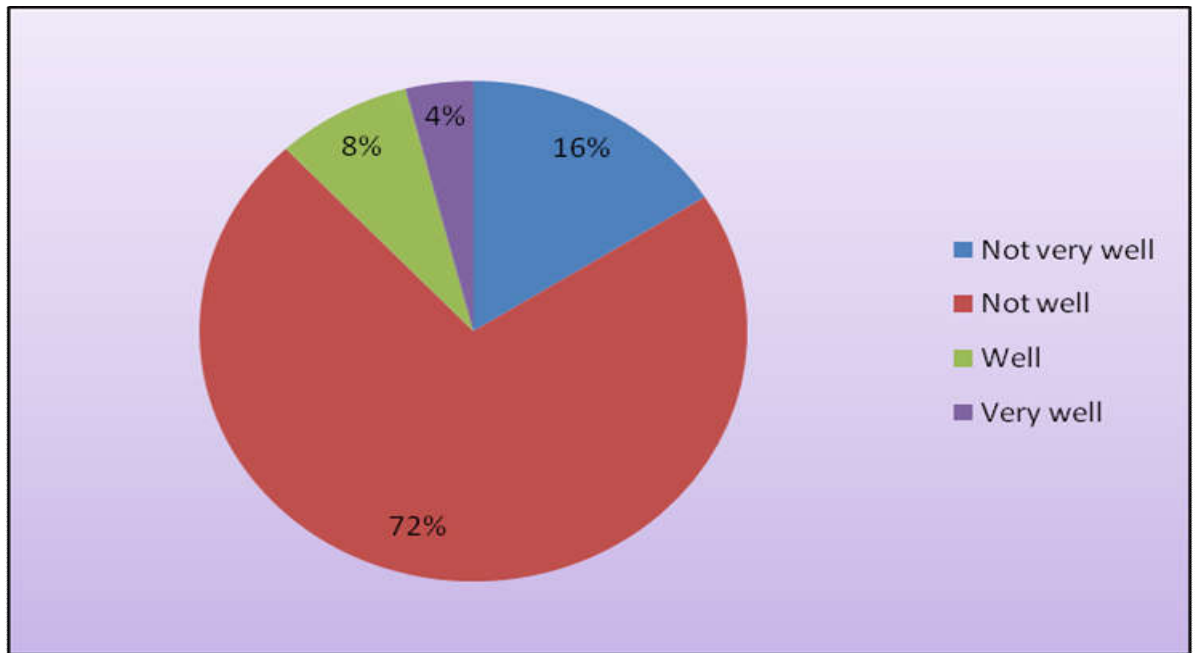
Figure3.11: The students' distribution and their ability of writing.

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

After assuming their weaknesses in writing due to the lack of wording and lexis, the informants estimated the importance of writing, their answers came as follows:
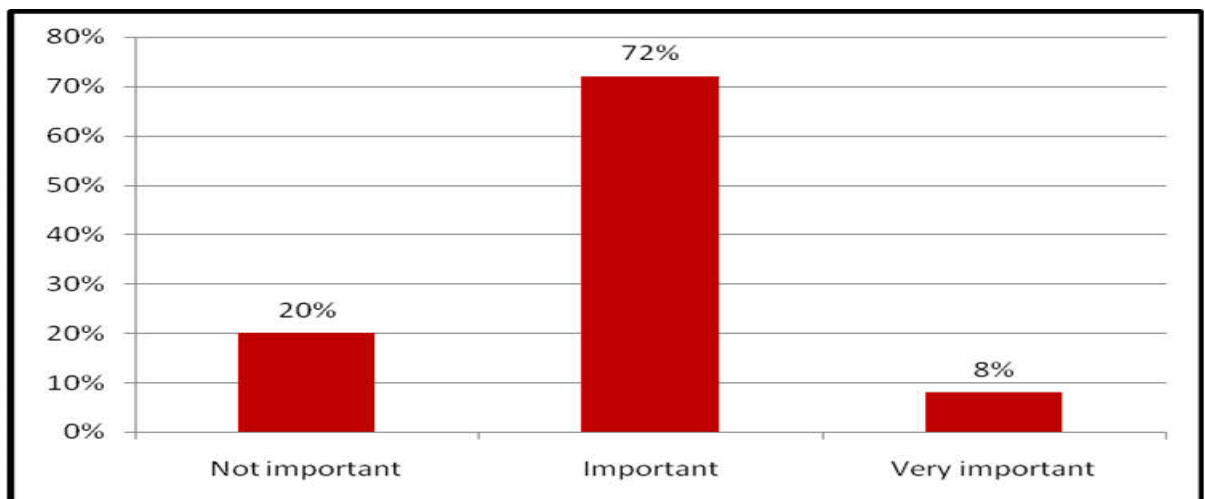
Figure3.12: The importance of writing to Technology of Communication students.

Though the enrolled students in Technology of Communication specialty were unable to write and produce, they considered writing as important as reading or speaking, but they preferred writing about topics that meet their academic needs and their field of study.

Q3: The main topics of writing that stimulate learners:

Writing is the out production of the learner, it is the general outcome of all what it has been taught and learned. The researcher suggested topics and asked the respondents to tick their preferable fields in which they could write about, basing on their tastes and wants. Their choices were distributed as shown in the table follow:

Suggested topics	Informants	Percentages
*-Writing articles about tools, instruments and engines	15	60%
*-Note-Taking	03	12%
*-Writing reports about small projects	14	56%
*-Writing emails and messages	20	80%
*-Writing CV's and Résumés	15	60%

Table3.10: The informants' writings and preferable written topics.

Compared to other integrative skills, writing was still considered as a hard task to the enrolled of Technology of Communication. So, learners had the will to read passages, as well as to speak about topics and then produce short paragraphs, related to what they were taught and presented by their ESP practitioners.

Despite of their low level in the integrative skills, their little perception, the students of Technology and Communication showed their interest to study the four skills with their integrative activities, on the basis of their academic needs, wants and lacks.

III- Qualitative, Scientific English, its Importance and Time Lengthening:

Q1: The students' self-assessment to the content of their current English course:

The researcher asked his informants about the content of their current English course and how they found that English, three distinctive responses emerged. So, 03 participants with a percentage of 12% considered that their courses are "poor and boring", 05 informants representing 20% of the whole respondents stated that the English that is presented to them is "interesting and authentic". Meanwhile, 17 participants saw that the English course is "less motivating", their rate was 68%. The following figure clarifies these findings:
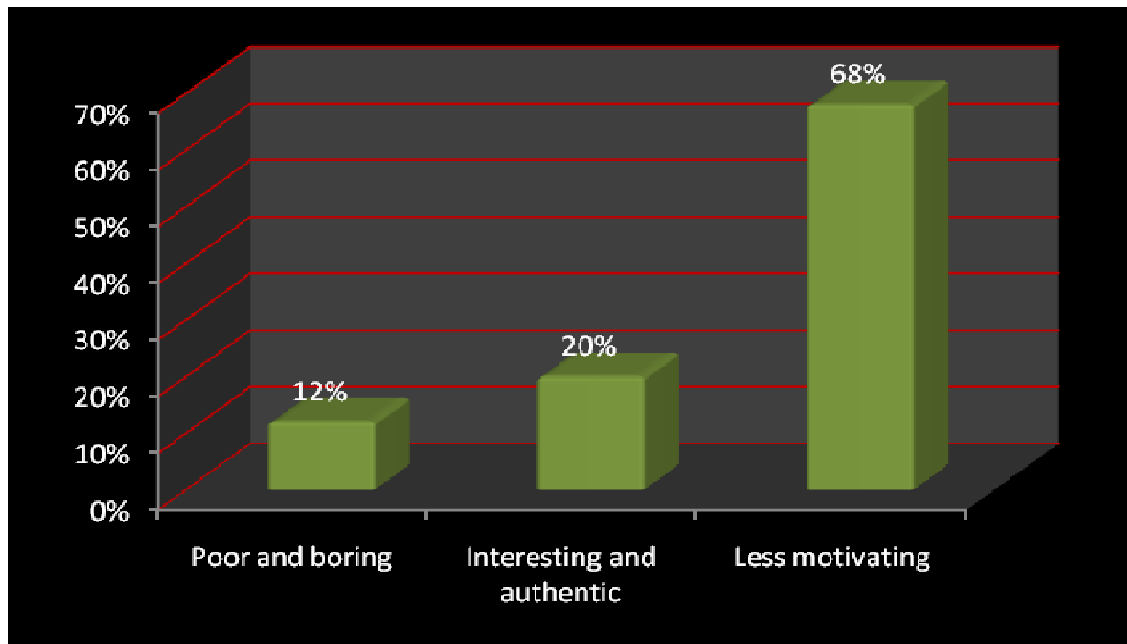
Figure3.13: The learners' self-assessment to their English course.

Q2: The quality of the English language that should be taught:

After having that opportunity to assess the English that the enrolled students were exposed to, the researcher asked the same respondents if their English should be more qualitative. So, the majority of the informants sought that change in the quality of the English language that they were exposed to. 21 participants answered with "Yes" while only "04" were against that qualitative change in the English course. The chart below clarifies these findings:

	Qualitative English	
	Number of informants	Percentages
Yes	21	84%
No	04	16%

Table3.11: Students rates about the quality of the English language.

Q3: The importance of English in the students' scientific study:

The research worker questioned the participants about the necessity of the English language in their studies. All the 25 students confirmed that English was so important, that it could not be omitted from their teaching – learning process due to many reasons:

➢ All the terms related to technologies are taught in English.

➢ The principal modules stand on English while being learned.

➢ English is the language of technology and communication. The result is to be taught to all the « Sciences and Technology » students.

➢ The professional life needs a good command of the English language.

In addition to that, the researcher asked the informants about the quality of the English language that should be presented to them. All the 25 respondents answered with "Yes". The learners intended to study scientific English, more specific, and academic that goes with their wants, lacks and their basic needs.

Eventually, no one of the participants stated that English had less importance, compared to their subjects of their study, and no one of those informants opposed studying scientific English which stands for their ultimate needs.

Q3: The enrolled students and their point of view about taking ESP courses:

Technology of communication students welcomed the idea of studying English, which meets their academic needs. The researcher however questioned them if they were interested in taking ESP courses while studying English. In the first place, the participants did not know what is meant by ESP, after a concise clarification, the informants got an idea about the notion ESP. So, they expressed their satisfaction about taking ESP courses, rather than general English repeated tasks.

Analytically, 24 of the participants agreed to take ESP courses, basing on their needs, whereas only 01 informant did not grasp the idea of studying ESP. The figure below indicates what was attained:
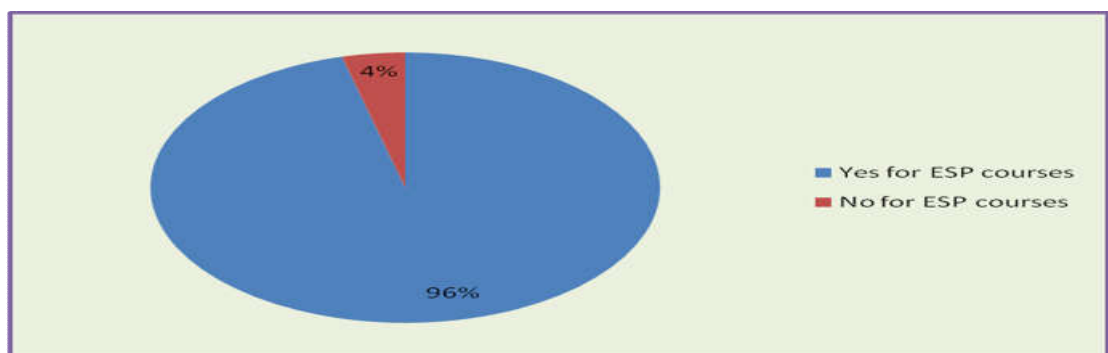
Figure3.14: The learners' attitude toward taking ESP courses.

Q3: To lengthen the timing of English language teaching:

Another interesting question was asked to « Technology of Communication » students, was about lengthening the time devoted to the English language teaching. The result was satisfactory. 56 % of the informants accepted to have make up sessions and to have more than one hour and a half per week (baring in mind these students learn English every Monday from 01 :00 pm to 02 :30 pm), they viewed timing of one hour was inadequate, whereas 44 % of those participants decided that timing should not be extended because if there is an extra time , it should be devoted to the primary and the most important modules . They considered English as just a supplementary subject that did not need efforts to be devoted in studying that language. Thus, the figure in the following page illustrates the students' views and partition about timing to be lengthened in English.
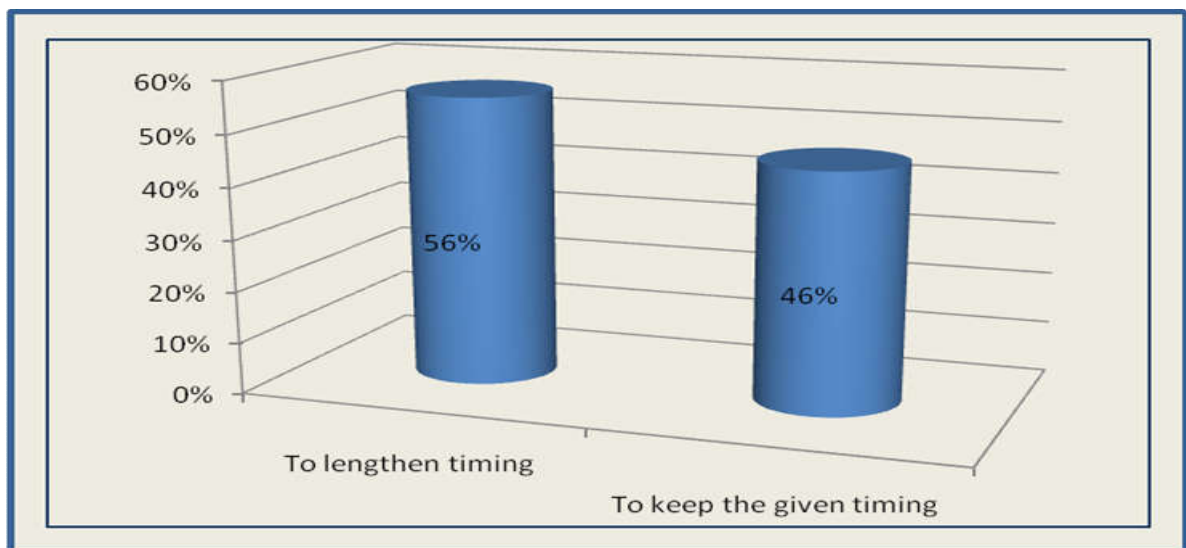
Figure3.15: The students' opinion about lengthening timing of studying
English.

Q6: Increasing the teaching hours:

Similar to what has been said before about the teaching hours, to be lengthened or not, the investigator in the same sense asked the informants if they wished the teaching hours to be increased. Among the 25 students, 15 learners answered with "Yes ", while 10 of them said "No ". Their rates were therefore 60 % for « Yes », and 40 % for « No ».

The majority of the participants believed that increasing the teaching hours could help them perceive English, and master its vocabulary, structures and also comprehend what their teachers said to them. Indeed, any logical increase in the English teaching hours would enhance their cognitive abilities, and enable them not only to understand specific English, but also produce writing pieces about technologies, focusing on academic needs analysis.
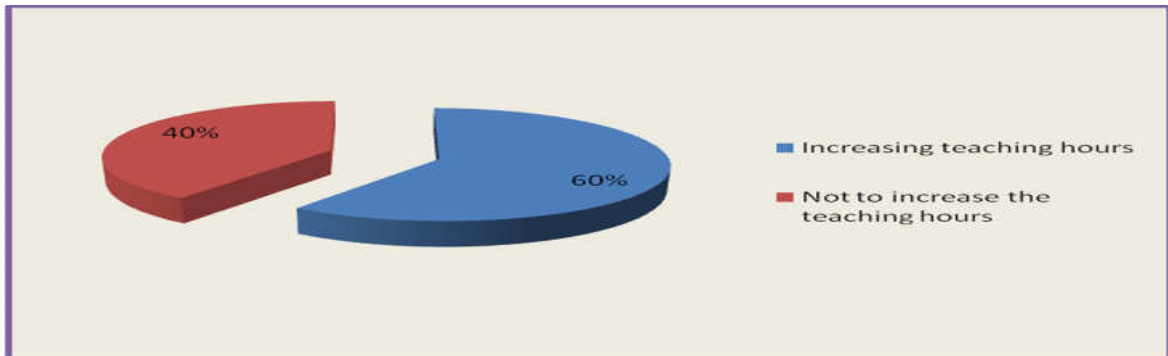
Figure3.16: The students' rate about increasing the English teaching hours.

IV-Scientific English language Needs:

Q1: The necessity to study English for Scientific Purposes:

The technology of communication students showed a big interest to study English that meets their academic needs, reviewing the time devoted to that language. In the same sense, the researcher asked them if English for Scientific Purposes is really needed to be presented to them.

The answers of these respondents were different. So, 11 participants agreed strongly that studying English for Scientific Purposes is needed, while 08 of the same informants answered with agreeing to study that scientific English.

Moreover, 03 students answered with "Not sure" concerning studying that scientific English. However, 01 student responded with "Disagree strongly" and 02 participants replied with "Disagree". The following table recapitulates those findings:

	English for Scientific Purposes	
	Number of informants	Percentages
strongly agree	**11**	**44%**
Agree	**08**	**32%**
not sure	**03**	**12%**
strongly disagree	**01**	**04%**
Disagree	**02**	**08%**

Table3.12: The informants and the necessity to study ESP.

Q2: The students' responses to current course and the necessity to specialized teachers in the field:

First of all, when the researcher asked the enrolled students of Technology of Communication if they wanted their current English courses should be taught by specialized teachers in the field of ESP, all the 25 participants responded with"Yes". That absolute answer confirmed the learners' demand to qualified teachers in the field of ESP in one side. However, on the other side, those enrolled students of Technology of communication showed a big interest to cope with ESP and their academic needs.

Indeed, the researcher wanted to know if the present English course served their wants and lacks, heterogeneous opinions were discovered. These responses are presented in the chart below:

	The quality of the current English course	
✓ strongly agree	**02** participants	**08%**
✓ agree	**03** participants	**12%**
✓ Not sure	**04** participants	**16%**
✓ strongly disagree	**09**participants	**36%**
✓ disagree	**07** participants	**28%**

Table3.13: The students' evaluation to the content of their English course.

From the chart given above, 20% of the total informants expressed their satisfaction from the quality of the English course that their teachers provided them with. That percentage combines two responses (agreeing strongly 08%, and agreeing 12%). The two categories were gratified from what was presented to them. Meanwhile, 64% was the rate of those showed their strong dissatisfaction from the quality of the course presented to them.

That percentage matches also two categories (36% for those who disagreed strongly, and 28% the informants who answered with disagreeing). In comparison to the two sides, another category responded with (not sure, their representation was 16%)
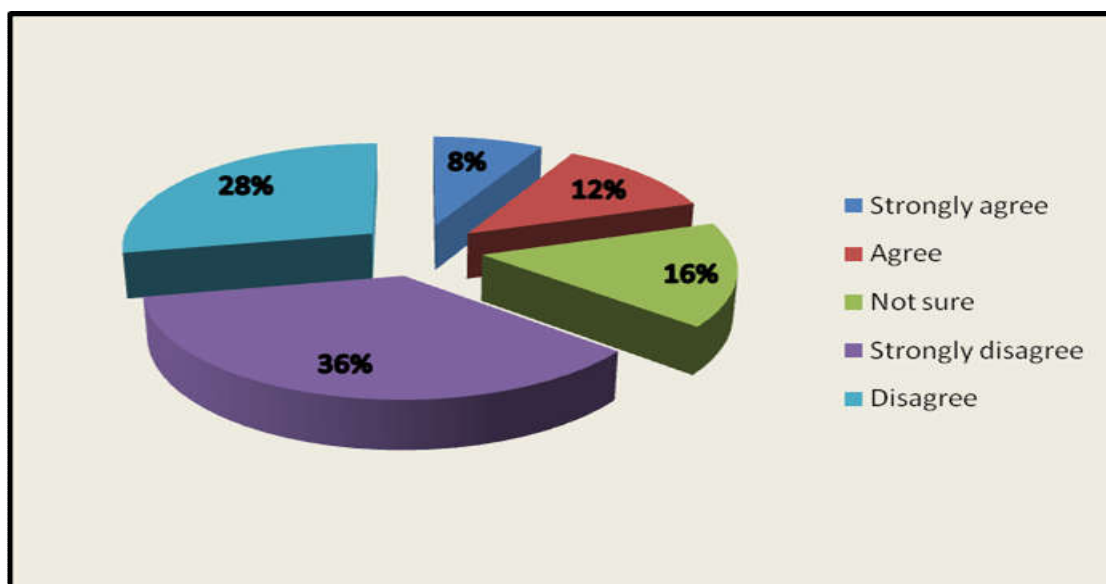
Figure3.17: The students and their evaluation to the current English course.

Q3: The possibility to elaborate an ESP course book to Technology of

Communication students:

The students of Technology of Communication showed their dissatisfaction from the content of the English course they received. The researcher however asked them if the elaboration of an ESP course book would be a solution to their poor English courses. The informants' responses came as follows:

	The elaboration an English course book	
	Number of informants	Percentages
*-strongly agree	**15**	**60%**
*-agree	**06**	**24%**
*-not sure	**01**	**04%**
*-strongly disagree	**02**	**08%**
*-disagree	**01**	**04%**

Table3.14: The students' point of view about the elaboration of an English course book.

The elaboration of such English course book is a must according to what the participant stated and responded with in their survey. Their findings can be presented as follows:
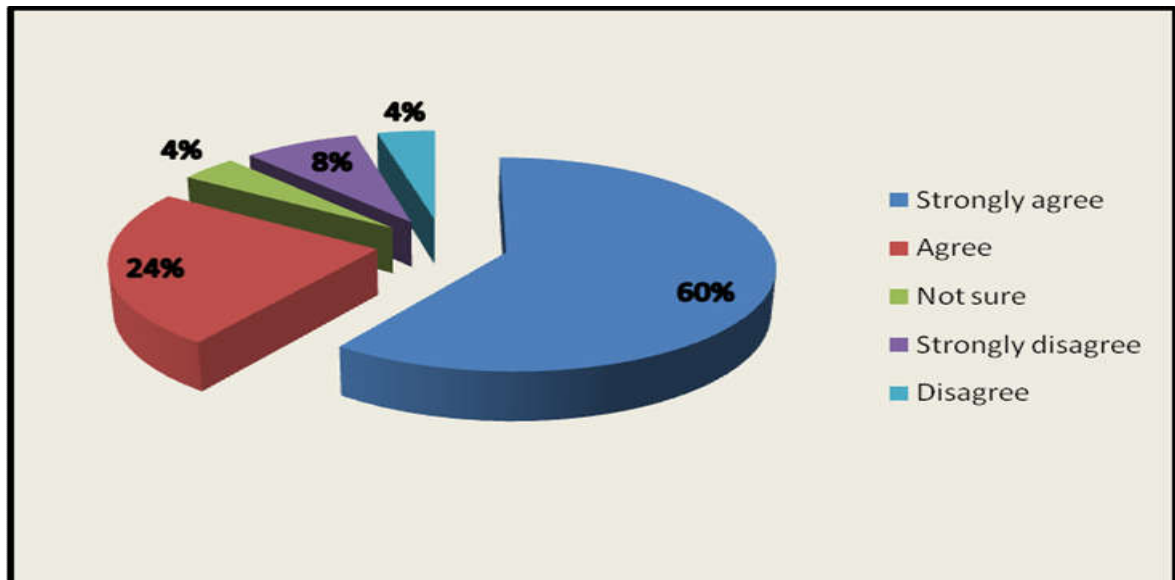
Figure3.18: The students' responses concerning the elaboration of the

   English course book.

Statistically, Technology of Communication students were so impressed by the elaboration of a valuable, instructive course book, which can fulfill their academic lacks and wants. Coming back to the bar graphs, 84 % of the informants between (agreeing strongly 60% and agreeing 24%) asserted that an ESP course book was a necessity to study suitable and specific English with authentic materials.

In contrast to the first response, a substandard disagreeing response was realized by some participants. So, 08% of the whole participants (disagreeing strongly 04% and disagreeing 04%) did not aim to set up an extensive English course book. In addition to this category, 08% of the informants did not express their opinion concerning that adaptive course book; they were not sure about that tentative elaboration.

Q5: The most influential ESP integrative skill and the most interesting

   course for Technology of Communication students:

A foreign language teaching and learning stand on the four integrative skills (Listening- Speaking- Reading and Writing). For that sake, the researcher wanted to

know which language skill that ESP should base on. The enrolled students of Technology of Communication responded with distinctive answers, which came as the following:

ESP and the most interesting integrative language skill		
	Number of informants	Percentages
a-Listening	01	04%
b-Speaking	16	64%
c-Reading	07	28%
d-Writing	07	04%

Table3.15: The learners' categories and their interesting language skill.

Analytically, Technology of Communication considered Speaking as the most important integrative skill that both ESP and the ESP practitioners should focus on. When the researcher asked them why they gave that importance to Speaking rather than Listening or Writing for instance, they argued that Speaking develops their communicative competence and in general, they preferred Speaking because it is needed in the professional careers. They will need it for occupational purposes (EOP).

Comparatively, the other integrative skills (Writing and Listening) had the least rates 04 %. When the researcher asked them why they did not give much importance to those skills, they claimed Listening and Writing are less motivating and do not contribute to enhance their communicative competencies.

Furthermore, Reading had a percentage of 28%. About one third of the informants considered Reading as an important skill because it helps them to speak English accurately and fluently, basing on English grammatical structures, vocabulary and pronunciation.

V-The Materials Authenticity:

The ESP Textbooks and the Quality of the English Course:

Q1: English prominence and the students' readiness to study scientific English:

From what it has been stated before, Technology of Communication students were impressed to learn scientific English, focusing on Speaking and then Reading. So, all the participants confirmed to study English, owing to its prominence in the

world and in their studies. It is the language of sciences and technologies.

In the same sense, the researcher asked the participants if they were ready to study a specific English to meet their needs and their wants. The majority of these respondents answered with" Yes" (20 participants said "yes" while 05 learners said "No"). These findings are interpreted as below:
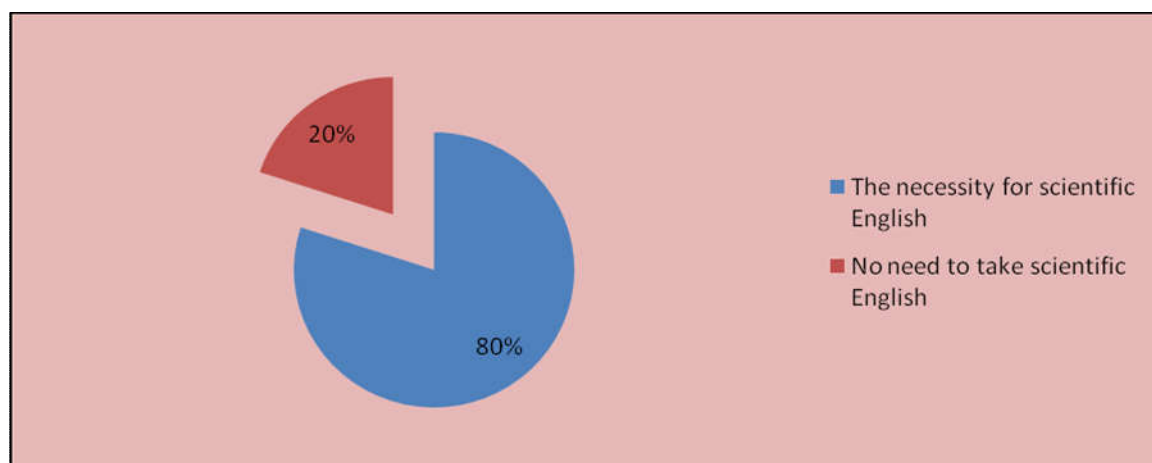
Figure3.19: The students' responses about scientific English.

From the results given above, the Technology of Communication students were so responsive, that they considered taking specific English a prominent activity to meet their academic needs.

The researcher asked these learners what was the purpose behind taking such scientific English. Their responses came as follows:

	Reasons behind studying English	
	Number of informants	Percentages
a-to enhance the English level.	08	32%
b-being able to interact properly.	05	20%
c-using appropriate English that goes with the field of the study.	07	28%
d-to fulfill the English lacks and wants.	02	08%
e-to master the English courses and tasks.	03	12%

Table3.16: The students' most motivating English courses.

Analytically, enhancing the English level, being able to interact correct English appropriately and fluently and then using appropriate scientific English had

approximate rates. Most of the participants agreed on the same purpose to take English courses, so as to enhance their levels and use it appropriately.

On the other side, the bridging the gaps of the students' wants and to master the English courses ranked last with percentages less than 20%. Logically, the fulfillment of the wants should have got a high percentage because it is the core of their survey.

Q2: The students' targeted English course:

The researcher invited the participants to assess their current English course, if it is satisfactory, instructive, to be reviewed or persuasive. Their assessment was extremely distinctive. It can be exposed as follows:
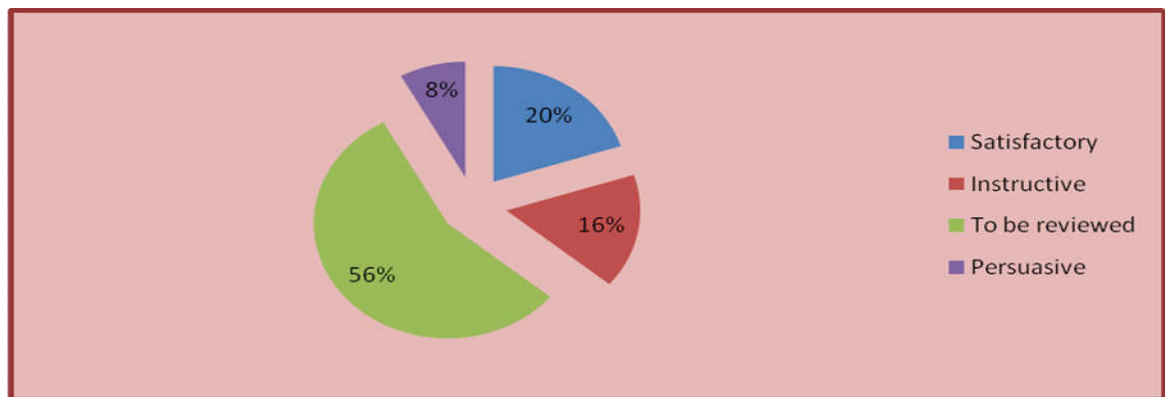
Figure3.20: The students' assessment to their current English course.

From the beginning, learners were not satisfied with the content of their English courses because they were poor, they did not match their academic wants and needs. The participants, however aimed that the content of the courses should be reviewed with predetermined objectives and goals.

In addition to that, a minority of the informants saw that English courses instructive and persuasive. So both categories attained a percentage of 24%, which meant inadequate, poor and less motivating courses.

Q3: The content of the ESP course and the main difficulties while taking English courses:

Many of the enrolled students of Technology of Communication approved that the English course should be reviewed to match their academic wants and lacks. The researcher asked afterwards these learners about the drills and the content of the

English course, which could be tackled by their ESP practitioners.

The students were invited to choose the courses that should be implemented by their teachers. Their choices were as shown in the chart below:

ESP Course Content		
	Number of informants	Percentages
*-Grammar	03	12%
*-Scientific and specific terminology	10	40%
*-Pronunciation	05	20%
*-Translation	07	28%

Table3.17: The students' prior ESP course content.

From the given chart, Technology of Communication students based on taking lexis courses to cope with their field of study. So, 10 out of 25 respondents aimed their teachers to tackle scientific terminology courses like notions about automatism, robotics, and means of communication with their devices and their functions to enrich their vocabulary.

As a second major activity the participants suggested, was "Translation". They argued Translation facilitated their perception to the content of their English courses. While less importance was given to Grammar and Pronunciation.

Q3: Implementing a new ESP syllabus:

The Technology of Communication students have already expressed their umbrage from the current ESP course that they were exposed to. These learners consented that these courses should be reviewed, to meet their academic needs and wants.

In that context, the researcher asked the same informants if the implementation of a valuable ESP syllabus is a satisfactory procedure to overcome their lacks. The responses were distributed as shown below:
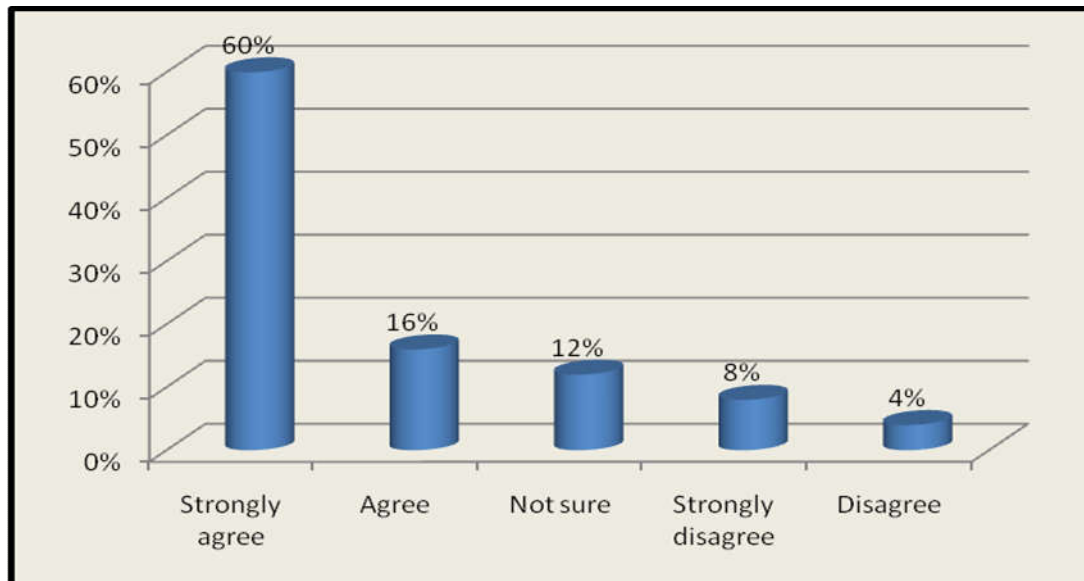
Figure3.21: The learners' attitude toward the implementation of a new ESP syllabus.

