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Departement of Foreign Languages

Section of English

ESP Needs Analysis and it's Comparison

To General English

Case of first year Master level Students

at Biology Department, Tlemcen

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This Thesis is submitted to the Department of
Foreign Languages as a partial fulfilment of the
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PRESENTED BY: **SUPERVISED BY:**

 Miss KHEDIM Imen   Dr AZOUG Omar

BOARD OF EXAMINERS

Dr/Pr BENMOUSSET Ismail   President   (University of Tlemcen)

Dr AZOUG Omar   Supervisor   (University of Tlemcen)

Dr OMARI Fatima Zohra   Internal examiner   (University of Tlemcen)

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STUDENTS QUESTIONNAIRE

Dear students,

You are likely requested to answer the questions included in the questionnaire.

Please indicate your answers buy putting a tick in the appropriate box.

Age ....   male   ☐   female   ☐

1. Do you need to use English language in present studies ?   ☐
   - Yes
   - Sometimes   ☐
   - Rarely   ☐
   - No   ☐

2. Are you interested in taking an English for specific purposes (ESP) course or a General English (GE) one ?
   - ESP course   ☐
   - GE course   ☐

3. What do you think about ESP in comparison to general English (GE)
   - More important than GE   ☐
   - As important as general English (GE)   ☐
   - Less important than general English   ☐
   - Not important at all

4. Do you think that ESP is useful for you during your study in comparison to GE?
   - Very useful   ☐
   - Not now   ☐
   - I am not sure   ☐
   - Il is a waste of time   ☐

5. Do you believe that ESP is useful to facilitate your future studies or it is GE which do so ?
- ESP ☐
- GE ☐

6. Do you think that ESP is useful to facilitate your communication with subject teachers or the second dichotomy ?
- ESP ☐
- GE ☐

7.Do you believe that ESP is useful for improving your general language skills or it is GE which do so ?
- It is ESP which is very useful ☐
- It is GE which is useful ☐

8.List other reasons about the usefulness of ESP ?

9.Do you need to study a technical terminology in ESP ?
- Yes it is the most important ☐
- No i already know all the necessary terminology ☐

10. Do you need to study topics related to your future field of study ?
- Yes, it is the most important ☐
- Yes, it will be useful ☐
- No, i don't want to learn the same thing again ☐
- No ,il will not be useful ☐

11. Which most language skill do you think you need to improve either in ESP or GE ?
- Reading ☐
- Writing ☐
- Listening ☐
- Speaking ☐

12. Which focus of work do you prefer to practice in ESP classes and you see it effective ?

- Teachers explains new topic and correct your mistakes when you do activities ☐
- Analyzing language structures and trying to work with new words on your own ☐
- Class discussions, role plays/ group work ☐
- Films/games/projects/presentations ☐

13. List other reason about the usefulness of ESP ?

1.1. Introduction

During the past few decades, the science of ESP has developed considerably as an outcome of the rapid expansion of various domains of human knowledge that derived more specific language needs. ESP addresses certain group of learners based on their needs as part of an academic curriculum in educational institutions. There are many fields of interest that require particular linguistic competency such as technical English, scientific English, medical English, English for business, English for political affairs and English for tourism. For many, ESP context must be preceded by a sizeable back ground of general English and is associated with nature learners by large as it has a profound relation to specialization in different fields.

1.2.Definition and distinctive features

Most ESP definitions studies three themes: the nature of language to be taught and used, the learners, and the context.

All the three aspects are connected together to realize certain practical purpose.

Hutchinson et al (1987) state that, "ESP is an approaches to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p19).

It is worth mentioning that teaching language in general, and English in particular, is no longer just a matter of application that series all needs through any kind of syllabus and methodology. Rather, it is a regulated application that deals with each situation or given discipline independent of the other. And unless language teachers are trained enough to handle such situations and realize to idiosyncrasies of ESP fruitful outcomes would never be reached.

However, GE (general English) refers to the context such as the school where needs cannot readily be specified. It is more useful to consider GE providing abroad foundation rather than a detailed and selective specification of goals like ESP. (Hutchinson,T,&Waters,A.1987/ P53-54).

The definition of GE is an unhelpful polarization, specifically, because the meaning of "general English" is typically left vague. A more helpful view is suggested by Strevens, who prefers the term "English for educational purposes" (EEP) to account for a school- based learning of a language as a subject element within the school curriculum.

A side from "rough separation" at definition level, there is an overlapping connection and proportion between them. In order to classify their relation, widdowson (1983) accounts for distinctive features of ESP and GE, among them these are important ones:

EG	ESP
- The focus is often on education - As the future English needs of the students are impossible to predict, course content is more difficult to select . - Due to the above point , it is important for the content in the syllabus to have high surrender value[1]	- The focus is on training - As the English is intended to be used in specific vocational contexts , selection of appropriate content is easier (but not "easy" in itself) - Therefore, au **EVP** syllabus need only have a high surrender value linguistic content in terms of the English for seen to be most relevant to the vocational context. The aim may only be to create a restricted English competence.

In terms of teaching this is the overall utility (value) of the English taught by the end of a specific course; the higher the surrender value the greater the utility (usefulness) of the English taught.

These distinctive features do not indicate "absolute separateness" but on the other hand they disclose the «true nature" of them, based on it one can clearly find the overlapping areas and keep track of GE in ESP.

A lot of discussion showed up to realize were brief and needed theoretical arguments regarding ESP and GE. It is preferable to alter the perspective in order to get rid of theoretical assumptions and concepts.

The researcher prefers to expand on the role of GE and its surviving sign in a typical ESP classroom, so that one can have a better understanding of the actualization of their connection in a real context.

1.3.Discussion on the trace of ESP and GE in practice

1.3.1.The major difference between ESP and GE

Some important point about ESP classes and it's comparison with GE ones:

1- The most important difference lies in learners and their purposes for learning English. 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 perform particular job-related functions: An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. Hutchinson and Waters (1987):ESP.Oxford:oup page :59

They explained that the significant divergence between GE and   ESP is related in a learner and learning goals. ESP learners are adult with prayer knowledge of English whose purpose is to be able to communicate and act effectively in case job. Thus, an ESP course design is based on learners English language needs analysis.

2- Aims of learning and instruction's purposes; in a GE class as a general rule, *four skills are used equally*. However in ESP it is needs analysis that determines which language

skills are most needed by learners, and the syllabus designed accordingly. For instance, the one who wants to work as an office worker in an administration should be trained in development of writing skills. Another example, in order to train a tourist guide, courses should be focused on the speaking skills.

3- In a typical GE class, there is a focus on teaching grammar and language structures and mostly in isolation. Whereas ESP, the emphases is on context, to ESP, English language is not taught as a subject separated from the student's real needs/wishes.

Language in context ESP →	Language in isolation GE →
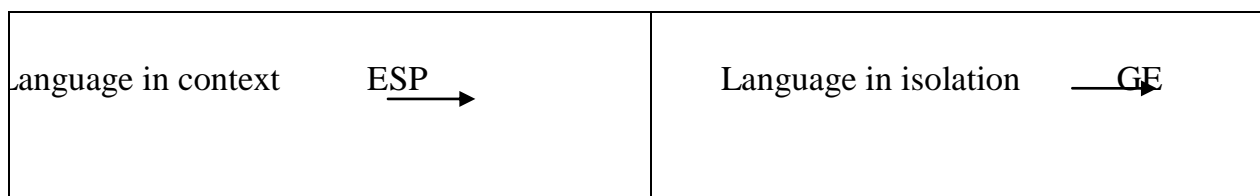
4- Conjunction of subject-matter (which learner are familiar with English language creates a meaningful context) which is highly motivating. This meaningful context increases motivation which is a positive sign of a successful learning.

5- Concerning the term "specific" in ESP, it does not only mean English for specific purposes, the English language at service of specific purposes, but also it involves specific purposes for learning English.

Moreover, learners are able to use what they study in ESP class even in their work and studies. This means that ESP enables them to use the English they know to learn even more English.

