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Assessing Students' Needs in an ESP Context:

The case of Journalism Students at the University of Biskra

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Declaration

I declare this Master Two dissertation entitled "**Assessing Students' Needs in an ESP Context: the Case of Journalism Students**" is entirely executed by me under the guidance and supervision of Dr**. Turqui Barkat** at the Department of English, University of Biskra. I confirm that this work has not been submitted, in whole or in part, in any previous application for a degree. I also confirm that all the references (Books, articles, websites…, etc), which I used, they are respectively acknowledged in my work.

Submitted on:

Dedication

I dedicate this work to my supportive family, which was and still is the only source of encouragement and motivation.

I dedicate this work to the best parents one can have; my parents who never failed in pushing me toward making a better version of me.

I dedicate this work to my one and only sister and brothers who were by my side whenever I needed to, and believed in me.

My special thanks to **Mr. Chellali Messaud** who used to be my first teacher of English in Bezit Mohamed Middle School in Ouled Djellal, because thanks to him I have decided then to be a teacher of English.

I dedicate this work to myself, to my efforts and perseverance. I am so proud of myself for reaching this point in my life. I wish this work will be the beginning of other greater achievements and success.

I dedicate this work to my roommates and close friends, I'm so thankful for their love and support.

I dedicate this work to my supervisor **Dr. Turqui Barkat**, I'm lucky to be one of his candidates, and have the opportunity to benefit from his precious experience and knowledge. I really appreciate the time he spent helping us to make the best researches.

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ABSTRACT

Needs analysis is the first essential step that should be taken before proceeding with any English for specific purposes course. However, this procedure is absent in the case of journalism studies at University of Biskra. Therefore, the present research work seeks to identify the needs of Master One Journalism students at this University, and assess the present English course. We hypothesize that undertaking needs analysis in ESP classes will provide effective results for students. A descriptive research methodology has been adopted and two data collection tools have been used. A questionnaire was administered to thirty (30) students of journalism from the Department of Human Sciences to investigate their needs, and an interview conducted with six (6) teachers from both the Department of English and Human Sciences at Mohamed Khider University of Biskra. The findings of this research have revealed that the English course directed to journalism students did not meet their needs, and that they are not satisfied with the current learning situation. Hence, the investigation confirmed that is necessary to use needs analysis as an initial process to know more about students' lacks, wants, and necessities.

Key words: English for specific purposes (ESP), Needs Analysis, Syllabus Design, English for Journalism.

LIST OF ABBREVIATIONS AND ACRONYMS

CNP: **C**ommunication **N**eeds **P**rocessor

EAOP: **E**nglish for **A**cademic and **O**ccupational **P**urposes

EAP: **E**nglish for **A**cademic **P**urposes.

EBE: **E**nglish for **B**usiness and **E**conomics

EBP: **E**nglish for **B**usiness **P**urposes

EFL: **E**nglish as a **F**oreign **L**anguage

EGAP: **E**nglish for **G**eneral **A**cademic **P**urposes

EGP: **E**nglish for **G**eneral **P**urposes

ELP: **E**nglish for **L**egal **P**urposes

ELT: **E**nglish **L**anguage **T**eaching

EMP: **E**nglish for **M**edical **P**urposes

EOP: **E**nglish for **O**ccupational **P**urposes

ESAP: **E**nglish for **S**pecific **A**cademic **P**urposes

ESP: **E**nglish for **S**pecific **P**urposes

ESS: **E**nglish for **S**ocial **S**tudies

EST: **E**nglish for **S**cience and **T**echnology

EVP: **E**nglish for **V**ocational **P**urposes

L1: **F**irst **L**anguage

L2: **S**econd **L**anguage

NA: **N**eeds **A**nalysis

PSA: **P**resent **S**ituation **A**nalysis

RA: **R**egister **A**nalysis

TSA: **T**arget **S**ituation **A**nalysis

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GENERAL INTRODUCTION

General Introduction

One can observe that English for specific purposes (ESP) has become the dominant area in the field of English as a foreign language (EFL). The growth of this area is not accidental; it is due to different reasons including the development of English as an international language. Accordingly it has not only become necessary for researchers to adopt English, but also the demand for learner-centered classes has also contributed to this development (Hutchinson & Waters, 1987). Thus, the importance of ESP in comparison to English for General Purposes (EGP) has developed with regard to the needs analysis procedure which is undertaken within the context of ESP teaching.

ESP helps both the teacher and the learner to focus on the necessary information and it is also energy and time saving, due to the courses which are designed according to the students' needs. Moreover, it allows them to improve their English language and higher their professional level in a specific area of interest. At this level, the teacher of ESP relies on a needs analysis that permits him/her to determine what to include and what to exclude in the course. Needs analysis works as a bridge between the learners specialty and the English language, it means that the courses are elaborated in such a manner to reach the learners' objectives to study the language; likewise, the students show more interest in those object-oriented courses. Many language educators and teachers of English believe that ESP has an effective role in the students' learning process; because it provides the necessary preparation for learners to use English in the work field. Furthermore, it is agreed among teachers of ESP that adult students benefit more from this task because of the awareness of their needs.

Statement of the Problem

ESP is a subfield of EFL that focuses on the students' needs. It develops courses to teach the students the appropriate language that fulfils their needs. ESP teachers believe that the ESP courses are efficient, because of the nature of courses that are taught. The students are more motivated by these types of courses which allow them to cope with matters in real-life situations.

It is a difficult task to define the ultimate needs of the students consequently, the teacher of the ESP conducts a need analysis to figure out the students' objectives, and their deficiencies. We have attended several ESP courses instructed to the journalism students and observed that those courses do not respond to their needs, because of the absence of need analysis procedures. As a result and according to students' need we want to identify what Journalism students' need in order to develop their level in English and provide data for course designers to create a suitable ESP syllabus for them.

Significance of the Study

Several studies have been conducted for the sake of helping students to develop an efficient learning process, particularly, learning the English language. As a result, many ESP programs have been developed. It is demonstrated that ESP courses are effective in teaching and learning for ESP. Lastly, ESP has a great impact on learning English for journalism students as it directs them towards particular goals needed for their field of study.

Aims of the Study

The general purpose of this study is to assess the efficiency of the ESP courses on learners through conducting a needs analysis. More specifically, this study aims to:

1. To investigate students' attitudes about the importance of English to their field.

2. To prove that needs analysis is crucial procedure which should be conducted before proceeding with ESP course.

Research Questions

Based on what is stated in the problem. This study seeks to answer the following questions:

1. How can a needs analysis help in improving the journalism students' level of learning English?

2. What are the eventual benefits that can be drawn from a needs Analysis procedure?

3. What are the students' attitudes towards taking ESP courses?

Research hypothesis

Based on the research questions stated above, we suggest the following hypothesis:

If the ESP teacher undertakes a Needs Analysis, he will be able to design a course that responds to journalism students' needs.

Research Methodology

Method

In this research work, we plan to use the descriptive research method to achieve the previously mentioned purposes, because it is the adequate research methodology for our issue.

ResearchTools

The main data gathering tools are:

- A semi-structured interview for teachers.
- .A semi-structured questionnaire for students.

Population and Sampling

The sample study is Master One journalism students (30 students), In addition to six (6) ESP teachers. The population that has been selected for this research is from the University of Mohamed Khider of Biskra, Faculty of Social and Human Sciences, Department of Human Sciences, section of Journalism.

Limitation of the Study

Although the present research work has reached its objectives, there were some inconvenient circumstances which imposed some limitation upon this work. First, the sample addressed is Master One students of Journalism; therefore, we can not generalize the results to the other specialties at the Department of Human Sciences. Second, students' attendance and the Covid 19 conditions made it difficult to reach the sample size required for the research, In addition, the students' unfamiliarity with the questionnaire procedure; therefore the researcher used a translated questionnaire, facebook group, and email to ensure students' understanding and collaboration. lastly, the unavailability of ESP teachers for the Journalism specialtiy, which led us to include other ESP teachers from the Department of English.

Structure of the Dissertation

This study is divided into three main chapters. The first chapter is devoted to the definitions of ESP, its origins, and the different stages that led to the development of the ESP field. It also highlights the varied characteristics, and clarifies the difference between the concepts of carrier content and real content. In addition, it shows types of ESP, and how English for journalism emerged as an area of study. Furthermore, this chapter spots the light on major problems that teacher may face in teaching ESP to Journalism students, and then it ends with a short conclusion.

Moreover, the second chapter is about the needs analysis (NA) procedure and course design. It starts with defining NA, and then describes its history, its procedures, and some of its main approaches. It also discussed some sources and methods of NA. The chapter tackle definitions of the process of course design, its steps, and its various approaches. It also includes some of the key principles in course design presented by Low (2009), followed by a brief conclusion.

The final chapter is concerned with the discussion and analysis of the research results. It begins with a short introduction followed by a description of students' questionnaire, and its analysis. This chapter also presents the second used research tool, which is teachers' interview, with its description and analysis. Moreover, it includes the discussion of the obtained results, and then it ends with some recommendations, answering the research questions, and confirming the hypothesis.

CHAPTER ONE

ESP AND ENGLISH FOR JOURNALISM

Introduction

ESP is a component that exists under the umbrella of English language teaching, it includes teaching English for a determined goal. The current chapter focuses on the discussion of the different definitions, origins, reasons that led to ESP development and its types. Also, the chapter tackles the issue of how ESP encompasses the field of Journalism and the major difficulties that face students of journalism.

1.1 Definitions of ESP

The development of English as a second or foreign language brings several changes in the way of teaching and learning English. Students previously were not satisfied by what they learned and the courses they were exposed to, because teaching was not effective. Long (2005) states that "Every language course should be considered a course for specific purposes" (p.1). The demand of more specified courses in English has led to the evolution of English for specific purposes.

English for specific purposes (ESP) is a branch of English language teaching (ELT) which focuses on the learners' goal of learning English. Nunan (as cited in Basturkmen, 2010) considers ESP as a major field in language teaching which involves unique "approaches to curriculum development, materials design, pedagogy, testing and research"(p2). Furthermore, the ESP course is designed to train the learners to use English appropriately in a specific present or future situations (Paltridge&Starfiels,2013; Day &Krzanowski,2011) and help them to reach their needs by using different teaching materials (Anthony,2018). Teaching the learners what they need instead of random selection of subjects is the focus of ESP courses, as Hutchinson and Waters (1987) illustrate that:"The assumption underlying this approach was that the clear relevance of the English course to

their needs would improve the learners' motivation and thereby make learning better and faster" (p.8).

ESP teaches learners how to act and interact using English in a specific situation that they may face in their studies or work place (Kenny et al., 2020). Moreover, Day and Krzanowski (2011) describe that English for specific purposes is a field which focuses on the learners' needs from the language. Those needs can be for current studies EGAP (English for general academic purposes) or for their future work settings ESAP (English for specific academic purposes). In addition, they argue that ESP aims to make learners use the language properly in the actual setting than merely develops their level in English. The ESP courses would be useful if learners are unified according to their specialty which will ease the indication of their needs by the professionals (Day &Krzanowski,2011).

Hutchinson and Waters (1987) further define ESP by describing what is not ESP. They state that teaching English in ESP is not teaching special forms of the language, because using English in a specific situation does not include using one specific aspect of language. Also, ESP is not teaching grammar and structures, and it is not different from EGP (English for general purposes) in terms of the educational process yet there is a slight difference between them in terms of content. ESP differs from EGP in several key respects including that the learner of ESP is more knowledgeable than the teacher himself (Day & Krzanowski, 2011) . The nature of EGP courses which involve teaching the learners general skills of the language and do not put any emphasis on their needs, Long (as cited in Ida, 2013) describes those courses as "developed for someone else or for no-one in particular" (p.1).

Dudley-Evans and St John (1998) put another definition to the ESP in terms of absolute and variable characteristics; those characteristics are originally the work of Strevens (1988). Dudley-Evans and St John (1998) make some modification on Strevens' definition and put their own version of absolute and variable characteristics for more accurate definition of ESP.

Absolute Characteristics

✓ ESP is designed to meet specific needs of the learner;

✓ ESP makes use of the underlying methodology and activities of the discipline it serves;

✓ ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities (Dudley-Evans & St John, 1998, pp. 4-5).

Variable Characteristics

✓ 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, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

✓ ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. (Dudley-Evans & St John, 1998, pp. 4-5).

We can notice that Dudley-Evans and St John (1998) make a detailed modification on Strevens definition of ESP. They claim that ESP is not limited only for adult learners, but it can be also for younger students. This point is not included in Strevens' variable characteristics .In addition, the fourth absolute characteristic is that:" ESP is in contrast with 'General English' " is omitted in this new definition by Dudley-Evans and St John.

To conclude, the mentioned definitions are centered on three main components: the language used in ESP courses which is English, the learners who are likely to be adults, and

the environment in which teaching takes place. All of these components are combined to make the learner reach a specific goal, which is the essence of ESP.

1.2 Origins of ESP

English for Specific Purposes as any branch of language teaching did not appear of a sudden; rather it was out of several reasons. Hutchinson and Waters (1987) highlight three main reasons of how ESP was born including: how English gains its dominance over other languages, focus on learners' needs, and the shift from teacher-centered classes to more learner-centered classes.
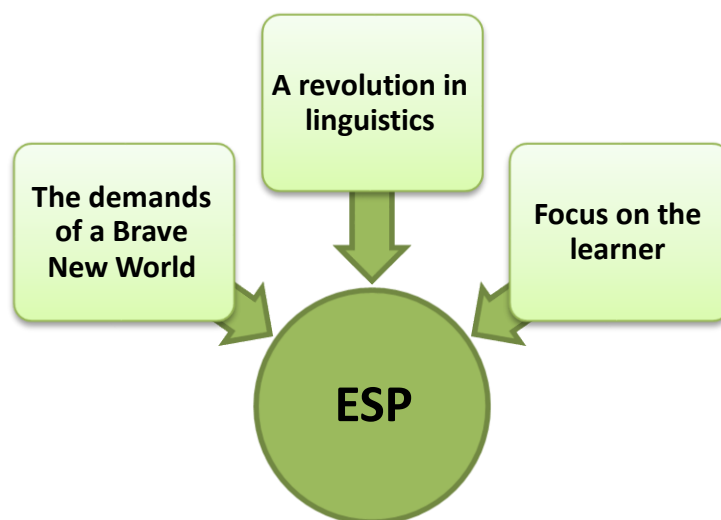
Figure 1. Origins of ESP

First, the power gained by the United State after the Second World War was the reason behind the dominance of English as an international language. The developments that occurred in technology, science and economy had led to more communications and interactions between countries, regions and people all around the world. Due to these developments English become the language of technology and science, therefore people were

in need in order to learn it to keep up with the world changes. Thus, learning a language was earlier to speak with it, but with the advance of the international commerce and technology, learners of the language (English) were able to determine why they were doing so. As Hutchinson and Waters (1987) state:"they knew why they needed it."(p.6). In addition, the Oil Crises' funds and its effects on Western countries is considered as another motive to rise the need to produce English courses with specific goals. All of these developments have helped the English language to be the required language, and put emphasis on how English should be taught.

Second, from a linguistic view, more focus has given to English especially those courses designed for the specific needs of learners. Learning a language previously was about memorizing its grammar and studying its structure, but this view has changed. New researches in learning give the language use more importance than looking only at how the words are joined together. The main principle held by these researches is that the language we speak or write differs from one situation to another. Due to this, we can for instance differentiate between English used in business and English used in commerce. Hutchinson and Waters (1987) illustrate this:"the idea was simple: if the language varies from one situation of use to another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course."(p.7).

Moreover, English for specific purposes witnessed a vast growth during 1960's and early1970's. Studies and researches in ESP included a wide range of disciplines, English for science and technology (EST) was the dominant among them. EST and ESP were two terms used similarly to refer to specific English course designed for specific learners. For the purpose of designing these courses, professionals take in consideration the learners' needs besides analyzing the linguistic features required in a certain specialty

Finally, the focus on the learners' psychology has also contributed to the development of ESP; the idea was to put more attention on the different ways that can help a learner to acquire the language, because learners have different learning styles and strategies. Hence, identifying the needs of learners is essential and makes them more interested and involved in the learning process. This shift from teacher-centered classes toward more learner-centered classes gives more opportunities for all the different learners to be a part of the learning process. All of these changes led to the evolution of English for specific purposes, in which the learners' needs are the key components of the course.