3.5: Analysis of the Teachers' Questionnaire:

3.5.1. Analysis of the Questions:

The faculty of "Sciences and Technology" counts more than 17 English teachers, supervising the students of different sections as (Technology of Communication- Electronics- Civil Engineering- Computer Sciences…….).

Among all these sections, the researcher's participants are those teaching Technology of Communication students. The enrolled students of that field of study are supervised by 04 teachers. The informant teachers were given their questionnaires to answer the suggested questions and after six days, the questionnaires were collected again by the researcher, to be interpreted and analyzed.

I-Background and Profile:

I-1-Qualifications:

Q1: The Teachers' Qualifications:

The ESP practitioners were asked to specify their qualifications. So, two distinctive answers were found: 03 teachers had the (MA) "Magister" degree, while 01 teacher had the "BA" licence degree. These findings can be illustrated as follows:
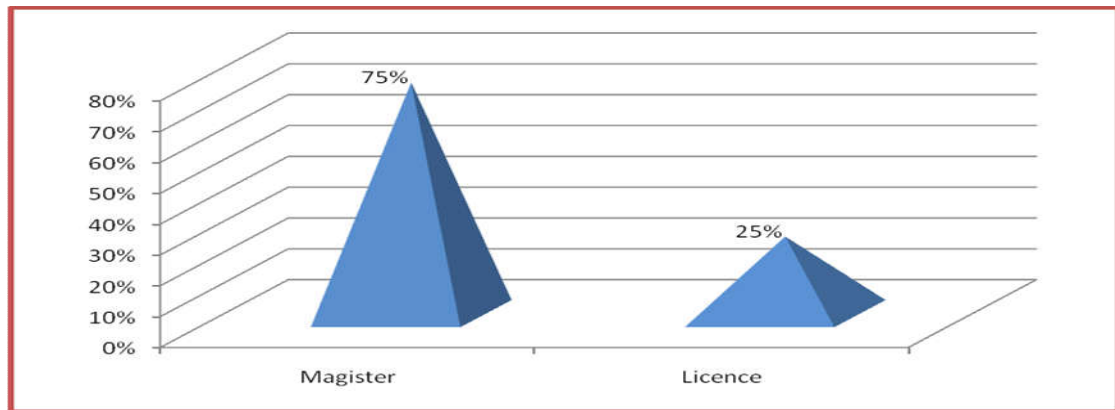
Figure3.22: The teachers' grades.

Q2: The teachers' cycle of teaching general English vs. Teaching ESP:

The researcher asked the 04 teachers about their experience in teaching general English as a first step, while their second part of question was their personal experience as ESP practitioners. Their responses came as they are presented in the chart below:

	Experience in teaching general English		Experience in teaching ESP
Teacher 1	**11** Years	Teacher 1	**06** Years
Teacher 2	**08** Years	Teacher 2	**05** Years
Teacher 3	**05** Years	Teacher 3	**05** Years
Teacher 4	**05** Years	Teacher 4	**03** Years

Table3.18: The teachers' experience in teaching general English and teaching ESP.

Q3: The teachers' specialized training in ESP:

The following question administered to the 04 teachers, was if they had any previous training in teaching ESP. All the teachers responded with "No". No one of the four ESP practitioners was exposed to such training in the field of the scientific English, its approach and how it should be taught.

II-2-The Teachers' Teaching Situation:

Q1: The teachers' Status:

According to the ESP practitioners, 03 of them were permanent teachers, exercising their profession as university teachers, while 01 of them was part-time teacher. The fourth respondent is a secondary school teacher, having supplementary hours at the faculty of "Sciences and Technology".
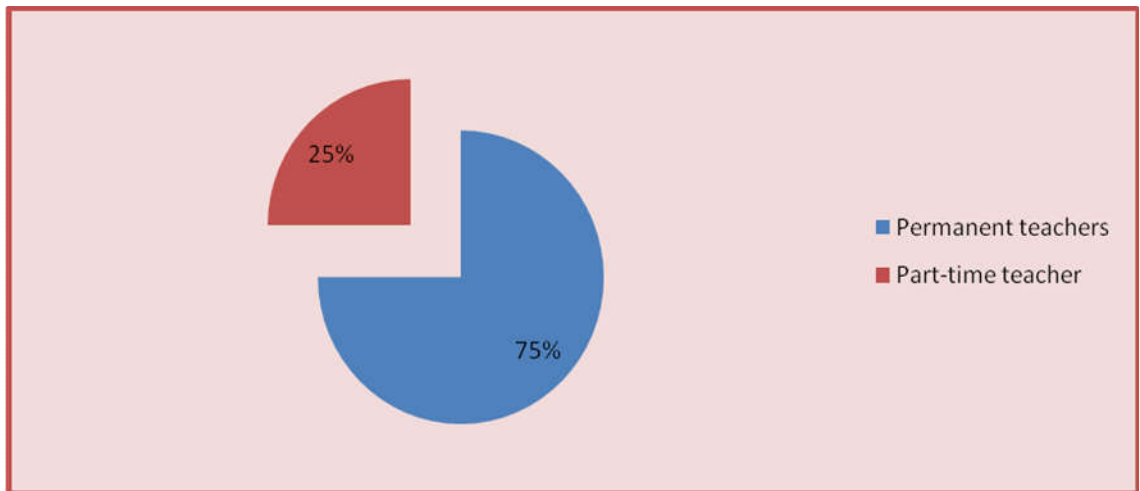
Figure3.22: The teachers' status.

Q1: Teachers' assessment to their students' level and the spoken language(s) in the class session:

The researcher continued asking the current ESP practitioners the questions. The following question was their assessment to their learners' level while teaching them. So, 03 teachers saw their students had an intermediate level, whereas another teacher claimed that the students had a level of beginners. The findings are represented in the following page:
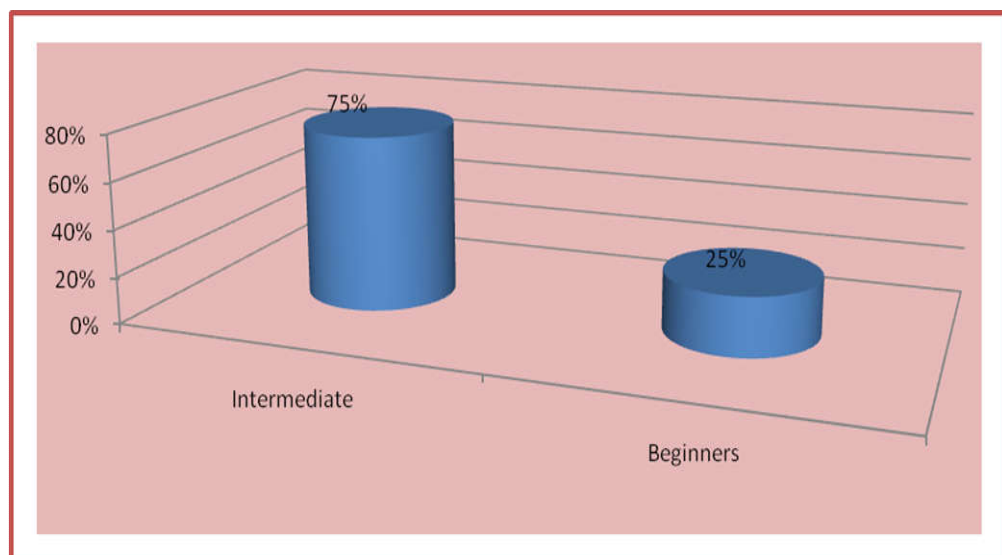
Figure3.24: The teachers' assessments to the students' level.

Q3: The teachers' spoken language in the class sessions:

The researcher asked the respondents about the language(s), they used while teaching the enrolled students of Technology and Communication. The teachers' responses came as follows:
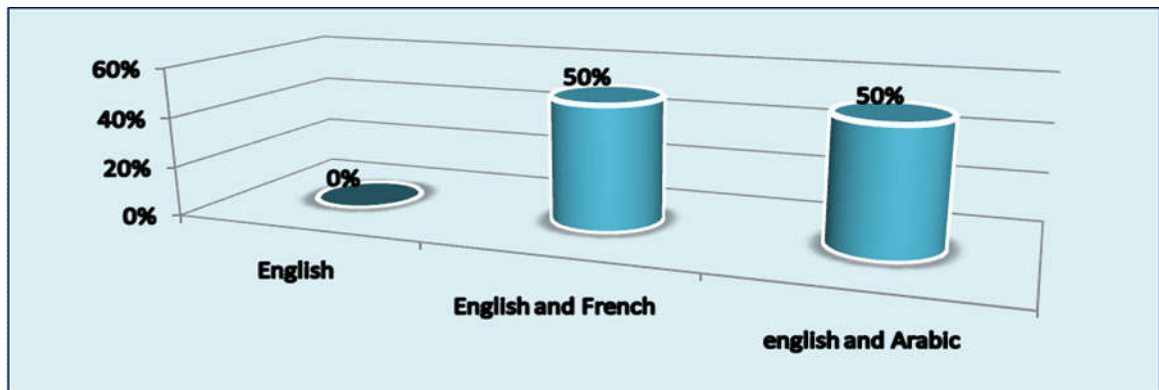
Figure3.25: The spoken languages in the ESP classes.

According to the data shown above, no one of the four teachers communicated with the learners in English. 02 teachers resorted to English and French. Similarly, other 02 teachers conveyed their messages and their teaching points, using English and Arabic. In general, the 04 ESP practitioners rationalized that with these arguments:

➢ The use of the pure English might perplex the teaching / learning processes. The students could not grasp what their teachers said.

➢ Students' repulsion from the extreme and the extensive use of the English sessions.

➢ The students got motivated while the ESP practitioners employed both languages (English- Arabic) and (English- French).

➢ Bilingual teaching facilitated their teaching. The use of (English and Arabic) was a communication strategy toward students' perception.

➢ The students' preparedness to use a mixture of languages to learn the tackled courses.

III-3-Teaching Academic English:

Q1: the students' need to study academic, scientific English:

The researcher asked again the four ESP practitioners the purpose of their students behind studying specific English. The informants stated different purposes, which can be stated in the chart below:

	The purpose behind studying English for Academic Purposes (EAP)	
	Number of teachers	Percentages
a-to pass their English courses	**03** teachers	**75%**
b-to base on that scientific English for their careers.	**04** teachers	**100 %**
c-to cope with technologies.	**04** teachers	**100%**
d-to respond to communication tasks.	**02** teachers	**50%**
e-to master the use of machines and their devices.	**04** teachers	**100%**

Table3.19: The main interest EAP tastes of the students according to ESP teachers.

Q2: The ESP practitioners' point of view about their learners needs to study scientific English:

Teachers are knowledge providers, and the immediate observers to their learners' wants and how to overcome their weaknesses. When the researcher asked those teachers if the adaptation of such scientific courses to their enrolled students was compulsory and prominent in their careers, these informants' responses came as follows:
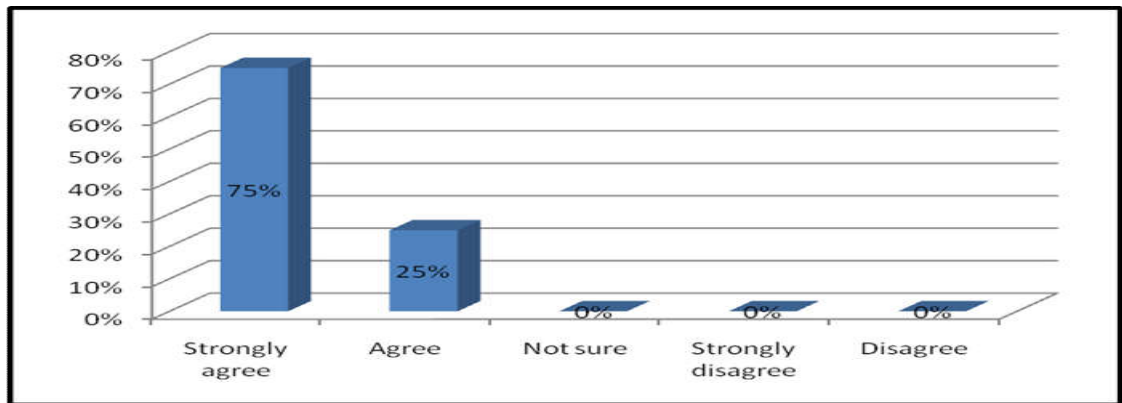
Figure3.26: The teachers' confession to ESP courses to Technology of

Communication students

Analytically, the ESP practitioners supervising Technology of Communication students agreed on the adaptation of ESP courses for their learners. So, (03) teachers answered with (Strongly agree), while (01) ESP practitioners responded with (Agree).

Statistically, the two categories were for the implementation of ESP courses for their learners with an extreme rate of 100 % for both categories, and no one of the respondents answered with strongly disagreeing or just disagreeing.

Always with the students' academic needs and their ESP courses, the researcher continued questioning the ESP practitioners if the content of the English course should reflect the needs of the Technology of Communication students, the findings were as follows:
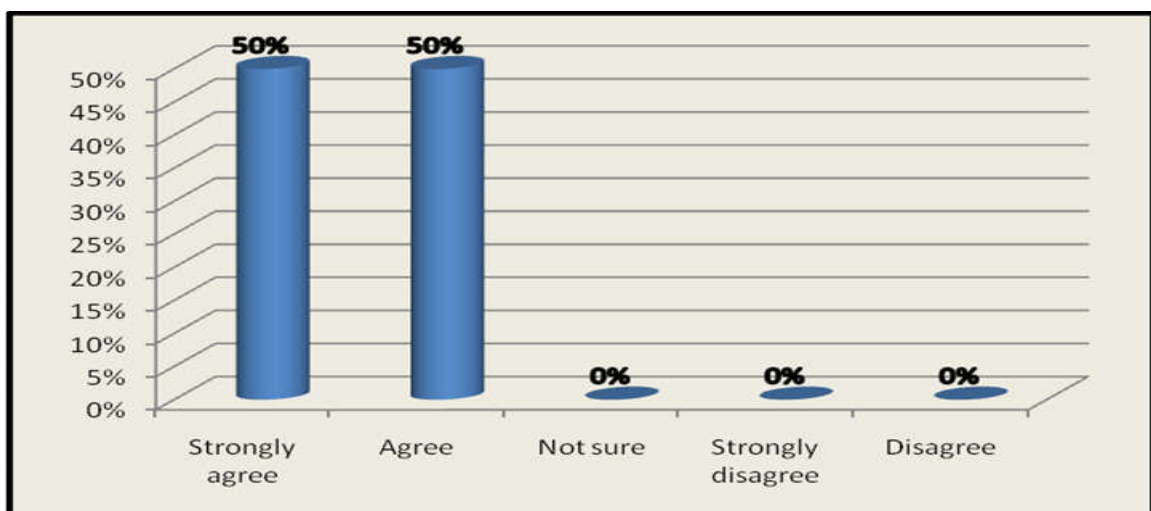
Figure3.27: The ESP teachers' conception to the content of the ESP course.

Two homogeneous categories arose concerning the content of the ESP course; both factions had a representation of 100% (agreeing strongly 50 % and agreeing 50%), while no one was against the reflection of the ESP content and the learners' academic needs.

The results attained above expressed a strong will on the part of the teachers to adapt and implement effective ESP courses to meet learners' academic needs. These courses however should reflect what those learners needed to study.

IV-The ESP Materials and Course Design:

Q1: Teachers' official, specialized ESP syllabus:

The researcher asked the four ESP practitioners of Technology of Communication students about the content of their ESP courses and if they had any official manual or ESP syllabus, designed by the Ministry of Higher Education, or even a common designed course book set up by those teachers themselves. The O4 ESP practitioners responded with "No".

According to Those ESP practitioners, English was taught randomly, no official syllabus to rely on, predetermined goals designed before, while and after teaching. Indeed, The 04 teachers claimed that they often tackled general English courses (grammar tasks, autonomous lexis activities, and matching pair works).

Those ESP teachers were self-directed; their courses were randomly done, owing to the lack of an official syllabus, approved by the Ministry of Higher Education.
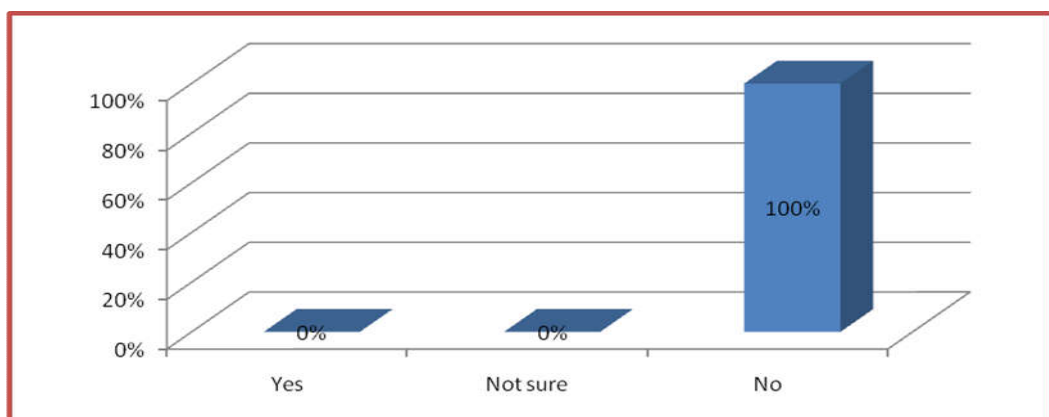
Figure3.28: The absence of ESP syllabus and The ESP teachers' subdivision.

The data above, confirmed the improvisational teaching of ESP to the enrolled students of Technology of Communication. The absence of an effective ESP syllabus neither served the teacher, nor their enrolled students.

Q2: The teachers' current courses and the learners' basic needs:

Pedagogically, Technology of Communication students study EAP, which is a branch of ESP. That is say, the enrolled students of that field of study learn English for Academic Purposes i.e. English dealing with Technologies and Telecommunications.

The status of teaching that specific English was introduced in the data above, the researcher repeated questioning the informants if they presented their courses, basing on their learners' academic needs.

The data was divided into two groups; 02 teachers built up their courses on the basis of the learners' needs and wants, whereas 02 other participants claimed that they did not present their courses, by basing on the students' academic needs. The figure below confirms these findings:
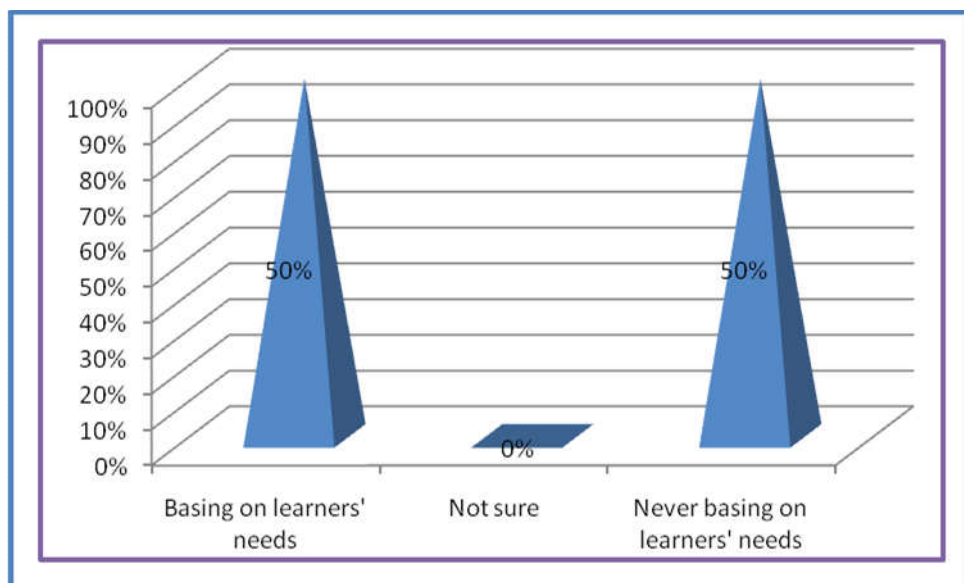
Figure3.29: The learners' needs and their teachers' awareness.

Q3: Authenticity of the teaching materials:

The ESP practitioners usually presented general English courses, which rarely met their academic needs. In the same context, the researcher asked those participants if the use of authentic materials while teaching should be more convenient for their students.

The figure below resumes that result:
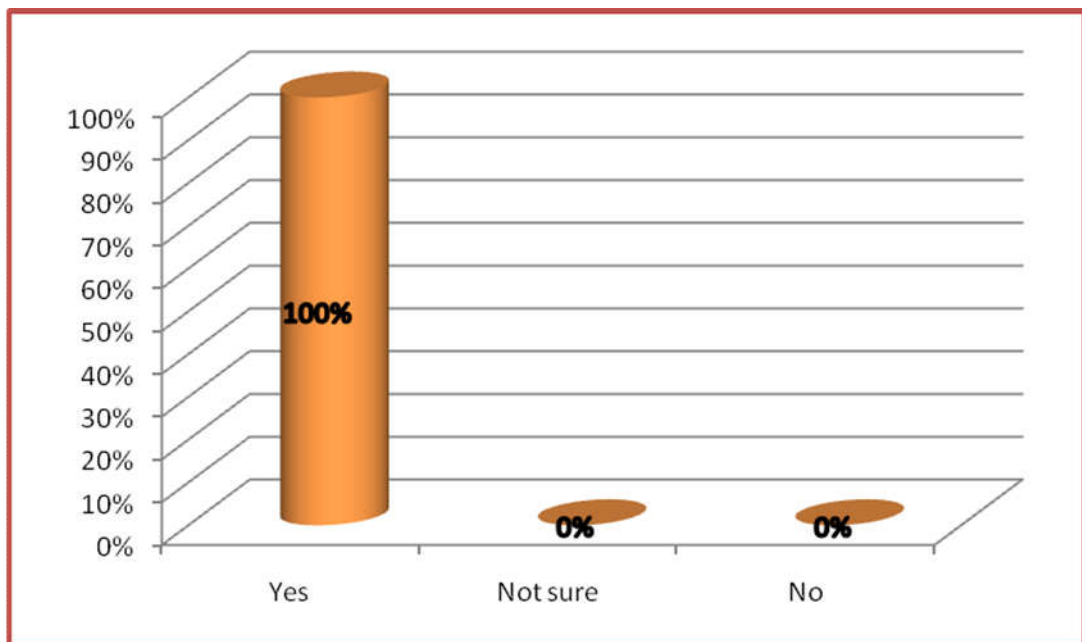
Figure3.30: The teachers' rates about the authenticity of the materials.

The 04 ESP practitioners responded with "Yes". According to them, the adaptation of such authentic ESP material was a must; it had to be included in their teaching for many reasons:

❖ Teaching would be more stimulating and motivational, if authentic ESP materials were adapted.

❖ Learners could be motivated enough, if new tactics were parts in their leaning process.

❖ Teachers would better their way of teaching, using more instructive strategies, if stringent authentic materials were set up.

Q4: The availability of an effective guide book for Technology of Communication students:

The adaptation of authentic ESP materials was a prominent tactic to facilitate teaching and to enhance the level of the students' learning. The ESP practitioners were questioned if the availability of an ESP guide book should be effective.

The ESP practitioners agreed strongly with that idea, all the 04 teachers responded with "Yes". The following figure confirms that idea:
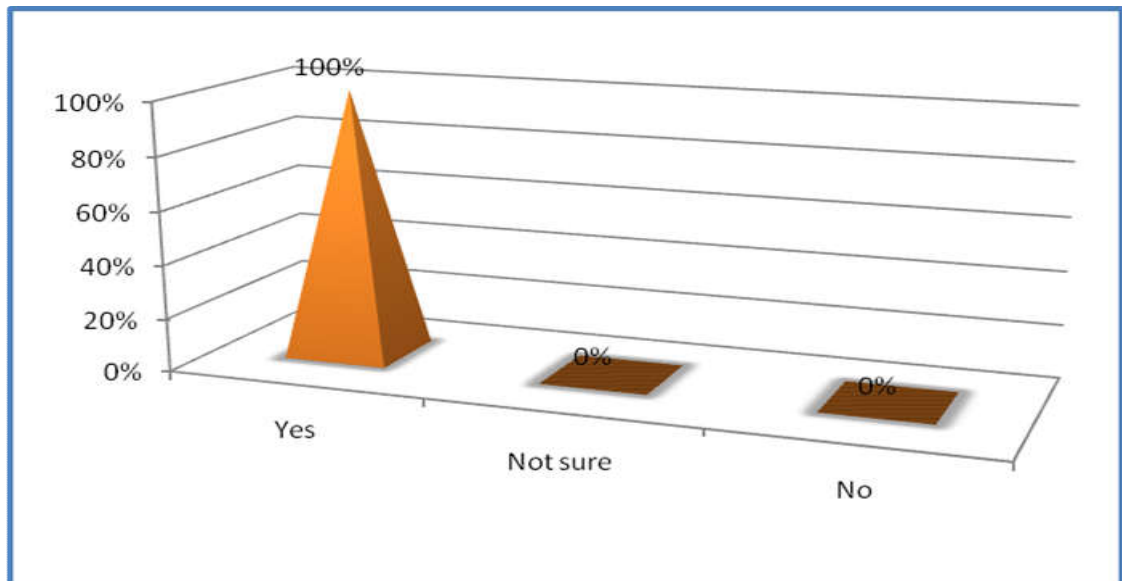
Figure3.31: The ESP practitioners' opinion about an ESP guide book.

Similarly to the availability of an authentic ESP material, the ESP teachers recommended the accessibility of an effective ESP guide book, so as to improve their teaching in one side, and on the other side to be fully concentrated on presenting pure ESP courses, which could meet the academic needs of Technology of Communication students.

Q5: The quality of ESP materials to be designed to Technology of Communication students:

The adaptation of an effective ESP materials and a considerable guide book for the ESP practitioners become an interesting step toward the students' perception to their academic needs. The researcher carried on questioning the participants, their following question was about the quality of the materials, which should be designed to overcome the students' lacks.

The ESP practitioners had to select the answers that seemed convenient according to their personal experience in teaching ESP. Their answers came as follows:

	The quality of materials to be implemented to Technology of Communication students	
	Number of teachers	Percentages
a-Articles about technologies and discoveries.	04	100%
b-Technological devices and automatism.	04	100%
c-More published books as textbooks.	01	25%
d-More in-house materials designed and adapted by teachers.	02	50%
e-Scientific researches and articles about inventions.	03	75%

Table3.20: The teachers' choices about the appropriate ESP materials.

From the illustrative chart above, all the teachers asserted that new ESP materials should be innovated; a teacher's guide book had to be elaborated to facilitate teacher's teaching process. The implementation of such ESP materials should base on the following:

➢ Reviews and articles about technologies and discoveries.

➢ Technological devices and robotics.

➢ Scientific researches and articles about the latest inventions.

➢ Teachers' tentative adaptation in the field of electric and telecommunication devices.

Q6: Teaching ESP courses:

Another interesting question was designed to the teachers of Technology of Communication students; who was the fitting teacher to teach ESP courses to those enrolled students. The informants' answers were as follows:
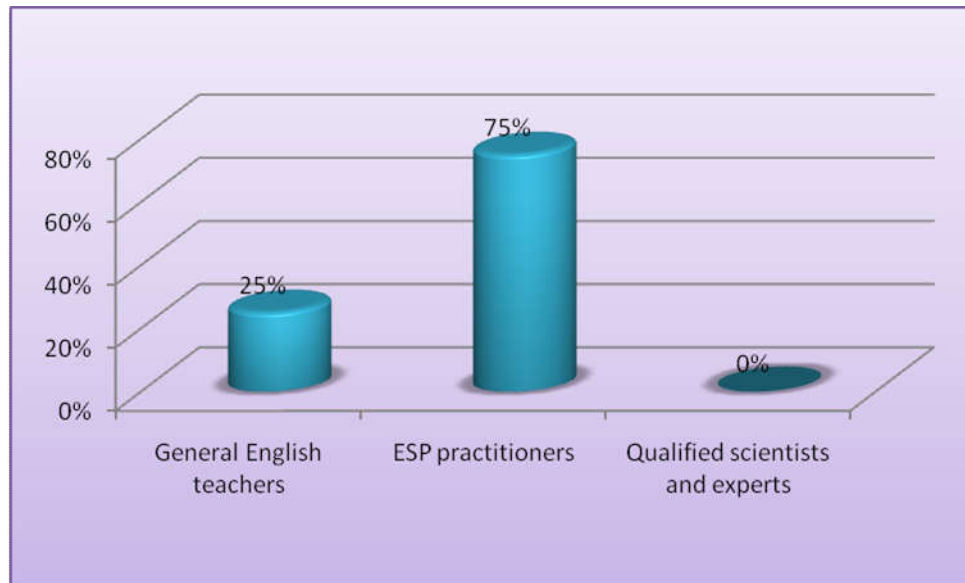
Figure3.32: The informants' opinion about the appropriate ESP teachers.

In the figure above, most of the informants with a rate of 75 %, agreed on the idea of teaching ESP to specialized teachers in that field, while one participant viewed that a general English language teacher could teach ESP, whenever an ESP course book and a syllabus were elaborated, and no one of the four respondents saw that ESP could be presented to Technology of Communication by qualified scientists and experts.

V-The Quality of the Course Presented to Learners:

Q1: The learning process and the English course:

The teaching-learning processes stand on the teacher, the learners and the course. Technology of Communication courses should fulfill the wants of the enrolled students. The researcher invited the informants to describe and identify the quality of the English course.

The data was distributed to two categories; 03 teachers claimed that they taught General English to their learners, while 01 teacher confirmed that she presented Specific English to her students. No one said a daily use oral English was the theme of the current course. This can be shown as follows:
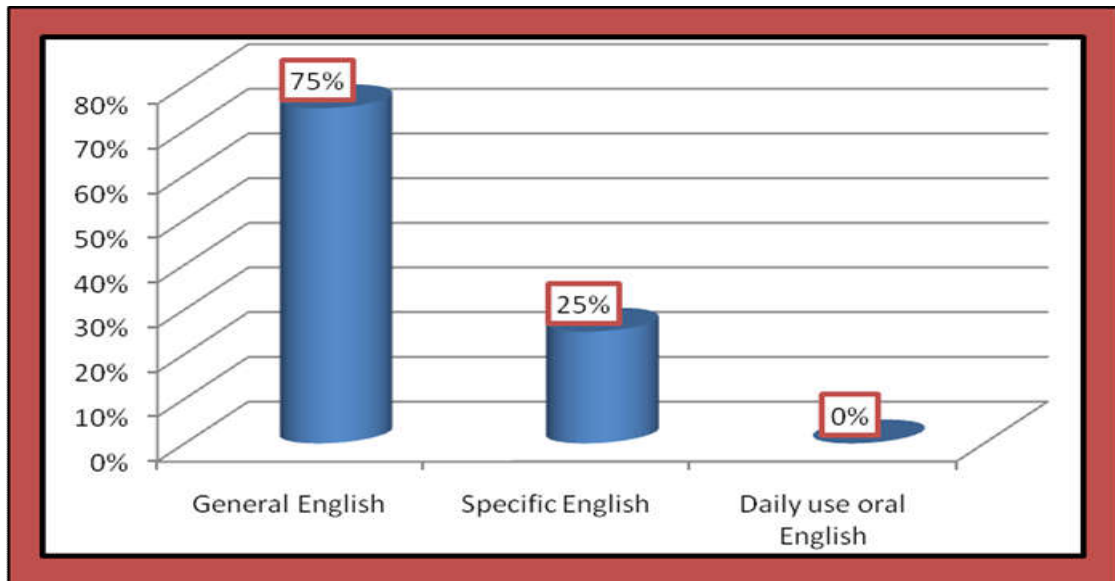
Figure3 33: The kind of English course to Technology of Communication
students.

75% of the courses presented to Technology of Communication students were General English, opposed to 25% ESP courses. The teaching of general English did serve those learners and it did not meet their academic needs. The teachers' resort to that general English due to the following points:

> ➢ The unavailability of specialized reliable course books.
> ➢ The Ministry of Higher Education default to provide learners of scientific specialties with ESP books.
> ➢ The absence of team teaching and symposia to enrich the teaching and the learning of ESP.
> ➢ The teachers' tentative attempts to elaborate ESP courses were inadequate; meanwhile the tutorship represented by the Ministry of Higher Education is totally absent.

Q2: The main obstacles encountered by teachers during their teaching:

The researcher asked again the 04 participants if they encountered any kind of obstacles while presenting their courses. So, 02 teachers responded with"Yes", 01 teacher answered with "No", and 01 teacher said that she was not sure if she faced problems while presenting her courses. These results can be clearly presented:
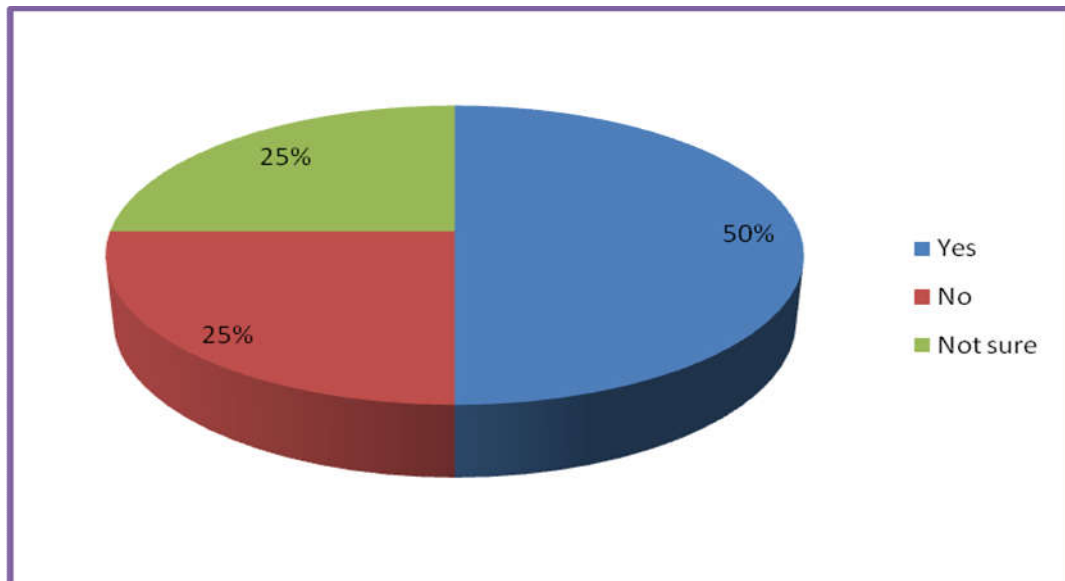
Figure3.34: The teachers' rates and their encountering problems.