To sum up, ESP assesses and analyses needs and includes motivations, subject-matter, student's age and content with the help of relevant skills.

To have a successful ESP class and track the connection of ESP and GE in operational terms, the study focuses on touching upon the responsibilities of two important factors/variables which are ESP teacher and learner.

1.3.2- The significant roles of ESP teacher

An ESP teacher is typically one who has experience in teaching English as a second language (ESL). Thus, s/he can exploit his/her back ground knowledge and adapt the teaching skills he has already learned to administer the ESP class. An important note is that the teacher needs to look for context specialists for help in designing and conducting the class appropriately.

1.3.2.1-Setting goals and objectives

The main important goals and objectives is to select a syllabus with realistic goals and arranging conditions for checking and evaluating student achievements. Later, evaluating appropriate and relevant language skills.

1.3.2.2. Organization 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.

1.3.2.3. Creating a learning environment

Teacher has to take into consideration his/her skills for communication and mediation in order to create a learning environment this are because students acquire language when they have opportunities to use the language in interaction. Teachers as an ideal source and model have to transfer their skills to their students in order to enrich the learning environment. By doing so, teacher should:

- Listen carefully to the students.
- Give them feedback.
- Support them.
- Build the learner's self-confidence to communicate and interact in the class-room.
- Focus much more on the language skills they need.

1.3.2.4. Evaluating students

Teacher should evaluate students in order to know their problems and find solutions to them. As a result, on the basis of evaluations teacher shows them the right way so as progress.

1.3.3. The significant responsibilities of ESP learner

The learner comes in the classroom with abroad-spectrum of characteristics, among them; interest for learning, subject-context knowledge and well-built adult learning strategies are important.

1.3.3.1. Interest and motivation 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.

1.3.3.2. Subject content knowledge

ESP learners are generally cognizant of the purpose 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 already knew about the subject-matter to learn English. The more meaningful and real context, the more interest and accordingly the more successful learning

1.3.3.3. Focus on learning strategies

Learning strategies are those skills learners have already developed in using their native language. Of course these strategies will make learning easier. They help them to learn faster and more effectively.

1.4.ESP teaching/ GE teaching:

ELT can broadly be divided into ESP and GE (Hutchinson and waters, 1987). ESP is assumed to be more focused, practical and object-oriented (Dudley-Evans & ST John,1998) as compared to GE. It gives importance to investigate the needs of the learners, preparing teaching materials, and providing appropriate teaching methodologies. Owing to these special roles, an ESP teacher is termed as "practitioner" (ibid) and holds a different position than a GE teacher. The difference of context and purposes of instruction note distinctive roles to ESP and GE teachers.

The **ESP** teachers perform a set of roles like that of collaborator, researcher, course designer and material developer along with conventional role as a teacher. Of this purpose and ESP teacher has to be well trained in professional skills and approaches in order to deal with the specific needs of his/her student. In an ESP context, the target situation needs a teacher to tailor his/her instruction to specific rather than general purposes.

1.5. Similarities and differences of ESP and GE/

ESP can be viewed as a special and specific edition of GE that incorporates practical linguistic skills to enable students for the successful performance of professional tasks. (Potocar ,2002)

This means that ESP is part of GE that includes some linguistic skills which help students to have a good performance .However, GE provides basic knowledge and skills of English language at a school level where the occupational/ professional and higher educational orientation of the students are not defined properly. The most important goal of introducing ESP in many non-native/ international settings is to prepare learners with necessary English language skills to deal with their practical situation communication challenger in their future careers.

As Holme (1996 cited in potacor,2002) suggests that ESP should help students to acquire necessary language skills to utilize their knowledge by combining work-related skills with personality development and socio-cultural knowledge.

It means that ESP gives the opportunities for knowing the main language skills and use them by associating work-related skills with personnel success and socio-cultural knowledge.

According to widdowson (1983 cited in Ajideh, 2009) the distinction between ESP and GE lies in the way we define and implement the learning purpose. While ESP is objective-oriented learning where the specification of objective corresponds to the aim.

The training operation-which deals with the development of restricted competence, GE, on the other hand, is aim-an educational operation-dealing with the development of general capacity (ibid).

While the primary role of an ESP teacher is to design a syllabus based on realistic goals and evaluating students performance through the evaluation of relevant language skills, the GE teacher does not necessarily set the goals and objectives of the programme. Therefore, an ESP teacher is basically involved in a training operation equipping the learners with a restricted competence to cope with defined tasks, a GE teacher on the contrary is involved in an "educational operation" equipping learners with a general capacity to cope with undefined eventualities in future .(ibid,p.163)

When describing the aim of learning, the difference between ESP and GE will be clear. So, ESP based on objective-oriented in which the goal is associated with the aim. Whereas GE is aim-oriented and it has any relation with a specification of objective to the aim

The first one based on training and it is concerned with the development of limited capacity. However, GE is based on an educational function and it refers to the development of the hall competence. The duty of an ESP teacher is to choose a syllabus through interaction and evaluation of a main language skills in the class-room whereas ; a GE teacher is not obliged to design the goals and objective of the programme.

Moreover, an ESP teacher is concerned with a training system dealing with students who have a limited competence while GE teacher is concerned with an educational system dealing with students who have a global capacity.

The specificity of ESP courses demands a teacher to adopt a different role and teaching strategy to transfer knowledge to his students.

First of all, he/she has to identify leaner's needs that will, in fact, determine the method, material and the level of language teaching(Robinson,1991)"what distinguishes ESP from general English is an awareness of the need"(Hutchinson and Waters,1987,p.53). So it can be inferred that an ESP practitioner is almost a teacher of general English unless he understands and focuses upon the special needs of his/her students (Robinson, 1991).

However, it is likely that specific linguistic knowledge and skills may be relevant and useful to more than one subject or profession (Holme, 1996). For example, skills required for communicative competence for different occupations may be similar (Potocar , 2002).

1.5.1.Comparative roles of an ESP and GE teacher:

It is not easy to ascertain a teacher's role in a general or pa.rticular context because it is not static. It keeps on changing owing to the differences in syllabi, courses and teaching contexts (Jordan, 1997). This very fact guides us to understand various roles of GE and ESP teachers. If an ESP and GE teachers are not the same, then the question is what are the differences between them. Hutchinson and Waters (1987), while referring to ESP and GE, answer this question very briefly that theoretically speaking there is no distinction; however, there are many differences in practice. "There is no single, ideal role description"(Robinson,1991,p.79)for an ESP teacher because there is a huge variety of ESP courses and contexts.

However, Dudley-Evans & ST.John (1998) have identified some specific roles of an ESP practitioner as a teacher, course designer and material provider, collaborator, researcher and evaluator.

These special roles make an ESP practitioner less similar to the teacher of general English. Flexibility is assumed to be a secret of success for an ESP teacher into an ESP practitioner and helps him/her to instruct successfully various groups of students, even at a very short notice (Robinson,1991,p.80)

1.5.2-Role as a teacher

The ESP practitioner is a teacher first, so he must possess the qualities of a good general language teacher along with the specific qualities desired for his own field (Robinson, 1991).

Therefore, Dudley Evans and St John /1998) have noticed that the methodology of ESP teaching may not differ radically from that of general English. But keeping in mind the specificity of ESP in the strict sense, it is assumed that the role and methodology of a practitioner varies from that of GE teacher. An ESP teacher is not the "primary knower" of the carrier content of the material (ibid). The reason is obvious because ESP includes the specific knowledge of the target situation, field of knowledge or profession but a teacher is, usually, trained in language skills only .That's why learners may know more about teaching material or content than teacher. A skilled teacher can channelize student's knowledge to bring for the effective communication strategies in the class. So, Robinson (1991) has suggested that in these situations the teacher becomes a "consultant" who prepares a class-room strategy with the help of student to meet their desired learning goals

In certain ESP contexts , eg. English for academic purposes (EAP), English for occupational purposes (EOP) and business English, the teacher assumes the role of a mentor who offers one to one advice to students. This kind of special attention has proved to be more helpful to students in achieving their communication skills and linguistic accuracy (Dudley-Evans & ST.John , 1998, p.14).

