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Conference proceedings
A Collection of Research papers of the
ONLINE INTERNATIONAL CONFERENCE ON DESIGNING A LEARNER-CENTERED SYLLABUS: INNOVATIVE PRACTICES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES

27-28/02/2022

President of the conference:
Dr. Saihi HANANE
Mohamed Khider University Biskra/Algeria

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February 27th& 28th , 2022

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Needs analysis

Research problem

ESP is a learner-centered approach to teach English which focuses on promoting the learners' communicative competencies in a specific discipline such as medicine, engineering, and academics. In other words, it is an approach that enables them to use their English to learn more about English of the field that they are interested in. It further motivates them to interact with its users and their writings.

A learner-centered syllabus departs from analysing and seeking to match the needs of the learners and their learning process. It serves as the handshake between the teacher and the learner. It facilitates the development of higher level thinking abilities. A learner-centered syllabus differs from the traditional syllabus which focuses on listing texts and concepts that is represented as a document about language learning along a semester.

Furthermore, this type of syllabi is a tool for teaching learners how to learn a foreign language. It is a kind of a learning contract about how to prepare to class and exam times. A learner-centered syllabus can provide opportunities for students to acquire and develop their critical thinking, problem solving and decision making. **However, designing a learner-centered face challenges that can hinder its success and can struggle with students' target needs and their abilities, especially if a syllbus designer is in front of a multi-levelled class.**

Learner-centered syllabus design

ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason in learning. (Hutchinson & Waters, 1987, p. 19)
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"Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner." (Munby,1978:2)
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"An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge." (Hutchinson and Waters, 1987:65)

Conference main tracks

- Challenges in designing and implementing the learner-centered syllabus
- Curriculum development and evaluation
- Effectiveness of approaches to language teaching and learning
- Teacher's qualifications and ESP syllabus design
- Needs analysis and syllabus design
- Pitfalls of learner-centered curriculum
- Syllabus design and digital learning
- Assessment and evaluation in a learner-centered syllabus
- Course materials development in a learner-centered syllabus
- Course expectations from a learner-centered syllabus
- Models for learner-centered syllabus
- ESP innovations and learner-centered syllabus

CONTENT

Challenges in Designing and Implementing the Learner-Centered Syllabus in Algeria

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Abstract:
This research explores some challenges in designing and implementing learner-centered syllabus in Algerian secondary schools. It aims to sort out the reasons of each challenge, mention their consequences, and give their solutions. According to 12 teachers, these multiple challenges include absence of needs analysis, teacher centeredness, lack of instructional materials, resistance to learn, absence of cooperation, and lack of technological access. A qualitative interview format was used and thematic analysis was employed. Findings indicated that syllabus implementation in secondary education remained teacher centered. Teachers resorted to effective lesson planning with new and updated materials as solutions.
Keywords: Challenges; learner centered syllabus; Algeria.

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1. INTRODUCTION

Challenges in education are common international issues. Many teachers in Algerian secondary schools complaint about the repeated use of the same course books; they claim that the material doesn't meet students' real needs and interests anymore. Besides, students have been treated for a long time as empty vessels waiting to be filled with knowledge. This problem is addressed at the local level in order to give a glance to the global community of what is going on in the Algerian secondary schools. We decided to explore the problem in order to come with new ideas which may help teachers focus more on learners in their teaching process and initiate them to higher education in the proper way. To reach the intended goal, this study seeks to find answers to the following research questions:

1. What are the main challenges in designing the learner centered syllabus?
2. What are the main challenges in implementing the learner centered syllabus?
3. What are the main causes, consequences, and possible solutions to each challenge?

2. Literature review

According to Hutchinson and Waters, a syllabus is: ''a document which says what will (or at least what should) be learnt" (1987, p.80). From this definition we could consider a syllabus as a planned content to be taught in class. In the learner centered syllabus, teachers should give more importance to learners as active participants in the teaching and learning process. Teachers in the learner centered syllabus should act as facilitators, co-learners and guides; they should give the learners' the responsibility to assume their own learning and make them feel autonomous in their search for knowledge. In this context, teachers' are advised to encourage cooperative learning and service learning as learner centered approaches to teaching. Always in this context, Johnson, Johnson, and Smith (2014) defined cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning" (p.3). The National Youth Leadership Council (2021) defined Service Learning as ''an approach to teaching and learning in which

students use academic and civic knowledge and skills to address genuine community needs '' (p. 8).

"Syllabus design is … concerned essentially with the selection and grading of content" (Nunan, 1988, p. 5). So, in order to design a strong syllabus, many things are to be considered. To start with, syllabus designers have to consider their students' needs; according to Gürkaynak (2015) needs analysis is ''a data gathering process to gain information about the needs of students in order to design a strong curriculum'' (p. 286). Students' different learning styles and multiple intelligences must be considered as well. In this point, Riener and Willingham (2010) define learning styles as ''the preferred bodily sense through which one receives information, whether it be visual, auditory, or kinesthetic '' (p.33). Many confuse between students' learning styles and their multiple intelligences; Snyder (1999) clarified this point stating that: "The basic difference between learning style theories and multiple intelligences theories is that learning styles are concerned with the differences in the process of learning and multiple intelligences center on the content and products of learning" (p.12). According to Gardner, intelligence is a person's ability to solve problems or create products. Howard Gardner is the one who suggested the theory of multiple intelligences in the 1980's. In his theory he said: "the human mind is composed of eight (08) intelligences –plus a possible ninth (09)" (Armstrong, 2009), but in each person one of them is more noticeable. These intelligences are described in details in (Armstrong, 2009, pp.10-11): Linguistic, Logical-mathematical, Spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalist, and existential which was added lately by Gardner in 1999 (Şener & Çokçalışkan (2018). In what follows a review of the main literature done in designing and implementing the learner centered syllabus in secondary schools in both national and international levels are exposed:

In the middle school level, Hammoudi and Benzerroug (2021) conducted a case study on students' learning styles to boost EFL learning experience. They aimed to identify first year pupils learning styles so as to help novice teachers cope with those differences in their training. To achieve that goal they selected 40 pupils as subjects of their study. They used the Barsch Learning Style Inventory (BLSI) and the Brain Dominance Inventory (BDI) as instruments. The results showed that the

majority of the population under study had left brain dominance and that the preferred learning style was visual; however, auditory and tactile were second and third respectively.

In the University level, Idri (2011) investigated the sources of Fear of Negative Evaluation (FNE) as perceived by first year university students at Abderrahmane Mira University of Bejaia; (8) students participated in the interview. The findings showed that teachers and peers were considered as the main sources of FNE, in addition to that, low language proficiency and low self confidence were mentioned as other sources. Saraa (2020) in her investigation on teachers' challenges while designing an ESP syllabus in Algerian higher education, lack of teacher training, lack of a syllabus model, and lack of documentation were considered the main challenges which prevent teachers from developing an ESP syllabus in Algerian universities. The study suggested to the ministry to take actions and develop a unified syllabus, textbook, and methodology for each discipline across all Algerian universities.

In the secondary school level, Dine (2021) attempted to address the phenomenon of classroom interaction in EFL secondary school teaching environment from teachers' perspective. The results showed that "There is a gap between the Ministry's recommendations and classroom realities". The study reported the lack of real "interaction" in language classrooms and the existence of outdated teaching methods. That was demonstrated inconsistencies found between teachers' professed beliefs and actual practices. Baghoussi and Zoubida El Ouchdi (2019) studied the implementation of the project-based learning approach in the Algerian EFL context: curriculum designers' expectations and teachers' obstacles. They revealed that teachers neither master nor use the project-based instruction proficiently in their classrooms despite the guidance provided in the third-year pedagogical documents. Those hindrances are due to the lack of professional training and the insufficient theoretical knowledge. Acheb and Louradi (2018) conducted an investigation about teachers' and students' perceptions of the learner-centered approach use in Algerian EFL classes in the secondary school level. The results showed that the learner centered approach does not exist in Algerian teaching and learning environment.

Doyle (2008) stated that "The research on American high schools indicates that they are teacher-centered, not learner-centered" and "Despite the efforts of many, the organization and structure of most comprehensive high schools look very similar to those of high schools of generations ago". (U.S. Department of Education, 2001)(p. 20).

After the review of the literature we concluded that a limited number of studies were conducted on the learner centered syllabus in the secondary school Algerian context. We thought it could be useful to fill in this gap and extend prior studies in the field.

3. Methodology:

The present study is qualitative in nature, according to Creswell and Creswell (2017) "qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p.41). In this study, we are considering the meaning secondary school teachers' give to the problem of challenges in designing and implementing the learner centered syllabus in their teaching process. From one hand, it is a study which seeks to explore the problem from teachers' perspectives. From the other hand "one of the chief reasons for conducting a qualitative study is that the study is exploratory. This usually means that not much has been written about the topic or the population being studied, and the researcher seeks to listen to participants and build an understanding based on what is heard" (Creswell & Creswell, 2017, p.67).

3.1. Research Design:

3.1. 1. Sampling procedures:

"A research design can be defined as an operating model or blueprint for a research project…If the introduction in a research paper raises the question to be investigated, the research design contains directions to determine the answer" (Griffee, 2012, p. 44).This study is exploratory in nature in a sense it investigates teachers' views on challenges in designing and implementing a learner centered syllabus in Algerian secondary schools. To achieve such a goal and interview **(see Appendix A)** was designed and distributed to (12) English teachers with varieties of teaching experiences in (03) different secondary schools in Bejaia. The participants and the schools were chosen on the basis of practical reasons and their convenience and because the sampling procedure "meets certain practical criteria, such as geographical proximity, availability at a certain time, or easy accessibility" (Dörnyei, 2003, p.72).

The participants' ages range between 30 to 45 years old. They all teach English as a foreign language in public secondary schools in Bejaia,

Algeria. They are all graduated from university, and their teaching experiences vary from 5 to more than 20 years of teaching experience. The participants are (08) females and (04) males.

3.1.2. Data Collection procedure:

For data collection, a qualitative interview format was used. In this concern Griffee (2012) stated "a data collection instrument (DCI) can be defined as the means, either physical or nonphysical, by which data is produced; Griffee (2012) referring to (Griffee, 2005; Kvale, 1996; Tuckman, 1999, p. 403; West, 1994, p. 7) defined interviews as "one-to-one face-to-face meetings in which the data-gatherer asks questions to someone being interviewed" (p.129). So, Interviews were organized and carried out during (15) days, from January 22nd to February 06th, (2022). Their duration varied between (30) and (45) minutes. They included (15) questions. In which Focus was put on six (06) major challenges and their main causes, consequences, and their possible solutions.

3.1.3. Data Analyses and Interpretations

The data gathered was analyzed using thematic analysis procedure. In the analysis, we went through these six main phases mentioned in Braun & Clarke (2006, p.87):

1. Familiarization with data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

4. Results:

In what follows, we summarized these challenges in tables as presented by the participants:

4.1. Challenges in designing the Learner Centered Syllabus:

Challenges of designing LCS	causes	consequences	Solutions
1. Absence of students' needs analysis	Preexistence of an outdated unified National Syllabus	Students low motivation.	Apply constant students' needs analyses before and after each project (unit).
2. Teacher centered approach to teaching	External restraints and responsibilities (limited timeframe of an academic year)	Produce passive learners. (No productivity)	Integrate Learner Centered activities in the syllabus e. g. involving students in project based learning and CBA approach.

3. Lack of authentic instructional materials	Out dated course books! Inadequate teaching materials.	Impossibility of achieving learners' real needs.	Use authentic teaching materials e.g. updated textbooks, guides, books, audiovisuals, and ICT tools.

4.2.   Challenges in implementing the Learner Centered Syllabus:

5.   Discussion:

Here, we try to interpret and compare the previous results according to the available literature. So, the vast majority of participants (10/12) think that the actual syllabus is teacher centered. This situation corresponds to

Challenges in implementing LCS	causes	consequences	Solutions
1. Students' resistance to learn.	-Students' have different learning styles. -They have multiple intelligences. -They have different forms of knowledge.	Exclusion of some students from the learning process.	Focus on variety: -Use learning styles inventory. -Include all students' learning styles. -Target all intelligences through different activities.
2. Absence of cooperative learning.	-Students Fear of negative evaluation. -Students' Low self confidence -Students' low language proficiency. -Students' spirit of competitiveness.	-Absence of classroom interaction. -Absence of social communication skills.	-Build students relationships through group work. -Encourage making mistakes. -Provide positive feedback.
3. Lack of access to technology.	-Lack of technological devices. -Slow internet connection. -Technology illiteracy.	Disconnection from the outside world.	Integrate ICT effectively in the syllabus & Train teachers on its use.

that of the USA where research on American high schools showed that they are still teacher centered not learner centered (Doyle, 2008, p. 20). All participants (12) agreed on considering students' different learning styles and intelligences, this result corresponds to Hammoudi & Benzerroug (2021) study which considered that students' learning styles boost EFL

learning Experience, but (09) respondents admitted they didn't use a learning style inventory at all. In this context, Three participants answered that they did not use it in their classes even though they were conscious of its usefulness; one of them said: "*I personally did not use it in my class because of many factors but I think that in better conditions it's very useful in the teaching-learning process".* Another participant who was a former teacher, and who is now an inspector of national education said: *"I've never seen a teacher who cares about students' different learning styles and it is not the fault of the teacher since S/he has not been trained for".* Based on these results and as stated by Şener and Çokçalışkan (2018)

"language teachers are expected to consider multiple intelligences types of learners and plan, design activities from which all types of learners can benefit. If teachers understand there are different intelligences types in their classes, they can effectively carry out their lessons involving in all students, not just those who read and write or calculate well" (p.126).

In another point, eight (08) participants think that the syllabus is deficient covering less than 45% of students needs.

When asked on self-confidence and motivation, six (06) participants answered they encourage their students to develop their **self-confidence and motivation** through showing them that making mistakes is something very normal. This is maybe due to students' fear of negative evaluation **Idri (2011).** The other (02) participants preferred to use positive feedback like praise and reward. Two others (02) preferred encouraging students to use cooperation and peer work, they think *"students might be more tolerant and could easily overcome the difficulties".* One participant said she encourages extensive listening, reading and viewing through the use of storytelling activities and watching films in English. The last one said *"I encourage my learners to develop their self-confidence and motivation by valuing each student for his or her individual strength and ability".* Speaking on cooperation, most participants (11) agreed that learners should act as partners not as competitors in a learner centered teaching. In this sense, "Cooperation is working together to accomplish shared goals (Johnson & Johnson, 1989, 1999; Johnson, Johnson, & Smith, 2006). Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. But Dine's study (2021) confirmed that there is an absence of real classroom interaction because the teaching and learning process is still teacher centered. Absence of cooperation could be caused by students' spirit of competitiveness. According to (Johnson, Johnson, and Smith, 2014)

"competitive students work against each other to achieve an academic goal" (p.3).

All the respondents agree on the fact that learners develop their language proficiency in a learner-centered syllabus providing that all means are available in the teaching-learning environment. They all accepted the integration of ICT's in the learner centered syllabus. They also expressed their readiness to receive training on the use of ICT tools. Finally, all participants showed a need for more authentic teaching materials. Some of them resorted to project based teaching to cover the shortage, but most of them are not familiar with service learning as a concept and as an approach to teaching in a learner centered syllabus in a secondary school.

6.   Conclusion

Regarding the educational reform of July 2002 in education (Adjeroud & Belouahem, 2020), and regarding the attempts done to make the syllabus more learner centered, Competency Based Approach (CBA) was integrated in the syllabus, despite that, this study proved that its implementation is mostly teacher centered or it "depends on the teacher". One secondary school teacher commented on this saying:

"Syllabus cannot indicate whether it is teacher centered or student centered. It depends on the strategies, approaches, and methods of its implementation".

Unfortunately, the results of this study and other studies before confirmed that Syllabus implementation in secondary education is still teacher centered.

7.   Recommendations

On the light of what was found, we recommend the following: Algerian ministry of national education should make another educational reform in EFL secondary school English syllabus taking into consideration the existing challenges. They should also design a separate not unified syllabus based on specific and updated learners' needs for each province of Algeria. Teachers also should implement service learning projects as a way to involve learners actively in school and society. Finally, we suggest future research to further investigate: The possibility of Algerian students' active involvement in school and society through service learning programs and ways of developing learners' autonomy through cooperative learning.

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9. Appendix A: Interview

1. From your experience as a teacher, what is your opinion about Algerian secondary school English syllabus? Is it learner-centered or teacher centered? Justify your answer.
2. Considering learners' needs and interests is crucial before designing any syllabus. On a scale of 1 to 100%, to which extent do you think Algerian secondary school English syllabus covers the needs and interests of learners?
3. Integration of all learners with their differences and intelligences in the learning process is challenging. There are visual, auditory, kinesthetic learners, and others …; it is said that teachers should identify learners' preferred learning styles to involve them through the use of learning style inventory. Have you already used a learning style inventory in your class? and do you think it is useful?
4. Which material (aids) do (did) you use in designing and implementing your courses?
5. Do you think that learners' develop best their language proficiency in a learner-centered syllabus?
6. How do you encourage your students to develop their self-confidence and motivation?
7. Do you think that learners should act as partners in a learner centered approach to teaching?
8. Are you for or against the integration of Information Communication Technologies (ICT) in the learner centered syllabus?
9. Do you think that the involvement of learners in a civic responsibility, social action and service learning is learner-centered?
10. Is service learning familiar to you?
11. Do you think that Competency Based Approach is the most successful approach to teaching EFL in Algerian secondary schools?
12. From your experience in teaching, can you remember a challenging situation when you succeeded in designing and implementing a learner centered course and how did you overcome that challenge?
13. Based on your personal experience, what do you think are the main causes of the following challenges?
    Absence of students' needs analysis
    Teacher centered approach to teaching

Lack of authentic instructional materials
Students' resistance to learn
Absence of cooperative learning
Lack of access to technology

Cooperative Learning as a Learner- centered Instructional Method Title in English

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Abstract

Learner-centered is a pedagogy that removes students from their subordinate role in instructor-centered teaching, to a participatory role in a shared journey of learning, where the role of the instructor is shifted from a giver of information to a facilitator of student learning. Among the learner-centered teaching techniques is cooperative learning, which is a model for group instruction that is defined by Olsen and Kagan (1992) as "a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is teaching responsible for his or her own learning and motivated to increase the learning of others" (p. 8). A plethora of research studies have proven its effectiveness on several levels, including psychological, cognitive and social levels, and have advocated its inclusion in learner-centered syllabus practices. In this regard, the current research paper seeks to introduce this teaching technique by offering a conceptual distinction between cooperative learning and collaborative learning. Then, two important theories that underpin cooperative learning, motivational theories and social cognitive theories, will be discussed. The five core principles of positive interdependence, face-to-face connection, individual and group accountability, prior group skill training, and group processing are then explained. Finally, some of the advantages of cooperative learning are highlighted, including learning for all, academic achievement, skilled communication, and psychological health.

Keywords: Cooperative learning; social cognitive theory; motivational theory; student-centeredness; impacts.

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1. INTRODUCTION

In the past, the emphasis has been on content, with the curriculum organized around the fundamental themes to be learned. Experts split subjects into tiny, manageable bundles for each curriculum area, which are then taught according to a predefined lesson plan. This framework dominates much of the world's instruction. However, with the emergence of Learner-centered pedagogy students roles shifted from their subordinate role in teacher-centered teaching, to an active participant in the teaching/learning process, and the role of the instructor is transformed from the sage on the stage as a source of information to a facilitator of student learning (Weimer, 2013). The core premise is that learners learn best when they are immersed in a topic and driven to seek out new knowledge and skills in order to address the problem at hand. Instead of passive lecture attendance and textbook reading, the objective is active exploration, construction, and learning.

Learner-centered teaching methods include active learning, which involves students solving problems, answering questions, formulating their own questions, discussing, explaining, debating, or brainstorming during class; cooperative learning, which involves students working in groups on problems and projects under conditions that promote positive interdependence and individual accountability; and inductive teaching and learning, which involves students being presented with a challenge first. Inductive teaching methods include inquiry-based learning, case-based learning, problem-based learning, project-based learning, discovery learning, and just-in-time teaching (Blumberg, 2009).

The current paper aims to define one of these strategies, cooperative learning, as well as make a conceptual difference between cooperative and collaborative learning. Then, two key theories that underpin this method, motivational and social cognitive theories, are addressed. The key concepts of learning are then highlighted. Finally, some benefits of cooperative learning are outlined.

2. Cooperative Learning Definitions

Cooperative learning is a learner-centered model for group instruction. It is defined differently by different instructors. According to Slavin (1995), cooperative learning is a method of teaching in which students cooperate in small groups to assist one another in mastering academic content. In another definition, Brown (1994) believes that in cooperative

learning, students work in pairs or groups and share information. They are a group whose members must work together to attain their objectives.

Cooperative learning is defined by Olsen and Kagan (1992) as "group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is responsible for his or her own learning and motivated to increase the learning of others" (p. 8).

According to Johnson, Johnson, and Smith (1991), cooperative learning can take many different forms. Student team learning methods, such as Student Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualization (TAI), and Cooperative Integrated Reading and Composition (CIRC), are among the most widely used and researched cooperative learning methods. Jigsaw methods, such as Jigsaw and Jigsaw II; and group investigation (G-I) methods, such as Learning Toget (GI).

2.1 Difference between Cooperative Learning and Collaborative Learning

Many educational practitioners, particularly those that use peer learning in their classes, have used the phrases "cooperative learning" and "collaborative learning" interchangeably (Adams, 2000; Walling, 1987). The ambiguity is understandable; while some dictionaries (Chiu, 2000) explain the differences between cooperation and collaboration, many do not. For example, the Cambridge Advanced Learner's Dictionary defines "cooperate" and "collaborate" as "to act or work together for a specific aim" and "to work with someone for a specific reason," respectively. The two definitions are nearly identical.

Despite the fact that both cooperative and collaborative learning are forms of peer learning, they differ in many ways, from their fundamental assumptions to their emphases to their implementations (Bruffee, 1999), collaborative learning began with the premise that the hierarchical authority structure could inhibit learning, whereas cooperative learning began with the assumption that competition might obstruct learning. Cooperative learning emphasizes interdependence and individual accountability as a result of the differing assumptions, ensuring that students collaborate rather than compete. Collaborative learning, on the other hand, places a higher priority on student autonomy than on structure

(Sharan, 1980).

As a result, variables that have a minor or no role in collaborative learning are included in cooperative learning. For example, in cooperative learning, goal and outcome interdependence, as well as students' responsibility for one another, are essential ingredients to ensure that every student contributes; however, these elements are not stressed in collaborative learning because the autonomous nature of this approach has given students the power to decide how things should be done among themselves (Bruffee, 1999).

Meanwhile, while the teacher monitors and intervenes to ensure dependency and accountability, the collaborative teacher is less concerned about these issues since he or she does not want to endanger student self-governance. The establishment of groups is another distinction between cooperative and collaborative learning. Cooperative learning is methodical, and it frequently necessitates teacher training (Adams, 2000).

3. THEORETICAL UNDERPINNINGS OF COOPERATIVE LEARNING

According to Slavin's (1995) model Cooperative learning is underpinned by two major theories: motivational theories and social cognitive theories. The sections that follow delve more into these two types of cooperative learning theories.

3.1. MOTIVATIONAL THEORIES

The most important contemporary motivational theories are expectatancy-value theories, goal theories, and self-determination theories. Some of them are interconnected, while others are self-contained.

3.1.1. Expectancy-Value Theories:

Many scholars have contributed to the development of expectation-value theories over the last half-century. According to Wigfield (1994),motivation to do a learning task is based on two dimensions: "expectancy of success" in the given task and the "value" associated to successfully completing the assignment.

a) Success-related Dimension

This first dimension is influenced by three factors: (a) how a student interprets past success or failure; (b) how a learner perceives competence; and (c) how a learner maintains self-esteem. In attribution theory (Weiner,

2000), self-efficacy theory (Bandura, 1993), and self-worth theory (Covington, 1992), these elements are discussed in greater depth. Although the theories' foci differ slightly, they are interconnected, and collectively they paint a picture of people's performance expectations and confidence levels when it comes to completing tasks. They respond to the question, "Can I perform this task?" as Dorney (2001) put it (p. 21)

➤ Attribution theory

Weiner (2000) posits that the "causal stability" of learners' attributions of past successes and failures influences their motivation in Attribution theory. Learners may, for example, inquire as to what caused an exam result. A given attribution's "causal stability" has an impact on its future motivation. The endurance of a cause is known as "causal stability." It becomes increasingly "uncontrollable" for learners as it becomes more "stable" and "consistent." The more "unstable" and "temporary" anything is, the more "controllable" it becomes for students.

➤ Self-efficacy theory:

Weiner's attribution theory is strongly similar to Bandura's (1993) self-efficacy theory. In this theory, he assumes that how learners define competence has an impact on how they view a learning outcome, as well as their motivation and future learning actions. Those who consider competence to be an "acquired" skill prefer to judge their own ability in terms of personal growth; those who consider competence to be an "innate" ability tend to evaluate their ability in terms of other people's success.

➤ Self-worth theory

Weiner's attribution theory is strongly similar to Covington's (1992) self-worth theory. It assumes that the pursuit for self-acceptance is the highest human priority, and that in order for students to believe they are academically competent in the school context, they must first believe they are intellectually competent. As a result, learners frequently opt to improve or at the very least protect their academic competency in order to maintain their sense of self-worth. This is when the attribution theory comes into play. A learner's most desired attribution for failure is to avoid trying in order to increase one's sense of control and self-worth, but the most preferred attributions for success are to succeed.

b) Task value-related dimension

Eccles and her colleagues have defined four forms of task values: attainment value, intrinsic value, utility value, and cost (Eccles, 1987; Eccles & Wigfield, 1995, 2002; Eccles (Parsons) et al., 1983). Personal importance of completing a task is referred to as attainment value. This kind of worth is linked to one's ideal self-image. If a person identifies with masculinity and expertise in a particular area, for example, a task that allows him to affirm his self-schemata will have a greater achievement value. Intrinsic or interest value refers to the delight and pleasure derived from completing a task. The degree of relationship between a task and long-term or short-term goals that a person sees is referred to as utility value. When learners do not love a task (i.e., it has poor intrinsic value), they may nonetheless complete it if they regard the activity as a challenge (Eccles, 1987).

Last but not least, Eccles (1987) thinks that cost relates to an individual's negative attitudes about a task, such as fear of the outcome, task anxiety, and the amount of work necessary. When students place a high value on a task, they are more likely to delay completing it. As a result, educators' job is to provide curriculum and instruction that minimizes the fourth type of task value while improving the first three, so that students are motivated to participate in learning tasks.

3.1.2. Goal Setting Theory

The goal setting hypothesis of Locke and Latham (1990) asserts that human behaviour is governed by goals or purposes. While a goal, once decided or accepted by an individual, does not remain in one's conscious awareness all of the time, it remains in the background and can be easily pulled into consciousness to steer following behaviors toward the goal. According to the hypothesis, difficult objectives lead to better levels of performance than easy goals; specific difficult goals lead to higher levels of performance than ambiguous goals like "do your best" or no goals at all.

3.1.3. Self-Determination Theory

As Dornyei (2001) pointed out, one of the most common distinctions in motivational theories is that between extrinsic motivation and intrinsic motivation. While some critics of cooperative learning (Kohn, 1991a, 1991b) argue that extrinsic motivation triggered by cooperative learning can negatively affect intrinsic motivation, proponents of cooperative learning believe otherwise. Deci and his colleagues' (Deci & Ryan, 1985;

Deci, Vallerand, Pelletier, & Ryan, 1991) self-determination theory is apparently very much in line with the perception of cooperative learning advocates in this regard. In this theory, they present four forms of behaviors on a continuum based on the degree of motivation internalization; it clearly argues that extrinsic motivation can facilitate intrinsic motivation and transfer a learner from the right (controlled and extrinsic) toward the left (self-determined and intrinsic) of the continuum.

The four forms of behaviors proposed by Deci and Ryan (1985) are: externally regulated behaviors, behaviors regulated through introjection, behaviors regulated through identifications, and integrated regulated behaviors. Each form of these behaviors contains more self-regulation than the previous form and is one step closer to intrinsically motivated behaviors. It is worth noting, however, that while it appears that Deci and Ryan (1985) initially saw integrated regulation as identical to intrinsic motivation, they and their colleagues (Deci,Vallerand, Pelletier, & Ryan, 1991) later stated that integrated regulation is not yet identical to intrinsic motivation. Intrinsically motivated behaviors originate from oneself and are the prototype of self-determination; extrinsic motivation can facilitate intrinsic motivation due to human beings' need for self-determination.

3.2. Social Cognitive Theories

As Merriam and Caffarella put it, "learning does not occur in a vacuum" (1999, p. 22); rather, learning is shaped by "the nature of the interactions among learners, the tools they use within these interactions, the activity itself, and the social context in which the activity takes place" (Hansman, 2001, p. 45). It takes the context, culture, and tools in the learning situation for learning to happen. In a similar spirit, Perry (1970) noted that peer interactions aid a learner's progression from a lower level of cognitive growth to a higher level in his cognitive development scheme. Vygotsky, with his sociocultural theory, is one of the most influential social cognitive theorists of the relationship between the cooperative learning context as a small learning community and the cognitive development of learners.

Participation in the social context is equally important for learning, according to Dewey (1916, 1963). He criticized traditional whole-class instruction, accusing it of failing to "secure the pupil's active cooperation in the formulation of the purposes engaged in his studying" (1963, p. 67).

In a cooperative atmosphere, he noted, "the individual appropriates the purpose that animates it, becomes familiar with its procedures and subject topics, obtains needed abilities, and is soaked with its emotional spirit" (1916, p. 26). Dewey believes that passively waiting for the instructor to hand-feed knowledge is not sufficient for learning; learners must obtain experience via practice.

Like Vygotsky, and Dewey, Bruner (1990) considered active participation and personal interaction imperative. Bandura's social cognitive theory (1986) presents an interactive model of causality in which the environment, behaviors, and cognitive and personal factors all function as causal factors of each other.

According to Bandura (1986), an individual's thoughts and feelings can be shaped, directed, and modified through modeling and social persuasion (p. 25). Modeling not only can direct attention, enhance stimulation, and facilitate learning, but also can arouse emotions. To facilitate development of cognitive skills, verbal modeling of thought processes is necessary. "Cognitive skills are less readily amenable to change . . . when covert thought processes have not been adequately reflected in modeled actions" (p. 74). Bandura (1986) explained that if the model solves a problem without demonstrating the thought process, the observer could see only the end result without the slightest idea how that has been accomplished.

It is worth noting, however, that although Bandura argued for the effect of modeling, he also reminded that it takes time for modeling to exert its impact on cognitive skill development: " The production of a reciprocal effect takes time" (p. 25).

4. Cooperative Learning Elements

Under certain circumstances, cooperative activities are considered to be more effective. The five basic principles of cooperative learning are as follows.

4.1. Positive Interdependence

The belief that students "sink" or "swim" together is the first criterion for a well-structured cooperative learning environment (Johnson, Johnson, & Stanne, 2000). That is, cooperation only occurs when learners recognize that their own success is dependent on the success of others. Whatever assignment learners are assigned, each member of the group must believe that his or her contribution is critical to the group's success. To complete

projects, learners must learn to collaborate. This is why learning tasks should be constructed in such a way that people believe they will "sink or swim together."

Through the assigned material, students learn to achieve the goal. Therefore, a number of ways of structuring positive interdependence are carried out such as reward, resources, or task responsibilities to supplement goal interdependence. Each group member has a unique contribution to make to the joint effort because of his or her resources or role or task responsibilities.

4.2. Face-to-Face Interaction

The second component of cooperative learning is face-to-face interaction among students, in which they support and encourage one other's learning. According to Johnson (2005), they must maximize their opportunity to help, support, encourage, and applaud one another. This type of beneficial connection aids in the promotion of the following:
• Orally explaining how to solve problems
• Teaching one's knowledge to other
• Checking for understanding
• Discussing concepts being learned
• Connecting present with past learning

4.3. Individual and Group Accountability

Individual accountability is the third key component of all cooperative learning methods. Individual responsibility exists only when each group member is held accountable by the rest of the group for contributing a reasonable amount to the group's final outcome. If individual accountability is not well-structured, two scenarios may occur (Johnson & Johnson, 1990).

Students may either fail to notice their peers' need for encouragement and assistance (Johnson, Johnson, & Smith, 1991), or they may opt to take advantage of others' efforts by delegating the duty to their peers (Kerr & Bruun, 1983). On the one hand, this may reduce students' willingness to study; on the other hand, individuals who are stuck doing all the work may benefit greatly from the process of assuming responsibility at the expense of the free riders (Johnson & Johnson, 1990).

4.4. Prior Training of Group Skills

Group members must trust one another, communicate clearly and

accurately, prevent misunderstandings, accept and assist one another, and settle differences constructively in order to achieve group goals (Johnson & Johnson, 2003). Group skills are required to attain all of these goals. Group skills, according to Olsen and Kagan (1992), include acknowledging and respecting group members' contributions, asking for feedback from group members, praising group members, checking for agreement, keeping the group on track, keeping conversation quiet, and settling disagreements.

For training learners group skills, Johnson and Johnson (1990) suggested a few approaches. The educator must first explain why group skills should be used. This could include bettering group dynamics and earning bonus points for using group skills. The lecturer will then demonstrate how and when to employ group skills, and learners will role-play the skills with their classmates. Following that, students are frequently prompted to practice the social skills they've learned in order to go through the stages of unnatural enactment and internalize the abilities (Olsen & Kagan, 1992).

4.5. Group Processing

Group processing is defined by Johnson, Johnson, and Smith (1991) as "reflecting on a group session to identify what activities of the members were useful and unhelpful, and to decide what actions to continue or alter" (p. 22). The goal of group processing is to "clarify and improve the effectiveness of the members in contributing to the group's collaborative efforts to attain its goals" (p. 22). Group processing is stressed in group inquiry methods, just as it is in preceding social skill training. Students in the cooperation with group processing condition had higher academic success than students in the cooperation without group processing condition, according to empirical investigations (Johnson, Johnson, Stanne, & Garibaldi, 1990; Yager, Johnson, Johnson, & Snider, 1986).