Half of the, 50 %participants met difficulties during their mission of teaching, the researcher however invited those teachers to specify the main confronted problems, which are resumed below:

- ✓ The learners' perception: most of the enrolled students could not grasp what their teachers say; therefore those teachers resorted to use the French and sometimes Arabic language to convey their instructions.
- ✓ Despite all the simplified strategies adopted by the teachers, the students reacted passively and never being motivated.
- ✓ The absence of the progressive work on the part of the learners; Technology of Communication students did never answer their given home works.
- ✓ The students' exaggerating consciousness about the fundamental subject, rather than English.

Q3: The teachers' anticipation in designing and implementing ESP course:

Teaching an ESP course advocates the use of authentic material, a design and the implementation of that course which has to match the learners' needs and wants. The four informants were asked if they contributed to design and then to implement any ESP courses for their learners.

Analytically, 01 teacher did not anticipate in designing and implementing such an ESP course. 02 teachers showed their interest in both processes, while 01 teacher responded with" not sure". Their responses came as follows:
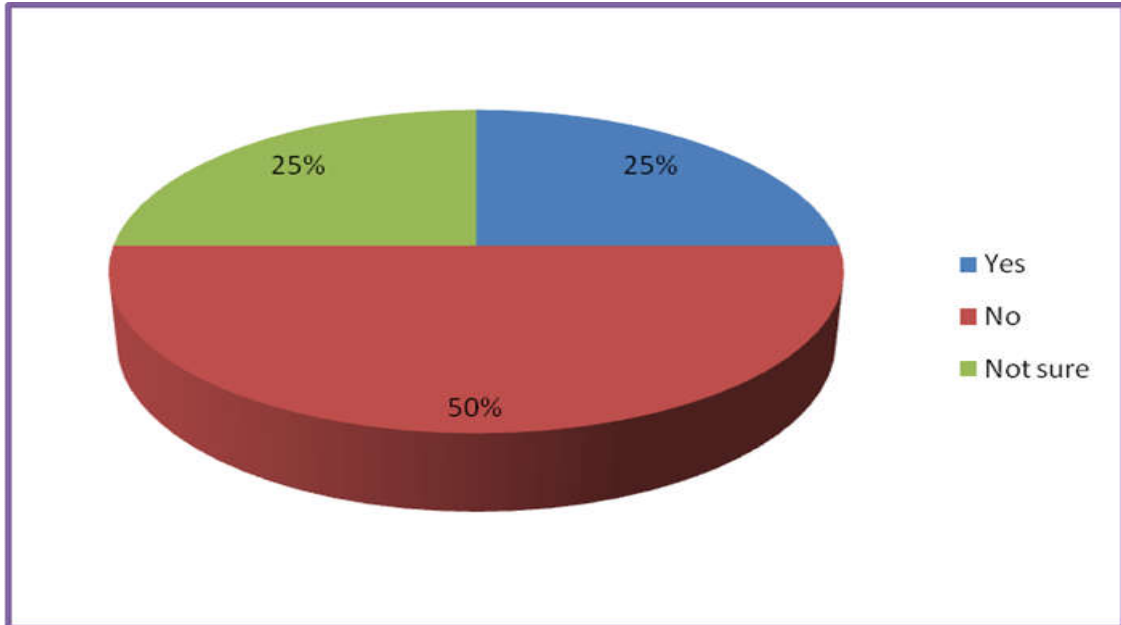
Figure3.35: The ESP practitioners' categories and their positions toward designing and implementing ESP courses.

Q4: Tactics to improve learners' perception:

ESP teachers encountered many difficulties while presenting their specific courses as students' unconsciousness and their poor perception to the courses that they were exposed to.

To shed light on those phenomena, the researcher questioned the 04 participants to choose the drastic solution(s) to overcome the difficulties encountered above. The teachers' suggested solution(s) are clarified and illustrated in the following chart:

	Strategies to improve students' perception	
	Number of teachers	Percentages
a- The simplification of the English course.	03 teachers	75 %
b- The adaptation of new and authentic materials.	04 teachers	100 %
c- Designing a new syllabus.	04 teachers	100 %
d- Innovating teaching and learners' centeredness.	02 teachers	50 %
e- The integration of ICT in teaching.	04 teachers	100 %
f- The logical match of the learners' needs and wants with the quality of the ESP course.	03 teachers	75 %

Table3.21: The teachers' anticipation to design and implement ESP courses.

As it has been stated before 75% of the content of the courses were general English, teachers could not teach ESP courses because of the unavailability of an official syllabus, the absence of an ESP course book and even an ESP environment in which learners could be involved in.

The content ESP practitioners showed a strong will to stand with the quality of the English course, which should be scientific and specific as well. According to the 04 participants, the students' perceptions could be improved, unless the authentic ESP course was integrated and the learners' needs were taken into consideration.

The remedy toward a qualitative perception had better review the following points:

❖ A simplification of the English course, by adopting strategies and techniques to overcome those difficulties confronted by both teachers and their students.

❖ The adaptation of different and authentic materials can stimulate learners and get them motivated.

❖ Psychologically, innovation creates a new hope to teach and to learn. If teachers change their manners and innovate the content of their courses, their learners' attitude toward the English language will be changed and their perception will be improved too.

❖ The design and the implementation of an official syllabus, and an

effective ESP text book will surely facilitate teachers' way of teaching and will certainly change the students' attitude toward learning English.

3.6. Analysis of the Structured Interview:

Interviewing is a mutual interaction between the interviewer, who is in this case the investigator, and the interviewees who represent the same respondents; the ESP teachers. The interview enables the researcher to rearrange the questions according to the answers, and the ESP teachers develop these questions without restrictions.

The interviewees, in this situation are the 04 ESP. The 04 respondents are interviewed separately, the responses, then are collected and interpreted.

3.6.1. Analysis of the Questions:

A-Background and Profile:

Q1: Qualifications: university degree, experience in teaching general English, experience in teaching ESP, training before teaching ESP:

Among the four informants, 03 teachers having the (MA), while one participant have the (BA) "Licence". Their experiences in teaching general English differ from teacher to another. So, one teacher has an experience of 11 years, another one has 08 years in teaching, while the other two teachers shared an experience of 05 years in teaching general English.

Concerning ESP teaching , 01 teachers had 06 years of experience, other two ESP practitioner have experienced ESP teaching for 05 years, whereas the fourth teacher has taught English for 03 years.

As it has said before, no one of the four teachers had a specialized training before teaching ESP. So, at the level of the University of Dr. Tahar Moulay, teachers are chosen randomly to supervise the students of the other faculties. The faculty of "Sciences and Technology" for instance, each year recruits non-permanent ESP teachers, exercising teaching scientific English with the permanent teachers as well.

The table below resumes all these information:

	Teacher 01	Teacher 02	Teacher 03	Teacher 04
Qualification	MA degree	MA degree	MA degree	BA degree
Experience in teaching general English	11 years	08 years	05 years	05 years
Experience in teaching ESP	06 years	05 years	05 years	03 years
Specialized training in teaching ESP	/	/	/	/

Table.3.22: Recapitulative information about the 04 ESP teachers.

III-2-b-Teaching Situation:

Q1: Number of students per class, their English levels and the used language(s) by those ESP practitioners:

The students join the faculty of "Sciences and Technology" study the first preparative year together, then in their second year they are redirected to study their specialty according to their marks first and their will.

Technology of Communication is one of these specialties, the students of this study were supervised by 04 ESP teachers. These students were distributed into four classes.20 students in three classes, while 18 learners formed the 4th class.

Concerning the students' levels, 03 teachers claimed that their students' level was "Intermediate", however the fourth teacher said that the students had a level of "Beginners".
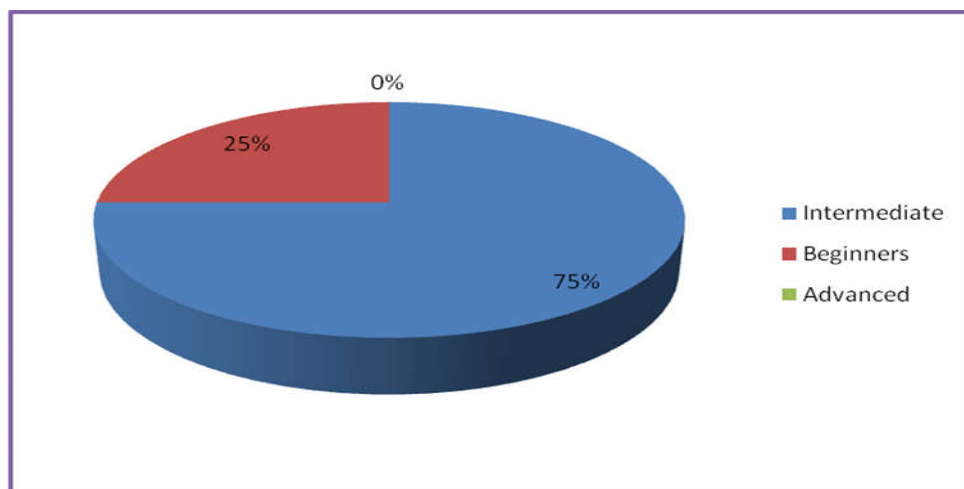
Figure3.35: The teachers' assessment to their students' level.

The ESP practitioners found obstacles to convey their instructions to their learners, that is why no one of them relied on pure English in teaching. 02 teachers used English and Arabic, similarly to that, 02 other teachers resorted to English and French.
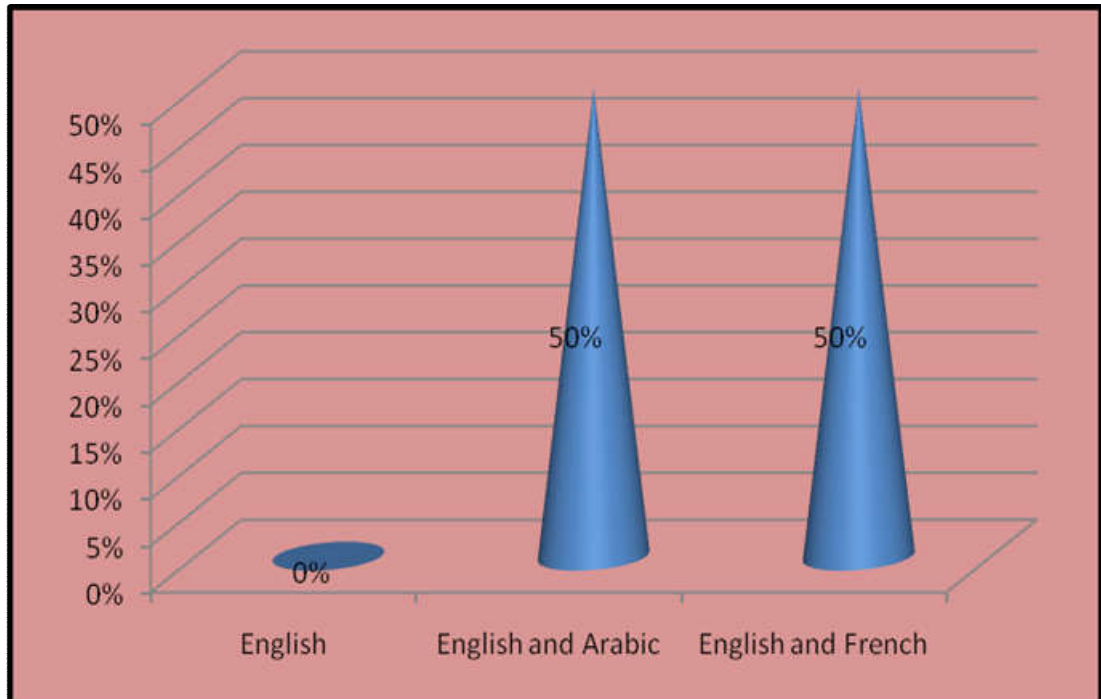
Figure3.37: The teachers' used languages in teaching.

C-Teaching Quality and Course Presentation:

Q1: The possibility of general English language teacher to teach ESP:

Compared to English language students who learn general English, Technology of Communication students study specific English that match their academic needs. In that sense, the researcher asked the 04 ESP teachers if general language teacher could teach ESP. So, 02 teachers asserted the possibility to teach ESP with no risks whenever the will was found and the needs of the learners were specified.

On the other side, 02 other informants said it was tiring and difficult in some respects to teach ESP, because this field needed training and a wide knowledge to the concept of ESP. Indeed, the absence of a concrete ESP syllabus tired the practitioners.
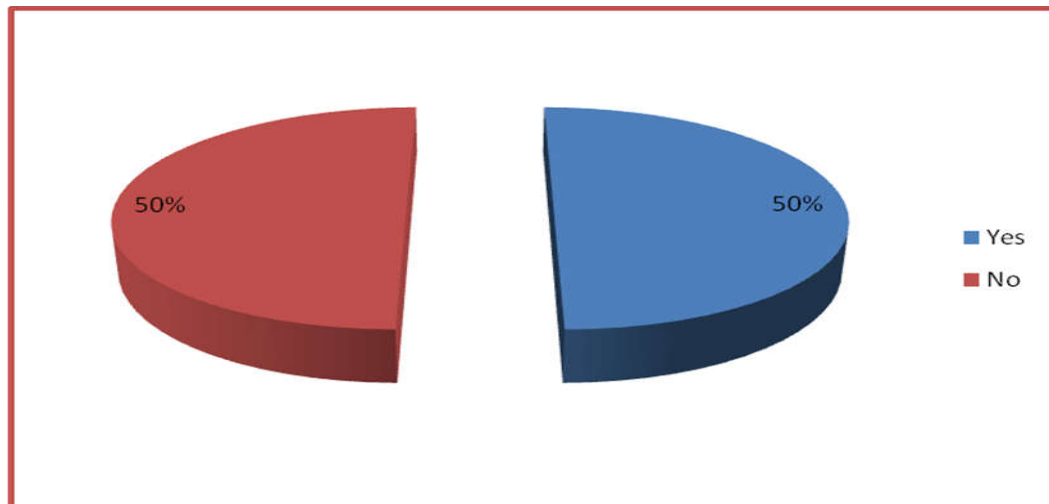
Figure3.38: The teachers' opinion about general English teacher to teach ESP.

Q2: The elaboration of an ESP specialized program and the teachers' responses:

The teaching process stands on the teachers, the learners and authentic materials. The researcher continued interviewing the 04 ESP practitioners about the possible availability of an ESP program for all the students of the faculty of "Sciences and Technology". All the ESP practitioners welcomed that idea.

According to those respondents, the elaboration of a reliable ESP syllabus or course book was a challenge toward a qualitative teaching. When the researcher wanted to know why that ESP syllabus was so important like that, the four teachers replied as follows:

➢ The elaboration of an ESP syllabus will bridge the gap between the teachers and their learners.

➢ The enrolled students of all the faculty of "Sciences and Technology" will find studying ESP more stimulating and motivating, in comparison with the previous practice.

➢ The availability of both an ESP syllabus and the students' course books will overcome all the shortcomings, seen before.

➢ The design of an ESP syllabus will facilitate the teacher's teaching, it will also encourage teachers to adapt and create the spirit of team-teaching.

According to those ESP teachers that tentative initiative advocated the collaboration of all the ESP teachers, to design and implement that ESP syllabus. Besides, the role of the Ministry of Higher Education to take drastic measures towards that ESP design.

Q2: The availability of teaching materials at the level of the department:

The researcher asked again the 04 ESP teachers, if there was any supplied teaching material or course book at the level of the department of Technology of Communication. No one of those teachers confirmed that. The ESP practitioners adapted their courses spontaneously.

The ESP practitioners adapted their courses by themselves, the least document about teaching ESP did not exist at the department. Those teachers added that sometimes they presented tasks to their learners. Other times, they debated freely about any topic. So, no designed or planned courses and no predetermined aims or objectives.

Q3: The conditions to attain the students' efficiency:

Another question was asked to the ESP teachers, was about the conditions to get their students efficient while learning. The teachers' responses were similar somehow, they all agreed on the role of the availability of the ESP course book. So, that elaboration will brainstorm the enrolled students, because there will be clear and concrete ideas about what they will learn and what their teachers will present to them.

Furthermore, the four respondents based on the learners' awareness, their readiness to study EAP. They added the accessibility of authentic materials motivated learners and got them involved in the learning process.

Q4: The necessity to specialized training to teach ESP:

The ESP practitioners' experiences in teaching ESP were between (6 to 3). In fact, they had an idea about ESP, and on what stood on. The researcher however asked those informants if a drastic training in that field could be efficient. The participants reacted in a positive way; they all agreed to receive an intensive training in the field of ESP before starting teaching it.

Q5: The learners' output and their attitudes from the given ESP courses:

According to the ESP teachers, their learners were not satisfied from the quality of the courses, supplied by their teachers. The majority of the students were less motivated, not responsive and disinterested due to the causes stated below:

- ✓ The absence of credible ESP syllabus and text books mismatched them from learning that subject.

- ✓ Teachers did not motivate their students to study what they presented to those learners.

- ✓ The lack of the ICT devices in teaching. Teachers did not find sometimes the data-show to conduct their courses, which was boring and less instructive.

- ✓ The enrolled students missed their English classes, that would affect their learning and by the time those learners became less assiduous and less motivated.

D-Solutions and Recommendations:

Q1: Measures to be taken toward students' absences and laziness:

The ESP teachers claimed that their students were careless, most of the time left English classes. The practitioners suggested the following points:

- ➢ Actualizing the attendance sheet, the student who missed the courses 3 times to be excluded.

- ➢ The role of department in sensitizing the students about their studies and their assiduity.

- ➢ Awakening learners' awareness about the prominence role of English in their careers.

- ➢ The role of the ESP practitioners to stimulate and encourage their learners while learning.

Q2: The teachers' suggested tactics to enhance the processes of teaching and learning:

The researcher invited the 04 ESP practitioners to propose plans for the sake of enhancing English language teaching and learning as well. Each teacher gave the plans which could improve both processes:

1- Teacher one: Both processes could be enhanced if English played its suitable role as the First foreign language in Algeria. It has to place the French language. In addition, the co-efficient has to be risen to (02 or 03), so that learners would give it too much importance.

2- Teacher two: The improvement of the English language is linked to the development of the nation and the technological sector in Algeria. Whenever Algeria gave importance to scientific researches and technologies in the English language, the status of that language will be at the apogee.

3- Teacher three: The status of the English language will be enhanced if the Ministry of Higher Education places English in its proper position, by giving it favor rather than the French language.

4- Teacher four: English will get a prominent role as an instructive tool, when syllabuses and teachers' books, learners' course books are drastically elaborated to students of other faculties as the faculty of "Sciences and Technology".

Q3: The skills that the ESP teacher needs to have or to develop:

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

Teacher 1 claimed that the ESP teacher has to develop the four language Skills (Listening – Speaking – Reading – Writing), and other two participants said that (Reading and Writing) are more important than (Listening and Speaking) ,while Teacher 4 viewed that the ESP instructor has to give much importance to (Speaking – Writing) first and then (Listening – Reading)

	Language skills priorities
Teacher1 :	Listening, Reading, Reading, and Writing. The four skills have the same priority.
Teacher 2 : Teacher 3 :	Reading and Writing are more important than Listening and Speaking.
Teacher4 :	Speaking and Writing come first than Listening and Reading.

Table 3.23: The ESP teachers and the four skills priorities.

Q4: The importance of team-teaching and collaboration in improving the quality of ESP teaching:

The 04 ESP teachers were so responsive, that both team-teaching and collaboration are effective techniques to enhance the quality of ESP teaching and learning. Those teachers viewed that team-teaching and collaboration play a prominent role in limiting the difficulties encountered while teaching ESP.

Moreover, team-teaching and collaboration allowed teachers to share the same teaching points after having agreed on. Those two techniques facilitated teaching for the benefits of the enrolled students.

Q5: The most important key-concepts that ESP teachers should base on:

Compared to general English teaching, the ESP teachers agreed that they should integrate the four language skills in their teaching. In addition, what characterize the teaching of ESP, are its specific themes, its ESP materials and its contexts.

Furthermore, the teachers claimed that any ESP teacher should be knowledgeable and conscious about what should be presented to the learners. The English that a student of laws studies, differs completely from an enrolled student at the section of technology Communication, in terms of needs, quality authentic materials and specificity and the academic needs (EAP).

3.7. Conclusion:

In this chapter, the researcher analyzed and interpreted the suggested research tools; "class observation – the students and the teachers' questionnaires, and the structured interview". Those three research tools enabled the researcher to deduce objective and scientific facts about ESP as a whole concept.

The researcher conducted a precise study about ESP teaching, learners' needs, ESP materials and the both participants (the enrolled students of Technology and Communication and their ESP practitioners) about their attitudes toward designing and implementing an ESP syllabus and students' text books. The outcomes were interpreted qualitatively, statically and analytically.

In the following chapter the researcher will shed light on some tentative solutions that concern the ESP as a field of study, the possibility of designing and implementing both an ESP syllabus and an ESP course to Technology of Communication students. After that, the researcher will propose a sample of "Unit Plan" that meets Technology of Communication academic needs.

Chapter Four:

A Tentative Solution toward Designing and

Implementing an ESP Syllabus.

CHAPTER FOUR: A PROPOSAL OF TENTATIVE SOLUTIONS:

4.1. Introduction:

In this chapter, the researcher exposes the shortcomings encountered while presenting the ESP course to Technology of Communication students. Indeed, the nature of that course and its match to those learners' academic needs.

In addition to that, the researcher is going to suggest tentative solutions, taking into account the necessity to train specialized and qualified ESP practitioners, a valuable change in the content of the ESP course, which should meet the students' needs and wants.

Moreover, the change should not only affect the quality of the course, but also the learners, their attitudes toward that course. This reform eventually has to impact the ESP syllabus, designed for those learners. ESP materials design meets the students of Technology of Communication's lacks, wants and needs.

4.2. The Shortcomings of the Teaching / Learning Process:

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

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

Practically, the researcher got astonished and dissatisfied from the quality of the English course presented to those students. i.e. timing   of   the English was not

respected neither by the ESP teacher, nor by the learner, both came late, the content of the English course did not match the students' academic needs(see bar graph3.6,p61).

Indeed, there was no equal integration to the language four skills. Students were exposed to such integrative skills while others were neglected. (See table 3.23, p 91). Besides that, the subdivision of the talking time was not respected too. Teachers monopolized the course's speaking time .They did not give the opportunities to the students to collaborate and to contribute to enrich the course (see pie chart 3.2, p47), even the spoken English was not really implemented as a unique code of teaching. Some teachers used English and French. Others interacted with their students, using English and Arabic, and a rare use of the English language (see pie chart 3.11, p 106)

4.2.1. The Negative Attitudes of the Institution towards the ESP

Subject Matter:

In this study, the researcher noticed many weaknesses not only in the ESP subject, but also shortcomings; the restricted timing, lack of assiduity on the part of both teachers and learners.

Firstly, this work revealed an encouraging indicant, concerning the ESP teachers' profile; 03 teachers among the four respondents have the master in Arts degree, while 01 of them having the licence in arts (see bar graph 3.21: The ESP teachers 'qualifications, 83).

Despite the considerable teachers' qualifications, the enrolled students showed their dissatisfaction from the poor ESP courses exposed to them.
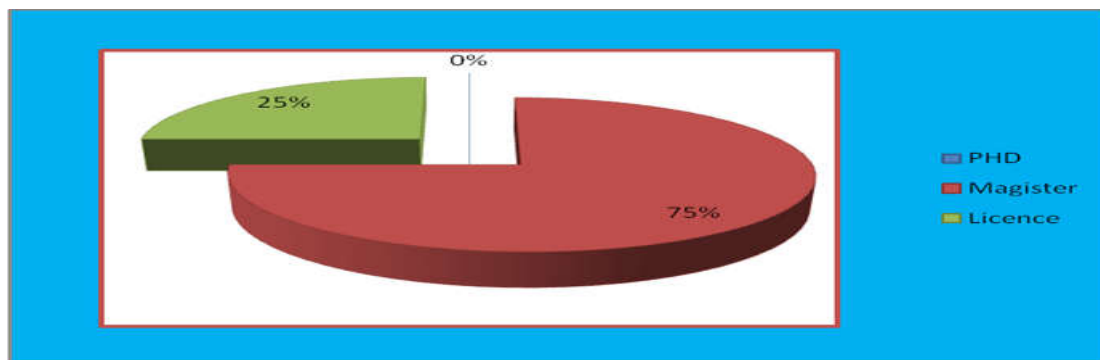
Figure 4.1: The ESP teachers 'qualifications.

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

Secondly, the unavailability of the ESP text books and the official syllabus. The ESP teachers teach their students unplanned teaching points, they do not follow such a syllabus, designed to their learners. Consequently, their aim cannot be attained because no specific academic needs are identified. Here, the blame is not assumed only by the ESP practitioners, but a big responsibility is that of the custodial ministry.

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

➢ The ESP curricula enlighten the ESP teacher what to present to his / her students and how to perform the ESP courses.

➢ The ESP textbooks enable both teachers and students to be involved in the learning / teaching processes.

➢ The ESP course book facilitates ESP teaching to the teacher, it also helps the ESP practitioner with the amount of the input, and gives various choices of texts, tasks to the ESP practitioner.

➢ ESP elaboration makes ESP teaching and learning urgently needed and amazing.

Thirdly, as it has been stated before , teacher's mobility is another challenge toward ESP improvement since those who supervised the students are contract teachers, they are usually substituted . Here the quality of ESP teaching will not be good, and the students' needs will not be identified too. Indeed, this mobility prevents the ESP practitioner from performing his / her role appropriately.

According to Anthony (1998) who quotes Dudley Evans (1988): *" The true ESP teacher or ESP practitioner is supposed to perform different roles. These are: (1) Teacher, (2) Collaborator, (3) Course design4 and Material provider. (5) Re searcher, and (6) Evaluator ".*

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

4.2.2. Pedagogical Considerations:

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

Pedagogically speaking, the four language skills should be integrated in the content of the ESP courses within whole units, in an official syllabus, designed and implemented by the Ministry of Higher Education. According to what   the study noticed, there is no legal implication of the four skills in the ESP teaching. So, teachers relied on some skills and neglected others , while other teachers do not tackle those skills at all.

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

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

The ESP teachers at Saida university stressed two integrative skills rather than   the   other   two language   skills. These findings asserted that there is no collaborative and mutual work between the four ESP practitioners. So, the absence of the spirit of "Team-teaching" cannot realize progressive results, which could help teachers and their learners. The following graph confirms what has been concluded:
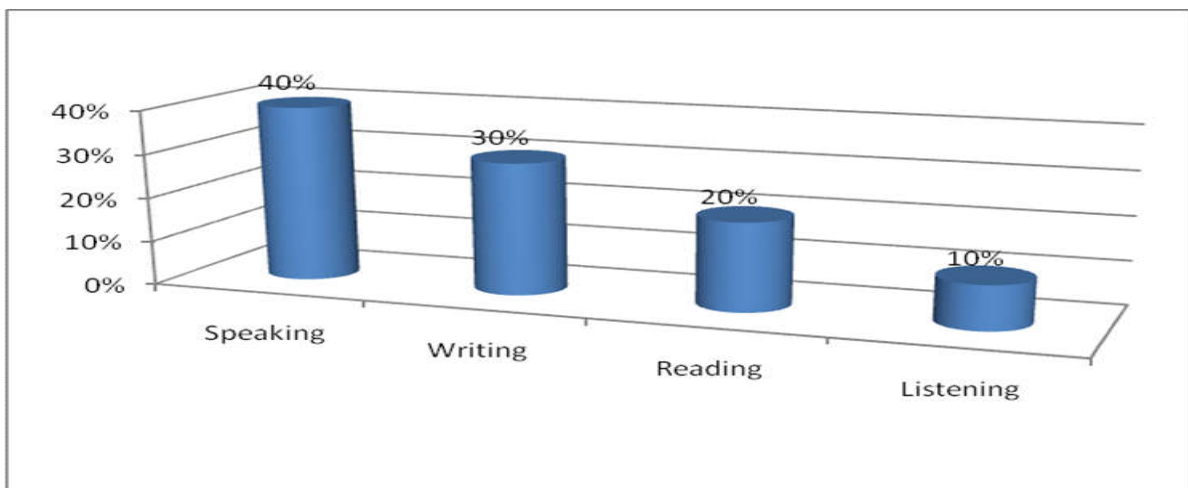
Figure 4.2: The ESP teachers' subdivision to the language skills according to
Their teaching priorities.

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

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

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

In addition to that, the ESP teachers do not give equal importance to the integrative language skills. These learners based on Speaking and Reading, rather than Listening and Writing. The following graph illustrates the students' perception to those integrative language skills:
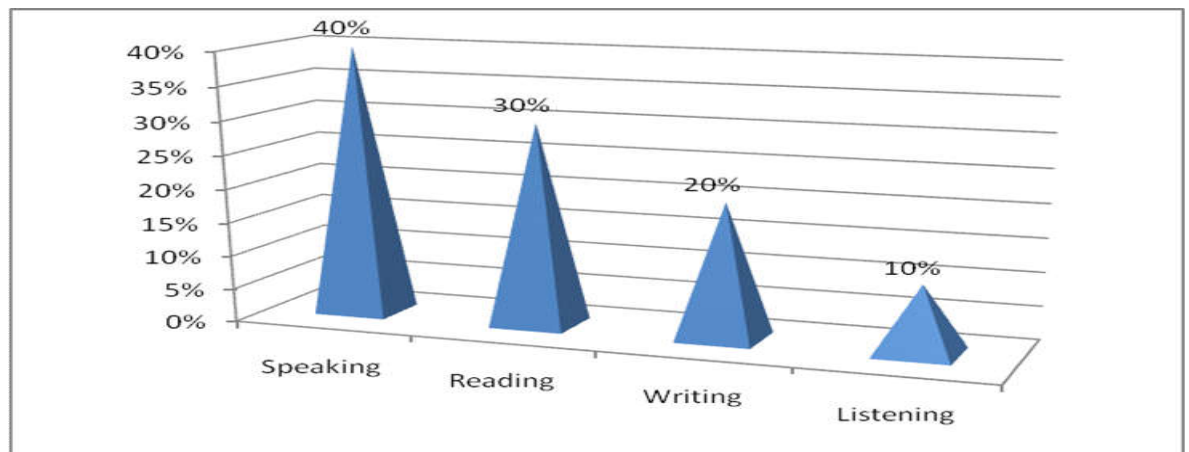
Figure 4.3: The students' priorities to the language skills and their ranking.

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

4.3. Suggestions for Improvements:

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

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

4.3.1. The Pre-requisite of an ESP Practitioner:

The ESP teaching – learning process can not be improved, unless serious remedies and radical changes are taken into account. One of the effective factors that should be given much importance, is the ESP practitioner since he or she is the source of knowledge, and instruction provider. Therefore, prerequisite measures have to be seen in that ESP teacher, he or she should be knowledgeable, an experienced enough not only in EFL teaching, but also in ESP subject too,

that practitioner is supposed to pass sufficient training in teaching ESP, in order to be able to identify the students' needs, to master the ESP courses, themes, and teaching points. Indeed, that ESP practitioner should play a determining role in teaching ESP, by adapting effective criteria, which can be resumed as follow:

❖ The ESP practitioners should be aware of what they teach to their learners. They have to design and implement authentic ESP courses, basing on their learners needs, wants and lacks.

❖ The ESP teachers should motivate their students of Technology of Communication, they ought to invite them to love the english course since ESP is the inherent element in their academic career.

❖ "Team-Teaching" has to be determined, this tenet can overcome the shortcomings during the teaching/learning processes. On the other hand, "Team- Teaching" can give such a common credibility to the ESP courses, shared by the four teachers.

❖ Class management: The ESP practitioner should manage his or her class in a good way. This practitioner has to perform his or her role properly, according to the teaching – learning situation he or she is exposed to.

❖ Seriousness in teaching and assiduity: The ESP teacher has to be in the views of the learners, that practitioner should master his or her class, by creating a stable and a calm atmosphere of learnability and teaching at the same time. This atmosphere cannot be realized, unless the ESP teacher is punctual and serious while teaching.

❖ The good command of the ESP subject : It is not easy to teach in general, and in special ESP, because a sufficient knowledge must be possessed , and this requires an interesting training in ESP, to get a good information about ESP teaching. Besides that, that good command advocates the

integration of the four language skills while teaching ESP and not to favour skill than another.

❖ Timing: the time devoted to teach ESP at the tertiary level is not adequate, so one hour and a half per week is really brief to present a part of a skill , and sometimes just two tasks and here if there are no retardations from the teachers, because it is noticed that the course sometimes starts after 15 mns, it means at 13 :45 mns. Therefore, it's high time legislators reviewed timing suggested to teach ESP.

❖ Team teaching and collaboration: ESP teachers should work in groups, so as to better the quality of teaching, this technique helps both experienced ESP practitioners and beginners too, since both refresh their ideas, team teaching weakens difficulties encountered during teaching. Add to that collaborative work, done by teachers canbe positive on their learners, more simplified, more instructive and more wide ranging.

❖ Improving the ESP teaching : Teaching EFL or ESP needs authentic materials. The ESP practitioner should use audio-visual aids in his or her teaching like recordings, films, pictures, docummentaries, charts, figures, the internet, data show. the use of the ICT technology and the audio-visual aids make teaching stimulating, authentic. These techniques arise learners' motivation and their awareness to follow their instructors.

❖ The good relationship between teachers and students: One of the successful factors in teaching, is the good relationship between the students and their instructors. This intimacy should be built on the mutual respect, by creating a friendly atmoshere in the classroom. Teachers ought to be open-

minded.They need to discuss with their learners, mainly in their field of study, and how to learn ESP because the comments and the discussions are another effective technique, which contributes to enhance the quality of teaching and learning.

4.3.2.The Change in the Students ' Attitudes towards English Teaching:

In this study, the researcher concluded two distinctive attitudes concerning the Technology of Communication students. The first attitude is the students' inattentiveness to the courses which they are provided to them. The researcher discovered that the enrolled students in the Technology of Communication field are not motivated, they do not collaborate in the teaching – learning process. However, the second attitude is the students' readiness and preparedness to study specific English, which meets their academic needs.

All in all, below are the most prominent points concluded by the researcher, assembled while collecting these students' survey :

- ➢ Lack of interest on the part of the students, the learners do not give importance to their English courses, they consider that language as a supplementary subject compared to Maths or Physics.

- ➢ Lack of assiduity and punctuality, some students often come late, they do not attend their lectures in time.