In a GE context a teacher is usually the fountain of the content knowledge. He asserts his authority in the class and seldom serves as a mentor or consultant of his students.

1.5.3.As a course designer and materials provider

ESP practitioners are expected to devise courses and provide materials to their students. These courses and materials should be in line with different needs and contexts of the learners. Usually, it is very hard to find appropriate text books that respond to most of linguistic and communicative needs of students in a certain context (Dudley-Evan & ST.John,1998).That's why an ESP teacher has to prepare his own teaching materials. He/she either collects materials from various sources or writes his/her own when the desirable is not available (Kennedy & Bolitho, 1984). But the job of an ESP teacher does not end here; he/she has to assess the efficacy of those materials during and after the course. In comparison a GE teacher follows the prescribed syllabus and teaches published text books recommended for different levels by the school authorities. He/she even adheres to the teaching methodology recommended in the book or advised by the authorities.

1.5.4.As a collaborator

As **ESP** practitioners work in various academic and professional genres, they need to have knowledge of their student's specialize to plan courses and teaching materials. Practically speaking, teachers cannot master specific requirements of all the disciplines, he is asked to teach. In such a situation, the collaboration with the subject specialists of the specific disciplines is advised (Dudley-Evan & ST.John,1998).This kind of collaboration may be of various kinds; simple cooperation, specific collaboration and the fullest collaboration (ibid). In cooperation, an ESP teacher with the help of subject specialist knows about the subject syllabus and the professional responsibilities of his/her students. The specific collaboration involves some extended cooperation between ESP teacher and the subject specialist. The latter provide the former an access to the actual content of the subject course which can be used in class-room activities. A subject specialist may access the teaching materials prepared by the ESP teacher in certain situation (ibid).

In the fullest cooperation, the subject specialist and ESP practitioner teach the class together. It is known as" team teaching" (Robinson, 1991,p.88).This kind of collaboration is not needed in a GE context.

1.5.5-As a researcher

An ESP practitioner is also supposed to have an interest in researched methods that can be helpful in performing various tasks like need analysis course designing and material selection. This role is much needed in the field EAP where volumes of research have been published already (Swales, 1990 cited in Dudley-Evans & St.John, 1998).

In order to get benefit from this research, a teacher should have aptitude and skill for the research. While assessing the needs, teachers must go beyond the cursory analysis of student's desired skills. They should make a comprehensive view of learners identified skills and the relevant texts. In the field of GE there is no such research because the same traditional grammatical structures are being taught till now.

1.5.6.As an evaluator

An ESP practitioner not only evaluates the linguistic knowledge and skills of students but also the courses and materials he himself devised (ibid).
Discussion with the student and their on-going needs analysis can be very helpful to know the compatibility between course and materials taught and students identified learning priorities. A GE teacher also performs this role to certain extent as he is also involved in the evaluation of his/her students.

1.5.7.Cultural understanding as a role of ESP teacher

An ESP practitioner similar to a GE teacher must understand and respect the cultural sensitivities of his students especially while teaching in a non- native setting. Moreover, an ESP teacher should also be aware of the differences between various academic or profession cultures where he/she works (ibid). He/she must keep in mind this kind of cultural awareness while designing courses, preparing materials and instructing the class.

William (1981) suggests that an ESP teacher should have the knowledge of students "world" (p,91).Robinson(1991) finds the term "knowledge" of students "world" vague and specifies it. He argues that it may include culture and personal concerns as their specialism. (p80). It will be interesting to note that the specific culture of ESP classrooms stipulates students respect as they might know more about subject content than their language teaches (smith, 1983)

1.6.Implications for the materials, classroom practices and ELT

Generally speaking, the spread of ESP also influenced English language teaching. At present, many ELT teachers analysis the needs of their students to make their programmes' more effective (kennedy&Bolitho,1984). So, it may be suggested to the educational leaders and policy makers that conditions must be created to encourage research culture among ELT teachers. In this regard, teachers should conduct action research that would help them to analyze the efficacy of their specific language courses and the methodology applied for them (Kennedy,1985 as cited in Robinson,1991).

In the light of afore mentioned literature, it seems that an ESP practitioner has to perform more roles as compared to a GE teacher.

Therefore, special training courses must be arranged and set as a pre-requisite for entry into ESP teaching. The pre-service , in-service and refresher courses can be fruitful for the specific training of ESP teachers. As there is a huge variety of ESP contexts and courses. It is not possible to train a teacher for all of them. So MC Donough's (1988) division of "wide-angle" and "narrow angle" division of training course seems appropriate here.

Usually, newcomers to the ESP teaching field do not know which specific situation of ESP they will choose for teaching. That's why "wide-angle" courses includes training in general language teaching and broad ESP skills are recommended for pre-service training and more specific and specialism-oriented "narrow-angle" courses are recommended in-service training.

Moreover, Ewer (1983 in Robinson, p.94) also recommends training for ESP teachers to face "attitudinal, conceptual, linguistic, methodology and organizational problems that they may face while performing various roles.

There has been a significant change in the domain of teacher learner relationship under the impact of differences in the roles of ESP and GE teachers. ESP teaching is more student-centered as compared to GE. In an ESP classroom, a teacher will find older students than GE ones.

Sometimes, even students are more knowledgeable about subject content than teacher himself. Teachers should avoid asserting absolute authority in such situations and try to adopt an informal style of teaching to encourage student's participation in the classroom activities. Initiation response-follow up sequence of classroom discourse (Sinclair & Coulthard,1975 as cited in Dudley-Evans & John,1998) may not work in an ESP teaching situation where a learner can initiate the discussion or ask question to which where a learner has to respond. So ESP teachers are suggested to be flexible in their classroom practices even during the lesson (Jordan, 1997).

The implications for materials designing have also been for reaching the immense work in relation to the language of various disciplines and profession has informed people about the various functions of English language. It has inspired many people to initiate materials writing projects in all fields of ELT (Kennedy & Bolitho,1984). Because of the developments in material designing, ESP has shown that how a communicative language curriculum could be turned into either a functional-national or a task-based syllabus (Dudley-Evans & St.John,1998,p.19) . This may help teachers to motivate students by providing them chance to use language to convey their own purposes and meaning. As ESP ensures student autonomy, it would be a good idea to ask students to select materials themselves. This freedom of choice can enhance their creativity and motivation (Ajideh , 2009).

1.7.Needs analysis

The procedures used to collect information about learners needs are known as "needs" analysis. Needs analysis (NA) is a formative stage that should be taken into consideration prior to, during, or after a language program. Researchers have different approaches in defining NA, but many of them agree that NA reflects necessities, wants and needs of learners in their subject area. Schutz and Derwing (1981) point out that this was a new concern with ESP; "most language planners in the past have by passes a logically necessary first step: they have presumed to set about going somewhere without first determining whether or not their planned destination was reasonable or proper"(p.30).Nunan(1988) defined needs analysis as "techniques and procedures for collecting information to be used in syllabus design" (p130). In ESP learners needs are often described in terms of the outcomes or what the learners will be able to do at the end of the language course.

Hutchinson and waters (1987) defined needs analysis by distinguishing between target needs ,i.e what the learner needs to learn, and 'wants" which are the learners views concerning their needs.

1.7.1.Why needs analysis?

Needs analysis is recommended in English language teaching in general, and in teaching ESP and EAP in particular. According to Robinson (1991), "needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it (p7).

This means that needs analysis is somehow in contrast with ESP, even though ESP is the only educational approach that do it's function.

'Hutchinson and waters (1987) argue that "any language course should be based on needs analysis". Dudley-Evans & ST John (1998) state that "needs analysis is the process of establishing the what and how of a course" (p121). They also point out the following three elements of needs analysis:

First: needs analysis aims to know learners as people, as language users Audis language learners.