5. The Impact of Cooperative Learning

The following are some of the expected advantages of cooperative learning:

5.1. Learning for All

In inclusive classrooms, cooperative learning makes sense because it capitalizes on diversity and formalizes and fosters peer support and connection. Cooperative learning, on the other hand, is not only beneficial to children with disabilities. All children need to study and work in

environments that recognize and address their unique abilities and needs. To feel safe enough to take risks, all children must study in a supportive environment (Johnson, & Smith, 1991).

5.2. Academic Achievement

Critical thinking is sparked by cooperative learning, and students' ideas are clarified through discussion and debate. When a complete class engages in a teacher-led discussion, the degree of discussion and argument within groups of three or more and between pairs is significantly higher. Students receive rapid feedback or questions regarding their thoughts, allowing them to create solutions without having to wait significant periods of time to join in the discussion (Johnson, & Smith, 1991).

Students in cooperative learning, according to Johnson, & Smith (1991), are constantly discussing, disputing, and clarifying their comprehension of the topics and materials being discussed in class. They're building their own knowledge foundation from the ground up. The emphasis is on comprehension, as indicated by the student's ability to communicate concepts to their classmates. Instead of passively accepting information from an outside expert, this results in a sense of content mastery. This adds to the feeling of powerlessness and reliance on others to understand issues.

5.3. Skilled Communication

Cooperative learning skills are used to develop social interaction abilities. According to Johnsons, Holubec, and Roy (1984), one of the most important aspects of cooperative learning is teaching students the social skills they need to work together. These abilities enable individuals to recognize the need of having healthy, productive, and helpful interactions when working in groups, as well as to establish conflict resolution strategies before it occurs (Cohen, 1994).

5.4. Psychological Health

Learners who were in cooperative learning courses had better mental health than those who were not. They develop a stronger sense of self-worth. Students in cooperative learning programs had higher self-esteem than students in traditional classes. Slavin (1990) also discovered that these students have a greater sense of control over their own destiny in school, as well as increased cooperativeness and compassion.

6. Conclusion

Cooperative learning is supported by one of the strongest research traditions in education, with thousands of studies conducted across a wide range of subject areas, age groups, ability levels and cultural backgrounds. The result, in general, suggests that cooperative learning develops high-order thinking skills, enhances motivation and improve interpersonal relations as well as fostering motivation and peer relations. Students can be self-reliant, who can learn how to learn by their own in groups. Most important is that cooperative learning exploits the diversified abilities of students to increase their cognitive, psychological and social performance, and as such, it is an effective way to address the problem of individual differences.

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Improving Marketing Education through Innovative Web Quest-based Approach : Syllabus Design Proposal for Marketing Classroom

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Abstract:
The process of designing an ESP syllabus can be a challenging activity for EFL teachers. It behoves the instructors to make efforts in order to constuct a relevant and reliable set of topics to be covered. The present study analyses the needs and benefits of implementing the WebQuest-based Approach into ESP teaching in Algerian context. It aims at designing a syllabus based on WebQuests for Marketing education in Laghouat University. The design intends to guide EFL teachers to use digital-based courses and innovate learning activities that meet their students' needs and expectations. It is a tentative plan of units for Marketing technology-based syllabus based on the requirements of the Ministry of Higher Education.
Keywords: Digital; ESP;Syllabus Design; Teaching;WebQuest

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1. INTRODUCTION

Nowadays students are greatly interested in everything connected with modern technologies in general and computer and internet in particular. So, naturally, wisely integrating the internet into course curriculum can contribute to the increase of student motivation. This can be particularly effective for language learning as students will be dealing with authentic language materials and real life situations.

One of the best models of the internet integration into course curriculum can be the model of WebQuests. Today, a difficult issue of educators has been the quest for instructive advances which do not only aims at providing information, but also fostering students' own knowledge, inventive and mental capacities. One of the ideas that permit instructors to keep up with such an equilibrium in showing proficient English in advanced education organizations, is the WebQuest-based teaching which fosters students' critical thinking and improves their learning motivation.

2. Overview Of Webquests

Curricula have undergone a number of serious changes alongside the evolution of technology and the methodology of language learning has developed a new way of using information and communication tools (ICT) in teaching. One tool of ICT is known as WebQuests. First introduced in 1995, Bernie Dodge describes a WebQuest as an inquiry oriented activity in which some or all the information that learners interact with comes from resources on the Internet (p.1).

The co-creator of Webquests Tom March (2003) asserts that a true WebQuest is an authentic task to motivate students' investigation of an open ended question, development of individual expertise, and participation in a group process that will transform newly acquired information into a more sophisticated understanding.

3. Definition Of Webquests

Kelly (2001) defines a WebQuest approach as a teacher created lesson plan in the form of a simple World Wide Web page with active, preselected Internet links and a specific purpose for students. It is designed to provide students with an independent or small group activity that incorporates research, problem solving, and application of basic skills (p.1).

This definition the focus is on the purpose of the lesson, accompanied with the different activities provided in a web based page. A WebQuest is a way to motivate learners to achieve their goal individually or in groups. In the same context, March (2001) considered the WebQuest as:

A scaffold learning structure that uses links to essential resources on the World Wide Web and an authentic task to motivate students' investigation of a central, open-ended question, development of individual expertise and participation in a final group process that attempts to transform newly acquired information into a more sophisticated understanding (p. 667).

4. Advantages Of Using Webquests

The benefits of WebQuests are clear in March's (2001) definition of a WebQuest. In other words, the students become more engaged in the learning situation as participants and critical thinkers rather than just listeners and passive learners. It is necessary to note that WebQuests come to the learners under two categories as put by Dodge (1995). They can be either short-term WebQuests or long-term ones. Both categories have the same principles and the same methods. The only difference between the short-term WebQuests can be achieved within less than two or three lessons with a limited amount of information for learners in order to understand and to fulfil the aim. Whereas the long-term WebQuests are set in a week or a month, focusing on certain tasks in order to analyse, elaborate, and synthesize new information.

Abbit & Ophus (2008) think that the use of WebQuests in classrooms can have a positive impact on motivation and WebQuests are often preferred by students as a way to engage their curiosity and desire to learn. Furthermore, Dudeney (2003), on his part, recognized the WebQuest as a potential pedagogical tool by pointing out several advantages. Webquests provide an easy way to incorporate the Internet into language classroom and lead to more communication and interaction through group activities eliciting greater learner motivation through interdisciplinary studies as well as reallife‖ tasks. It is worth mentioning that WebQuests also benefit language learning in several aspects. For instance, learners have the possibility of being exposed to the target language by surfing on the Web and the problem-solving approach of WebQuests may facilitate language learning.

As a pedagogical strategy, Dudeney and Hockly (2007) assert that WebQuests provide the students a chance to use the target language in form of reading web pages which can develop student's critical thinking and writing production of a task. It has been also demonstrated that the use of Webquests in classrooms can yield positive impact on motivation and when students are motivated, they are likely to put in more effort, and their minds are more alert and ready to make connections. With inquirybased activities, students do not just memorize facts and retell them to the

teacher. They are expected to take the information that they interact with and transform it to create new information that has meaning to them. With WebQuests, students create meaningful projects that they share with others via oral presentations, posting to the web, etc.

Put differently, WebQuests are different from other Web-based lessons and experiences. They focus on engaging and achievable tasks. These WebQuest tasks go beyond simply answering questions; they require higher order thinking skills such as creativity, analysis, synthesis, judgment and problem solving. In the same context, Lahaie (2008) stated that WebQuests that enhance and promote higher order- thinking skills are consistent with Blooms Taxonomy and reflect a learner-centred instructional methodology.

One cannot deny the great role WebQuests play in promoting and raising students' motivation towards reading their authentic materials. However, major question can be asked: Do ESP students just receive information? Are they really able to analyse information in order to attain the purpose of learning? These issues have been discussed by Sen and Neufeld (2006) who think that the essence of WebQuests should lie in the given task that requires a higher order of thinking (p. 50). In other words, ESP students are not expected to only receive information passively but rather to use it actively to achieve a certain purpose such as reading. On the same line, Lipscomb (2003) asserts that this activity is gaining popularity with teachers and students for its ability to interact with online resources‖ (p.152). Similar Opinion has been discussed by Scott (2005) who discussed the connection that exists between the material and research, synthesis and information writing. It seems that the teacher's role is absent.

5. The Building Blocks Of Webquests

With its six components, the WebQuest method is not only an instructional method enhancing inquiry, problem and project-based learning but also an effective technology-integration strategy in the school environments. Such use of technology may help make reading lively for reluctant readers and for those with limited reading experiences. A well-designed webQuest typically consists of six components, as proposed by (Dodge 1996): The Introduction, the task, the resources, the process, the evaluation, and finally the conclusion.

5.1 Introduction

According to Dodge (1996), the introduction serves to launch the topic and gives some background information about the topic. Its major aim is to motivate learners, create their curiosity to do the task, and address their interests and prior knowledge.

5.2 Task

The task gives brief information about what to do at the end of the webQuest project. It is important because it is a doable and interesting task. It is a clear statement of purpose consisting of guiding questions about the task.

5.3 Resources

The next component is the resources which provide a list of links to high-quality Internet-based resources that students will use to complete the activity. This reduces the chances to access inappropriate material. These resources may include Web documents, experts, Real-time conferencing, searchable databases on the net, books, and other documents.

5.4 Process

The other step is the process which provides a step-by-step guide for the completion of the activity. It has to be clear and unambiguous.

5.5 Evaluation

The following component is the explicit criterion that informs learners about how the product will be evaluated by the instructor, usually in the form of a rubric or checklist and evaluation criteria should be fair, clear, consistent and specific to the tasks.

5.6 Conclusion

The last step of any WebQuest is the conclusion that brings closure to the activity and summarizes what the teacher hopes students have learned as a result of completing the activity and perhaps encourages students extend the experience into other domains.

6. Taxonomy of Tasks

The WebQuest model has been adapted by the ESL teachers around the world since 1995. In order to apply curriculum and content to the classroom, some teachers have adapted some task formats and have also engaged their students in the learning process. As set by Dodge (1995), WebQuest tasks can be classified into various types and can be applied according to the appropriate step of the WebQuest reading lesson.

The following table explains the different tasks suggested by Dodge (2002):

Table 1. WebQuest Model of Tasks: Dodge (2002)

The Task	Description	The Aim

• **Retelling Task**	It is an activity based on retelling an authentic story source. Presentation/product task based on summarizing.	• To develop background understanding of a topic in combination with one of the tasks suggested
• **Compilation Task**	It is based on using information from different formats and rewriting them to create a compilation. The students compile several sources of information into one format.	• To develop students' own criteria for selecting the items put together and to articulate their criteria
• **Mystery Task**	The task is based on synthesizing information from a variety of sources and creating a difficult puzzle to solve. It is an introduction in detective or puzzle format.	• To lure students into a topic and create stories
• **Journalistic Task**	It depends on asking students to act like reporters covering some events.	• To maximize accuracy • To broaden and deepen students' understanding • To write a report or an event
• **Design Task**	Students' task is to create a product or a plan of an action that accomplishes a pre-determined goal and works within specified constraints.	• To describe a genuine product needed somewhere by someone • To describe resource and other constraints

		• To encourage creativity within constraints
• **Creative Product Task**	This task leads to the production of something within a given format (a play, a poster, a game, a song, etc…)	• To invite creativity by being somewhat open-ended
• **Consensus Building Task**	It is based on the essence of a consensus that requires differing viewpoints which should be articulated, considered, and accommodated where possible.	• To involve learners in taking on different perspectives by studying different sets of sources • To develop a common report that has a specific audience in a form of analogous to the one used in the world outside the classroom
• **Persuasion Task**	This task develops a convincing case that is based on what students have learnt (like writing a letter, editorial or press release).	• To convince an external audience of a particular point of view
• **Self-knowledge Task**	It develops students' understanding of themselves through guided exploration of on-and off-line resources by answering questions about themselves.	• To understand one's self • To analyse students' goal and strengths

• **Analytical Task**	The task provides a venue for developing a knowledge	• To look closely at one or more things and to find similarities and differences and to figure out cause and effect
• **Judgement Task**	This task presents a number of items to the learners and asks students to rank or rate these items or to make an informed decision among a limited number of choices.	• To accomplish a judgement task • To create one's criteria for evaluation
• **Scientific Task**	It is based on the scientific method making hypotheses, testing them by gathering data from pre-selected sources, then describing the results and their implications. This task is an internet activity that stimulates a real science activity.	• To understand how science works • To create a scientific report

The above table illustrates the classification of WebQuest tasks set by Dodge (2002). WebQuest designers should choose the tasks that serve their topic and the aim of their reading lessons. Effective authentic WebQuest task has to promote students' motivation, and the three R's must be available at the level of the task. It must be real, rich, and relevant (Dodge 2002).

Moreover, Keller (1987) states that in order to motivate the learner, the four ARCS filter elements have to be developed for the selection of any task. The WebQuest task should attract students' **A**ttention, and should be **R**elevant to their needs, interests, and motives. The task should also inspire the students' **C**onfidence in achieving success and it should leave both students and teachers its completion with a sense of **S**atisfaction in the accomplishment of the task. Students therefore are able to solve problems critically, judge, analyse, and synthesize. Teachers, as pointed out by Kelly (2000), must have a page editor in order to construct a WebQuest page.

They should access the Internet, start putting the headings, the text, the pictures, and then follow the steps of designing a WebQuest lesson.

Dodge (2001), in his turn, suggested the acronym FOCUS for the creation of any WebQuest lesson at any level. The F stands for finding up-to-date and new sites that match age, group, topic, and goals. The O is for orchestering learners and resources to ensure everyone has a task to do and use the resources well. The C means to challenge learners to think and engage them in the research. The U is for using the medium of WebQuest in different ways with different media. Finally, the S stands for caffolding to support high expectations. There has been an enormous emphasis on the way WebQuest tasks are chosen. According to March (2003), WebQuests should inspire students to see richer thematic relationships exploring web resources; facilitate a contribution to the real world of learning, and reflect on their metacognitive processes. Webquests should promote students' active learning and higher order thinking, and improve their motivation.

7. Implication of WebQuests in Marketing Classroom

When it comes to an ESP course, Webquests seem to be ideally suitable for a content based instruction.This course focuses on how to develop a WebQuest based on any content area. Participants will begin with content standards and then develop the WebQuest based on a theme or topic that addresses the standards. Participants will also learn how to program a WebQuest online. Internet search strategies will be emphasized in order to find WebQuest resources efficiently. Every step necessary to create a WebQuest will be explored in detail in the course.

The underlying reason to use WebQuests is not simply the popularity of the Internet or the Web but rather the pedagogical implications that its use promises to the innovative teacher. WebQuests present a unique opportunity to combine a wide range of effective instructional practices in one activity, integrating technology, scaffolding,collaborative learning, critical thinking, authentic assessment and constructivism all in one bundle.

8. Samples of Content-based WebQuest Lessons

The following screenshots represent the format of webquests on the Net.

Fig.1. WebQuest Welcome Page

The above figure represents the welcome page of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by Tonissa Sweat.

Fig.2. WebQuest Introduction Page

The above figure represents the Introduction page of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by Tonissa Sweat.

Fig.3. WebQuest Task page

The above figure represents the Task page of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by Tonissa Sweat.

Fig.4. WebQuest Process

The above and the following figures represent the Process page of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by <u>Tonissa Sweat</u>.

Fig.4.1.WebQuest Process Page

1. About Author(s)

2. Reviews
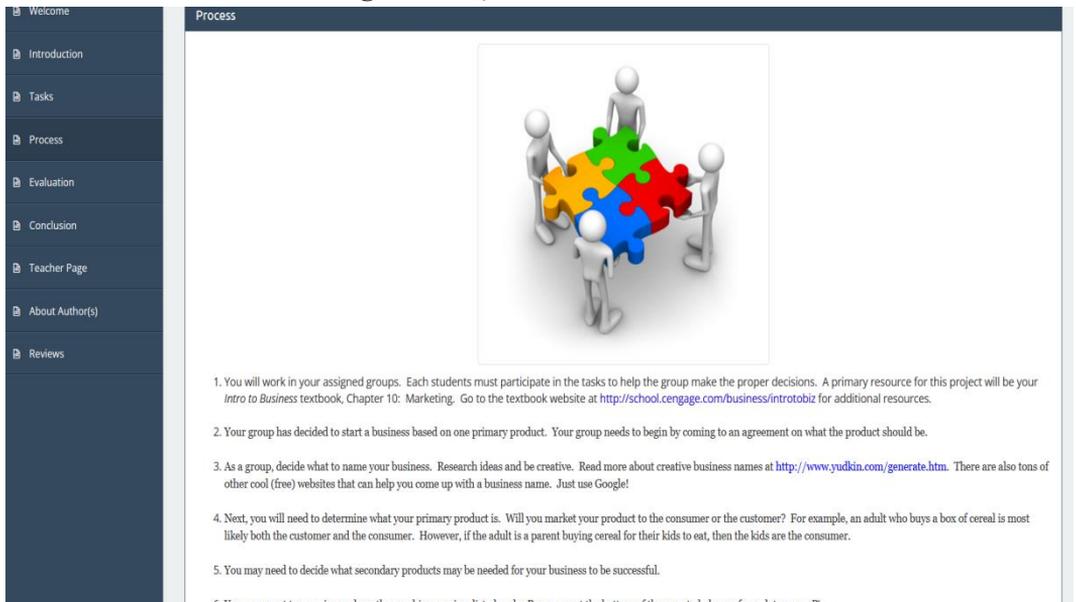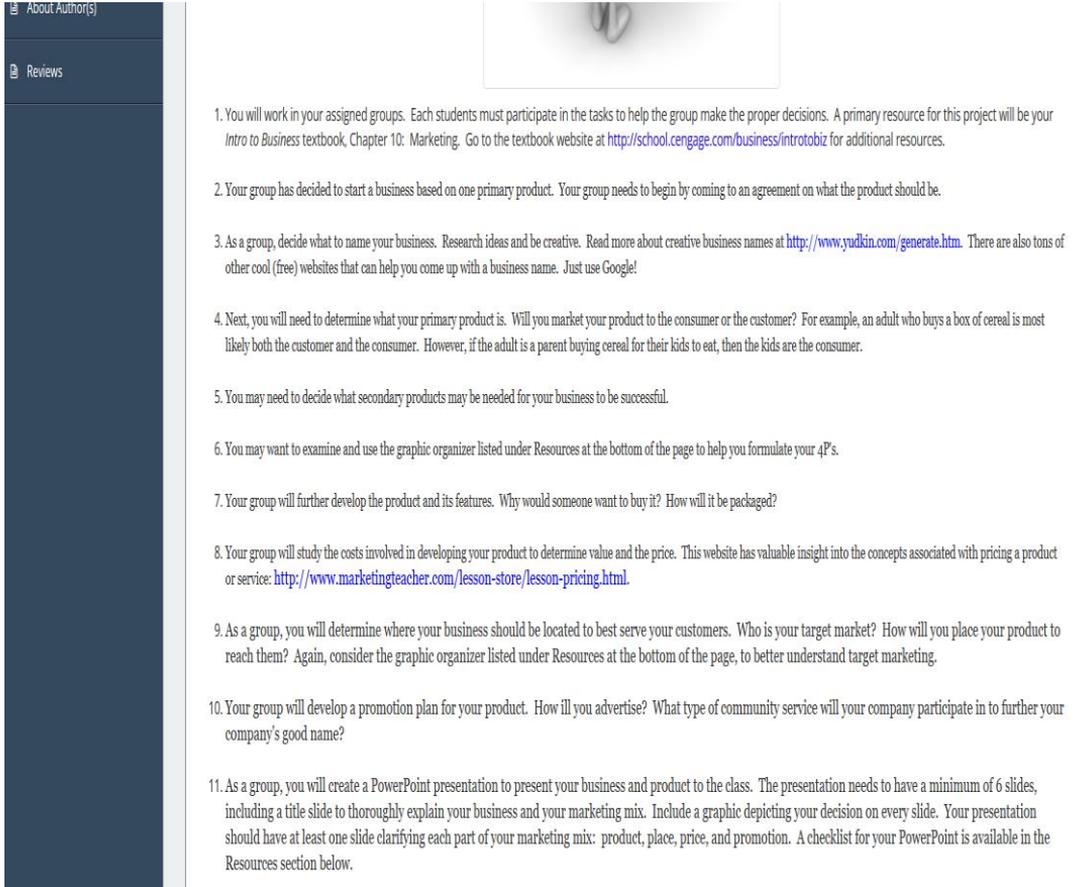
1. You will work in your assigned groups. Each students must participate in the tasks to help the group make the proper decisions. A primary resource for this project will be your *Intro to Business* textbook, Chapter 10: Marketing. Go to the textbook website at http://school.cengage.com/business/introtobiz for additional resources.

2. Your group has decided to start a business based on one primary product. Your group needs to begin by coming to an agreement on what the product should be.

3. As a group, decide what to name your business. Research ideas and be creative. Read more about creative business names at http://www.yudkin.com/generate.htm. There are also tons of other cool (free) websites that can help you come up with a business name. Just use Google!

4. Next, you will need to determine what your primary product is. Will you market your product to the consumer or the customer? For example, an adult who buys a box of cereal is most likely both the customer and the consumer. However, if the adult is a parent buying cereal for their kids to eat, then the kids are the consumer.

5. You may need to decide what secondary products may be needed for your business to be successful.

6. You may want to examine and use the graphic organizer listed under Resources at the bottom of the page to help you formulate your 4P's.

7. Your group will further develop the product and its features. Why would someone want to buy it? How will it be packaged?

8. Your group will study the costs involved in developing your product to determine value and the price. This website has valuable insight into the concepts associated with pricing a product or service: http://www.marketingteacher.com/lesson-store/lesson-pricing.html.

9. As a group, you will determine where your business should be located to best serve your customers. Who is your target market? How will you place your product to reach them? Again, consider the graphic organizer listed under Resources at the bottom of the page, to better understand target marketing.

10. Your group will develop a promotion plan for your product. How ill you advertise? What type of community service will your company participate in to further your company's good name?

11. As a group, you will create a PowerPoint presentation to present your business and product to the class. The presentation needs to have a minimum of 6 slides, including a title slide to thoroughly explain your business and your marketing mix. Include a graphic depicting your decision on every slide. Your presentation should have at least one slide clarifying each part of your marketing mix: product, place, price, and promotion. A checklist for your PowerPoint is available in the Resources section below.

Source:http://zunal.com/webquest.php?w=139947

Fig.5. WebQuest Evaluation Page

Source:http://zunal.com/webquest.php?w=139947

The above figure represents the Evaluation page continning a rubric for assessing students' work of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by Tonissa Sweat.

Fig.5.1 WebQuest Evaluation Page

Source:http://zunal.com/webquest.php?w=139947

The above figure also represents the Evaluation page of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by Tonissa Sweat.

Fig.6. WebQuest Coclusion Page

Source:http://zunal.com/webquest.php?w=139947

The last figure represents the Conclusion page of the webquest entitled The Marketing Mix: Using the 4 P's of Marketing prepared by Tonissa Sweat.

9. List of Marketing Course Topics

Some webquest links have been provided to ESP Marketing teachers. They include some courses according to the requirements of Higher Education. They may be helpful for them. They are ready-made webquests. Thus, teachers can use them as samples for study, paving the way for experts and specialists in the field to design their own pages.

http://zunal.com/webquest.php?w=215551 Product Placement

http://zunal.com/webquest.php?w=189814 Functions of management

http://zunal.com/process.php?w=32187 Economic Crisis"it's causes and solutions

http://zunal.com/process.php?w=244898 Marketing and Advertising WebQuest

http://zunal.com/webquest.php?w=169567 International Trade

http://zunal.com/webquest.php?w=90461 Shopping With Unit Price

http://zunal.com/process.php?w=5567 CD Package Design

http://zunal.com/process.php?w=244728 Branding Yourself

http://zunal.com/webquest.php?w=131845 E-Commerce

10. CONCLUSION

This research paper aims at introducing Webquests, and encouraging EFL/ESP teachers to include Technology in Marketing classroom and engage them in a challenging task. Whether we know a lot about

WebQuests or are just learning about these valuable teaching tools, the listed Web sites will help teachers to determine the purpose and use of WebQuests. The examples given will also help Marketing teachers become more familiar with the format of WebQuests and the ways they can be used to support student learning.

Using webquests in the classroom requires a change of roles for the teacher. This is popularly referred to as moving from being the "sage on the stage" to being the "guide on the side". The teacher must cease to offer all the answers but act as a coach and a facilitator, aiding and encouraging pupils to move through the material on their own, and to search for material that is meaningful and relevant to their quest. The teacher's function is to facilitate the process whereas the learner's role is to be active participants

Webquests can be either short-term (1 to 3 lessons) where the goal is to allow for knowledge acquisition and integration, or long-term (1 week-1 month) where the goal is to extend and refine knowledge.

It is recommended that the current practice in ESP materials development in the country be fundamentally redesigned. In order to prepare a textbook, need-analysis should be conducted, specifications at different levels should be made, and appropriate materials should be developed. Otherwise, ESP programs designed on an unsystematic compilation of materials will not meet the requirements of any educational program in general, and our evolving and progressing academic community in particular.

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https://fr.slideshare.net/Mimibluechickque/approaches-to-syllabus-design-53145915?next_slideshow=1

https://www.slideshare.net/lucram/webquests-a-tool-to-develop-thinking-skills

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Using Zoom to Support Virtual ESP Courses

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Abstract
With the advent of the Corona virus pandemic, Algerian universities were challenged to implement distance learning in their curriculums. The challenges seem to have varying degrees depending on the fields of knowledge. In this regard, it is sought in this paper to investigate the efficiency of using 'Zoom' as a teaching tool in virtual ESP classrooms. The paper seeks to explore the pros and cons of utilizing this tool to support ESP courses and whether it fits their learners' needs. To this end, a questionnaire is administered to Master 2 Biology students of *Microbial Ecology, Mycetes and Fungal Biotechnology* at the University of Constantine 1 to collect the necessary information about their learning experience. Taking the technological difficulties into account, the results show that applying this type of studying process seems to bear fruit as the students can actively engage and benefit of an adapted environment that consolidates their knowledge.
Keywords: Zoom, ESP course design, M2 Biology students, pros and cons

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1. INTRODUCTION

Thanks to the high developments in technology and digitization, learning and information consumption have moved from the traditional physical classroom to a blended learning that imposed itself as a tangible solution for the distancing challenges imposed by Covid-19. In fact, the current pandemic has raised vigorous debates on the limitations of traditional teaching methods and opened new horizons to optimize education at all levels and in different situations. The paper at hand is, therefore, an attempt to check the effectiveness of digitizing the educational system in Algerian universities. In a narrower scope, the study focuses primarily on the usefulness of relying on Zoom as a common distance education technology on ESP students learning acquisition and performance.

2. Literature Review

2.1 Distance ESP Teaching and Learning

Technology was used in education before the pandemic in many ways to create courses and generate a link between teachers and students in some situations. However, the shift from on-site to online teaching due to Covid-19 was so abrupt that "professors and instructors soon realized there is a profound discrepancy between designing a remote learning or hybrid course, and having to instantly adapt on-campus courses to bring them online" (Le Cor & Coutherut, 2020, p. 5).

Physical distancing has, indeed, opened the door for greater consideration to a whole new form of learning that is being internationally adopted at high speed to propose practical solutions that simplify access to information and distant interaction. According to İşman, Dabaj, Altinay and Altınay (2004), "the quality of Distance Education is no longer in question, and focus has moved beyond defining what it is to determining what it can do" (n. p). The speedy growth in technological advances has provided a multitude of versatile internet resources and digital electronic inventions. All of which are exploited to facilitate and manage the

processes of teaching and learning by creating creative course materials that fit the new requirements and provide uplifted edification (Bušelić, 2012).

Teaching languages online requires updated student-centered methods that respond to the current challenges of reduced face-to-face learning of large multileveled groups. It is important that teachers make use of communication technologies to benefit from their advantages from both teacher and learner perspectives. In this respect, Minasyan, Grigoryan and Kuznetsova (2018) argue that integrating online learning resources as opposed to traditional modes "is beneficial for both educators and learners as they increase the learners' autonomy, make courses interesting and creative and create great potential for enhancing web-based teaching and learning environment" (p. 1).

Learning ESP undergoes the same difficulties and challenges of learning general English and requires specific technological tools to help learn technical vocabulary and enhance learners' competencies of English language skills. There are different examples of educational technology that have shown promising results when it comes to the improvement and the implementation of innovative approaches to ESP distance learning. In a systematic review on mobile learning to sustain ESP education, Rafiq, Hashim and Yunus (2021) deduced that vocabulary apps are the most commonly used type of mobile learning, and that focus is not only given to vocabulary enhancement but also to all listening, reading, speaking and writing skills. Therefore, research in this field is affected by particular real-life conditions; since, according to Sarré and Whyte (2016), researchers are "looking for appropriate theoretical frameworks to account for different dimensions of complex objects and thus inform both practical decisions about pedagogy and teacher education, and ongoing language teaching and learning research, that is, didactics" (p. 69).

3. Research Design

3.1. Participants

Thirty four (34) Master 2 students at the department of Microbiology of Frère Mentouri University, Constantine 1 took part in this investigation.

All the students study one of the two options of *'Microbial Ecology, Mycetes'* or *'Fungal Biotechnology'*. They were basically chosen to form the main sample of our analysis because they study ESP at this particular level of education and because they principally use Zoom to support the virtual learning of this course.

3.2. Data Collection

A questionnaire was administered to the students in order to acquire the necessary information concerning their experience in studying ESP online using zoom tools and assess the efficiency of this distance learning type. The questionnaire is made up of fifteen questions which are continually interrelated. Most of the questions provide multiple choices for the students to tick the ones they find more relevant. The questions approach three main themes; that is, the students' experience in using digital technologies (particularly Zoom) in learning English virtually, their impressions about studying it online as compared to the physical classroom and their opinions regarding their teacher's performance and online assessment.

3.3. Procedure

The questionnaire was first created in English and then the questions were translated into French in order to gather the maximum number of responses. It was taken into consideration that not all the students are proficient in English and that would negatively impact their understanding of the questions and, consequently, their answers. A link to the Google questionnaire was afterward sent online to both delegates of the groups who, in turn, sent it to their classmates in an urgent request. The anonymous feedbacks were received within forty eight hours and the statistical results were automatically calculated using Google Forms.

4. Results and Discussion

4.1. Students' Experience in Using Zoom for Virtual ESP Classes

1. How often are you required to use Zoom to attend virtual ESP classes?

The responses to the question were expected to be the same since the students are taught by the same teacher; however, they varied between *sometimes* with 65%, *often* with 26% and *always* with 09%. The results show that the students may have misunderstood the question and thought it was about their personal attendance of these classes. If that is the case, more than half of the respondents are absent during these classes.

2. *What other digital technology do you use most to support your ESP online learning?*

Among the options provided, the answers varied between 29% for e-mails, 21% for Facebook, 18% for Google Classroom, 06% for the university's E-learning platform, and 26% for additional tools. The numbers show that the students do not restrict their online learning to only one specific tool regardless of the teacher's involvement or the aim behind using one or the other.

3. *What are the Zoom tools you use in your ESP virtual classes?*

The purpose behind this question is to figure out to which extent teacher-student Zoom operations are versatile using different purpose tools and gain an idea about the most used one in relation to the course requirements. The results are shown in the table below.

Table 1. Zoom Tool Use

Zoom Tool Use	Percentage
Google Drive for Zoom (transfer data to Drive)	18%
White-boarding (sharing a whiteboard)	09%
Annotation Tools (can be enabled for students and teachers)	00%
Push to Talk (for students who want to participate)	15%
Take attendance with usage reports	00%
Screen Sharing (for training)	38%
Breakout Rooms (break a larger meeting into smaller meetings)	00%
Other	20%

Table 1 shows that the screen sharing is primarily used in ESP classes, followed by Google Drive and participation tools with approximate percentages and a much lower percentage for white-boarding. The rest of the tools are never used, while 20% of other unmentioned tool(s) are

employed during the learning process. The results generally explain that Zoom is used in this case to exhibit and share information between the students and their teacher with not very high levels of interaction.

4. *Do you think that using Zoom to support virtual ESP classes is efficient?*

56% of the responses came positive as opposed to 44% negative. Even though an important section of the respondents find it inefficient, Zoom can be therefore considered to be useful in this learning situation.

5. *If you find it efficient, is it because it:*
This question suggests more clarifications for the previous one and provides a number of potential reasons that are collected in the subsequent table.

Table 2. Reasons for Zoom Efficiency

Reasons	percentage
Fosters students' participation and engagement in the classroom	00%
Represents a good opportunity to access information anywhere	61%
Allows sharing satisfactory ESP content	06%
Helps cover all the course lessons in due time	33%
Other	00%

The table justifies Zoom's effectiveness in three clear reasons. Accessibility being predominantly the one chosen by the respondents, followed by its ability to deliver the lessons on time and, in a smaller percentage, satisfaction of the quality of the shared content.

4.2. Online Vs ESP Physical Classes

6. *Do you feel motivated to study ESP online?*
The feedbacks were equally divided between 50% of students who feel motivated for virtual classes and 50% of students who are reluctant to study ESP online.
7. *If you are not motivated, is it because:*

This question looks into the main reasons why the students feel demotivated to study ESP online. Table 3 summarizes the results.

Table 3. Reason for Lack of Motivation for ESP Virtual Classes

Reason	Percentage
do not find the course significantly relevant to your field of study	11%
You do not have a good level in English	28%
You have problems using Zoom tools	34%
You do not appreciate the delivery methods	22%
Other	05%

All the suggested reasons were selected by the students at varying degrees. 34% explained having difficulties using Zoom tools. This may also justify the scarce use of multiple tools in Question 3. Having a bad level in English and not being conscious about its importance are also not encouraging to study it in a more specialized way. 22% do not like the teaching method, which could be also approached from more than one perspective.