1.3 Development of ESP

The development of ESP has gone through five main stages, namely: Register Analysis, Rhetorical or Discourse Analysis, Target Situation Analysis, Study skills, and a Learning-Centered Approach (Hutchinson and Waters,1987).
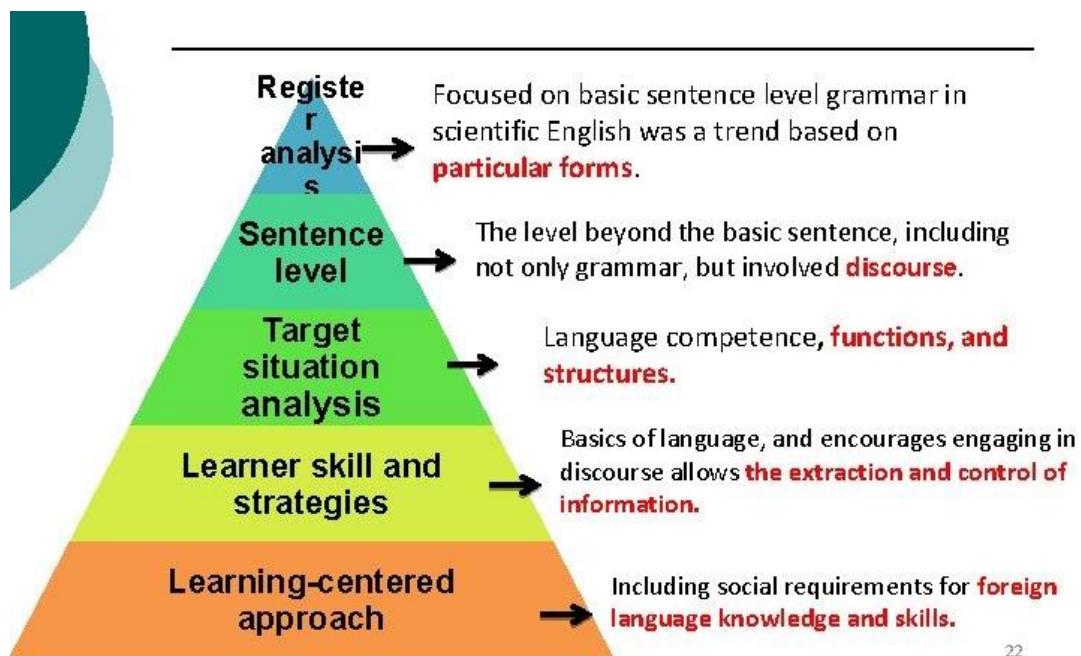
Figure 2. Development of ESP. Retrieved from https://slidetodoc.com/english-for-specific-purposes-dr-hsiuhui-su-patricia/

1.3.1 Register Analysis

A new trend appeared in English for specific purposes between 1960s and early 1970s under the name of Register Analysis (RA).

The work of Peter Strevens (Halliday et al, 1964), Jack Ewer (Ewer & Latorre, 1969), and John Swales (1971) represent the prominent works of this trend. Register analysis is based on the idea that language differs according to the discipline where it is used, for instance the English of Engineering is not as the English of Biology, and each has its own specific register. The main objective is to highlight the grammatical and lexical features of such registers then design courses including those linguistic features which are relevant and likely to meet the learners' specialty, and excluding any other irrelevant features as Hutchinson and Waters (1987) state:"the aim was to produce a syllabus which gave high priority to the language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet"(p.10).

Dudley-Evans and St John (1998) argue that the first works conducted by Barber (1962), Ewer and Hughes-Davies (1971and 1972), and Swales (1988) focus on the grammar and the lexis of the field of Science and Technology or what Swales (1988, p.1) called "lexicostatistics". The idea was that there is no difference between the grammar and the vocabulary used in science and technology and those used in General English; rather some of these forms are more used in one area than the other.

Furthermore, Swales (1988, as cited in Dudley-Evans & St John, 1998) states that the classroom textbooks of science and technology focus only on the language form (grammar and vocabulary) and neglect the language use and communication. In the same way Widdowson (1979, as cited in Choudhary, 2013) confirms that RA does not give importance to the communicative needs of the learner under numerous linguistic situations. Due to this, Discourse Analysis developed to remedy Register Analysis deficiencies.

1.3.2   Rhetorical or Discourse Analysis

Discourse Analysis does not only look at the surface of the sentence, which was the focus of Register Analysis, but also the level beyond the sentence. Hutchinson and Waters (1987) identify the major scholars of this phase who are Henry Widdowson in Britain, Washington School of Larry Selinker, Louis Trimble, John Lackstorm and Mary Todd-Trimble in the United States.

Moreover, Discourse analysis studies how the different kinds of sentences included in a discourse are set to convey a meaning. Allen and Widdowson (1974, as cited in Hutchinson & Waters,1987) claim that learners do not need just to know how sentences are linked together, but also to know where to use them in speech acts. Because they believe that learners know about the language, yet they have problems due to the lack of using it. Discourse Analysis is defined by Jordan (1997, as cited in Meddour, 2015) as.

> Discourse Analysis is concerned with describing the language and its structures that is used in speech or text that is longer than the sentence, e.g. conversations, paragraphs, complete texts. It examines the communicative context that affect language use...It looks at how, for example, the choice of verb tenses or other grammatical features affect the structure of the discourse. The analysis also looks at the relationships between utterances, for example, aspects of cohesion, and the discourse markers or cohesive devices that are employed. (p. 229)

That is to say, Discourse Analysis is the study of the language forms in relation to the language use. The study spots the light on a composition of sentences rather than an isolated one. The aim is to identify what Hutchinson and Waters called "the organizational patterns" of a discourse that make the linguistic cohesion.

Even thought, Discourse Analysis has strength points; it has also some weaknesses. One of which is using the Functional-Notional Syllabus in teaching and denies other dimensions of language teaching (Dudley-Evans & St john, 1998). Consequently, this led to the evolution of the next phase that is Target Situation Analysis.

1.3.3 Target Situation Analysis

At this level, ESP tends to focus more on the communicative aspects in teaching second or foreign language. Target situation analysis is a process of identifying the linguistic features that the learners are likely to meet in their future career. Hutchinson and Waters (1987) argue that the goal of Target Situation Analysis is to define the learners' needs from learning a specific language, and make those needs as the main elements in the ESP syllabus.

The "Target Situation Analysis" is a term proposed by Chamber (1980), while Hutchinson and Waters (1987) put it as "Needs Analysis". The significant work in this stage is that of John Munby " Communicative Syllabus Design"(1978). In his work, Munby (1978) insists on six elements in the process of analyzing the learners' needs which are: the communicative objectives, where communication takes place, oral or written way communication, the various language skills learners have, functions, and structures.

In addition, what differentiate Target situation analysis from the previous stages is its emphasis on the learners' needs and the linguistic competence which allow the learners to use a specific language appropriately in a wide range of situations. Linguistic competence includes other competence categories such as: grammatical, pragmatic, socio-linguistic, strategic, communicative competences (Ouarniki, 2012). Therefore, knowing about the linguistic competence of the learner helps syllabus developers to determine the language ability needed for the learner in a specific situation.

Novice learners assume that the ESP syllabus in Target situation analysis is an appropriate and motivating one due to its relevance to their professional needs. This kind of

syllabuses makes learners actively involved in the learning process of a particular language, and learns how to take control of their stress when using the second or foreign language in specific work fields. Also, the advanced consideration of learners' communicative needs ensure their success in using English for specific professional settings (Benavent & Sánchez-Reyes,2015) .

1.3.4 Study Skills

The analysis of study skills shifts its attention towards the mental processes involved implicitly in the process of language use. It focuses on the language skills (i.e: reading, speaking, listening, and writing) and strategies in order to meet the learners' requirements in a second language.

Hutchinson and Waters (1987) state that in language use we need reasoning and interpretive processes, which allow us to draw out the meaning from different passages. The focus should be given to learning strategies that promote understanding for the numerous surface forms of a language. Some of the strategies can be guessing the meaning of a term or word from a passage where it is placed, or the use of words that are alike in both L1 and L2. Furthermore, this trend is centered on reading and listening skills to teach learners how to construct meaning from written or oral communications.

The National ESP Project in Brazil and the University of Malaya ESP Project contribute to the study skills movement. We can illustrate the principles of this movement by looking at the Malaya's project titled "Skills for Learning", published by Nelson and the University of Malaya Press. The courses of this project show more interest of the reading skill over the other skills. Examples of the lessons dealt with in this project are: what to do when you come across difficult words, how to use contextual clues to get the meaning of certain words, and how to become acquainted with the major parts of a book. The primary

goal of such lessons is to define why the reading skill is needed for the ESP learners (Dudley-Evans & St Johns, 1998).

Besides, the instructor should teach the learners how to use several skills and strategies in order reach their learning goals. The ESP syllabus examines learners' needs and the ways how to teach those needs with the aid of learners themselves.

1.3.5 A Learning-Centered Approach

Learning-centered approach or learner-centered approach is one of the development stages of ESP. where more emphasis is set on the learning process, unlike the other stages where the focus was on language description. The ESP hold that teaching language should be based on the learners' needs, purpose of learning that specific language, and in which situation they need the language for. Hutchinson and Waters(1987) believe that conducting an ESP course relies on the good comprehension of the different language learning processes, because language description is not an efficient tool to learn a language, if so ,we can simply read about grammar structures or dictionaries to memorize some words in that language .

The ESP teacher in required to identify how learners intend to use the language as well as the needs of using it. Since the ESP learners are usually limited by the time of learning, the identification of their needs help them to capture the language requirements in a particular time constrains. Moreover, ESP curriculum takes in consideration the different learning styles of learners to design courses based on their needs and relevant to their types.

The learner-centered approach insists on learners' motivation and interests that pave the way to the target product and lead to a successful learning process. Dudley-Evans and St Johns (1998) provid a good example of this level of development.

Even though students may only need to read textbooks and articles in their field, it may be that oral practice will help them reach that end. Similarly, in reading a passage it may help students understand the text if the teacher reads aloud to them while they follow..., but the process of following a text read aloud clearly by a native speaker often helps students understand the main ideas. (p. 26)

Consequently, learners are actively engaged in the course of learning due to the nature of the courses and the content of the lessons which are planned on the base of their needs.

1.4 Characteristics of ESP

Carter (1983) in his article discusses three characteristics of ESP which encompasses: Authentic Materials, Purpose-Related Orientation, and Self-Direction.

1.4.1 Authentic Materials

Authentic materials refer to the materials derived from the learners specialty or area of interest, such materials involve: forms, books, charts, and graphs (Choudhary,2013). Authentic materials assist ESP teaching because of their direct link to the goal of learning. The idea of authenticity is brought from the actual use of language in the real world, which is the main aim of an ESP learner. Indeed, the use of authentic materials from the beginning of an ESP syllabus is an effective way to make learners familiar with them. An example of this feature proposed by Gatehouse (2001) is using the internet in addition to other resources in Health Sciences as a source of information to conduct an investigation about their field of study, and this work is considered as a part of their evaluation.

1.4.2 Purpose-Related Orientation

Purpose-Related Orientation indicates the preparations that learners do to get ready to any communicative tasks that might occur in the target situation (Gatehouse,2001). Those in

advanced preparations are carried out to give the student the opportunity to take control at the different linguistics forms needed for a specific target situation. In an ESP curriculum the purpose-related orientation tasks take the form of taking notes or making summaries from extensive reading, and writing an outline or basic points to discuss in a conference; it also includes problem-solving tasks, and small research projects. Authentic materials are useful in purpose-related orientations because learners rely on such materials in their preparations (Carter,1983).

1.4.3 Self-Direction

Self-Direction in ESP is when the learner changes from only describing the linguistic forms of a language to using it in real world events, outside official institutions such as college, and without the teacher's guidance due to the availability of help from real language users (Carter, 1983). Self-direction characteristic could be obtained when: first, learners could choose the appropriate way for them to study, and determining the how, what, when the learning process should occur. Second, the teacher changes from being the controller to an assistant, and takes the responsibility of making learners aware of the various learning strategies and resources.

1.5 Carrier Content and Real Content

ESP courses are characterized by their objective-oriented aspects and the diversity in teaching methodology. The ESP teacher or the ESP course designer is responsible for the proper selection of materials to meet the learners' needs in relation to their professional field. To do so, the teacher has to differentiate between two elements in order to choose the learning content which suits a specific group of learners: the two elements are carrier content and real content.

According to Dudley-Evans and St Johns (1998), the teaching activities for language forms or communicative skills in ESP should be in a context where students find themselves familiar with the topics. The context should be real in the sense of its significance to the learners' specialty which is carrier content and guides them towards the core content that they are supposed to learn that is real content. For instance, selecting a life cycle for a planet to teach certain language aspects to ESP students, the focus of this lesson is on teaching student the different scientific terms of process and time order words that are used to describe such processes. The purpose of this topic is to make a channel through which learners can successfully reach the real content which is learning the language of process.

Carrier content and real content exist in every language course, where the former is clearly stated and the latter is covered under the subject matter. When the purpose of the course is to enhance the communicative abilities of learners, the superiority of carrier content over the real content is needed, because communication and context in which that communication takes place are interconnected more than communication and the linguistic system (Tarnopolsky, 2012).In a nutshell, we can refer to the real content as the specific goal behind conducting a course while the carrier content is the materials used to assist in achieving the real content.

1.6 Types of ESP

It is important to know the various branches of ESP and the abbreviations used for each branch. The purpose of taking a closer look to those types is to understand their functions. Dudley-Evans and St Johns (1998) divide ESP into two main categories which are: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), this division is based on where and for what purpose learners have ESP courses. EAP and EOP are further sub-divided. EAP contains English for Science and Technology (EST), English for Medical Purposes (EMP), English for Legal Purposes (ELP), and English for Management, Finance

and Economic Purposes. While EOP includes other branches such as: English for Medical Purposes (EMP), English for Business Purposes (EBP), and English for Vocational Purposes (EVP) which are also divided into two sub-categories: Vocational English and Pre-vocational Purposes. In fact, English for Medical Purposes is included in both EOP and EAP; in EAP the courses include teaching learners about the language of medicine while in EOP the courses are used for practical use to doctors.
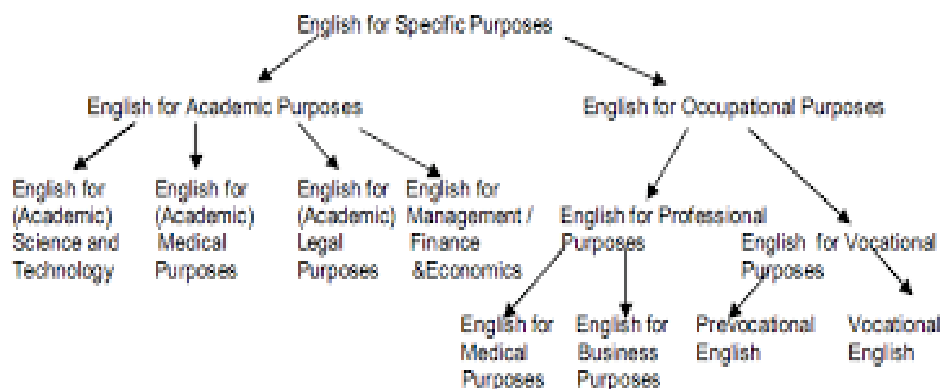
Figure 3. Classification of ESP by Dudley-Evans and St Johns(1998).Retrieved from

https://www.researchgate.net/figure/Classification-of-ESP-Dudley-Evans-and-St-John-1998-p-6_fig2_343305435

In the same way, Hutchinson and Waters (1987) have divided ESP into EAP and EOP. Carter (1983), Hutchinson and Waters (1987) argue that there are no clear limits of where EAP ends and where EOP begins. Because a learner can be at the same time an employer and the courses that are dealt with in academic situations can be useful in a future career. Moreover, Hutchinson and Waters have simulate the origin of ESP and its branches to a tree under the name of "The tree of ELT"; it includes a detailed description of how ESP emerges

as a part of English Language Teaching (ELT) into English as a Foreign Language (EFL) and as a field of its own sub-branches.

In another classification of ESP, Carter (1983) proposed three ESP types, which are: English as Restricted Language, English for Academic and Occupational Purposes, and English with Specific Topics.
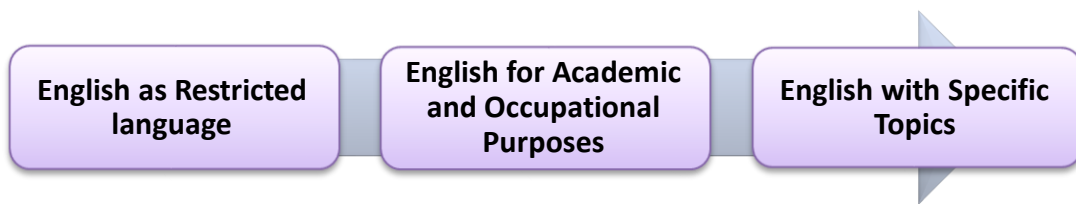
Figure 4. Types of ESP by Carter (1983)

English as restricted language refers to the idea that in specific situation we can identify and limit the linguistic needs of learners which make them able to communicate and use English for only the restricted purpose they were trained for. This concept is clearly illustrated by Mackey and Mountford (1978, as cited in Choudhary, 2013), they give the example of restaurant waiters where the language needs for communicating and interacting with clients are limited. Learning this restricted language will not permit them to use the language in other situations.