Second: needs analysis study also aims to know language learning and skills learning can be maximized for a given learner group.

Third: needs analysis study aims to know the target situation and learning environment so that data can appropriately be interpreted.

In this context, Dudley and john note that needs analysis is based on three elements:

First: is that refers to the idea of knowing learners as members of society, as the ones who use the language and as the ones who study language.

Second: it refers to have in mind how language learning and skills learning can be introduced for informants.

Third: needs analysis refers to know the target case and social learning in order to give data immediately.

Jack C. Richards (2001) states that "the goal of needs analysis is to collect information that can be used to develop a profile of the language needs of group of learners in order to be able to make decisions about the goals and content of a language course" (p90). He also argues that needs analysis in language teaching may be used for various purposes. Some of these purposes are:

- To identify the language skills of a learner needs to perform a certain role.
- To determine the needs of students from a group for training in particular language skills.
- To help determine the adequacy of and efficacy of an existing course in addressing the potential needs of students.
- To identify the gap between what the students are actually able to do and what they need to be able to do.
- To collect data about a particular problem that learners are experiencing.

1.7.2. Needs analysis, for and by whom?

In needs analysis, the main source are the learners, people working in the study field, ex-students, documents relevant to field, colleagues and ESP research in the field (Dudley-evens & ST John,1998).

This means in needs analysis the only factor are learners, the ones who study a specific subject.

The main instruments for executing needs analysis study are questionnaire, analysis of authentic oral and written texts.
(Dudley-Evans & ST John, 1998; Hutchinson & Waters, 1987; Robinson, 1991)

1.8.Conclusion

It is hard to draw a clear line where GE courses stop and ESP courses start, we use such labels as medical English to distinguish between ESP and GE. We consider that the two are highly interrelated. One may ask "what is the difference between the ESP and general English approach? "Hutchinson et al. (1987 p53) answers this quite simply, in theory nothing, in practice a great deal." When their book was written, of course, the last statement was quite true. At the time, teachers of general English courses, while acknowledging that students had a specific purpose for studing English, would rarely conduct a needs analysis to find out what was necessary to actually achieve it.

Teachers now days, however, are much more aware of the importance of needs analysis, and materials writers think carefully about the goals of learners at all stages of materials production. Perhaps this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line where general English courses stop and ESP courses start has become very vague indeed.

2.1. INTRODUCTION

Internationally, regionally and locally, There Is a plethora of needs analysis which has been undertaken. Within the Arab context, unfortunately, there is a serious lack of research related to ESP and general English as well. It is important to mention that NA literature published by Arab scholars is scare and more attention is required to meet the gradual increase and numbers of ESP courses than GE ones in the Arab countries.

This study sheds light on the studies conducted in the Arab context in order to serum for a better conceptualization of the present study. So, this chapter attempts to give information about student's needs in the field of ESP in contrast with GE context at the level of third year biology students. It describes the research instruments which include the student's questionnaire.

2.2.The originality of the study

In short, the field of ESP includes a number of needs analysis conducted or language programs in many different areas. Needs analysis has been conducted in ESL and EFL representing academic and professional ESP programs. In Arab countries, Algeria in particular, needs analysis studies have covered a group of different specialties.

Many of these studies investigated the student's academic needs, however, up to my knowledge; no study to date has looked specially at the English language needs of the science lane student's in the Algerian educational system.

Biology department at Abou Bakr Belkaid university, Tlemcen, includes 13 master specialty with 36 2 students. The total number of teachers who are in charge of teaching the English language are four (4); one (1) of them is man and three (3) women.

2.3.Methodology

Every situation has its own factors that makes it dissimilar to other situations and so do needs analysis approaches in foreign language teaching. According to Hutchinson and waters (1987) "the choice of method will depend on time and resources available and the procedures of each will depend on accessibility" (p 56). This study adopts the quantitative method. The information was collected through a questionnaire are because it seemed to be the most appropriate tool for gathering the views and demands of the learner.

2.3.1.Participant's profile:

The participants in this study are the biology students in the scientific lane at Abou Bakr Belkaid university.The English language program in this department is sponsored by the English language specialists of the department. The program comprises 2 levels of instruction. Each level is taught in one year. Students who enter the program the first year level should have a scientific diploma of a license degree .In order to access the second year students should have 30 credit in the first semester, then they should prepare a scientific thesis in order to get a diploma of master degree.

The sample of the study consists of 60 female students and 25 male whose age ranges from 22-26. They are all placed in the master level. All the student in his nature speak Arabic as their mother tongue.

Regarding the time devoted to the study of English in this scientific class, the students have to learn English one hour and a half per-week.it is noted that the coefficient of English language module is two. Half of the student affirmed that they were not interested at all to learn English. Therefore, they stated that they understand the English language they could not express themselves. So, just the students who had a good level communicated with their teachers or colleagues in the classroom.

2.3.2. Procedure:

This study employed one source of survey which is questionnaire. The questionnaire was written in English since the majority   of the student understand the context of the questionnaire, just some explication of the items included for others. The questionnaire was designed to explore the respondents perceptions about ESP in comparison to GE with it's significance to their current and future studies. The survey questions try to analyze the target situation, the present situations and the context situation. The questionnaire includes 14 questions, 12 questions were close-ended with multiple options so that students can choose their answers. The other 2 questions were ended as students were freely able to express their views.

2.3.3.The research instruments:

The instruments used in this study were the questionnaire and the infill theater. The questionnaire was administered to the students which was a survey tool. The students questionnaire was a means of collecting data from informants who were first year master students at the biology department of Abou Bakr Belkaid University Tlemcen.

The other instrument was the infill theater which constituted a tool that helped students filling this questionnaire and help to give explanations of the items included for the student who find some difficulties to answer some questions. The analytics 'reveal a summary of responses which appear as pie charts and a table that will all demographics presented as percentages for a questionnaire items.

2.3.4. Student's questionnaire:

The questionnaire was administered in English but sometimes some questions were interpreted to French or Arabic in order to enable the students to express their opinion. It tried to find out the degree of first years master student interest in learning either ESP or GE and their needs of an ESP courses.

The questionnaire was composed of twelve (12) questions (see the appendix) the first one asked the students if they need to use English language in present studies. The second question questioned them if they are interested in talking an ESP course. The next question requested the student thought about ESP in comparison to GE. The fourth one asked them to elicit if it was ESP which was useful for them during their studies or General English (GE). The fifth one aimed to know the students believes about the two dichotomy (ESP vs. GE) that was useful to facilitate their future studies .The sixth question requested them to say if it was ESP which is useful to facilitate their communication or it is GE which do so.

Question n°07 asked them if it was ESP which was useful for improving their general language skills or the second process. The following one requested them to list other reasons about the usefulness of ESP. Question n°9 questioned if the needed to study a technical terminology in ESP. The next question questioned them if they needed to study topics related to their future field of study.

The eleventh question requested the students to state which most language skill they needed to improve either in ESP or GE. The last question was about the forms of work they preferred to practice in ESP classes.

2.4.Limitation of the study

362 is the approximate number of the first year master students in the scientific section at biology department. The survey in this study designated only a group of 85 students in the master level, i.e. it is considered to be a small scale study if compared to the total number of students. As such, the representative sample may limit the generalization of the findings. In addition, this study does not investigate all master one (M1) students views and perceptions about significance of ESP and GE courses to the academic progress of students.

23

Finally, the study is limited as it investigate the need of the science lane only, bio-chemistry specialty in particular .This later is divided into two specialties and disregards the other lane students enrolled in the same program.

2.5.Data analysis

The collected data were analyses in order to come out with a set of results.