8. *Do you prefer physical ESP classes rather than the online classes?*

A majority of 62% expressed their preference of physical ESP classes, rather than the ones online (38%).

9. *If you prefer physical ESP Classes, it is because:*

This question elicits specific reasons why in-class ESP lessons are more appreciated by the students.

Reason	Percentage
you have a bad internet connection at home	65%
you cannot work on the teacher's guides on your own	00%
you can understand the course requirements better in-class	26%
you are not satisfied with the online resources provided by the ESP teacher	00%
you do not find Zoom an efficient tool to teach ESP specifically	04%
Other	04%

Table 4. Preference Reasons for Physical ESP Classes

Table 4 makes it clear that students' preference for in-class lessons is basically due to bad internet connection and good understanding of the course while in class.

10. Do you attempt to develop your ability to better use Zoom tools and other digital technologies in your online studies?

The best part of the students (79%) revealed that they are trying to improve their mastery of Zoom tools and other digital technologies. This signifies that they are well aware about their significance and necessity to optimize their learning experience.

11. Do you support the idea of permanently integrating online ESP courses at university level?

The answers were positive with a high majority of 77%, as opposed to 23% who were against. This indicates that the students are in favor of ESP distance learning and welcome the idea of permanently integrating it. Further information is thus needed about their preferences on the most suitable ways of its delivery.

4.3. ESP Teacher's Performance and Assessment in Virtual ESP Classes

12. Do you think that your ESP teacher is well trained to use Zoom to teach online?

Unlike a minority of 18%, the vast majority of the students (82%) acknowledge their teacher's proficiency in using Zoom to deliver the online lessons. this means that the teacher is well aware of the appropriateness of each tool in relation to the course's needs and requirements and knows how to make the best use of them.

13. If not, is it because the teacher is unable to:

Four suggestions were provided for the students to justify their negative assessment of their teacher's performance online. Table 5 gathers both suggestions and their respective percentage results.

Table 5. Reasons for Teacher's Low Performance Online

Reason	Percentage
manage large group discussions online	13%
adapt the lessons to the regular timeframe	25%
adequately use Zoom tools to fit the course's special requirements	00%
accurately assess students' participation and learning	25%
Other	37%

Approximate percentages were given to all the suggestions, except for 'teacher's ability to adequately use Zoom tools'. Three students, who represent 37%, had another reason which is due to their inability to understand the language being used. The groups include a large number of students, which may represent a challenge for the teacher in terms of teaching, assessment and commitment to the time limits.

14. How would you assess the level of difficulty of the tasks during the first semester?

The answers varied between easy and difficult. 56% of the students found them difficult, while they were easy for the rest 44%. The student's general level in English and the content of this specialized course may have important effects on the students' understanding and performance.

15. Was assessment of your academic progress accurate in the previous online ESP classes?

The large majority, represented in 79% of the students, were not satisfied with their teacher's assessment in contrast with 21% who find it accurate. The fact that the assessment is based on online homework and tasks may have a number of drawbacks like the challenges in technology adoption by the students, susceptibility to cheating and providing the exact same answers and the inability to vary formative assessments makes it difficult for to the teachers to provide a precise evaluation of the students acquisition of knowledge.

Additional Comments

The students were asked to add any helpful comments related to using Zoom in ESP learning. A few explained that they do not possess the necessary equipment to be able to use it properly. Others argued that their internet connection is very bad and unstable to the point that only less than 50% of the students are present during Zoom meetings. One of the students finds it useless and another stated that s/he understands better in class than by using Zoom. Concerning test quality and type, a student mentioned noticing that classmates' participation online is better as compared to the classroom and that evaluation should involve oral performance rather than just written.

5. CONCLUSION

Covid-19 has engendered striking transformations on higher education in Algeria and introduced online teaching as a needed alternative to sustain learning equilibrium in different fields of study. With no exception, teaching ESP to Biology students was faced with more or less the same challenges.

As far as this paper is concerned, a number of conclusions can be drawn on the use of Zoom videoconferencing tools to support online classes based on the received overall feedback. First, being newly exposed to this unprecedented form of learning, its efficiency is mainly approved in terms of accessibility and course delivery. Second, despite disadvantageous connectivity problems and difficulty in manipulating Zoom tools, permanent implementation of online ESP courses and motivation to develop abilities in using digital technologies received great acclamations.

Third, dissatisfaction with online assessment is well emphasized, in spite of high teacher's performance approbations.

Further research is required to gain more insight into both the needs and challenges faced by the teachers and students in order to keep in pace with the inevitable changes of modern life and bring the best out of its inflicted results on education. Training and technical support in addition to deep reflections on adapted assessment methods are also necessary to boost students' motivation to rigorously study online.

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مخبر تطبيقات الذكاء الإصطناعي في المعالجة اللغوية وتحليل الخطاب
A.**I**.**A**.**D**.**T**.**L**.**A**.**D** Laboratory

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Towards a Learner-Centered Approach to ESP Teaching
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Abstract:

The predominant role of the English language in this era of globalization in addition to being an important requirement in the 21st labor market have led to a growing demand on English for specific purposes (ESP) courses. However, teaching ESP can be a challenging and demanding task that requires teachers to rigorously reflect on conducting needs analysis, designing the course, and developing materials. In fact, the teaching approach that ESP practitioners opt for plays a paramount role in its effective implementation. Relying on a transmissive teacher-centered approach to teach ESP would not yield favorable outcomes among students. Thus, this paper makes a humble attempt to the betterment of ESP teaching through raising awareness on the importance and benefits of considering a Learner-centered approach (LCA) in designing ESP courses. It also tries to identify the shortcomings of adopting a traditional approach when developing ESP course designs. The data presented here may be beneficial for both ESP practitioners and policy makers in developing informed future decisions and practices that would enhance the ESP teaching craft.
Keywords: ESP, Teacher-centered approach, Learner-centered approach, Course design.

1. Introduction:

The craft of ESP teaching has been expanding at an unprecedented rate in the past recent years. The demands for ESP classes are mushrooming as more awareness has been given to the predominant role that the English language plays in different fields such as science and technology in addition to nowadays labor market. Consequently, there has been growing research and continuous attempts to reform and advance its optimal teaching experience.

One of the main elements that may thwart the effective teaching of ESP concerns the teaching approach that the teacher opts for. Adopting a teacher-centered approach (TCA) to teach ESP can result in unfavorable outcomes, demotivation to learn among students, and unclear objectives towards learning the language. It is therefore vital to consider an approach that encourages students to learn and elicit an affective deep learning experience, which makes the ESP learning more efficient. To this aim, this paper suggests LCA as a reference around which ESP practitioners can build their syllabi and plan their courses. It also attempts to showcase the advantages and effectiveness of such an approach and addresses some important issues where TCA may hinder the learning process.

2. Significance of the Study

This paper makes an attempt to the betterment of the ESP teaching craft. ESP practitioners could find the data presented here as an incentive to alter their teaching practices and adopt a philosophy that regrades the learner as the focus of the learning process. This can promote better and more effective teaching. It also raises awareness among policy maker on the importance of providing a suitable environment and enough materials to facilitate learning.

3. Definition of ESP:

There have been several attempts to give a functional definition for ESP. Hutchinson and Waters (1987) explain that ESP is an approach to language teaching that focalizes around learners'

needs and motives to achieve language proficiency. In other words, decisions about the materials, content, and methods in ESP courses are adjusted to the goals and purposes of the learners (Do & Cai 2010).

Fitria (2009) further specified that ESP refers to the process of teaching and learning English as a foreign language in order to utilize it in a specific domain. That means that ESP attempts to meet the learners' needs in regard to a specific field, discipline, occupation, or activity (Strevens, 1988). Hans and Hans (2015) explain that instead of teaching general grammar and language structure ESP focuses on teaching the language that is related to a particular context.

Dudley-Evans and St. John (1998), attempted to develop Strevens' (1988) definition and presented some 'absolute' and 'variable' characteristics of ESP:

3.1. Absolute Characteristics

A- ESP is designed and directed in order to meet the learners' specific needs.

B- The methodologies and activities in teaching ESP are related to the particular discipline it serves.

C- ESP focuses on language appropriateness in terms of grammar, lexis, register, study skills, discourse and genres in relation to the activities of the specific field.

3.2. Variable Characteristics

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

B Teachers of ESP may adopt different teaching methodologies than the ones used in General English.

C- While ESP can be addressed for learners at secondary school level, it is usually designed for adult learners, either at a tertiary level institution or in a professional work situation.

D- ESP is usually designed for intermediate or advanced students, but can also be directed to non-advanced learners as ESP courses may offer basic language learning.

E- Most ESP courses assume that learners acquire some basic knowledge of the language system, but it can also be used with beginners.

The absolute characteristics can be found in any field of ESP, whereas the variable ones change from one branch to another.

4. ESP VS. EGP

According to Hutchinson and Waters (1987), General English, also known as English for general purposes (EGP), refers to the process of teaching English by acquainting students with the structure and grammar rules in order to attain better communication and mastery of the language. In EGP, there is an equal emphasis on learning the four language skills: listening, reading, speaking, and writing. Whereas in ESP, the syllabus design and the language skills to be focused on are determined according to the learners' needs after conducting needs analysis (Rahman, 2015)

Generally speaking, ESP is more focused on teaching the language which is oriented to professional settings instead of focusing on general grammar and vocabulary that has no relation with the learner's specific field. In other words, ESP attempts to integrate and take into consideration the learners' specific area and subject matter in the learning process; Therefore, it is considered to be object-oriented, more focused, and more practical compared to EGP (Dudly-Evans & St John, 1998).

ESP learners are usually motivated adults who acquire background knowledge and experience in English. In addition to having a well-determined purpose, they are also more aware of their needs than EGP learners. Hutchinson and waters (1987, p.53) share this viewpoint as they assert that: "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need."

Another distinguishing factor between EGP and ESP is the time allotted for learning. in the case of ESP, learning the foreign

language is considered as a means to an end which is mastering the main subject. Therefore, there would normally be more pressure to attain a decent level of linguistic competence in a minimum amount of time (Robinson, 1980). Hutchinson and Waters (1987, p. 53) tried to summarize the difference between EGP and ESP when they noted that the distinction is "in theory nothing, in practice a great deal

5. Definition of Learner-Centred Approach:

There is a general consensus that LCA is known to be vague and ill-defined in the literature (Tangney, 2013; Trindad, 2019). At its core, LCA is underpinned by a constructivist view about learning with a focus on active engagement, creating one's own understanding, reflecting, evaluating, and building on prior knowledge. (Attard et al., 2010; Lea et al., 2003; O'Neill & McMahon, 2005).

One way to define LCA is a process of active learning relying on a deep approach that focuses on students' responsibility, accountability, and autonomy; and which displays an interdependent relationship between the student and instructor (Lea et al., 2003; O'Neill & McMahon, 2005). Attard et al. (2010) consider LCA as a way of thinking about learning in which students are given prominence and considered to be active agents in the learning process. It puts great emphasis on deep learning and aims at equipping students with problem-solving skills, accountability, autonomy, critical and reflective thinking through innovative methods of teaching. McCombs et al. (1997) define learner-centeredness as: a teaching and learning philosophy that accentuates paying close attention to learners' individual differences, backgrounds, and needs while focusing on how the most effective learning occurs. Gibbs (1992) considers LCA as the process that deems students to be responsible for their own learning and grants them greater power and control over their learning process and choices regarding subject matter, methods used, and the pace of their learning. while Brown (2008) asserts that LCA is a form of active learning that gives students the opportunity to make their own

decisions regarding objectives, lesson plans, and learning procedures.

5.1. Characteristics of Learner-Centred Approach:

Lea et al. (2003) listed the following characteristics of LCA:

- Focusing on active rather than passive learning,
- emphasis on and prioritizing deep learning and understanding,
- granting students a high sense of responsibility and accountability,
- promoting autonomy and self-reliance among learners,
- an interdependent relationship between teacher and learner,
- mutual respect between the learner and teacher in the learning process,
- and having a reflexive mindset to learning and teaching among both teachers and learners.

Likewise, Weimer (2002) identified five key characteristics LCA:

1) The belief that trusting students' capabilities and handing them power over their learning decisions will improve their learning quality.

2) The content is a means to stimulate and sharpen students' critical and reflective thinking, rather than being a collection of isolated facts to be memorized.

3) The role of the teacher changes from being the ultimate responsible for the learning process to a guide and a colleague in searching for knowledge.

4) Students are given a significant share of responsibility for their learning.

5) Assessment can be used formatively to serve promoting learning, rather than being used only in a summative way to give grades.

6. Relying on a Learner-Centered Syllabus to ESP:

In nowadays globalized labor market and growing societal challenges, the demands for individuals equipped with problem-solving qualifications and high-level communicative skills have been driving factor in language learning. There has been a wide recognition that the traditional teaching approach, which regards learning as a process of knowledge transmission from an expert teacher to passive students, does not meet the requirements of a 21st-century workplace. Therefore, there is a need for innovative and more effective teaching approaches (Brown & Holt, 2014; Ryan & Cox, 2017; Hodin, 2017). Most notably in a field that holds great importance to the labor market requirements and real-life communicative skills such as ESP.

In order to come up with solutions to the shortcomings of the traditional approach to teaching, LCA was suggested by many researchers due to its valuable advantages (Brown, 2003; Hodin, 2017). Handelsman et al. (2004) claim that relying on engaging activities and active learning instead of only lecturing would improve knowledge retention and enhance the learning process. Qutoshi and Poudel (2014) found that LCA promotes students' activeness, engagement, involvement and interaction within the learning context which positively affects their learning outcomes. LCA was further found to enrich students' satisfaction (Kemm & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008). And in addition to developing critical thinking, students' growth, and constructing deep understanding; learner-centeredness can also polish the four skills in language learning (Stout, 2004). All these factors and more benefits make the LCA the most suitable approach to teach ESP courses.

7. Elements to be considered in an ESP learner-centered syllabus:

In order to attain learner-centeredness in ESP teaching, practitioners should be aware of and try to address certain factors

and issues which are attributed to the teacher-centered paradigm. Some of these factors are:

7.1. Conducting Proper Needs analysis:

Needs analysis is considered as a vital element in ESP teaching. It refers to collecting information about the learners and determining their needs in order to serve in the syllabus planning and course design (Do & Cai, 2010). Nevertheless, needs analysis is in several cases neglected or poorly executed which leaves all decisions about the ESP courses up to the speculations of the teacher (Iswati & Triastuti, 2021). This is a clear indication of the TCA dominance in the classroom.

LCA gives high regards to students' needs and objectives in learning (Attard et al., 2010). Instead of designing the course according to the teachers' beliefs, speculations and preferences; it is the students' needs and goals that should guide the syllabus and course designs. That would require paying high importance to the process of needs analysis and rigorously undertaking it before any ESP course as it is the fundamental indicator that puts the learner at the center of the learning process.

7.2. Adopting Learner-Centered Teaching Methods

Many teachers are still employing traditional methods to teach ESP. these methods rely on the premise of passive knowledge transfer from the teacher to the student which results in a surface learning among students. According to Andriani (2014), many ESP classes rely on heavy terminology memorization and summative assessments with neglecting the real-life application when teaching. This can be frustrating and demotivating to students.

For an effective learning experience, students are expected to take an active role outside and inside the classroom and engage in multiple learner-centered methods that include strategies such as collaborative work, project-based learning, problem-based learning, debates, role-plays, higher-order thinking/ critical-thinking exercises, etc. They are also expected to assume responsibility for their own learning, critically think about and challenge different

ideas, make contributions and suggestions about learning, and reflect on their own progress (Hodine, 2017).

As for teachers, their role should be no longer presented as the sole expert knowledge holder and ultimate authority figure in the classroom. They are required to act as moderators and facilitators to the learning process. Their new role may entail coaching and analyzing learners' performance, in addition to providing feedback, advice, and motivating learners (Murei & Rutto, 2015; Hodine, 2017).

7.3. Reconsidering the Reliance on Textbooks:

There are many ESP textbooks that fail to capture students' interest as they are most of the time only focused on reading and vocabulary tasks (Andriani, 2014). And with the limited knowledge and learning opportunities that the textbook brings, learners are not driven to expand their knowledge. For instance, in a study conducted by Suzani et al (2011), students gave their evaluation on the ESP textbook; the majority reported that they did not know about the goals to be achieved. The book relied on a translation method that the students found unsatisfactory. They had the perceptions that they learned nothing useful out of the textbook and they forgot whatever they have learned right after the exam.

According to Weimer (2002), giving too much care about content hinders learner-centered teaching. The urge to cover the whole textbook content may lead to negative consequences. It promotes learning strategies that stress memorization and results in surface learning. In addition to that, Weimer pointed out that relying only on textbook content would not cover students' needs and would not result in life-long learners. Therefore, it is important for ESP practitioners to use textbooks as a means to develop learning and not as an end to cover it. Moreover, teachers can always include their own courses that they deem to be needed by their learners outside the textbook.

7.4. Organizing Mixed-ability Classrooms:

Having a class of learners with mixed linguistic competencies and different background knowledge can pose a real challenge. It would be problematic for the teacher to satisfy everyone's needs and address the wide variety of the necessary skills for each one. Iswati and Triastuti (2021) point out that the teacher will find problems in determining the difficulty degree and raising learners' interests. Such cases would eventually disrupt the progress of the course and put more pressure on the teacher who is responsible for keeping up with the changing needs of students.

It is the institutions' responsibility to ensure homogenous classrooms with sublevels that allow for similar individual abilities. That way the teacher can advance the learning process at a suitable pace for all learners. Furthermore, he can monitor and address different language issues without disrupting the flow of the classroom or demotivating students.

7.5. Addressing Unsuitable Environment and Lack of Teaching Materials:

Considering that meeting the needs of different students and engaging in active learner-centered approach are among the focuses of ESP, crowded classrooms would get in the way of achieving these goals. In Suzani et al's (2011) study, students complained that the overcrowded ESP classroom prevented them from concentrating. Moreover, they complained about the lack of time assigned to teach ESP which insinuates that students may be presented with limited opportunities and minimum practice. It is therefore crucial to create a non-threatening and supportive environment that is conducive and suitable for better learning (Weimer, 2002)

In many ESP institutions, there is a lack of materials needed for certain ESP courses such as audio players or even electronic lessons that demand slideshows. Relying only on textbooks would not allow students to expand their understanding because of the limited knowledge they offer (Iswati & Triastuti, 2021). It is important for institutions to provide the different materials that

teachers may need. While it is the teacher's duty to design and use supplementary materials due to their importance in addressing certain learning skills and raising awareness among students for their life experience.

8. Conclusion:

With the growing attention and increasing demands on ESP courses in the past few years, it is essential to reflect on its optimal implementation and to explore various strategies that would enhance its teaching process. As many researchers have advocated against implementing a traditional TCA to teaching as a result of the drawbacks it may cause, considering a LCA to teach ESP can prove to be an efficient strategy to polish the ESP teaching craft. In order to realize that, certain elements must be taken into consideration. Making sure to meticulously conduct needs analysis before initiating ESP courses is the first step towards a learner-centered syllabus. This latter requires a shift in the roles of both teachers and learners in addition to applying multiple teaching strategies that reinforce the learner's activeness. The new approach may also put less emphasis on the need to cover the entire content of textbooks and invite teachers and learners to contribute with their own content and materials. The LCA also suggests that institutions and policy makers pay attention to organizing a conductive and homogenous environment that supports learners to take the initiative and provides them with all the materials that they need. These suggestions may considerably enhance the ESP teaching experience and produce favorable outcomes among learners.

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Catering for Students' Specific Learning Styles in EFL Textbooks: An Evaluation of the Algerian Third Year Secondary School EFL Textbook 'New Prospects'

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Abstract:

This paper investigates the extent to which students' different learning styles are engaged in the Algerian third year secondary school EFL textbook, 'New Prospects'. A checklist of seven learning styles was used to evaluate the textbook and compute the number and percentage of exercises that cater for each learning style. The results showed that 'New Prospects' exercises engage learning styles in a blatantly unbalanced way. The textbook focuses mostly on the verbal and the logical styles while it marginalizes the rest of the styles. Consequently, the researcher suggests that Algerian syllabus designers should take learners' needs and individual differences into account when designing instructional materials in general and EFL textbooks in particular for the important role they play in the language classroom.

Keywords: EFL learning; learner-centered model; learning styles; textbook evaluation.

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1. INTRODUCTION

Differentiated instruction can be the key answer to the students' underachievement problem. A syllabus that takes into consideration learners' different profiles, styles, and needs is believed to yield better results. That is why, as educators, we have to realize that our instructional programs should, from now on, take the learner as its starting point. Decision makes, syllabus designers, and teachers should depart from the learners' needs. Language materials should be designed with a view to addressing the variety of styles that exists in our students. This study is, therefore, an attempt to investigate whether language materials in Algeria take into account learners' different profiles. More precisely, it is an attempt to analyze one of the EFL textbooks used in Algeria ('New Prospects') to determine the extent to which its exercises cater for our pupils' diverse styles.

2. Learning Styles Theory

A learning style as a notion is, actually, not a recent discovery. The concept has been around for decades but the learning styles theory gained popularity in the 1970s. It mainly came as a result of the work of Rita and Kenneth Dunn who tried to investigate the correlation between learning styles and students' poor scores and underachievement in the 1960s (Robinson, 2022).

Learning styles refer to the ways in which a person prefers to receive, process, and retain information (Gass & Selinker, 2008). They may have a significant impact on the learning process. This is why Dunn and Griggs (1988, as cited in Robinson, 2022), as a conclusion to a study conducted on learning styles' schools in USA, went to the extent of claiming that learning styles are the "biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (p. 5).

A number of learning styles' models have been put forward by scholars and researchers such as Fleming's (1987) VARK model, Kolb's (1984) Experiential Learning Theory (ELT), and Felder and Silverman's (1988) learning styles' model. Whiteley' model (2004), which is labeled 'the Memletic Learning Styles (MLS) model, blended taxonomies from

two prominent psychological theories: the Multiple Intelligences Theory (MIT) and the Neuro-linguistic Programming (NPL). Whiteley (2004) declared:

> I've based the Memletic Styles on two brain models you may have heard about. The first is "Multiple Intelligences" by Howard Gardner. I've broadened his model and made it more applicable to learning. You may know the other model as "VAK," or the Visual-Auditory-Kinesthetic model. Neuro-Linguistic Programming (NLP) books also describe this model as "modality preferences" (p. 148).

The model proposed by Whiteley (2004) comprises seven modes of learning: the visual style, the aural style, the verbal style, the physical style, the logical style, the social and the solitary styles. Here follows a brief description of each learning style:

1. The Visual Style: Visual learners demonstrate high spatial awareness. They are more inclined to deal with visual data such as images, videos, and maps.

2. The Aural Style: Auditory learners prefer to process audible data. In Whiteley's words (2004): "If you use the aural style, you like to work with sound and music. You have a good sense of pitch and rhythm" (p. 158). A student with an aural style would, for instance; choose an oral explanation by the teacher over reading a typed or printed lecture.

3. The Verbal Style: As the name suggests, learners with this style prefer linguistic data and verbal language, either spoken or written. They enjoy activities that involve the use of words such as reading, writing, riddles, limericks, and tongue twisters (Whiteley, 2004).

4. The Physical Style: Also known as the kinesthetic style. According to Whiteley (2004), in case you are a kinesthetic learner then "it's likely that you use your body and sense of touch to learn about the world around you. It's likely you like sports and exercise, and other physical activities such as gardening or woodworking" (p. 160). Physical learners prefer hands-on activities and practical learning environments.

5. The Logical Style: Logical learners are those who are good with numbers, who can discern patterns easily, and are those who possess strong logical and mathematical way of thinking.

6. The Social Style: Also referred to as the interpersonal style. Social learners are those who are good communicators. They are sensitive to peoples' affects, can read others easily and hence have the ability to influence the moods, emotions, and motivations of the people around them. Social learners favor studying in groups over studying individually (Whiteley, 2004).

7. The Solitary Style: Also known as introverts. According to Pritchard (2009), introverts "learn best when they can find quiet places to work and have enough time to reflect on, redraft and improve their work. Introverts often like to make connections between school work and their personal interests" (p.47). So, this type of learners excel at self-analysis and prefer to work individually.

In this study the researcher adopted the model proposed by Whiteley (2004) to evaluate the Algerian EFL textbook entitled: 'New Prospects'.

3. The Process of Evaluating EFL Textbooks

An EFL textbook is an important instructional material. It generally covers the main issues that learners are supposed to deal with and provides students with opportunities to improve the various features of the language they endeavor to learn. The textbook is an integral part of the language classroom for the many advantages it has. According to Sheldon (1988), textbooks "represent for both students and teachers the visible heart of any ELT programme" (p. 237). Textbooks embody, in many cases, the core of the syllabus. They are a source of instructional materials, a source of ideas, and they represent the clearest reflection of the learning objectives. Textbooks have also the advantage of supporting less experienced teachers as it exempts them from carrying the burden of designing their own teaching materials. According to Harmer (2001):

> They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using material which they can have confidence in. They come with detailed teacher's guides which not only provide procedures for the lesson in the student's book, but also offer suggestions and alternatives, extra activities, and resources (p. 304).

Many experts emphasize, however, that the 'perfect' textbook does not exist and that the process of assessing and evaluating coursebooks is deemed equally important. Sheldon (1988), for instance, asserts that the

important role of the textbook in language curricula means that "the definition and application of systematic criteria for assessing coursebooks are vital" (p. 237). Textbook evaluation is the process the evaluator goes through to give a verdict on whether the coursebook helps in attaining particular educational objectives successfully and is suitable for certain predetermined purposes. Cunningsworth (1995) claims that textbooks can be evaluated for the following reasons:

➢ To adopt new coursebooks (which is, according to him, a major and frequent reason for evaluation).

➢ To identify particular strengths and weaknesses in coursebooks already in use, so that optimum use can be made of their strong points, whilst their weaker areas can be strengthened through adaptation or by substituting material from other books.

➢ Coursebooks analysis and evaluation is useful in teacher development and helps teachers to gain good and useful insights into the nature of the material. Similarly, in teacher training, materials evaluation is a valuable component and serves the dual purpose of sensitizing student teachers to some of the more important features to look for in coursebooks and familiarizing them with a range of published materials (p.14).

In this study, the researcher evaluated the Algerian EFL textbook, 'New Prospects', targeting the particular area of heeding to learners' different styles.

4. Research Methodology
4.1 Aim of the Study

This research paper has as an aim the evaluation of the third year secondary school EFL textbook, 'New Prospects', using the MLS model proposed by Whiteley (2004). The evaluation was conducted to find out the number and percentages of exercises catering for each of the seven learning styles comprising the MLS model, namely: the visual, the aural, the verbal, the physical, the logical, the social, and the solitary styles.

4.2 Research Question

This study attempts to answer the following research question:

To what extent does the EFL textbook, 'New Prospects' (which is used with Algerian third year secondary school pupils) cater for the different learning styles?

4.3 A Brief Description of 'New Prospects'

'New Prospects' is an EFL textbook that is designed for Algerian secondary school pupils, year three. It consists of six units which tackle the following themes:

- Ancient civilizations
- Ethics in business
- Education in the world: comparing educational systems
- Advertising, consumers and safety
- Astronomy and the solar system
- Feelings and emotions

Units in the book follow almost the same outline. Each unit is comprised of two sequences, each sequence consists of two or three sections, and each section contains a number of rubrics. The content of 'New Prospects' can be summed up as follows:

► *Language Outcomes*

- Listen and Consider
- Read and Consider
- Take a break

► *Skills and Strategies Outcomes*

- Research and Report
- Listening and Speaking
- Reading and Writing
- Project Outcome
- Assessment
- Time for (Arab, Bensemmane, & Riche, 2007).

It is also worth mentioning that 'New Prospects' is made up of three hundred and eighty-eight exercises and projects. Table (01) presents, in detail, the number of exercises comprising the individual units and the textbook as a whole:

Table 1. The Number of Exercises and Project Works in 'New Prospect'

	New Prospects		
	Exercises	**Projects**	**Total**
Unit 01	62	1	63
Unit 02	57	1	58
Unit 03	76	1	77
Unit 04	61	1	62
Unit 05	63	1	64
Unit 06	63	1	64
Total:	382	6	**388**

5. Results and Discussion

'New Prospects' was analyzed using a checklist which is comprised of the seven learning styles introduced in the MLS model. The checklist was utilized in computing the number and percentage of exercises that engaged each of the seven learning styles. This descriptive statistical measure was applied to each individual unit separately and then to the textbook as a whole. The results of the evaluation are summed up in table (02) and figure (01).

Table 2. Results of the Evaluation of 'New Prospects'

	New Prospects													
	Visual		Aural		Verbal		Physical		Logical		Social		Solitary	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Unit 01	18	28.57%	09	14.28%	63	100%	01	01.58%	27	42.85%	09	14.28%	54	85.72%
Unit 02	11	18.96%	18	31.03%	58	100%	00	00%	35	60.34%	14	24.14%	44	75.86%
Unit 03	13	16.88%	14	18.18%	77	100%	02	02.59%	44	57.14%	08	10.39%	69	89.61%
Unit 04	11	17.74%	22	35.48%	62	100%	01	01.61%	39	62.90%	18	29.03%	44	70.97%
Unit 05	10	15.62%	16	25%	64	100%	01	01.56%	39	60.93%	15	23.43%	49	76.57%
Unit 06	11	17.18%	21	32.81%	64	100%	02	03.12%	44	68.75%	15	23.44%	49	76.56%

Total:	74	19.07 %	100	25.77 %	388	100 %	07	01.80 %	228	58.76 %	79	20.36 %	309	79.64 %

Fig.1. Percentages of the Learning Styles Catered for in 'New Prospects'
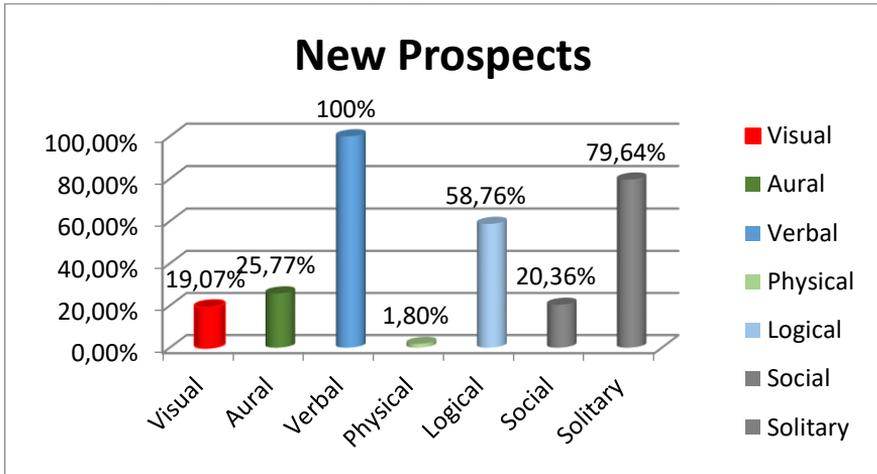
Since 'New Prospects' is a language textbook it was quite logical to find out that 100% of the exercises of the coursebook address the *verbal style*. A high number of the textbook's exercises (228, with a percentage of 58.76%) cater for the *logical learning style*. The *visual* style is taken heed of in only 19.07% of the exercises. This indicates that the textbook designers did not incorporate enough graphic illustrations to cater for learners with this style. 19.07 % is a low percentage especially when considering that learners at this age are attracted most to videos, pictures, drawings, . . . etc. The *aural* style is catered for in 25.77% of the textbook's exercises. Again, such a percentage is not sufficient and it indicates that there is a lack of oral, interactive materials in the textbook. It is worth mentioning that the researcher noticed that the textbook designers did not integrate authentic videos and that in most listening exercises the teacher undertakes the duty of reading a particular text aloud to his pupils.

The results also show that the textbook designers addressed the *social* and *solitary* styles in an unbalanced way. The number of exercises engaging the *social style* is considerably low compared to the number of exercises catering for the *solitary style* of learning. The *solitary style* is engaged in 309 exercises (79.64%) but the *social style* is addressed in only 79

exercises (20.36%). And even with that low percentage, the researcher noticed that some of the so labeled 'pair or group works' are not truly communicative, interactive activities. Exercise 3 (Unit 05/ Grammar Explorer II) which is labeled 'pair work', for instance, is an exercise where learners are asked to 'act out a dialogue' that is already made available to them. Learners are supposed to be given more freedom to take the initiative and to improvise. They are supposed to be given the chance to perform authentic dialogues not just read ready-made ones.

The learning style that is heeded to the least is the *physical* learning style. The kinesthetic style is addressed only seven times (with the percentage 01.80%) throughout the whole textbook. It is addressed almost exclusively in the project works by the end of each unit where pupils are required to carry out some hands-on activities like designing a home page using pictures, maps, and drawings (for example: Unit 03/ Research and Report/ 02), creating a booklet, leaflet, or designing a prospectus (for example: Unit 01/ Project Outcome & Unit 03/ Project Outcome). It is obvious that there is a tremendous deficiency when it comes to engaging the physical style using 'New Prospects'. Kinesthetic learners are extremely disfavored in this textbook. They are neglected throughout the whole unit and their preferred style is addressed only once at the end of the unit.

6. CONCLUSION

It is widely accepted now that learner-centered syllabi represent the best route to maximize learning and boost students' achievements. Language materials should be designed in a way that encourages differentiated instruction. This study was conducted to find out the extent to which one of the important constructs of the curriculum, the textbook, caters for learners' different profiles. The Algerian EFL textbook, 'New Prospects', was evaluated to determine whether or not it addresses sufficiently the various learning styles of students. The findings revealed that the textbook engages predominantly the *verbal* and the *logical* styles while it neglects the other styles. The *physical* style was rarely addressed and the *visual* and *aural* styles were not adequately heeded to. The results also showed that 'New Prospects' caters for the intrapersonal, *solitary* style at the expense of the interpersonal, social style. The book clearly disfavors extrovert learners. In closing, the researcher recommends that

educators should be made aware of the importance of differentiated instruction. Syllabus designers in Algeria should realize the importance of heeding to learners' specific styles and that the materials they design should be the best reflection of that.