- ➢ The students' reliance on their mother tongue while communicating with their teachers. They do not pay the minimum effort to speak English or even to utter simple terms in English. They rely to much on Arabic.

- ➢ An inherent readiness on the part of the enrolled students; 96% of these learners intend to receive authentic ESP courses , which match their wants.

➤ Students' firm awareness to study all the integrative skills homogeneously, as well as the sub-skills (Grammar, Vocabulary and Pronunciation).

➤ The enrolled students' disatisfaction with the current courses, presented by their teachers. Meanwhile their total agreement to reform their current courses, by implementing a pure ESP courses, rather than spontaneous tasks or assignments.

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

❖ The good management of the ESP class, the teachers of ESP have to perform their roles perfectly and appropriately by giving importance to their learners, assessing their works, organizing the way they give answers to tasks, instructing them and so on.

❖ Implementing the idea of studying the foreign languages in general,and English in specific because this idea stimulates the learner and helps in changing his or her attitude toward English learning.

❖ Sensitizing the students about the necessity of English learning in their carrers .

❖ Encouraging the students to speak English even they make mistakes because « Practice makes perfect » .

❖ The effective interference of the ESP practitioners to combine and link the students ' primary subject , their field of study with the ESP subject.

❖ Designing and Implementing authentic ESP courses to these learners will certainly change the students' attitude toward the English language.

❖ Motivating learners by using ICT's technologies and topics related to those learners field of study will surely lead to positive results.

4.3.3. The Change in ESP Course:

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

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

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

In addition, the current overall design of the course is poor and not sufficient since it does not cover the four language skills with their various tasks and their aims, (see figure 3.12 , p 53) and (see figure 3.16 , p 60). Thus, the current course design does not meet the students' academic needs, and the students' failure is due to the inadequacy of the course content.
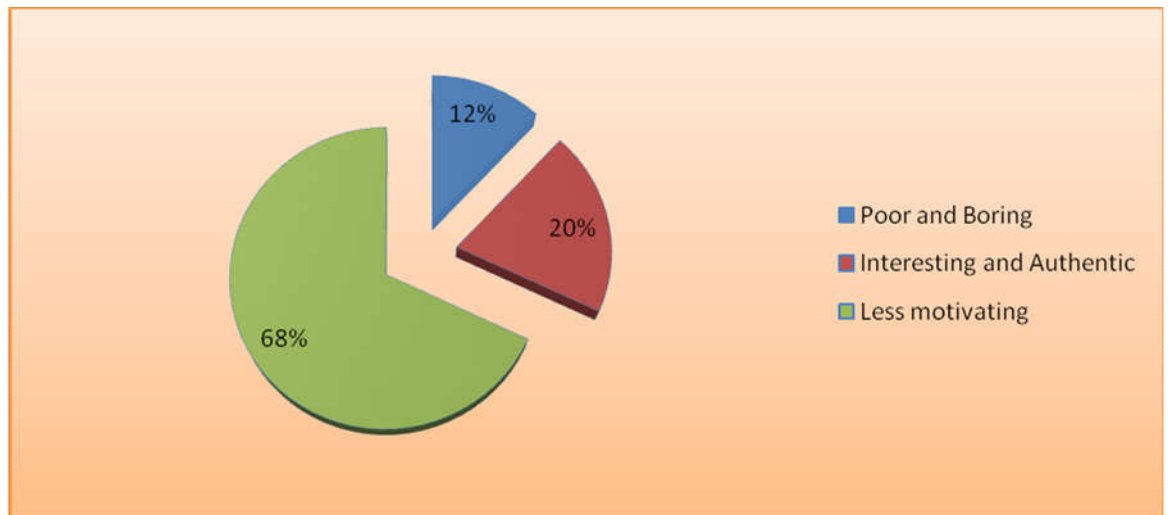
Figure 4.4: The students' views about the content of the current ESP course design.

Accordingly, the ESP course design has to be reviewed and renewed to meet the students' academic and specific needs, it has to cover all the four language skills and even the sub-skills as "Grammar, Vocabulary and Pronunciation". The ESP course has to be simplified and well elaborated. Before that all that, it is the duty of the Ministry of Higher Education to elaborate and design both a whole curriculum to the faculty of "Sciences and Technologies" and an ESP syllabus to Technology of Communication students. The contents of the texts should stimulate both the teacher and the student, the topics and their functions have to be purely scientific, texts about communication, technologies and the latest inventions like satellites, phonographs, radios, telephones, and other engines.

Besides that, the students' timetable has also to be reviewed too, because both learners and ESP practitioners complain about the time devoted, to the English session. So, one hour and a half per week is really insufficient to study English. Therefore, the students recommend extending the timing, devoted to study ESP subject.
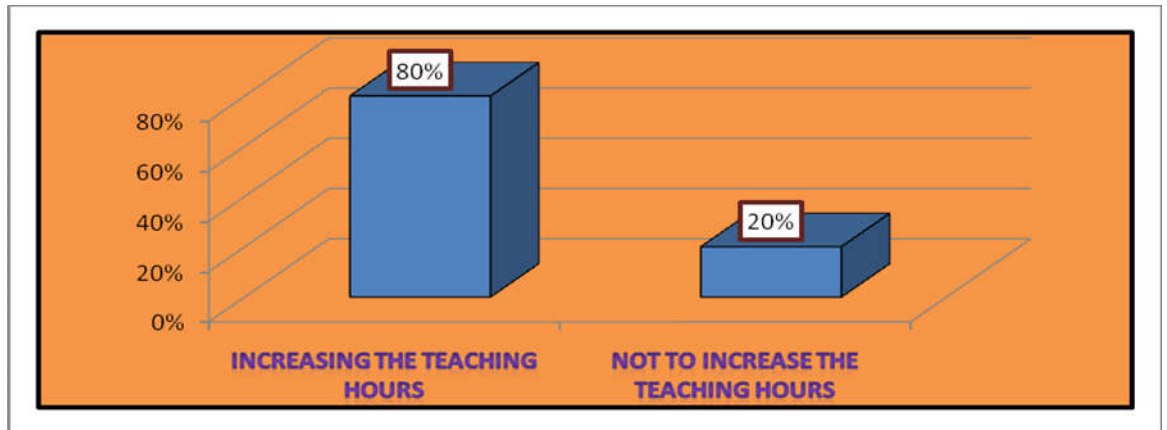
Figure 4.5 : The ESP students ' opinion about timing devoted to ESP

sessions.

According to Belcher (2004) ESP is an attempt to help learners accomplish their academic and occupational needs and goals. Farhady (2005,10) proposes a list of theoretical underpinnings which are inherent in ESP as being based on learner needs, being goal directed, serving a utilitarian purpose, relating in content to a certain discipline, having the possibility in focusing on a particular language skill, following the prefabricated methodology, paying attention to the instructional contexts and finally the learner and teachers' characteristics.
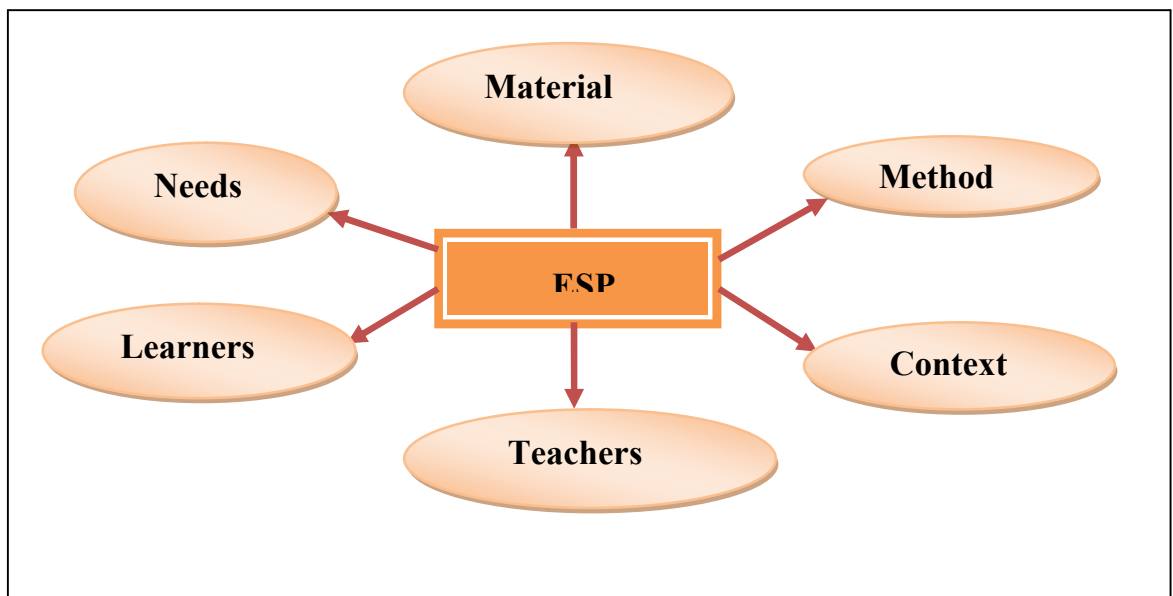
Figure 4.6: Parametres of an ESP course. (extracted from : ESP, Volume 1O,2011)

4.3.4. The Role of the Institution:

To improve the ESP teaching and learning processes, it is better to review the quality of the courses proposed by the content teachers , supervising the Technology of Communication students. So, these courses have to meet the academic needs of the learners, well-planned, match the enrolled students wants, based on the four integrative skills and the sub-skills too.

In addition to that, it is total responsibility of the Ministery of the Higher Education, this institution should set uo , innovate and create an effective ESP syllabus to cover the basic needs of the learners in each field of study. So, designed textbooks have to serve the students, including the four skills with their tasks, the receptive skills tasks and the productive skills tasks .

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

Moreover, the availability of the six elements of the ESP subject advocates a serious interest from the legislators and the educators to review the timetable , the timing devoted to the ESP course, besides the size of the classroom, and the number of the students.

To sum up, the implementation of an effective ESP course and an efficient ESP syllabus do not only increase the learners' motivation to learn English, but also foster the enrolled students' learning and achievement.successful ESP materials advocate the collaboration of the notes below :

➢ Using up-to-date materials are more stimulating and instructive .

➢ The content of the texts should be interesting and relevant to the ESP students' needs .

➢ ESP books should be elaborated to sensibilize learners about the field of their study in one side , and on the other side to learn targeted subject that meets their specific and academic needs .

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➢ The student's basic English needs should be given much importance by improving the learner's general proficiency while teaching a specialized English.

➢ The level of the ESP book should match the student's level of proficiency

➢ Given the time allocated to ESP classes (one hour and a half), it is difficult and sometimes impossible to cover the real academic needs of the learners.

➢ Learners ' communicative competences and their abilities should be developed according to what is presented to them as ESP courses.

4.3.5. The Role of the ESP Course:

The ESP course is the link that gathers The ESP practioner and the learner. The ESP course is the third major step in the ESP teaching / learning processes. This ESP course should comply with the learners' academic needs . According to David G Carter (1983:167) the ESP course stands on three major features :

a) Authentic material. b) Purpose-related orientation. c) Self-direction.

These features of ESP courses coined by Carter (1983) are indeed useful in attempting to formulate one's own understanding of ESP. If one revisits Tony Dudley-Evans' (1998: 8-29) claim that ESP should be offered at an intermediate or advanced level, the use of Authentic Learning Materials is entirely feasible.

The use of authentic content materials, modified or unmodified in form, is indeed a feature of ESP, particularly in self-directed study and research tasks. For Language Preparation, for Employment in Science and Technology, a large component of the student evaluation is based on an independent study of an assignment in which the learners are required to investigate and present an area of interest. The students are encouraged to conduct research using a variety of different resources, including the Internet.

On the other hand, Purpose-Related Orientation refers to the simulation of communicative tasks required of the target group, such as the student simulation at a conference poster-presentation, paper-presentation etc. Students were involved in the design and presentation of a unique product, including market research, pamphlets and

logo creation. The students were further trained in presenting their final products before an invited audience, in an ESL classroom. A special program was designed to improve their Listening Skills. They were asked to practise listening skills, such as listening with empathy, and then employ their newly acquired skills in a field-trip to a local Community Centre where they were paired-up with English-speaking residents.

Eventually, David Carter's "Self-Direction" is a characteristic of ESP courses in that "the point of including self-direction . . . is that ESP is concerned with turning learners into users." In order to have a sense of self-direction, the learners must have a certain degree of freedom to decide when, what, and how they will study. There must also be a systematic attempt by teachers to teach the learners how to learn by teaching them learning strategies.

For Dudley -Evans '(1997) authentic learning material should be feasible, while Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Finally, self-direction is characteristic of ESP courses in that the *«... point of including self-direction ... is that ESP is concerned with turning learners into users"* (Carter, 1983, p. 134). Carter (1983) also adds that there must be a systematic attempt by teachers to teach the learners how to learn by teaching them about learning strategies.

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

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

The ESP course must extend the learner's grammatical, lexical and functional skills and cover the public, educational and occupational skills. As a model, the ESP course should include Basic Learner's Vocabulary, Basic Grammar, Diagnostic Tests,

Introductory Course, and Achievement Tests to Introductory Course, Student's Book, and Teacher's Manual, and Tests to Student's Book, Workbook, Sci-Tech Text Reader, Audio-Visual Aids and Final Tests.
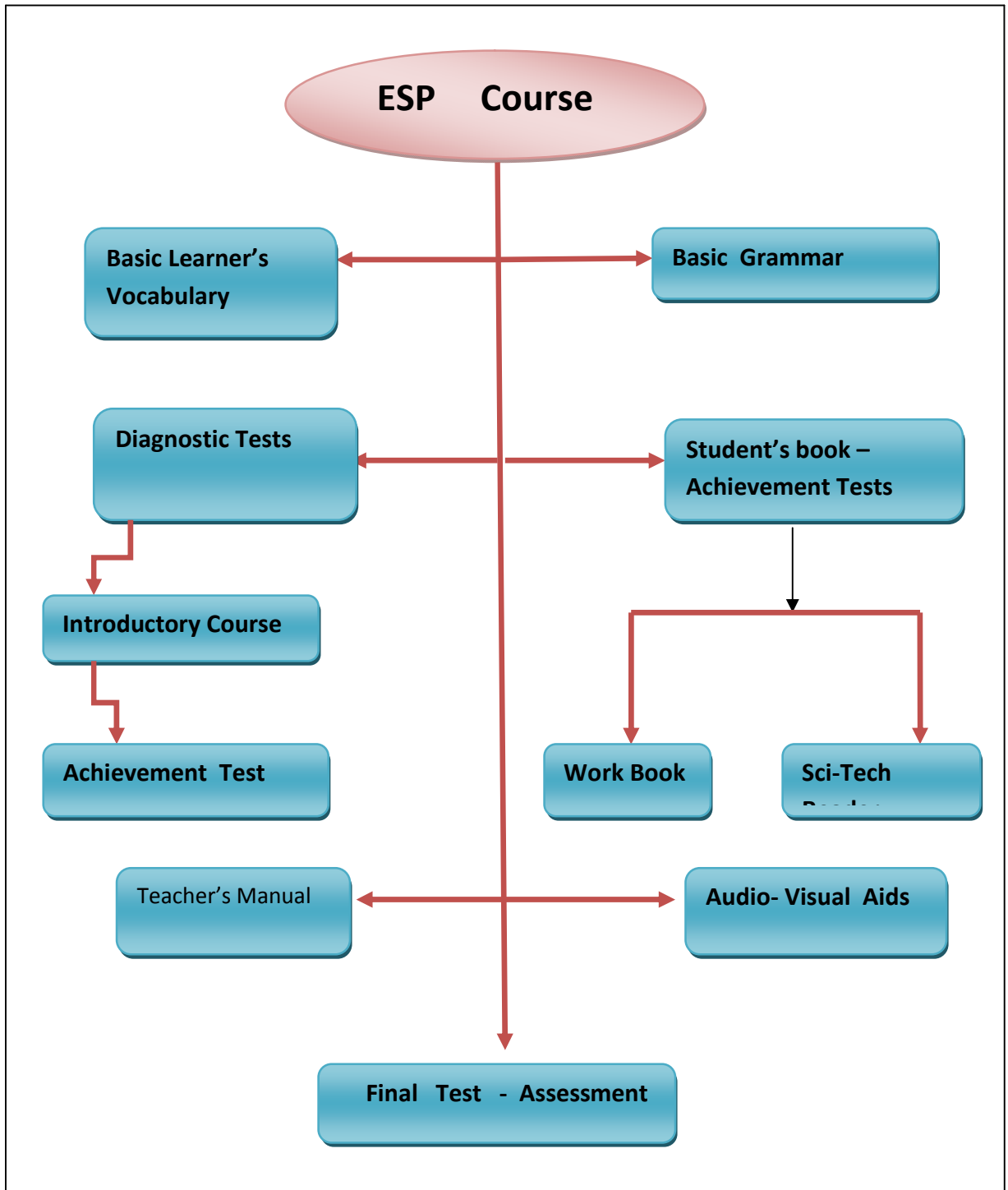
Figure 4.7: ESP course and its complex components.

4.3.6. The Role of the ESP Practitioner:

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

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

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

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

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

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

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

The other aspect refers to training ESP teachers which was not covered as much so teachers of ESP have to «*orientate themselves to a new environment.* »

(Hutchinson and Waters, 1992, p 157).

In addition, the ESP teacher must be knowledgeable, that instructor should have qualifications, since he / she is a source of knowledge, that practitioner had better possess a specialized knowledge, aware about the language, he or she wants to teach, and conscious about the pedagogical competences.

The ESP teacher should base in his or her teaching on the learner specific needs. That ESP practitioner has to manage his class in a good way. Besides his or her qualifications, the ESP teachers should be pedagogically competent, knowledgeable, having a sufficient communicative competence, and linguistically aware of the useful target language. That practitioner should be also a teacher, a collaborator, a course designer and a material provider , a researcher and an evaluator (Swales , 1988) .
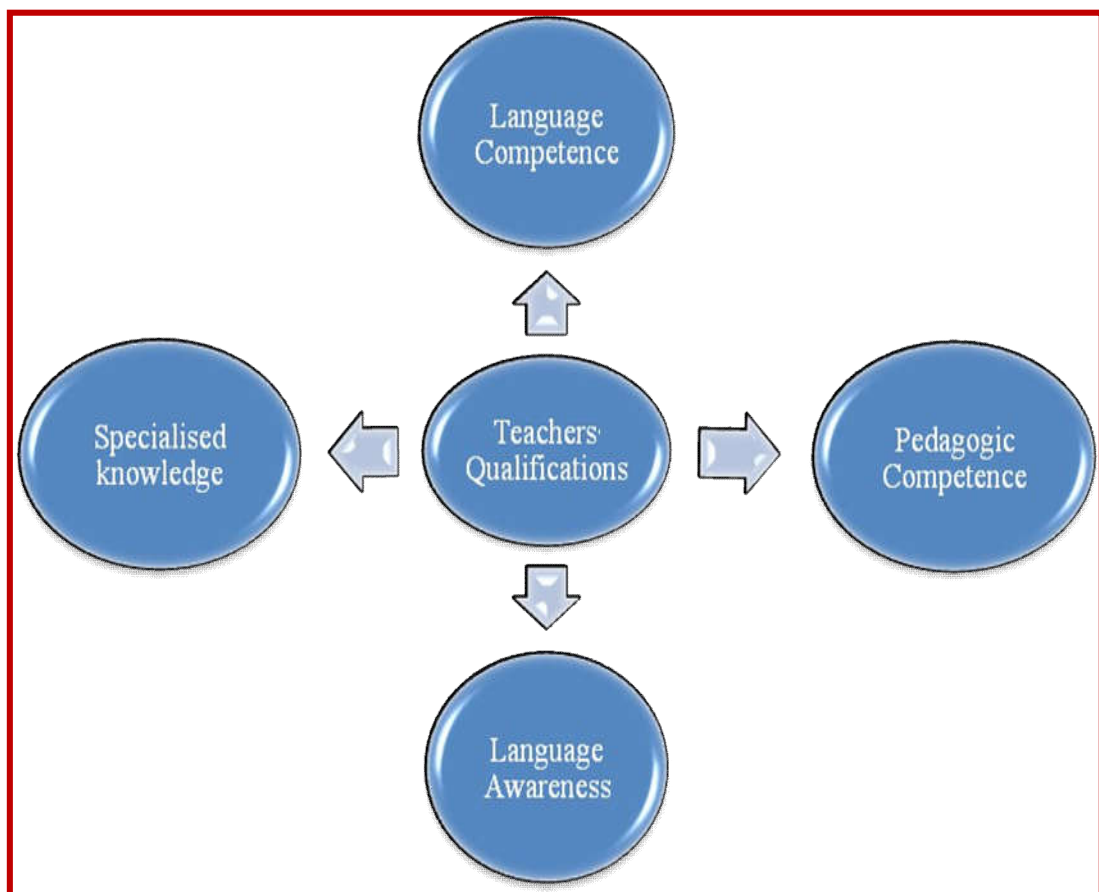
Figure4.8: Teachers' Qualifications. (Adapted from Thomas 1993).

Tony Dudley Evans and St John (1998) define five key roles for the ESP practitioner: teacher, collaborator, course designer and materials provider,

researcher and evaluator. The role of «teacher» is in fact the same as a role of «General English teacher». The role of «collaborator´» is connected with working (collaborating) with specialists to meet the specific learners' needs and collaboration here, advocates «Team Teaching ». That means all the ESP teachers collaborate, exchanging ideas about their teaching, and how to improve it. Sometimes,team teaching is not possible, therefore ESP teachers can collaborate with their learners (Johns et al , 1988).

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

The role of « evaluator » is very important in the whole learning process. It is necessary to inform students about their progress in their language learning that is   why   giving feedback is an inevitable part of each activity. The ESP educator assesses the works of his or her activities, being objective , encouraging the learners to learn the ESP courses . (Laurence Anthony, 2007).
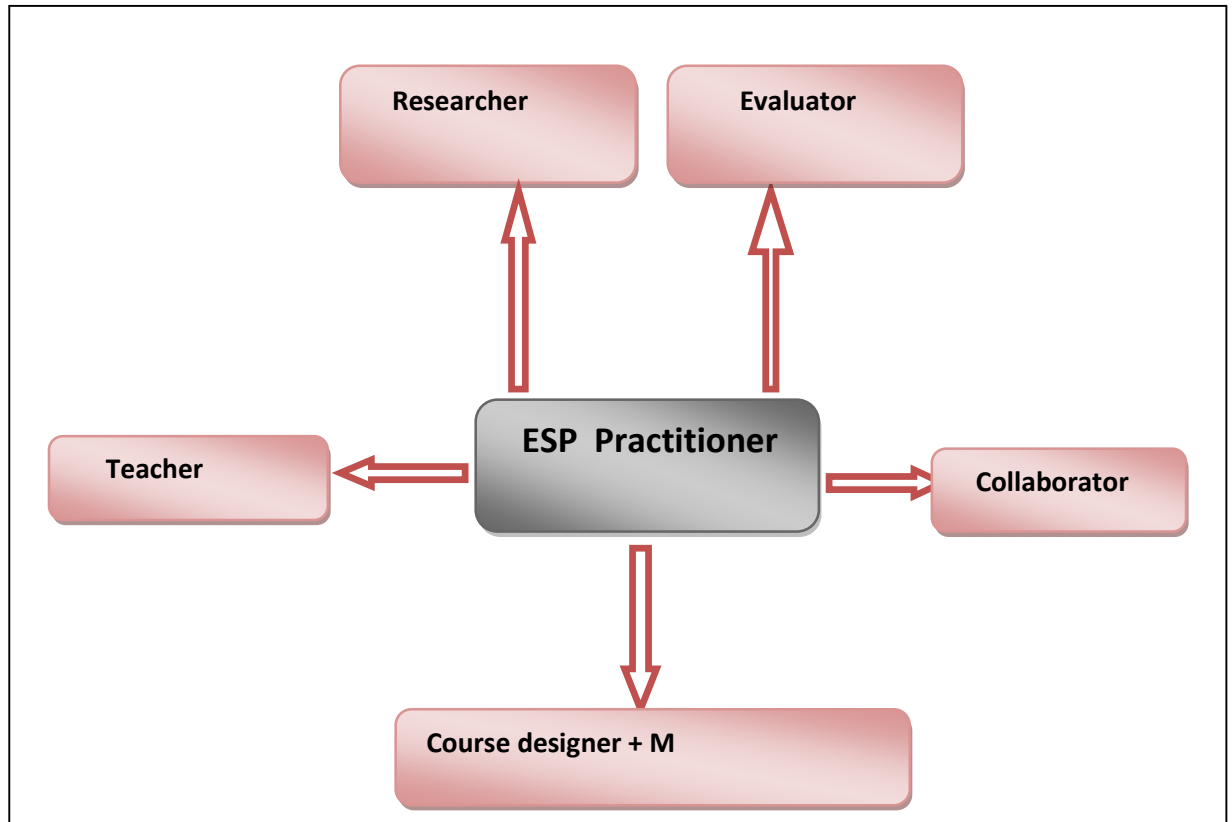
Figure 4.9: The ESP practitioner's different roles.

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

❖ **Setting goals and objectives:** To design a syllabus with a realistic goals and arranging conditions for checking and evaluating students' achievements. One of the goals and objectives will be choosing and later evaluating appropriate and relevant language skills.

❖ **Organizing courses:** After setting goals (long-term aims) and objectives (short-term aims); these aims should be transformed into an instructional program with the timing of activities. Selecting, designing and organizing course materials as well as providing relevant language skills and elements are of great importance in this case.

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❖ **Creating a learning environment:** Teachers have to take advantage of their skills for communication and mediation in order to create a learning environment. This is because students acquire language when they have opportunities to use language in interaction. Teachers as a reliable source and model have to transfer their skills to their students to enrich the learning environment , in order to do so , teachers should :

- Listen carefully to the students.
- Give them feedback.
- Build the learners' self-confidence to communicate
- Focus much more on the language skill they need.

❖ **Evaluating the students:** Teachers should evaluate students to identify their problems and find solutions to them. As a result, on the basis of evaluation, teachers show them the right way so as to progress.

4.3.7. The Role of the ESP Learner:

The ESP learner is the targeted element in the teaching – learning process becauseall the ESP approaches, their methods, their techniques, the ESP syllabus, the ESP courses are all set up to fit and to enhance that learner's perception, aiming to meet his or her academic needs.

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

The ESP as a subject, concentrates more on language in context. It covers subjects varying from accounting, technologies, business management, tourism.The ESP focal point is that English is not taught as a subject separated from the students' real world, instead. It is integrated into a subject area important to the learners.

Indeed, the four skills in EFL are stressed equally, taught in the same level, but in ESP what matters is the student's needs analysis that determines which language skills are needed by the learners.

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

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

❖ **Focus for learning:** People learn a language when they have opportunities to work with language in a context that they comprehend and find it interesting. Accordingly, ESP is a powerful means for providing such opportunities. The more interesting materials, the more attention; the more learners pay attention to the meaning of the language they read or hear, the more they learn and are successful.

❖ **Subject matter knowledge:** ESP learners are generally cognizant of the purposes for which they will need to use English. Having oriented their education toward a specific field, they see English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of ESP classroom. As a result, they take advantage of what they have already known about the subject-matter to learn English. The more meaningful and real context, the more interest and accordingly the more successful learning.

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

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

4.4. The Necessity to a New ESP Course book Design:

As ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Hutchinson and Waters, 1987:19), ESP program designers should put a great weight on learners' needs even though these needs are perceived by course designers as in EAP (English for Academic Purposes) at tertiary level education or surveyed and analyzed as in EOP (English for Occupational Purposes) in any professional application. Mackay and Mountford (1978:21) also stated that "in order to design and teach effective courses, the teacher and planner must investigate the uses to which the language will be put".

After a extensive investigation into learners' needs, "the teacher is one step nearer being able to translate these needs into linguistic and pedagogic terms in order to produce and teach an effective course" (Mackay and Mountford, 1978:21). Therefore, it can be conceived that the needs analysis is an initial and all important step to ESP program. Holliday (1995) presented the scope and approach of an ESP course as needs analysis, curriculum design and implementation design, where needs analysis came first.

The design and the implementation of an ESP syllabus, textbooks or tackling an effective ESP course becomes a prominent process in the ESP areas. So, the faculty of "Sciences and Technology" deserves this design, as well as the other faculties of "Economics", "Social Sciences"…..etc.

The elaboration of such ESP syllabus and ESP materials should meet the enrolled students' academic needs. Baring in mind this tentative elaboration should cover all the four integrative skills and the sub-skills as well.

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The elaboration of such ESP syllabus and ESP materials should meet the enrolled students' academic needs. Baring in mind this tentative elaboration should cover all the four integrative skills and the sub-skills as grammar, vocabulary and pronunciation as well.

Preparing an authentic ESP material is strongly related to the students' wants and lacks as Jordan outlined in 1995. So, the Needs Analysis is the constitutive element in designing an ESP course. These needs are then defined by the course designers and the ESP practitioners.

According to Hutchinson & Waters (1987: 55-63), learners' needs could be categorized as target needs and learning needs. These needs could be further identified as objective needs and subjective needs (Chen, 2006) which include necessities (organizational and personal target requirements), wants (learners' personal perceived needs) and lacks identified from present situation analysis (Hutchinson & Waters, 1987; Shaaban, 2005).

4.4.1. ESP Course Design:

The increasing technology and the progressive scientific inventions opened the doors to the English language. So, the English becomes to dominate not only the technological sector, but also the economic collaborations, bargaining between nations.

The English increasing power and domination paved the way to its extensive use among non-native speakers. The 1960's marked the birth of another approach, it is ESP. Scholars from that date till now are trying to enlighten ESP practitioners, students, and institutions how to cope with this approach, mainly how to teach ESP and the teaching methods to deal with ESP.

The first dominating approach to ESP course design focused on the grammatical and lexical items of a particular field of English. With the growing popularity of

Communicative Language Teaching (CLT), language use became the key emphasis in the ESP world, known as the "functional-notional approach". In the early 1980s it was found that there was a certain need underlying a particular language use and in addition, the process of learning and learning skills needed to be taken into account. (Dudley-Evans & St John, 1998).

Hutchinson and Water (1987) emphasized on the fact that ESP teachers are concerned more with designing appropriate courses for various groups of learners. There are three factors affecting ESP course design: Language description, Learning theories, Needs Analysis. The interdependence of these factors in the course design process is very important; the course design must bring the learner into play.

Figure 4.10: Factors Affecting ESP Course Design (Hutchinson & Waters 1987:22).

4.4.2. Approaches to Course Design:

Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular sate of knowledge. There are probably as many different approaches to ESP course design as there are course designers. The most prominent ESP approaches to course design language-centered, skills-centered and learning centered.

4.4.2.1. Language-Centered Course Design

This is the simplest kind of course design and is probably the one most familiar to English teacher. It is particularly prevalent in ESP. The language-centered course

design process aims to draw as direct a connection as possible between analysis of the target situation and the content of the ESP course.
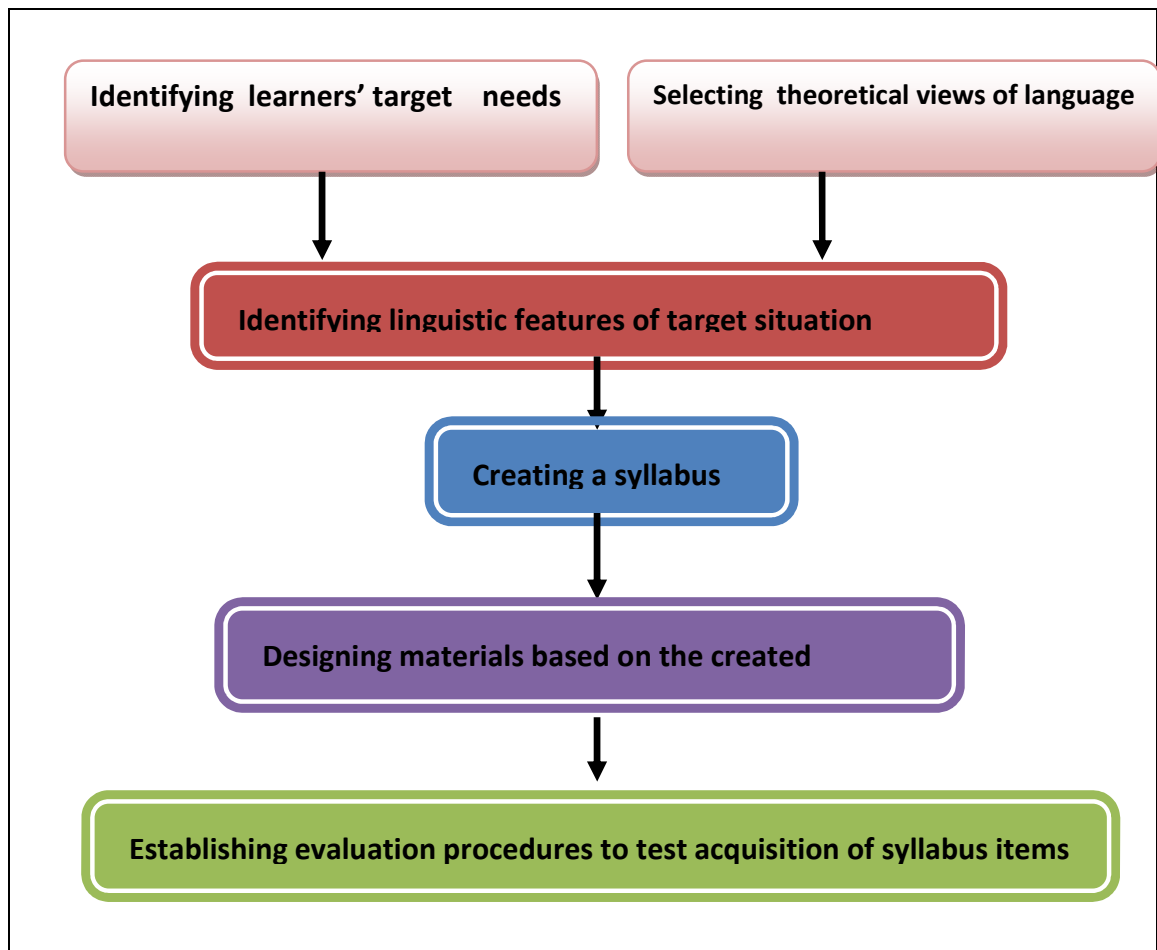
Figure 4.11: The process of Language-Centered Course Design.