2.5.1.The analysis of the students questionnaire:

Results in this section are described in accordance with the research questions order as they appear in the questionnaire. The analysis reveal the summary of responses which appear as pie charts and a table with specification of percentages for each questionnaire item .The questionnaire was answered by 85 students including 60 girls and 25 boys. Item (1) in the questionnaire survey aims to investigate the students present use of English not just in EFL classroom but also in the other subjects which they study in the science lane. The analysis revealed that the vast majority of students (98 %) needed to use language in their current studies. As it appears in the chart below only eight (8) students, representing 9% needed to use the language rarely in their studies while only one student stated that she did not use it in her studies at all.

yes
sometimes
rarely
no

Yes 76 89%

Sometimes 8 9%

Rarely 0 0%

No 1 1%
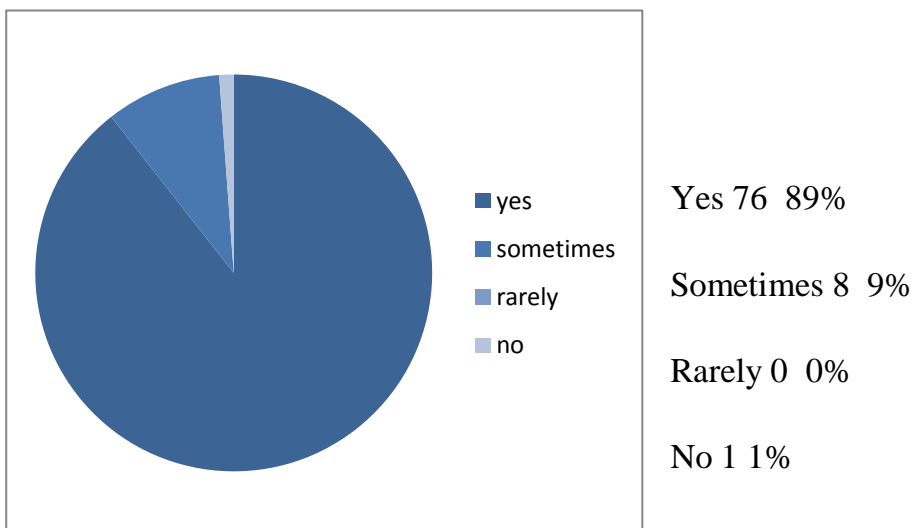
Figure 2.1.student need to use of English in present studies

Regarding the student interest in taking a course, a large proportion of responses, representing 61% showed that most of the students are interested in taking an ESP course. However, more than a quarter of students representing 39% of the total number of the students, thought that they were not very much interested in ESP but they preferred to study GE course. Their answers are summarized in the pie chart below.

ESP corse 52-61%

GE course 33-39%
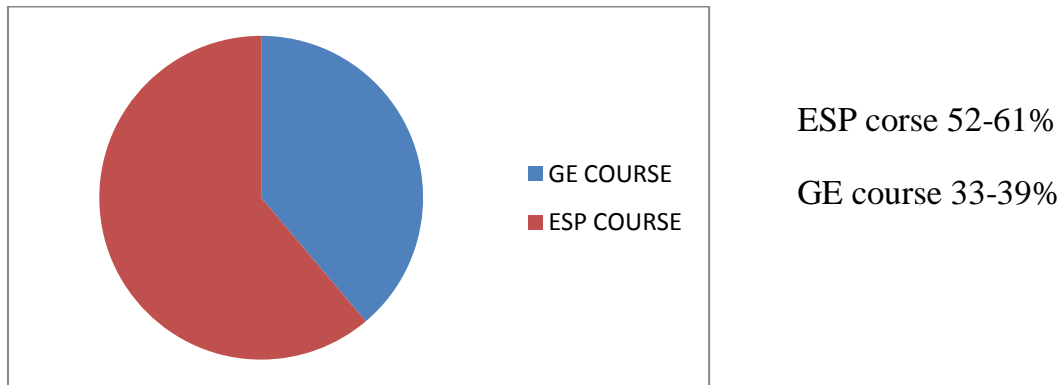
Figure 2.2.Students interest in the course

Concerning the importance of ESP in comparison to general English, a significant majority of student at 75% considered ESP and GE to be equally important to them. Ten (10) students, representing 12% believed that ESP was more important to them while nine students, representing 11% saw ESP as less important than GE. An insignificant proportion at only two (02) students, viewed ESP as not important to them at all. The following pie chart provides an idea about their responses.

More important than general English 10-12%

As important as general English 84-75

Less important than general English 9-11%

Not important as a general English 2-2%
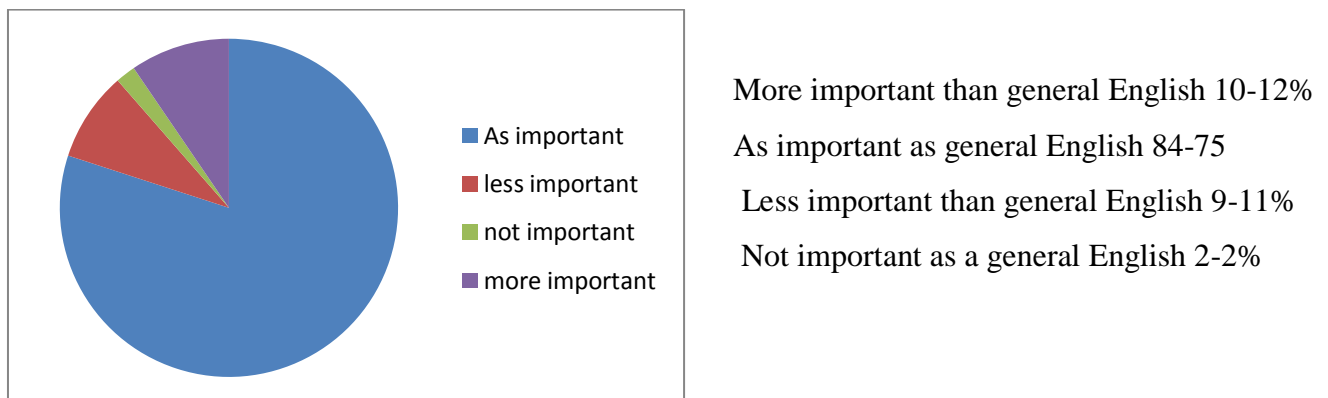
Figure 2.3.Importance of ESP in comparison to GE

The following pie chart in figure 2.4 illustrates that nearly all of the students thought that ESP was useful for them. Fifty (50) students, representing 60% of the participants viewed ESP to be very useful for them during their current study. About third of the students believed that ESP was useful for them; however, they are not willing to study it currently. Finally, only one (01) student   rated ESP as waste of time.

Very useful 50-60%

Not now 26-31%

I am not sure 8-9%

It's a waste of time 1-1%
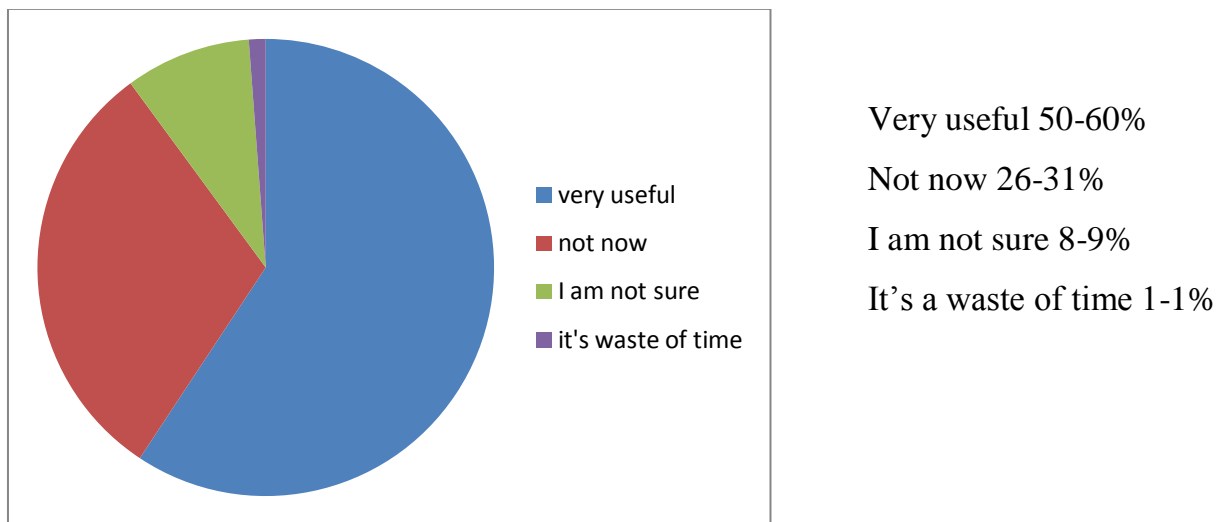
Figure 2.4.Students opinion about the usefulness of ESP in comparison to GE

As far as their opinion about the two dichotomies for facilitating their future studies, (76) seventy six students, representing 89% of the total number of the students strongly believed that ESP would be very useful to facilitate their future studies in the field of science .A small minority at 11% did not expect ESP to be very useful while they expected GE to be more useful in facilitating their future studies. This pie charts their answers.