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The Basics of Designing English for Specific Purposes (ESP) Teaching Materials

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Abstract:

The aim of this study is to spot light on the role of ESP practitioner as teaching materials` developer and designer. The study also attempts to investigate whether ESP practitioners are aware of the basics of designing ESP teaching materials for a particular group of learners who have their exclusive specificity. The current research paper is qualitative in which a survey questionnaire targeting ten ESP practitioners from the faculties of Technology, Economics and Management, and Social and Human Sciences of the University of El-Oued, Algeria was used as a data collection tool. The findings of the study revealed that there should be collaboration between ESP practitioners and subject specialists in designing ESP instructional materials. The results also demonstrated the necessity of integrating learners` academic and professional needs in designing, developing, and selecting ESP teaching materials.

Keywords: English for Specific Purposes (ESP), ESP practitioners, ESP teaching materials, Needs analysis.

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Introduction

Since the end of the Second World War in 1945, English has become the worldwide language of technology and international commerce. Hence, this have paved the way to the emergence of a new generation of learners who feel that learning English is a top priority need to satisfy the demands of the commercially interconnected modern world. Additionally, the growth of English courses oriented towards specific needs and language demands shifted the focus away from analyzing the formal structures of language to investigating the ways in which language is actually used in real communication. Besides, new insights brought from educational psychology also contributed to the development of ESP. Instead of viewing learners as blank slates to be filled, learners were seen to have different needs and interests. This new dimension gained from educational psychology had a critical influence on their motivation and thereby resulted in the need for different approaches to achieve maximum effectiveness in their learning (Hutchinson & Waters, 1987).

Within institutions of higher education in Algeria English language is taught as a separate subject matter in almost all university fields. Hence, teachers resort to design the content of language courses by themselves as administrative authorities do not equip them with syllabi to guide them in what to teach and how. The present research work investigates issues ESP instructional materials` design and development. Essentially, it focuses on the question of how to integrate learners' language needs, identified with the aid of a needs surveys, into syllabus content. This can be attained through attempting to translate the results of a needs analysis, that investigated the English language needs of students from a given academic discipline into educational content that responds to the consumers` expectations.

The aim of this study is to spot light on the role of ESP practitioner as teaching materials` developer and designer. The study also attempts to investigate whether ESP practitioners are aware of the basics of designing ESP teaching materials for a particular group of learners who have their exclusive specificity.

The current study attempts to answer the following key questions:

1. What are the basics of designing and providing effective ESP teaching materials ?

2. What are the qualities of ESP authentic materials ?

3. Are ESP practitioners aware of their new role as course and materials` designers and fulfill their requirements ?

1. Literature Review

Designing and providing teaching materials is a very helpful means to support students to enhance their English proficiency in the four skills. Essentially, "teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course" (Graves, 1996: 27). ESP teaching materials may take different forms, such as, textbooks, Internet websites, videos, texts, and so forth.

The selection of teaching materials should be based on learners' academic and professional needs, and should be attached to the students' academic branch. Additionally, authenticity and simplicity are two (02) key features of ESP teaching materials. "Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching" (Ellis and Johnson 1994,: 157). Using authentic materials is very helpful to both learners and teachers since they have positive impact on learners' motivation, satisfy learners' needs, and supply authentic cultural information and exposure to real language. But, these authentic materials should not go beyond students' educational level and current abilities. Hence, teachers should use simplified teaching materials that use comprehensible language, provide clear objectives, and focus on specific items of the syllabus content. In turn, Wallace (1992) recommends the following criteria of ESP materials selection:

- Adequacy: the selected materials should contain appropriate language and information about the course.

- Motivation: they should present interesting content in order to help students be active and work hard in order to raise the level of comprehension and make the learners more effective..

- Sequence: it is essential to have materials that are related to the course content. There must be a relation to previous texts, activities, and topics.

- Diversity: the selected materials should lead to a range of classroom activities, be a vehicle for teaching specific language structure and vocabulary, and promote strategies.

- Acceptability: they should contain acceptable cultural customs and language.

In general, ESP teaching materials are either designed by teachers or chosen from a large body of published ESP textbooks that are available in the market. However, most of the readily available ESP books are not written considering specific academic and occupational context, nor they are based on learners' academic and occupational needs.

Hence, in order to successfully choose from what is available, ESP practitioners should track down useful ESP instructional materials. In this framework, Gatehouse (2001: 09) explains:

Familiarizing one's self with useful instructional materials is part of growing   as a teacher, regardless of the nature of purpose of learning. Given that ESP   is an approach and not a subject to be taught, curricular materials will   unavoidably be pieced together, some borrowed and others designed specially. Resources   will   include authentic materials, ESL materials, ESP   materials,   and   teacher- generated materials.

It is important to note that at the University of El-Oued, Algeria, ESP practitioners mostly rely on and implement textbooks and use additional materials from books and online sources. But, the use of non-printed materials as videos, and Information and Communication Technologies (ICTs) are totally excluded owing to the unequipped classrooms.

2. Research Method

The current research paper is qualitative in which a survey questionnaire targeting ten ESP practitioners from the faculties of Technology, Economics and Management, and Social and Human Sciences of the University of El-Oued, Algeria was used as a data collection tool.

2.1. Sampling

The participants of the study consist of ten (10) ESP practitioners taught English at the Faculties of Technology, economics and Management, and social and human sciences who answered a structured questionnaire investigating their awareness of the new role of ESP practitioners associated with designing and developing ESP instructional materials. ESP practitioners include four (4) permanent teachers borrowed from the Department of English holding doctorate and magister degree in addition to six (6) temporal teachers holding master degree. The table below gives details of the participants in the field study:

The Sample of the Study

ESP Practitioners	Faculty of Technology	Faculty of Economics and Management	Faculty of Social and Human Sciences
	04	04	02
Total	10		

2.2. Instrumentation

A structured questionnaire was used as a data gathering tool targeting ten (10) ESP practitioners to identify their attitudes and views towards the basics of designing ESP teaching materials. The questionnaire comprises ten (10) statements revolve around the axis of ESP practitioners` role as designer and developer of instructional materials and the basics of designing ESP teaching materials. Teachers were asked to express their agreement or disagreement with each item.

3. Data Analysis and Interpretation

All the participants in this study agreed that designing and providing teaching materials is a very helpful means to support students to enhance their English proficiency in the four language basic skills. The entire sample of the study asserted that designing teaching materials should be based on learners' academic and professional needs, and should be attached to the students' academic branch. Additionally, ESP practitioners stressed the centrality of authenticity and simplicity as two (02) key features of ESP teaching materials. Authentic material is any kind of material taken from the real world and not specifically created for the purpose of language teaching. According to the study participants, using authentic materials is very helpful to both learners and teachers since they have positive impact on learners' motivation, satisfy learners' needs, and supply authentic cultural information and exposure to real language. But, according to them, these authentic materials should not go beyond students' educational level and current abilities. Hence, teachers should use simplified teaching materials that use comprehensible language, provide clear objectives, and focus on specific items of the syllabus content.

4. Recommendations and Pedagogical Implications

ESP practitioners have a lot in common with teachers of English for general purposes. However, the needs to understand the requirements of other professions and willingness to adapt these requirements is what differentiate ESP practitioners from general English teachers. ESP teaching presumes teaching of English regarding specific subject, profession or purpose.

Through training and professional development, ESP practitioners will be equipped with the necessary knowledge and tools to deal with students specific academic fields. It should be noted that ESP practitioners are not specialists in the field. They provide support for students who know their subject matter than their teachers do, develop important skills in understanding, using, and presenting authentic information in their academic branch.

A qualified and professional ESP practitioner should be able to move smoothly from one academic or professional field to another without being obliged to spend a long time on getting started. She/he should bring the necessary tools, frameworks and principles of course and syllabus design to apply them to a new material.

The research data gathered demonstrated that ESP teachers spend more time teaching students and less time in professional learning opportunities with their peers. Thus, theorists and applied linguists highlight some strategies that are already put into practice elsewhere to remedy this problematic issue.

The cooperation between ESP practitioner and subject specialist is crucial in developing effective ESP materials. This means that ESP programs are highly beneficial if English teachers and subject specialists negotiate with each other.

There have been always many controversial opinions about the most effective methodologies in ESP programs and the role of language and subject teachers. A considerable number of studies indicated that language-teaching programs cannot be separated from other academic programs (Bacha, 2003; Bhatia and Candlin, 2000; Swales, 1990).

Swales (1988) emphasized the importance of interdisciplinary approach to ESP programs. He developed a framework and categorized the interdisciplinary activities into three (03) groups of cooperation, collaboration, and team-teaching based on useful insight from Dudley-Evans and St. John' s (2006) frameworks.

Conclusion

Developing appropriate language materials for English for Specific Purposes (ESP) is an essential component of its practice. The paper addresses the issue of designing and developing authentic teaching materials to make them more suitable as well as attractive for a particular type of learners. Firstly, the main problems teachers usually face when designing ESP courses have been discussed. Then, the author gives some suggestions as how to select and evaluate authentic texts highlighting the

principles that could be taken into consideration when designing the English language course for a particular group of learners.

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Learner-centeredness as an educational paradigm shift: Challenges and Expectations

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Abstract:
The shift to learner-centeredness has changed the learner's role to be more motivated, independent, and responsible of his own learning. This issue has been the focal interest of many researchers in the field seeking for an effective way that will promote learner's active engagement. However, implementing its syllabus faced many challenges. Thus, its success is constrained by many factors. For instance, the use of technology in the educational realm has a pivotal effect. As far as learners' needs and skills are concerned, teachers opted for learner-centered aiming to develop them. The aim of this paper is to discuss what the challenges of learner-centered are when it is put into practice, in addition to what its impact on teaching and learning is whether in classrooms or beyond.
Keywords: Education, challenges, Learner-centeredness, shift

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1. Introduction

Because of globalization and technological era, teaching approaches and methods have been highly affected. Thus, academicians, educationists, and teachers were urged to adapt with this new educational reform and objectives. Their shift from teacher-centered to learner-centered paradigm has a great contribution to achieve those objectives. In this respect, the shift to this new trend focuses on developing learners' communicative competence, promoting learning strategies and learner autonomy in language classrooms (Nonkukhetkhong et.al, 2006). For instance, learners' needs are key factors in this new paradigm. It is worth noting that learner-centered approach is more concerned about learning and motivating the learner to be involved in his own learning process to build knowledge and to understand what he is learning and why. This study reports main issues and some teachers' perceptions on learner-centeredness shift in addition to its challenges while implementation in the field.

2. The Rationale for Implementing Learner-Centeredness Approach

First of all, to understand what learner-centered approach denotes is very crucial. It is inverting the traditional teacher-centered teaching which emphasizes what the learners do and not what the teacher does, and focuses on skills and practices in a lifelong learning, creative thinking and independent problem-solving (Abrencillo, 2021). Furthermore, to support the aforementioned claim, the basic issues can be described through "constructivism," perspective that people learn best when engrossed in the topic, motivated to seek out new knowledge and skills because they need them in order to solve the problem at hand. The goal is active exploration, construction, and learning rather than the passivity of lecture attendance

and textbook reading (Norman and Spohrer, 1996). Therefore, learner-centered teaching has also been called meaning-making, progressive, constructivist, students-centered, andragogy, holistic, and focused on process as opposed to content (Kavanoz, 2006). This means that learner-centered contributes to achieve learning objectives and develop learners' achievements beginning with the learning process onward the assessment process which is also a pivotal pillar in the whole learning and teaching process.

As a result, the shift to this new paradigm in education has been urgent for many reasons. The main justification to implement learner-centered teaching (LCT) is pedagogical and based on the argument leading to more effective learning as stated by Benson (2012, p. 32):

❖ It is sensitive to individual needs and preferences.

❖ It encourages construction of knowledge and meaning.

❖ It draws on and integrates language learning with students' life experience.

❖ It generates more student participation and target-language output.

❖ It breaks down barriers between in-class and out-of-class learning.

❖ It encourages students to take more personal responsibility for their learning.

❖ It challenges the view that learning is equivalent to being taught.

In other words, as far as students' needs and effective learning are concerned, learner-centered is alleged to be the most appropriate and effective at all since it focuses more on the learner and how he can learn being motivated, involved, and responsible on his learning and success. Moreover, it helps learners to build their own knowledge and paves the way to learner autonomy. In the same vein, Nonkukhetkhong et.al (2006) claimed that LC can foster learner autonomy by creating and maintaining

a learning environment through communicative tasks through which students can develop their language and learning skills to become autonomous learners, critical thinkers, problem solvers, and creative.

3. Students' and Teachers' Roles in Learner-Centered Approach

As students are the cornerstone in this approach, their role has been shifted differently if compared to the traditional teacher-centered approach. On the one hand, learners in learner-centeredness practices are included in the educational decision making process, and their diverse perspectives are encouraged. Moreover, not only individual differences of the learners are accounted for and respected but also they are co-creators of the teaching and learning process (Magno, 2007). Thus, learners are active participants in their learning process. On the other hand, though learners become active and responsible in their learning process, the role of the teacher is still crucial. The primary task of an instructor using a learner-centered approach is to create an environment that is conducive to learning because a strong grasp of course content and use of lecture may be helpful but not sufficient; they represent only two of several important components of such a learning environment (Moate and Cox, 2015). They also highlighted that experiential and applied learning are important facets of learner-centered pedagogy that can help instructors move away from didactic-intensive styles of teaching and enhance deeper approaches to learning in their students.

4. Challenges When Applying Learner-Centered

Although learner-centered has many positive facets on learners and learning outcomes, its application deemed a challenge. Referring the theory of learner-centered teaching into actual practice is the main

challenge faced by classroom teachers and educational administrators. Therefore, the main challenge is to change the university teachers' mentality regarding the course design as they are also viewed as major obstacles to change because of their adherence to outmoded forms of instruction (Kavanoz, 2006). Teachers are reluctant to this shift because they are not trained how to implement these new teaching strategies and techniques, and some of them think that they will lose authority in classroom.   Another obstacle is how to implement the appropriate assessment techniques. Furthermore, when learner-centered is applied in schools with young learners, they will not be able to make their own choices about their learning process (Nunan and Lamb, 1996).   In such a situation, teachers have to be familiar with a wide range of teaching methodologies, learning materials, study options, and be flexible and adaptable while school programs need to be resource rich to develop a successful learner-centred curriculum that caters for a wide range of student needs (Tudor, 1996).

Hence, learner-centered implementation success is constrained to what extent teachers are motivated to improve their teaching coping with this new shift, specifically in the technological era, and facilitate learning for their learners; as a result, they achieve better achievements.

5. Teachers' Perceptions about Learner-Centered

In a study conducted by Patanasorn (2011) about «The impact of learner-centeredness on primary school teachers in Northeast Thailand», the participants were asked to rate the level of their opinions on a Likert's scale of 1-5 (strongly disagree strongly agree) as table 1 shows.

Very high/Strongly agree = 4.50 – 5.00

High/Agree = 3.50 – 4.49

Moderate = 2.50 – 3.49

Low/Disagree = 1.50 – 2.49

Very low/Strongly disagree = 1.00 -1.49

Table 1

Level of Teachers' Opinions (N = 25)

Statement	Level of Opinion		Level
	$\bar{x}$	S.D.	
1. Learner-centeredness is an effective approach.	4.12	0.78	High
2. Your students like this new teaching approach.	3.92	0.64	High
3. Teachers have to work harder.	3.52	1.19	High
4. You like this new teaching approach.	3.80	1.00	High
5. Your school supports the implementation of this new policy.	4.08	0.86	High
6. You agree with learner-centeredness policy.	3.76	1.09	High
7. You understand the strands, standards, and benchmarks provided by the Ministry of Education.	3.76	0.66	High
8. You use learner-centeredness in your classroom.	3.64	0.95	High
9. Your language ability is sufficient to teach English at primary school level.	3.64	0.76	High

Patanasorn(2011, p. 12)

The teachers' perceptions about learner-centeredness were positive. Teachers thought that learner-centeredness was an effective approach and they agreed with this new language policy. However, the teachers also reported that in adopting this policy, they had to work harder at a high level of agreement. Interestingly, teachers believed that their classrooms were learner-centered and that their English skills were proficient enough to teach English.

Another interesting study by Nonkukhetkhong et.al (2006) about the implementation of learner-centeredness in English language teaching. All of the teachers agreed that the learner-centered approach had the potential to enhance their students' positive attitudes towards learning English. They found that their students were more self-confident in using English since they had been involved in a more activity-based program. However, LCT could not be strongly applied in EFL classes because of the

nature of English as it is difficult for their students to learn English by themselves since it was not their first language. Moreover, the teachers believed that LCT was more suitable for bright and highly-motivated students rather than slow learners. Also, the teachers themselves believed that the reform made them more active in the planning teaching and learning processes as they realized the need to change their role as a knowledge transmitter to a facilitator or a coach.

6. Conclusion

To conclude, the evolution of the constructionist theory had led to a big change in the educational field beginning with curriculum design towards assessment techniques. Thus, the main reason for this shift is the 'learner' whose needs were at most importance and interest of researchers, educationists, and teachers. Moreover, in the midst of globalization and technology advancement, the shift to learner-centered has become urgent as it leads stakeholders to achieve both teaching and specifically learning goals, and can help students to understand what they are learning to build knowledge and meaning by themselves. Therefore, they acquire new skills being autonomous and active participants in their learning process. Learner-centered deemed to be an effective approach; however, there are some challenges to its implementation such as teachers' training.

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Students' Perceptions on Learner-centeredness in ESP Courses among Students of Biology at the Algerian University

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Abstract:

Implementing a model for learner-centered syllabus in the Algerian higher education for English as a Specific Purposes (ESP) courses is of paramount importance at the faculty of biology where students are in needs for such integration. By putting the learner at the centre of learning, new-fangled functions have been set up to activate learners and reduce teacher-centeredness. The purpose of this investigation is to examine Students' perceptions on implementing learner-centeredness in ESP courses among bi students of Biology at the Algerian university. To obtain the required data, a questionnaire was administered to first year master students majoring in biology at Mascara University. The main findings elucidated an approval and a high appreciation among some students for learner-centered syllabus in ESP courses which activate their knowledge, foster their skills and assist their life-long learning. Nevertheless, some others revealed a negative attitude towards it since they have been trained for years to be spoon-fed by their instructors for years which indicated their resistance for learner centeredness.

Keywords: Learner-centeredness; Perceptions; ESP; University; Syllabus.

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1. INTRODUCTION

Designing a learner-centered syllabus in English as a Specific Purposes (ESP) courses at the Algerian university for the scientific students is of paramount importance at the faculty of biology where students are in needs for such integration. By putting the learner at the centre of learning, new-fangled functions have been set up to activate learners and reduce teacher-centeredness through an exchangeable process to sustain the modern pedagogical practices which are highly recommended in the twenty-first century as well as in LMD system .

1.1. Previous studies

Throughout the previous studies which have been conducted, a common agreement between researchers reveals that the implementations of learner-centered models are praiseworthy and commendable. They could develop learners' views positively toward its practices as well as towards the designer as in the case of teachers who are in first contact with their participants. Additionally, such incorporation may foster students' social skills since it advocates team works and cooperation (Richmond, Morgan, Slattery, Mitchell, & Cooper, 2019). Moreover, a considerable number of studies have shown that university students achieve a high quality of understanding and participation when they are actively involved, especially when they are put in a created environment which encourages collaboration and active practices (Zhao & Ku, 2004; Tinto, 2006; Kuh, 2009).

So as to introduce a learner-centered syllabus, a set of characteristics are emphasized to decide whether the given syllabus is reflecting learner-centeredness or not as well as to test and measure the extent of its degree on covering learner-centeredness. The description of the three main emphasized points is as follow: *community, power and control,* and the third are related to *evaluation/assessment* (Cullen and Harris, 2009). Furthermore, designing a syllabus where the focus is put on the students as the heart of the learning process demands a smooth transition from traditional practices which emphasized what to teach into what is needed to be offered to make the students engaged in their courses and activated throughout the improvement of their knowledge and skills (Diamond,1997).

1.2. The research aims

Hence, this paper aims at studying the outcomes of learner-centeredness in ESP courses and its impact on scientific students by emphasizing how learners manage to perceive it in their field of study so as to examine their perceptions on implementing learner-centeredness in ESP courses among students of Biology at the Algerian university. As well as to scrutinize their views and attitudes towards its practices and effects.

1.3. The research questions and hypotheses

- How do students of Biology perceive learner-centered practices in ESP courses at the Mascara University?
- Do students of Biology at Mascara respond with learner-centeredness in ESP syllabus?

Accordingly, the following hypotheses are proposed:

- The students of Biology may develop positive attitudes toward learner-centered practices in ESP courses.
- The students of Biology may reveal a disapproval of learners-centeredness in ESP courses.

2. Method

This investigation is based on survey research where the data was collected and analyzed quantitatively.

2.2 Research tools

In order to obtain the required data, a questionnaire was administered to first year master students majoring in biology at Mascara University through a random selection of the sample.

3. Results

The data were collected through a questionnaire which includes three main parts. The first section is devoted to the identification of the participants about their age and gender where both of male and female were involved with different ages. The two other sections are devoted to the students' views on ESP syllabus when is taught through learner-centeredness. The main results which are obtained as the following graphs may show:

Fig .1. Attending ESP courses.
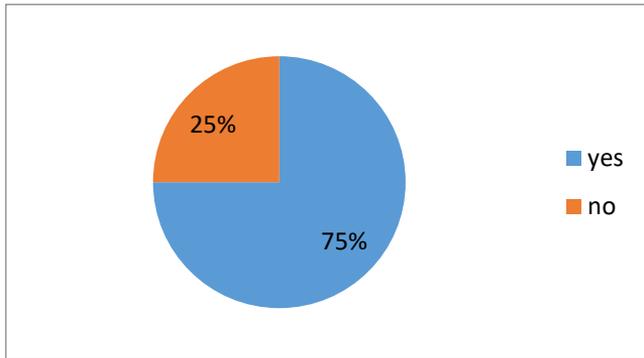
The obtained answers from the third question as in the pie-chart above shows that 75% of the students declared that they used to attend ESP courses while 25% of them mentioned that they didn't use to attend at all.

Fig.2. Students' benefits from ESP courses.
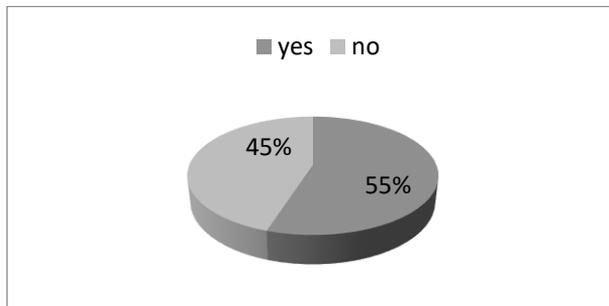
In the fourth question, 55% of the students of Biology stated that they had benefited from ESP courses in their specialty while 45% mentioned that what they have been exposed to in these sessions did not offer any benefits for them.

Fig3. The students' view on the effectiveness of learner-centeredness in ESP courses.
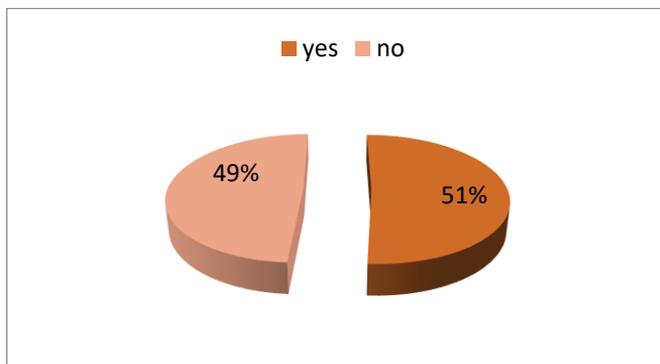
The results obtained from the fifth question shows that 51% of the students mentioned that studying ESP courses based on learner-centeredness is effective for them. However, 49% of them mentioned that it is not effective for them.

Fig.4. Students' motivation when being as active learners in ESP sources.
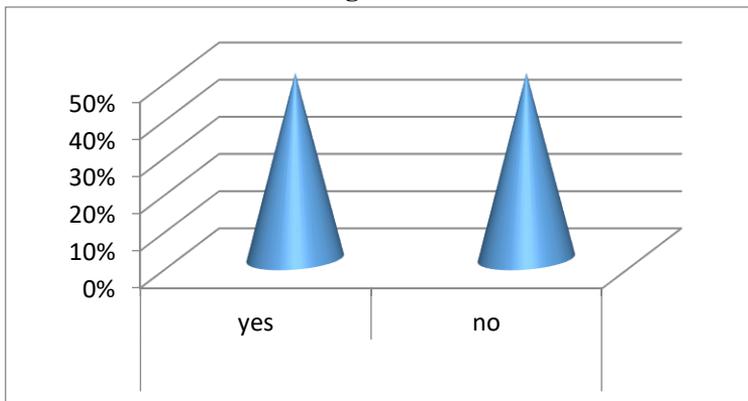
As it is shown in figure above, the results from the sixth question show that 52% of the students declared that they became motivated when being as active learners in ESP courses while 48% said the inverse which indicates their desire and preference to stay as a passive learner.

Fig.5. Students' views on ESP teachers.
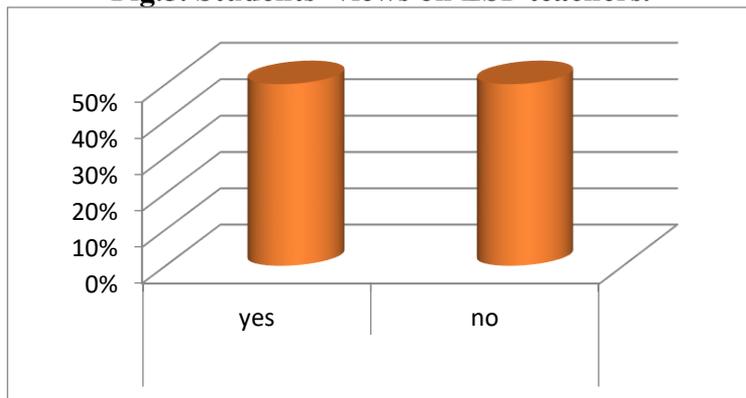
As this above figure shows, in the seventh question, the students were asked whether their views on their ESP teacher differ from one teacher to another according to his skills in integrating learner-centeredness effectively. Their answers were divided with 50% for each team. One is considering that their views depend on the teacher and another team who see no link for that as their views are on the resistance of learner-centeredness as a whole.

The main findings elucidated an approval and a high appreciation among some students for learner-centered syllabus in ESP courses which activate their knowledge, foster their skills and assist their life-long learning. Nevertheless, some others revealed a negative attitude towards it since they have been trained for years to be spoon-fed by their instructors for years which indicated their resistance for learner centeredness.

4. CONCLUSION

To sum up, this investigation addresses students' perceptions on the inclusion of learner-centered models in ESP courses at the faculty of Biology at the Algerian University context where bridging between learner-centered assumptions and ESP courses is a daunting task for instructors as well as for learners as it is shown in the finding in which learners themselves are divided into two teams. One is revealing a positive attitudes and another team is transferring negativity towards its practices. Hence, it is highly recommended for teachers and learners to cope with the educational shift to learner centeredness and to cooperate together to make the learning and the teaching process successful and effective. At this level, ESP teachers should develop their skills on learner-centered integration in ESP courses to enhance the quality of teaching and to arouse

the attention of the students to engage and cope with such models which by no doubt will help them to construct their knowledge and develop their skills in ESP classes providing that it is integrated appropriately.

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Reconciling ESP Learners' Needs with Syllabus Design. The case of Second Year Students in the Computer Science Department-Dr.Moulay Tahar University, Saida

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Abstract

After its appearance, English for Specific Purposes (ESP) could settle itself as a main approach in teaching/learning English in higher education in Algeria. In this vein, the present paper attempts to investigate two basic elements in ESP : Needs Analysis and Syllabus Design. To reach this target a descriptive research was selected in order to highlight the atmosphere in which second year computer science students study ESP. As for data collection, two tools have been used : a questionnaire was addressed to the students and an interview was conducted with their ESP teacher. The results revealed that though ESP teachers are making efforts, great awareness that was noticed on students requires more care in needs analysis and syllabus designing

Keywords: ESP; needs analysis; syllabus design; computer science

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1. INTRODUCTION

English for Specific Purposes (ESP) which has at last grounded itself as an approach in the land of teaching/learning and has gained more attention from researchers and learners of different levels and categories, is still facing some challenges that need urgent rescue; needs analysis and syllabus design.

The former represents a launching step in teaching ESP whereas the latter is the means by which learners' needs ought to be fulfilled. Hence, the present study aims at investigating these two basic elements within the realm of teaching/learning ESP in the higher educational context in Algeria. To reach this target, the following research questions have been suggested:

√ How are students' needs implemented in teaching them ESP?

√ What language skills are of prior importance to computer science students?

√ Are students satisfied with their English syllabus content?

In accordance, three hypotheses have been suggested:

●The English computer science students are learning ought to be based on the analysis and implementation of those needs in both oral and written.

●Computer science field requires more reading and writing than listening and speaking.

●If students'needs and wants are the target in designing the English syllabus then students may be satisfied with.

2. Needs Analysis Interpretations

Many scholars have defined needs analysis (NA) from different angles and perspectives, yet they all have agreed on that "the term needs means what learners or workers need to learn in order to perform a specific task appropriately and effectively either academically or occupationally". Therefore, needs analysis play an important role in drawing the path for the teacher to design an ESP course or syllabus in matter of content, methodology, skills improvement and evaluation appropriate to the group of learners he/she is supposed to teach. Next, models of needs analysis are stated and explained

2.1 Modals of Needs Analysis

It is important to mention that though there have been a set of modals

of needs analysis, they all are inspired from the same base which is the learner. The most common modals are:

a. Communicative Needs Processor

Communicative Needs Processor (CNP) was the first modal suggested by Munby in 1978. This modal was set to analyse learners' needs in terms of purposive domain, setting, interaction, instrumentality, dialects, target level, communicative event and communicative key. This modal ended with a profile of students' language needs. Munby's CNP was later criticized for being purely linguistic as Hutchinson and Waters (1987) who claim that the modal does not consider the target needs from different standpoints such as the teacher, the learner and the sponsor. On his side, West (1994) opposes Munby's modal for being systematic, inflexible, complex and time consuming. Another criticism from Jordan (1997) was based on that in Munby's modal, practical constraints should be considered first and language items should be derived from real world situations.

b. Deficiency Analysis

This modal was proposed by Ritcherich and Chancerel (1980). It was also known as Present Situation Analysis (PSA) or Lacks Analysis. This modal helps identify learner's actual level of proficiency so that to decide about what to implement in the course as lacks. Alwright states that the approaches that help identify learner's actual needs may be called analysis of learner's deficiencies or lacks. As for PSA, Chancerel and Ritcherich have suggested three sources of information: learners themselves, language teaching establishment and user's institution. In contrast to Munby's modal, this modal was less criticized.

c. Learning Needs Analysis

Learning needs analysis or styles analysis emphasizes more on the styles or strategies learners use in their learning. In other words, it focuses on **how** to learn rather than **what** to learn. Hence, this approach reflects what learners wish to learn and not what they needs to learn.

d. Means Analysis

Means Analysis is another modal within ESP it has proved good outcomes as it seeks to adjust the learning needs to the local situation of learners so as to make them workable. Indeed, this approach provides enough information about the learning environment in which the course takes place in matter of learning methods, teacher, the setting, attitudes.

Hence, it is worth noticeable that this approach considers all what is excluded in Munby's modal.

e. Pedagogic Needs Analysis

In order to complete the other modals and overcome the shortcoming of each, West (1994) has suggested Pedagogic Needs Analysis. This approach is mainly based on gathering information about the learner and his/her learning environment in addition, it encompasses some major issues that have relation with needs conducting.

In short, needs analysis is an important phase within ESP without which neither teaching nor learning can improve efficiency and proficiency. Next, syllabus design is defined.

3. Syllabus Design in ESP context

Syllabus design is the means by which teaching ESP for any specific group of learners would take place on the light of the pre-stated objectives, selected materials and time plan, yet the efficiency of any ESP syllabus ought to be inspired from learners' needs analysis. In this sense, Allen (1984, p 65) points out

> Successful teaching requires that there should be a selection of material depending on the prior definition of objectives, proficiency level and duration of the course. This selection takes place at the syllabus planning stage

In addition to the previous criteria, taking learners' prior knowledge and level of proficiency should also be taken into consideration when designing a syllabus. In this vein, Robinson (1991, p 34) states syllabus is "a plan of work and is, thus, essential for the teacher; as a guideline and context of class content". Basturkmen (2006, p 20), on the other hand, argues that " in order to specify what language will be taught, items are typically listed and referred to as the syllabus"

3.1 Criteria of Designing a Syllabus

In order to organize any syllabus, the following criteria should be taken into account:

√ Identification of which and what materials to be focused on
√ Selection of the appropriate materials to be taught
√ Subdivision of the units and putting things into subtopics
√ Sequencing the sub-topics and deciding which comes first and

what comes after.

Therefore, if the stated criteria are well applied when designing an ESP syllabus teaching would be satisfactory and learning would be effective.

3.2 Type of Syllabi

Indeed, the variety of the pedagogical approaches has led to the design of different types of syllabi. This variety of syllabi is divided into two main labels:

a. Synthetic Syllabi are generally referred to as product oriented syllabuses. They focus on teaching structures and functions. This type comprises: the structural, notional, lexical and situational syllabi

b. Analytic Syllabi are also known as process oriented syllabuses. They are organized in terms of purposes of learning: procedures, process and tasks. In other words, this type is based on teaching the language as a whole chunk in order to enhance the communicative competence of learners.

4. Research Methodology

As has been mentioned previously, a descriptive research has been adopted for the study in hand. The sampling is second year computer science students at Dr. Moulay Tahar university- Saida. For data collection, two instruments have been used: a questionnaire was addressed to the target students and an interview was conducted with their English teacher. Data were analyzed using both qualitative and quantitative approaches.