4.4.2.2. Skills-Centered Course Design:

The skills-centered approach to ESP has been widely applied in a number of countries, particularly in Latin America. Students in universities and colleges there have the limited, but important need to read subject texts in English, because they are unavailable in the other tongue. In response to this need, a number of ESP projects have been set up with the specific aim of developing the students' ability to read in English.

The skills-centered falls onto two main principles: **Theoretical** and **Pragmatic.**
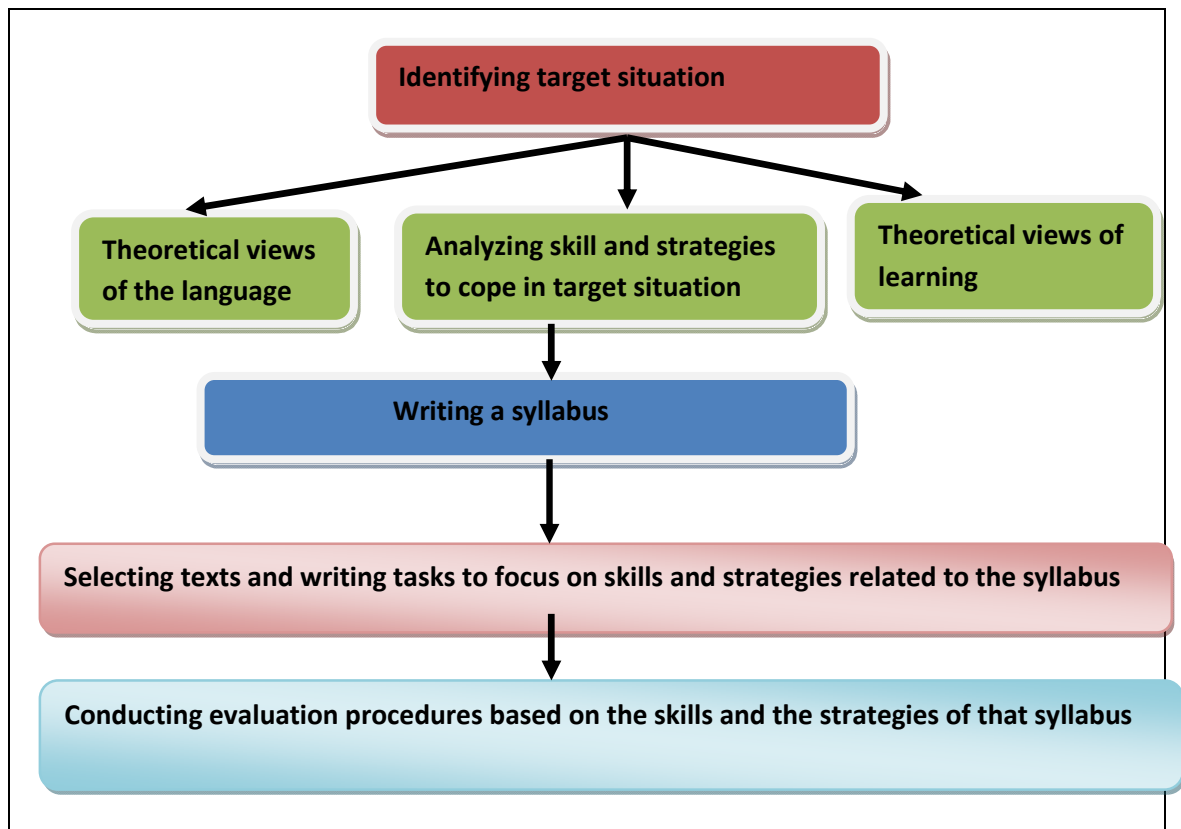
Figure 4.12: An illustrative diagram about Skills-Centered Course Design.

4.4.2.3. A Learning-Centered Approach:

The learner-centered approach is based on the principle that learning is totally determined by the learner. Teaches can influence what they teach, but what learners learn is determined by the learners alone. Learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it.

Learning is not just a mental process; it is a process of negotiation between individuals and society. In the learning process, then, there is more than just the learner to consider. The learning-centered approach is coined to maximize learning. The learner is one factor to consider in the learning process, but not the only one. Thus the term: learner-centered would for our purpose be misleading.

Identifying target situation	A language centered approach consider
Analyzing target situation	the learners to here
Analyzing learning situation	A skill-centered approach consider the
learners to	
	the learners to here
Writing syllabus	
Writing materials	
Teaching materials	
Evaluating learners' achievements	A learning-centered approach must consider
	the learners at every stage.

Figure4.13: A recapitulative diagram of the learning-centered approach process.

4.4.3. Preparing an ESP Course Book:

Pedagogically, course books are often the cornerstones of language teaching. As they are frequently written by course developers themselves, they strongly reflect the learning objectives and syllabus, and the need to meet learners' expectations. However, in other situations, a course book can sometimes even define the framework for a course, provide its syllabus and give the main content and language input. In some cases the course book can determine what kinds of activities will be done in a class and influence the teaching style of the instructor (Zohrabi, 2011, p. 214).

Course books also provide a structure for teaching and learning: they ensure that units follow each other in a logical fashion both in terms of content and level of

difficulty. They recycle and reinforce material from previous units to enhance deeper learning. The material is presented in a consistent format, which makes learning easier. They also make teaching material easily accessible for teachers. Less experienced or under-prepared teachers find reliable material in published course books, which can help them save time, make certain pedagogical decisions and boost their confidence (Li, 2014, p. 69). In this way, course books make it possible for teachers to "focus on other tasks such as monitoring the progress of their students, developing revision materials and activities" (Nunan, 1998, quoted in Tekir and Arkan, 2007, p. 3).

ESP courses are typically developed to serve the needs of learners who need something more or different from what a general English course can offer. The subject content of course books used in ESP courses is specialized and technical in order to satisfy the needs of the target learner. Teachers rely heavily on these course books because their main field of expertise is in teaching a foreign language and not in another highly specialized field.

As it has been exposed before English for Sciences and Technology (EST) is a branch of ESP, in addition to English for Business and Economics (EBE) and English for Social Studies (ESS). So, (EST) has its characteristics and its themes, basing on authenticity of the ESP materials, the targeted needs, even the assignments and tasks.

EST materials differ from other ESP subdivision materials, the former deals with technologies, discoveries and inventions. Materials selection, adaptation, or writing is an important area in ESP teaching, representing a practical result of effective course development and providing students with materials that will equip them with the knowledge they will need in their careers as technology engineers.

4.4.4.Dignosizing the Learners' Needs:

In FL/SL teaching, increasing importance is attached to careful studies of learners 'needs as a prerequisite for effective course design (Long, 2005b: 1). They are usually identified and analyzed through the process of needs analysis or assessment (Johns and Dudley-Evans, 1991; Benesch, 1996; Belcher, 2006; Hadley, 2006; Harding, 2007; Oanh, 2007; Graves, 2008; McCarter and Jakes, 2009).

Learners' needs are strongly linked to Needs Assessment because the course design and the syllabus elaboration stand on the students' wants, lacks and needs. (Brown 1995 p. 36).Graves (2000p.98) states that NA is not only a systematic process but also 'an ongoing process of gathering information about students' needs and preferences, interpreting the information, and making course decisions based on the interpretation in order to meet the needs'. This suggests that learning preferences which enable learners to acquire particular skills are another aspect of NA that should be taken into account when conducting NA.

Coming back to the enrolled students of Technology of Communication, 3year LMD system, so the majority of these learners asserted that they have an intermediate level at the English language (see the figure 3.4p…….). In addition to this, there is a kind of heterogeneous categorization; concerning the four integrative skills i.e. the enrolled students gave favor to certain skills, in comparison to others (see the figure 3.5, p…….)
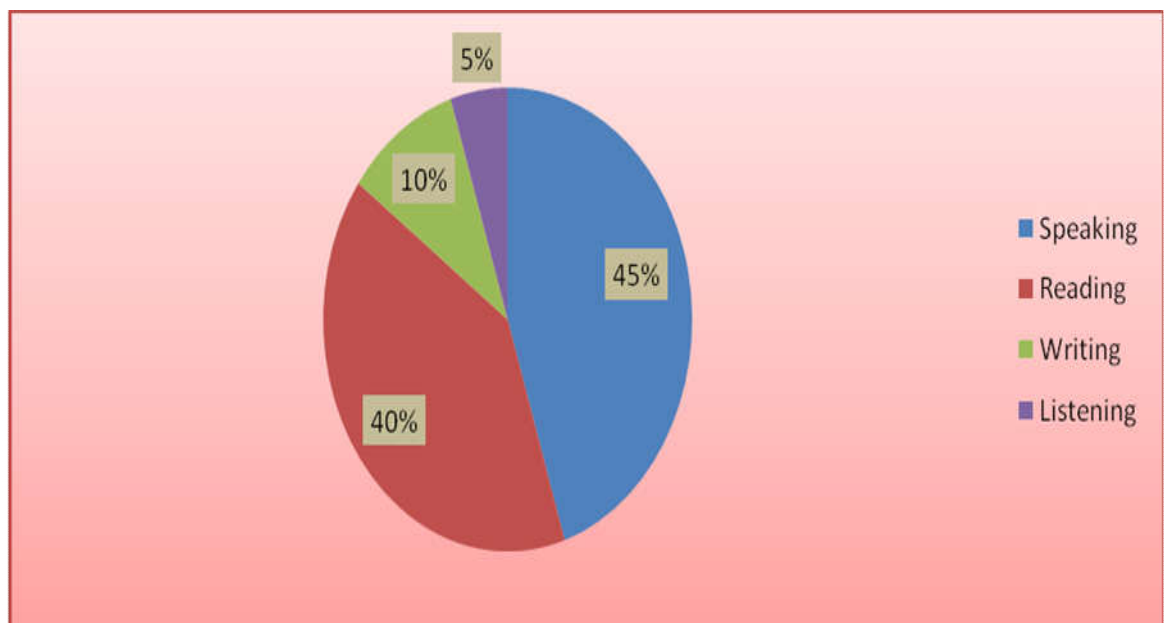
Figure4.14 : The four skills wants and classification according to learners.

4.4.5. Parameters of ESP Course Design:

Needs analysis (also known as Needs Assessment) has a vital role in the process of designing and carrying out any language course, whether It be English for Specific

Purposes (ESP) or general English course, and Its centrality has been acknowledged by several scholars and authors.

Different ESP approaches were set up and then replaced by others, so as to bridge the gap between learners and the ESP courses, to meet the needs of these students during their learning. Clearly, the role of needs analysis in any ESP course is Indisputable. For Johns (1991), needs analysis is the first step in course Design and it provides validity and relevancy for all subsequent course Design activities.

Course designers have to overcome the weaknesses encountered in ESP teaching. The ESP course, however, is elaborated to fulfill the lacks by setting predetermined goals. According to Dudley Evans and St. John (1998: 145-154), there are a number of parameters which need to be investigated in making decisions about course design. The questions listed below by them should be investigated by course designers before making decisions on designing an ESP course.

- ❖ Should the course be intensive or extensive?
- ❖ Should the learners' performance be assessed or non-assessed?
- ❖ Should the course deal with immediate needs or with delayed needs?
- ❖ Should the role of the teacher be that of the provider of knowledge and activities or as a facilitator of activities arising from learners' expressed wants?
- ❖ Should the course have a broad or narrow focus?
- ❖ Should the course be pre-study or pre-experience or run parallel with work?
- ❖ Should the material be common-core or specific to learners' study or work?
- ❖ Should the group taking the course be homogeneous or should it be heterogeneous?
- ❖ Should the course designed be worked out by the language teacher after consultation with the learners and the institution, or should it be subject to a process of negotiation with the learners?

4.4.6. The Academic Steps in Designing an ESP Course:

As it has been already pointed in chapter one in literature review, one important feature in ESP is course design which is basically based on need analysis. A considerable amount of literature has been published on needs analysis. For example,

(Munby, 1978; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; West, 1994; Dudley-Evans & St. John, 1998).

Several studies conducted on NA have used various methods and procedures for data-gathering (e.g., Long, 2005; Lett, 2005; Jasso-Aguilar, 2005; Gilabert, 2005; Cowling, 2007) and they reflect more valuable feedback on the importance of NA. Although these studies have revealed the positive advantages of NA in ESP, NA has been come under fierce criticisms (Basturkmen, 2006:19/20).

Eventually, the vibrant heart of the ESP course is needs analysis. If the course designers arrive at identifying their students' academic needs, effective ESP courses will be tackled and implemented to meet these learners' needs. (Dudley-Evans & St. John, 1998: 19). Once these needs are described, targeted goals are set to plan an effective ESP course, basing on authenticity, simplicity and suitable teaching method.

According to Graves' (1996), designing a syllabus should follow these seven steps: needs assessment, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organization content and activities, evaluation and consideration of resources and constraints.

The ESP design stands on some steps as Graves (1996, in Xenodohidis, 2006) suggests a systematic syllabus design consisting of seven steps. Those steps are:

- ➢ 1- Needs Analysis.
- ➢ 2-Conducting needs assessment, followed with needs analysis
     (both of the process sometimes just called needs analysis).
- ➢ 3- Determining the goals and objectives of the course.
- ➢ 4- Conceptualizing the content.
- ➢ 5- Selecting and developing materials and activities.
- ➢ 6- Organizing the content and activities.
- ➢ 7- Evaluating.
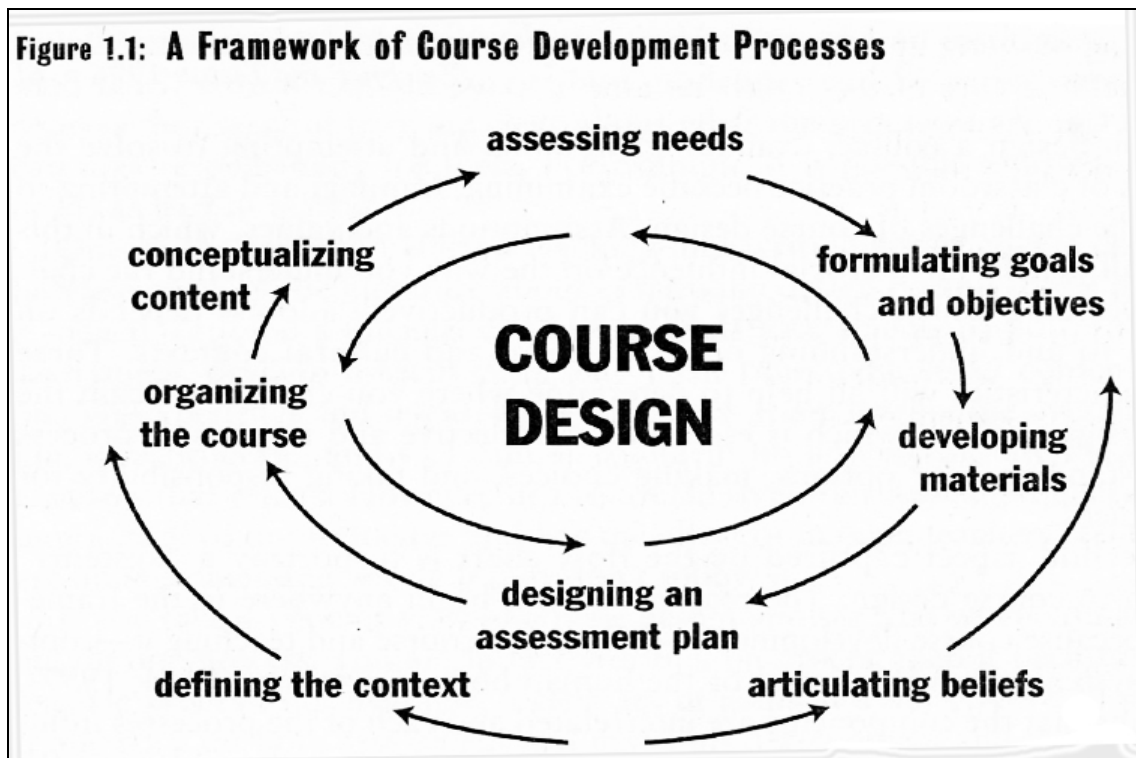
Figure4.15: Graves Model of ESP Course and Syllabus Development. (1996)

4.4.6.1. Needs Analysis:

Needs analysis or Needs Assessment (NA) is one of the basic pillars in ESP course design. Needs in ESP are specified, and this what makes from conducting a NA a must, in which all the coming steps rely on that procedure as the content, the methodology, and the objectives. Dudley-Evans and St John explained the needs analysis as: "the corner stone of ESP and leads to a much focused course" (1998, 122), they provide some useful questions to consider in the designing of ESP course.

NA is the first step in ESP leading to the designing of the course, in which it provides the teacher with data to decide on the nature of particular target and learning situation, Richards (2001) claimed that NA is a stage in which the teacher used it to obtain data about the learners' particular needs as being individuals having different language needs that should be taken into consideration when designing an ESP course.

4.4.6.2. Conducting a Needs Analysis Procedure:

NA is the first step in ESP leading to the designing of the course, in which it provides the teacher with data to decide on the nature of particular target and learning situation, Richards (2001) claimed that NA is a stage in which the teacher used it to

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obtain data about the learners' particular needs as being individuals having different language needs that should be taken into consideration when designing an ESP course.

Needs analysis is carried out by several procedures namely interviews, questionnaires, case studies, observation…and so on, and the kind of info obtained is often dependent on the types of procedures selected. NA aims to:

➢ To find out what language skills a learner needs in order to perform a particular role such as sales manager, tourist guide or university students.

➢ 2. To help determine if an existing course adequately addresses the needs of potential students.

➢ 3. To identify a gap between what students are able to do and what they need to be able to do.

There are several perspectives towards what NA is, Chambers (1980) quoted in Basturkmen (2010, P.18) stated that: *"Needs analysis should be concerned with establishment of communicative needs and their realizations, resulting from an analysis of the communication in target situation – what I will refer to as target situation analysis"*.

Robinson in his turn stated: *"a needs analysis, which focuses on the students' needs at the end of a language course can be called a TSA." (1991, p.8).*

Hutchinson and Waters (1987) claimed that Munby's model of NA or as he called it CNP (Communication Needs Processor) was a turning point in ESP development, because it consisted of all what an ESP practitioner needs to conduct for a needs analysis.

4.4.6.3. Formulating Goals and Objectives of the Course:

Setting aims and objectives is a stage that is determined by the analysis of the needs, in which the teacher can make decision about the goals that are possible and realistic to be reached in the determined time. The course design is built upon those goals which are restricted to the learners needs and consistent with the language content.

4.4.6.4. Conceptualizing the Content:

The ESP practitioner needs to decide on the topic that should be related to the field of the learners and the language areas to be covered, this is can be identified through the NA. What can be seen as challenging for the ESP teacher is to maintain

the balance between the lesson to be taught and the language features in which the lesson is covered.

Being an English language teacher in the first place, lacking enough knowledge background about the subject area, he may intend to focus more on the language features to cover his deficiency. This can be crucial and might have an effect on the level of learners' motivation.

The teacher may use to teach either different and separated topics or to may use the same theme, the first way may lead the learners to encounter many vocabularies so they may lose interest and feel frustrated, the second also may lead learners to feel bored having the same theme all the time, this can be another angle in which the teacher has to consider. Reilly (1998, cited in Xenodohidis, 2006, p.20) provided some tips in the designing of the content:

❖ Define what the students should be able to do as exactly and realistically as possible, as the result of the instruction.

❖ Rank the syllabi in order of importance according to desired outcomes.

❖ Evaluate available resources and match them with the syllabi.

❖ Designate one or two syllabi as dominant.

❖ Review how combination and integration of syllabi types can be achieved and in what proportion.

❖ Translate decisions into actual teaching units.

4.4.6.5. Developing Materials and Activities:

After determining the goals and objectives and conceptualizing the content, the ESP teacher needs to select materials that are relevant to those objectives and language content and also to the different learning styles and preferences that can maximize learning as well as intrinsic and extrinsic motivation. Material selection is one other challenging point that the ESP teacher may encounter in designing suitable materials for particular students in a particular institution, this can be time consuming for several reasons as Hutchinson and waters (1987) stated three main ones as follow:

➢ The teacher may tend to provide suitable materials to fit specific needs of the learners that may not be available.

➢ Even if those materials are available, they may cost for the teacher.

> ➤ The materials may not be written for educational purposes.

4.4.6.6. Organizing the Course:

The steps mentioned above have a great role in the organization of the content and so the activities. When the teacher sets the objectives and goals of the ESP course, and then he decides on the materials suitable for the objective set, after that he chooses the right content, it remains only to organize those activities with the appropriate content to have a clearer course to be taught

4.4.6.7. Designing an Assessment Plan:

Evaluation covers all the aspects contributing in the course design and the teaching/learning progress, though it is the last phase in ESP course, evaluation and assessment is an ongoing process that has an important role in determining the effectiveness of the course design and the progression at the level of learning, in which the ESP practitioner needs to be flexible and ready for any alteration needed. Hutchinson and waters (1987) pointed out that since ESP courses are meant for specified objectives, evaluation is highly focused on, and evaluation needs to be done for both learners and the course: learner assessment.

Course evaluation studies any aspect that may have an effect on the teaching/learning process how much it matches the aims and provides the teacher with experience to design further effective courses and avoid inappropriate aspects that may minimize learning, they added that course evaluation can be done throughout the whole course and even after, if possible, though it may be seen as a deficiency and cannot be appreciated by students: they may think that their teacher lacks confidence or lost, he is then unprofessional and asks for help.

4.4.7. The ESP Course Content:

Learners specializing in any discipline require proficiency in both language skills and their specific area of study to cope with tertiary education. It is very important to plan, develop, and implement a content-based language course for learners specializing in Technology of Communication. Strategies used to develop content-based language courses through the integration of language and research skills with content are explored and applied.

Technical description, intensive and extensive reading of authentic technical, scientific and technological theme texts, and a research project form the syllabus to achieve the required outcomes.ESP course designers should design, plan and implement authentic ESP courses meeting their enrolled learners' needs and wants.

Course designers need to apply the assumption of Content-Based Instruction, which means to plan courses that suit the learner. CBI in language teaching has been widely used in a variety of different settings since 1980s such as English as Specific Purpose (ESP) Programs for Students with Limited English Proficiency (SLEP), Language for Specific Purposes (LSP), immersion programs, and ESL/EFL Language Programs. Since CBI refers to an approach rather than a method, no specific techniques or activities are associated with it.

At the level of procedure, teaching materials and activities are selected according to the extent to which they match the type of program; CBI provides the opportunity for teachers to match students' interests and needs with interesting, comprehensible, and meaningful content (Brinton et al., 1989). Crandall & Tucker (1990, p. 187) outline that CBI is: *"...an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes within the context of teaching a second or foreign language"* (Crandall & Tucker, 1990, p. 187).

Always with Content-Based instruction or course, Krashen and Biber (1988, p; 234) claim:

> *"One way to provide comprehensible input directly...is by teaching content in English using strategies and techniques that make the content comprehensible to the second language learner. Research confirms that learners in classes where such strategies and techniques are employed acquire impressive amounts of English and learn content matter as well."*

Any successful course design should follow the criteria below before it is presented to the learner. These criteria are simplicity, sequencing or grouping, frequency, utility and teachability, and all these to be in a gradual way. (Johnson as cited in Knapp &Seidlhofer, 2009). The course content is fairly flexible but it mainly comprises of the following components:

a) Language based content

The language based course content aims to develop the learner both linguistic abilities and his / her communicative competence, basing on these points:

➢ Language items like grammatical structures, developing specific vocabulary and terminology, refining pronunciation.

➢ Language skills like improving writing, speaking, reading comprehension and listening comprehension and fluency)

➢ Discourse skills like cohesion, coherence, register and text types.

According to Stoller (2002), planning lessons for CB courses requires teachers to allow students to derive a deeper content knowledge and better language skills since, as Cummins also clarifies, content and language learning are reciprocally related. Stoller presents a set of techniques teachers may use to balance language and content in their classes. Those strategies are as follows:

➢ Extended input, meaningful output, and feedback on language and grasp of content.
➢ Information gathering, processing, and reporting.
➢ Integrated skills.
➢ Task-based activities and project work, enhanced by cooperative learning principles.
➢ Strategy training.
➢ Visual support.
➢ Contextualized grammar instruction.
➢ Culminating synthesis activities.

b) Non-language based content

The non-language based content consists of imparting communication skills, working as a part of the group, improving confidence, problem solving, participating in meetings, telephone etiquette, ability to negotiate, computer training, business pragmatics, intercultural communication and business discourse.

4.4.8. ESP Course Goals and Objectives:

Needs Analysis (NA) has emerged under the umbrella of ESP as an important step of course design. It is possible that the language course can provide what is needed by learners of different levels, different countries and different target situations

with the help of Needs Analysis. A well established NA has several benefits such as: providing the policy-makers with references and curriculum designs for FLT.

Nunan (1988) argues that NA is the point of departure of a curriculum or a syllabus design. In order to design an efficient language course, different angles needs to be analyzed carefully, for instance: learners, teachers, employers, and language teaching institutions (Juan, 2014). As a result of combining the analysis of the previous angles, NA guarantees the effectiveness of the teaching process and paves the way to the teacher to reach the previously set goals.

The goal of an ESP course is to meet the specific language needs of the learners and to build confidence in dealing with diverse situations. The objective of an ESP course is to develop the essential scientific course, basing on technologies, inventions, engines, their functions and discoveries as well. So, all these topics or authentic materials should be covered in designed and implemented ESP courses in English.

A whole lot of information is generated by needs analysis and that is utilized for the formulation of goals and objectives of the language program (Brown, 1995). *Course goals* and *objectives should be realistic, achievable and measurable*. It is argued that language courses should be designed in such a way that the attainment goals match with the language learning needs of specific groups of learners (Branden, 2006).

ESP practitioners and ESP course designers should determine the four targeted goals when designing and implementing their ESP courses and by essence these targeted goals match the enrolled learners' needs, lacks and wants. These predetermined goals for language learners are proficiency goals, cognitive goals, affective goals, and transfer goals.

- ➢ Proficiency goals consist of general competency, mastery of the four language skills i.e. speaking, listening, reading, and writing and the mastery of specific language behaviors.
- ➢ Cognitive goals comprise of mastery of linguistic and cultural knowledge.
- ➢ Affective goals deal with achieving positive attitude and feelings about the target language and also gaining confidence as a user of the language.
- ➢ Transfer goals are about learning how to learn in order to meet future learning challenges (Stern, 1992 as cited in Graves, 1996).

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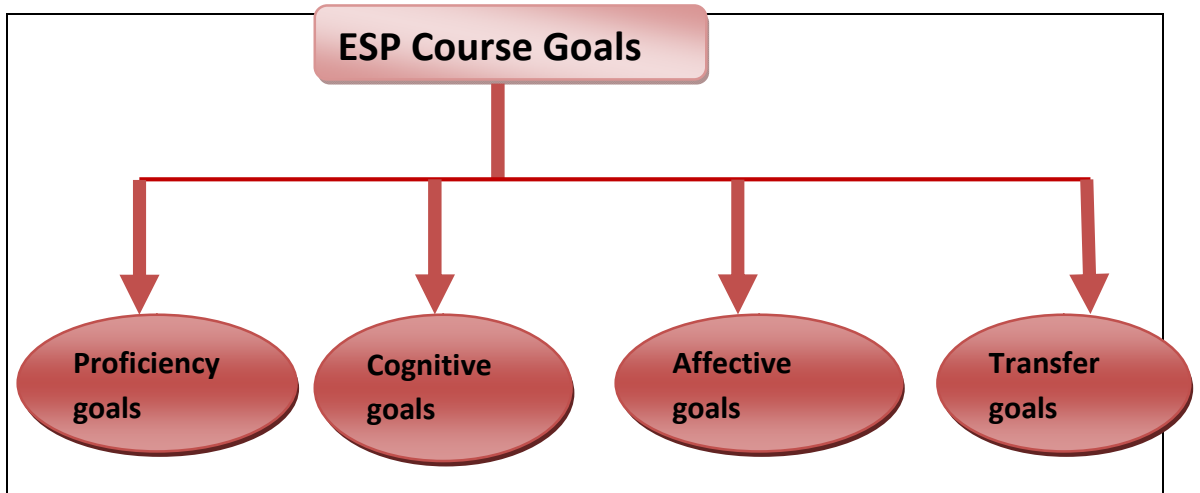
Figure4.16: The ESP Course major predetermined goals (Adapted from Stern, 1992 as cited in Graves, 1996).

It is pointed out that objectives are a particular way of formulating or stating content and activities. So how the objectives are stated depends on how one conceptualizes the content of the course (Nunan, 1988 as cited in Graves, 1996).

It is noted that there are five kinds of objectives which are interrelated. 1) Coverage objectives 2) Activity objectives 3) Involvement objectives 4) Mastery objectives 5) Critical Thinking objectives (Saphier & Gower, 1987 as cited in Graves, 1996).
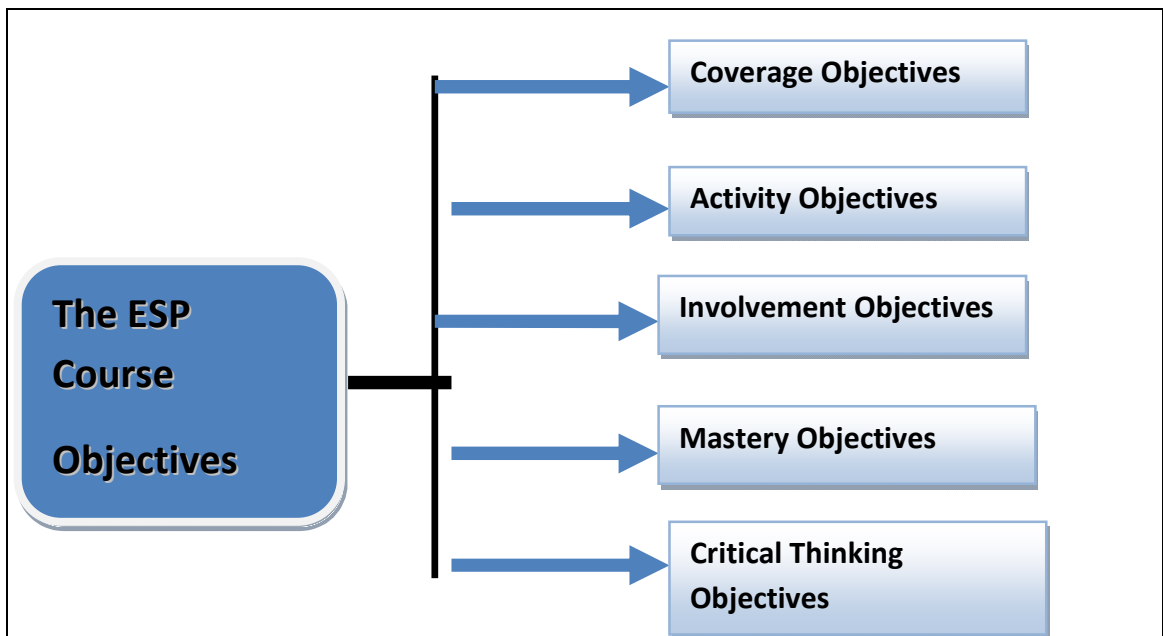
Figure4.17: The ESP Course Objectives (Adapted from Saphier & Gower, 1987 as cited in Graves, 1996)

➢ Coverage objectives: They are about materials, textbook units, topics.

➢ Activity objectives: They are about what the students and their designed materials and how the learner deals with that material.

➢ Involvement objectives: these objectives concern the learners and their personal contact with their materials.

➢ Mastery objectives: What the students do with their assignments and in-class tasks (Output).

➢ Critical Thinking objectives: also known by Generic objectives (Graves, 2000). These objectives describe the meta-cognitive knowledge.

It might seem difficult to achieve all these goals and objectives satisfactorily within a short span so the learners can be encouraged to work mostly on their own, so that they continue to acquire all the skills even after completing the course.

4.5. ESP Syllabus Design:

A course is the smallest part of a whole syllabus. Designing an ESP course, for instance is by essence a crucial step to develop, design and implement a valuable syllabus. Designing a course is progressively a process to a syllabus design, basing on the learners needs, lacks and wants.

A syllabus, according to Hutchinson and Waters (1987), can play a complex role. However, it can clearly satisfy a number of needs. In order to employ a syllabus appropriately, one needs to be aware of different roles a syllabus can play in the learning/teaching process.

4.5.1. Definition of Syllabus:

According to Nunan (1988), syllabus design is to select and to organize teaching materials (selection and grading of content). The concept has led the writers make serious efforts to introduce a model of syllabus design which is developed by several systematic procedures ranging from conducting a needs analysis, preparing teaching materials, to setting up stages of evaluation to prove the effectiveness of the implementing the syllabus design and its developed teaching materials.

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson and Waters (1987:80) define syllabus as follows *"At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance."*

A syllabus can also be seen as a summary of the content to which learners will be exposed (Yalden.1987). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt. A language teaching syllabus involves the integration of subject matter and linguistic matter.

In the same line, a number of reasons are suggested by Hutchinson and Waters for having a syllabus:

- ❖ Language is a complex entity. It cannot be learnt in one go. We have to have some way of breaking down the complex into manageable units.
- ❖ A syllabus also gives moral support to the teacher and learner in that it makes the language learning task appear manageable.
- ❖ A syllabus, particularly an ESP syllabus, also has a cosmetic role. Sponsors and students will want some reassurance that their investment of money and/or time will be worthwhile.
- ❖ The syllabus can be seen as a statement of projected routes, so that teacher and learner not only have an idea of where they are going, but how they might get there.
- ❖ A syllabus is an implicit statement of views on the nature of language and learning.
- ❖ A syllabus provides a set of criteria for materials selection and/or writing. It defines the kind of texts to look for or produce the items to focus on in exercises.
- ❖ Uniformity is a necessary condition of any institutionalized activity, such as education. A syllabus is one way in which standardization is achieved.
- ❖ A syllabus provides a visible basis for testing.

4.5.2. The Syllabus Design Process:

To design a syllabus is to decide what gets taught and in what order. For this

reason, the theory of language underlying the language teaching method will play a major role in determining what syllabus should be adopted. Theory of learning also plays an important part in determining the kind of syllabus used. For example, a syllabus based on the theory of learning evolved by cognitive code teaching would emphasize language forms and whatever explicit descriptive knowledge about those forms. A syllabus based on an acquisition theory of learning, however, would emphasize unanalyzed and carefully selected experiences of the new language.