ESP is useful 76-89%

GE is useful 9-11%
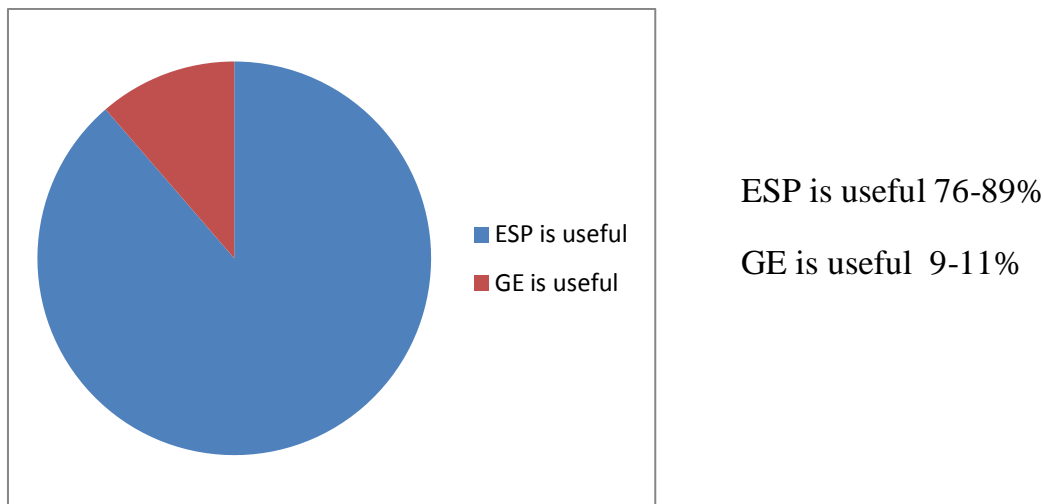
Figure   2.5.students   opinions   about   the   usefulness   of   the   two dichotomies to facilitate their future studies

Concerning their opinions about the usefulness of the two fields to facilitate their communication   with   subject   teachers.Sixty   nine   (69)   students,   representing   a considerable percentage at 81% of the total number of the student thought that ESP would be very useful for communication with teachers of different scientific subjects like   chemistry,   physics,   statistics   and   biology   in   particular.   While   sixteen   (16) students, representing 19% of the group, seemed to consider GE very useful for the purpose, the following pie chart gives an idea about answers.
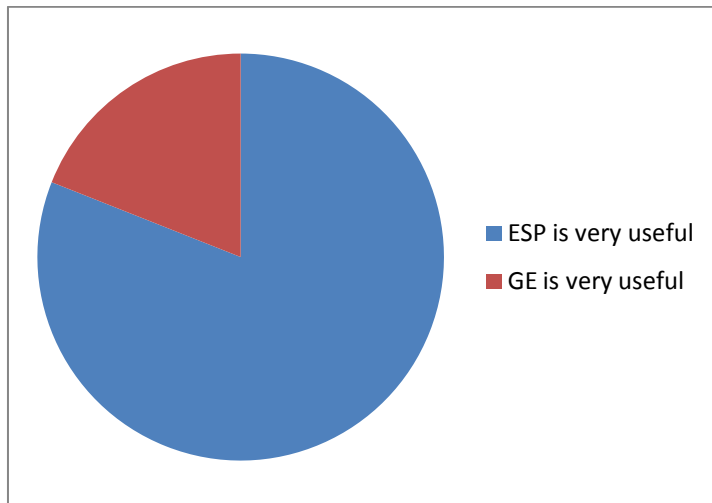
ESP is very useful 69-81%

GE is very useful 16-19%

Figure 2.6. students opinions about the usefulness of the two fields to facilitate their communication with subject teachers

When asked if ESP was useful for improving their general language skills or it was GE which do so, the vast majority of students, representing 90% of the total number of students thought that an ESP course would be useful for improving their general language skills while the minority at eight (08) students, representing 9% views showed that ESP would not be useful for the purpose, but it is general English which is useful for the general improvement of language skills.
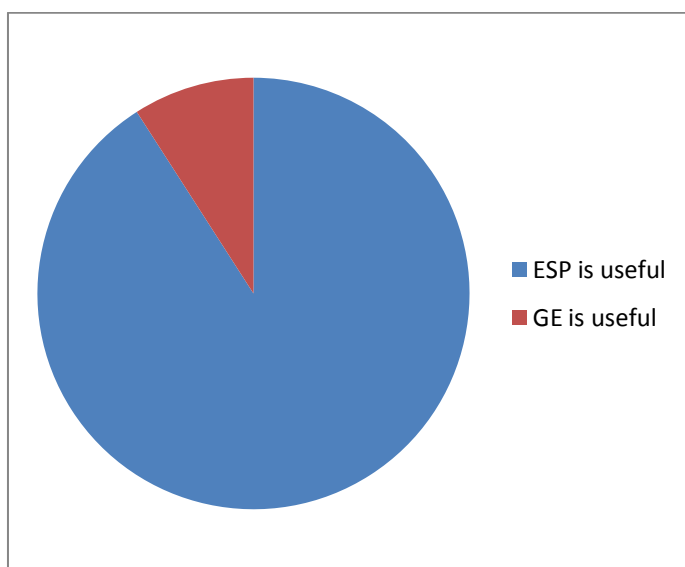
ESP is useful 77-90%

GE is useful 08-09%

Figure 2.7. students opinions about the usefulness of the two fields for improving their general language skills

Item eight (08) in the questionnaire was an open-ended question.
Here are the suggestions provided by the hall student as to an additional reasons why else ESP could be useful.

1-To be well prepared for current and future !-study and specialization.

2-To save time and effort given in understanding scientific subjects.

3-To achieve progress as ESP will make difficult technical terminologies easier to define and understand.

4-To improve the academic language skills.

5-To be ready for the future profession.

6-To facilitate communication with doctors in hospitals.

7-To improve oral presentations required in scientific projects.

8-To understand scientific articles.