4.1. Questionnaire findings

The sample of questionnaire comprised seven questions. The next table illustrates the results in details

Table 1. Students 'Learning Needs

	YES	NO
I conduct needs analysis	100%	00%
The content suits my needs and wants	60%	40%
I prefer face to face courses	55%	45%
I need more practice in speaking	60%	40%
Translation is crucial in my learning	80%	20%
I need to focus on speaking and writing	40%	60%
I need to focus on listening and reading	20%	80%
I'd like to submit in English	50%	50%

Source: Mokhtaria Kherraz

As the table above indicates, the teacher conducts needs analysis, yet 60% of the students express their satisfaction with the content whereas 40% do not. Mor than the half prefer face-to-face courses because, according to them, it motivates them and help them learn more.

As far as the language skills are concerned, 60% of the respondents require more practice in speaking and writing because they intend to go abroad for scholarships so they are aware that they need to be more competent in speaking and writing than in listening and reading. Most of the respondents require the use of translation as it is a component within ESP. Talking about their dissertation, 50% would like to sbmit in English because they say that it would be easier for them.

4.2. Interview Findings

It is important to mention that, a semi-structured interview was conducted with their ESP teacher. It lasted for half an hour. The responses were written down on a paper and recorded on the mobile so as not to forget any detail. Some questions have been re-formulated to be clearer. Next, the findings are stated in question/answer.

Q$_1$: Do you conduct needs analysis with 2nd year students?

- Yes, I do. I conduct needs analysis at the beginning of each academic year.

Q$_2$: How is it planned?

- In order to facilitate it for the students I state various suggestions and I ask them to tick what they think appropriate for them.

Q$_3$: What do students require in their needs?

- Students in computer science field generally require technical English

Q$_4$: What do you prefer on-line teaching or face-to face?

- In fact, I prefer face-to-face classes because students have more opportunity to participate, interact, talk English, pronounce English which means they can practise and improve their proficiency.

Q$_5$: What approach do you adopt in your teaching?

- Indeed, I am eclectic , whenever I feel that learners do not grasp what I teach them I shift from one approach to another in order to be clearer and understood.

Q$_6$: What skills do you focus more in your teaching?

- Since the first semester, I am supposed to present the course students

should practice more listening and reading. In the second semester, students are supposed to present exposes then they can practice more speaking and writing.

Q7 : Do you encourage them to use translation in their learning?
- Though translation is a component with teaching ESP, I prefer that students practise more English because the course is the only opportunity in which learners may embitter their English level.

Q8 : Do you collaborate with other teachers in the department?
- Yes, I do

Q9 : Do have any suggestions?
- I'd like to rquire for teacher training because ESP teachers in particular need to up-date their their teaching methods, techniques …etc

Last but not least, the interviwee has clarified that though ESP could improve positive outcomes in the Algerian higher educational context, yet it needs more improvement.

5. CONCLUSION

To sum up, the current study attempted to highlight the atmosphere in which second year students in the computer science department study ESP from two main angles: needs analysis and syllabus design. The findings have demonstrated that needs analysis play an important role in paving the way to design an effective syllabus that may fulfill learners' needs and then enable them to embitter their English proficiency.

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7. Appendices

7.1. Questionnaire

I would be thankful if you accept to fill in this sample of questionnaire. Your responses will help highlight the atmosphere in which you are studying ESP.

	YES	NO
I conduct needs analysis		
The content suits my needs and wants		
I prefer face-to-face courses		
I need more practice in speaking		
Translation is crucial in my learning		
I need to focus on speaking and writing		
I need to focus on listening and reading		
I'd like to submit in English		

7.2. Interview

Q1: Do you conduct needs analysis with 2nd year students?

Q2 : How is it planned?

Q3 : What do students require in their needs?

Q4 : What do you prefer on-line teaching or face-to face?

Q5 : What approach do you adopt in your teaching?

Q6 : What skills do you focus more in your teaching?

Q7 : Do you encourage them to use translation in their learning?

Q8 : Do you collaborate with other teachers in the department?

Q9 : Do have any suggestions?

UNE ANALYSE CRITIQUE DE L'IMPORTANCE DES DIFFÉRENCES INDIVIDUELLES DANS L'ANGLAIS DE SPÉCIALITÉ

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Résumé

Cette étude se préoccupe des relations écologiques qui caractérisent les différences individuelles dans l'enseignement-apprentissage de l'anglais de spécialité. Les différences individuelles concernées sont les besoins des apprenants, la motivation, les émotions, l'auto-efficacité et les intelligences multiples. À partir du paradigme de complexité, elle effectue une double analyse (isolée et globale) de leurs influences sur l'apprentissage de l'ASP. Il en ressort que les intelligences multiples, la motivation, les émotions et le sentiment d'efficacité perçue affectent individuellement l'appropriation des discours spécifiques à un domaine particulier. Au niveau global, ces relations spécifiques engendrent des interactions complexes réciproques, triadiques qui déterminent l'apprentissage**.**

Mots clés : Différences individuelles, relations écologiques, besoins, émotions, intelligences multiples, motivation, auto-efficacité, production de texte

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Abstract

This study investigates the ecological relationships affecting learners' individual differences in English as for Specific Purposes (ESP). The individual differences at stake are learners' needs, multiple intelligences, motivation, emotions, and self-efficacy. Basing on the complexity paradigm theory the study carries out a twofold analysis (isolated and global) of their impacts on ESP. The results of this analysis show that, at the individual level, multiple intelligences, motivation, emotions, and self-efficacy influence the acquisition of discourse related to specific domain of activity. At the global scale, these specific relationships generate some reciprocal, and triadic complex interactions which influence the learning.

Key words: Individual differences, ecological relations, learners need, emotions, multiple intelligences, motivation, self-efficacy

Introduction

Dans le contexte de l'Anglais de spécialité (ASP), les besoins des apprenants sont placés au cœur du processus de l'élaboration des contenus de formation (Richards et Rodgers, 2001 ; Kouassi, 2016 ; Poedjiastutie, 2017). Ces besoins représentent de ce point de vue un sujet central dans l'ASP, notamment dans la conception, l'enseignement et l'évaluation des contenus de formation. Cette situation indique que l'ASP est essentiellement centré sur l'apprenant. Toutefois, du point de vue de la psychologie différentielle, force est de reconnaitre que les besoins des apprenants ne représentent qu'une dimension de leurs différences individuelles (Hansenne, 2013). Dès lors, l'on s'interroge sur la légitimité de l'inclusion des autres dimensions des différences individuelles chez les apprenants, notamment leurs intelligences multiples, styles, rythme et stratégies d'apprentissage, sentiment d'efficacité perçue, émotions et facteurs de motivation, pour ne citer que celles-ci, dans l'enseignement de l'ASP. Cette question est d'autant plus importante que ces facteurs déterminent comment chaque individu réagit aux méthodes d'enseignement et aux contenus de formation (Ellis, 2008 ; Nel, 2008). Cette situation pose donc le problème de la pertinence de l'intégration des différences individuelles des étudiants, autre que leurs besoins, dans les contenus

de formation destinés à l'enseignement de l'ASP. Notre étude se penche sur la question en s'intéressant particulièrement aux avantages liés à l'identification et l'inclusion des différences individuelles, autre que les besoins des étudiants dans la conception, l'élaboration et l'enseignement de l'ASP.

À partir de notre préoccupation essentielle telle que formulée ci-dessus, l'objectif général de cette étude est d'analyser de façon critique la pertinence de la prise en compte des différences individuelles des étudiants dans les contenus de formation de l'ASP. Cet objectif se décline en deux objectifs secondaires : montrer les forces et les limites liées à l'inclusion des besoins des apprenants dans l'enseignement de l'ASP ; examiner l'apport des intelligences multiples, des émotions, de l'auto-efficacité et des facteurs de motivation des étudiants dans la conception, l'enseignement et l'évaluation des contenus de formation relatifs à l'ASP.

La question principale à laquelle cette étude tente de répondre est la suivante : quelle est la pertinence de l'intégration des différences individuelles des étudiants dans l'enseignement de l'ASP ? Cette question fait appel à deux questions subsidiaires : quelles sont les avantages et les limites de l'inclusion des besoins des apprenants au regard des autres différences individuelles des apprenants dans l'enseignement de l'ASP ? Quel rôle peuvent jouer les autres facteurs des apprenants dans l'enseignement de l'ASP ?

I-   CADRE THÉORIQUE
1. Le Paradigme de la complexité

Théorie développée par Edgard Morin (1999), le paradigme de la complexité rend compte des relations d'indépendance et d'interdépendance qui caractérisent les éléments d'un système. Elle stipule que seule une pensée complexe permet de mieux appréhender le fonctionnement d'un système, et ce d'autant qu'elle souscrit aux principes d'association en vue d'une meilleure compréhension des relations existant entre les phénomènes. Toute connaissance issue d'une réflexion complexe se veut alors non parcellaire, non cloisonnée, non réductrice, mais empreinte à une forme d'inachèvement ou d'incomplétude (Morin, 1999). Deux

principes clés sous-tendent la pensée complexe : l'analyse/séparation et la synthèse/reliance. Le premier principe est relatif à l'étude du rôle de chaque élément dans le système. Le second permet une analyse globale des interrelations entre les différents éléments du système.

Dans le cadre de cette étude, nous partons du principe que l'enseignement-apprentissage des langues est un système complexe dû à la multitude des variables, dont les différences individuelles, qui interviennent et interfèrent dans ce processus. Le principe d'analyse/séparation permet de mieux cerner le rôle spécifique des intelligences multiples, de la motivation, des émotions et du sentiment d'efficacité perçue dans l'enseignement-apprentissage de l'Anglais de spécialité. Le principe de synthèse/reliance aide à étudier les interrelations qui caractérisent ces variables dans la production de texte.

2. La conception universelle de l'apprentissage

La conception universelle de l'apprentissage (CUA), un concept proposé par David Rose et ses collègues du Centre for Applied Special Technology (CAST) en 1998, s'inscrit dans une perspective d'intégration de la diversité des apprenants en vue de répondre aux attentes de tous. L'objectif est de tenir compte des besoins d'apprentissage des apprenants à travers trois axes fondamentaux. Le premier axe, le « quoi » de l'enseignement, vise à fournir différents moyens de représentation des savoirs, une variété de voies d'action et d'expression, et à élaborer diverses formes de participation. Le deuxième, le « pourquoi » de l'apprentissage, se préoccupe de la motivation à apprendre et a pour objet la formation d'apprenants motivés et déterminés. Le troisième et dernier axe, le « comment » de l'apprentissage, permet aux apprenants de disposer de différents moyens de s'engager dans les activités proposées et de développer différentes stratégies d'apprentissage.

Notre étude se préoccupe essentiellement de l'influence des différences individuelles sur l'apprentissage de l'ASP. Elle s'inspire des trois axes fondamentaux de la théorie de la CUA pour offrir un cadre de référence permettant à chaque apprenant d'acquérir des savoirs, savoir-être, et savoir-faire

en production de texte selon ses spécificités. Cela correspond à la prise en compte des caractéristiques personnelles de chaque apprenant dans l'apprentissage.

II- DE L'APPORT DES DIFFÉRENCES INDIVIDUELLES DANS L'ENSEIGNEMENT-APPRENTISSAGE DE L'ASP

1. Des limites de l'inclusion des besoins dans l'ASP

Les besoins des apprenants sont au cœur de l'ASP dans la mesure où toutes les décisions prises se font sur la base des besoins des apprenants (Hutchinson and Waters, 1987). Il s'agit d'identifier les raisons pour lesquelles les apprenants apprennent une langue et d'opérer des choix curriculaires dont la mise en œuvre leur permettra de se familiariser ou de s'approprier les discours scientifiques, techniques, professionnels propres à un domaine particulier. Ainsi, les contenus disciplinaires, les objectifs d'apprentissage, les situations d'apprentissage, les activités d'apprentissage et les modes d'évaluation sont élaborés en fonctions des besoins des apprenants.

Concevoir des cours qui tiennent comptent des besoins des apprenants à pour avantage de les rendre plus attractifs et motivants ; ce qui concoure à augmenter le niveau d'engagement des apprenants dans l'apprentissage.

Toutefois, force est de constater que les besoins des apprenants ne constituent qu'un aspect de leur personnalité ou caractéristiques individuelles. Or, la centration sur l'apprenant nécessite la prise en compte de leur caractéristiques personnelles telles que leurs modes d'apprentissage. Ces modes d'apprentissage favorisent le traitement de l'information et l'appropriation des contenus disciplinaires (Gardner, 1999). Si tel est le cas, leur prise en compte dans l'enseignement-apprentissage de l'ASP permettrait d'améliorer la formation et d'offrir une meilleure expérience d'apprentissage aux apprenants.

Si les besoins des apprenants sont à la base de l'élaboration des contenus de formation relatifs à l'ASP, force est de constater que ces besoins ne représentent qu'une partie des apprenants. Or, l'ASP se veut une approche d'enseignement centrée sur l'apprenant. De ce point de vue, la concevoir des contenus des formations en se focalisant uniquement sur les besoins des apprenants pourrait

être une vision réductionniste de la centration sur l'apprenant. Il faudrait également explicitement tenir compte d'autres facteurs tels que les intelligences multiples, les stratégies d'apprentissage, les émotions des apprenants.

2. Rapport de dépendance entre les différences individuelles dans l'apprentissage de l'ASP

Le principe de l'analyse/séparation prôné par la théorie de la complexité sert à l'étude du rôle de chaque élément dans un système. Dans le contexte de l'enseignement-apprentissage de l'ASP, il aide à disséquer l'influence individuelle des intelligences multiples, de la motivation, des émotions et de l'auto-efficacité sur l'appropriation des discours spécifiques à un domaine particulier. Premièrement, les intelligences multiples apparaissent comme une fonction cognitive fondamentale dans la production de sens. Dans la mesure la forme la plus développée chez l'apprenant lui octroie des dispositions cognitives particulières qui influencent la manière dont il résout les problèmes et apprend ; les identifier et les intégrer aux contenus de la formation de l'ASP permettrait aux apprenants de mieux s'approprier les intrants. Dans le cadre de l'enseignement-apprentissage des langues, ces informations sensorielles représentent l'intrant utilisé par l'enseignant en vue de transmettre des savoirs et développer des compétences chez les apprenants. Le traitement des intrants, nécessitent une correspondre aux modalités sensorielles des apprenants. Cela justifie l'un des principaux arguments de la théorie de la conception universelle de l'apprentissage. Le premier principe de cette théorie « le quoi » de l'apprentissage préconise, entre autres, d'offrir diverses possibilités sur les plans de la perception. Il s'agit essentiellement de recourir, de manière flexible et équitable, aux ressources humaines et matérielles. Les intrants et leurs modes de présentation doivent être diversifiés et correspondre aux modes d'apprentissage des apprenants. Cette diversification permettra aux apprenants d'accéder aux savoirs à travers leurs canaux préférentiels de traitement de l'information.

Deuxièmement, la dépendance de l'appropriation des contenus de formation ou des discours des émotions tient au fait que les émotions sont une fonction

régulatrice de la production d'idées et de la créativité. Lorsqu'elles sont positives, elles permettent la pensée créatrice indispensable à la résolution des problèmes (Hansenne, 2017, p.266) et l'accès aux informations stockées en mémoire (Alvaro, 2002). La construction des connaissances dépend généralement de la créativité, de l'imagination, de l'attention et des pensées positives. D'où le besoin pour l'apprenant de l'ASP de puiser dans sa mémoire les données linguistiques, thématiques, culturelles et stratégiques utiles à l'appropriation des contenus de formation.

Troisièmement, l'influence de la motivation sur l'apprentissage tient au fait qu'elle régule l'action d'apprentissage. La motivation augmente le niveau d'engagement des apprenants et le volume d'effort à fournir en vue du développement de leurs compétences linguistiques. Aussi, un manque à ce niveau est susceptible d'influencer négativement la qualité de la production des apprenants et ce d'autant que la motivation permet de « combler un déficit d'aptitude pour l'apprentissage des langues » (Dörnyei, 2005, p.65).

Par ailleurs, l'auto-efficacité influence l'apprentissage de l'ASP en ce qu'elle se réfère, dans le cas d'espèce, à la croyance que les apprenants ont en leurs capacités à réaliser des actions d'apprentissage particulière. Lorsqu'elle est suffisamment élevée, les apprenants fournissent plus d'efforts et persévèrent dans l'apprentissage en dépit des difficultés rencontrées. De ce fait, elle agit comme donnée psychologique essentielle dans les performances.

3. Une perspective écologique de l'apport des différences individuelles dans l'enseignement-apprentissage de l'ASP

Le paradigme de la complexité stipule que les éléments de tout système interagissent les uns avec les autres. L'application du principe de synthèse/reliance à l'enseignement-apprentissage des langues permet de dégager des relations écologiques entre les différences individuelles dans l'apprentissage de l'ASP. Ces relations sont de plusieurs ordres : réciproque, triadique et quadripartite.

a. De la relation de réciprocité entre les différences individuelles dans le développement de la production de texte

L'étude de la réciprocité entre les facteurs des apprenants permet de mieux cerner comment les intelligences multiples, la motivation, les émotions et l'auto-efficacité s'influencent mutuellement (deux à deux) dans le développement de la production de texte. On distingue six niveaux de relation de réciprocité. Le premier niveau est relatif à la relation bilatérale entre les intelligences multiples et la motivation. Cette relation symbolise, d'une part, la manière dont les modes d'apprentissage permettent l'engagement des apprenants. D'autre part, elle dépeint comment cet engagement concourt à l'amélioration des processus de traitement de l'information. Tout part du fait que les apprenants se sentent motivés les lorsque les contenus de formation concordent avec leurs intelligences fortes. Dans un tel contexte, ils peuvent agir sur les contenus de formation à l'aide de leurs modes d'apprentissage préférentiels ; ce qui les incite à s'impliquer dans la réalisation des tâches d'apprentissage. En retour, pendant l'apprentissage, l'apprenant réfléchit sur ses propres connaissances (linguistiques, thématiques, culturelles). Il acquiert de l'expérience dans le processus d'apprentissage qui l'amène à être plus conscient de ses forces et faiblesses. La qualité de ses productions et des processus cognitifs s'en trouvent améliorée.

Le deuxième correspond à la relation de réciprocité entre les intelligences multiples et le sentiment d'efficacité perçue. Il se caractérise par l'influence des modes d'apprentissage sur les croyances des apprenants en termes de réussite de leurs apprentissages et la façon dont ces croyances renforcent leurs capacités d'apprentissage. Les apprenants réalisent de meilleures performances lorsque les tâches d'apprentissage tiennent compte de leurs aptitudes cognitives. De la satisfaction de cette condition dépend la qualité des productions. Le sentiment d'efficacité perçue des apprenants augmente à mesure qu'ils réalisent de bonnes performances. Cela tient fondamentalement au fait qu'ils ont plus confiance aux processus cognitifs qu'ils mettent en œuvre lorsqu'ils arrivent à réaliser de

bonnes performances. Une utilisation régulière de ces processus concourt à les renforcer, voire les automatiser.

Le troisième niveau de réciprocité correspond à la façon dont les émotions influencent le processus de traitement de l'information pendant l'apprentissage. La mobilisation des ressources psychiques et des processus mentaux nécessaires à l'apprentissage est la conséquence de l'interaction entre les émotions et les intelligences multiples. Le sentiment d'implication ou d'inclusion des apprenants augmente quand les choix didactiques tiennent compte de leurs besoins et de leurs intelligences fortes. Ce sentiment positif crée un environnement intérieur propice à la créativité, à la résolution des problèmes et à l'accès aux informations stockées en mémoire (Hansenne, 2017, p.272). De même, lorsque les situations d'apprentissage permettent aux apprenants d'utiliser leurs intelligences fortes, le niveau de stress et la peur de l'échec s'amenuisent faisant place à une augmentation de l'enthousiasme et du plaisir à apprendre. Cependant, une inadaptation du contenu de la formation aux besoins et spécificités des apprenants entraine les émotions négatives qui empêchent la concentration et l'attention.

Le quatrième concerne le sentiment d'efficacité perçue et la motivation. Les croyances des apprenants en leurs aptitudes à réussir des productions de qualité influencent leur niveau d'engagement dans les tâches d'apprentissage relatives à la production des textes. Comme le soutient Bandua (2006), le sentiment d'efficacité perçue des apprenants impacte leur niveau de motivation et leur réussite scolaire. Dans le cadre de l'apprentissage de l'ASP, le type de discours à s'approprier doit prendre en compte les connaissances antérieures des apprenants.

Le cinquième niveau de relation de réciprocité concerne la motivation et les émotions. Examiner cette relation revient à chercher à savoir comment les émotions conditionnent le niveau d'engagement des apprenants dans les activités d'apprentissage et quels types d'émotions suscitent cet engagement. Les émotions telles que l'anxiété, la peur de l'échec, l'ennui, le stress sont susceptibles de décourager l'apprenant dont les processus cognitifs nécessaires à l'apprentissage sont inhibés. Elles surviennent généralement lorsque ses besoins

et modes d'apprentissage sont ignorés. Compte tenu de leur influence négative sur l'apprentissage, ces émotions rendent difficile l'accès aux informations stockées dans la mémoire à long terme.

Le sixième et dernier niveau est relatif aux émotions et au sentiment d'efficacité perçue. Il correspond à la manière dont les émotions et les croyances s'influencent réciproquement. Les apprenants sont animés d'émotions positives quand ils ont confiance en leurs capacités à réussir les tâches d'apprentissage. À contrario, leurs émotions négatives naissent de leur sentiment d'incapacité à réussir une tâche.

Figure 1 : Les relations de réciprocités entre les intelligences multiples, la motivation, les émotions et l'auto-efficacité dans la production de texte
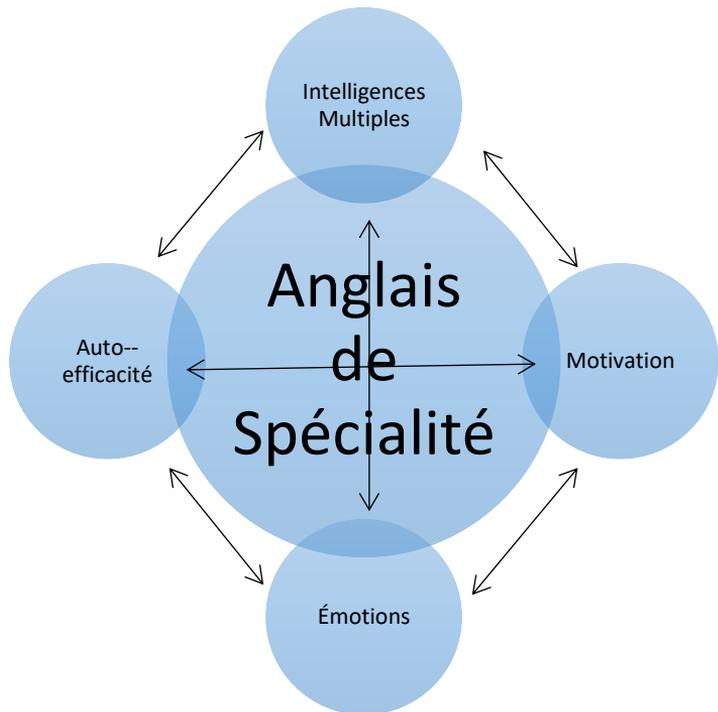
Source : Nous-mêmes

Les flèches à double sens correspondent à la réciprocité des relations entre les différents facteurs des apprenants. Les zones foncées à l'intersection des différents cercles représentent l'influence individuelle de chaque facteur des apprenants dans l'apprentissage de l'ASP. Ainsi, les intelligences multiples, les

émotions, la motivation et le sentiment d'efficacité perçue influencent individuellement l'apprentissage de l'ASP. Chacun de ces facteurs interagit avec les autres pendant la production de texte.

      b.   De la relation triadique entre les différences individuelles dans la production de texte

Les interactions bilatérales ne constituent qu'un aspect de la dimension écologique des différences individuelles pendant l'apprentissage de l'ASP. L'étude des relations triadiques aide à la compréhension des interactions entre les éléments d'un système à un niveau triple. Dans le cadre de l'ASP, l'objectif est de comprendre comment les intelligences multiples, la motivation, les émotions et l'auto-efficacité s'influencent (trois à trois) au cours de l'appropriation des discours propres à un domaine particulier. Quatre niveaux d'interactions triples se distinguent. Le premier niveau implique les intelligences multiples, le sentiment d'auto-efficacité et la motivation. Cette relation tient au fait que l'intégration des intelligences fortes des apprenants aux contenus des activités d'apprentissage augmente les croyances des apprenants en leurs capacités à les réussir. Un sentiment d'auto-efficacité élevé améliore les performances des apprenants. De plus, le cycle de la motivation est tel que plus les apprenants réalisent de bonnes performances dans un domaine, plus ils désirent être impliqués dans les activités en ce domaine. Le niveau de confiance élevé qui découle de la possibilité d'utiliser ses compétences cognitives dans l'apprentissage amène les apprenants à s'impliquer dans les activités et à réaliser des performances de qualité.

Le deuxième inclut les intelligences multiples, la motivation et les émotions. Lorsque les activités sont en adéquation avec les intelligences fortes des apprenants, ils sont motivés à apprendre et s'impliquent dans leur réalisation. Cette situation qui intègre les modes d'apprentissage génère naturellement des émotions positives chez eux. Ils ont ainsi la possibilité de produire des textes en ayant recours à leurs intelligences fortes. Les émotions positives mettent les

apprenants dans un état psychologique propice à l'apprentissage. Ils peuvent ainsi facilement accéder aux informations stockées en mémoire et générer des idées en vue de résoudre les problèmes d'apprentissage.

Le troisième niveau concerne les intelligences multiples, l'auto-efficacité et les émotions. En fait, des situations d'apprentissage qui tiennent compte des spécificités des apprenants notamment leurs modes d'apprentissage renforcent leurs croyances en leurs aptitudes à réaliser de bonnes performances. À l'inverse, l'ignorance de leurs modes d'apprentissage est susceptible de créer des doutes chez les apprenants. Ces doutes sont sources de craintes, de peur, d'anxiété, d'angoisse.

Le quatrième et dernier niveau est relatif à la motivation, les émotions et l'auto-efficacité. La motivation augmente lorsque les tâches d'apprentissage intègrent leurs besoins. Ces tâches entrainent des émotions positives, les apprenants ayant le sentiment de compter dans les décisions didactiques. Ces émotions positives augmentent la créativité, la capacité de résolution des problèmes et l'accès aux informations stockées en mémoire. Les apprenants peuvent réaliser des performances de meilleure qualité, ce qui renforce leur sentiment d'efficacité personnelle.

Figure 2 : Les relations triadiques entre les intelligences multiples, la motivation, les émotions et l'auto-efficacité pendant la production de texte.
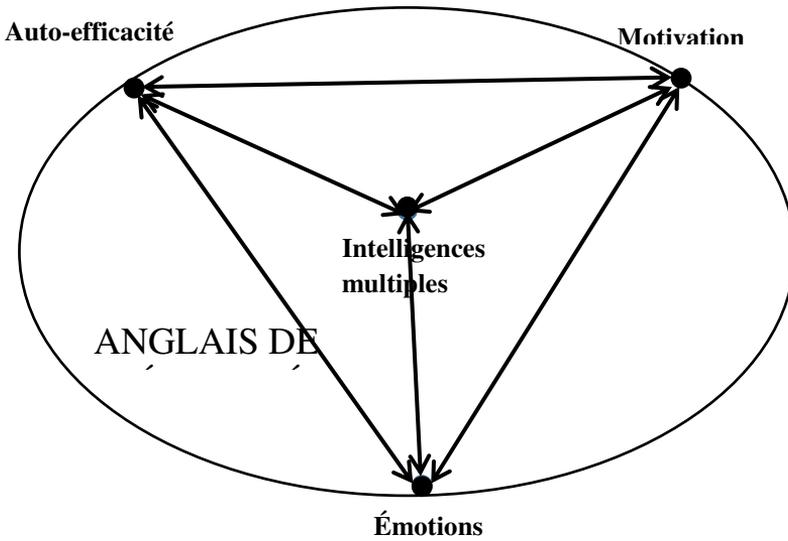
Source : Nous-mêmes

Le cercle et les différents triangles à l'intérieur du cercle représentent respectivement l'Anglais de spécialité et les relations triadiques entre les facteurs des apprenants au cours de l'apprentissage. Cette figure rend compte de trois principales relations : les influences individuelles des intelligences multiples, de la motivation, des émotions et de l'auto-efficacité dans l'apprentissage de l'ASP; les relations de réciprocité entre ces facteurs pendant l'apprentissage; les interactions réciproques triples entre ces différences individuelles au cours de l'apprentissage.

III- QUELQUES DIFFICULTÉS DANS L'INCLUSION DES FACTEURS DES APPRENANTS DANS L'ENSEIGNEMENT-APPRENTISSAGE DE L'ASP

Parmi les obstacles à l'inclusion des différences individuelles dans l'enseignement-apprentissage de l'ASP, figure en premier lieu leur ignorance. En effet, l'une des premières conditions pour intégrer les différences individuelles des apprenants aux contenus de formation de l'ASP consistent à en être conscient ; ce qui permettra par la suite de les identifier aux moyens d'outils adaptés. Il s'agit dès lors dans le cadre de l'ASP de réfléchir sur les contenus

disciplinaires ainsi que les situations didactiques et les situations problèmes qui encouragent l'identification et l'inclusion des intelligences multiples des apprenants, des stratégies d'apprentissage, des émotions, des préférences des apprenants en vue d'améliorer l'apprentissage.

Il convient également de vaincre certaines pratiques éducatives traditionnelles essentiellement fondées sur les similitudes des apprenants. Cette philosophie éducative s'appuie sur la nature plus ou moins homogène des caractéristiques de leurs étudiants (même façon d'apprendre, préférences identiques, mêmes besoins, etc.) pour les choix didactiques. Aucune différence n'est faite dans le « quoi à en enseigner » ni le « comment enseigner », contrairement à ce que préconise la théorie de la conception universelle de l'apprentissage.

CONCLUSION

Cette étude s'est consacrée à l'analyse des relations écologiques qui caractérisent les différences individuelles chez les apprenants pendant l'enseignement-apprentissage de l'anglais de spécialité. Notre préoccupation essentielle était d'expliquer les limites de la prise en compte des besoins des apprenants dans l'enseignement-apprentissage de l'ASP et comment d'autres facteurs des apprenants (intelligences multiples, motivation, sentiment d'efficacité perçue, émotions) influencent les comportements ainsi que les processus cognitifs impliqués dans la l'apprentissage de l'ASP.

Le paradigme de la complexité a servi à examiner tour à tour l'influence individuelle et collective des facteurs des apprenants relatifs à la motivation, les intelligences multiples, les émotions et l'auto-efficacité dans l'apprentissage de l'ASP. L'analyse séparatiste a révélé ce qui suit. Premièrement, les formes d'intelligences favorisent le traitement de l'information et l'appropriation des connaissances ou discours spécifiques à un domaine particulier. Deuxièmement, la motivation amène les apprenants à s'impliquer dans la réalisation des activités d'apprentissage. Troisièmement, les émotions régularisent la créativité et la résolution des problèmes. Quatrièmement, l'auto-efficacité améliore la qualité de

la performance. L'analyse collective a mis en exergue des relations de réciprocité, triadiques et quadripartites entre ces facteurs des apprenants.

Si l'étude isolée permet de mieux comprendre le rôle spécifique des besoins, des intelligences multiples, de la motivation, des émotions et de l'auto-efficacité dans le l'appropriation des discours spécifiques, l'étude globale aide à mieux cerner la manière dont ces facteurs influencent de concert cet apprentissage.

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The Integration of Content-based Instruction (CBI) in ESP Pedagogy: Challenges and Implications

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Abstract:

This study aims at investigating the use of the target language in specific meaningful contexts, and diagnoses the role of CBI in enhancing EFL students' communication skills. A survey tool has been opted for to collect the data to a sample of 30 participants of different fields to assess their level of comprehension of the instruction process. Finally, it has been concluded that CBI can put forward many chances to relate the students' needs with meaningful contents to promote language acquisition. Besides, the acquisition of a significant amount of knowledge through CBI can help learners to develop worthy interactive skills which may be transmitted to different subjects which may satisfy their needs.

Keywords: communication; CBI; content; independent learning; language discourse

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1. INTRODUCTION

With the dawn of the diverse theories of language teaching and learning, and the consideration of the learners' needs and motives, such theories involve the incorporation of a given syllabus which became central in the language teaching process. The syllabus allows educators to think systematically about how and what is being taught. It also can point up the learning principles, factors of learning, and the learning strategies learners can use. The concept of syllabus has become highly emphasized as a method particularly in the context of ESP syllabi planning.

According to (Wilkins, 1976) syllabuses are: "specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process" (p.113) A syllabus is a tool for achieving both the needs and goals of the learner, and the tasks to be accomplished in the classroom. Indeed, the designed syllabus and teaching methods are particularly conformed to allow students get adequate understanding of the content and acquire language at the same time.

Teaching content materials in the ELT context requires the emphasis on transmitting the content knowledge and integrating students' language learning to a particular subject. The implementation of teaching content courses in English classes denotes the need to examine both teacher and student attitudes to the learning process. Also to investigate appropriate teaching methods and strategies for increasing students' academic competence and their progress in the EFL learning, this reflects the importance of content to educators. In teaching a particular subject in a language class, the emphasis is on the function of language as a medium of instruction, while in teaching language itself, educators focus on the content which is communicated.

Content-based Instruction came to drive out this division through affirming the need to integrate the teaching of both language and content. This approach can foster communication and communicative competence because it coincided with the advent of communicative language teaching approach CLT in 1970's which was proposed as a social endeavor to linguistics, and with the notion of communicative competence of Hymes which refers to the ability to use language effectively and appropriately in different language contexts. CBI ensures opportunities for second

language acquisition to occur by providing the learners with opportunities to satisfy their needs, negotiate meaning about meaningful content, and develop appropriate output. Also, it exposes students to accurate academic content and allows them to develop language skills.