English for academic and occupational purposes (EAOP) is considered as the second kind of ESP by Carter (1983). This type is discussed in the" Tree of ELT" proposed by Hutchinson and Waters (1987) where ESP is divided into three sub-categories, that are: English for Social Studies (ESS),English for Business and Economics (EBE) , and English for Science and Technology (EST). Those sub-categories are further split into two sections

which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).
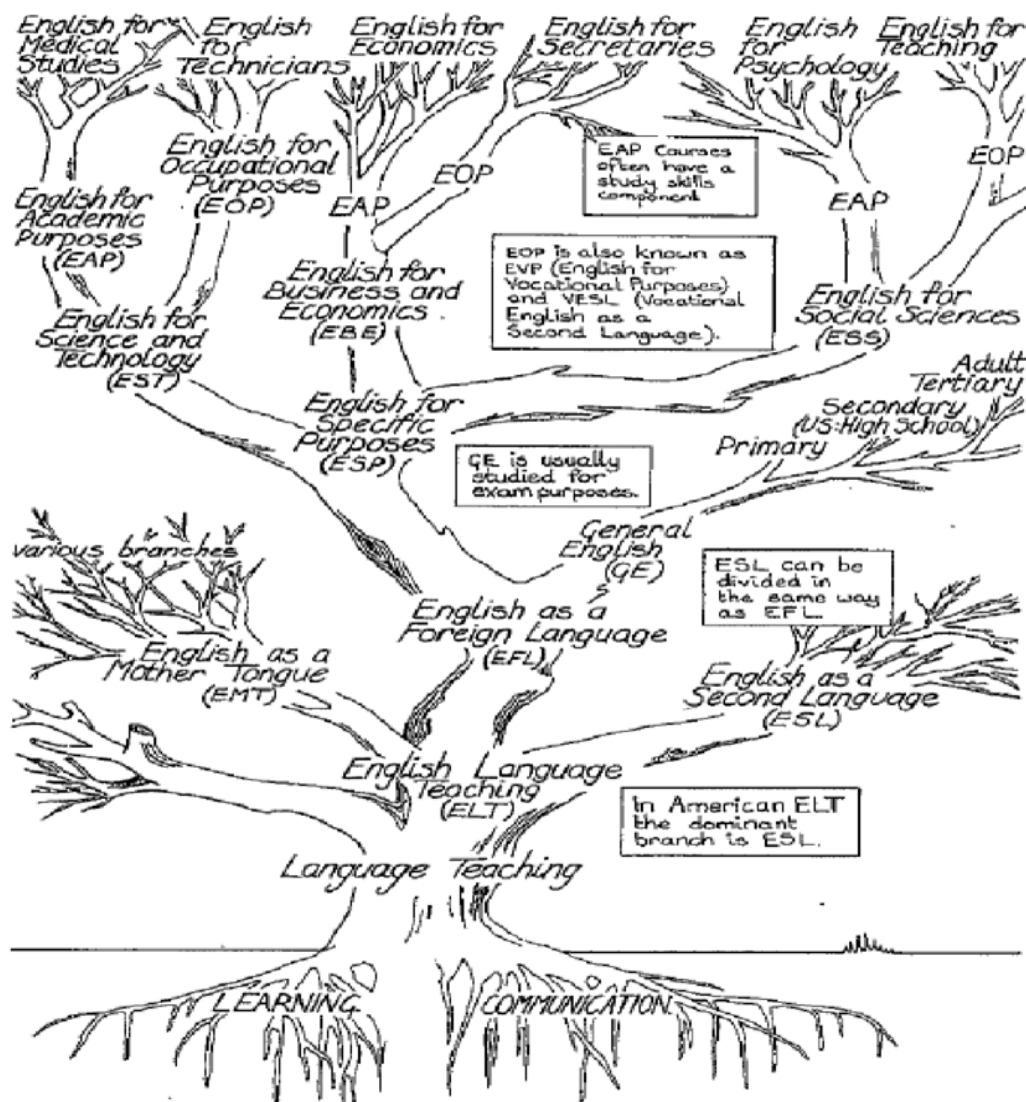
Figure 5. The Tree of ELT. Retrieved from https://www.researchgate.net/figure/The-Tree-of-ELT-Hutchinson-and-Waters-1987-p-17_fig1_321184676

The third type is English with Specific Topics; at this level Carter (1983) argues that ESP moves its focus from purpose to topics. The goal is to prepare learners to any expected language needs. This could include those activities directed to scientists that need to read related contents in English, scientists that need to attend conferences or to take a job in a foreign organization. Whereas, Gatehouse (2001) believes that this type is not a distinct part

of ESP, rather we can consider it as an element of the ESP curriculum, because ESP makes use of needs analysis in order to locate the future language needs of learners.

1.7   English for Journalism: An Overview

English is an international language that is used in almost every part of the world. Some countries use it as a foreign language while others consider it as a second language, and different people use it for several purposes. One can notice the dominance of English across a lot of domains including Journalism.

English is the language of the media and the most powerful news organizations such as the Qatar-based Aljazeera which established Al Jazeera English in 2006 (Syahid, 2019). The importance of English in the news world is due to the widespread of internet sites, cyberspace users, and documents saved globally. As a result, it is mandatory for journalists to acquire English in order to obtain the available news.

English for journalism is a recent area of study; it has originated for about only 30 years ago, where the language used for journalism purposes has attracted the attention of linguists to examine it. Since the journalism field encompasses not only the printed materials such as magazines and newspapers, but also digital or multimedia which include: podcasts, radio, television news, etc; it creates a challenge for the learners of journalism to adopt the formal as well as the informal language aspects (Anonymous, 2020). Moreover, journalists need to transform the events or the information they get to a very simple and understandable language using simple words and expressions and avoiding any complexities that hinder readers from getting the message.

1.8 Major Difficulties in Teaching ESP to Journalism Students

In an environment where English is used either as a foreign language or as a second language, students of journalism face several problems in acquiring the language. Learning English in that field requires time, because the learner needs to improve the use of the various language skills which demand time. Among the problems facing the students to learn the skills needed in this branch of knowledge, Lowe (1996) give a good example of the difficulties concerning the writing skill.

> A second problem I encountered among my journalism students was their difficulty in producing story lines in English. Up until they began the journalism course the only English writing they had done was essay texts for school assignments. They had learnt just one very specialised style of presenting mostly textbook derived information, and virtually nothing else. They found it difficult to adapt to the demands of the journalism text for a narrative structure based on a hierarchy of facts. (p.78)

The writing skill in ESP differs from that of English for General purposes (EGP) in which the goal of writing is for taking a test or an exam, this make some difficulties for learners, because they used to learn one style of writing . However, when they take ESP courses they will be exposed to varied writing styles that can meet their needs in the journalism field.

Learning English as a medium to journalism students is challenging for them, due to the limited knowledge about its roles and lack of exposure to this language in a community that uses other languages than English. In Algeria, English is used in restricted places such as: University where students are taught a set of grammatical roles and other language needs are neglected, some Private Institutions, and in the Ministry of Foreign Affairs. There is no

contact with English outside classes, like at home or in real life interactions. All of these circumstances contribute in making teaching ESP more difficult.

Teaching English for journalism means that students have to be able to use the language appropriately in different contexts, not just producing written materials. It means that they need to double efforts to learn the linguistics aspects and to put them in the real usage. As a result, Journalism students need to attend different conferences and social events so that they can know where they can put their knowledge into practical contexts. This process needs time while ESP classes are usually limited within a program.

The program of English directed to learners of journalism does not take into account that students rarely use this language, and they do not consider their needs as a crucial point when they are designed. Students need to be taught about contexts that they are likely to meet in their future work.

Conclusion

The present chapter discusses the various definitions of ESP proposed by different scholars, and how it emerged as a branch from more general movement of ELT. It also gives a detailed view of how English for Specific Purposes developed through time. Carter's work in ESP field helps us having a deep understanding of the characteristics of that field. In addition, Dudley-Evans and St Johns consider carrier content and real content as a crucial element that every teacher or course designer should take into account in developing ESP courses. Hutchinson and Waters, Dudley-Evans and St Johns spot the light on ESP types and its sub-categories, where the former provide "The Tree of ELT" to track the origin and the branches of ESP . Finally, we have reviewed the recent appearance of ESP in the field of Journalism and the difficulties that may face the ESP student of journalism.

CHAPTER TWO

NEEDS ANALYSIS AND COURSE DESIGN

Introduction

Needs analysis (NA) is considered to be the first important process in designing an ESP course. This chapter presents varied definitions of needs analysis proposed by some scholars, and shows how the concept emerged by investigating its history. Also, it covers approaches of needs analysis, its sources and methods. Moreover, the process of course design is discussed including its definition, the steps that an ESP teacher should adopt to create an ESP course, approaches of course design, and a set of principles in course design which are in the form of guidelines for teachers. Lastly, the combination of the two process leads to an effective language course.

2.1 Definition of Needs Analysis

Needs Analysis (NA) is an essential element in developing ESP courses, where the aim of this process is to coordinate between the students specialty and the language they need in different situations. Several researchers defined the concept of NA and tried to explain its importance in the field of language teaching. For instance, Brown (1995, as cited in Mohammadi & Mousavi, 2013) define the process of Needs Analysis as

> the systematic collection and analysis of all subjective and objective
> information necessary to define and validate defensible curriculum
> purposes that satisfy the language learning requirements of students within
> the context of particular institutions that influence the learning and teaching
> situation. (p. 36)

It means that Needs Analysis deals with reporting the demands and requirements of a specific group of students and assist in designing a suitable curriculum based on those requirements. Moreover, NA is regarded as a crucial step in EAP; it encompasses the creation

of programs that fits with the future needs of learners in a specific target language, and how to use that language in relation to a specific field of interest (Kenny et al., 2020).

Needs analysis identifies both what learners should know and what they really need to know in their learning. Brindley (1989, as cited in Alsamadani, 2017) defines Needs Analysis as:"the gap between what the learners' actual needs are and what should be taught to them."(p.56). However ,Chamber (1980) suggestes more accurate term of Needs Analysis that is Target Situation Analysis (TSA), which focuses on identifying the communicative needs of the learners and how it can be achieved.

Similarly to Chamber's view, Hutchinson and Waters (1987) propose three dimension in order to analyze the target situation, which are: necessities, lacks, and wants. Where necessities refer to the needs required for a specific situation that allows the learner to perform the language adequately, and lacks stands for the realization of the existing knowledge of the learner, so that we can identify their deficiencies. They maintain that it is more appropriate to analyze the lacks of learners in order to design a course than merely relying on the target purposes. Moving to more subjective view of learning in which the learner is actively involved, wants indicate the way in which the learners would like to have their courses.

Furthermore, another type of needs was discussed by Hutchinson and Waters (1987) that is Learning needs, where they give clear insights to what should be beneficial to include in a language course. Therefore, in this type of needs analysis, the curriculum designer is required to examine the present knowledge, learning circumstances, and any other learning aspect that could impact on the learning process. The following figure illustrates the different categories of Needs Analysis presented by Hutchinson and Waters (1987).
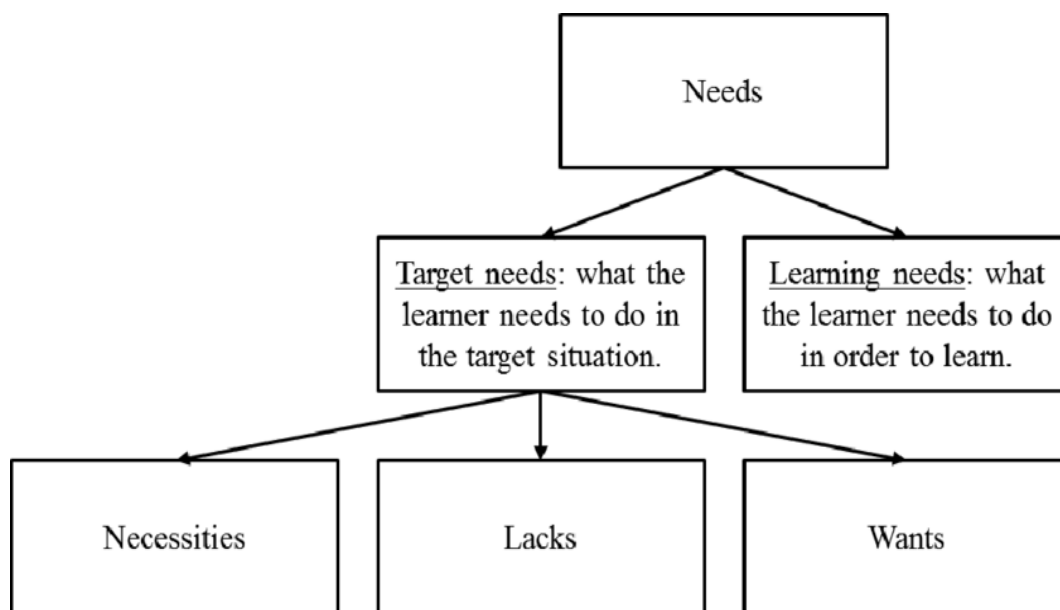
Figure 6. Categories of Needs Analysis by Hutchinson and Waters(1987). Retrieved from https://www.researchgate.net/figure/Hutchinson-Waters-1987-Classifi-cation-of-Needs-Analysis_fig1_334259796 .

Dudley-Evans and St Johns (1998) consider Needs Analysis as the first key element in developing an ESP course. It is a continuous process that determines "the what and how of a course"(p.121). Other activities appears after gathering data from needs analysis, theses includes: designing a syllabus, selecting and producing materials, teaching and learning processes, evaluation, and assessment. All of these activities in addition to needs analysis are interrelated and occur in a cyclical manner. The relation between Needs Analysis and the other activities is summarized by Dudley-Evans and St Johns (1998) in the figure below
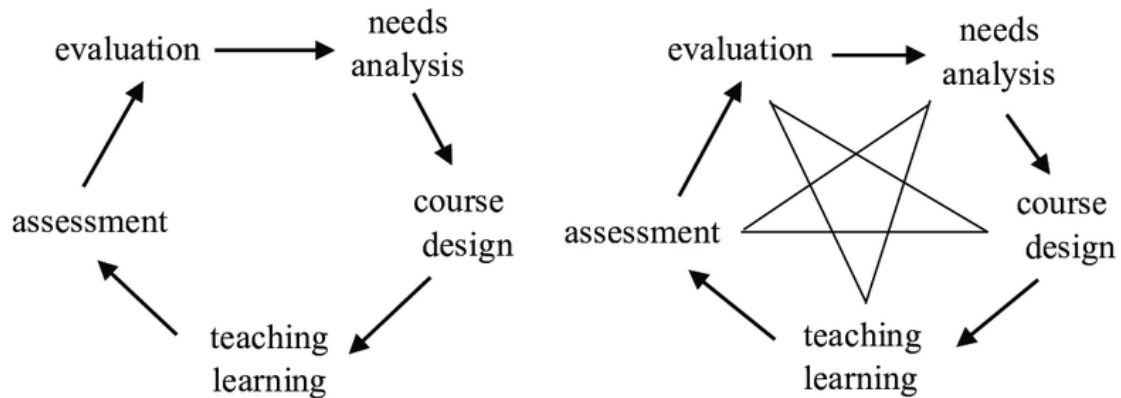
Figure 7. The cyclical process of Needs Analysis . Retrieved from https://www.researchgate.net/figure/Linear-vs-cyclical-processes-of-needs-analysis-Dudley-Evans-St-John-1998-p-121_fig1_326113822

Day and Krzanowski (2011) put another term for Needs Analysis, which is Skills Audit. They argue that the process of needs analysis is like the questionnaires that learners have before their General English courses, yet in ESP needs analysis is more detailed and involves other aspect of learners and the target learning situations. Conducting needs analysis is useful for both the learners as they will be satisfied by their learning and for teacher as it helps him to know his learners styles and differences and allows him to have individual learning profiles.

2.2 History of Needs Analysis

Needs Analysis in considered as a first step in a course design, due to its importance course developers and designers have to go through its history to gain knowledge about what to include and what to exclude in this process. Consequently, they will have the opportunity to know what other people do as a mistake and try not to fall into it.

Needs Analysis is a concept that was initially used by Michael West in 1926, and abandoned for a long time till the Council of Europe team run researches in the field of language teaching in 1970. Those researches hold the principle that in order to have an effective learning process, learners' needs in a specific language should be set earlier. It is not enough for them to be aware of the linguistic items of that language.