Yes, it is the most important 79-93%

No, i already knew all the necessary terminology 06-07%
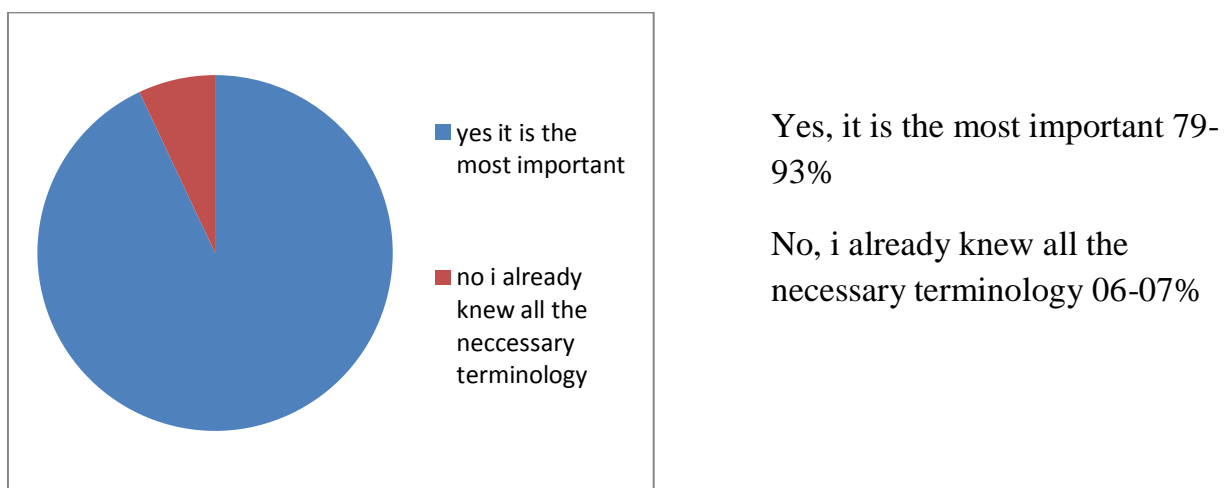
Figure 2.9.Students' needs to study technical terminology in ESP

As it can be seen in figure 2.9 almost all the students stated what a technical terminologies were the most important component which they needed to study in ESP while six (06) students, representing 7% claimed that they already knew all the necessary terminology.

Regarding their needs to study topics related to their future field of study, thirty two (32) students, representing 38% of the respondents highly needed to study different topics related to their future field of specialty and consider it as one of the most important components in ESP. almost half of the responses stated that it would be important useful while the minority claimed that they didn't want to learn the same things again. Only 2 students saw that they didn't need to study topics related to their future field of study.

Yes it is the most important 32-38%

Yes it will be useful 42-49%

No, i don't want to learn the same things a gain 9-11%

No, i don't need to study topics related

to my future field of study 2-2%
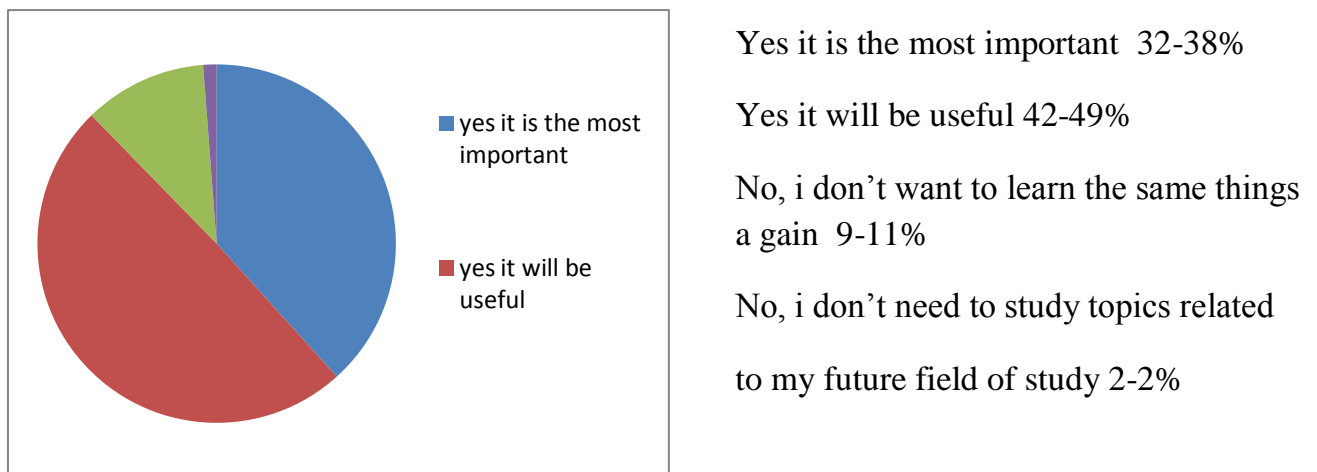
Figure 2.10.Students needs to study topics related to their future field of study

Concerning their opinion about the most language skill they needed to improve either ESP or in GE. Forty eight (48) students, representing 56% needed to improve the productive skills while twenty three (23) students, representing 27% wanted to develop their writing skills. The receptive skills of reading and listening were equally important to be improved according to fourteen (14) students at 8% for each skill especially in ESP.

Regarding their preferences in terms of work forms to be practiced in ESP classes. The vast majority viewed films, games, projects and presentations to be the most effective method to be practiced in ESP. Class discussions and role plays come second at 47% to be most effective. According to the respondents the traditional method in teaching was preferred in which the teacher explained and corrects the students mistakes in exercises at 46%. Obviously, analyzing language structures and trying to work with new words on their own language was not regarded as the most effective form of practice that the students preferred to have in ESP. the following table provides an idea about their responses:

Forms of work students prefer to practice in ESP classes	The most effective	effective	Not very effective	Not effective
Teacher explains a new topic and corrects my mistakes when I do exercises.	**46%**	**37%**	**14%**	**2%**
Analyzing language structures and trying to work with new words on my own.	**21%**	**36%**	**36%**	**7%**
Class discussions role, plays/group work.	**47%**	**29%**	**14%**	**10%**
Films-games-projects-presentations.	**78%**	**14%**	**5%**	**2%**

Table 2.12. Students' preferences in terms of work forms to be practiced in ESP classes.

2.6. Pedagogical Implications

The results of the study indicate that the biology students are willing to study ESP. The majority of them are able to conceptualize the benefits which they can gain through ESP. The English language instructors or administrations should not be caught in the either ESP or GE dichotomy. An ESP program that matches the nature of students' majors and their professional needs can create a win-win situation. Not only will the biology students gain ESP competence, but they will also improve their overall language proficiency. More importantly as this study demonstrates an ESP program that takes learners needs as its first priority can grasp students internal motivation to learn English rather than as a response to outside forces.

2.7. Suggestions

Several suggestions are made based on the results of the study. The positive attitudes of the students towards ESP suggest that ESP courses should be included as a part of the English curricula in the biology field. If this is done, students can engage in learning ESP during the regular academic year, which will broaden their opportunities to achieve better academic progress. However, many problems can be expected if the ESP course is conducted as an optional course. The students need to be motivated enough to be enrolled and to continue attending such course. Being aware that the course is not taking into account their regular attendance or assessment grades by the end would de-motivate them. For that essential reason, it is suggested that ESP be integrated or injected in the regular GE classroom. The program be substituted by ESP should be the supplementary reading program which should be part of the biology curricula.

The supplementary programs are designed to enhance and further support student achievement of the GE courses by providing targeted and measured support in area of focus not covered by the main course alone. A total of 20% of students grades are based on their performance in each supplementary program. The reading program is allotted 5% of the total grades in the supplementary program.

The current reading program goal is to encourage positive reading habits in students. It consists of a number of instructor led sessions in which students discuss the assigned graded reader for the course, spend a portion of the time engaged in silent guided reading, read additional portions of the texts outside the class, and orally share their reactions to what they have read. The readers in the reading program for the scientific lane, especially the students of biology are fantasy stories like: "The jungle book" and "The travels of Ibn Batutta". The suggested reading program should dictate a focus to enhance students' abilities in reading scientific articles or magazines related to their field of study to foster awareness towards the subject matter and to enhance their academic progress. The reading program should be specifically designed to satisfy the situational needs of the biology department and the learning needs of its students.

It consists of a number of instructors led sessions in which students discuss the text, spend a portion of the time engaged in silent guided reading, taking notes, and share their reactions to what they have read. Follow on activities can take the shape of a role play to provide further practice of the academic language learned.

2.8. Suggested course description and outline

- Program title : Supplementary Reading Program .
- Reading program description: the goal of this program is to prepare higher education students for the use of English language skills. The skills include, but are not limited to, reading and speaking. The program is « goal-oriented » with a focus on students needs.
- Program structure: within the biology master student, the module of English should be 2 sessions per week, the reading session should be allotted one hour and a half per week.
- Learning out comes : upon the completion of this program students are expected to :

- Read short essayes
- Improuve their vocabulary
- Acquire basic technical terminology
- Locale, select and asses data
- Deliver short oral presentations bases on their readings.