2. Problem and Aim of the Research

EFL teachers who contribute to the design of ESP courses may be in a dilemma regarding the way they make parallelism between language and content. This can influence the type of syllabus, tasks, and materials used when teaching content or language, also it can influence the role of teachers and students in the teaching and learning processes. This can be proved through teaching content lectures without the focus on background knowledge or English language skills. The problem of study can be contextualized within the fact that a number of teachers advocate that they sometimes face obstacles in using English language in the classroom; in addition to the lack of teaching materials and strategies in using English for incorporating the knowledge and content to accomplish language tasks.

As language can be used as a medium of instruction to convey information and achieving particular content goals, students may struggle to develop conceptual skills through language in which they have limited proficiency. Students may face some difficulties if the content course teacher is not fluent enough to teach the course in the foreign language (Han, 2001; Park, 2010). Yet, if the teacher uses the same native language as students, the students may be able to receive help from the teacher because he or she can share the knowledge of their native language and other cultural aspects with them.

3. Research Question and Hypothesis

Students' needs are just as specific as their fields of study, and are at the basis of the content selection, and the strategies used in the teaching and learning processes. Investigating them in this research would tell us about learners' objectives while learning English in relation to their field of interest. The study, hence seeks answers to the following question:

- To what extent can EFL learners develop their communicative competence in English through Content-based Instruction Courses?

We have therefore inserted forward a suggested hypothesis. Evidently, EFL learners of different fields can increase their language

ability and cross-cultural awareness through engaging in ESP courses. They can develop their communication skills through content courses in English, through cooperative work. They can also develop study skills such as note taking, summarizing, and extracting information from texts, this may lead to increasing their communicative competence.

4. Related Work

Content-based Instruction has first widely appeared in the 1980's in the ESL teaching context where ESL students can learn both the English language and course subject content. (Snow, 2001) It is an approach which can allow students to acquire language through studying a set of relevant subjects which are utilized constantly, as (Mohan, 1986) admits that "if the teaching techniques are adjusted in a way to make students comprehend the content material as it is presented in the new language, both content and language acquisition do occur" (cited in Nunan, 1988, p.49) CBI is derived from the Communicative language teaching approach which can be adapted to a set of educational contexts. The learning courses of CBI can adopt a comprehensive extent of communicative competence, including grammatical competence, sociolinguistic competence and discourse.

Content-based instruction is based on the principles of the CLT approach, which may involve the role of meaning in the language teaching and learning. Regarding meaning and contextualization, natural language is acquired within a given context and it is usually related with meaning, therefore it provides a context for a meaningful communication for students. (Met, 1991) In respect, Content based instruction is directly related with meaning and context through the emphasis on teaching language in context rather than using given statements, as it can be learned in context and through content respectively.

(Met, 1999), introduced the following continuum to explain the complexity of the integration of subject matter with the diversity of curricular programs under within CBI Courses.

Fig 01. The Integration of Subject Matter into Curricular Programs (Met, 1999)

Content-Driven ⟵ ──────────────────── **Language-Driven**

Total Immersion	Partial Immersion	Sheltered Courses	Adjunct Model	Theme-Based Courses	Language classes with frequent use of content for language practice

(Madrid et al, 2001) state that CBI approach can be effective through considering the learners' needs in the target language, and through the relevant content and tasks prepared to be accomplished, since the main focus for many students is usually on the meaning rather than on the language. Occasionally, (Krashen, 1982) Comprehensible Input Hypothesis can put forward a rational for CBI and its relation to second language acquisition, as he believes that language is best acquired incidentally through considerable exposure to intelligible SL input.

The acquisition of the target knowledge usually occurs in natural contexts in which students can negotiate meaning from the content of the language through which they can transmit and receive messages. According to (Krashen & Terrell, 1983, p.55) "Language is best taught when it is being used to transmit messages" As (Widdowson, 1979) also emphasizes the fact that language is used in natural contexts and for transmitting messages to the learner:

> Pragmatic equivalence can only be established by considering what utterances count as in context … the context, whether linguistic within the discourse or extra-linguistic within the situation, will provide the conditions whereby an utterance can be interpreted as representing a particular message or communicative act. (P.66)

Students usually can have the opportunity to construct and negotiate the knowledge that they are learning instead of only exchanging information, they can extend their knowledge at high levels of complexity as more content is emphasized in the course. (Brinton, et al, 1989) believe that:

> In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are

geared to stimulate students to think and learn through the use of target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. (p.02)

(Brinton, et al, 1989) identified three content-based instructional models which are the "Theme-based Model" in which the language class is structured around particular topics within the curriculum. The "Sheltered Model" in which content courses taught in the target language by a content teacher. It means that target language students or ESL students are sheltered from native speaking students of that language. Finally the Adjunct Model in which students are enrolled in two integrated courses, a language course and a content course. Therefore, learners are sheltered in the language course, at the same time are integrated in the content course. (Met, 1999) indicates that CBI can be perceived as a permanent scale,

CBI is a type of syllabus and it can be considered as curricular approach to language instruction. It is common with the grammatical, functional, situational, rhetorical, and task-based syllabi. It is deeply related to ESP, as CBI syllabus can be used in ESP courses in which the sheltered, adjunct, or other models would be related to. (Nunan, 1988) states that the syllabus emphasizes the selection and assessment of content and material, while (White, 1988) views the syllabus as: "the content or subject matter of an individual subject" (p.04)

According to (Master, 1997), CBI syllabus can be analytic and can be used in both EGP courses which emphasize the theme-based model, and in ESP courses which incorporates the sheltered and adjunct models. (Eskey, 1997) indicates that "the content-based syllabus is best viewed as an even newer attempt to extend and develop our conception of what a syllabus for a second-language course should comprise, including a concern with language form and language function, as well as a crucial third dimension—the factual and conceptual content of such courses." (p. 135)

(Master and Brinton, 1998) identify CBI is a type of syllabus on which a curriculum is based, along with the other types of syllabi in the ELT context the grammatical, notional-functional, the rhetorical and the task-based syllabi. In this syllabus, the use of CBI is based on the content or subject matter. To quote (Master & Brinton, 1998): "ESP makes

extensive use of the content-based and the task-based . . . syllabi. In other words, there is no "boundary" between ESP and CBI; instead, they operate independently because both ESP and EGP may make use of any of the syllabi" (pp. vii–viii)

4.1 Designing a Syllabus for CBI Methodology

Syllabus design plays a vital role in the ELT curriculum. It mainly concerns deciding about units of classroom tasks, and the sequence in which they are to be accomplished (Robinson, 1990) A syllabus indeed involves a document prepared for a given group of learners, sometimes both syllabus and a course plan have the same definition, although recently the syllabus much emphasized the language content at once and alone. (Dubin & Olshtain, 1986) while Yalden (1983) compares the syllabus to a *"blueprint"* and the teacher as someone who converts the plan "into a reality of classroom interactions" (Yalden 1983, p.19)

(Nunan, 1984) admits that syllabus generally involves the selection and grading of content. A syllabus is identified by (Widdowson, 1984) as "A framework within which activities can be carried: a teaching device to facilitate learning" (p. 26) the content syllabus might be supported with form-based activities including spelling, vocabulary, spelling, and writing tasks. This syllabus is identified in (Mohan, 1986) the history of syllabus design reflects the stands towards the nature of language itself including its emphasis on language teaching and learning, and its response to the developments in language teaching theories. (Eskey, 1997) "the content-based syllabus is best viewed as an even newer attempt to extend and develop our conception of what a syllabus for a second-language course should comprise, including a concern with language form and language function, as well as a crucial third dimension—the factual and conceptual content of such courses" (p. 135)

Fig 2. How is an ESP Course Affected? (Cited in Nurpahmi, 2016, p. 176)
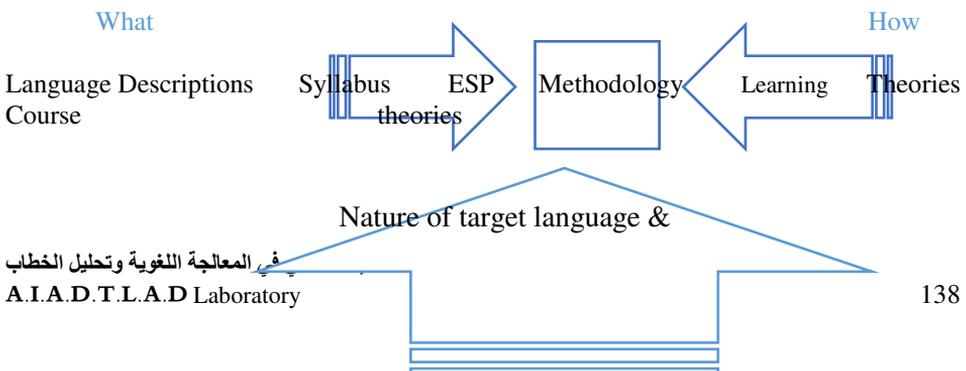
Learning situation

WHO? WHY?
WHERE? WHEN?
Needs Analysis

CBI represents an analytic syllabus, as Master (1997) states "significant linguistic forms can be isolated from the context in which they occur [and] learning can be focused on important aspects of the language structure" (p. 02) CBI emphasizes authentic texts inserted within the subject content, therefore avoiding the trap of other types of syllabus, which remove the text from its natural context. Also, students are exposed to all skills and are required to synthesize from multiple sources because CBI is an integrated holistic approach. (Basturkmen, 2006)

4.2 Needs Analysis and Language Content

Since its advent in the late 1960s, ESP has gone through three major fields of knowledge: language, pedagogy and the students fields of interest. (Hutchinson & Waters, 1987, p. 09) ESP has the concern to meet the learners' need in their specialized field. Generally, ESP is language-centered because its main focus is on language. Though, teachers and learners often have to focus on linguistics through specialist texts. Content can contribute to the cognitive development of the individual, as it can ensure meaningful communication and cognitive basis for language learning (Brinton, et al, 1989)

Content learning in a CBI class involves associating language forms, meanings, and functions in different contexts. Students can learn the SL or FL in a meaningful way by emphasizing the subject matter that is related to their lives. (Snow, et al., 1989) Through content learning, students can develop academic competence and comprehend meaning, as they learn the language while being exposed to the language authentically (Adamson, 1993) The notion of needs analysis is very crucial in designing any course; it is the point of departure in designing an ESP and EAP courses. According to (Iwai et al., 1999) needs analysis involves activities to elicit information and based on this acquired information, a curriculum is designed to fulfill the needs of learning of a particular group of learners.

Additionally, educators emphasized the use of formal needs analysis to identify language characteristics and students' needs at once, as (Johns, 1991) emphasized that needs analysis is the first step to deal with in course design.

Designing a CBI course can be purposeful as content can offer meaningful contexts and comprehensible input according to Krashen's notion for the language classroom. Students in the classroom can be exposed to a set of language features and skills (Brinton, 2003). Language and content can also identify complementary aspects of the curriculum and a favorable learning environment of the CBI classroom which can lead to successful language acquisition. According to (Brown, 2007), language acquisition can be enhanced by students who are exposed to meaningful content.

4.3 Communication as Meaningful Basis for Language Learning

Students' communication system is essential for their learning process. Language can be developed through integrating its four skills: reading, writing, listening, and speaking to enhance students' learning and raise their cognitive abilities. There are plenty interactive activities role plays, project group work, simulations which provide students with a chance to practice their skills in different meaningful contexts. (Gooden & Kearns, 2013) for accomplishing communication in the class, students should engage in communicative tasks using all their linguistic competencies. The goal of a language class is to encourage the acquisition of communication skills and increasing communication in and out of the language classroom. (Lazaraton, et al. 1987)

Learners can learn by doing and interact with their environment. They can be active learners and thinkers, and construct knowledge from interacting with the physical environment in developmental stages. (Vygotsky, 1978) As students can communicate in different meaningful contexts, they can develop their communicative competence. Hymes (1972) has defined the notion of communicative competence as the ability to use grammatical competence in a variety of communicative situations. According to (Widdowson, 1983), communicative competence is about knowing the knowledge of linguistic and sociolinguistic conventions and considering capacity as the procedural or communicative capacity, and views it as the ability to use knowledge as a means of creating meaning in

language learning.

5. Method and Analysis

The study design adopts a survey for considering the usefulness of Content-based Instruction and the extent to which it can help students use the target language appropriately and therefore develop their communicative competence. This quantitative study was conducted at Laghouat Teachers' College with the contribution of thirty participant students to the study. The participants represent the sample of the study which represents 12 Males and 18 Females. The proportion of the participants' genre is revealed in table 01.

Table 1. Characteristics of the Sample's Genre

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	63.6	63.6	63.6
Male	12	36.4	36.4	100.0
Total	33	100.0	100.0	
Valid	15	45.5	45.5	45.5
Female	18	54.5	54.5	100.0
Total	33	100.0	100.0	

The participants of the study belong to three departments which are: Physics department, Mathematics department, and Natural Sciences department. Table 02 describes the frequency of the fields of the participants.

Table 02. Fields of Study Frequency

	Frequency	Percent	Valid percent	Cumulative percent
Physics	11	33.3	36.7	36.7
Mathematics	12	36.4	40.0	76.7
Natural Sciences	7	21.2	23.3	100.0
Total	30	90.9	100.0	
Missing system	3	9.1		
Total	33	100.0		

The respondents of the survey are divided into 11 (33.3%) students who represent the physics field, 12 (36.4%) students who represent mathematics, and 7 (21.2%) students who study natural sciences. Table 3

shows the Mean and standard deviation of the fields of the study of the respondents with range of 2, Mean= 1.866 and Standard deviation= 0.776.

Table 03. Mean and Std. Deviation of the Fields of Study

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Fields of study	30	2.00	1.00	3.00	1.866	0.77608

6. Discussion

6.1 Reliability of the Research Tool

The researcher opted to use ten (10) multiple choice questions and a likert-scale survey of six (6) items which contains four response options which are Agree= 3, strongly agree= 4, disagree= 2, and strongly disagree= 1. In order to test the reliability of the survey, the researcher managed to use Cronbach's Alpha. According to Huck (2007), testing for reliability refers to the consistency across the parts of a measuring instrument.

Table 04. Reliability of the Survey

Cronbach's Alpha	N of Items
,493	16

According to table 4, Cronbach's Alpha α= 0.493 for the 16 items of the whole survey. The survey scale is said to have high internal consistency reliability because it approximately equals α =0.5 which is the high reliability of Cronbach's Alpha. This indicates that the survey is reliable and has consistent results.

6.2 The Scale

The researcher tempted to ask the respondents a set of questions to get their responses and attitudes towards using the target language, how they respond to content courses in English, how they overcome difficulties in studying content courses in the target language, and ask them whether they can develop their communicative skills and interaction through CBI use. As the respondents responded to the survey, the results of their responses are to questions interpreted and analyzed as follow.

The respondents were asked to choose an answer to questions 2 to 6 regarding goals and benefits of CBI courses in English. Their answers varied as the highest Mean score is M=3.800 which is for strengths of CBI courses in English. Prior to this question, most students argue that learning

of a language is interesting and motivational, and believe that CBI can provide them with a wide educational knowledge in different topics. They also believe that they can develop study skills such as note taking, summarizing and extracting key information from texts. For the other questions, the Mean score of students' answers ranged between M= 1.900 and M= 2.333. As for questions regarding incorporating content into the English as a Second Language (ESL) class, CBI and Communication Skills, and the style they prefer when learning, most of their answers involved positive response towards CBI courses, and considering them as beneficial.

Table 05. Goals and Benefits of CBI Courses in English

	N	Range	Min	Max	Mean	Std. Deviation
Incorporating content into the English as a Second Language (ESL) class	30	3.00	1.00	4.00	2.333	1.0933
When joining ESP course, which of the following styles do you prefer to learn?	30	200	1.00	3.00	2.066	0.583
Challenges	30	2.00	1.00	3.00	1.933	0.907
Strengths	30	5.00	1.00	6.00	3.800	2.023
Goals of content courses in English	30	2.00	1.00	3.00	1.900	0.994
CBI and Communication Skills	30	3.00	1.00	4.00	2.100	1.155

The following up set of questions involved questions from 8 to 10 which are teaching materials or resources that the teachers needed to teach content courses in English, overcoming Difficulties in learning Content courses in English, and students' perceptions towards the effectiveness of CBI. The results regarding answers to these questions also showed a positive response to the content courses. In particular, all questions showed that students were overwhelmingly interested in the content of the course, and in the resources used by the teacher. The first question scored a mean of 2.70, question two has a mean score of 2.40, and the score of question three is Mean= 3.93. Yet, it is apparent that, despite the course involving students from different departments and of different levels, the course instruction seems to be comprehensible across the class.

Table 6. Characteristics of CBI Course

	N	Range	Min	Max	Mean	Std. Deviation

	N	Range	Min	Max	Mean	Std. Deviation
Teaching materials or resources that the teachers needed to teach content courses in English	30	4.00	1.00	5.00	2,700	1,664
Overcoming Difficulties in learning Content courses in English CCE	30	3.00	1.00	4.00	2,400	0.968
Students' perceptions towards the effectiveness of CBI	30	6.00	1.00	7.00	3,933	2,531

A Likert-type scale consisted of six closed questions designed for students to rate their responses. The first question was about the material input designed in CBI, students reacted positively (n= 21). A mean score of 2.70 suggested that the material input is relevant and authentic. The second question involves the role of language in fulfilling a real purpose, which scored with a mean of M= 2.83, with n=18 students who responded with 'agree', and n=5 who responded with 'strongly agree'. A mean score of M= 3.03 was given for question (3) on developing knowledge and improving educational needs through CBI, with n=13 students who responded with 'agree' and n=10 who responded with 'strongly agree'.

Question (4) has been given a mean score of M= 3.26 which is on developing valuable study skills such as note taking, summarizing and extracting key information from script, with n= 14 students responding with 'agree' and n=12 responding with 'strongly agree' Regarding question (5) which involves the role of re-evaluating information in developing thinking skills, with a score of M= 2.83, with n= 15 responding with 'agree' and n=7 responding with 'strongly agree'. The final question yet shows that respondents reacted positively on the integration of group work for developing collaborative and communicative skills. A mean score of M= 2.90 was given which shows that students are satisfied with and interested in engaging in group work to improve their communicative skills.

Table 7. CBI and Communicative Competence

	N	Range	Min	Max	Mean	Std. Deviation
The material input designed in the CBI approach is authentic, relevant and comprehensible.	30	Agree	1.00	4.00	2.700	0.952
I can use the language to fulfill a real purpose, which can make me more independent and confident.	30	Agree	1.00	4.00	2,833	0.833

		30	Agree	1.00	4.00	3,033	0.889
I can develop a much wider knowledge of the world through CBI which can support and improve my educational needs		30	Agree	1.00	4.00	3,033	0.889
It helps me to develop valuable study skills such as note taking, summarizing and extracting key information from script		30	Disagree	2.00	4.00	3.266	0.691
Re-evaluating information can help me to develop very valuable thinking skills that can then be transferred to other subjects.		30	Agree	1.00	4.00	2.833	0.949
The integration of a group work can help me to develop collaborative and communicative skills		30	Agree	1.00	4.00	2.900	0.803

The overall Mean scores of the independent variable items are revealed in the table below. As question one involves the fields of study of the respondents, questions 7 and 9 involve successively 'CBI and communication skills' with a mean score of M= 2.10, and 'Overcoming Difficulties in learning Content courses in English CCE' with a score of M= 2.40, which represent the variables of the study. Also the overall score of the likert scale which consists of questions 11 with a score of M= 2.70, Q12 scoring with M= 2.83, Q13 scored with M= 3.03, Q14 was given the score of M= 3.26, Q15 with a score of M= 2.83, and Q16 was given a score of M= 2.90. Apparently, the scores of the independent variable items varied between a mean score of M=2.70 and M= 3.26 which prove to be high for each field of study.

Table 8. Overal Mean Score of the Sample Independent Variable Items

Q1		Q7	Q9	Q11	Q12	Q13	Q14	Q15	Q16
Physics	Mean	1,636	1,9091	3,0000	3,1818	3,3636	3,181	3,272	3,18
	N	11	11	11	11	11	11	11	11
	Std. Deviation	,9244	,83121	,77460	,40452	,50452	,6030	,4671	,404
	Range	2,00	2,00	3,00	1,00	1,00	2,00	1,00	1,00

	Variance	,855	,691	,600	,164	,255	,364	,218	,164
Mathematics	Mean	2,666	2,9167	2,0833	2,3333	2,4167	3,500	2,083	2,41
	N	12	12	12	12	12	12	12	12
	Std. Deviation	1,302	1,0832	,99620	1,0739	,99620	,7972	,9960	,996
	Range	3,00	3,00	3,00	3,00	3,00	2,00	3,00	3,00
	Variance	1,697	1,174	,992	1,152	,992	,636	,992	,992
Natural Sciences	Mean	1,857	2,2857	3,2857	3,1429	3,5714	3,000	3,426	3,28
	N	7	7	7	7	7	7	7	7
	Std. Deviation	,8994	,48795	,48795	,37796	,53452	,5775	,5342	,487
	Range	2,00	1,00	1,00	1,00	1,00	2,00	1,00	1,00
	Variance	,810	,238	,238	,143	,286	,333	,286	,238
Total	Mean	2,100	2,4000	2,7000	2,8333	3,0333	3,267	2,833	2,90
	N	30	30	30	30	30	30	30	30
	Std. Deviation	1,150	,96847	,95231	,83391	,88992	,6919	,9499	,803
	Range	3,00	3,00	3,00	3,00	3,00	2,00	3,00	3,00
	V	1,33	,938	,907	,695	,792	,478	,902	,64

Content-based instruction courses were accomplished through a focus on subject matter and English learning according to the related literature of the course planning. Through content-based instruction,

students were encouraged to participate actively and practice English efficiently while engaging in a set of learning activities, discussions, presentations and debates in their learning process. Results show that students perceived the effectiveness of content-based instruction at a high level (M= 3.26, S.D= 0.69). Particularly, they perceived CBI as an effective methodology and as an essential opportunity to use English at high levels.

The overall students' responses to their CBI courses were positive. Regarding the research question which considered the effectiveness of the way content was taught to students. All results pointed out that the content-based instruction had effects on students' English language in performing language skills reading, writing, listening and speaking because they were taught with the effective English instruction and were given various opportunities to use as much English as they can in the content course. Obviously, students had higher scores especially regarding the impact of CBI on their communicative competence and skills because this teaching methodology created a learning environment where English was used as a medium to teach meaningful content. Also, to build content-based learning experiences for students to perform and practice English meaningfully.

The main finding proved that CBI was an effective instructional methodology according to student's perceptions and students performed better after its' implementation. Therefore, using content courses in English was powerful in enhancing English language performance. This demonstrates that students have higher scores after implementing content-based instruction in, their courses in English. These high scores yet indicate that students' communicative competence increased due to the use of this teaching methodology which focuses on the subjects' content. The findings were in parallel with (Song, 2006; Dupuy, 2002) who view that CBI was effective in developing language and leads to a significant improvement in language proficiency. Also, they believe that content-based instruction provides students with efficient opportunities to interact.

7. Conclusion

This study confirmed the findings of previous research as to the reasons behind the impact of CBI and provided evidence of the factors that are important in content courses in English as a language context for EFL students. Perhaps, the most significant indicator the efficiency of content-

based instruction is the relevance of the subjects, materials, and tasks used in class. Also, the courses seemed meaningful and interesting for them. This finding is consistent with the research in education, in general, and ESL and EFL acquisition.

This study was also in accordance with many research findings, which has also demonstrated that content-based instruction contributes to English proficiency. Therefore, the current study can provide a better understanding of content-based instruction as a powerful instruction methodology and systematic guidelines for using it to generate English learning experiences in a way that helps build English language performance in higher education in Algeria. With content-based instruction, the future of the English language performance of EFL students' different fields at ENS of Laghouat may become brighter and meet the demands for English requirement in the workplace. Future research will therefore focus upon a consideration of ways to build upon existing student learner strategies, and on the creation of materials that better integrate CBI with activities that act to scaffold language development.

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9. Appendix

Survey

Are you:

Male ☐

Female ☐

1. What is your field of study?
   a. Physics   b. Mathematics   c. Natural Sciences

2. Incorporating content into the English as a Second Language (ESL) class

   a. Content provides student with the chance to develop important knowledge in different subject areas.

   b. Students are able to practice the language functions and skills needed to understand, discuss, read about, and write about the concepts developed.

   c. Students exhibit greater motivation when they are learning content than when they are learning language only.

   d. Content provides a context for teaching students learning strategies.

3. When joining ESP course, which of the following styles do you prefer to learn?

   - Listening to ESP teacher and taking notes (passive learning)

   - Engaging in communicative tasks (communicative learning)

   - Combination of both

4. Challenges

   a. Lack of authentic resources arises as one of the focal limitation for content based lesson

   b) Overuse of target language may be a problem in some portions of the lesson.

   c) Discovery of the sources of information and texts that lower levels identify can be problematic.

   5. Strengths

a) Using content of a language to practice correctly as native speakers:

 b) Through the combination of particular subject content and language, the learning of a language is more interesting and motivational.

c) CBI offers a wide educational knowledge to learners in different topics taught.

d) It helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.

e) Developing cooperative skills, particularly in a cluster work, which can have great social value.

f) CBI produces learner with ability to lead group

6. Goals of content courses in English
- To increase students' English ability
- To increase school's competitiveness
- To increase cross-cultural awareness

7. CBI and Communication Skills

- Learning English for communication purposes

- Building confidence in English

- Improving communication skills

- Developing communicative competence in English

8. Teaching materials or resources that the teachers needed to teach content courses in English

- Teacher training
- Translation services
- No need at all
- Tutoring services
- Resource center

9. Overcoming Difficulties in learning Content courses in English CCE

- Repetition tasks, drills and translation
- Using questioning techniques and group work
- Group work and co-operation
- Focusing on content and trying to explain it easily

10. Students' perceptions towards the effectiveness of CBI

- The instructional methodology is effective

- Content-based instruction enhances English language performance

- English used in instruction is comprehensible

- English used in classroom is meaningful

- Learning strategies are effective and systematic

- Assessment is done systematically

- English is used as a medium in classroom

11. Impact of Using CBI on developing Communicative competence and Skills

Statements	Agree	Strongly agree	Disagree	Strongly agree
The material input designed in the CBI approach is authentic, relevant and comprehensible.				
I can use the language to fulfill a real purpose, which can make me more independent and confident.				
I can develop a much wider knowledge of the world through CBI which can support and improve my educational needs				
It helps me to develop valuable study skills such as note taking, summarizing and extracting key information from script				
Re-evaluating information can help me to develop very valuable thinking skills that can then be transferred to other subjects.				
The integration of a group work can help me to develop collaborative and communicative skills				

Relying on Needs Analysis in Designing an ESP Course

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Abstract:
As the Algerian universities are gradually integrating English language as a tool to inculcate knowledge, especially in science and technology field, the need to analyze the extent to which the current syllabi reflect the needs and the expectations of Algerian students and the requirements of the work field becomes a critical issue. Thus, the English teaching syllabus should not only reflect a broad and generic competence of English language, but target the competencies that the pre-service students may need in their career and work field. The present work starts with the definition of the key concepts namely syllabus and needs analysis. Then, it moves to the obstacles that syllabus designers may face when designing a course.
Keywords: Needs Analysis; ESP; ELT; Syllabus; Motivation

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1. Introduction

Teaching a language relies on the design of an appropriate syllabus which represents a roadmap that practitioners apply to achieve the learning goals. In fact, a syllabus is a public document which specifies the language aspects and content that teachers have to inculcate.

However, the different aspects of the syllabus have to take the learners' needs and expectations into consideration. This is why; it is necessary to adjust and adapt the syllabus aspects such as language content to the requirements of the learners and the work field. In other words, the language teaching syllabus has to target the learners' needs and their future professional requirements. In this perspective, the present work tries to introduce two closely related key concepts namely syllabus design and needs analysis.

In spite of their wide use among practitioners and their intuitively accepted relationship, the two notions are very blurry and their relationship is to a large extent confusing and conflicting. The subsequent section tries to provide a clear definition of the two concepts and explain the reasons that preclude practitioners from using them in a systematic way.

2. Syllabus

A syllabus is a document that comprises all the elements of a particular teaching module such as language skills that are planned to be covered in a period of time for example a semester or a year. The syllabus is built up by the practitioners and have to integrate both theoretical aspect of the language such as content, functions, grammar lexis…etc and a methodological approach to put into practice these aspects. It is also necessary to reiterate that the selection of the elements that should be included in the course and the methodological approach obey to particular language theories that the syllabus designer believes to be the best model to teach a language (Fink, 2012). For instance, a structural syllabus is based on teaching the grammatical forms while a competency based syllabus is interested in developing learners' language competencies. These differences are due to the influence of the theoretical framework that syllabus designers adopt to approach language teaching.

A syllabus is also a public document which is shared between the different actors who participate or benefit from the teaching process such as the teachers, students, and future employers. Consequently, all the

actors strive to achieve a common goal which consists in reaching the set objectives (Irfani, 2014)

3. English for Specific Purposes (ESP)

ESP is deeply rooted in the English language teaching tradition and seeks to respond to the learners' needs (Bhatia et al, 2016) In other words, ESP tailors the course contents to the expectations and the needs of the students. It is also guided by the reasons that motivate students to embark on specific course learning. Lee (2016) cited Hutchinson & Waters (2001) who claimed that ESP is "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (as cited in Lee, 2016,p96)

Moreover, ESP is not very different from English Language Teaching (ELT), of course, ESP is essentially based on the course content that prepares students in particular teaching field such as science or technology and aims at enabling them with enough knowledge of English language to perform effectively on the professional work place. However the processes of teaching both ESP and ELT are the same. Therefore, "ESP must be seen as an approach not as a product" (Hutchinson and Waters 2001 as cited in Lee, 2016,p96). Thus, ESP is a learner-centered approach to English learning.

Thus, what are the requirements of needs analysis? Indeed, needs analysis is based on identifying the students' wants to match their future professional profile. In this perspective Lee (2016) states that:

> The fundamental of needs analysis for ESP is first to define the situation or premises in which the learners will use English and practice their profession, and then the relevant instruction is aligned accordingly. Consequently, teachers of ESP courses provide authentic and specific language in their students' needs to succeed in future career. (Lee, 2016,p 97)

It is clear that the main objective of needs analysis, in an ESP course, is to provide learners with the necessary language competencies to work effectively in their future works. Thus, what does needs analysis imply?

4. Needs Analysis

Needs analysis is one of the pillars of course design, where syllabus designers conduct a survey to describe the learners' backgrounds and expectations Lee, 2016). Furthermore, "the term "need" may refer to an

obligation, demand, and necessity." (Martins as cited in Sönmez, 2019,p8). The aim of needs analysis is to depict exactly the profile of the students before entering the course and the targeted or the exit profile at the end of the course teaching. For instance, the students will be trained to master specific competencies that the future employers demand. Thus, researchers believes that the when the learners' needs are clearly articulated and learning objectives are clearly expressed, the ESP course becomes successful (Theeb., & Albakrawi, 2013).

Needs analysis consists in analyzing the students' goals when embarking on a given training program. It also explores the requirements of the future job market. This analysis intends to tailor the course contents to specific requirements and operationally prepares pre-service students to the realistic job situations by enabling them with specific competencies that they are expected to use in an efficient way. Unlike the general programs, needs analysis is a decisive tool that syllabus designer have to use to respond to specific training expectations. This is why; needs analysis may play a critical role in the design of ESP syllabi.

In spite this natural appeal and its evident importance in designing a syllabus at least from theoretical perspective, the use of needs analysis by syllabus designers is not an easy task because, in practice, needs analysis may generate many obstacles and conflicting issues that syllabus designers have to overcome.

First, Sardi (1997) cited a set of works that highlighted the needs analysis important role in designing syllabi such as (Dubin & olstain 1986; Hutchinson & Waters, 1987; Munby,1978, Richterich,1973/1980; Robinson 1991; West, 1994). However, the different works treated the two issues as separate fields and, thus, a few works have attempted to establish the relationship between the them (Munby,1978;Teemant et al,1993 Brindley, 1989 cited in Sardi, 1997)

One of the questions that needs analysis highlights is how to establish the learners' needs. In fact, the task of identifying the needs will differ from a course designer to another depending on his or her perception of what is necessary include and what to exclude from the course. Lawson claimed that they *"…are for the educator to define against a background of normative concepts of almost infinitive range and variety… [what] is*

finally established as a need is a matter for agreement and judgment not discovery." (as cited in Sardi, 1997,p16)

Furthermore, the results of needs analysis may differ from one course designer to another even when they work on the same project. These differences may originate from the different perspectives or appreciations of what to include or exclude; what is essential or superfluous in the course content (Sardi,1997,p3). According to Sardi, it is then " *important to establish a sound theoretical framework for course design in which the results of needs analysis will be incorporated."* How do syllabus designers analyze students' needs?

5. Needs Analysis Methods

There are two important phases that syllabus designers have to go through to design a course that matches the learners' needs. In the first step, the need have to reflect the situations that the learners may face on their future work place. Indeed, the preparation that the course designer has to achieve is to enable the trainee with capacities to use communication skills in an effective manner. The syllabus designer has to conduct a survey to identify the functions or aspects of the language that pre-service students will use in the future job place.