As Jordan (1997) suggests, needs, aims, means (i.e., the teachers, materials, equipment, facilities, time and finance), and variables and constraints (i.e., limitations of the means) are the important factors which should be taken into account in designing an EAP syllabus. The main purpose of a syllabus is to break down the materials into manageable units. This breakdown, as Hutchinson and Waters (1987) assert, should be based on a number of criteria.

Syllabus design can therefore be a logical sequence of three main stages: needs analysis, content specification and syllabus organization. This follows the general criteria suggested by Taba (1962):

- ❖ Needs analysis.
- ❖ Formulation of objectives.
- ❖ Selection of content.
- ❖ Organization of content.
- ❖ Selection of learning activities.
- ❖ Organization of learning activities.
- ❖ Decisions about what needs evaluating and how to evaluate.

4.5.3. The Different Types of Syllabi:

Although six different types of language teaching syllabi are treated here as though each occurred "purely," but in practice, these types rarely occur independently. Almost all actual language teaching syllabi are combinations of two or more of the types defined here. For a given course, one type of syllabus usually dominates, while other types of content may be combined with it. Furthermore, the six types of syllabi are not entirely distinct from each other. For example, the distinction between skill-based and

task-based syllabi may be minimal. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. The characteristics, differences, strengths, and weaknesses of individual syllabi are defined as follows:

4.5.3.1: Product-Oriented Syllabus

This kind of syllabuses emphasizes the product of language learning and is prone to approval from an authority. There are three types of syllabus described in the following:

➢ **The Structural Syllabus**

Historically, the most prevalent of syllabus type is perhaps the structural or grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to his /her grammar collection. As such the focus is on the outcomes or the product. A more fundamental criticism is that the grammatical syllabus focuses on only one aspect of language, namely grammar, whereas in truth there exists many more aspects of language

➢ **The Situational Syllabus**

The limitations found in structural approach led to an alternative approach where situational needs are emphasized rather than grammatical units. Here, the principal organizing characteristic is a list of situations which reflects the way language is used in everyday life i.e. outside the classroom. Thus, by linking structural theory to situations the learner is able to grasp the meaning in relevant context. One advantage of the situational Syllabus is that motivation will be heightened since it is *"learner-rather than subject-centered"* (Wilkins.1976). However, a situational syllabus will be limited for students whose needs were not encompassed by the situations in the syllabus.

➢ **The Notional/Functional Syllabus**

Wilkins' criticism of structural and situational approaches lies in the fact that they answer only the 'how' or 'when' and 'where' of language use (Brumfit and Johnson.

1979:84). Instead, he enquires "what it is they communicate through language" Thus, the starting point for a syllabus is the communicative purpose and conceptual meaning of language i.e. notions and functions, as opposed to only the grammatical items and situational elements.

In order to establish objectives of such a syllabus, the needs of the learners will have to be analyzed on the base of communication need. Consequently, needs analysis has an association with notional/functional syllabuses. White (1988:77) claims that "language functions do not usually occur in isolation" and there are also difficulties of selecting and grading function and form.

4.5.3.2. Process-Oriented Syllabuses:

Process-Oriented Syllabuses are developed as a result of a sense of failure in Product -oriented courses to enhance communicative language skills. Syllabus is a process rather than a product. That is, focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.

➢ **Procedural/Task-Based Syllabus**

A task-based syllabus assumes that speaking a language is a skill best perfected through practice and interaction, and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to the real world language needs of the student. That is, the underlying learning theory of task based and communicative language teaching seems to suggest that activities in which language is employed to complete meaningful tasks, enhances learning. Prabhu's (1979) 'Bangalore Project' is a classic example of a procedural syllabus. Here, the question concerning *"what"* becomes subordinate to the question concerning *"how".*

➢ **Learner-Led Syllabus**

The notion of basing a syllabus on how learners learn language was proposed by Breen and Candlin (1984). Here the emphasis lies on the learner, who it is hoped will be involved in the implementation of the syllabus design. By being fully aware of the course they are studying, it is believed that their interest and motivation will increase, coupled with the positive effect of nurturing the skills required to learn. However, as

suggested earlier, a predetermined syllabus provides support and guidance for the teacher and should not be so easily dismissed. Critics have suggested that a learner-led syllabus seems radical and utopian in that it will be difficult to follow as the direction of the syllabus will be largely the responsibility of the learners. This leads to the final syllabus design to be examined; the proportional syllabus as suggested by Yalden (1987).

> ➢ **The Proportional Syllabus**

The proportional syllabus basically attempts to develop an "overall competence". It consists of a number of elements within the main theme playing a linking role through the units. This theme is designated by the learners. It is expected initially that form will be of central value, but later, the focus will turn towards interactional components. The syllabus is designed to be dynamic, not static, with sufficient opportunity for feedback and flexibility. The shift from form to interaction can occur at any time and is not limited to a particular stratum of learners. As Yalden observes, it is important for a syllabus to indicate explicitly what will be taught, "not what will be learned".

According to David Wilkins (1976), syllabuses can be *"Synthetic"* and *"Analytic"*. So, Wilkins was the first scholar who drew this distinction:

- **Synthetic Syllabus**:

Synthetic syllabus is the one in which the different parts of language is taught separately and step by step in additive fashion. The learners' acquisition face a process of gradual accumulation of parts until the whole structure of the language has been built up. Grammatical criteria are used to break the language into discrete units. These items are graded according to their grammatical contexts, fluency of occurrence, contrastive difficulty in relation to L1, situation need and pedagogic convenience.

- **Analytic Syllabus:**

Analytic syllabus is organized in terms of the purposes for which the learner is learning the language and the kind of performance that is necessary to meet these purposes. The starting point for syllabus design is not the grammatical system of the language but the communicative purpose for which language is used. The language and content are drawn from the input and are selected and graded primarily according

to what the learner's need to do the real world communicative task. The content in the analytic syllabus is defined in terms of situation, topics, items and other academic or school subjects.

The distinction between the synthetic and analytic syllabus is that the former views that nature of learning is additive while later views that the nature of learning is holistic.

Long and Crookes (1993) support Wilkins distinction to syllabus; "Synthetic" and "Analytic". The two scholars developed Wilkins theory, but always keeping the dichotomy "Synthetic- analytic". Their new subdivision stands on other notions:
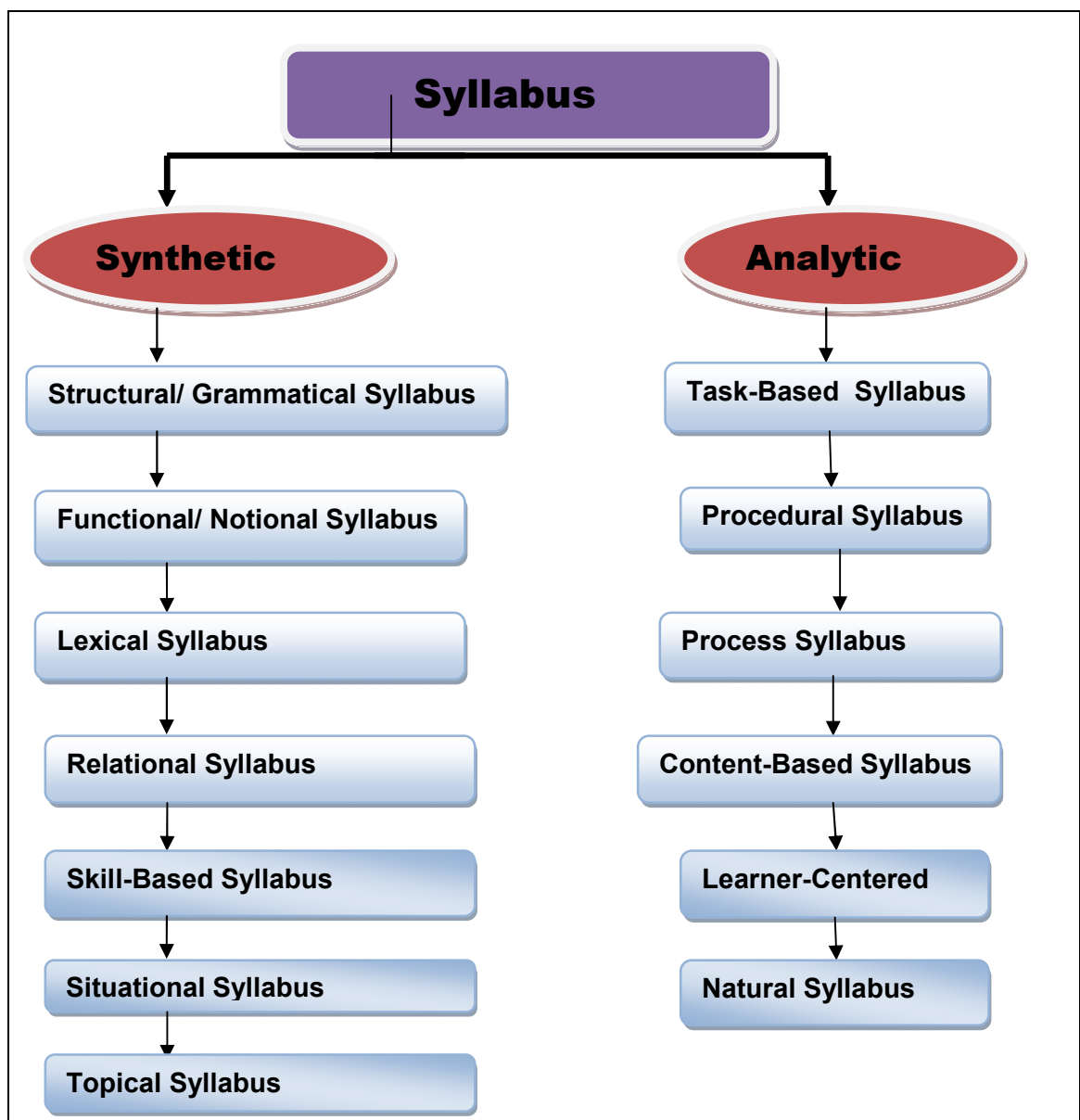
Figure 4.18: Long and Crookes' subdivisions to Syllabus (1983).

The choice of a syllabus is a major decision in language teaching, and it should be made as consciously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language teaching syllabi and as to whether the differences are in syllabus or method. Several distinct types of language teaching syllabi exist, and these different types may be implemented in various teaching situations.

4.5.4. Practical Guidelines to Syllabus Choice and Design:

It is clear that no single type of content is appropriate for all teaching settings, and the needs and conditions of each setting are so particular that specific recommendations for combination are not possible. However, a set of guidelines for the process is provided below:

- ❖ Determine, to the extent possible, what outcomes are desired for the students in the instructional program i.e. what the students should be able to do as a result of the instruction.

- ❖ Rank the syllabus types presented here as to their likelihood of leading to the outcomes desired. Arrange the six types with preference you going to give to each type.

- ❖ Evaluate available resources for teaching, needs analysis, materials choice and production and in training for teachers.

- ❖ Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement within available resources.

- ❖ Compare the lists made under Nos. 2 and 4. Making as few adjustments to the earlier list as possible, produce a new list of ranking based on the availability of resources.

- ❖ Designate one or two syllabus types as dominant and one or two as secondary.

- ❖ Review the question of combination or integration of syllabus types and determine how combinations will be achieved and in what proportion.

4.5.5. Implication of an ESP Syllabus:

Scholars use the notions "Syllabus-Curriculum" interchangeably. As it has been said before syllabus design is by essence linked to course design and

implementation. Both ESP courses and their syllabus are designed to meet the learners' academic needs.

Technology of Communication student should study courses based on their wants and lacks (Jordan 1995), the course designers have to elaborate and implement ESP materials match specific needs as subject matters about technologies, discoveries and inventions in the field of sciences and technologies.

In designing an ESP syllabus, ESP practitioners take into account such criteria of the ESP material as authenticity, content, specification and both the target needs and also the communicative needs. Above all these, the learners' basic needs (NA) should be identified and determined because any course plan or a syllabus design is dependently based on the students' wants and lacks.

A material design model consists of four elements: input, content focus, language focus, tasks (Hutchinson and Waters).

Input: This may be a text, dialogue, video recording, diagram or any place of communication data, depending on the needs defined in the analysis.

Content focus: Language is not an end in itself, but a means of conveying information and feelings about something. Non linguistic content should be exploited to generate meaningful communication in the classroom.

Language focus: This aims to enable learners to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough for necessary language knowledge.

Task: The ultimate purpose of language learning is language use. Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the units.

The implication of an ESP syllabus is, however a continuous process relies on determining the learners' needs, then designing the ESP course. Thus, a lesson plan is by essence a way to design teachable syllabus.

It is the duty of the teacher to create a good and healthy environment for students in order to learn and practice. As the English for Science and Technology (EST) course is to be particularly designed for a specific group of students, an analysis of

needs will be conducted to ascertain the learners' requirement on which the material has to be selected and tasks be planned.

In addition to that, the course outline has to be devised including a program framework and an EST course syllabus. Therefore it is assumed that the EST course should be intended for students to learn English in view of acquiring good knowledge of science and technology as well as interacting with scientific and technological texts.

4.5.6. Subject Matters and the Integrative Skills Teaching:

ESP learners have to learn specialized English, which goes with their basic academic English; it is totally different from the General English. ESP practitioners should elaborate, design and then implement whole units for their enrolled students. Each teaching unit covers the four integrative skills (Listening- Reading- Speaking- Writing).

In addition to the four integrative skills, the course designers need to implement the sub-skills (Grammar- Vocabulary- Pronunciation) within the four skills. ESP approach is not set of unplanned or random tasks. ESP teaching stands on all the skills and the sub-skills, emphasizing the students' needs and wants.

The first dominating approach to ESP course design focused on the grammatical and lexical items of a particular field of English. With the growing popularity of Communicative Language Teaching (CLT), language use became the key emphasis in the ESP world, known as the *"functional-notional approach"*.

In the early 1980s it was found that there was a certain need underlying a particular language use and in addition, the process of learning and learning skills needed to be taken into account. (Dudley-Evans & St John, 1998). Hutchinson and Water (1987) emphasized on the fact that ESP teachers are concerned more with designing appropriate courses for various groups of learners.

There are three factors affecting ESP course design: Language description, Learning theories, Needs Analysis. The interdependence of these factors in the course design process is very important; the course design must bring the learner into play.

The task for the ESP developer is to ensure that all three of these factors are integrated into syllabus. This is a difficult task due to the incredible amount of

research required. Because ESP requires comprehensive needs analysis and because the learning-centered syllabus is not static, it is impossible to expect that the developer be in a position to identify the perfect balance of the abilities noted above for any particular group of learners.

Due to the shortcomings encountered concerning the ESP approach teaching and the content of the ESP course, the researcher is going to suggest a sample of a unit related to Technology of Communication students, third year LMD system at Dr. Moulay Tahar-Saida University. The suggested unit covers all the skills and the sub-skills that meet these learners' academic needs.

4.6. Conclusion:

In this chapter, the researcher discussed the most striking points related to the findings and the shortcoming faced in the ESP course, the content of the course, the ESP practitioners , their role in the ESP classroom, their courses. Indeed, the students' attitude toward the ESP courses, their response and accordance about learning ESP using authentic materials.

Always in this chapter, the researcher shed light on the ESP course, its parameters, objectives and goals. ESP course planning and implementation is strongly linked to a valuable ESP syllabus design, defining the concept syllabus and eventually the scholars' subdivisions to the syllabus. As a fifth chapter, the researcher is designing a unit within its ESP courses, covering all the skills and their sub-skills.

Chapter Five:

A Sample of an ESP Unit Design :

> A SUGGESTED AND A PLANNED UNIT TO THIRD
>
> YEAR TECHNOLOGY OF COMMUNICATION
>
> STUDENTS. - LMD SYSTEM.
>
> UNIVERSITY OF Dr. TAHAR MOULAY- SAIDA.

Unit One:
TECHNOLOGICAL DEVICES and their FUNCTIONS.

Monitor
Disk drive
Floppy disk
Laser printer
Memory
Speaker
CD-ROM
Modem
CD-ROM drive
Keyboard
Mouse
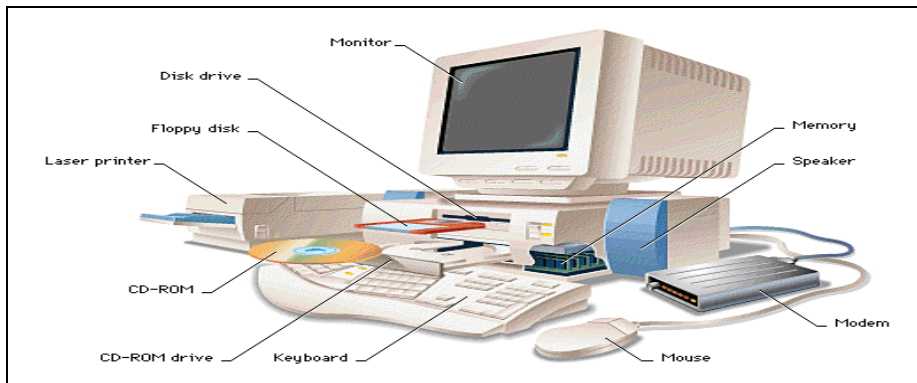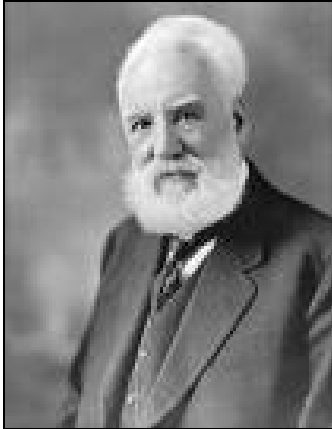
UNIT OUTCOMES:

Unit One:

Unit One:
TECHNOLOGICAL DEVICES and their FUNCTIONS.

Unit Contents	Remarks
I-Developing Skills: (Part One) **I-1- Listening:** The teacher reads a passage and learners listen and do the following Tasks: **I-1-1-Pre-listening:** **Task one:** Listen and tick the words you hear. **Aim:** to familiarize learners with new terms. **I-1-2-While-listening:** **Task two:** Listen again and match the pairs. **Aim:** to form meaningful patterns. **Task three:** Listen and then say "True" or "False". **Aim:** to check learners' comprehension. **I-1-3- Post-listening:** **Task four:** Fill in with the supplied words. **Aim:** to reproduce a meaningful passage. **I-2- Reading:** **1-2-1-Pre-reading:** **Task one:** Consider the sentences below and say if "You agree" or "You disagree". Put ticks. **Aim:** to get learners' started. **1-2-2-While reading:** **Task two:** Skim through the text and say in which pg the idea is mentioned? **Aim:** to skim for a detailed idea. **Task three**: Scan the text and circle the suitable answers. **Aim:** to comprehend the reading passage. **1-2-3-Post reading:** **Task four:** Fill in with the supplied words. **Aim:** to reproduce a coherent paragraph. **II- Discover the Language:** **II-1- Grammar:** **II-1-1- The present simple passive:** **Task one:** Turn the sentences below into the passive voice. **Aim:** to recycle the present simple passive.	

Unit Contents	Remarks
II-1-2-"Used for" and "Used to" **Task two:** Look at the given example and do the same. **Aim:** to recycle both structures/ to describe functions of devices. **II-2-Vocabulary:** **II-2-1- Roots and affixes:** **Task one:** Look at the given example and divide words into roots and affixes. **Aim:** to introduce affixation to learners. **II-2-2- Nouns and adjectives:** **Task two:** Look at the given pattern and do. **Aim:** to derive nouns and adjectives from given verbs. **II-3- Pronunciation practice:** **II-3-1- Words' syllables:** **Task one:** Pronounce the words below and classify them according to their number of syllables. **Aim:** to know number of syllables in different words. **II-3-2- The final /s/ pronunciation:** **Task two:** Classify the words below according to their final /s/ pronunciation. **Aim:** to pronounce accurately. **II-3-3- Stress placement:** **Task three:** Listen to your teacher as he pronounces the given words then mark stress placement. **Aim:** to stress words correctly. **I-Developing Skills :(Part Two)** **I-3- Speaking:** **Task one:** Consider the picture and describe what you see using the supplied questions and then write a descriptive paragraph. **Aim:** to describe robots and their gradual development. **Task two:** here is a picture about the computer and its parts, label them and then write a paragraph about the computer. **Aim:** to describe the computer and its components. **I-4- Writing:** **Topic:** Here are scrambled events about the development of the "Electric Telegraph", reorder them and write a paragraph. **Aim:** to make a coherent historical paragraph. **III- Relax:** **Task one:** Crosswords. Find the missing words (Across- Down) using the grid below. **Aim:** to keep learners connected with inventions and inventors. **Task two:** Guessing game. Find the suitable answer. **Aim:** to stimulate learners and check their knowledge. **IV- Assessment:** **Assignment:** Consider the given chart and check your perception to all what you have already studied. Put ticks. **Aim:** self-assessment and peer assessment.	Project work is Cancelled because Of timing.

<u>Appendix 01</u>: A SUGGESTED an ESP UNIT DESIGN for TECHNOLOGY of COMMUNICATION LMD STUDENTS:

1. Introduction:

In this chapter, the researcher is going to design and then implement an ESP unit for Technology of Communication, third year LMD system at Dr. Moulay Tahar-Saida University. This suggested unit covers all the four integrative skills (Listening-reading- Speaking- Writing) and even the sub-skills (Grammar- Vocabulary-Pronunciation).

The design of these ESP course come to bridge the gap, registered in the quality of the course presented to those learners in one side. On the other side, the enrolled students will and desire to cope with authentic ESP teaching materials, which could meet their basic needs.

2. The ESP Unit Design:

To start with, the researcher noticed the enrolled students will to study ESP courses, covering all the skills and the sub-skills. For that, a design of samples of ESP course and their implementations is a must, so as to involve these learners in an authentic learning process.

The researcher in this section is going to speak about the four skills theoretically, their methodology of teaching, their aims and their tasks. As a practical view, the researcher is going to present these courses, the time devoted to the whole unit and timing corresponding to each skill and sub-skill, Introducing the teaching material, gauging the learners' intake and assessing their outputs. The unit encompasses the following teaching points:

1- Developing skills.

2- Discover the language.

3- Project work and Assessment

1- <u>Developing Skills</u>:

    The students are exposed to all the four skills (Listening- Reading- Speaking- Writing). All the four skills should rely on authentic materials, and meet the learners' needs. While presenting the four skills, the sub-skills (Grammar- Vocabulary- Pronunciation) are tackled.

2- <u>Discover the Language</u>:

    In this phase, the students receive the sub-skills. So both grammar and vocabulary are presented after the two skills (Listening – Reading). The Grammatical structures introduced in the two skills are taught deductively and deductively, and then students recycle what they study.

    In vocabulary practice, the Technology of Communication students answer the suggested lexis tasks, so as to be familiarized with the notions and the vocabulary taught in the whole unit.

    Pronunciation session is devoted to pronounce words appropriately and correctly. The ESP practitioner suggests some tasks as "Stress placement- Words ending in /ed/ pronunciation- Words syllables- Final /s/ pronunciation". The purpose behind these tasks is to train learners to pronounce correctly and accurately.

3- <u>Project Work and Assessment</u>:

  a- <u>Project work</u>:

    After covering all the planned ESP courses, the students are invited to prepare a short exposé as an assignment. This assignment is based on what is presented to learners. For instance, the grammar rules and the lexis provided to learners are going to be recycled in doing that assignment.

    The project may be about one of the inventions in the field of technology as "the Telex- the Fax- the Television……". In dealing with one of the inventions or such machines, the students are going to describe each piece of that device, its function, its placement, and so on.

b- <u>Assessment:</u>

Assessment comes as the final step in the learning process, it is to put things altogether. The ESP practitioner recalls all what has been learned in the whole unit, and invites learners to assess themselves as shown in the table below:

	I can do ……………Put ticks **√**		
Language outcomes	**Very good**	**Good**	**Not good**
-Using the present simple passive correctly. -Classifying verbs ending in /ed/ appropriately.			

c- General Information about the Unit Frame and Content:

> **Unit: Technological Devices and their Functions**

- **Unit Functions:** Describing – Instructing- Questioning- Socializing……

- **Level:** Third Year Technology of Communication Students LMD- Dr. Tahar Moulay- Saida University.

- **General Objective:** By the end of this unit, the Technology of Communication students will be able to describe different machines and electric devices, stating their functions, describing their components, using the language points presented during the whole unit.

- **Time allotment:** 12 hours.

- **Materials used:** Data show- Pictures- First generations telephones……

- **Unit Teaching points:**
  - ➤ Listening Comprehension: Aims and Tasks.
  - ➤ Reading Comprehension: Aims and Tasks.
  - ➤ Grammar: Guided Tasks and their Aims.
  - ➤ Vocabulary: Lexis Tasks and their Aims.
  - ➤ Speaking: Communicative Tasks and their Aims.
  - ➤ Pronunciation: Practice and Aims.
  - ➤ Writing: Writing Assignments and their Tasks.
  - ➤ Project work: Students presentations related to their field of study and to what they have learned in the whole unit.

➢ Assessment: It is to gauge what has been learned, it is a self-assessment process. It can be also a peer-assessment process.

3. The Theoretical Study of How to Teach the Four Integrative Skills:

3.1. How to Teach Listening:

Listening comprehension is an important language skill to develop. Language learners want to understand target language of the speakers. Listening is not an easy skill to acquire because it requires listeners to make meaning from the oral input by drawing upon their background knowledge and produce information in their long term memory and make their own interpretations of the spoken passages .In other words, listeners need to be active processors of information.

Listening as a receptive skill stands on three sequences: Pre-listening. While-listening. Post-listening). Three sequenced are presented gradually and hierarchically. Each sequence is characterized by its kind and degree of complexity of activities:

a-**The pre-listening** stage helps the students to prepare for what they are going to hear, and this gives them a greater chance of success in any given task. The first stage of pre-listening usually involves activating *schemata in order to help students to predict the content of the listening passage. The second stage is setting up a reason to listen through setting questions beforehand "signposting questions"

b-**The while-listening** stage invites students to hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in details. They check their answers in pairs or groups. This is to give them confidence and to open up any areas of doubt. They then listen a second time, either in order to check or to answer more detailed questions. It is important that the students should be required to do different tasks every time they listen.
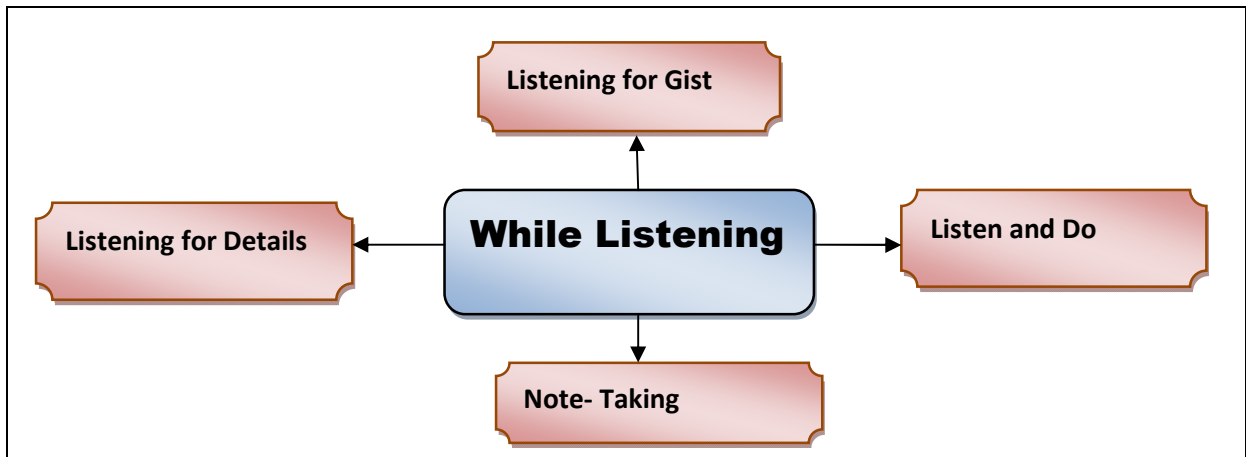
Figure5.1: While-Listening Activities.

❖ **Listening for gist:**

On their first encounter with a passage in the classroom, students usually listen for gist - the main idea. Here are some examples of typical gist questions: What problems are they discussing? What does the speaker think of the topic? Look at the pictures. Who are the speakers talking about? A simple gist exercise is to ask for basic information under the headings What? Who? Why? When? This works for most listening passages.

❖ **Listening for details:**

It is also known by "Selective Listening" in this activity, which is particularly enjoyable for young learners, the teacher writes a list of words on the board, all of which occur during the listening passage. These should be content words - nouns and some verbs. The students, working alone, choose and write down seven of these words. They then listen to the passage. Whenever their words come up, they tick them.

❖ **Note-Taking:**

Guided note-taking is a technique that familiarizes students with coping with the main headlines, so as to develop ideas or write a summary. Instead of starting with a blank piece of paper, the students are given subheadings, numbers or unfinished notes to guide them.

❖ **Listen and Do :**

Stand up if ...: this is a very simple listening activity that can energize a class. The teacher simply says imperatives beginning with stand up if you . . . . For example,

Stand up if you are wearing blue/like potatoes/own a dog/have been to the cinema in the last month, etc,

Grab the word: choose about fifteen key words from the listening passage and write them on individual cards. Stick the cards on the wall or board, or if there are a lot of students, place the cards on the desks after making duplicate copies. The students listen and grab the words when they hear them. The winner is the person who grabbed the largest number of cards.

c-The Post-Listening: The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This may be done as a whole class, pairs or groups. The post-listening stage is where students can reflect on their listening experience without the pressure of having to process real-time speech or do a task.
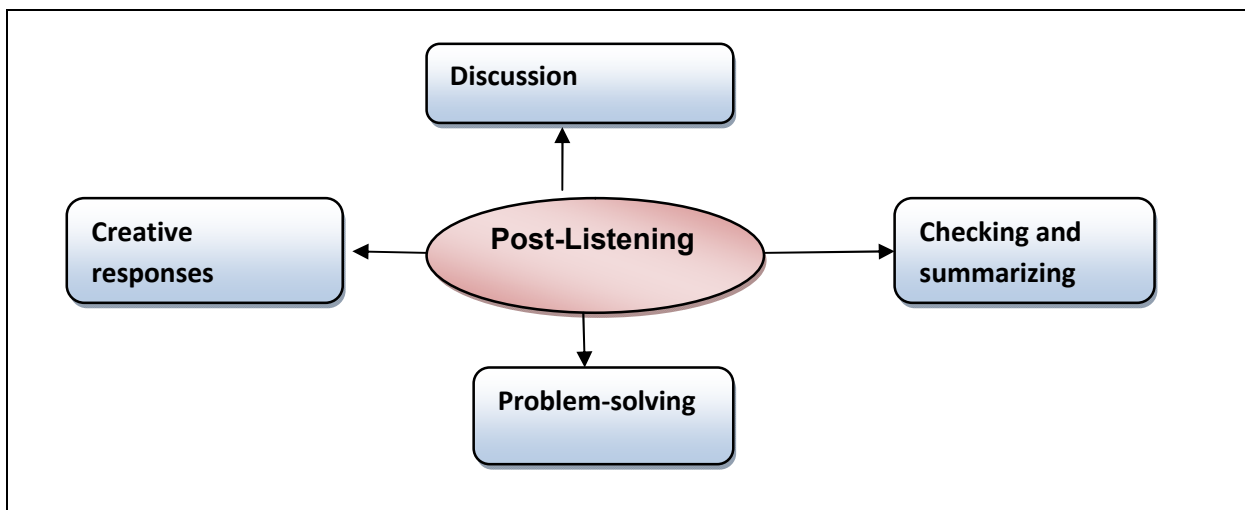
Figure5.2: The post-Listening Tasks.

❖ **Discussion:**

Personalize: ask if the situation is the same for the students. How is it different? In multilingual classes particularly, teachers can ask if the situation is the same in the students' various countries. Cross-cultural discussions of this nature are often very fruitful and motivating as many students enjoy learning about their classmates' culture.

Questions: the teacher can devise a number of questions based on the topic of the listening passage.(Ex: Ss answer some questions after implementing the while listening tasks as : Have you ever ……? / Is there any member of your family

who......) Statements: the teacher can devise a number of statements based on the listening passage. The students discuss whether they agree or disagree.

❖ **Creative responses:**

Genre transfer: one way to engage students in a deeper processing of a listening passage is to ask them to re-fashion the text, for example by transferring it to a different genre. This might involve turning a spoken text into a written version. A piece of conversation can be transformed into a news article. We can listen to a person chatting about their daily life and then write their diary entry.

Write on: the students listen to a story and then write a continuation. In order to do this, they must be aware of the main ideas and key features of the original input: its tone, style, characters and story line. Illustrate: this activity is particularly enjoyed by children. The students listen - it might be to a situation, story or description - and then draw an image that represents the passage. They then explain their illustration in terms of its significance, and how it reflects what they heard.

❖ **Problem-solving:**

Listing Example rubric: List all the ways to ... (get from A to B/save the whale/get fit). Sorting Example rubric: Put... (The words/food types/people) into groups. Sorting demands that students see connections between different items and is good for vocabulary acquisition, in particular. Ranking Example rubric: Say which is the best, the second best, the worst, etc. Ranking typically has no correct answer. Students need to justify their ideas, and the potential conflict may lead to good discussions.

3.2. How to Teach Reading:

Reading is a receptive language process. It is the process of recognition, interpretation, and perception of written or printed materials. Reading comprehension is . . . intentional thinking during which meaning is constructed through interactions between text and reader. . . . The content of meaning is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it.

Reading Techniques:

1-Scanning:

It is a technique you often use when you search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it. When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

2-Skimming:

It is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by word, instead you're scanning the text. Skimming is done at a speed three 14 to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph.
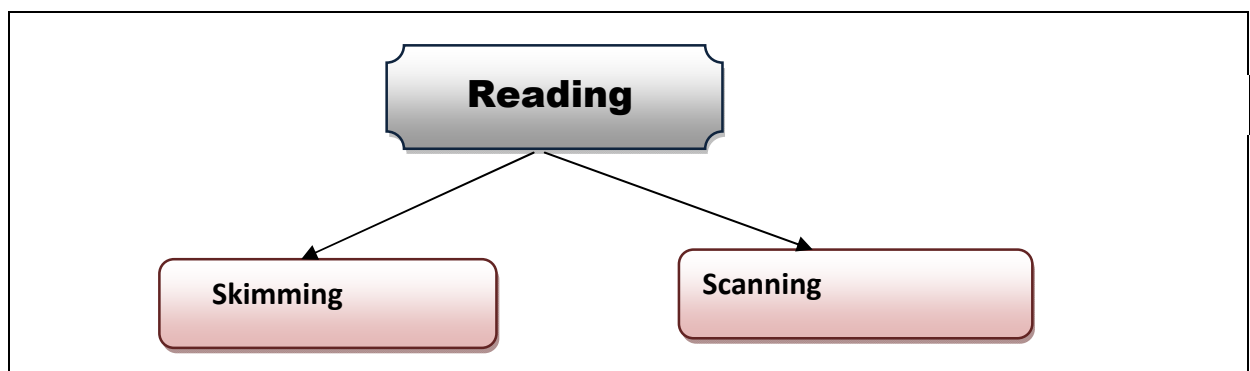
Figure5.3: Reading two processes.