One of the dominant works on the process of needs analysis is the one of Munby titled "Communicative Syllabus Design" in 1978. In his research Munby provides a detailed model which involves Communication Needs Processor (CNP). The model includes eight elements that are: purposive domain, target level, setting, interaction, dialect, instrumentality, communicative event, and communicative key. This framework is considered to be more teacher-centered where all the responsibility is carried by the teacher or the instructor whereas the learner contributions and interactions are needed only at the introductory part of the course (Borovac, 2013).

According to Jordan (1997, as cited in Borovac, 2013), despite the wide criticism of Munby's model in language teaching branch, it is still significant because the delivered reactions help in the evolution of Needs Analysis and the rise of ESP as an approach in the field of teaching.

2.3 Procedures of Needs Analysis

Needs analysis is a systematic procedure that should be taken in an organized way in order to identify learners' needs and deficiencies in a certain field. The purpose of making such work is to provide those learners with an effective medium that allows them to reach the intended needs. Before undertaking the process of needs analysis, we should pay attention to some points that may cause several problems when conducting needs analysis so that we can avoid them whenever they occur.

According to Mountford (1981, as cited in Mutlu, 2004), needs analysts have to examine three main issues in needs analysis which are: who are the people that require searching on their needs, what does the analysis contain, and how it should be tackled and put into application. The first issue is concerned with determining the target group, which refers to a specific group of individuals who share the same needs in certain conditions (McKillip, 1987). After the completion of identifying the group, the following element is establishment of the content of needs analysis where we keep the relevant information and exclude the unessential ones to end up with a functional needs analysis. The last step is to decide how to analyze needs analysis using different techniques and strategies.

There are several suggested models to conduct a needs analysis which is used in developing courses especially in the academic fields. Altschuld and Witkin (1995) present a model to evaluate the needs which includes three parts, namely: pre-assessment (exploration), assessment (data gathering), and post-assessment (utilization). Those parts come in succession and have written materials as final results.

 The first part involves designing an outline for the needs analysis, determining the overall goal of the needs analysis, selecting the main areas of needs in addition to the available information, and defining the possible data materials and techniques and how they will be used. Then, the second part constitutes also developing an outline to assess the entire needs analysis process, defining the setting, areas, and the limits of needs analysis, gathering data, and creating preferences. At the end of this stage, all the data collected are synthesized and analyzed carefully. Lastly, the third part includes suggesting solutions; such solutions could be changing in some elements in a course or creating a curriculum to solve them. Eventually, the outcomes of needs analysis and the suggestions that result from this process are used by syllabus developers and other administrative workers. This model is applicable

because of its simplicity; it is composed of three parts each with comprehensible steps and directions.

Another model of needs analysis is proposed Schutz and Derwing (1987). They argue that defining the goal should be the starting point for conducting needs analysis, followed by determining the target group that will be the source of data, then setting the needs' features of learners and selecting equipments for collecting information. After collecting the data needed, the establishment of needs analysis takes place. At the end, the results gathered are analyzed and explained, and the total process is assessed.

Moreover, McKillip (1987) propose a model to conduct a needs analysis which involves five stages. The first step is about recognizing the group who will use it and the purpose of using it; this allows us to study the problems and propose some solutions whenever they occur. The second step involves describing the target group and the service settings, such as determining the demographic features of the target people. The third step is set for the identification of needs, it is divided into two parts one for problems and the other for solutions. The former includes three types, namely: Discrepancies in which the problems are uncovered by comparing between assumptions and results. Poor outcome refers to the problems that can lead to evolving poor results. Maintenance needs where the services given to a certain group are changed or removed, this can result in poor products. On the other hand, solutions encompass three main elements which are: cost analysis, impact, and feasibility. The fourth step in this model is assessing the significance of the needs required, while the last step is devoted to reporting the results and evaluating the needs.

All of the three models seem to be similar in some aspects such as the construction of needs analysis, gathering information, analyzing and synthesizing the data gathered, and reporting the findings. Also, the evaluation of the process of needs analysis is found in all of

them. In fact, those models are important because they constitute the essential phases of needs analysis that can not only help in the beginning of a research but also provide a complete study.

2.4 Approaches of Needs Analysis

Needs Analysis as any other process has undergone several changes before the present situation.Munby's work in 1978 and Chambers' work in 1980 contributed in the development of needs analysis approaches. A variety of needs analysis approaches appeared to indicate the different functions of Needs Analysis, those approaches include: Pedagogic Needs Analysis, Present Needs Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Deficiency Analysis, Genre Analysis, Register Analysis, and Discourse Analysis(Songhory,2008). The following part will include a brief description of each approach.

2.4.1 Pedagogic Needs Analysis

The concept was introduced by West in 1998; it involves three categories, namely: Means Analysis, Deficiency Analysis or Learning Needs Analysis. According to West the pedagogic needs analysis can avoid the drawbacks in the target needs analysis by gathering data about both the learners themselves and where the learning process occur (the environment).

2.4.2 Deficiency Analysis

The term was first obtained by West in 1998. This approach emphasizes the present needs and lacks of ESP learners. Deficiency Analysis is placed between the present situation of learners and the target situation that they want to reach, and it is considered to be a crucial element in developing curriculum due to its valuable information about the present and target

settings, the proficiency level in English and the different language skills, and learning techniques.

2.4.3 Strategy Analysis and Learning Needs Analysis

Strategy Analysis or Learning Needs Analysis refers to the techniques used by learners to learn a language. The term was first proposed by West in 1998. It allows learners to contribute and gives them the opportunity to comment on their learning process. This approach focuses more on the process of learning itself rather than the final result, and insists on teaching the skills that permit learners to attain the goal.

2.4.4 Means Analysis

The term Means Analysis was used first by West in 1994. This approach indicates that we can not apply the same course in different situation, because each situation has its own cultural parameters which call for a particular syllabus. The environment of learning is a crucial element in this type of needs analysis. Swales (1989, as cited in Songhory, 2008) propose five points that every syllabus designers should take in consideration to produce an effective syllabus, which are: classroom culture, EAP staff, pilot target situation analysis, status of service operations, and study of change agents.

2.4.5 Target Situation Analysis

The term was first used by Chambers in 1980. The notion appeared when the learners' goals of learning became an important element in the process of needs analysis in addition to functions and situation. Target Situation Analysis (TSA) is set for establishing how learners will be at the end of a specific course. Hutchinson and Waters (1987) have contributed to this approach by proposing a framework that contains a number of questions that help in conducting a target needs analysis.

2.4.6 Present Needs Analysis

The concept of Present Needs Analysis (PSA) was initially proposed by Richterich and Chancerel in 1980. Unlike the Target Situation Analysis which considers the learners in the end of a course, PSA places them in the starting point. In this approach, the data are gathered from different places, including: the learners, the teaching association and other stakeholders.

In sum, the mentioned needs analysis approaches aim to designate the different needs that learners may have in the process of language learning. However, we cannot rely on one approach to indicate the needs, because each one has its functions, purposes, and ways to determine the requirements of learning.

Figure 8. Needs Analysis Approaches.Retreived from
https://www.semanticscholar.org/paper/Introduction-to-Needs-Analysis-
Songhori/10a9a79cbba6d10d8c026abd6b3cbc323d0e1ce2

2.5 Sources of Needs Analysis

Different sources of information are useful when conducting the process of needs analysis. Long (2005) has presented five source of needs analysis, including: learners,

published and unpublished literature, applied linguists, triangulated sources, and domain experts. The following part will describe each element.

2.5.1 Published and Unpublished Literature

This type of sources help the researcher to get acquainted to the area of research and to know what previous researchers did in order to collect information. Needs analysis itself is included in those sources in addition to written sources that exist in private and public parts such as: job specification for workers, academic divisions, university articles, hospitals, and military (Long, 2005).

2.5.2 Learners

Long (2005) argues that learners have an exceptional right to decide what it should be included in their courses, and that learners' needs should be evaluated before taking the courses, while they are taking them, and at the end. Inexperienced learners can make a weakness point to this source. On the other hand, experienced working learners can provide valid data when it comes to their job, with little information about language needs.

2.5.3 Applied Linguists

According to Long (2005), applied linguists could not know everything needed in a specific field, because their knowledge in that field is not based on experience. Due to this fact, it is difficult to depend on them in developing language courses or creating class books.

2.5.4 Domain Experts

Domain experts refer to the people who have a wide range of knowledge and skills in a specific area. Their experience in a domain can be useful for gathering information about the subject matter, but it is not the case when the aspects of language are concerned (Tarone et

al,as cited in Long,2005). It is demonstrated that this kind of needs analysis source is functional by the study conducted by Gilabert for journalists in Catalonia (Borovac,2013).

2.5.5 Triangulated Sources

This type of sources is suggested by Long (2005). Triangulation is held by comparing two or more sources of needs analysis or the outcomes of distinct studies. Triangulated sources could be used in: collecting data from learners and their professors, using interviews and questionnaires to students. The appropriate choice in this type of sources is to interview both learners and professors in addition to distributing a questionnaire in order to evaluate their needs.

2.6 Methods of Needs Analysis

Needs Analysis can be established by applying various methods. Long (2005) has tackled many of them. The table below will indicates some of the methods of needs analysis proposed by Long.

Methods	Key points
Expert and non-expert intuitions	Inauthentic materials are produced by non-expert people who depend on their knowledge, at the same time we cannot say that expert people's knowledge is valid
Interviews	A crucial instrument in needs analysis, but the researcher may fall in bias by using it. Unstructured interviews allow the investigator to have a reliable data but it takes time, they are used in case the participants are more knowledgeable than the researcher himself.

Questionnaires surveys	Questionnaire provides a great number of ordered information, it does not take time, unbiased, and it could involve a large size of population. However, the responses are limited.
Language audits	It is used before undertaking a needs analysis in associations and organizations. It makes target situation analysis to identify the needs of a certain organization.
Participant and non-participant observation	Participant observation refers to the researcher who does the work by himself, while non-participant observation is when the researcher observes learners' use of language
Journals and logs	Learners' diaries, audiotapes, some written materials that include learners expressing how their courses are effective for them. They are useful tools, but they are hard to analyze and take a long time.
Tests	They are used to assess the capacity of learners to communicate in target activities, rather than looking at language mastery.

Figure 9. Methods of Needs Analysis according to Long (2005)

In summary, to design an effective and useful Needs Analysis, the researcher needs time, other experienced people in linguistics, and a variety of needs analysis methods. Also, the sample should be identified randomly, including: learners, teachers, and textbook designers (Long, 2005).

2.7 Definition of Course Design in ESP

Course design in ESP is the process of collecting information about learners' needs to develop courses, including a variety of exercises and tasks which will produce a suitable

environment for those learners to attain the objectives of taking ESP courses. According to Basturkmen (2010), identifying learners' needs is important to assess the development of the ESP courses, and to help the course designers to decide the course contents.

Hutchinson and Waters (1987) point out the important role that the ESP teacher has in designing significant courses, which will meet the needs of different kinds of learners. The process of designing an ESP course is affected by three major factors, namely: Language Description, Learning Theories, and Needs Analysis. All of these three components are connected and essential in designing an ESP course. In addition, when designing the course, learners' participation should be taken into consideration.
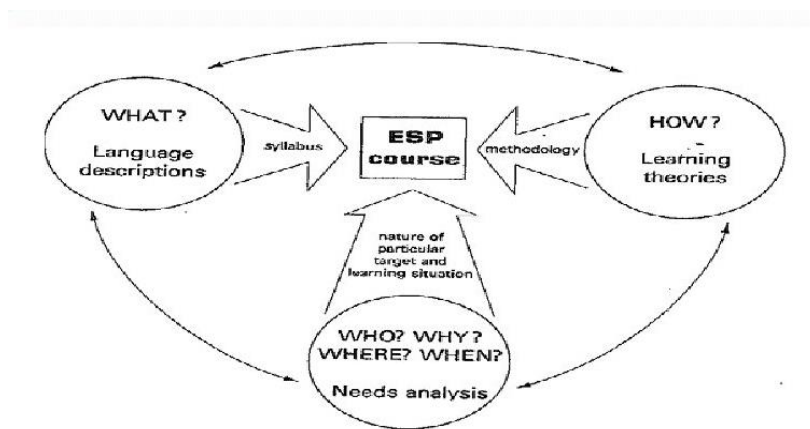
Figure 10. Factors affecting ESP course design by Hutchinson and Waters (1987). Retrieved from https://slidetodoc.com/esp-course-design-master-1semster-ii-esp-mrs/

Knowing the three factors that influence the design of an ESP course is important for the ESP teacher whose responsibility is to establish them, and work to make them applicable in the syllabus. However, it is not an easy assignment to achieve because of the huge efforts that should be made in order to gather data. The process of needs analysis requires a detailed investigation and, because the syllabus obtained in ESP approach is dynamic, the course

developer cannot reach the balanced level between the capacities of a specific group of learners.

2.8 Steps of an ESP Course Design

Developing an appropriate course for ESP learners is a challenging task. In order to make this task more systemized, Grave (1996, as cited in Xenodohidis, 2002) has proposed six stages to design a syllabus which are:

1. Conducting a Needs Analysis.

2. Establishing goals and objectives.

3. Conceptualizing the course content.

4. Selecting materials and activities.

5. Organizing the content and activities.

6. Evaluation and assessment.

2.8.1 First Stage: Conducting a Needs Analysis

Before launching the process of designing an ESP course, the course designer has to conduct a needs analysis of the target group of learners. One of the main questions included in needs analysis is whether learners need English for academic demands such as: exams, assignments, tests, or for future jobs. Dudley-Evans and St Johns (1998) consider needs analysis as the basis of ESP due to its useful results that are used in designing an ESP course.

Moreover, Dudley-Evans and St Johns (1998) have elaborated a list of questions for course developers and ESP teachers that would probably assist them in the process of designing a course for a specific group of learners, those questions are:

✓ 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 should it be as *facilitator* of activities arising from learners' expressed wants?

- ✓ Should the course have a *broad* focus or *narrow* focus?

- ✓ Should the course be *pre-study* or *pre-experience* or *run parallel* with the study or experience?

- ✓ Should the materials 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 design 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? (1998. p145).

Those questions offer the ESP teacher an opportunity to plan the course in the most effective way; they also prepare the teacher to cope with any assumptions held by any language learner.

2.8.2 Second Stage: Establishing Goals and Objectives

After the completion of needs analysis operation, the teacher or the course developer has to identify the goals and objectives of the course. Setting the goals of an ESP course is an important step, because we need to know why learners have this course and what they need to take from it, in addition, it allows the teacher to settle the content of the course and guide him throughout teaching. Hutchinson and Waters (1987) stated that the objectives and goals of a course should be the result of a needs analysis. Determining the goals is beneficial for both the learner and the teacher; Xenodohidis (2002) argues that:" the goals should be realistic; otherwise the students would be de-motivated"(p.7). The communicative goals are the main concern of an ESP course, because they help the learner to use English in real world settings.

2.8.3 Third Stage: Conceptualizing the Course Content

At this stage more attention is given to the content of the course which focuses on the selection of reading texts. The latter in turn include the topic of the text and its linguistic features, and the two elements are interrelated. To organize, the courses the teacher can follow two methods: he can use courses that discuss the same subject or to proceed with topics which have no relation to each other. But this latter may cause a confusion to learners due to the wide range of information they will exposed to, which will not afford time to repeat what is taught. However, teachers can adopt the second method if they think they can handle it. Lastly, it should be indicated that the basis of any language learning process depends on learners' motivation.

2.8.4 Fourth Stage: Selecting Materials and Activities

Materials are considered to be an essential element in language teaching. The selection of materials in this stage could be by either by producing new materials, gathering different materials, or by modifying the available ones. Xenodohidis (2002) suggests that choosing activities should be directed to enhancing students' abilities to perform appropriately in a future workplace. The shortage of materials can be compensated by using tasks about the future occupational situations in addition to the use of semi-authentic materials. Furthermore, language learning should include communicative tasks related to the future work environment which permit the learners to see how the four skills of language are used in such situations.

2.8.5 Fifth Stage: Organizing the Content and Activities

Organizing the content of the course is an essential step that should be realized by the teacher, this organization includes the lessons and the activities that learners are supposed

suppose to deal with along the course. The selection of activities is influenced by the environment; in fact, some activities can work well in certain environment while others will need some changes to be workable. Also, needs analysis is another factor that can impact the course development because this process allows the teacher to know what is easy and what is difficult for the learners. Graves (1996, as cited in Xenodohidis, 2002) proposes building and recycling process to organize courses. Building process is done by beginning with simple tasks to more complex ones, or by going from concrete tasks to more open-ended ones, whereas recycling is using the existed materials but in a new way. The organization of the course is helpful for both the teacher and the learner since the content and the activities of the course will be clear and known.