In this perspective, Nunan (1988) stated that "[o]bjective needs analysis results in content specifications derived from an analysis of the target communicative situations in which learners are likely to find themselves."(as cited in Sardi 1997,p2) Needs analysis bridges the classroom situation, typically characterized by the presence of pre-service (rather than in-service) students, and the target environment, in which the newly acquired language skills will be used by course participants. The necessity to identify the students' needs become more evident especially in designing an ESP course. Thus, a prior analysis of students' needs is a critical condition to engage in a successful course design (Sardi, 1997)

Taking learners' needs into consideration is critical, but how can, the process of identifying these needs, be put into practice? Who provides the syllabus designers with the information about the appropriate content to include in the teaching course? Are the data collected from one source (the learners) alone sufficient to design an appropriate course? Indeed, the survey should include the teachers, the future employers and former students who have a certain experience in the work field. Robinson (1991)

claimed that needs analysis "… may be investigated from the perspective of teachers, that of the learners or that of the employers." (as cited in Sardi, 1997,p6)

In fact, these stakeholders can provide syllabus designers with a clear idea about the language content that they need in their professional field. For instance, the experience of in-service students is very valuable especially in vocational trainings where the need for a specific terminology or phraseology is important. Chovancov´a (2014) stated that

> Needs analysis of the target communicative situation(s) is crucial for designing a balanced syllabus. An ESP/ELP language course must include a selection of varied, representative topics while addressing all the relevant skills. (p 47)

Another advantage of designing a course based on the analysis of students needs is that it increases the students' motivation to learn.

6. Needs Analysis and Students Motivation

One of the advantages of designing a course based on needs analysis is to increase the learners' motivation. Indeed, needs analysis plays also an important role in impacting the learners' motivation to learn the target language. Indeed, the syllabus designers have to include the learners' preferences of certain language topics or functions that are considered as important from the learners' point of view. Taking this aspect into consideration may ensure a higher participation rate or involvement and increase their motivation to learn. (Sieglová, 2019)

7. Conclusion

The present work is an attempt to highlight some important issues in the domain of ESP course design namely needs analysis. It has introduced some concept words such as ESP and needs analysis and has also shown the possible difficulties that ESP course designer may face when attempting to take the students needs into consideration. The work is of course an introduction to a future practical study that will take place in one of the faculties of the University of Boumerdes and it is also an invitation to future researchers to investigate this neglected domain at the university level.

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The Status of ESP in the Algerian University Setting

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Abstract:

The present study seeks to shed light on the status of ESP in the Algerian university setting. In the absence of an already-developed ESP course, teachers find themselves at stake as they are required to design a specific English course that meets students' expectations in the academic field and serves their needs in the professional setting. This study investigates the major problems encountered by general English teachers at the departments of Biology and Economy at Biskra University. The findings reveal the importance of ESP instruction in providing students with the necessary language skills needed in their future professional setting. They also show the main obstacles and challenges encountered by EFL teachers in teaching ESP especially within a learner-centered approach.

Keywords: ESP; needs' analysis; learner-centered approach; syllabus design.

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1. INTRODUCTION

Teaching and learning English has become a mandatory task in the recent years. The demand for using English in different contexts has increased due to its role as the international language of technology and commerce. As a response to this situation, English started to be taught at different levels of education: middle and secondary schools and also universities.

In the age of globalisation, English language plays a significant role and enjoys a worldwide importance. Much attention was given to the learning of English. Due to the growing demand of English as a means of access to modern science and technology and to economic development, much attention was given to the learning of English in many countries particularly in Algeria. Considering the reasons behind such growing interests towards learning English, it might be valuable to consider Kennedy and Bolitho's (1984, p.01) claim: "the growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge of English".

It becomes evident that English is highly recommended since almost every paper is published in English, and all conferences use English. As a result, English is taught in Algerian faculties and institutions. The situation chosen in this paper is English for Specific Purposes (ESP) in the Departments of Biology and Economy at Mohamed Khider University, Biskra. At these departments, the English language course is compulsory and receives great importance for a variety of reasons mainly because of its specificity, its tight relationship to the nature of the subjects, the wide range of scientific documentation available in English, the facilitation of communicating information and business development.

Therefore, the findings of the present study are expected to shed light on the problems encountered by teachers in the ESP class in the departments of Biology and Economy as well as to help course designers to create specialised English courses that meet the students' needs. For that reason, the study addresses the following questions:

1. What are the main challenges encountered by ESP teachers at the departments of Biology and Economy?

2. What are the English language-related skills needed by those students?

3. What is the English language proficiency level the students in those departments?

4. To what extent is the ESP course pertinent to the students' needs and expectations?

2. The ESP Teaching Situation

ESP, also known as a learner-centred approach to teaching English, has undergone different stages of progress since its beginnings in the 1960s (Hutchinson & Waters, 1987). It is worth mentioning that the term ESP stands for English for Special Purposes. After 1970, it was replaced by the name English for Specific Purposes since "specific" implies the purposes of performing a task in English (Andrei, 2013).

ESP was developed to respond to the new world's scientific, economic, technological revolution. Hence, ESP was that sort of language that emerged as a result to the current circumstances which necessitated specific terminologies not only to facilitate communication but also to unify and contextualise the different types of exchanges. So that to keep the different specificities in their unique contexts. Put differently, ESP provides international connections among different types of English to encourage communication all over the world within the same field.

English represents the second foreign language after French in the Algerian educational context. The Algerian policy makers recognize the importance of the English language use as a medium of development and international exchange in different spheres.

> In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the major solution to all possible ills – including economic, technological and educational ones. (Miliani, 2001, p.12)

Thus, the Algerian government encourages the teaching of foreign languages and put much interest on the teaching of English in all school levels besides tertiary levels in response to the new worldwide economic, business and scientific demands.

In Algeria, English is taught in different ways and almost in all the departments in the Algerian universities. Besides the Department of

English wherein it is the main subject, English is taught as a complementary but compulsory module in the other departments. The English course in those departments is normally an ESP course that relates to the students' needs and interest with a time proportion equal to one hour and half. In addition to the fact that the time allotted is not sufficient to meet all the students' language needs, unfortunately, most teachers are teachers of general English who did not benefit from ESP training.

Almost in all educational settings, ESP is often taught by general English teachers. Though the demand for specific language courses has increased, decision makers and curriculum designers have not taken ESP education very seriously. In the Algerian educational context, ESP teacher training is not given much importance if not to say neglected.

3. Key Definitions
3.1. English for Specific Purposes (ESP)

The term ESP stands for "English for Specific Purposes", which implies the emphasis on learners' language-related purposes and the needed language resources. Robinson (1980, p. 13) defines ESP course by stating that "An ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. It is based on a rigorous analysis of students' needs and should be tailor-made".

Munby (1978, p.2) argues that learners' needs communication is a fundamental step in both syllabus and materials' design and claims that "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners". Moreover, Harmer (1983, p.1) refers to ESP as "…situations where the student has some specific reasons to learn a language." That is, learners want to learn the target language (English) to fulfil specific reasons which can be academic or occupational.

In the same respect, ESP is defined as "an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning" (Hutchinson & Waters, 1987, p.19). Subsequently, teachers should consider the reasons why a learner needs to learn a foreign language in order to decide about the content to be taught. According to Basturkmen (2006), ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments and a key feature of ESP course design is that the syllabus

is based on an analysis of the needs of the students.

3.2. Needs Analysis

Needs analysis is a key phase in any ESP course design. Hutchinson and Waters (1987, p.53) accentuate the importance of conducting needs analysis before any course design and maintain that any language course should be based on needs analysis.

Needs analysis has been defined by Dudley- Evans and St John (1988: 121) as "the process of establishing the what and how of a course". In other words, needs analysis is a prerequisite element in any ESP course because it helps determine the content and the method of teaching. Robinson (1991, p. 7) suggests that "needs analysis is generally regarded as critical to ESP, although ESP is by no means the only educational enterprise which makes use of it".

3.3. Course Design

Munby (1978, p. 2) states that ESP courses are: "Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner". That is, the detection and identification of learners' needs is the first step in any ESP course design. Course design is defined by Hutchinson and Waters (1987, p. 65) as the "integrated series of teaching/learning experiences whose ultimate aim is to lead the learners to a particular state of knowledge".

Course design refers to the planning and structuring of a course to attain the desired aims. Therefore, it is the outcome of number of elements including: the result of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (Robinson, 1991).

Any ESP course must take into consideration the subject area of the learners and cover the lexical, semantic and structural aspects of the language characteristics specific to the learners' field of study. In other words, ESP courses aims to provide learners with specific skills and vocabulary to enable them to communicate effectively in the target situation.

3.4. Learner- Centred Approach

As its name suggests, the chief focus of this approach is the learner as the centre of the learning process. According to Hutchinson and Waters (1987), "the learner-centred approach is based on the principle that learning is seen as a process in which the learners use what knowledge or

skills they have in order to make sense of the flow of new" (p. 72). Put differently, the learner is considered as a starting point when analyzing the target situation, designing syllabus and then adopting appropriate materials that would equip the learner with adequate English language proficiency necessary for use in the target context. Therefore, the learner is essential and important element in the design of courses.

4. Methodology

The researcher opted for a mixed-method approach based on both qualitative and quantitative data. As the purpose of this study is identifying the students' language needs and the problems encountered by the teachers of English at the departments of Biology and Economy, the qualitative approach seems to be appropriate in collecting the required data. Moreover, the quantitative approach is also part of this research because it allows the researcher to represent the information collected from respondents to numbers and statistical results.

The study was carried out in the Departments of Biology and Economy at Mohamed khider University, Biskra. It attempts at highlighting the main problems faced by teachers in the ESP class as well as exploring students' needs for English language mastery to perform specific activities and attain English language-related purposes. To attain these goals, six teachers of English at the aforementioned departments were surveyed using questionnaire.

4.2. Instruments

In order to get insight into what is happening in the ESP teaching/learning situation under consideration, and identify the various factors impacting such a situation, the researcher had recourse to teachers' questionnaires. The questionnaire is one of the most useful tools that help elicit available information from the informants. According to Nunan (1992, p. 231), "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from subjects". In this research, the questionnaire has been chosen as a research tool to get a clearer vision about teachers' challenges and difficulties when teaching English for Biology and Economy students in addition to those students' needs regarding the English language.

5. Results and Discussion

To investigate the different obstacles and challenges teachers of English face and the strategies they use in order to adopt themselves to their new situations as ESP teachers, a questionnaire was administered. Various types of difficulties have been encountered by teachers which make their tasks even harder to be done. Among those obstacles, data revealed that teachers' absence of pre-training to ESP teaching plays a salient role in the success and failure of the teaching process. In addition to that, it was clearly noticed that learners' low proficiency level and decreased motivation impacted their learning negatively. The gathered data displayed a considerable deficiency in learners' proficiency of the language, mainly in grammar, vocabulary, phonology and in the four language skills writing, speaking, reading and listening. These difficulties have a negative influence on their level of competence and motivation. ESP teaching/learning situation in the Departments of Biology and Economy does not provide enough and considerable contact with the target language. The ESP learners are regarded as current or future specialists who are aware of their needs and know what the ESP English course should offer to them (Raluka, 2002). However, the ESP English course presented to the students of Biology and Economy do not cater for their needs and expectations in these specialities. In addition to that, they do not work to strengthen these deficiencies and lacks because the needed language elements and skills are missing in the content provided to them.

Teachers consider speaking and writing as the most important skills needed by the students in the ESP course though in reality the ESP course turns to be a reading and translation session. Teachers also depicted the lack of collaboration between teachers of English and teachers of the speciality as a serious problem. It was also found that among the many teaching difficulties, lack of specialised knowledge in the subject matter and well-designed syllabus to follow hinder teachers from doing their job effectively. Teachers argued that there is an urgent need to develop a course that caters for learners' requirements and expectations from the English language course.

These difficulties and others might be overcome when a corresponding course is presented where suitable teaching materials are provided. It is also believed that incorporating relevant information that

the students need to know in English language with knowledge of the subject matter increases the level of interest and motivation.

4. CONCLUSION

This paper is an attempt to provide a clear picture of the ESP situation in the Algerian university. It tries to show the ESP teaching situation in Department of Biology and Economy at Mohamed Khider University, Biskra. Many problems have been identified such as the lack of ESP trained teachers and well-designed syllabus make English teaching difficult for teachers and demotivating for learners. It was found that the English course did not respond to learners' needs and did not improve their level. The Ministry of Higher Education and Scientific Research needs to encourage the necessary efforts of improving such a primordial side of the EFL policy so as to arouse enthusiasm and interest among learners and teachers alike. In addition to that, pre- and in-service training is a crucial aspect that should be taken into consideration as well as applied to make the teaching situation more effective. An urgent change should be made on the level of course content by reconsideration and revision.

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Elucidating the Assessment Mechanisms under the Learner Centered Approach

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Abstract:

The assessment/feedback process is fundamental for the success of the learner centered model; it aims to evaluate the extent in which students have developed the skills, understanding and critical thinking that were intended at the beginning of the learning process. In order for the teacher to conduct a successful assessment process it is imperative to be aware of the best practices and approaches that provide understanding of the knowledge students have acquired and developed. The current research aims at reviewing these approaches and to see how it operates under the learner centered syllabus, in addition to highlighting the positive impact good assessment has on promoting learning.

Keywords: Assessment; Approaches; Learner Centered; Syllabus.

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1. INTRODUCTION

Educational reforms anywhere in the world and in the Algerian context in particular are meant to create a better teaching/learning environment for both teachers and students and to develop student's sense of responsibility, to build their competencies and have an integral part in their learning process. The assessment/feedback process is fundamental at this stage, it aims to evaluate the extent in which students have developed the skills, attitudes, understanding and critical thinking that were intended at the beginning of their learning course. Teachers are at the heart of this process; assessment demands large body of knowledge and skills that teachers use to either formally or informally assess their students, the latter according to Harris and McCann (1994) is ''a way of collecting information about our students' performance in normal classroom conditions'', the former however is held through establishing test conditions (p. 5).

Classroom research essentially focuses on developing teacher's competence and determination to have better awareness about the process of how students learn. Observation, feedback, assessment and experiments are some of the various approaches teachers work with in classroom research. The researcher believes in the necessity of pointing out to the importance of classroom research and its role in polishing teacher's assessment techniques. Cross and Angelo (1988) suggested a model of classroom research grounded on 5 assumptions, the first assumption implies that learning and teaching are in a complementary relationship, in other words student's quality of learning is directly linked to the quality of classroom teaching; thus in order to improve learning it is crucial to upgrade teaching (p.1).

The second assumption is concerned with the formulation of goals, it advocated for the need of teachers to clearly denote their goals and objectives with the aim of developing their teaching techniques in addition to be open to the extensive feedback they will receive regarding the achievement of those goals, this assumption connects teaching goal and assessment approaches together as one; in other words, Cross and Angelo

(1988) believe that ''each assessment technique has an implied teaching goal…and it also provides information about how well that goal has been accomplished'' (p. 2) . The third assumption evokes that for classroom research to be successful in improving the teaching/learning process teachers are required to answer personalized questions on issues in their teaching methods; to put it another way, teachers need to embrace their failure in order to progress (p.2).

The next assumption asserts that classroom research is an intellectually challenging process that boosts teacher's motivation and growth through inquiry (p.3), the fifth and final assumption of Cross and Angelo is that classroom research is a simple, uncomplicated process that can be done ''by anyone capable of and dedicated to college teaching'' (p.3) they also noted that ''the more classroom teachers engage in Classroom Research ,the more sophisticated and knowledgeable they will become about teaching and learning''(p.4). More details and examples of the aforementioned model of classroom research are pointed out in *Classroom Assessment Techniques. A Handbook for Faculty* (1988), the model will provide teachers with new concepts and guides them on how to build the best teaching environment at the same time develops their assessment skills.

The current paper aims at reviewing the best assessment practices and approaches that operate under the learner centered syllabus and provide understanding of the knowledge students have acquired and developed throughout their learning process, in addition to emphasizing the power assessment has on promoting learning. A common misconception of considering all students to have the same level of understanding and the same learning styles is very common in Algerian schools and universities, accordingly, teachers tend to use the same assessment practices on all students without updating them to accommodate with the new generation of students. It is important for teachers to conduct a thorough classroom research to become more conscious about the fact that test and exam scores are not the sole determinant of student's development and understanding of the materials, it is necessary for the assessment to be a long-term dynamic process that

covers all educational aspects in the classroom. The current paper asks the following research question:

1. Which assessment approaches are more suitable for a learner centered syllabus?
2. What is the impact a good assessment practice has on promoting learning?

To reach the aim of the paper, extensive research on approaches to assessment and the learner centered syllabus was conducted in order to identify which assessment methods are considered best in a learner centered environment. The paper is descriptive in nature and provides teachers with insights to reconsider the use of the traditional assessment approaches and move toward the ones known as secondary or alternative approaches.

2. The Learner Centered Approach

Learner's independence and autonomy are one of the key objectives of any educational institution, the work of Boud (1981) described how education and traditional teacher centered approach is responsible for making students dependent learners, most of them depend completely on the instructor to identify what needs to be learned and how. The notions of learner's self-regulation, autonomy and individualism are only introduced with the implementation of the learner centered approach. The model as its name denotes puts the learner at the center of the educational or the teaching/learning process with the teacher as a guide or facilitator of this process.

The difference between the traditional curriculum and a learner centered curriculum is that the latter involves students in the designing process for it is a collaborative effort between the teacher and students, this change in direction was not an easy process because a collaborative negotiated curriculum is managed differently from one that is prescribed by the teacher or teaching institutions (Nunan, 1986 p. 2). Course design in a learner centered approach follows a detailed sequence that begins with assessment (diagnostic assessment) of needs and report of goals and objectives, the teachers or course designers then work on the designing process, the implementation, assessment and revision processes that

should fit the needs of the learners and accomplish the stated objectives. Classroom Assessment in a learner centered curriculum focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching.

3. Readings of Assessment
3.1 What is Assessment?

Assessment has long been an integral part of the educational process; its successfulness depends greatly on educator's adequate knowledge and awareness of the best practices and approaches that provide understanding of the knowledge students have acquired and developed. Assessment in general has a broad spectrum of definitions ranging according to different purposes and contexts; Rowntree defines assessment as:

> ... assessment can be thought of as occurring whenever one person, in some kind of interaction, direct or indirect, with another, is conscious of obtaining and interpreting information about the knowledge and understanding, or abilities and attitudes of that other person. To some extent or other it is an attempt to know that person. (1987, p. 4)

On another note, Gibbs and Simpson (as cited in Irons, 2008, p.11) suggest that ''assessment is seen to exert a profound influence on student learning: on what students focus their attention on, on how much they study, on their quality of engagement with learning tasks, and, through feedback, on their understanding and future learning''. On the whole, assessment is the process of evaluating and measuring learner's educational achievements with the help of different tools or methods.

The desire of evaluating learner's educational achievements has been growing for a long period of time, *Knowing what students know : the Science and Design of Educational Assessment* (2001) is a guidebook published by the National Research Council that focuses on reviewing advances in the cognitive sciences and measurement to explore their implications for improving educational assessment (p.1); Pellegrino, Chudowsky and Glaser (2001, p.1) highlight the goal of educational assessment as: ''It seeks to determine how well students are learning and is an integral part of the quest for improved education. It provides feedback

to students, educators, parents, policy makers, and the public about the effectiveness of educational services.''

The complexity of the process of assessment gives it various purposes for it means different things to different audiences in different situations (Earl, 2003, p. 1). The purpose of assessment is categorized as assessment of learning, assessment for learning and assessment as learning (Earl, 2003), assessment of learning is the traditional type used in schools; it is summative in nature and executed as tests or exams that are done at the end of a unit or a program to certify learning and achievements of students (p. 2). Assessment for learning on the other hand, is formative and offers a different standpoint to the traditional classroom assessment, the process is done at the middle of the learning process rather than at the end with constant help and interaction from the teacher to the students in order to pinpoint learning needs,

> Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs. (Black & Wiliam,1998, p. 2)

The third purpose is assessment as learning that Earl (2003) levels with self-assessment, it occurs when higher education students are responsible for the most part of their learning; as in the Algerian context the LMD system denotes students to be accountable for 80% of their learning with the remaining 20% dedicated to the teacher's involvement either as a mentor or a guide in the learning process. Assessment as learning sees the student's contribution in assessment activities such as peer assessment and self-monitoring of progress as part of the learning process (Black & Wiliam 1998, p.3).

Most of the traditional methods of assessment focus more on testing knowledge and comprehension and ignores the importance of developing and assessing judgments, experienced teachers in the Algerian

educational institutes tend to reject the modern assessment strategies and maintain the old fashioned approaches they adopted 10 or 15 years ago, this conception is one of the main reasons why the assessment process in Algeria is challenging. These teachers tend to opt for the summative type of assessment which refers to evaluating learner's performance on a test at the end of the courses, without question this method is essential in the evaluation process, nevertheless it does not necessarily reflect upon the exact level of students understanding mainly because tests intensify anxiety and thus sometimes students' tend to score less than usual, Boud (2006) (as cited in Joughin, 2009) pointed out that ''assessment probably provokes more anxiety among students and irritation among staff than any other feature of higher education'' (p. 13)

3.2 Approaches of Assessment

Given that assessment is a complex process with numerous definitions and characteristics; it is challenging to set certain forms of assessment as the exclusive types of the process. Researchers have identified different labels of the varieties of assessment; the mostly acknowledged ones are exhibited in dichotomies by McAlpine (2002):

3.2.1 Formal vs Informal Assessment

Formal assessment begins with students' knowledge that the assignment they are asked to perform is for assessment purposes. The approach follows prescribed tests and exams administered to students to evaluate their learning achievements. This type tends to be summative in nature thus it is associated with increased stress, Harris and McCann (1994, p. 27) underline the misconception both teachers and students have about considering formal tests and exams as something done to someone rather than something done for someone, they continue to point out that formal assessments should not be considered the sole determinant of students level, this types is created to complete other varieties of assessment.

As its name denotes, informal assessment is a spontaneous and continuous process that occurs without student's awareness. In other words, teachers collect information about student's performance through integrating assessment practices within other tasks in normal classroom

settings. This type of assessment according to Harris and McCann (1994, p. 5) is not a replacement for other types of assessment nor should it be considered as an exclusive type but one that works within a larger system with other different forms of assessment. Informal assessment is regarded as a formative and continuous process so it is seen as less threatening and less stressful to students.

3.2.2 Formative vs Summative Assessment

Formative assessment according to Irons (2008, p.7) is any task that provides feedback or feed forward to students about their learning achievements. This form of assessment is perpetual and is designed to provide comments and criticism to students about their learning progress; to help them identify their strengths and enhance their weaknesses. It is not graded thus it tends to be motivating for learners and beneficial for teachers for it helps in labeling what works better for student's development and what doesn't.

For the most part, summative assessment is a graded process that judges learner's performance and it usually occurs at the end of an educational unit or programme; it is the mostly depended on form of assessment in higher education. Unfortunately, students feel a larger amount of pressure and anxiety doing these types of summative activities mostly due to its restricted circumstances, on the other hand, Irons (2008) believes that students are powered and driven by these forms of summative assessment, and the latter ''will curb other learning activities such as wider reading, group work and formative activities'' (p.10)

3.2.3 Continuous vs Final Assessment

As its name conveys, continuous assessment is a constant activity that occurs throughout different levels of the learning process; it provides a continuous feedback on how students are doing. **Scanlan** (2012) considers this type of assessment as: ''most appropriate when student and/or instructor knowledge of progress or achievement is needed to determine the subsequent progression or sequence of activities.'' (p. 6)

Final assessment on the whole is perceived to be a kind of summative assessment for both occurs at the end of a learning activity. This form of assessment is not suitable for all sorts of activities; it usually

transpires only when learning can be assessed as a single unity not as separated parts.

3.2.4 Process vs Product Assessment

Process assessment follows the methods and procedures of a particular learning activity introduced to students, in other words, teachers assess student's knowledge of the steps of a certain process to determine their understanding. Scanlan (2012) points out: ''because it provides more detailed information, process assessment is most useful when a student is learning a new skill and for providing formative feedback to assist in improving performance.'' (p. 7)

Product assessment evaluates the final result of the process. It is used for summative purposes in addition to documenting proficiency or competency in a given skill.

3.2.5 Diagnostic Assessment

Diagnostic assessment is not incorporated in McAlpine's dichotomies; however it is considered one of the most imperative forms of assessment. Usually referred to as pre-assessment ; this form occurs at the beginning of the learning process to collect data on what the student already know about a specific subject or area. Diagnostic assessment helps teachers and curriculum designers to recognize learner's strengths and weaknesses, knowledge level, and skillset prior to beginning instruction in order to develop and design an appropriate syllabus that suits their needs.

The aforementioned approaches of assessment are not the exclusive forms of the process, several others are found to be helpful in different situations and for different purposes. To sum up, all assessment techniques are found to assess learning and evaluate student's progression, in addition to providing teachers and educators with the adequate knowledge to design, develop and amend their syllabus to fit the requirements of students.

4. Learning Preferences of Students

Any attempt to consider applying any assessment approach has to undergo several procedures; one of the most crucial considerations is identifying learning styles and preferences of students. It is imperative to put enough time and effort to distinguish types of students, their capabilities and learning preferences. Only then the teacher can have the proper amount of knowledge to create the suitable instruction in classroom and thus, design an appropriate assessment activity that offers the necessary data about learner's development and understanding of the course content. Before making the decision of what assessment model to be used it is essential to consider types of learners and their learning styles.

How do people learn? Learning skills or techniques differ from one learner to another from one situation to another and from one objective to another. Fleming's (1992) VARK learning styles distinguish four main approaches on how to learn best. Visual learning is the first and most common learning style. Relatively 50 to 70 percent of the populace are characterized as "visual learners" (Bersin, 2004, p.32), denoting that these types of learners learn through visualization and prefer to learn through written information, images, graphics, colors among other ocular methods. Visual learning relates effectively to taking notes (color-coding notes), use of graphics and PowerPoint presentations. The second approach that learners prefer to adopt as their learning style is listening to lectures, meaning that they learn best through hearing the information, understanding and memorizing it. According to Bersin (2004, p.32) 'approximately 20 to 40 percent of the population are characterized as "auditory learners," with good listening and speaking skills.

Fleming proposed a third approach about learners individual learning styles, reading and writing learners favor information in written texts. Some students would remodel diagrams into written format, others may rewrite lectures in their own style to make it easier to understand, and other individuals would be making lists or arranging words. Kinesthetic Learners are the fourth and last type of learners in Fleming's VARK learning model, these types of learners prefer to learn through experience and active learning opportunities. According to Bersin (2004, p.33) "A smaller percentage of the population (5 to 20 percent) learns best through touching and doing things. These are people who learn by imitating, trying, holding, and feeling things."

Maintaining a classroom with these types of learners can be challenging in both the processes of course design and assessment, for each have to meet the needs of different learners. Unfortunately, teacher's dependence on the classical assessment strategies is no longer effective for embracing the diverse needs of the students, different approaches to assessment are required at this stage to give better opportunity for both teachers and students to develop.

5. Understanding Assessment Approaches under the Learner Centered Curriculum

During the process of course design, assessment activities intended to measure student's performance and progression of knowledge has two coinciding purposes and the data collected during this process are used for two resolutions. First, it offers the teacher with crucial information he/she needs as curriculum designer, second, it presents him/her with the required base for evaluating each student. In a leaner centered model, seeing that course design and assessment methods are closely linked, students and teachers are ought to be involved in the assessment or evaluation process.

In a learner centered teaching model, the teacher is obliged to manage every teaching activity (method, assignment or assessment) according to the context of the course, students and classroom to reflect on whether or not it optimizes student's ability to learn; this reflection is the first and important step to ensure good approach of design, instruction and assessment. Evaluation and assessment according to Nunan (1986) occurs at different levels; the Macro level involves evaluation of the programmes on an administrative perspective, the Micro evaluation however occurs at the classroom level and involves the teacher and learners (p. 2). The major reason for carrying out Micro evaluation and assessment is to uncover the level of learner's progression, if they are not progressing positively the teacher has to work on discovering the reasons and recommending solutions.

For learners to be adequately tested in language proficiency it is important to blend the traditional assessment methods with those that are considered secondary. No one can disagree with the importance of the traditional approaches to assessment being either formal, summative, final or product-oriented judgment on the successfulness of the teaching approach and achieving the intended course objectives. However, implementing a learner centered approach necessitates for the so called alternative assessment practices to be extensively used as primary techniques for assessing the skills, knowledge and identifying strengths and weaknesses of the learners. The assessment process does not rely solely on the teacher, Self-assessment is a major element in the evaluation process, according to Cullen, Harris and Hill (2012) self-assessment holds

two key objectives in a learner centered curriculum; it develops student's self-consciousness , awareness about learning and self-autonomy. (p. 128)

Based on the extensive reading of literature (Gibbs, 1995, 2006; Joughin, 2009 Cullen, Harris and Hill 2012) The current paper advocates for the implementation of diagnostic (Quiz/test, conference interview, posters, mind maps, student surveys), formative (Group projects, portfolios, class discussions, short regular quizzes, virtual classroom), informal, continuous and process assessment techniques in language classrooms for they are perceived as more appropriate for a learner centered approach. The aforementioned techniques (especially diagnostic assessment) help to tell the teacher (and the student) how much they know and don't know about an upcoming topic. This helps to update the teacher's lesson planning, learning objectives, and identify areas that may need more or less time spent on.

Formative, informal and continuous assessment aids teachers in understanding student's learning progress while they teach, and provide them with information necessary to adjust their teaching strategies accordingly. The blend in higher education between the traditional summative and formal assessment with formative, informal approaches will have greater positive impact on the learning environment and offer better learning opportunities for students. This balance in evaluation techniques is a good source of motivation for students that encourages them to be more communicative, responsible and extends ownership of their learning and education (Irons, 2008, p. 8). Some universities tend to exclude formative and continuous assessment from educational courses and only maintain the summative final approaches, learners are inclined to perceive these courses as less important and thus give it less time and effort. In addition, the data collected from the final assessments of these courses does not reflect the exact level of student's development.

Learning proficiency has a strong relationship with assessment approaches; the power the latter have on promoting learning is widely searched and studied (Snyder 1971, Biggs 2003, Bloxham & Boyd 2007). Scholars maintained that implementing a good assessment strategy which suits the context, course objectives and learner's different learning styles

have a positive impact on promoting learning. Bloxham & Boyd point out that ''the assessment strategy of a particular course influences the approach students adopt towards their learning, how much time they spend on their studies, how widely they study the curriculum, and whether they grasp the key concepts of the subject'' (2007, p. 16).

Learners tend to approach learning in two distinct ways, one is the surface approach when student's intention is to cope with the requirements of the task but with little personal engagement or aim to understand the material, such approach usually occurs with courses that are assessed using formal and summative methods. In the deep approach students aim to understand ideas and are intrinsically interested in their studies. One of the motivations behind adopting a deep approach in contrast to the surface one is appropriate assessment strategies ''If students perceive that a task requires memorization and reproduction of facts, then that is what they will do''. (Bloxham & Boyd, 2007, p. 17). Student's approach to learning is highly connected to the design of assessment in higher education and instructors need to pay a great deal in constructing their assessment strategies for the role it takes on promoting learning.

6. CONCLUSION
The main conclusion of this paper is refreshing teacher's conception of implementing what is known as secondary assessment strategies as imperative adjustments in the evaluation process in a learner centered curriculum, mixing primary and secondary approaches bear a bigger possibility to promote student's learning. For securing a good teaching/learning environment in the classroom; teachers need to pay attention to learning preferences of students prior to the design of instruction for the lack of this knowledge can lead to poorly designed courses which in turn will lead to poor assessment activities that can't accurately determine learner's level nor understanding. The paper also highlighted the strong relationship between appropriate assessment strategies and student's approaches to learning; on which the former positively impacts learner's choice on which suitable learning approach to be adopted.

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The Use of Digital Literature as a Teaching Tool

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Abstract:

Digital literature is a new medium for literature that is created digitally and is meant to be read on electronic devices. In this day and age, technology has become an integral part of our lives, and education is no exception. Online learning is not solely a crisis management tool like in the case of the Covid-19 pandemic situation, but it is rather a useful tool in education that should be implemented into existing curricula, especially in ESP. Technology is already an addiction for youth, so digital literature can be a powerful educational tool that ESP teachers can use.

Keywords: Digital Literature; education; ESP; tools; technology

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1. INTRODUCTION

The success of designing a good syllabus in any language teaching depends on constant developments that embrace the changing circumstances. The teacher should be able to adapt to new situations, especially in ESP since it depends on the needs of the learner. Being creative with the syllabus' content is what keeps the teaching interesting. Digital literature is a great teaching tool because it is an innovative way of learning. Since it is a change from the traditional tools, it is considered entertaining and enjoyable, and the teacher will find it easy to grab the attention and interest of the learners.

Digital literature is relatively new in ESP. Due to the current social distancing policies, new ideas in virtualizing lessons are very much needed. This paper aims to explore the different uses of Digital literature in language teaching, and more specifically in ESP. We will also explore the different digital literature, and their merits if used in ESP.

2. The Rising Influence of Digital Literature

Literature is a form of art that usually is thought of as tangible written works printed and published as books. Due to the advancements in technologies, many digital expressions are considered literature. Digital literature is one of the newest forms of literary expression and a side effect of the digital age we are living in. It refers to all the literature exclusively created in digital form and uploaded on the internet. Printed literary works that have been digitalized into e. books are not included in the term's definition.

Digital literature can be a vague concept, but what constitutes one is that it is originally written on a device and posted online. It is a form of art, and like any other art, it is "a continuation of that which has come before" (O'Sullivan, 2019, p.2). Just like literature, it provides a story to tell with contexts, themes, and characters. However, it is a modern and digitalized way to read literary texts. It can be a short story in tweets on Twitter, a video of a poem on YouTube, or a novel published first online on Kindle to mention a few of its forms. Moreover, video games with a story to tell are also considered digital literature. In short, it is a form of storytelling written and posted on electronic devices.

Because of its loose definition, and its inclusivity to many online

modes of expression, digital literature's influence is everywhere in social media. However, we are not well aware of its existence because of the public's lack of knowledge of the term. We understand what social networks are, and we understand what is a tweet, a video, and a video game; however, we have never associated them with literature. Young people spend a lot of time on their electronic devices, and they stumble on many digital literary texts without recognizing them. Making teachers familiar with the different digital literature available online and free of charge enables them to utilize it. Teachers can make use of the youth's addiction to technology in favor of developing teaching techniques.