Incorporating Effective Reading Strategies into the Foreign Language Classroom:

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur:

a- The Pre-reading (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16). Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points rose in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

b- The While-reading (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

c- The Post-reading (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted (Ibid: 16). Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new 24 information into what one already knows, foreign language reading must go beyond detail, eliciting comprehension drills to help students

recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts. "Follow-up" exercises take students beyond the particular reading text in one of two ways: by transferring reading skills to other texts or by integrating reading skills with other language skills (Phillips, 1985).
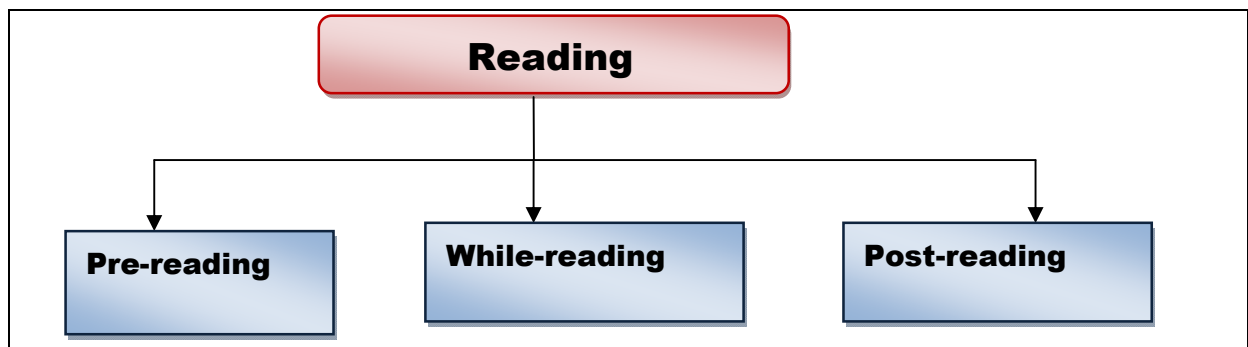
Figure5.4: The Three Stages of reading.

3.3. How to Teach Speaking:

Fluency as the ability to converse with others .Many language learners regard speaking ability as the measure of knowing a language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Speaking stands on three major purposes:

1-Interaction 2-Transaction 3-Performance (Richards, 2008)
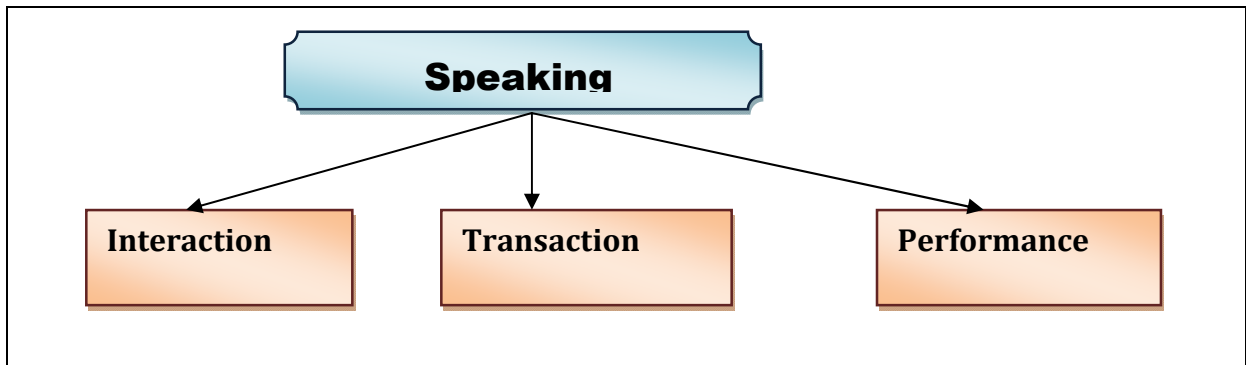
Figure5.5: The three purposes of reading. (Richards, 2008)

Speaking involves three areas of knowledge:

- Using the right words in the right order with the correct pronunciation (Mechanics)

- Knowing when clarity of message is essential and when precise understanding is not required (Functions)

- Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. (Social and cultural rules and norms)

Teaching Speaking Theories and Methodologies Jack C. Richards:

Typical learner problems:

- Learners cannot sustain spoken interaction beyond short segments
- Frequent communication breakdowns and misunderstandings
- Lack of vocabulary needed to talk about common utterances
- Lack of communication strategies
- Learners speaks slowly and takes too long to compose utterances
- They cannot participate actively in conversation
- Spoken English doesn't sound natural
- Poor grammar and Poor pronunciation

Reasons for poor speaking skills:

- Lack of curriculum emphasis on speaking skills
- Teachers' limited English proficiency
- Class conditions do not favor oral activities
- Limited opportunities outside of class to practice

- Examination system does not emphasize oral skills

How can instructors help?

Providing authentic practice that prepares students for real-life communication situations with grammatically correct, logically connected sentences that are appropriate to specific contexts, and with comprehensible pronunciation.

Suggestions for teaching speaking:

✓ Provide a rich environment that contains collaborativeʊ work, authentic materials and tasks.

✓ Try to involve each student in every speaking activity.

✓ Not to correct students' pronunciation mistakes very often.

✓ Reduce your own speaking time while increasing student speaking time.

✓ Stage and grade speaking activities from controlledʊ classroom activities then free speaking activities and at the end get them to public speech.

Staging Speaking Activities:

There are **FOUR** stages to a speaking activity:

1. Preparation (Pre-speaking)

2. Practice

3. Production

4. Feedback. Richards (2008)

Staging Speaking Activities:

1-Before the lesson:

• Decide on your aims: what you want to do and why.

• Try to predict any problems the students might have.

• Work out how long the activity will take and tailor to the time available.

• Prepare any necessary Staging Speaking Activities.

2- During the activity:

• Arouse the students' interest.

• Leave structure or vocabulary students need on the board

• Make sure that students know the aim of the activity.

• Make sure students have enough time to prepare.

• Make the activity more a 'process' rather than a 'product'.

• Monitor the activity with no interruption.

• Evaluate the students' performance to give feedback.

3- After the activity:

• Provide feedback

• Include how well the class communicated.

• Sometimes you can record the activity for discussion.

• Focus more on the possible improvements rather than the mistakes.

• Note down repeated mistakes and group correct them.

Successful Speaking Lesson: Remember…

➢ Match the activity to the objectives, function and context.

➢ Introduce the function (instructions, reporting…)

➢ Pre-teach the fixed expressions, target structure, vocabulary, and language of interaction.

➢ Include modeling and drilling.

➢ Monitor, correct, prompt and praise!

➢ Focus on task achievement.

➢ Allow time. Ask students to repeat, if necessary.

➢ Ask students to share their activity with the class to show a „model of achievement".

General Recommendations:

Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Learners should be more active in the learningʊ process by means of interactive speaking activities.

Speaking English is the main goal of many ESL learners and a crucial tool to improve their English language.

Developing Speaking Activities:

The purpose of real communication is to accomplish a task, such as conveying a telephone message. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their

purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Building up Successful Collaborative Speaking Atmosphere:

- ❖ Prepare carefully
- ❖ Set a goal or outcome
- ❖ Use role cards
- ❖ Brainstorm
- ❖ Keep groups small
- ❖ Give students time to prepare
- ❖ Be present as a resource, not a monitor
- ❖ Allow students to work at their own levels
- ❖ Do topical follow-up
- ❖ Do linguistic follow-up

Creating a Successful Discussion Environment:

- ❖ Prepare the students
- ❖ Offer choices
- ❖ Set a goal or outcome
- ❖ Keep it short
- ❖ Allow students to participate in their own way
- ❖ Do topical follow-up
- ❖ Do linguistic follow-up

3.4. How to Teach Writing:

Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools.

There are a number of scholars who have different views and thoughts on writing and writing skill. Peter T. Daniels (1996) defines writing as a system of more or less

permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer.

Steven Roger (2001) stressed that no one definition of writing can cover all the writing system that exist and have ever existed. However, he says that the writing should fulfill some criteria as its purpose of communication.

Writing as a productive skill has different purposes and standards:

➢ **Expository:** explains or informs / constructed logically / focus is on an idea

➢ **Narrative:** focus is on temporal sequencing / related events

➢ **Descriptive:** deals with perceptions – mainly visual / often employs spatial constructs

➢ **Persuasive:** seeks to alter how one thinks or feels through emotion

➢ **Argumentative:** presents both sides of an issue but appeals to logic, evidence, & reasons for support

Writing involves going through a number of stages, some of which are given below:

✓ **Brainstorming** (thinking of everything about the topic).

✓ **Making notes**. Writing a draft (a piece of writing that is not yet finished, and may be changed).

✓ **Editing** (correcting and improving the text).

✓ **Producing** another draft.

✓ **Proof reading** (checking for mistakes).

Implications for the Teaching of Writing:

The Audio-lingual Method relied heavily on the repetitive work in the language laboratory. Writing was regarded as a means of reinforcing what has already been learnt in the speaking phases of lessons. However, Brooks & Grundy (2001: 11) asserted that:

> *"Teachers who appreciate the importance of Communicative*
> *Language Teaching have found that successful learners*
> *need to master a variety of genres or types of writing.*
> *Each genre has its own conventions concerned with the*
> *type of information to include and the order to put it in.*
> *Discussing such conventions helps to provide a clear*
> *framework within which students can write effectively.*

Learners' Problem in Writing:

A big question that all of us ask at one point or another is: "what can I do to write?" and "why writing is difficult?" Coe & Rycroft (2000) presented the main reasons why learner's writing may be difficult to understand or defective in some other way:

a) The sentence may not have clear punctuation: there may be commas and full stops without any good reason; there may be no punctuation where it should.

b) The idea may not have been presented in an order that easily makes sense to the reader.

c) The relation between the ideas may not be clear because of the absence, or inappropriate use of linking words and phrases, such as although, for example, lastly, and so on.

d) The writer's attitude to what he or she is writing may not be clear: is he or she describing, suggesting or criticizing something?

e) The ideas may not be grouped together into distinct paragraphs, or the learner may begin practically every sentence on a new line .Again, a paragraph-or a longer text-may not begin with an introduction that leads the reader in the right direction.

f) A text may contain ideas that are not really relevant to what the writer wants to express, or the writer may find it difficult to think of enough ideas. To put it simply, it is important for learners to practise in combining the separate skills in one compete, well- written text.

Collaborative Writing:

Brooks & Grundy (2001.12) stated that: "We often suggest that students should work in pairs or groups. There are two reasons for this. The first is to raise the students' awareness of the writing process by planning their work in the particularly conscious way that writing collaboratively involves. The second is to make writing a less lonely or secretive activity than it sometimes appears to be".

Harmer (2001) considered collaborative writing as a successful technique which allows students to learn from each other .It gives each member of the collaboration

access to others' minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating.

4. The Theoretical Study of How to Teach the Sub- skills:

4.1. How to Teach Grammar:

Grammar is a set of rules and language forms, which characterize any language, so as to use it accurately and correctly. David Crystal outlines: *"Grammar is the business of taking a language to pieces, to see how it works."*