2.8.6 Sixth Stage: Evaluation and Assessment

This final stag is concerned with assessment and evaluation; these two processes are included in the course design to ensure that the course goals are attained. The difference between assessment and evaluation is explained by Nunan (1990):

> Although the terms *assessment* and *evaluation* are sometimes used inter-changeably, they mean different things. In language teaching, assessment refers to processes for determining a learners' proficiency. Evaluation is a wider term referring to the process of collecting and interpreting information about an educational program. The purpose of assessment is to identify what learners know or can do in English. Evaluation processes are designed to determine why learners either succeeded or failed and what, if anything can be done to improve student learning (p. 27)

Assessment is carried out to analyze learners' current knowledge and how they are proceeding with the language courses. Assessing is a process achieved by the teacher to find out the weakness points of learners, to motivate them to participate, and to measure the effectiveness of the course; moreover, to see whether there is a progression in the initial course goals. However, Evaluation investigates the design of the course, how it is organized, how it is conducted, and its final outcomes. That is to say, evaluation is wider than assessment because it investigates the curriculum design process as a whole.

2.9 Approaches to Course Design

2.9.1 Language-Centered Approach

This approach focuses on enhancing the linguistic abilities of the learner in the target situation. Hutchinson and Waters (1987) state that when designing a syllabus in this approach, the content will be on language structures, specialized terminology, and scientific expressions. Language-centered approach is the most common one for teachers due to its simplicity. However, it has some drawbacks including the psychological aspects of the learner (i.e. motivation and interest), and the social aspects (i.e. social background). Furthermore, Hutchinson and Waters (1987) criticize the language-centered approach as it focuses on the language structures and ignore the language skills which are the essence of any communicative event. This deficiency led to the evolution of the following approach.
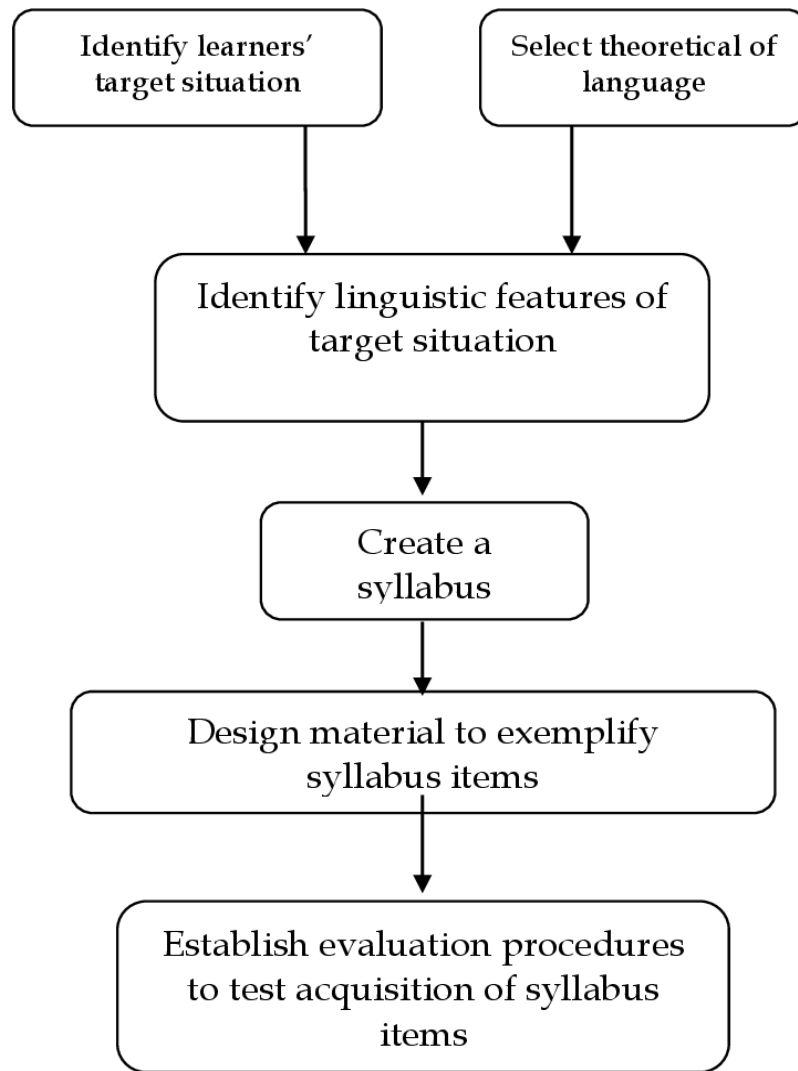
Figure 11.A language-centered approach to course design taken from Hutchinson and

Waters (1987)

2.9.2 Skill-Centered Approach

Skills refer to the capacities that people should possess in order to communicate effectively. The skill-centered approach is concerned with gathering the skills needed in the target situation. Learners in this approach are language user rather than language learners. In addition, this approach help teachers to recognize what learners can do in class (Hutchinson

and Waters, 1987). However, this approach neglects the learning needs, which is the essence of the upcoming approach.

2.9.3 Learning-Centered Approach

This approach is proposed by Hutchinson and Waters (1987). They claim that the previous two approaches consider the target situation analysis as the bases of the learning process, yet this aspect should not be the only one that influences the learning process. They argue that an effective learning process include both the target situation analysis, which highlights the learners' need in the target setting; and learning needs which pay attention to all the other aspect that may impact the learning process including: age, attitude, gender, etc. Moreover, we can say that learning process is a social procedure that takes into consideration the learner, the teacher and the different materials and tasks he uses in order to achieve the purpose of the course.

2.10 Principles of Course Design

There are some basic principles in the process of course design that every teacher has to take into account. Lowe (2009) presents the next principles to assist the teacher in designing courses in ESP. they could be beneficial as they guide the teacher of ESP into how to elaborate a good ESP course.

Lowe (2009) in his article entitled "Principles of ESP Course Design" has elaborated fifteen principles to ensure the running of an ESP class. Those principles discuss three main areas. First, the content should be adequate to the learners' field of study which will raise their motivation toward the course. Also, the continuous assessment practiced by the teacher will allow him to identify the needs of learners which in turn will help in selecting the course content. In addition, the teacher should be aware of his learners' progression so that he can

make any necessary updates. Second, the method obtained should be appropriate to each specific course and its content. Furthermore, the teacher can elaborate the methods used for learners in learning about their first language to acquire new knowledge in a second language. He should also vary the techniques and materials used for learners which focus on enhancing the communicative competence which make them ready to tackle specialized communicative situations. Third, the syllabus should address the subject matter of learners' field of study and what is needed for them from language structures to language skills.

Conclusion

In summary, needs analysis and course design in ESP are related processes. A good needs analysis leads to effective course content. Designing an appropriate course for specific learners based on their needs, will raise their motivation and allow them to achieve the objectives and the goals of their study. One shall note that designing a course for the ESP teacher is not an easy task to handle, because it needs learners' full engagements. With regard to all the discussed parts, a good course can be elaborated.

CHAPTER THREE

DISCUSION AND ANALYSIS OF THE RESULTS

Introduction

The present chapter is dedicated to the analysis of the data gathered from different collection tools. Thirty (30) Master one student of Journalism from the Department of Human Sciences have been selected randomly as a sample to answer the questionnaire. In addition, an interview has been conducted with six teachers of English to investigate ESP teaching requirements.

3.1   Description of Students' Questionnaire

The analysis of the questionnaire for journalism students is carried out to investigate their needs in English language learning. The questionnaire is divided into five sections: the first section is devoted to background information to know more about the learners, their attitudes and their level in English. The second section is devoted to investigate lacks and wants of the students. Whereas, the third section is carried to analyze the present English course proposed to journalism students. Finally, the two other sections are set to identify the English language needs, and suggestions for enhancing the English course.

3.2 Analysis of Students' Questionnaire

Section One: Background Information

Question 1. Gender: Male◯   Female◯

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	10	33,3	33,3	33,3
Valid	Female	20	66,7	66,7	100,0
	Total	30	100,0	100,0	

Table 1. Students' Gender

This question is proposed to make the students involved in the process of collecting information that are needed and relevant for them. The table above shows the difference between males and females students of journalism in Human Sciences Department. It is noticed that most of the students were females with a percentage of 66.7%, while males present a percentage of 33.3%.
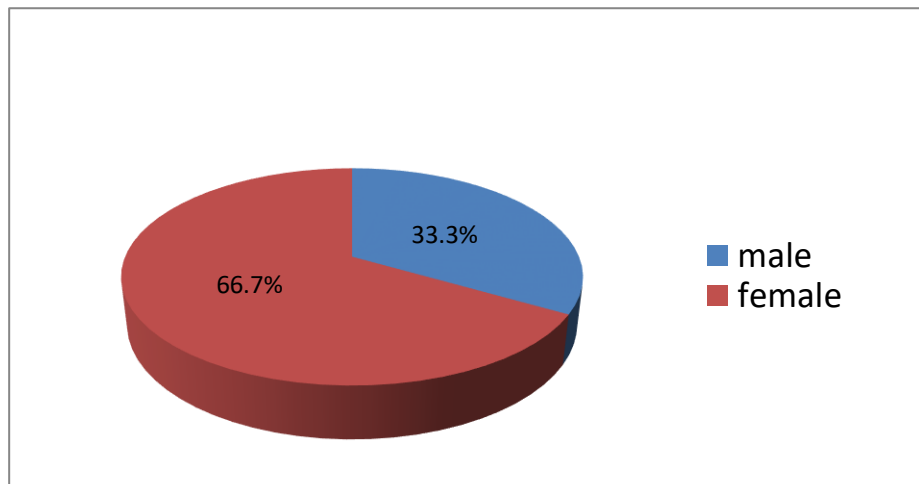
Chart 1. Learners' gender

Question 2. Age: 22_25 ◯   25_30 ◯   30 and more ◯

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-25	28	93,3	93,3	93,3
	25-30	2	6,7	6,7	100,0
	30 and more	0	0	0	0
	Total	30	100,0	100,0	

Table 2. The age of learners

Students were asked to identify their age to see whether the condition of homogeneity can be achieved between them. The data is analyzed and presented in table (2). The statistics

show that the majority of students' age ranged from 22 to 25 years with a percentage of 93.3%, whereas 6.7% is devoted for students from 25 to 30 years. As we can notice that there is no students aged more than 30 years.

Question 3. Medium of instruction

English ◯   Arabic ◯   other languages◯

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	19	63,3	63,3	63,3
	Arabic	11	36,7	36,7	100,0
	Other	00	0	0	0
	Total	30	100,0	100,0	

Table 3. Medium of instruction

The purpose of asking this question is to examine whether the students use the English language as a medium of instruction in their courses. As it is mentioned in table (3), a percentage of 63.3% has identified English as a medium of instruction. Whereas, other 36.7% has identified the Arabic language. We can observe that there are no other languages other than these two used in teaching English.

Question 4. Number of years studying English at University

3 ◯   4 ◯   5 ◯   others:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	12	40,0	40,0	40,0
	4	16	53,3	53,3	93,3
	5	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Table 4. Number of years studying English at University

Table 4 indicates that the students who have studied English for only three years represent the largest group for a percentage of 53.3%. While the number of students who have studied English for four years represents 40%. Furthermore, a few students with a percentage of 6.7% reported that they had studied English for five years due to some circumstances that led them to repeat the educational year. This question is conducted for the purpose of knowing how much they have been exposed to English courses at university and their experience in learning English.

Question 4. How would you rate your English level?

A likert scale table has been proposed for this question, the purpose of selecting such a tool is due to the fact that it provides valid information about students' attitudes and opinions. As well as it gives the respondent a sense of freedom, which eases the process of answering. The sentences of this question will be analyzed in isolation.

Sentence a. Level of English before University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	3	10,0	10,0	10,0
	intermediate	17	56,7	56,7	66,7
	low	10	33,3	33,3	100,0
	Total	30	100,0	100,0	

Table 5. Level of students in English before University

As shown in table (5), the majority of students have an intermediate level in English before enrolling in University with a percentage of 56.7% from the total sample. Whereas, the low level students consist of 33.3%, and the high level students represent 10% of the sample. We can explain the dominance of the intermediate level of English before the entrance of University in this sample to the fact that the educational program of English in

high schools focuses on developing general language skills. The purpose of this question is to indicate the level of English before university then later on compare it to the students' level after entering it.

Sentence b. Present level of English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	high	2	6,7	6,7	6,7
	intermediate	16	53,3	53,3	60,0
	low	12	40,0	40,0	100,0
	Total	30	100,0	100,0	

Table 6. Students' present level of English

Table (6) indicates that more than half of the selected sample has identified their present level of English as intermediate with a percentage of 53.3%. We can notice that this percentage is a slightly lower compared to table (5). The same case with high level students who were 10% before University entrance (table5) while after the entrance they become only 6.7%. On the other hand, the lower level studentsraised with 40% comparing to the lower level students before entering University. The decrease in students' level in English after getting in University is related to lack of students' motivation which is partly the result of teaching them irrelevant English courses and the shortage of ESP teachers in the Human Sciences Department.

Sentence c. level in language skills

	High	Intermediate	Low
Listening count percentage	7 23.3%	10 33.3%	13 43.3%

Speaking count percentage	1 3.3%	14 46.7%	15 50%
Reading count percentage	5 16.7%	14 46.7%	11 36.7%
Writing count percentage	4 13.3%	10 33.3%	16 53.3%

Table 7. Students' levels in language skills

Table (7) present students' self-assessment of their levels in English language skills. The results show that many students see themselves under the category of low level in three skills, which are: listening (43.3%), speaking (50%), and writing (53.3%). Those results are due to lack of time and practice of those skills. However, in reading skill they perceive themselves as having an intermediate level with a percentage of (46.7%). As a result, the writing skill is likely to be the only skill carried out for the Masters' students in English courses.

Question 6. How much specialist knowledge did you have in your field of study?

Very much ◯   Basic knowledge ◯   Not much ◯

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very much	00	0	0	0
	basic knowledge	10	33,3	33,3	33,3
	not much	20	66,7	66,7	100,0
	Total	30	100,0	100,0	

Table 8. Students' specialist knowledge in their field of study

The results displayed in table (8) show that 66.7% of the students do not have basic knowledge in English in their field of study, while 33.3 indicate that they own some basic

knowledge. The high percentage of students who do not possess their specialty basic knowledge in English is because of the limited vocabulary they have been exposed to.

Question 7. Are you interested in taking ESP course?

Yes ◯   No ◯

		Frequency	Percent	Valid Percent	Cumulative Percent
	yes	24	80,0	80,0	80,0
Valid	no	6	20,0	20,0	100,0
	Total	30	100,0	100,0	

Table 9. Students' motivation towards ESP courses
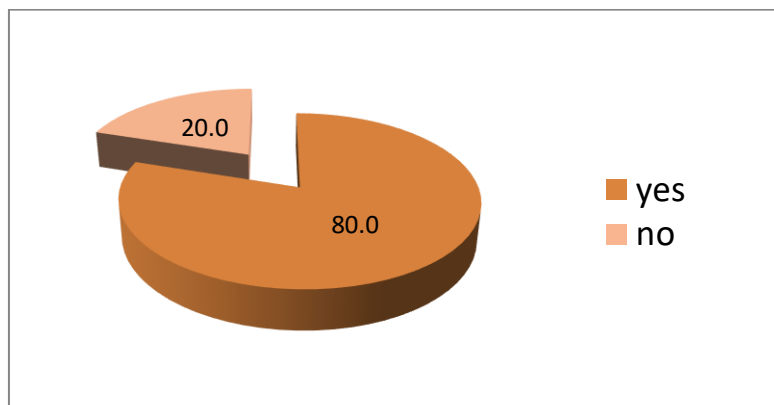
Chart 2. Students' motivation towards ESP courses

Table (9) illustrates that almost the total number of the sample is interested in taking ESP courses; with a percentage of 80%. Whereas, 20% of the students are not motivated for such courses. Those results show the awareness of students toward the role of English in their academic studies.

Section Two: Investigating Lacks and Wants

Question 1. Why do you want to study English?
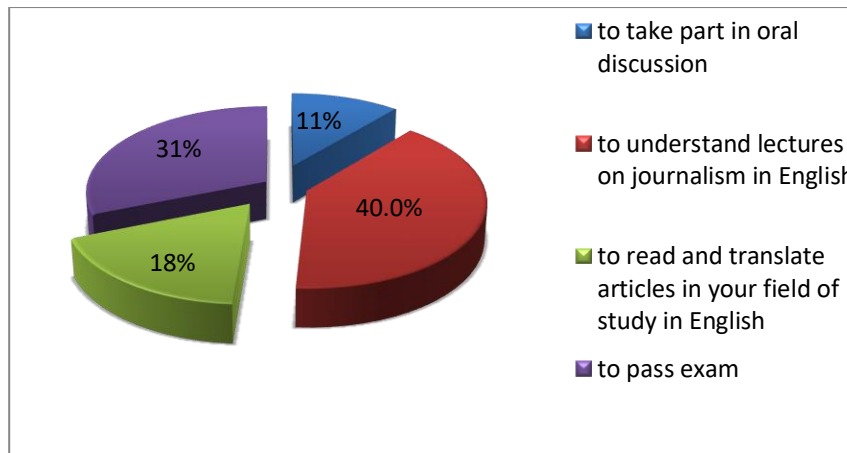
Chart 3. Students' reason for studying English

The chart (3) shows that the majority of students consider understanding lectures on journalism in English as the important reason for studying English with 40% of the sample. Also, they identify exam requirements as the second important reason with 31%. Whereas, reading and translating articles in the field of study, and presenting oral discussion come in the third and the fourth positions with 18% and 11%.