- Instructional material : selected readings by the students and instructor
- Program objectives :
  - Understanding and analyzing scientific articles and texts
  - Using effective reading, speaking and listening strategies
  - Building confidence to use the language
  - Locating, analysing and evaluating information
- Program content
  - Reading : students will read range of short passages that would focus on comprehension strategies and introduces technical terminology
- Assessment :
  - classroom participation (based on reading the scientific articles, students should share views and present oral summary of their readings

2.9.Conclusion

As it has been stated before, the scientific students needs is a determining factor of failure or success en English language learning. Although research has identified a number of students needs either in ESP or in GE, the exact contribution of the variable needs to learning achievement has been interpreted in different ways. The research results show an ignorance of the English language learning needs of the majority of master one year students in the scientific lane.

In the English language classroom, teachers can employ a variety of techniques and strategies in order to cope with students needs. Learning a foreign language is different from learning other subject ; therefore, language teaching should take into account a set of factors that are likely to promote students success.

GENERAL INTRODUCTION

Theoretical Overview Of ESP Need in Comparison to General English

Chapter Two

Case study: Data Collection and Analysis

General Conclusion

Appendix

Students' Questionnaire

General conclusion

Teachers consistently identify the issue of ESP and GE dichotomies as one of their chief concerns. They want to know more about how to help these students to cope with this phenomena in order to have progress in their future studies.

This study investigated the students' attitude towards the two dichotomies which are ESP and GE as well as their expectations and needs. Major findings indicated that students consider ESP to be important and necessary for their progress whether in the current studies or the futures ones. Also, the study reveals that ESP instruction should focus on the technical terminology and with special attention should dedicate to improve the productive skills of the students.

On the other hands students especially in the scientific lane, cannot foresee the practical use of General English (GE) when moving to the year in their actual faculties of specialization. In fact, they are unable to conceptualize the efficacy of GE as facilitating their progress, simply because it does not serve their learning , there in, lies the gap between what the biology master students actually learn for a whole year and their needs in possessing the appropriate kind of English language that would widen their chances of learning and success in their near future fields of specialization. But unfortunately, the learners' need of English is ignored or under-emphasized in the biology department to be important and necessary for their progress whether in the current studies of the futures ones. Also, the study reveals that ESP instruction should focus on the technical terminology and with special attention should dedicate to improve the productive skills of the students.

The results of the study are based on master one (M1) bio-chemistry students enrolled in the biology department. Finally, a reading program is suggested as a suitable form of ESP implementation which seems to be the most convenient option in the scientific current context.

DEDICATION

First of all, I would like to dedicate this fruit of my study which i realized with the help of ALLAH to my dearest parents, for their support and continuous help through the path of my studies.

Thank you very much dad Abdrahmen and mum Hafida.

I would like to express my grateful feelings to my lovely husband, Sofiane, for his encouragement, advice and support during the two years of master.

To my reason of life, my son Salim

I would like to dedicate my lovely sisters : Nadia, Nadjet and Lamia

To my kind brothers -in - law : Karim, Hamid and their families

To the candles of the family my nieces Jiji Riham, Nihal and my nephews Morad and Dahminou.

Special dedication to my parents – in–law, my sisters-in-law , their husbands and children.

This project is also dedicated to all my friends of University and my colleagues of OGEBC , specially Aouicha, Nassima,Sara, Rahma and their families.

Special thanks to Mr BOUDEFLA Amine and Miss Nedjma who support me during my studies.

To my teachers at the department of English, specially to my supervisor : Mr AZOUG Omar

To all those whom I forgot to mention.

I

General introduction

In confronting the challenges that the future holds in store, the world sees education as indispensable asset in an attempt to suit the nature of the modern society to cope with the society. To cope with the needs of the Algerian society, the field of English language teaching has rapidly developed during the last few decades. Its ever changing nature has been influenced by some factors such as the educational requirements and objectives. Accordingly, the demand for English courses designed to meet the needs of specific group of learners has specially become urgent since the 1970. Therefore, the English language courses should come as a response to students' needs or what swales (1988) terms, « wider roles ». In this regard, English should not be taught as a separate subject exiled from the learner's real needs; rather it should be part and parcel of the subjects matter area based on its importance to the learner.

Hence, it is important to distinguish the difference between General English (GE) and English for specific purpose (ESP).
Actually there is a very fine line that districts GE from ESP but is tangible as Hutchinson et al (1987) claims, « in theory nothing in practical great deal » (p53).

In the biology department at Abou Bekr Belkaid University, English language is taught with a general aim to the student of master. The university prerequisites the students completion of 30 credits to be enrolled in the master 2 (M2). As per teachers personal teaching and assessment is followed. The students graduate from the license year at the master level. Users at this level are expected to be able to handle the main structure of the language with some confidence, demonstrate knowledge of a wide range of vocabulary and use appropriate communicative strategies in a variety of social situations.

The present research world attempts to identify the English language learning needs of the master one (M1) students in the scientific lane at Abou Bekr Belkaid University. It proposes the need to integrate English for specific purposes (ESP) terminologies and specific functions of a particular content, namely the academic reading program in the biology department curriculum along with the GE grammar functions and skills.

As Orr (1988) stated, English for specific purposes (ESP) is research and instruction that builds on GE and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purpose (p1). Hutchinson and waters (1987) visualize ESP as the leaves and branches' of language tree. Without any roots to absorb water, leaves or branches would not grow up. Therefore, it cannot be ignored that GE is considered being the roots which support ESP to flourish and it panes away to the learners to actives their desired progress.

The main aim of conducting this study is to examine the need to launch an ESP Reading program at the biology department in order to

facilitate the progress of the scientific students, to reach this end, this paper first, investigates bio-chemistry students English language learning needs and attitude towards ESP in comparison to General English (GE). Finally, it proposes the need to initiate a reading program based on the results of the needs analysis. The study tries to find answers to the following questions:

(1) What are the students attitudes towards ESP needs in comparison to GE?

(2) What are the language skills the students need to improve either within ESP or GE in order to support their progress in their current and future studies

ACKNOWLEDGEMENTS

First, we would like to express our sincere thanks and appreciation to Allah the most high generous, for blessing and helping us in realizing this humble work.

All praise is due to Allah because without this graciousness, this work would have never been materialized.

I, particularly wish to express my profound gratitude to my respected supervisor: Dr AZOUG Omar for his guidance and advice as he has always been kind and helpful with me, for his encouragement and his capacity to remain unfailingly patient in the making of this modest work as well as his precious direction.

My thanks go to the head of Biology department Mr BENAMAR as well as Mr CHARAK, the responsible of the groups at biology department at Abou Bakr Belkaid University, for their help and cooperation.

Sincere thanks go to the master one students who were helpful during the data collection phase.

Finally, we would like to pay tribute to all our teachers who have been and still remain an inexhaustible source of knowledge throughout my studies.

ABSTRACT

This study explored the needs for ESP vs GE among the master one year students in the science field at the Biology department Abou Bakr Belkaid university, Tlemcen. It investigated the students' attitudes towards ESP in comparison to GE and their readiness for them. So, the present study is an attempt to inquire succinctly into the relationship between English for Specific Purposes (ESP) and General English (GE).

The study focuses on the issue of designing a suitable core course of English for specific purpose introduces ESP through reading. The study is based on the investigation of the learners' needs.

The aim of the study is to propose a suitable course in which ESP can be integrated or injected within in the regular English for general purpose's classroom in order to facilitate the students' progress.

TABLE OF CONTENT

Chapter Two : Case Study : data collection and analysis

List of Abbreviation and Acronyms

ESP: English for a Specific Purpose.

GE: General English.

EEP: English for Educational Purposes.

EVP: English for Vocational Purposes.

EAP: English for Academic Purposes.

EOP: English for Occupational Purposes.

ESL: English as a Second Language.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

NA: Needs Analysis

List of Figures and a Table