Grammar is the system of a language. It is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language. Grammar can be taught distinctively; there two approaches of how to teach grammar: the deductive way and the inductive way.

```
                        Grammar

    Deductive Grammar              Inductive Grammar
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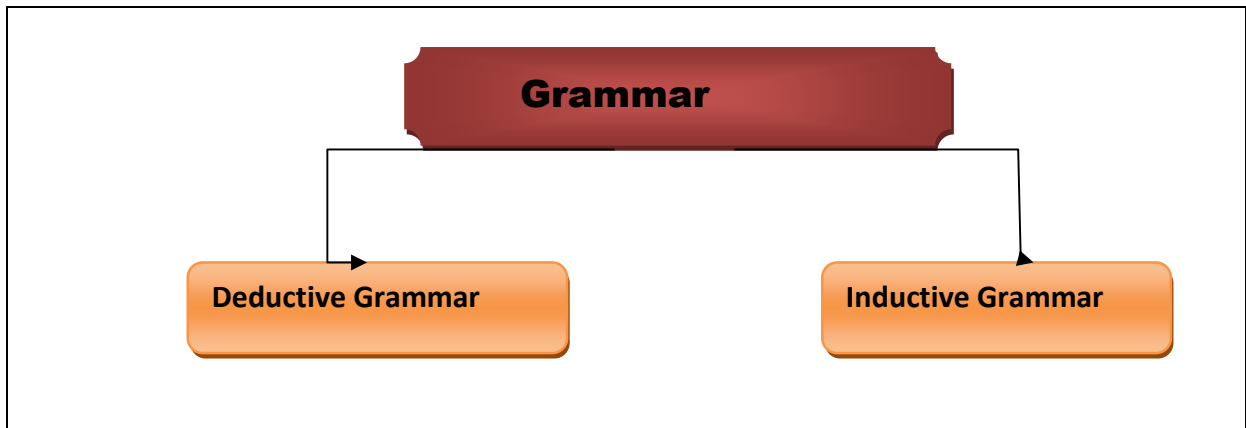
Figure 5.6: Grammar Teaching Approaches.

➢ **The Deductive Teaching Grammar Approach:**

A deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied. The grammar rule is presented and the learner engages with it through the study and manipulation of examples.

The Advantages of the Deductive Approach:

• Deductive grammar gets straight to the point, and can therefore be time-saving. Many rules — especially rules of form — can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.

• It respects the intelligence and maturity of many - especially adult -students, and acknowledges the role of cognitive processes in language acquisition.

• It confirms many students' expectations about classroom learning, particularly for

those learners who have an analytical learning style.

• It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

➢ **The Inductive Teaching Grammar Approach**:

It is the rule-discovery path. Learners discover the rules for themselves are more likely to fit their existing mental structures than rules they have been presented with. This in turn will make the rules more meaningful, memorable, and serviceable.

The Advantages of the Deductive Approach:

• The Inductive grammar favors pattern-recognition and problem-solving abilities this suggests that it is particularly suitable for learners who like this kind of challenge.

• The mental effort involved ensures a greater degree of cognitive depth which, again, ensures greater memorability.

• Students are more actively involved in the learning process, rather than being simply passive recipients: they are therefore likely to be more attentive and more motivated.

• If the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice.

• Working things out for themselves prepares students for greater self-reliance and is therefore conducive to learner autonomy.

4.2. How to Teach Vocabulary:

Vocabulary can be defined as a word within a particular language which is known to the person. With increasing age, people tend to develop vocabulary. It is considered as a very important communication tool which improves a person's knowledge. It also helps one to acquire the knowledge and help in better communication. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined where all the words known and used by a person are related to a particular subject.

Vocabulary is vital to communicating with others and understanding what one is reading. Many words have several different meanings; one must study the meanings of the words and the part of speech, the words in context etc. Apply what you learn by writing sentences with your words. If one's vocabulary is very strong, it will help the person to write accurately and speak fluently. It is very important and vital while communicating with others.

A person's knowledge of words is divided into two broad kinds of vocabulary. There are two kinds of Vocabulary:

- **Active Vocabulary:**

  Working Vocabulary or Functional Vocabulary. It consists of words a person uses for a speech or writing as he fully understands the meanings of the words.

- **Passive Vocabulary:**

  Recognition Vocabulary. It consists of words a person encounters in a newspaper and editorials or in others speech. These are unfamiliar words where it can be judged based on its context of use.

Techniques to involve Learners to cope with Vocabulary:

Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations .Teachers in their turn, need to accept that the learning of new words involves a period of' initial fuzziness'. Words can be learnt in isolation or they need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.

ESP practitioners should follow these strategies while teaching vocabulary:

Elicitation:

A standard elicitation procedure is for the teacher to present the meaning of a word (e.g. by showing a picture) and asking learners to supply the form. Alternatively, the teacher can supply the word, and elicit a definition, synonym or example. This second procedure, going from form to meaning, is typical of text-based vocabulary work. It also occurs when words come up naturally in classroom talk The rationale underlying elicitation. It actively involves the learners in the lesson .It maximizes speaking opportunities, it also keeps the learners alert and attentive o it challenges better

learners who might otherwise 'turn off' o it acts as a way of checking the learners' developing understanding o in the case of form-first presentations it encourages learners to use contextual clues If overused, however, many of the advantages of elicitation may be lost.

Personalization:

This suggests that another important way of involving learners is to have them personalize the new words. Personalization is simply the process of using the new word in a context that is real for the learner personally. 'Memory of new words can be reinforced if they are used to express personally relevant meanings'.

Semantic Mapping – Associations:

Semantic mapping generally refers to brainstorming associations which a word has and then diagramming the results. For example, when asked to give words they thought of when they heard the word "faithfulness", low-intermediate ESL students generated sixteen words or phrases: cat, friend, family, reliance, trust, dishonest, unfaithfulness, believe in friendships, bonds, obey, dog, friendly, sexual unfaithful, gossiping, marriage, love. After clustering words which they felt went together, they mapped the relationships between these words since it is possible to analyze words in different ways and because features may be difficult to agree upon, semantic feature analysis and semantic mapping promote a great deal of group interaction. Over time, the learners may add new words to then charts and maps. These semantic exercises will then not only be visual reminders of links in the lexicon but of the learner's expanding vocabulary.

Semantic Mapping - Word Field Diagrams:

Visuals are an extremely useful framework for storage of lexis, and they can be used to highlight the relationships between items. Word field diagrams are of interest here and the example below could be used as a testing activity by omitting some of the items. Learners could also be asked to organize their own diagrams of this type.

Peer Teaching:

This is an alternative to teacher presentation - and one that maximally involves learners - is peer teaching, i.e. learners teaching each other vocabulary. One way of doing this is through an information gap activity. This is an activity in which

information is distributed between students in pairs or small groups. In order to complete a task, students must exchange information in order to "fill the information gap". The aim is to exchange information about the pictures in order to find the ten differences. At some stage this will involve students using the words that have been glossed at the bottom of their picture.

4.3. How to Teach Pronunciation:

Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether.

Most of the students find difficulties in pronouncing English words for instance correctly and fluently. These difficulties are due to the extensive use of the mother tongue. In addition, L1 and L2 do not have the same sound-systems. As Algerians for instance, speakers use the /kh/ |خ| sound while in English this letter does not exist.

Since teachers do not teach native speakers, they should take this criterion into consideration, to facilitate learning in one side and on the other side, to invite the learners to pronounce words correctly respecting the number of syllables, stress placement, the final /ed/ and the final /s/ pronunciations.

To facilitate teaching pronunciation, teachers have to use direct and simplified tactics to familiarize learners with the target language sounds and pronunciation. For instance, the final /s/ words can be taught in isolation, or in a context, to be repeated frequently.

Pronunciation has relation with the listening comprehension; similar techniques can be used for both. The ESP practitioner can invites the learner to listen to a gist or a short conversation and then leads his/ her learners to repeat the utterances as they are pronounced.

Eventually, teaching pronunciation advocates practice and repetition of what learners are exposed to. The most common and planned pronunciation themes that

teachers teach are words' syllables, stress placement, the final /s/ and the final /ed/ pronunciations, bearing in mind the teaching pronunciation structures have to meet the learners' needs.

5. The Designed Unit and Its Contents:

5.1. Developing Skills:

5.1.1. Listening:

> **Unit One:** Inventions and Communication Devices.
> **Level:** Third Year LMD- Technology of Communication Students.
> **Time Allotment:** 01 Hour and 30 minutes.
> **Script:** A listening passage.
> **Material Used:** Telephones and Cell phones.

Aim of the Course:

> By the end of this phase, students will notice the gradual and the progressive
>
> change in developing the telephone.

The development of the telephone.

Warm up: The teacher shows the pictures of the telephone and leads his learners to describe them, stating the function of the telephone.

Passage:

Of all the various telecommunications services in existence today, the one most used is the telephone. Although there have been striking advances in the way telephone messages are transmitted over long distances, the basic operation has remained little changed over many decades.

A telephone set consists of a transmitter, a receiver, and a dial or push-button mechanism. The transmitter converts sound into a fluctuating electric current, while the receiver converts such a current back into sound. The telephone can be made to work because sound travels through the air in waves. Speech is carried by waves in the air stirred up by the vibrating vocal cords in the throat. These sound waves exert enough power to bend a thin sheet of metal slightly. Such a metal diaphragm springs back to its original position after each wave passes it. Thus the diaphragm vibrates in the same pattern as sound waves. A telephone transmitter consists of a small metal diaphragm covering a little chamber of carbon granules. An electric current passes constantly through the diaphragm and the carbon.

A- The Pre-Listening:

Task one: Listen to the passage and tick the words you hear.

Aim: To familiarize learners with words related to the invention of the telephone.

Advances	Waves	Telephone	Telegraph	transmitter	Receiver
Discoveries	mechanism	Communication	Injected	scientists	Button

B- The While-Listening:

Task two: Listen again and match items in column "A" with their corresponding in Column "B".

Aim: To get meaningful statements.

A
1- Telephone messages are
2- The push button mechanism
3- The transmitter converts sounds
4- Speech is carried by waves in the

B
a- is a part of the telephone set.
b- air stirred up by the vibrating vocal cords in the throat
c-transmitted over long distances.
d- into a fluctuating electric current.

1	2	3	4

Task three: Listen and say "True" or "False". Put ticks "√"

Aim: To check learners' comprehension**.**

Sentences	T	F
a- The telephone is one of the least used telecommunication services.		
b- The transmitter converts sound into a fluctuating electric current.		
c- In communicating, sounds travel through the air into waves.		
d- The diaphragm vibrates in various patterns as sound waves.		

c- The Post-listening:

Task four: Use the supplied words below and build up a descriptive paragraph.

Aim: To reproduce a meaningful paragraph.

Receiver	Device	Telecommunications	electronic	Services	Telephone

The telephone is one of the most important ……1….. devices that revolutionized the world and facilitated information. This …2… was first invented by Alexander Graham Bell in 1876. The ….3…… consists of three main parts; a transmitter, a …4…, and a dial or push-button mechanism. Gradually, this ….5….. device was developed and became sophisticated. The cell phone is the latest man's inventive apparatus, which contributes to shape our life style and our ….6….. as well.

5.1.2. Reading:

Unit One: Inventions and Communication Devices.
Level: Third Year LMD- Technology of Communication Students.
Time Allotment: 01 Hour and 30 minutes.
Script: A reading passage.
Material Used: pictures about satellites (natural- artificial satellites).

Text:

A satellite is a moon, planet or machine that orbits a planet or star. For example, Earth is a satellite because it orbits the sun. Likewise, the moon is a satellite because it orbits Earth. Usually, the word "satellite" refers to a machine that is launched into space and moves around Earth or another body in space.

In **1945**, there was satellite communications system proposed in a British science fiction article written by Arthur C. Clarke. The report shows how geostationary satellites can be used for global television and radio communication and broadcasts. The first artificial satellite was initiated in **1957** by the Soviet Union, named Sputnik. However, the first successful weather satellite was launched in **1960** by NASA. Named the Tiros-1, the satellite was a success.

The first communication satellite was launched in **1962**, named the Telstar-1, China launched its first satellite into the Earth's orbit in **1970.** By **2012**, a noted 1000 satellites were orbiting the earth, all which have indeed played a wide variety of roles for the world.

Thousands of artificial, or man-made, satellites orbit Earth. Some take pictures of the planet that help meteorologists predict weather and track hurricanes. Some take pictures of other planets, the sun, black holes, dark matter or faraway galaxies. These pictures help scientists better understand the solar system and universe. Still other satellites are used mainly for communications, such as beaming TV signals and phone calls around the world. A group of more than 20 satellites make up the Global Positioning System, or GPS.

With satellites, TV signals and phone calls are sent upward to a satellite. Then, almost instantly, the satellite can send them back down to different locations on Earth.

Satellites come in many shapes and sizes. But most have at least two parts in common - an antenna and a power source. The antenna sends and receives information, often to and from Earth. The power source can be a solar panel or battery. Solar panels make power by turning sunlight into electricity.

Many NASA satellites carry cameras and scientific sensors. Sometimes these instruments point toward Earth to gather information about its land, air and water. Other times they face toward space to collect data from the solar system and universe.
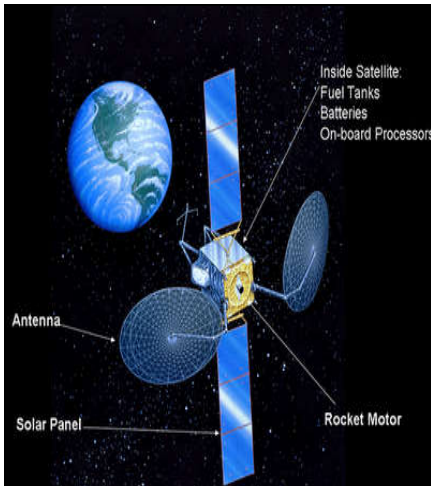
Pictures about artificial satellites.

Warm up: (5mns) The teacher shows to his students two pictures about satellites and invites them to identify them and then to state some of their functions.

A- The Pre-reading phase:

 Task one: Consider the sentences below and say if you "Agree" or "Disagree". Put ticks "√"

 Aim: To get learners started.

Sentences	I agree	I disagree
1- The moon is an artificial satellite. 2- "Sputnik 1" was the first Soviet artificial satellite, it was launched in 1957. 3- Satellites predict hurricanes and tornadoes. 4- Artificial satellites are bigger than the planets.		

B- The While-reading phase:

 Task two: Skim through the text and say in which paragraphs are these ideas mentioned?

 Aim: To skim through for detailed ides.

Ideas	Paragraphs
a- NASA targeted satellites.	Pg ………….
b- Satellites as broadcasting tools and facilitators.	Pg ………….
c- China's contribution in space explorations.	Pg ………….
d- The nature of the satellite.	Pg ………….

Task three: Scan the text and circle the best answer:

 Aim: To comprehend the passage and shape its ideas.

1- The moon orbits:

   a- Parts of Asia and Europe.   b- The Earth.   c- Venus.

2- NASA launched the first weather satellite in:

   a- 1960.   b- 1976.   c- 1980.

3- …………………………. make up the Global Positioning System, or GPS.

   a- About 20 satellites.   b- Less than 20 satellites.   c- More than 20

satellites.

 4- The title of the text can be:

   a- Space Explorations.   b- The Natural Satellites.   c- Satellites, history and Functions.

C- The Post-reading phase:

  Task four: Use the notes in the chart below and write a descriptive paragraph about the

            satellite.

  Aim: To reproduce a coherent paragraph, basing on the supplied notes.

Device	Construction	Development	Components	Functions
-artificial Satellites	-the Soviets in 1957. "Sputnik1" "Sputnik2"	-NASA weather satellite 1960. -China's first Satellite in 1070	**-**an antenna -a power source -a sophisticated camera.	-predicting weather Forecast and track hurri -positioning locations and GPS systems. -Transmitting T.V programs. -observing the planets of the outer space.

 Paragraph:

      The satellite is ………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
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5.2. Discover the Language:

5.2.1. Grammar Explorer:

Unit One: Inventions and Communication Devices.
Level: Third Year LMD- Technology of Communication Students.
Time Allotment: 01 Hour and 30 minutes.
Sub-skill: Grammar.
Grammar Language Forms: The present simple passive. "is/are + V(pp)

"is used for....." "is used to ....."

Aim of the course:

By the end of this grammar course, my students will be able to turn sentences into the present simple passive easily and correctly. They will be also able to use both structures "used for" and "used to" appropriately.

I- The present simple passive:

Steps of the course:

The teacher writes two patterns on the board and leads learners to turn them into the passive voice and then conclude the rule. (Deductive Grammar Approach)

Examples:

{a- The astronomer observes the stars.

{b- The stars ……………………………..

{a- The engineers develop a new robot.

{b- A new robot ………………………………

Rule: The present simple passive:

S + is / are + V (past participle)

Practice:

Task one: Turn the sentences below into the passive voice.

Aim: To recycle the present simple passive.

{a- The scientist injects the mad dogs.

{b- The mad dogs ……………………………..

{a- That inventor splits the components of that engine.

{b- The components of that engine …………………………..

{a- NASA experts send a giant satellite to the outer space.

{b- A giant satellite …………………… to the outer space.

II- The structures:

┌─────────────────────────────────┐
│ …….**is / are used for** …………….. │
│ …….**is / are used to** ……………… │
└─────────────────────────────────┘

Steps of the Course:

The teacher writes two examples on the white board, using both structures and then asks his students to read the supplied patterns and then asks them what do both structures express?

Patterns:

♥- The satellite **is used to** observe the most distant planets.

♥- This calculators **are used for** stor**ing** mathematic operations.

Rule:

┌───┐
│ **Used to** and **Use for** are used to describe functions of tools, devices and machines. │
│ After used to ⟶ the verb is put in the **infinitive**. │
│ After used for ➡ the verb becomes a **gerund / noun** (adding **ing** at the end). │
└───┘

Practice:

Task one: Consider the patterns given above and write similar examples, using both structures **is / are used for**, and **is / are used to**.

Aim: To recycle both structures.

1- The computer (to collect) data and (solve) mathematic problems.

a- The computer …………………………………………………….

b- The computer …………………………………………………….

2- That software (to analyze) my cell phone.

a- That software ……………………………………….

b- That software ……………………………………….

3- The telescope (to magnify) and (to observe) the tiny objects.

a- Telescopes …………………………………………………..

b- Telescopes …………………………………………………..

4- These new printers (to duplicate) and (to print) documents.

a- These new printers …………………………………………

b- These new printers …………………………………………

5.2.2. Vocabulary Explorer:

Unit One: Inventions and Communication Devices.
Level: Third Year LMD- Technology of Communication Students.
Time Allotment: 01 Hour and 30 minutes.
Sub-skill: Vocabulary.
Material used: Dictionaries – 3G networking via mobiles.

Aim of the course:

By the end of the course, students will be able to divide words into roots and affixes as shown in the given pattern. Indeed, they will be able to derive nouns and adjectives too from supplied verbs.

I- Roots and affixes:

Task one: Look at the given example and divide the words below into roots and affixes.

Aim: To enrich learners' lexis.

	Prefix	**Root**	**Suffix**
Unbalanced	**Un**	Balance	**Ed**
Disrespectful	…………..	………………..	………..
Degradation	………….	………………..	………..
Exploration	………….	…………………	………..
Inaccessible	………….	…………………	………..
Inventive	………….	…………………	………..

II- Words' derivations:

Task two: Consider the example given above and fill in the chart with correct words.

Aim: To derive nouns and adjectives from given verbs.

	Verbs	Nouns	Adjectives
Pattern	to create	crea**tion**	Crea**tive**
	to avoid	…………..	……………..
	to discover	……………	………………
	to manipulate	……………	……………..
	to manage	……………	………………

Home work: Which nouns can be derived from the verbs below?

Aim: To enrich learners' lexis.

Verbs	Receive	Progress	develop	industrialize	Diffuse
Nouns					

5.2.3. Pronunciation practice:

Aim of the course:

> By the end of this course, my students will be able:
> -to know words and their syllables.
> -to pronounce the final /s/ appropriately.
> -to stress words correctly.

I- Words and their syllables:

Task one: Consider the words below and then classify them according to their number of their syllables:

Aim: To pronounce those words properly and knowing their number of syllables.

Words:

Scientific- android- transmit- fax- science- mechanical- electric- exploration

01 Syll	02 Syll	03 Syll	04 Syll	05 Syll

II- The final /s/ pronunciation:

Task two: Pronounce and classify the words below according to their final /s/ pronunciation:

Aim: To pronounce the words correctly and appropriately.

Words:

robots- discoveries- inventions- faces- machines- diminishes- galaxies- checks telecommunications

/s/	/z/	/iz/

III- Stress and its placement:

Task three: Listen to your teacher as he pronounces the words below and circle the syllable that takes the stress.

Aim: To stress words properly.

Words:

mechanic- explorative- announce- abide- computer- invent- satellite- technological

5.3. Developing Skills: (Follow up)

5.3.1. Speaking:

Unit One: Inventions and Communication Devices.
Level: Third Year LMD- Technology of Communication Students.
Time Allotment: 01 Hour and 30 minutes.
Skill: Speaking.
Techniques Used: Pair work – Group work techniques.
Material used: Dictionaries – 3G networking via mobiles- Pictures of some electronic devices- The Data-show device.

Aim of the course:

In this phase, teacher invites learners to describe such devices related to the field of technology, basing on information and pictures introduced through Data-show.
Students will be able to state functions of the suggested means of telecommunications, using their feedback and their proper

Task one :(Oral and written assignment) Look at this picture and say what does it represent?

Material used: Teacher's laptop and the data-show device.

Aim: To get learners started.

Robots' progressive development over time.

Teacher's guided questions:

➤ What does the supplied picture represent?

➤ What is a robot?

➤ What are robots used for?

➤ Do robots facilitate life or not? Why? Why not?

➤ Do you think that one day a robot could replace humans in teaching?

Students' possible feedback and responses:

Paragraph:

> The picture represents the technological progress and invention of the robots, over time. The robot is…………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………
> …………………………………………………………………………………

Task two: Consider the drawing below, say what is it? Label its parts and then write a descriptive paragraph, in which you speak about that invention, its u

and its main parts and their functions.

Aim: To describe the computer and its parts with their functions.

Technique used: Pair works
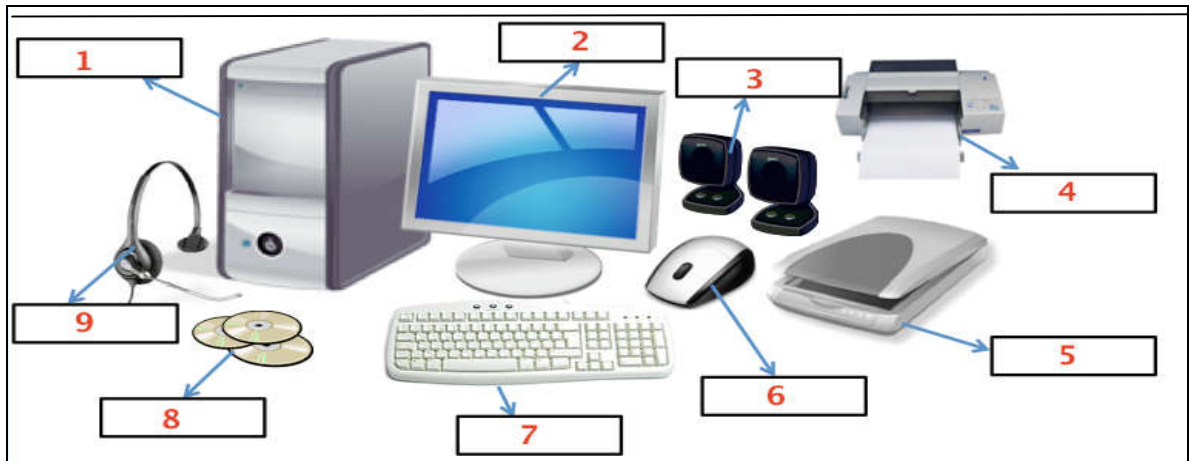
The computer and its main components.

Paragraph:

The computer is an automatic and an electronic machine. It was invented in 1622, then it was developed and innovated between 1833 and 1871 by Charles Babbage.

The computer consists

of……………………………………………………………..

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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……………………………………………………………………………………………………

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……………………………………………………………………………………………………

……………………………………………………………………………………………………

Task three: (Pair works). Imagine what "A" says to "B" and complete this conversation.

Aim: To reproduce a meaningful conversation.

A:

……………………………………………………………………………………..?

B: Alexander Graham Bell is a great Scottish inventor.

A:

……………………………………………………………………………………..?

B: Alexander was born in Edinburgh, March03rd, 1847.

A:

…………………………………………………………………………………..?

B: Alexander did immense steps in the field of invention. So, he made an artificial ear.

A:

…………………………………………………………………………………..?

B: That was in 1874.

A:

…………………………………………………………………………………..?

B: And two years later, in 1876 he invented the telephone.

A:

…………………………………………………………………………………..?

B: yes of course, Alexander devoted all his precious time to his inventions and to serve humanity.

A:

…………………………………………………………………………………..?

B: Alexander Graham Bell died on August 02nd, 1922, in Canada.

5.3.2. Writing:

> **Unit One:** Inventions and Communication Devices.
> **Level:** Third Year LMD- Technology of Communication Students.
> **Time Allotment:** 01 Hour and 30 minutes.
> **Skill:** Writing.
> **Techniques Used:** Group work technique.
> **Material used:** Dictionaries - Pictures of some electronic devices- The Data-show device.

Aim of the course:

> This skill aims to train learners to write as clear as possible. Students will be able to write short paragraphs, in which they describe electronic, technological devices, and their functions, using the language forms already seen and introduced.

Topic one: Here are scrambled paragraphs about the invention of the "Electric Telegraph «study them and then rearrange the scrambled events to get a coherent narrative paragraph about that invention.

Aim: To find the layout of that invention.
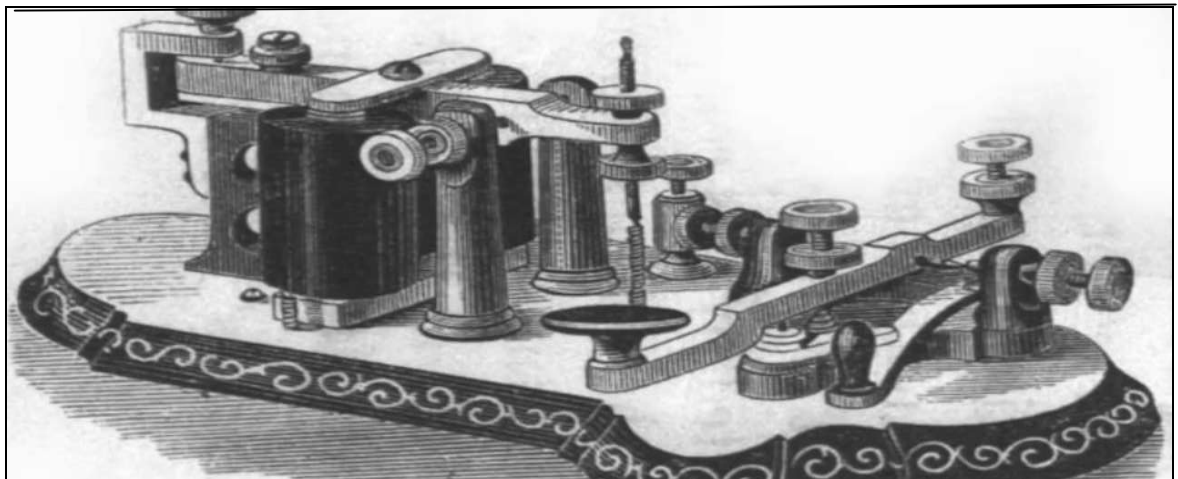
The earliest electric telegraph.

a- In collaboration with Gale and Vail, Morse eventually produced a single-circuit telegraph that worked by pushing the operator key down to complete the electric circuit of the battery. This action sent the electric signal across a wire to a receiver at the other end. All the system needed was a key, a battery, wire and a line of poles between stations for the wire and a receiver.

b- In the early 19th century, two developments in the field of electricity opened the door to the production of the electric telegraph.

c- In the 1830s, the British team of Cooke and Wheatstone developed a telegraph system with five magnetic needles that could be pointed around a panel of letters and numbers by using an electric current.

d- Second, in 1820, the Danish physicist Hans Christian Oersted (1777-1851) demonstrated the connection between electricity and magnetism by deflecting a magnetic needle with an electric current.

e- Their system was soon being used for railroad signaling in Britain. During this time period, Morse (who began his career as a painter), worked to develop an electric telegraph of his own.

f- First, in 1800, the Italian physicist Alessandro Volta (1745-1827) invented the battery, which reliably stored an electric current and allowed the current to be used in a controlled environment.

Sentences	A	B	C	d	E	F
Order						

Paragraph:

5.4. Relax:

Unit One: Inventions and Communication Devices. **Level:** Third Year LMD- Technology of Communication Students. **Time Allotment:** 01 Hour and 30 minutes. **Skill:** Relax. **Techniques Used:** Pair work technique. **Material used:** printed papers of guessing games.

Aim of the course:

> In this phase, learners are going to relax after reaching all the teaching points. These guessing games aim to amuse learners and prepare them to what will be seen sooner.

Task one: Consider the figure below and find out the missing words (Across-

Down).

Aim: To search for the missing words related to inventions and inventors.

T	E	L	E	S	C	O	P	E	E
E	D	I	M	K	O	D	A	N	L
L	I	G	O	Y	D	A	T	G	E
E	S	H	R	P	E	T	E	I	C
V	O	T	S	E	S	A	N	N	T
I	N	T	E	R	N	E	T	E	R
S	A	T	E	L	L	I	T	E	I
I	N	V	E	N	T	O	R	R	C
O	A	L	E	X	A	N	D	E	R
N	T	E	L	E	G	R	A	P	H

Across:

> **Telescope – Internet – Satellite – Telegraph - Alexander**

Down:

> **Electric – Data – Morse – Edison – Television – Patent – Skype – Light – Engineer - Codes**

Task two: (guessing game) consider the supplied information and answer the questions,

by selecting the suitable answer.

Aim: To motivate learners and extend their knowledge.

1- Who invented the telephone?

a- James Watt.   b- Thomas Edison.   c- Alexander Graham Bell.

2- Google was invented in:

a- 1998.   b- 2000.   c- 2002.

3- In 1895, Guglielmo Marconi invented:

a- the Fax.   b- the Radio.   c- the Phonograph.

4- The first satellite launched to the outer space was:

a- Endeavour.   b- Ariane.   c- Sputnik 1.

5- In 1926, John Logie Baird invented:

a- The Television.   b- An Electric Lamp.   c- The Washing machine

5.5. Assessment:

Aim of the course:

> At the end of the unit presentation, the students assess themselves in all the courses that have been seen before, by putting a tick in the box looks appropriate to their perception.

Language outcomes	I can do ………Put ticks **√**		
	Very good	**Good**	**Not good**
-Understand the listening passage easily.			
-Respond to listening activities without difficulties.			
-Able to deal with the reading text and answer its tasks.			
-Scan and skim through the text freely.			
-Transform sentences from the active to the passive voice.			
-Use the present simple passive correctly.			
-Express functions of devices, using **"is/ are used for"** and **"is/are used to".**			
-Divide words into roots and affixes.			
-Derive nouns and adjectives from given verbs.			
-Classify words according to their number of syllables.			
-Classify words according to their final **/s/** pronunciation.			
-Stress words correctly.			
-Describing objects and machines orally.			
- Write descriptive paragraphs properly, basing on given charts.			
-Rearrange scrambled stages and events to write a coherent paragraph.			

1.6. Conclusion:

In this chapter, the researcher attempts to elaborate and design a set of courses to meet technology of communication students' needs. These designed courses are a complete unit that encompasses of the four integrative skills, the sub-skills, a course of relax, in which learners are still involved in the learning process. The end of this unit is correlated with a session of assessment, in which learners assess themselves individually and in peers in all what has been covered in that unit, determining their points of strength and their weaknesses as well.

This unit remains as a suggestion elaborated by the researcher, it could be instructive, motivating and impressive, if a unit is designed and implemented to learners who study English as a supplementary subject.

Learners who study English as a supplementary subject (EAP) will be responsive and productive, if both the Ministry of Higher Education and permanent ESP teachers follow drastic criteria to develop ESP teaching.

GENERAL   CONCLUSION:

In this dissertation "Designing and Implementing an ESP Course to Technology of Communication Students", the researcher suggests an elaboration of an authentic ESP material that could meet the needs of the enrolled students of technology of communication at Saida University. The researcher proposed a pedagogical procedure to frame ESP teaching and learning, so that they can match those learners' wants and lacks with effective classroom ESP course. This attempt comes to review the courses which the participants (learners) are exposed to.

This study comes to bridge the gap between learners' needs and the ESP course that should be designed and then implemented for those students. An ESP course design, its implementation and a syllabus as whole are procedural steps suggested by the researcher to enhance the students' learnability and to get them involved in an ESP classroom context to meet their needs. This study enabled the researcher to think of a pedagogical reform at the tertiary level, aiming at realizing a sample of ESP course in a form of a unit plan to be introduced to the technology of communication students.

This purposeful work is a first step toward actualizing ESP in all the faculties, taking into account its field of study specifications, since any course design is based on the enrolled learners' needs (Nunan, 1988). In short, this work is by essence aims to determine technology of communication basic academic needs. It also tends to evaluate learners' current courses presented by their teachers and to reveal the most common shortcomings in the actual learning process.

In this enquiry, the researcher also intends to adopt drastic and stringent measures to minimize such shortcomings, to suggest procedural reforms to enhance the ESP learning process. So this study targets to design both an ESP course as a first step to technology of communication students and then a development of a whole ESP syllabus and it also aims at implementing what is designed (ESP course- ESP syllabus).

The most important notions in this work are ESP course design and ESP syllabus development ". Course design was discussed by many scholars such as Munby (1978), Chambers (1980), Kennedy and Bolitho (1984), Hutchinson and Waters (1987), Ritchterich and Chancerel (1987), Robinson (1987), Widdowson and Holmes (1981),

David Nunan (1988), Halliday (1995), Graves (1996), Jordan (1997), Dudley Evans and St John (1998), Parkes (2002), Basturkmen (2006) and Macalister (2010). According to Halliday (1995) any ESP course stands on three major elements; needs analysis, curriculum design and implementation design.

This dissertation is structured into five chapters, in which its constitutive elements are the course design and designing a syllabus to match the informants' academic needs and as a following step implement that syllabus in the learning process. The first chapter of this research is a literature review. The researcher stands on previous studies and scholars' theories in the ESP approach, its emergence, its main subdivisions, and the corner stone of ESP, which is needs analysis (needs assessment). A course design cannot be tackled and implemented, unless learners' needs are determined.

The second chapter explores the purpose behind choosing this theme, the background of this study, its significance. The methodology that the researcher undertakes while conducting this study, the participants, the approaches related to this work and research tools. In brief, English is introduced as a supplementary subject in most of the fields of the tertiary education. But the most striking feature was the quality of that English; general or specific. This problematic brainstorms the researcher to conduct a study, basing on descriptive, empirical and analytic approaches. To get concrete and objective outcomes, the researcher uses three research tools; questionnaires, a class observation and a structured interview administered to the ESP practitioners.

The following chapter is data analysis, after collecting data, the researcher begins to analyze those findings, basing on a statistical process, the interpretation of the results and then discussions of the both those findings and their shortcomings. Accordingly, the informants (technology of communication students) agreed on studying the four skills as well as the sub skills (grammar-vocabulary and pronunciation). The same informants asserted that they should learn English, which meets their basic academic needs. Indeed, they expressed their satisfaction if an effective ESP syllabus is designed as a source that their teachers have to rely on while presenting their ESP courses.

Chapter four deals with tentative solutions and recommendations to narrow the shortcomings encountered during discussing those findings. Based on that fieldwork, many pitfalls are registered. Technology of communication students learn English that does not match their wants and their lacks. Most of their lessons are activities related to tenses, matching words with equivalents or opposites. What is observed here, no authentic learning atmosphere is provided and no ESP material is presented to those learners. The blame is shared by the Ministry of Higher Education, the content teachers who supervise those learners, the students themselves since they miss their classes frequently. All these negatives need to be eradicated by giving esteem to the quality of English these learners study (ESP courses), elaboration an effective ESP syllabus to motivate those learners.

Chapter five suggests a sample of a unit to be presented to technology of communication students. In this fifth chapter, the researcher divides the suggested unit into two sections; the first section is purely pedagogical guidelines of how the unit is outlined, how to teach the four skills, how to present the sub-skills, activities of reinforcement and learners' self-assessment. The second section determines the contents of all the lessons, timing devoted to each phase, the intermediate aims with the lesson's objective, the material used to present those lessons and of course tasks of consolidation and recapitulation.

This study "Designing and Implementing an ESP Course to Technology of Communication Student" stands on a case study; third year licence at Dr. Tahar Moulay- the University of Saida. The adoption of such a case study leads to concrete and reliable findings, based on an empirical process. The researcher reinforced this work with three research question while conducting that investigation. The first research question is related to the quality of the ESP course which has to be designed and then implemented.

Any ESP course design is axiomatically dependent to the needs of the students before any teaching or learning processes takes place. Hutchinson and Waters (1988) claim that there are three factors affecting the course design, there is a kind of interdependence between these three factors; these three components are language description, the learning theories and the third component is the needs analysis.

The students of technology of communication seek specific English that meets their needs and their wants. Once these learners' needs are determined, teachers tackle course and plan lessons in relation to these learners' field of study as scientists' profiles, their discoveries, inventions, electronic devices, their functions and the latest technologies. Teachers need to implement the four skills, the sub-skills and assessment once these functions are determined.

In the second research question, the researcher arouses recommendations to be taken when designing any ESP course. It is obvious that learners should be the centre of instruction and learning. Course design is a mutual work, a shared process between the ESP practitioner and the students. Teachers determine their learners' needs as well as those students, who can contribute to designing an ESP course. The role of the teachers is to help learners to learn. Teachers have to identify and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the demands of the students and as a last step conduct an assessment process, so as to gauge their learners' progress.

In any ESP course design, teachers have to undertake these strategies; the first one conducting a needs assessment procedure, in which teachers precise what the learner needs in his/ her study. The second strategy is to determine the goals and the objectives from the designed course. The third stratagem is to extend a concept to the course that is presented to these learners. As a fourth strategy, the ESP practitioner has to select and then develop materials and their activities, while the fifth one is to organize the content of the material and the suggested activities. The sixth factor is assessment and then evaluation, the ESP teacher assesses the learners' feedback through formative and summative assessments, and this assessment is then ended up with judgmental recommendations, known by evaluation.

The third research question that researcher anticipated is about the value and the credibility of the ESP course in serving the ESP practitioner and the learners. The data collected from this study confirmed that either the ESP practitioner or the enrolled students agree on matching the ESP course with the needs of the learner. Both participants admit that the design of a new ESP course can stimulate the learners and change their negative attitudes toward ESP leaning. The new implanted ESP course can motivate

learners intrinsically and extrinsically, as long as this course is authentic, goal-oriented, matching the student' needs and wants.

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

The ESP teachers in their turns were also a part of those processes of English language teaching and learning. Those ESP practitioners are supposed to suggest authentic ESP texts for their learners, by presenting all the four integrative language skills (Listening – Speaking – Reading – Writing), for the sake of involving the learners in the ESP learning process, based on their wants.

Although ESP courses are in great demand nowadays, designing one is not an easy task for teachers who have not received any formal training in this area and for whom the whole concept of ESP and its teaching methodology can be rather vague . Exactly such a case is the underlying motivation for writing the present dissertation, which attempts to define the nature of an ESP course, how to be designed and implemented to serve the enrolled students of technology of communication students at Saida University.

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

Firstly, the ESP teaching and learning processes need to be reviewed, estimated and valued. The present study confirms the researcher's hypotheses of the necessity of designing and implementing an ESP course and a gradual ESP syllabus development. The current work asserts shortcomings in ESP teaching. Both participants (ESP practitioners and the enrolled students) complain from a lack of authentic ESP input, therefore a lack of interest in studying English was shown on the part of the learners.

This study is an open window to continuous researches in the field ESP teaching and learning. This work anticipates an initiative to design and implement an ESP course for students a scientific field of study. Future researches in the ESP approach will reveal and arouse interesting steps toward a valuable ESP syllabus design and a theoretical ESP development.

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

➢ Using up-to –date materials are more motivating.

➢ The content of the texts should be interesting and relevant to the ESP students' needs both before and after graduation.

➢ ESP books should be elaborated, reflecting the learners' academic needs, beneficial to the teachers and the learners at the same time.

➢ The students 'basic English needs should be valuable. So, if the students' general proficiency was improved, they would have less difficulty in dealing with specialized English too.

➢ Designing ESP curricula and syllabi that meet the learners' academic needs.

➢ Timing should be reviewed, fitting the learners 'acquisition and learning to English teaching.

➢ Sensitive the enrolled students about the importance of English in general and more specifically the ESP approach .

➢ Using audio-visual aids, films, documentaries, electronic devices which are relevant to the students' majors are both motivating and informative.

Eventually, a qualitative ESP course is carried out to value the current courses which technology of communication students are exposed to. Though the presented courses do not reflect the needs of those students, a strong will is noticed on the part

of the content ESP practitioners and the enrolled students to design an effective ESP course. Though needs analysis plays an important role in curriculum development, many higher learning institutions still lack awareness on the part of the Ministry of the Higher Education, the ESP practitioners, and the learners. Based on literature, very few studies have been conducted to find out the EAP needs among the tertiary students.

Finally, this dissertation entitled "Designing and Implementing an ESP Course to Technology of Communication Student" at Dr. Tahar Moulay- Saida University has shown shortcomings rather than advantages, concerning ESP teaching and learning. The absence of an authentic ESP material turns learners into passive learners. Meanwhile, an initiative toward changing this attitude is so encouraging, if such pedagogical recommendations are implied and instructive guidelines concerning the design of the ESP course, its implementation are set up.

At last, the change in the ESP course is welcomed on the part of the ESP practitioners and the learners as well. The Ministry of Higher Education has to do considerable measures in contributing to share the teachers and the learners' intensions in designing and implanting a new, effective ESP course that could meet these learners' academic needs and wants.

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Appendices:

<u>Appendix 01:</u>

Classroom Observation Paradigm:

Ministry of Higher Education:

Dr.Tahar Moulay- University of Saida.

Faculty of Sciences and Technology.

Section of Technology of Communication.

Academic Year: 2017-2018.

Class Observation:

<u>The Observer:</u>   **<u>Teacher:</u>**

…………………………   ……………………………

<u>The Observed Points</u> :

- <u>Teacher's qualification</u>: ……………………………………………………..
  ……………………………………………………..

- <u>The presented lesson</u>: ……………………………………………………..
  ……………………………………………………..
  ……………………………………………………..

- <u>The Course</u>:
  *-Quality: ……………………………………………………
  *-Authenticity: ………………………………………………..
  *-Specificity: ………………………………………………..

- <u>The students</u> :

*- Number: …………………………………………………..

*- Motivation: …………………………………………………..

……………………………………………………

*- Punctuality: …………………………………………………..

…………………………………………………………..

*- Collaboration: …………………………………………………..

…………………………………………………………..

*- Perception: …………………………………………………………

……………………………………………………………

- <u>Timing</u> : …………………………………………………………

……………………………………………………………

- <u>Attendance</u> :

  *- Teachers: …………………………………………………..

  *- Students: …………………………………………………………

- <u>Comments and Remarks</u> : …………………………………………………..

  …………………………………………………………

  …………………………………………………………

  …………………………………………………………

  …………………………………………………………

Appendix 02 :

Students ' Questionnaire :

A Questionnaire Administered to Technology of Communication students :

My name is Mr.Slimane LAkhdari , Iam preparing for my thesis of «**Doctorate**» in Applied Linguistics , specialty : « **English for Specific Purposes .** ». My humble research is entitled:

« ***Designing and Implementing an ESP Course for 3rd Year Licence Students in Technology of Communication at Moulay Tahar University, Saida. »*** Third Year Licence as a case study at the « Sciences and Technology » faculty, university of Moulay Tahar - Saida.

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

Mr.: Slimane Lakhdari.
    ESP researcher- Dr. Moulay Tahar – University of Saida.

General Information:

Family name: ……………………………….. **First name**: ………………………………………

Date of birth: …………………………….. **Place of birth**: …………………………………….

Gender: Male ⬭ **Age:** ……………………………………….

Female ⬭ **Field of Study**: ………………………………..

Your First Language:

Arabic	**French**	**English**	**Other**
☐	☐	☐	☐

Questionnaire Administered to Technology of Communication students:

I- Level of English:

Question 01: How do you see your level of English? (Put ticks on your answer "ѵ")

High ☐ Intermediate ☐ Low ☐

II - Integrative Language Skills:

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

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

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

II-2-A -Listening:

Question 01: How well do you understand spoken English?

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

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

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

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

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

II-2-B-Speaking:

Question 01: How well, do you speak English?

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

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

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

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

Put ticks (√)

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

II-2-C-Reading:

Question 01: How well do you read in English?

Put ticks (√)

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

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

Put ticks (√)

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

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

Put ticks (√)

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

II-2-D – Writing:

Question 01: How well do you write in English?

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

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

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

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

Put ticks (√)

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

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

Question 01: How do you find the content of the English Lge course?

Interesting and authentic

Less motivating

Poor and boring

Question 02: Should English Language teaching be more qualitative?

YES	NO

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

YES	NO

Question 04: Do you think   English in your studies should be purely scientific?

YES	NO

Question 05: Are you interested in taking an ESP course while you study English?

YES	NO

Question 06: Do you consider that timing in English language teaching should be lengthened?

YES	NO

Question 07: According to you, should the teaching hours be increased per week?

YES	NO

IV – Scientific English language needs:

Question 01: Do you think, English for scientific purposes is needed in your studies?

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

Question 02: Do you think that your English course should be taught by specialized teachers in the field or general English teachers?

YES	NO

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

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

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

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

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

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

Question 05: What do you want your ESP English course focuses on? (Tick your answers   √)

The 04 Integrative Skills		Course Content	
*- Listening		*-Grammar	
*-Speaking		*-Scientific, Specific Terminology	
*-Reading		*-Pronunciation	
*-Writing		*-Translation	

V-The Materials Authenticity: The ESP textbook and the quality of the English course:

Question 01: Is English really needed in your studies?

YES	NO

Question 02: Are you motivated enough to learn such scientific English?

YES	NO

Question 03: Why do you want to study specific English?
(Tick your answers √)

Suggested Answers	√
a- to enhance the English level.	………..
b- to be able to interact in English properly.	………..
c- to use appropriate English that goes with the field of study.	……….. ………..
d- to fulfill the English lacks and the wants.	………..
e- to master the teaching courses and tasks.	

Question 04: What do you think of the ESP course?

-Satisfactory.   -Instructive.   -To be reviewed.   -Persuasive

⬭   ⬭   ⬭   ⬭

Question 05: In your opinion, should the content of the EAP course be revised and reviewed basing on your wants and your needs? Put ticks (**√**)

- Yes	……………
- No	…………….
- Not sure	…………..

Question 06: In your opinion, what are the important skills and courses you suggest to be included and implemented in the current courses?
-………………………………………………………………………………..
………………………………………………………………………………….
………………………………………………………………………………..
………………………………………………………………………………..

Question 07: What sort of problems do you face while you study English?

-………………………………………………………………………………..
………………………………………………………………………………….
………………………………………………………………………………..

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…………………………………………………………………………………………..

Question 08: Do you agree that the current ESP material should be reviewed by Implementing a new syllabus? Put ticks (**v**)

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

Appendix 03:

Teachers' Questionnaire:

A Questionnaire Administered for Content ESP Teachers :

My name is Mr.Slimane LAkhdari , Iam preparing for my thesis of « **Doctorate** » in Applied Linguistics , specialty : « **English for Specific Purposes .** ». My humble research is entitled:

« Designing and Implementing an ESP Course for 3rd Year Licence Students in Technology of Communication at Moulay Tahar University, Saida. » Third Year Licence as a case study at the « Sciences and Technology » faculty, university of Moulay Tahar, Saida.

This information will help me to determine the English language needs of the students in the Technology of Communication field and then design ESP courses that could suit the learners' academic needs.

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

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

Mr.: Slimane Lakhdari.
ESP researcher- Dr. Moulay Tahar – University of Saida.

A questionnaire Administered to the Technology of Communication teachers:

<u>Please Mention the Faculty</u> :………………………………..

Family name: …………………………….   First name: …………………………….

Date of birth: …………………………….   Place of birth: …………………………….

I- <u>Background and Profile</u> :

1-Qualifications:

Question 01: What is your qualification?

Licence ☐   Magister ☐   PhD ☐

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

Years ☐

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

Years ☐

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

Yes ☐   No ☐

II-Teaching Situation :

Question 01: What is your status as a teacher?

Permanent ☐   Part-time ☐

Question 02: How large are your classes?

Number of students ☐

Question 03: What is the level of your students?

Beginners ☐   Intermediate ☐   Advanced ☐

Question 04: Which languages do you use in classroom?

English and French ☐

English and Arabic ☐

Only English ☐

III- <u>Teaching Academic English</u>:

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

	Put ticks (√)
a- to pass their English courses .	
b- for their future career.	
c- to cope with computing language .	
d- to respond to communicative tasks .	

Others, please specify …………………………….......................................
…………………………………………………………………….
…………………………………………………………………….

Question 02: Is **the** scientific English course necessary for Technology and communication students while preparing for their careers?

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

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

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

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

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

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IV-**The ESP Materials and Course Design** :

Question 01: Is there any official and specialized textbook or syllabus you
work with?

Yes ( )   **No** ( )   **Not Sure** ( )

Question 02: Do you present courses, basing on learners' academic needs
and wants?

Yes ( )   **No** ( )   **Not Sure** ( )

Question 03: According to you, should the materials used in the class be
more relevant to "Technology of Communication and
Sciences" situation?

Yes ( )   **No** ( )   **Not Sure** ( )

Question 04: Should the teachers have a guide book to teach technology
more effectively?

Yes ( )   **No** ( )   **Not Sure** ( )

Question 05: In your opinion what kind of materials should be designed and
taught to provide more effective teaching of technologies and
communication courses?

❖ - Articles about technologies and discoveries.   …..……
❖ -Technological devices and automatism.   ………
❖ -More published materials such as textbooks.   ……….
❖ -More in-house materials designed and adapted by teachers.   ………
❖ -Scientific researches and articles about inventions.   ………
❖ Others ……………………………………………………………..
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Question 06: Do you think that the ESP course should be taught by …………?

➢ General English teachers.
➢ ESP practitioners.
➢ Qualified and Knowledgeable scientists and experts.

V- The Quality of the courses presented to learners:

Question 01: What kind of English courses do you present to your students?

- ➢ General English.
- ➢ Specific English.
- ➢ Daily use oral English.

Question 02: Do you encounter any problem while teaching your Courses?

Yes ⬭　　**No** ⬭　　**Not Sure** ⬭

Question 03: What sort of problem do you face when you present your lessons? (You can list those problems)
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- ➢ ……………………………………………………………………………….

Question 04: Do you anticipate designing and implementing any courses that meet your students' academic needs?

Yes ⬭　　**No** ⬭　　**Not Sure** ⬭

Question 05: In your opinion, how should learners' perception be improved?
- ➢ Simplify the English course. ………..
- ➢ Adapt new and authentic English courses. ………..
- ➢ Design a specific syllabus. ………..
- ➢ Innovate teaching and learners' centeredness. ………..
- ➢ Integrate ICTs in teaching. ………..
- ➢ Match the learners' needs and wants with the quality of the ESP course.
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Appendix 04:

The Teachers' Structured Interview:

Teachers' Interview:

My name is Mr.Slimane LAkhdari , Iam preparing for my thesis of « **Doctorate** » in Applied Linguistics , specialty : **English for Specific Purposes**. My humble research is entitled:

« Designing and Implementing an ESP Course for 3^{*rd*} *Year Licence Students in Technology of Communication at Moulay Tahar University, Saida. »* Third Year Licence as a case study at the faculty of   Sciences and Technology   - university of Dr.   Moulay Tahar - Saida. So ,in this research , I am   doing   an attempt to design and then implement an ESP course basing on your needs, wants and lacks**« Technology of Communication »** students , who study English for Scientific Purposes .

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

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

 Mr. Slimane   Lakhdari.
    ESP researcher, Moulay Tahar University, Saida.

An Interview for ESP practitioners :

*Please Mention the Faculty:……………

I- Background and Profile :

1-Qualification:

Licence ☐   Magister ☐   PhD ☐

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

Years ☐

3-How many years have you been teaching ESP?

Years ☐

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

Yes ☐   No ☐

II-Teaching Situation:

1-How large are your classes?

Number of students ☐

2-What is the level of your students?

Beginners ☐   Intermediate ☐   Advanced ☐

3- Which languages do you use in classroom?

English and French ☐

English and Arabic ☐

Only English ☐

III-Teaching quality and Course Presentation:

1- Can a general English language teacher teach ESP? Why? Why not?

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2- According to your experience, should a specialized English program be Introduced at the faculty of "Sciences and Technology"?

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3- If yes, Why? And How?

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4-Is there any syllabus or teaching materials provided by the department?

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5- In your opinion, what are the conditions required achieving efficiency
   for the learners?

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6- Are the four integrative language skills integrated in your courses?

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7- What can you say about the content of your courses? What do they
   include?

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8-Do you think that you need a specialized training while teaching
   Students who study specific English?

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9-Are your learners motivated enough with the quality of the English
   courses you provide them with?

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V-Solutions and Recommendations:

1- What do you suggest to overcome learners' absence and laziness?

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2-As an English teacher, what do you propose to enhance the quality of
both English teaching and English learning to "Sciences and technology"
students?

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

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4-According to you, how can collaboration and team-teaching help the
EFL teacher to improve the quality of the ESP teaching process

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5- What are the most important key concepts ESP practitioners should
consider when involved in an ESP teaching situation?

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Glossary:

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

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

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

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

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

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

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

Curriculum: It is a theoretical, prescriptive document. It is also a set of guidelines set by the government or any higher institution. It is about how and what to teach. It contains the methods of teaching, the different stages of assessment, the learning objectives.

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

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

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

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

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

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

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

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

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

Practitioner: It is the title or the name of the ESP instructor. It is said the General English language teacher and the ESP practitioner.

Syllabus: It a practical and a descriptive document set up by education professionals, as inspectors, teachers. It is designed for teachers and its courses are imparted to learners.

Summary

This study aims to design and implement an authentic ESP course to the enrolled students at the faculty of "Sciences and Technology", Saida University. The current course provided to those learners does not match the students' wants and needs. The researcher adopted a descriptive, empirical approach, using a triangulation of research tools, including a class observation, a questionnaire and a structured interview. Eventually, this study reveals a deficiency in the ESP course presented to those learners. Thus, a valuable design of an ESP course is a necessity to be adopted and implemented to meet students' needs.

Key words: ESP; needs analysis; target needs; course and syllabus design; curriculum development.

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الملخص

تهدف هذه الدراسة إلى تصميم وتنفيذ درس إنجليزية لأغراض خاصة لطلبة كلية العلوم والتكنولوجيا بجامعة سعيدة، إن نوعية الدروس المقدمة لهؤلاء المتعلمين لا تتوافق مع احتياجات طلبة تكنولوجيا الاتصال. اعتمد الباحث دراسة وصفية، تجريبية، باستخدام ثلاثة أدوات البحث، بما في ذلك الملاحظة الصفية، استبيان ومقابلة منظمة. في نهاية المطاف ، تكشف هذه الدراسة عن نقص في جودة الدروس المقدمة لهؤلاء المتعلمين. وبالتالي ، فإن استحداث و تفعيل دروس ومنهاج انجليزية لأغراض خاصة هو ضرورة وجب اعتمادها وتنفيذها لتلبية احتياجات الطلاب.

الكلمات المفتاحية: الإنجليزية لأغراض خاصة ؛ تحليل الاحتياجات ؛ الاحتياجات المستهدفة ؛ تصميم درس و منهاج ؛ تطوير المنهاج الدراسي.

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Le Résumé

Cette étude vise à concevoir et mettre en œuvre une leçon d'anglais à des fins spéciales pour les étudiants de la Faculté des sciences et technologies de l'Université de Saida. La qualité des cours dispensés à ces apprenants ne correspond pas aux besoins des étudiants en technologies de la communication. Le chercheur a adopté une étude descriptive et expérimentale, utilisant trois outils de recherche, dont une observation en classe, un questionnaire et un entretien structuré. Au final, cette étude révèle un manque de qualité dans les enseignements dispensés à ces apprenants. Par conséquent, la création et l'activation de cours d'anglais et de programmes d'études à des fins spéciales est une nécessité qui doit être adoptée et mise en œuvre pour répondre aux besoins des étudiants.

Mots clés :

Anglais pour procédures scientifiques ; Analyse des besoins ; Des besoins ciblés ; Conception de leçons et de programmes ; Le développement du curriculum.