Question 2. What are the areas in which you think you need English?
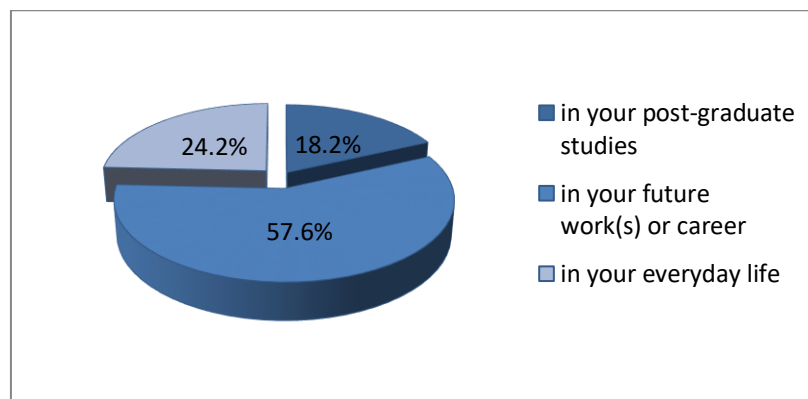
Chart 4. Students' specific needs

As shown in the chart (4) above students believe that English is an important language to take into account as a target need for future work(s) and career.24.2% of the students need English for their Masters' studies and educational life. 57.6% need English for employment

issues. 18.2% need English for everyday situations. Those resultindicate the great effect of English on the students of journalism.

Question 3. Classify the four skills according to your needs

	Highly needed	Needed	Slightly needed	The least needed
Listening count percentage	13 43.3%	8 26.7%	3 10%	6 20%
Speaking count percentage	12 40%	6 20%	5 16.7%	7 23.3%
Reading count percentage	4 13.3%	8 26.7%	4 36.7%	7 23.3%
Writing count percentage	1 3.3%	8 26.7%	11 36.7%	10 33.3%

Table 10. Students' needs in language skills

In table (10) the students classify the four skills: listening, speaking, reading, and writing according to their needs. The table illustrates well what was discussed in the first section (table 7) in which they identify their levels in the four skills of language. Table (10) shows that listening and speaking skills are the highly needed skills for the students that they want to improve. Whereas, reading and writing are rated to be the slightly needed skills with the same percentage of 36.7%.

Question 4. Do you think that your problems in English are due to
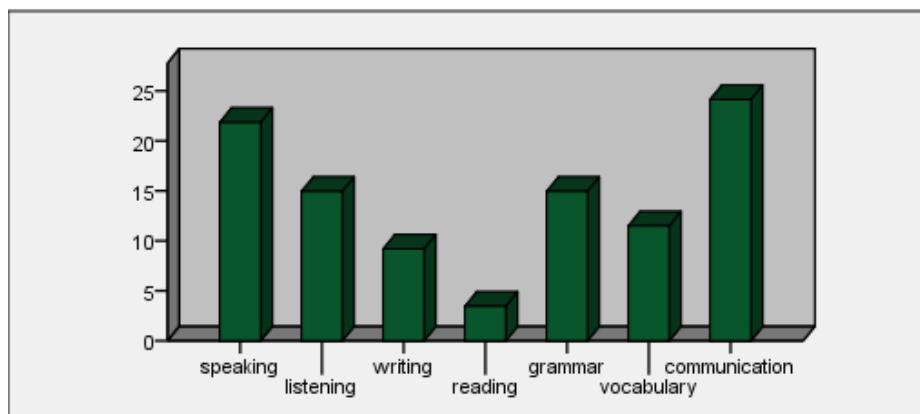
Graph 1. Learners' problems in English

As shown in graph (1) the students' have difficulties mostly in communicating in English and expressing themselves. They have also difficulties in speaking, which is expected, because speaking and communicating are related skills. In addition, Grammar, listening, and vocabulary are also included in students' lacks but less than their communication and speaking needs. It is also shown that students' do not have many problems with reading and writing skills.

Section Three: Analyzing the Present English Course

Question 1. My lessons in English language teaching mainly focus on improving

		Responses		Percent of
		N	Percent	Cases
Course content	my listening and speaking skills	6	17,1%	20,0%
	my reading and writing skills	3	8,6%	10,0%
	my vocabulary and grammar	13	37,1%	43,3%
	terminology and translation	13	37,1%	43,3%
Total		35	100,0%	116,7%

Table 11. Present course content

Table (11) shows that 43.3% of the students confirm that the current English course dedicated to journalism students focus on vocabulary and grammar. The same issue for terminology and translation with the same percentage of 43.3%. On the other hand, students believe that their courses of English do not address the listening and speaking skills with 17.1%. Also, we can notice that reading and writing skills are almost absent in the English course content with 8.6%.

Question 2. How do you find the content of your English language course?
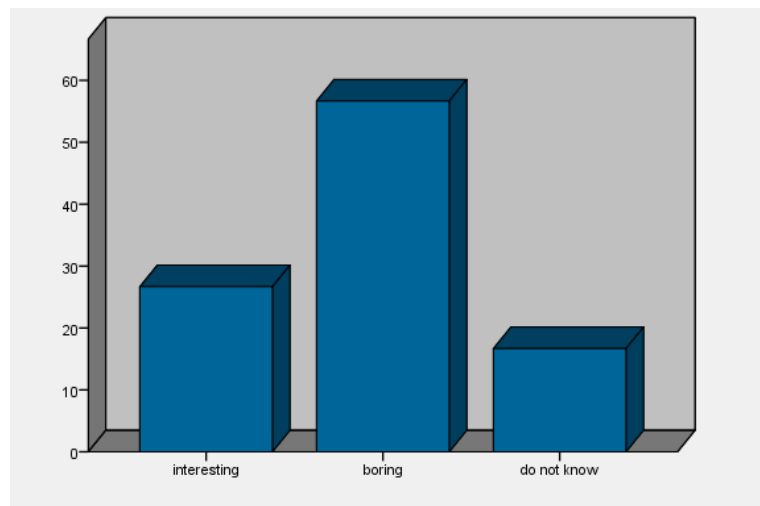
Graph 2. Students' opinions about course contents

The graph (2) indicates that approximately the majority of the students find the English course content boring, because it follows the same pattern of tasks and activities. There is no variation in the teaching process which lessens the motivation of students towards the course, and in turn makes the students lose interest and feel bored in learning English. However, there are few students who feel comfortable with these situations and find it interesting as it is shown in the bar graph (2). In addition, there are fewer students who have no idea about the content and its objectives.

Question 3. Do you think that the present English courses are helping in improving your English Level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	6	20,0	20,0	20,0
	no	19	63,3	63,3	83,3
	do not know	5	16,7	16,7	100,0
	Total	30	100,0	100,0	

Table 12. Students' opinion about their English language improvement

Table (12) confirms what has been discussed in Table (11), where students feel demotivated when the course follows the same pattern. As a result, the course is not useful to the students and does not improve any language function. 63.3% of the students indicate that the present course of English is not helping in improving their proficiency level.This supports the assumption that those courses do not meet students' needs from the language, and this would not allow them to reach the desired level. There is also a percentage of 16.7% of students who do not know if the course is effective or not for them, and 20% who find those course beneficial.

Question 4. Do you think that the English course should be taught by?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Subject specialist	0	0	0	0
	language teacher	9	30,0	30,0	30,0
	Both	21	70,0	70,0	100,0
	Total	30	100,0	100,0	

Table 13. Types of teachers' profile

The table (13) indicates learners' point of view concerning the collaborative work that can be hold between the language teacher and the subject specialist to develop a course based

on the students' needs and learning requirements. The results show that 70% of the students agree on the collaborative work between the subject and language teachers, yet there is a few percentage compared to the other one with 30% of the sample that choose the language teacher as the one who suits this task.

Question 5. What kind of roles you would like your teacher to have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	as someone who does not control everything but helps and guides you in learning	29	96,7	96,7	96,7
	As a person in control of everything in the class	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Table 14. The role of an ESP teacher

Journalism students indicates that the teacher in the class should act as a guide and facilitator with 96.7% (table 15), this role will raise the motivation and interest of the students as the teacher gives them more space to take control of their learning process. Whereas, 3.3% of those students' show more interest in the way the teacher runs and controls the English course and consider it as an important role to improve their level in English.

Section Four: English for Specific Purposes

This part is devoted to investigating the needs of the learners. They have been asked to indicate how each item of the language is important for their academic and future life.

Question 1: Language Structure

	Very important	important	Slightly important	Not important
Technical terms used in journalism texts	16 53.3%	8 26.7%	5 16.7	1 3.3%
General terms used in journalism texts	14 46.7%	7 23.3%	8 26.7%	1 3.3%
Grammatical structures for general communications	8 26.7%	14 46.7%	5 16.7%	3 10%
Signaling syntactic boundaries using punctuation marks	8 26.7%	6 20%	12 40%	4 13%
Logical connectors used to link clauses and sentences	13 43.3%	9 30%	7 23.3%	1 3.3%

Table 15. Likert scale for five items of language structure

As shown in table (15) three of the total five items of language structures were indicated to be very important to learn in their English courses, because they perceive a higher percentage from other items. The frequencies ranged from 43.4% to 53.3% for those three items. The three items are Technical terms used in journalism texts with 53.3%, General terms used in journalism texts with 46.7%, and Logical connectors used to link clauses and sentences with 43.4%. Moreover, one item is perceived to be important which is Grammatical Structures for general communications with a percentage of 46.7%. However, the item of Signaling syntactic boundaries using punctuation marks is considers to be slightly important

by journalism students in their first year of Master with a percentage of 40%, because they believe that this item has already been tackled in their high school lessons

Question 2. Language Function

	Very important	Important	Slightly important	Not important
Describing an event or a situation	8 60%	8 26.7%	4 13.3%	0
Interviewing	15 50%	13 43.4%	2 6.7%	0
Collecting information from real and virtual documents	16 53.3%	6 20%	8 26.7%	0
Developing stories	3 10%	14 46.7%	10 33.3%	3 10%
Reporting assignments	14 46.7%	11 36.7%	3 10%	2 6.7%

Table 16. Likert scale for five items of language function

Master one journalism students have reported that four out of the total five items of language functions in that questionnaire are very important in their course of English. The four items indicate high percentages ranged from 46.7% to 60%. They are: Describing an event or a situation with a percentage of 60%, Interviewing with 50%, Collecting information from real and virtual documents with 53.3%, and Reporting assignments with 46.7% (presented in table 16). In addition, one item from this list of language function is perceived to be important, which is developing stories with 46.7%. It is noticed that all of the five items are needed by the student of journalism.

Question 3. Language Skills

	Very important	Important	Slightly important	Not important
Reading course handout	15 50%	8 26.7%	7 23.3%	0
Reading newspapers	14 46.7%	12 40%	3 10%	1 3.3%
Writing a report	16 53.3%	10 33.3%	3 10%	1 3.3%
Translating	11 36.7%	15 50%	4 13.5%	0
Giving oral presentation	11 36.7%	7 23.3%	9 30%	3 10%
Speaking to foreign colleagues	16 53.3%	8 26.7%	3 10%	3 10%
Listening to teachers talk	8 26.7%	12 40%	8 26.7%	2 6.7%
Listening to oral presentation	10 33.3%	5 16.7%	11 36.7%	4 13.3%

Table 17. Likert scale for eight items of language skills

This discussion includes eight language skills items. The purpose of setting those items is to indicate which ones are considered more important for the students of journalism. The results show that five items are very important to be part of the content of the English course. Those items are presented in table (17): reading course handout with a percentage of 50%, reading newspapers with 46.7%, writing a report with 53.3%, giving oral presentation with 36.7%, and speaking to foreign colleagues with 53.3%. Furthermore, two other items are regarded as important, including translation with 50% and listening to teachers' talk with 40%. However, the last item of listening to oral presentation is perceived to be slightly important with 36.7%.

Section Five: Suggestions for Enhancing the English course

Question 1. How do you prefer to do learning activities in the class?
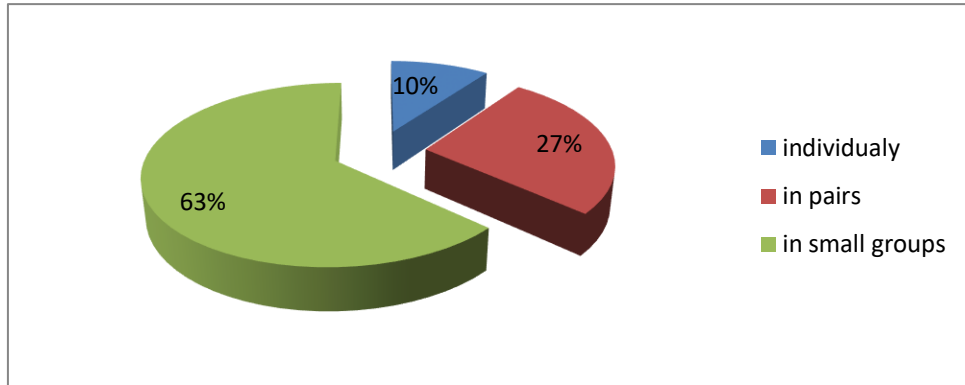
Chart 5. Preferred way for learners to do activities in the class

The results shown in the pie chart (6) indicate that the majority of students prefer small groups' pattern of interaction in classroom. The percentage of this pattern is 63%. While 27% indicate that the preferred way to them is to work in pairs, and other 10% go for individual preferences, which represents the lowest percentage.

Question 2. Do you like learning by?

		Responses		Percent of Cases
		N	Percent	
valid	by listening and taking notes	16	31,4%	53,3%
	by copying from the board	7	13,7%	23,3%
	by memory	4	7,8%	13,3%
	by getting information for myself	16	31,4%	53,3%
	by problem solving	8	15,7%	26,7%
Total		51	100,0%	170,0%

Table 18. Students' preferred strategies of learning

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The table (18) above shows that students like learning when it involves listening and taking notes and getting information by themselves, because the two strategies score an equal percentage of 31.4%, while the other strategies including copying from the board, memory, problem solving obtain low percentages. These results reveal that students prefer more independence in their learning process as it is confirmed in Section three (Question 5) because they prefer to have a teacher as a guide rather than a controller.

Question 3. Do you like learning by using?

		Responses		Percent of Cases
		N	Percent	
Materials	Videos / DVD	14	29,8%	46,7%
	Internet	22	46,8%	73,3%
	CD_TAPE	2	4,3%	6,7%
	board pictures/posters	9	19,1%	30,0%
Total		47	100,0%	156,7%

Table 19. Students' preferred learning materials

Table (19) present different learning materials that can be used in the English course. The results show that the highest percentage concerns the internet with 46.8% of the selected sample. Also, another portion 29.8% prefers using videos and DVD, and 19.1% prefer board pictures and posters as useful materials to enhance their language abilities. However, the lowest percentage (4.3%) represents those students who like to use CD and tapes in the course.

Question 4. Do you find the following activities useful?
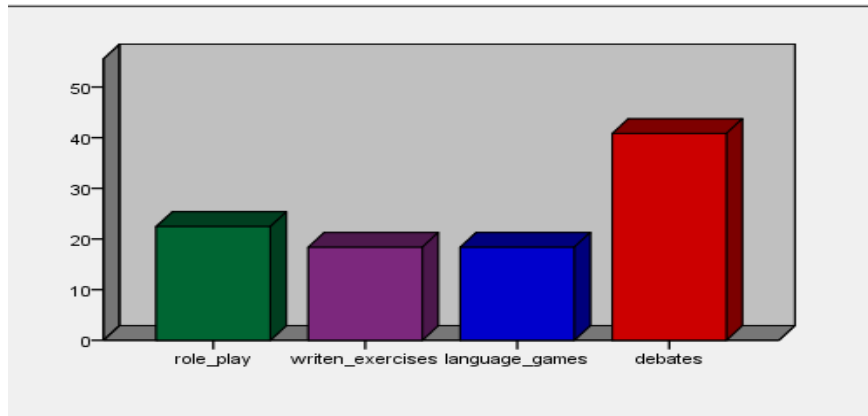
Graph 3. Students' preferred activities

The bar graph (3) demonstrates the learning and teaching activities preferred by the students of journalism. It is noticed that a great number of students prefer oral activities in the form of debates, because they interact with each other and negotiate about certain tasks. The other activities involving role play, language games, and written exercises are almost within the same range.

Question 5. Do you have any further suggestions to improve the English language course?

This last question explores suggestion of Master One journalism learners to improve their course of English. The present questionnaire has tackled different aspects for learners to enhance their teaching and learning situation. yet, this final question is open-ended in order to give learners the space to express their attitudes and opinions towards the English course. Almost all the learners' are satisfied with what is included in that questionnaire, except of few students who suggest some points that can be beneficial if they would be implicated, those suggestions are:

- We need to use newspapers as a textbook and practice suitable activities.

- We need a teacher who would encourage us to participate actively, and help us to correct some eventual mistakes, rather than taking control of the whole process of learning.

- We need to use news reports videos to learn the speaking skill required for journalism.

- To talk with real journalists so that we can benefit from their experiences.

Finally, they suggest that they need more practice of pronunciation activities, because they need in phonetics lessons and tasks. This issue should be programmed at the beginning of their master degree; it should be incorporated as early as the first year of university studies.

3.3 Description of Teachers' interview

The present interview is directed to six teachers of English at University of Biskra to collect more information about learning situations in ESP classes. Indeed, their experience and perceptions will assist in gaining a clearer insight about learners in such classes. Also, teachers are more knowledgeable when it comes to course implementation. However, we have faced a problem with the limited number of teachers of English in Journalism field of study which is only one teacher, so we have administered this interview to other five teachers from Department of English.

3.4 Analysis of Teachers' Interview

Question one: How long have you been teaching English?

Teacher one: said that he has been teaching for twenty eight years.

Teacher two: teachers for fourteen years.

Teachers three: has been teaching for seven years.

Teachers four: has an experience of four years.

Teacher five: is a teacher with fifteen years of experience.

Teacher six: has been teaching English for forty years.

In the first question, teachers were asked to indicate their experience with teaching English at university. The answers are varied from the most experienced teacher with forty years (40), and the least experienced one who has four years experience. Moreover, assigning one teacher of English for journalism students is due to the small number of students in that speciality.

Question two: Do you find the amount of time assigned to the module of English you are teaching appropriate?

Teacher one: YES

Teacher two: Yes

Teacher three: Yes

Teacher four: No

Teacher five: Yes

Teacher six: Yes

The second question concerns course timing. In this part teachers were requested to express their opinions about the time devoted to teach English. All the teachers from department of English were satisfied about timing. However, the teacher of journalism students suggested two sessions instead of one per week to make students more engaged in courses.

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Question three: How would you describe your students during the lectures?

Teacher one: motivated

Teacher two: motivated

Teacher three: motivated

Teacher four: less motivated

Teacher five: motivated

Teacher six: motivated

We have noticed that students from the department of English are motivated while journalism students are not. Those less motivated students are impacted by the nature of English courses dedicated to them. They think that courses are inappropriate for their speciality or maybe they consider the English course to be unnecessary. Therefore, a lot of difficulties face the teaching and learning process when students lose their interest.

Question four: How would you classify your student level in English?

Teacher one: Low

Teacher two: Intermediate

Teacher three: Intermediate

Teacher four: Low

Teacher five: Intermediate

Teacher six: Intermediate

Question four showed teachers' evaluation of their students' level in English. From the recorded data, four interviewees for the Department of English reported that their students have an intermediate level, while the two other ones stated that they have low level students. These data cover the majority of students and not all of them, since in both departments students are not grouped according to their language level, rather by the speciality.

Question five: Is there any official syllabus or textbook for students?

Teacher one: No

Teacher two: No

Teacher three: No

Teacher four: No

Teacher five: No

Teacher six: No

All teacher state that there is no particular syllabus or textbook, and all of the activities and lectures are not pre-defined. However, it is the teacher's responsibility to identify and organize the whole content and materials of the course. Therefore, he is required to analyze his students' needs and lacks and the suitable topics that should be discussed in the course. The design of the course is challenging for all teachers.

Question six: Which type of teaching materials did you use?

Teacher one: the available ones.

Teacher two: printed materials (handout and books).

Teacher three: several types.

Teacher four: handouts, readings, and multimedia components.

Teacher five: videos, audios, and handouts.

Teacher six: handouts.

Concerning the sixth question, teachers state that they face problems with the availability of materials. Four teachers indicate that handouts are the main material used in their course due to the shortage in audio-visual materials in both departments. However, we can notice that journalism students face problems with finding books in relation to their speciality in the faculties' library. It is not the case of the Department of English where hundreds of references are available.

Question Seven: Do you focus more on improving: listening and speaking skills, reading and writing skills, vocabulary and grammar, or other skills?

Teacher one: all of them + critical thinking and close reading.

Teacher two: reading and writing skills.

Teacher three: all of them.

Teacher four: listening and speaking + reading and writing.

Teacher five: reading and writing + vocabulary and grammar.

Teacher six: listening and speaking.

The majority of teachers emphasize on making reading and writing the main goals of their courses, while other two teachers included listening and speaking as crucial skills that should be required by learners. Moreover, one teacher stated that in addition to all the mentioned skills, his courses focus on developing critical thinking and close reading skills.

Concerning the journalism teacher of English, he/she insisted on listening, speaking, reading, and writing skills, since students of this speciality need the speaking skill in conducting interviews and reading newspapers and articles in their field of study in addition to other assignments that require those skills.

Question eight: What language do you use during the lecture?

Teacher one: English

Teacher two: English

Teacher three: English

Teacher four: English and Arabic

Teacher five: English

Teacher six: English

Responses to this question reveal that all teachers of the Department of English use only English as a medium of instruction during the course. On the other hand, the teacher of journalism insisted on using Arabic from time to time to explain the lectures to the students due to their limited exposure to English, and the fact that they have only one session per week.

Question nine: Do students in your class face difficulty in studying content subject in English?

Teacher one: a lot of difficulty

Teacher two: a little difficulty

Teacher three: a little difficulty

Teacher four: a lot of difficulty

Teacher five: a little difficulty

Teacher six: a little difficulty

There is diversity of viewpoints in this question. Four teachers from the Department of English agreed that their students have little difficulties in studying the subject matter, while the other two teachers including the one of journalism reported that their students have a lot of difficulties in studying subject content. Those difficulties could be due to the problem that some students focus on developing the linguistic competence and neglect the field requirements. Other students emphasize the professional competence and do not give much importance to language demands.

Question ten: According to you what are the lacks of students in English?

Teacher one: they have troubles with language and its contents.

Teacher two: linguistic deficiency (poor lexis and grammar), and lack of reading.

Teacher three: writing.

Teacher four: lack of motivation and understanding, deficiency in reading and speaking skills.

Teacher five: grammar, vocabulary, and writing techniques.

Teacher six: poor vocabulary, inhibition, anxiety, lack or absence of reading materials.

This question seeks to collect the probable lacks of students according to their teachers. All of the teachers from the department of English agreed on the point that their students problems may be due to their poor linguistic competence and lack of reading and writing.

However, the teacher of journalism indicated that his/her students lack motivation as well as deficiencies in writing and speaking.

Question eleven: How do you find the contents of your present English courses?

Teacher one: interesting

Teacher two: I between

Teacher three: interesting

Teacher four: in between

Teacher five: interesting

Teacher six: interesting

In this part of the interview, participants were asked whether their present course is interesting for students. Four teachers assert that the presented lectures are interesting and students are motivated. However, it is not the case for all students, because only those who see that the current courses are suitable for their academic and/or professional life are motivated.

Question twelve: According to you what are the needs of your students in English?

Teacher one: to be able to read specialist literature, taking part in conferences, giving presentation, to be able to write an abstract, to be able to translate from English to Arabic and vice versa, to listen to presentations, and to listen to lectures.

Teacher two: to be able to read specialist literature, taking part in conferences, giving presentation, to be able to write an abstract, to be able to translate from English to Arabic and vice versa, to listen to presentations, and to listen to lectures.

Teacher three: to be able to read specialist literature, taking part in conferences, giving presentation, to be able to write an abstract, to be able to translate from English to Arabic and vice versa, to listen to presentations, and to listen to lectures.

Teacher four: to be able to read specialist literature, taking part in conferences, giving presentation, to be able to write an abstract, to be able to translate from English to Arabic and vice versa, to listen to presentations, and to listen to lectures.

Teacher five: to be able to read specialist literature, taking part in conferences, giving presentation, to be able to write an abstract, to be able to translate from English to Arabic and vice versa, to listen to presentations, and to listen to lectures. In addition, to be able to communicate effectively using English in different contexts, and conduct debates.

Teacher six: to be able to read specialist literature, taking part in conferences, giving presentation, to be able to write an abstract, to be able to translate from English to Arabic and vice versa, to listen to presentations, and to listen to lectures.

This question explores the language needs indicated by teachers for their students. The majority of teachers select the whole elements listed in this question. They affirm that identifying students' needs is the first thing teachers should do before proceeding with the course in order to know more about students' and their preferred way in learning. They were also requested to indicate further elements if necessary. One of them suggested that learners should be able to communicate effectively in different areas in English and conduct debates.

Question thirteen: Would you find language course more interesting if it include: Subject content, Language structure, or both?

Teacher one: subject content and language structure.

Teacher two: subject content.

Teacher three: subject content and language structure**.**

Teacher four: subject content and language structure**.**

Teacher five: subject content and language structure**.**

Teacher six: subject content**.**

This question reveals that five teachers insisted on making both the subject content and language structure the basis of courses to ensure students' motivation when taking the English courses. This could be due to the mixed category of students as discussed in question nine 9 (students who thinks they need language competence more than professional competence). Those students who are interested in professional knowledge are more motivated to study ESP courses.

Question fourteen: Do you think that English should be taught by: Subject specialist, Language teacher, or Collaborative teaching?

Teacher one: collaborative teaching.

Teacher two: collaborative teaching.

Teacher three: collaborative teaching.

Teacher four: language teacher.

Teacher five: collaborative teaching.

Teacher six: language teacher.

One of the main issues concerning teaching ESP course is whether it should be taught by the language teacher, the subject specialist, or it will be more appropriate if there is collaborative work between both of them. Four participants declared that ESP courses should

be held by collaborative work to reach the linguistic requirements of the specific field of study as well as the subject matter. The other two teachers argued that the language teacher should lead the teaching operation.

The last four questions concern the methodological areas of the course. Starting with the role of the teacher, and all the interviewees agreed on the teacher being a facilitator who guides learners rather than controlling them. They also agreed on encouraging learners to participate and communicate in class. In addition, they all agreed that all the four skills are important and need to be developed using distinct classroom activities such as: role play, games, projects, pair and group work.

3.5 Discussion of the Results

The process of needs analysis is analyzed through the detailed questionnaire provided in this research. In addition, a teachers' interview is administered to collect further reliable information about teaching and learning situation for journalism students. The research tools used in this work help in identifying students' needs and weaknesses in learning English at university. The results obtained from this investigation will be useful for teachers and course designers to develop ESP courses that meet students' needs and lacks. The following elements are grasped from the analysis of both the questionnaire and the interview.

3.5.1 Students' Background and Language Competence

The first section in the questionnaire is set to investigate general information about learners of journalism at the Department of Human Sciences. Most of the participants from master one student are females. The majority of the sample are aged between 22-25, and have been studying English at university for four years. The nature of courses they were exposed to throughout these years was not appropriate for their speciality. As a result, the majority of

students does not acquire specialist knowledge in their field of study, and have remained at an intermediate level even after university study. Moreover, both teachers and students themselves indicate that they have a low level in most of the language skills. This is proved by the research findings which indicate that their level in listening, speaking, and writing perceived as low, because of the lack of practice during lectures which is in turn affected by time constrains. However, approximately half of the participants has an intermediate level in writing. Accordingly, those results show that students are aware of their weaknesses concerning language skills, and that they are interested in developing their language competence and taking ESP courses.

3.5.2 Students' Lacks and Wants in English Language

Another issue indicated by the students was the fact that they do not study English only to accomplish their university requirements, but also to be able to use it in future professional requirements. They also indicate that they need other language skills to ameliorate their learning process and allow them to use English effectively in different situations. Teachers agreed on the necessity to teach the other skills listed even though they are not used or conducted in the courses. Due to the demands of their speciality, students selected the listening and speaking skills as the highly needed skills that will help them in both their academic and future career. On the other hand, writing and reading skills are perceived to be less needed than the other ones.

Multiple choice question is set to identify students' problems in English. The results of this question proved what has been mentioned earlier about students' needs of both speaking and listening skills. In addition, it is noticed that they also have difficulties in communicating with English, grammar, and vocabulary. However, reading and writing skills are perceived as

skills that students are used to practice. Comparing with teachers' perceptions about their students' problems, we noticed that speaking and writing are the major areas where students face difficulties. Those problems may be the outcomes of poor practice in the language. In conclusion, students' lacks are centered on speaking, listening, and communicating.

3.5.3 The Present English Course Situation

The teachers and the students in this research agreed on the point that ESP courses are useful for the students in their current studies as well as for other future situations. However, the present course seems more EGP than ESP. According to teachers, the problem is that they do not have enough time to cover all the language aspects, and the classes which are grouped according to the speciality and not the level of competence. In addition, the students have other problems related to the course of English beginning with the shortage of materials, especially the audio-visual ones, the lectures which are most of the time about general skills in English such as vocabulary, grammar, terminology and translation. In the same vein, students liked the teacher who acts as a guide and paves the way for them to learn by themselves instead of taking control on the whole teaching and learning process. In summary, the content of the course and students' motivation plays crucial role in the learning situation. The findings of this section show that the students are not satisfied by the present course of English, because it did not allow them to develop their level in English.

3.5.4 Students' Language Needs

This section is divided to three categories, namely: Language Structure, Language Function, and Language Skills. The purpose of this division is to gather as much information as possible with regard to the language needs of the students.

The first part is concerned with Language Structure. It reveals that technical terms and general terms used in journalism texts in addition to logical connectors used to link clauses and sentences are very important to the students, because they help in understanding specialist text in their field of study. Despite their varied level in English, the students' difficulties in comprehension are also identified by the teacher. Additionally, grammatical structures for general communication are perceived to be important by the students, because they make coherent and cohesive piece of writing. However, the item of signaling syntactic boundaries using punctuation marks is considered to be slightly important, because they do not know the effect of punctuation marks on the meaning of the text and the comprehension of the reader. This result is probably due to the low level of students in writing as it is indicated in table 6, which is the consequence of lack of practice. In short, technical terms and general terms are very important for journalism students. So the teacher has to focus on making the students aware about the vocabulary needed in their speciality and how to use it effectively.

The second part is related to Language Function. The majority of items were identified as very important with regard to one item which is perceived to be important that is Developing Stories. Accordingly, the entire listed items are important for the students to be a part of the English course. The students of journalism are interested in Interviewing and Describing Event or a Situation due to their importance in that field. Because they need to learn the skills that allow them to interview people and talk to them in addition to the ability to describe situation in an exciting way, so that the reader is kept interested in reading the article. Moreover, other skills are required such as research skill to collect information from different sources, report events, and develop stories. Finally, the purpose of these skills is to prepare the students for future career, so they need to keep practicing them in order to improve their level in English.

The last part in the forth section covers the language skills needed by the students of journalism at the Department of Human Sciences. In fact, there are eight items and each two of them concern one of the main skills in English. All of those sub-skills are perceived to be important for students to include in the content of the course of English. Except one sub-skill, that is listening to Oral Presentation, which the students think it is less useful. Furthermore, the students identify the item of listening to teachers' talk may be because the teachers use unfamiliar technical terms, unclear pronunciation, and the teacher to be very rapidly because of time constrains. Also, concerning the reading skill students reported that they need to be able to read the course handout as well as reading newspapers which is considered one of the main issues in that speciality. Most of the newspapers nowadays are in English, this makes students more willing to develop their skills in reading. As a result, it is evident that the writing and reading skills are as essential to ESP course as the speaking and listening skills.

3.5.5 Suggestions for Enhancing the English Course

The results of this study demonstrate that the present English course of journalism at the Department of Human Sciences is not appropriate for this speciality. The findings show that most of the participants do not agree on the effectiveness of the English course they take. Also, these results reveal that students are aware of their weaknesses and needs, and want to improve their level in English for academic and professional perspectives.

The last section indicates that students prefer to work in small groups rather than work individually. This pattern of interaction is favored by them, because it presents the opportunity to all the students to contribute and take part in the course regardless of their level. Working in small teams makes all members feel comfortable. Moreover, students prefer learning by gathering the information by themselves; nevertheless, they also listen to the teacher and take notes.

Students of journalism selected the internet and videos as the preferred materials they want to use in learning English, since those audio-visual materials are widely used. They equally prefer debates as a main activity to develop their listening and speaking skill at the same time. In addition to other activities including: role play, language games, and written exercises.

According to the students, the present syllabus of English does not meet their needs and should be readjusted in order to be more accurate for their field of study, which will help them to improve their language competences. They also suggest that two sessions of English per week will be more appropriate to assist in creating suitable environment for learning. In conclusion, those findings are useful as they show students' needs, lacks, and areas of interest that can be used by course developers to design relevant syllabus for journalism students.

Conclusion

The tools used in this study help in identifying learners' needs of the English course. The results show students' awareness towards their learning situation and their level in English. It also reveals that the English course directed for journalism students is not proper for them, regarding their levels and speciality. Moreover, the data gathered from this research will be useful for teachers and syllabus designers as they can use them to adapt the current English course. Finally, developing a course that meets students' needs will produce an effective learning and teaching environment, and eventually generate good results in both academic and professional life.

GENERAL CONCLUSION

GENERAL CONCLUSION

The present study investigates the teaching and learning situation Master One Journalism students in ESP classes at the Department of Human Sciences, University of Biskra. Furthermore, this research analyzes students' needs, attitudes, and perceptions towards the learning situation, and the difficulties they face in learning English. The results of this work reveal the reasons why the current courses of English are not effective for the students; and the importance of needs analysis as an initial procedure that should be under before designing the course. Also, the research is set to test the hypothesis that teachers' use of needs analysis will enable students to be more proficient in the English language.

The objective of this study is to analyze students' current and target needs in addition to their deficiencies. Accordingly, we used a questionnaire for the students to collect these data. Moreover, the use of interview with teachers provides additional insights into the learning and teaching at Human Sciences Department, and helps in indicating further problems experienced by both teachers and students..

The findings show that the courses of English devoted to Journalism students do not meet their needs, and the topics tackled in those courses are not relevant to their field of study. Therefore, the current ESP syllabus needs to be adjusted according to students' lacks and deficiencies in order to develop students' level in English and encourage them to persist in learning that language. In addition, students have expressed their interest towards the ESP courses which proves their awareness about the importance of the English language to their present academic requirements and future work(s) demands.

The results of this research work ended in the confirmation of the research hypothesis. That is to say, teachers should take into consideration students' needs when designing an ESP

syllabus to ensure the course effectiveness. It is equally important to clarify that this work has been conducted with the Journalism students at the Department of Human Sciences which call for the fact that it can also be useful in other specialties.

In response to the first research question, needs analysis helped in identifying students' needs in terms of language skills, their lacks and wants, and their preferred way and materials to use when learning an ESP course. Furthermore, it provides information about what should be included or excluded from the current ESP course to make this latter more suitable for the students of this domain.

Concerning the second research question, conducting a needs analysis provides the teacher with valuable information about his students and the criteria that he should focus on when developing the language syllabus. Consequently, the courses designed based on students' needs will raise their motivation and interest in taking ESP courses.

Finally, the results of this research can be adopted to develop ESP courses that suit students' needs in journalism, and positively change the current situation of the teaching and learning process. In addition, it has demonstrated that the participants do know what they need, and have the intention to ameliorate their learning situation. In short, the English courses at the department of Human sciences should be adapted to meet students' needs and speciality.

General Recommendation

The results of this research may be used as a source to develop an ESP syllabus that meets students' needs at the Department of Human Sciences, precisely for journalism field of study at the University of Mohamed Khider, Biskra. According to the reached findings, it is recommended that:

- The present syllabus of ESP directed to journalism students requires some modifications in order to meet students' needs.

- Needs analysis procedure should be taken into consideration before designing an ESP course to identify what is needed for students.

- Two sessions per week will be more appropriate for ESP course as it brings more importance to English for this specialty.

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APPENDICES

STUDENT'S QUESTIONNAIRE

Summary of The Study: (ملخص الدراسة)

This questionnaire is a part of study that aims to assess students' needs in English for Specific purposes(ESP): the case of journalism students.

هذا الاستبيان هو جزء من الدراسة التي تهدف إلى تقييم احتياجات الطلاب في اللغة الإنجليزية لأغراض محددة (ESP): حالة طالب الصحافة.

Dear Student

Your participation in the study is voluntary and your answers will be securely stored. The data will be used for research purposes and you will not be identified as an individual within the final research.

عزيزي الطالبمشاركتك في الدراسة تطوعية وسيتم تخزين إجاباتك بشكل آمن. سيتم استخدام البيانات لأغراض البحث ولن يتم تحديد هويتك كفرد في البحث النهائي.

Section One: Background Information (معلومات أساسية)

For the following questions, Please check in (√) the appropriate answer : (شطب على الإجابة المناسبة في كل من الأسئلة التالية)

- Gender: Male   ◯   Female   ◯

- Age: 22_25   ◯   25_30   ◯   30 and more   ◯

- Medium of instruction: (اللغة المستعملة في دراسة اللغة الانجليزية)

    English ◯   Arabic ◯   Other languages:……..

- Number of years studying English at university: (عدد سنوات دراسة اللغة الانجليزية في الجامعة)

3 ◯   4 ◯   5 ◯   Other:…….

- How would you rate your English level? (كيف تقيم مستواك في اللغة الانجليزية)

	High(عالي)	Intermediate(متوسط)	Low(ضعيف)
Level of English before university (مستوى اللغة الانجليزية قبل الجامعة)	◯	◯	◯
Present level of English (المستوى الحالي في اللغة الانجليزية)	◯	◯	◯

Level in listening skill (مستوى مهارة الاستماع)	◯	◯	◯
Level in speaking skill (مستوى مهارة التحدث)	◯	◯	◯
Level in reading skill (مستوى مهارة القراءة)	◯	◯	◯
Level in writing skill (مستوى مهارة الكتابة)	◯	◯	◯

- How much specialist knowledge did you have in your field of study? (ما مقدار المعرفة المتخصصة التي لديك في مجال دراستك)

  Very much ◯　　　Basic knowledge ◯　　　Not much ◯

  كثيرة جدا　　　معرفة أساسية　　　ليس كثيرا

- Are you interested in taking ESP course? (هل أنت مهتم بأخذ دروس في اللغة الانجليزية لأغراض معينة)

  Yes ◯　　　　No ◯

Section Two: Investigating Lacks and Wants (التحقيق في النواقص والرغبات)

- Why do you want to study English? (لماذا تريد دراسة اللغة الانجليزية)

  ◯ To take part in oral discussion (للمشاركة في النقاشات الشفوية)

  ◯ To understand lectures on journalism in English (لفهم محاضرات الصحافة بالانجليزية)

  ◯ To read and translate articles in your field of study in English (لقراءة وترجمة المقالات في مجال دراستك باللغة الانجليزية)

  ◯ To pass exam (لاجتياز الامتحان)

  Others(أسباب أخرى): …………………

- What are the areas in which you think you need English? (في أي من المجالات تعتقد انك تحتاج اللغة الانجليزية)

  ◯ In your post-graduate studies(في الدراسات العليا)

  ◯ In your future work(s) or career(في العمل أو الحياة المهنية)

  ◯ In everyday life (في الحياة اليومية)

- Classify the four skills according to your needs from 1 to 4 scale

  صنف المهارات التالية من 1 إلى 4 على حسب احتياجاتك

  Listening ◯　　　Speaking ◯　　　Reading ◯　　　Writing ◯

- Do you think that your problems in English are due to (هل تعتقد أن سبب مشاكلك في اللغة الانجليزية هو)

Speaking ◯   Listening ◯   Writing ◯   Reading ◯

التحدث   السمع   الكتابة   القراءة

Grammar ◯   Vocabulary ◯   Pronunciation ◯   Communication ◯

قواعد   مفردات   النطق   التواصل

- If you have any other lacks specify.(إذا يوجد لديك أي نقائص أخرى حددها)

……………………………………………………………………………………………

Section Three: Analyzing The Present English Course(تحليلمحاضرات اللغة الانجليزية الحالية)

- My lessons in English Language teaching focus mainly on improving (تركز دروسي في اللغة الانجليزية

بشكل أساسي على)

My listening and speaking skills ◯   My reading and writing skills ◯

مهاراتي في السمع والتحدث   مهاراتي في القراءة والكتابة

My vocabulary and grammar ◯   Terminology and translation ◯

المفردات والقواعد   المصطلحات والترجمة

Other (specify)(أشياءأخرى حددها)………….

- How do you find the content of your English language course (كيف تجد محتوى دروس اللغة الانجليزية

الخاص بك)

Interestingمثير ◯   Boring ممل ◯   ◯Do not know لا اعلم

- Do you think that the present English courses are helping in improving your English level

هل تعتقد أن المحاضرات الحالية في اللغة الانجليزية تساعد في تحسين مستواك في اللغة الانجليزية

YES ◯   NO ◯   Do not know ◯

- Do you think that the English course should be taught by

Subject specialistمتخصص في المجال ◯   Language teacherأستاذ لغة ◯   Both كلاهما ◯

- What kinds of role do you like your teacher to have(ما الدور التي تريد أن يقوم به معلمك)

◯ As a person in control of everything in the class (كشخص مسيطر على كل شيء في الفصل)

◯ As someone who does not control everything but helps and guides you in learning

(كشخص لا يتحكم في كل شيء وإنما يساعدك ويرشدك في التعلم)

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Section Four: English for SpecificPurposes(اللغة الانجليزية لأغراض محددة

The following part covers the specificpurposes for proposed and future academic English course in Journalism. Please consider each item carefully based on your own needs and then indicate how important each of these items is for your study in your English for Specific Purposes (ESP) course.

يغطي الجزء التالي الأغراض المحددة لدورة اللغة الإنجليزية الأكاديمية المقترحة والمستقبلية في الصحافة. يرجى النظر في كل عنصر بعناية بناءً على احتياجاتك الخاصة ، ثم الإشارة إلى مدى أهمية كل عنصر من هذه العناصر لدراستك في دورة اللغة الإنجليزية لأغراض محددة (ESP)

a- Language Structure:

	Very important مهم جدا	Important مهم	Slightly important مهم قليلا	The least important الاقل اهمية
Technical terms used in journalism texts المصطلحات التقنية المستخدمة في المقالات الصحفية				
General terms used in journalism texts المصطلحات العامة المستخدمة في النصوص الصحفية				
Grammatical structures for general communications (Tenses, Aspects, Modality, etc) التراكيب النحوية المستخدمة في نقل المعلومات				
Signaling syntactic boundaries using punctuation marks (comma, colon, semi-colon,etc) تأشير الحدود النحوية باستخدام علامات الترقيم(الفاصلة,النقطتان,الفاصلة المنقوطة)				
Logical connectors used to link clauses and sentences (for example: therefore, hence, consequently, as result , etc) الروابط المنطقية المستخدمة لربط الجمل				

b- Language Function:

	Very important مهم جدا	Important مهم	Slightly important مهم قليلا	The least important الاقل اهمية
Describing an event or a situationوصف حدث أو موقف				
Interviewing المقابلة				
Collecting information from real and virtual documents جمع معلومات من مستندات حقيقية و افتراضية				
Developing storiesإنشاء قصص				
Reporting assignments إعداد تقارير				

c- Language Skills:

	Very important مهم جدا	Importantمهم	Slightly importantمهم قليلا	The least important الاقل اهمية
Reading course handout قراءة المحاضرات				
Reading newspapersقراءة صحيفة				
Writing a reportكتابة تقارير				
Translating ترجمة				
Giving oral presentation تقديم عرض شفهي				
Speaking to foreign colleaguesالتحدث مع زملاء أجنبيين				
Listening to teachers talk الاستماع إلكلام الأستاذ				
Listening to oral presentation الاستماع إلي العروض الشفهية				

Other things you want to add: (أشياء أخرى تريد إضافتها)

…………………………………………………………………………………………………..

- How do you prefer to do learning activities in the class? (كيف تفضل أن تكون الأنشطة التعليمية في القسم)

◯ Individuallyفرديا   ◯ In pairsزوجي   ◯ In small groups مجموعات صغيرة

- Do you like learning

By listening and taking notes ◯   By copying from the board   ◯

عن طريق الاستماع و اخذ ملاحظات   عن طريق النسخ من الصبورة

By memory ◯   By getting information for myself◯

بالحفظ   الحصول على المعلومات بنفسي

By problem solving ◯   Other (specify)………………

عن طريق حل مشاكل   أشياء أخرى حددها

- Do you like learning by using (هل تفضل الدراسة بواسطة)

Video/DVDفيديو/ أقراص الفيديو ◯   انترنت Internet ◯   أشرطة تسجيلCD/TAPE◯
The board Pictures/Posters صور وملصقات◯   Other(specify)أشياءأخرى حددها……………………

- Do find the following activities useful (هل تجد الأنشطة التالية مفيدة)

Role play لعب ادوار ◯   Written exercisesتمارين مكتوبة ◯   Language games العاب لغة ◯
Debatesمناقشات ◯   Other (specify)أشياء أخرى حددها……… ………………

- Do you have any further suggestions to improve the English language course (هل لديك أي اقتراحات أخرى لتحسين محاضرة اللغة الانجليزية)

…….

Researcher's email: hadjerla2010@gmail.com

Thank you

APPENDIX 2

Teacher's Interview

✓ How long have you been teaching English?............................

✓ Do you find the amount of time assigned to the module of English you are teaching appropriate?

YES ☐   NO ☐

If no, what amount of time would you suggest and why?................

✓ How would you describe your students during the lectures?

Highly motivated ☐   Motivated ☐   Not motivated at all ☐

✓ How would you classify your student level in English?

High ☐   Low ☐   Intermediate ☐

✓ Is there any official syllabus or textbook for students?

YESNO   ☐   ☐

✓ Which type of teaching materials did you use?...............................

✓ Do you focus more on improving

☐ Listening and speaking skills

☐ Reading and writing skills

☐ Vocabulary and grammar

Other (explain)………………………………….

✓ What language do you use during the lecture?

English ☐   French ☐   Arabic ☐

✓ Do students in your class face difficulty in studying content subject in English?

A lot of difficulty ☐   A little difficulty ☐   No difficulty ☐

✓ According to you what are the lacks of students in English?
…………………………….

✓ Do you think that the present courses are helping in improving the English language any further?

YES ☐   NO ☐

✓ How do you find the contents of your present English courses?

Interesting ☐   Boring ☐   In between ☐

✓ According to you what are the needs of your students in English?

☐ To be able to read specialist literature

☐ Taking part in conferences

☐ Giving presentations

☐ To be able to write an abstract

☐ To be able to translate from English to French & vice versa

☐ To listen to presentations

☐ To listen to lectures

    Other (specify) :…………………………..

✓ Would you find language course more interesting if it include

    Subject content ☐   Language structure ☐   Both ☐

✓ Do you think that the English should be taught by

Subject specialist   ☐   Language teacher ☐   Collaborative teaching ☐

✓ Student should be at the center of knowledge transmission. Teacher should be their facilitator

    Agree ☐   Disagree ☐

✓ Teacher should strongly encourage the students to communicate in class

    Agree ☐   Disagree ☐

✓ ELT and syllabus should focus on developing all four skills

    Agree ☐   Disagree ☐

✓ English classes should be full of activities like role play, games, projects, pair/group work

    Agree ☐   Disagree ☐

الملخص

تحليل الاحتياجات هو الخطوة الاساسية الاولى التي يجب اتخاذها قبل الشروع في تدريس اللغة الانجليزية في المجالات الخاصة. لذلك فان الدراسة الحالية تهدف الى تحديد احتياجات طلبة الصحافة في اللغة الانجليزية بجامعة بسكرة. حيث ان هذا الاجراء غائب في حالة هذا التخصص. تم توزيع استبيان على ثلاثين طالب وطالبة من قسم الصحافة للتحقق من احتياجاتهم, والطريقة التي يتم تدريسهم بها بالإضافة الى اجراء مقابلة مع ستة أساتذة للغة الانجليزية بجامعة محمد خيضر بغرض الكشف عن ظروف تدريس اللغة الانجليزية لطلبة الصحافة. كشفت نتائج هذا البحث ان الطلبة يريدون دراسة اللغة لكن بطريقة اخرى حيث ان المقرر الحالي الموجه لهم لا يساعد في تطوير مستواهم في اللغة وبذلك فهو غير مناسب لهم. تشير النتائج المتوصل اليها الى ان الاساتذة اجتازوا مرحلة تحديد احتياجات الطلبة قبل الشروع في تلقين الدروس, مما جعل هذه الاخيرة غير مناسبة لمستواهم وتخصصهم. الغرض من هذه الدراسة هو المساهمة في تغيير الوضع الحالي لتدريس اللغة الانجليزية في كلية العلوم الانسانية والمساعدة في تطوير برنامج اللغة الانجليزية وجعلها اكثر ملاءمة لاحتياجات الطلبة.