3. Using Digital Literature as a Tool in ESP

Teaching English for Specific Purposes (ESP) is a learner-centered approach. It generates different syllabi to fit the different needs of learners from different fields. As opposed to teaching general English, which aims at teaching the whole language to be used in everyday conversational situations, ESP's purpose is developing the communicative skill in the specific discipline of the learner. Moreover, all fields use technology for their good, and digital literature is a great way to employ technology in English teaching, and more specifically in ESP.

No methodology or source of teaching materials fits all language learning situations, and there are no specific methodologies made for ESP. Its strict adherence to the principle of catering to leaner's needs makes it flexible.

ESP is not different in kind from any other form of language teaching, in that it should be based in the first instance on principles of effective and efficient learning. Though the content of learning may vary there is no reason to suppose that the process of learning should be any different for the ESP learner than for the General English learner. There is, in other words, no such thing as an ESP methodology, merely methodologies that have been applied in ESP classrooms but could just as well have been used in the learning of any kind of English. (Cited. in. Hirvela, 1990, p.240)

Because of its flexibility, the teacher is free to be as creative with the tools of teaching as he pleases as long as he achieves his purpose.

Digital literature can be a teaching material because 'any type of discourse is eligible for consideration as a teaching aid provided it contributes to the goal of teaching at hand." (Hivela p.240). EFL learners have long regarded reading and understanding literature without any problems as an end-goal; however, using it as teaching material is found to be very useful and practical, especially for ESP learners. The following are the trendiest digital platforms with interesting content that is considered digital literature.

3.1. Interactive Fiction: Video Games

Video games with a story to tell are part of digital literature. The player is also a reader that reads, understands, and interacts with the storyline. The games offer a virtual reality with stimulation of real-life situations. The teacher uses games to make contexts and help the learner to immerse himself and make himself familiar with vocabulary, language, and discourses of a specific field.

3.2. Tweets as Literature: Twitterature

Twitterature is a hybrid word formed from the two words Twitter and literature. The latter is artistic texts that tell a story, and users of Twitter made the platform as a medium to share their literary creations. Twitter is not a serious and a literary platform per se; however, one can post well-constructed tweets with good grammar, no spelling mistakes, and tell a story or an insight. Twitter limits the length of tweets to two hundred and eighty characters, and that is enough to deliver a short message. The constraint with the words count pushes the author to be creative and witty. Tweets are not limited to the traditional novel or poem forms but can be a creative short text that delivers an insightful social expression. Because of the constraint of the number of characters in a tweet, authors chose to have their novels on a number of consecutive tweets. Some examples would be Jennifer Egan's *Black Box*, which was first published in about 500 tweets in 2012; and David Mitchell's *The Right Sort*, first published as almost 300 tweets sent over one week in 2014.

3.3. Memes as Literature

According to the Merriam-Webster dictionary, a meme is "an amusing or interesting item (such as a captioned picture or video) or genre of items that is spread widely online, especially through social media." As opposed to novels, short stories, and poems that are more formal and have

certain traditional forms, memes are captions that aim to present social instances and deliver a message humorously and directly. Memes bring in the culture factor into account and enhance the learner's creative and critical thinking. A great exercise idea for a classroom is presenting the same picture or some memeable pictures, and the teacher would ask them to write appropriate captions. This can be a warm-up exercise at the beginning of a class or a short homework.

4. The Advantages of using Digital Literature as a Teaching Tool

Digital literature is the new trend in EFL classrooms. It helps to keep up with the times we live in as the digital age has taken over everything. Like any other tool, digital literature presents many advantages.

The new and rising generations are digital natives, and the majority are more reliant on visual learning. Digital literature caters better to young people and presents a great solution for visual learners. It is a great tool in ESP since it is about delivering lessons and teaching English efficiently.

Digital literature provides good contexts to train and improve soft skills, also known as common or core skills. They are considered personal and professional skills. I.e. they are life and career competencies. Soft skills include creative and critical thinking, learning to learn, communication, and collaboration skills. They are important to any career. The teacher has to focus on the specific field of the learner and try to search and deliver digital material with the content that serves the learner's needs.

Using digital literature as a teaching tool can be innovative and more fun; it provides different contexts and different forms of storytelling that can spike interest and motivate the learners. By making the lessons entertaining, learners will not feel the pressure of learning, and they will have fun as they learn. Digital literature presents the fun of enjoying a digital piece without consciously knowing that they are learning and in a classroom. It presents a change from the traditional, old school lessons.

Electronic literature enables interaction from the reader. The latter no longer has a passive role that cannot interact with the material; he is an active participant. It is inclusive to the writer where he can perceive information and interact with it. "Electronic literature presents narrative freedom, but within author-defined structural constraints." (O'Sullivan, 2019, p.67). The author has control over the story, and over the amount of

interaction perceived. The way the reader interacts affects the literary work, and in a way, he becomes part of the making of meaning in the literary text.

Moreover, engaging digital literature as teaching material in ESP can enhance the digital literacy for the learners. They do not only learn the language specific in their field, but also they learn how to engage in the virtual world. We live in a digital world where everything is digitalized; therefore, digital literacy is an important skill.

5. CONCLUSION

Digital literature is a new genre in literature. The term is exclusive to all digital and literary expressions that were created, posted, and read on a device. It often takes on non-traditional forms as opposed to printed literary texts. It can be tweets, videos, video games, and memes to mention a few.

There is no one specific methodology in ESP. The latter is a learner-centered approach, and as long as the needs of the learners are met, the teacher is free to be as creative as they can. Digital Literature is an innovative and creative tool in teaching English.

Electronic literature does not only develop communicative competencies but also develops the soft skills that a learner needs in both his personal life and in his career. It trains critical and creative thinking, learning to learn, communication and collaboration skills. The engaging nature of the digital texts makes the reader an active participant that is constantly using his skills to perceive and understand it. Furthermore, along with these basic skills, the learner also develops his digital literacy.

The learner gets to be involved and interactive with the literary material. The respective roles of an author and a reader still exist; however, the latter is more engaged and interactive with the text. This constant involvement not only develops the learner's soft skills but also makes the process of learning more enjoyable.

Digital texts can disguise learning with fun and interactive texts. The teaching materials can be video games, memes, or tweets to mention a few. The humorous nature and the non-traditional forms of the material entertain and motivate the learners. The learning experience is less rigid and more conforming to the needs of the learners, as long as the teacher searches and presents content that serves the needs of the learners.

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Designing a Learner-Centered Syllabus Drawbacks.

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Abstract:
Admittedly, a learner-centered syllabus should focus on the different needs, abilities, goals and interests that students must fulfill and improve during the teaching learning process. However, teachers have to design a syllabus model that should adjust to those different needs and goals. In this regard, this research paper aims at investigating the teachers' attitudes towards the different drawbacks that hinder them from designing an adequate syllabus for students who learn English as a course for specific reasons. This study was a descriptive qualitative study whose subjects were 8 ESP teachers who teach in Biology, Laws and Political sciences, French and Technological sciences departments at Abbess Laghrour University, in addition to 40 students from the above departments. The data were collected through questionnaires. Based on the data, there were various points concluded among them: change is a difficult task in which teachers could not be familiar with the shift from being a lecturer to be only a guider and facilitator. Moreover, one of the problems of this form of syllabus is that it is considered as a labor-intensive due to the huge number of the students and the allotted time which is one hour per week. Furthermore, teachers find difficulties in designing such syllabus because they lack the skills to do so, and they face problems in encouraging and motivating students to participate actively, since the latter consider the English course meaningless comparing to the fundamental modules.Accordingly, some practical recommendations were suggested to teachers in order to design an appropriate syllabus by creating a better model and apply it in a learning-centered classroom properly
Keywords: learner-centered; syllabus; needs;ESP; design.

1. INTRODUCTION

Doubtlessly, the learner-centered syllabus varies from the traditional one that contains only texts and concepts, while the former supports learning through providing different aims and goals that suit the learners' needs. However, designing a learner-centered syllabus in ESP (English for Specific Purposes) classes is a difficult process where teachers face lots of drawbacks that hinder them from keeping the teaching learning process more successful. Moreover, teachers find some difficulties in order to raise students' interest in learning. Accordingly, teachers should follow some tips that would help them to motivate and enhance their students' learning like priming them for success, providing them with goals and criteria, and choosing and framing a course content for them.

2. Literature Review

2.1 Learner Centered Learning:

Throughout the history of the teaching-learning process, educators have always endeavored to look for the ideal method to implement in their classes for effective learning. However, the use of the same traditional ways has received a harsh criticism for not creating a learning environment to develop critical thinking and problem-solving skills of the students. For that reason, there has been a shift from teacher-centered to learner-centered approach in classroom instructions. This kind of change, which tries to look at the 2nd language teaching-learning process from learners' perspectives and to pay special attention to the needs, and it aims also at focusing on the different characteristics of learners.

According to McComb and Whistler (1997), the learner-centered approach generally focuses on the students' needs and goals, so that the teachers try to encourage the students' initiative and decision taking by involving them in group-work with different activities. In addition, in the learner-centered classrooms, teachers should minimize their talk in order to give way to students to participate, to interact and to talk more in order to create or to discover their different learning styles. Moreover, the roles of the teachers should be changed as well, from being a lecturer and the main source of information to being a mediator, guider and facilitator. Therefore, the didactic process should provide students with some learning skills in order to help them developing their competencies.

Grunert said: "A learner-centered approach to college education asks you to consider how each and every concept of your course can effectively support students learning" (1997). In the light of his word, the learner-centered learning has various principles that would improve the students' level among them;

•   The teaching-learning process should be "active, volitional and internally mediated".

•   The learner-centered approach must consider the students' beliefs, goals, emotions, and expectations during the didactic process.

•   Students should construct new knowledge using existing and guided knowledge as a basic start.

•   The learner-centered learning tasks should stimulate and enhance student's intrinsic motivation in order to help them being more curious, creative and critical thinkers.

2.2 Learner-Centered Syllabus and ESP:

R. M. Diamond asserts: "A learning- centered syllabus requires that you shift from what you, the instructor, are going to cover in your course to a concern for what information and tools you can provide for your students to promote learning and intellectual development." (Grunert, 1997). According to him, the syllabus is important basic tool that contains different information about what and how a lesson is taught in teaching-learning process. Moreover, Kaplan and Sinor (2010) claimed that the syllabus is a way to connect between both learners and teachers in which learner can find information about the lessons, the different aims and objectives that should be reached, the different needed materials, and the expected results behind the different activities. In addition, there are different types of syllabus like: functional, topical, skills, circumstantial and structural syllabus which the teachers should take into consideration while making their syllabus. (Richards & Rogers, 2001)

On one hand, a learner-centered syllabus should focus on the different needs, abilities, goals and interests that students must fulfill and improve during the teaching learning process. Therefore, teachers have to design a syllabus model that should adjust to those different needs and goals and must be a learner-centered syllabus in order to help teachers creating a learner-centered environment and staying far away from the teacher-centered classroom.

On the other hand, to design or to conduct a syllabus for an ESP (English for Specific Purposes) course for students is considered as another challenge for English teachers who face lots of tasks related to ESP course in terms of determining the aim, the choice of the content that suits and facilitates the acquisition of vocabulary and language structure for each different specialties. According to Hutchinson and Waters, ESP is:

"An approach to language learning which is based on learner need. The foundation of all ESP is the simple question: Why does the learner need to learn a foreign language? ... ESP, then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"(1987).

In this regard, learning and teaching English for Specific Purposes differs from teaching and learning general English. The former is used to meet the different needs of the students concerning their specialties, occupations or academic career, in which specific methodology, syllabus and activities are designed. In addition to that, ESP content is integrated in a particular subject matter that is related to learners' present and future situations. Whereas in the latter, teachers do not focus on the needs analysis, and they rarely conducted it to discover why they choose to learn English and what was their purpose of doing so.

No one can deny that every approach and process have its own challenges while trying to apply it because the criteria existed and found in the classroom do not always meet the conditions of the successful implication of these approaches. In this regard, this study sheds light on the different drawbacks faced by teachers while designing a learner centered syllabus and trying to apply it.

3. Methodology
3.1 Research Design

Since the main purpose of this paper is to investigate the attitudes of teachers and students towards the different drawbacks that hinder them from designing and implementing a learner-centered syllabus, a quantitative descriptive method was conducted in which two questionnaires were administered to:

- ESP teachers from 4 departments (Biology, Laws and Political sciences, French and Technological sciences departments) at

Abbess Laghrour University

- Students from departments (Biology, Laws and Political sciences, French and Technological sciences departments) at Abbess Laghrour University.

According to Brown (2001), as cited in Dornyei (2003), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". That is to say, questionnaires represent any form of list of questions which need to be answered; they can be list of questions, checklists, multiple choice items, and/or other sorts (Dornyei, 2003)..

3.2 Participant:

The participants who were selected to take part in this study were 8 ESP teachers from different departments (Biology, Laws and Political sciences, French and Technological sciences departments), and forty (40) second year students who were randomly selected from the same aforementioned departments at Abbess Laghrour University.

3.3 Description of the Questionnaires

Students' questionnaire included (17) fifteen questions divided into three sections. The first one was about students' background information (age, gender, and level of English). The second section was about whether students know about the learner-centered approach and its characteristics or not, and if their teachers apply it in their classes. Lastly, the third section was about learning English for Specific Purposes and whether its different courses meet their needs or not.

Teachers' questionnaire included (16) sixteen questions which were divided into three sections. The first section was about the teachers' background information (age, gender, qualification, and experience). The second one was about their classroom instruction (teacher-centered vs learner-centered) and whether or not they have or design a learner-centered syllabus before they start teaching, and what are the different drawbacks that can hinder them from doing so. Finally, the last section was about whether their courses are considered as ESP courses or general English courses, in addition to whether or not their courses meet and fulfil the students' needs, aims and goals.

4. Main Findings and Recommendations:

After collecting and analysing the data from both questionnaires that were administered to both teachers and students from the aforementioned departments, these were the main obstacles faced them while designing a learner-centered syllabus in ESP classes:

On one hand, teachers consider the "Change" or the shift from a teacher-centered to a learner-centered instruction in their classes as a difficult task, because they cannot adapt to the new situation in which they become only guiders and facilitators. In addition, they did not get used to minimize their talk in order to give their students the chance to actively participate.

Moreover, all teachers are familiar with the learner-centered approach and its characteristics but all of them do not apply it because of the following obstacles: First, they do not have experience for doing so, because they become part-time ESP teachers since 3 or 4 or even less years after they became PhD students. Second, they also suffer from the huge number of the students and the allotted time which is one hour per week in which teachers cannot work with students individually, and they cannot give all of them the chance to participate in order to enhance their autonomous learning. In addition, all teachers agreed on that gathering the huge number of students in amphi theatre creates a noisy environment which is difficult to be controlled. And even if students were divided in small groups, students would have been passive and do rarely attend the session, because they do not consider the English course as a fundamental module and its content is not their cup-of-tea, so that teachers fail to encourage and motivate them.

Furthermore, teachers agreed that syllabus is an important aspect for their teaching, but the majority of them do not design a learner-centered syllabus before they start their teaching-learning process, because: some of them lack the experience since there is no training related to syllabus design, especially to design a learner-centered syllabus which there are no samples that could help them designing one. Other reason that hinder teachers from designing such syllabus is that they still following the teacher-centered instructions and cannot adapt to the new approach.

On the other hand, teachers do not teach ESP (English for Specific Reasons) courses because: first, the level of the students is not good

enough to receive different courses related to their specialities with specific terminology, so that they see teaching them basic course like part of speech, tenses, and different grammar rules is more adequate for their levels. In this regard, students agreed that their teachers fail to meet their needs by choosing the aforementioned courses instead of teaching them different courses that are related to their specialities and academic career. Students also suggest that teachers should focus more on specific terminology and methods in order to help them to be familiar with their occupations by using English language especially in conferences and different workshops.

Recommendations:

Designing and implementing a learner-centered syllabus in ESP classes is challenging for teachers as well as learners. Therefore, a set of recommendations for teachers was provided as follows:

- Teachers should be trained to be able to apply learner-centered instructions and to get rid of the traditional ways of teaching.
- Teachers should motivate and encourage students to be more active in the classroom.
- Teachers should be provided with some samples of learner-centered syllabus that designed by expert in ESP fields.
- Teachers should know their students' aims, needs and goals in order to set their objective clearly in their syllabi.
- Teachers should focus on ESP courses rather than teaching general English.

4. CONCLUSION

In short, this research paper attempted to shed light on the different drawbacks faced by teachers while designing a learner-centered syllabus for ESP classes. The research findings clarify that even though teachers have already had a good understanding of the importance of designing a syllabus, and ESP aims, but they still find difficulties in designing and implementing an adequate syllabus in their teaching-learning process. Correspondingly, the research also unveiled the struggles faced by the teachers while trying to adapt to the new shift (teacher-centered to learner-centered) like the huge number of demotivated students. Finally, teachers should take the different given recommendations in order to find solutions and to design a learner-centered syllabus easily.

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Designing a learner centered pronunciation test for EFL classes
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Abstract:

English Pronunciation is an important sub-skill in foreign language classes, and so does its evaluation which basically implies the two communicative skills: listening and speaking. Evaluating EFL learners manages a set of features, starting from discriminating sounds individually to exploring them in longer contexts in an integrative manner. Accordingly, it triggers a set of testing methods used through both oral and written forms of test. In the present study, we report the process of testing English pronunciation in Algerian University where the evaluation of learners' English pronunciation is based on a formal written test. The Algerian assessors evaluate their test takers' pronunciation using pencil-and-paper tests; however, they hold listening and speaking activities for their instruction. Consequently, test takers do not demonstrate their actual ability to pronounce the sound correctly or to communicate through them. Thus, they are evaluated in terms of their knowledge about English pronunciation rules, such as the phonetic transcription, minimal pairs, stress and intonation rather than their correct pronunciation. We aim, through this research, at setting much further testing methods that are importantly necessary for incorporating listening and speaking activities for better testing English pronunciation in the Algerian University. So that pronunciation will be tested and evaluated globally in different formal forms of test: oral and written.

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1. INTRODUCTION

English pronunciation is being tested and evaluated in an integrative way in the Algerian university. The tester considers it as an item in communication using the target language, but he does not consider it as a skill. Writing skill is more important than the oral skills. The Algerian instructor testes and evaluates his EFL learners' English pronunciation using pencil-and-paper test formally; however, they confronted oral and written. In this study, we aim at enhancing the pronunciation test and provide it with oral test.

1. Literature review:

Tests that are devoted to pronunciation are rare, and since Teaching involves assessment to make decisions

> About lesson content and sequencing, about materials, learning tasks and so forth, teachers have to determine the strengths and weaknesses of the alternatives available to them. They make selections based on their experience, on their understandings of learning, language development and of language proficiency itself, together with what they consider to be most appropriate and in the best interests of those they teach. (Rea-Dickens, P., 2000).

Pronunciation tests presents a varietyof ways to evaluate students' production and identification of the sounds, stress patterns, and intonation of English.

1.1.   Pronunciation Instruction: communicative approach

The currently dominant communicative approach triggers that purpose of teaching and testing language is to communicate in classroom or daily life settings. Richards, J. (2006, 2) defined communicative language teaching "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom." This focus on language as communication urges the change in pronunciation instruction and testing; otherwise, there will be oral communication problems. Hence, pronunciation instructor's task is to enable one's learners to enhance their pronunciation skills which will not detract from their ability to communicate. Whereas, the tester's task is to diagnose their threshold level which can be remedied when involved in much more tasks. In other words,

> In the early stages of a course, it is used to encourage students to think about their current English pronunciation and particular problems; how important English pronunciation is to them, and how its importance might vary in different contexts; and what their pronunciation targets are. (Hewings, 2004, 25)

Accordingly, test designer involves a set of techniques to display ones test-takers through listening and imitating, through transcribing phonetically, or through distinguishing minimal pairs. He/she, further, use visuals aids to enhance the EFL learners' production in the target language. He or she can also expose them to passages from a written text to be read aloud focusing on stress and intonation. He may also ask them to hold interviews, conversations, dialogues and plays. Meanwhile the instructor records their language production to offer them an opportunity feedback for both teacher and learners.

1.2. Pronunciation testing: what and how to test?

If the English language teacher wants to use the test scores from a language test in order to make 'inferences' about the EFL learner and to decide their level, the teacher must be able to demonstrate how performance on that 'language test' is linked to the 'language use' (Bachman & Palmer, 1996). In pronunciation instruction, EFL learners receive the rules and criteria of sound and tone, yet in pronunciation testing, they are expected to produce sounds and tones using mainly their speaking skills as well as their listening ones. In diverse settings, pronunciation testers supposedly set off direct and indirect test items for classroom and formal testing. The EFL learners are to expose their pronunciation skills using their oral skills: speaking/listening. The teaching of pronunciation skills receives the least attention in the classroom. In other words, pronunciation is one of the most salient features of language, and that which contributes perhaps most strongly to speakers' identities (Celce-Murcia, D. M., 1996). However, the tester cannot detract these skills from reading and writing skills in a set of direct test items, such as phonetic transcription and reading aloud. However, pronunciation testing process can be embodied through the following subtitles:

1.2.1. Sound recognition:

Testers engage their test-takers in a set of drills involving both listening and reading skills from a lowest to a highest level; that is, from individual sounds to longer discourses. Testers; thus, aim at evaluating EFL learners' ability to discriminate sound, stress and intonation. They set off tasks such as dictation, test segment and understanding sounds. Sounds, in English, are difficult if compared to one's mother tongue; however, test designer's objective is to diagnosing learners' ability to tell the difference between different sounds.

Learners' ability to discriminate between phoneme, stress and intonation is the test designer objective in case of the sound recognition. EFL learners display their ability to differentiate between phonemes like [b, p], [ʃ, tʃ] and [ɒ, ɔ:], but they are not to show the ability to comprehend spoken language. Lado (1961,45) further added that it is

> Difficult to hear for speakers of a particular native language and the ones with which they are likely to confuse them. We usually list these problems in pairs. For example; the Spanish speaker has trouble hearing English /ð/ because he does not have a parallel phoneme in Spanish. He hears it as Spanish /d/, which he transfers as English /d/.

They are also to identify word stress through listening to a list of words pronounced by native speakers, or through reading a written list of words. While the tone discrimination is identified in longer group of words in forms using audiovisual aids; that is, they listen to longer discourses to identify where the raising and the falling tones are used. Or, they read aloud to express their ability to make tones in different aspects.

In this case, reading and listening skills are mainly engaged for holding a pronunciation test which identifies the EFL learners' pronunciation competence

1.2.2. Sound production:

In this case, EFL learners show their ability to use the sound and tone rules in more creative settings. EFL learners are provoked to produce the target language with respect to phoneme, stress and intonation structure by listening and imitating words individually or in meaningful sentences.

1.2.3. Usage in context:

Test designer holds a variety of longer discourses in forms of interviews, dialogues and conversation. Learners' pronunciation performance is the objective of this set of indirect tasks. The contextualized phonemes, stress and intonation discriminations are identified using tape or video recorders with respect to the lexical and syntactic rules of the target language. Speaking and listening skills are tenets of learner's good pronunciation performance. Oral skills state the learner's pronunciation skills in a more contextual aspect.

2. Research design

2.1. Case Study of Algerian University: pronunciation and pencil-and-paper test

English language is being taught in Algerian University. Following currently adopted approach to Teaching English as a Foreign Language, Algerian instructor proceeds communicative approach to teaching English language to non-native speakers. Buck (1989: 50) noted that

> The use of paper and pencil test of pronunciation is quite common in some English foreign language situations. A study was carried out in Osaka to determine the reliability and validity of such test as they are used in Japan. Results showed that reliability was very low indeed. Furthermore, correlation with more direct measures of pronunciation indicated that the written pronunciation tests had very low validity, and that the theoretical basis of such tests is open to question

2.2. Situation of pronunciation instruction and testing

Concerning testing pronunciation, Lado (1961,40) announced that "unless an utterance or part of an utterance sounds exactly like that of native speaker it is considered incorrect." In the Algerian University, pronunciation instructor teaches EFL learners how to discriminate

phonemes, stress and intonation as well as contextualizing them in longer discourses. According to the English language program, which was set by the Algerian Government, two modules are devoted to pronunciation skill instruction: phonetics and oral expression. In the former module, the instructor teaches his learners how to discriminate phoneme, stress and intonation while in the latter he uses their discrimination ability in a contextualized setting where they hold interview, conversation and role plays.

In other hand, test designer, with phonetics module, pay little attention to testing pronunciation skill in the Algerian University. He uses pencil-and –paper test to diagnose his EFL learners' pronunciation skill. He provides a formal written test with a set of alternative answers using the MCQ item or phonetic transcription, so the answer is also written. He also sets the stress on the syllable of the broken word. He may also set the raising or the falling tone in a statement, a question or an exclamation in a written dialogue. There is no more communication skill involved in the test of phonetics but writing skill. So that it is limited to sound recognition only.

Furthermore, the test designer, with the oral expression module, may use pronunciation skill in his classroom, but with little attention if compared to fluency, accuracy, grammar and vocabulary. He uses a set of listening activities to look for a word or to understand a speech using audiovisual aids. So that the EFL learners neglect their pronunciation skill since they consider that they are not evaluated about, but they are rather evaluated on grammar and vocabulary. In other words, they consider it sufficient that their pronunciation skill is tested and evaluated in the phonetics module, and so does the test designers.

2.3. The need for pronunciation test reform:

The use of pencil-and –paper tests of pronunciation is quite common in the EFL classes in the Algerian University classes. This showed that reliability is very low, and their correlation with more direct test items indicated that the written tests for pronunciation skills had very low validity, and that the theoretical basis of such tests is open to question.

We suggest the necessity of further attention to pronunciation instruction and testing, so that instruction and testing focus on the pronunciation performance rather than only on its competence. Both instructors and test designers in phonetics and oral expression module must expose their learners to further tasks involving the four communication skills: receptive and productive skills.

There must be collaboration between the modules instructors. The phonetics instructor teaches his EFL learners the phoneme, stress and intonation discrimination. The oral expression instructor involves this instruction in collaborative course design by exposing the EFL learners in longer discourses.

4. Conclusion

With much more attention, pronunciation testing in the Algerian university needs enhancement by both the government and the instructor/tester. Collaboration between pronunciation instructors in modules of phonetics and oral expression enhance the situation of pronunciation testing in the Algerian university. Consequently, pronunciation can be involved in the oral communicative skills, and will attain the place that it deserves in the Algerian English language program.

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Investigating the Influence of Peer Feedback on students' Writing Motivation and Engagement.

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Abstract

With the growing interest in adopting Communicative Language Teaching (CLT) principles in foreign language classrooms, a much greater concern is attributed to interactive classroom activities where the teaching/learning process is student-centred . So far, the investigation of student-student interaction in solving linguistic problems has long been the centre of second language acquisition (SLA) research. Yet, little is known about the influence of student-student interaction on learners' affective side such as writing motivation and engagement. Accordingly, this study aims at investigating the influence of peer-feedback on students' writing motivation and engagement. To realize this aim, an exploratory research design is adopted wherein a questionnaire is distributed to teachers of written expression at both Mohamed Lamine Debaghine Setif 2 University, and Mohamed Boudiaf M'sila University. The results obtained revealed that peer feedback is a critical factor which contributes in sustaining students writing motivation and engagement and therefore enhances their written performance.

Key words: engagement, motivation, peer feedback, student-student interaction, writing.

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1. Introduction

The writing skill is a challenge for most EFL learners (Haiyan and Rilong, 2016). In language learning and teaching, writing embodies one of the basic and difficult skills students have to perform. The importance of the writing skill stems from the role it plays in EFL classrooms. Accordingly, besides being a means through which learners express their thoughts and ideas, writing in English is also regarded as one of the basic elements of intercultural communication. For these reasons, writing is paid much consideration particularly in the present era characterized by what has been recently termed as globalization (Abduh Nassr, 2016). In this regard, various strategies have been applied in order to enhance students' written performance. Most of the strategies tend to focus on the written productions neglecting the writer/ the learner. Typically, researchers have contended that in order to improve the writing quality, the focus should be oriented to the learner/ writer rather than to the text (Yu, et al., 2021). Therefore it necessary to first motivate learners to write. Dornyei (2005) argues that motivation significantly affects the success of language learning, and hence the writing process. He states that "it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (p. 65). So, motivation is very crucial, and even learners with high remarkable abilities cannot attain long term goals when they are not motivated.

One of the techniques used to enhance students' written performance is through pursuing them with formative feedback on their written production. So far, researchers have widely been interested in what can be done to assist learners to actively take part in classroom instruction. Traditionally, the teacher was the sole source of knowledge. Among the various tasks the teacher performs is providing feedback to learners on

their performance (Merzban & Sarjami, 2014). However, with the shift towards learner-centred pedagogy, where learners actively take part in the development of their own learning process, become more autonomous and responsible for their learning, the teacher becomes no longer the only feedback provider and learners' involvement in the process of feedback has come up (Chekol, 2020).

Significantly, with the growing interest in adopting Communicative Language Teaching (CLT) principles in foreign language classrooms, a much greater concern is attributed to interactive classroom activities through the process of feedback. So far, the investigation of student-student interaction in solving linguistic problems has long been the centre of second language acquisition (SLA) research. In that, most of peer feedback practices are oriented towards the learners' productions. Yet, little is known about the influence of student-student interaction on learners' affective side such as writing motivation and engagement.

Additionally, the concept of learner engagement with feedback has also attracted researchers and theorists' attention recently. Conceptually, learner engagement is envisioned as a multi-dimensional construct which is formed by both contextual and learner factors It refers to learners commitment to learning (Shi, 2021). Engagement and motivation are two intertwined elements for successful L2 writing. Though, in the existing literature, each of them has been examined separately (Yu, et al, 2021).

Several researchers have argued that some feedback practices such as written corrective feedback may demotivate students to write (Hyland and Hyland, 2006), Others have contended that some other feedback practices such as peer feedback can enhance writing motivation (Mak, 2019 as cited in Yu, et al., 2021). And although motivation has a positive impact on students writing, most of students are demotivated to write. The

current study seeks to investigate the influence of peer feedback on students writing motivation and engagement.

2. Literature Review

As a key element in L2 writing and a central part in classroom instructional practices, feedback is one of the effective strategies that is proved to be effective in language learning. Conceptually, feedback refers to "the information about current performance that can be used to improve future performance" (Wang, 2006, p.42 cited in Klimova, 2015). Feedback is, thus, one of the techniques employed to enhance second language (L2) learning in general and L2 writing in particular (Hyland, 2013). Numerous studies have demonstrated the efficacy of feedback in second/foreign language pedagogy. It proves to be very effective in positively stimulating learning (Ellis, 2009 ; Schmidt, 1993). Additionally, feedback is thought to play a crucial role in facilitating students' progress to become independent learners in order to monitor, evaluate, and regulate their own learning (Ferguson, 2011 as cited in Al-bashir, et al., 2016). Conversely, other studies highlight the fact that teacher's feedback may act as a threat to student's autonomy (Haughney, et al., 2020). In the traditional product approach to writing, the teacher was the only source of feedback who provides summative, holistic scores, grades on students written productions. Yet with the shift towards learner centred pedagogy the feedback practices have been extended beyond teachers' written corrective feedback and scoring (Hyland and Hyland, 2006).

Peer feedback has recently gained a significant attention in SLA literature. Research has evidenced that peer feedback delivered through student-student interaction promotes L2 written productions accuracy and development. Peer feedback involves a learner receiving corrective information on his/ her language use. Peer feedback is unique because it is

given by peers who hold an equal status of learning. Peer feedback can be classified into two broad types; input providing and output promoting. While the first tends to supply the learners with positive evidence that contains linguistic information about what is correct and acceptable in the target language, the second tends to create opportunities for learners to self correct or modify their output by indicating that there are comprehension and/ or language issues (Iwashita and Dao, 2021).

Various studies have documented different forms of output promoting peer feedback including clarification requests, elicitation, and metalinguistic comment (Lyster, Saito, and Sato, 2013). Almost similarly, several researches investigated the importance of motivation in EFL learning and in teaching writing in particular. Yuan-bing (2019) and Afzal, et al., (2010) assert that motivation plays a significant role in second language writing process, in particular, intrinsic motivation (cited in Nasihan and Kahyono, 2017).

Additionally, Reitbauer (2013) enumerates some benefits of peer feedback from among is writing motivation. He states "besides helping students improve their writing skill, this feedback can create sense of relevance. Students realize that their texts matter to their peers which might in turn become a real incentive for revision...As a result, direct interaction of this kind might well increase students' motivation for writing" (p. 76).

Besides investigating the role of peer feedback on improving students' written performance, this paper' ultimate aim is to scrutinize the influence of peer feedback on students' writing motivation. Further, it seeks to raise teachers' awareness of the importance of peer feedback in increasing students' writing motivation and therefore enhancing written performance. This paves the way to the following questions to arise:

> ➤ Do EFL teachers motivate their students to write?
> ➤ How can EFL teachers motivate their students to write?
> ➤ Does peer feedback influence EFL students writing motivation and engagement?
> ➤ To what extent are EFL teachers aware of the role of peer feedback in raising students' writing motivation and engagement?

3. Research Methodology

3.1. Research design, participants and data gathering tools

Since the main purpose of this paper is to investigate the influence of peer feedback on students' writing motivation, we opted for an exploratory research design wherein a questionnaire was administered to teachers at the department of English at M'sila and Setif 2 Universities. According to Brown (2001), as cited in Dornyei (2003), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.06). That is to say, questionnaires represent any form of list of questions which need to be answered; they can be list of questions, checklists, multiple choice items, and/or other sorts (Dornyei, 2003). The participants who were selected to take part in this study were Written Expression teachers at both universities.

3.2. Results and Discussion of Teachers' Questionnaire

Based upon the teachers' responses of the questionnaire, the following results are yielded:

> ➤ Most of teachers of Written Expression module at both Mohamed Boudiaf University of M'sila and Mohamed Lamine Debaghine Setif 2 University are qualified to teach this module since they hold

magister and doctorate degrees. Only 2 or 3 teachers hold the Master degree, besides to their considerable experience in teaching this module.

➤ Most of teachers' answers show their dissatisfaction about their students' level of writing. This fact could imply that teachers are already aware of their students' levels and care about them in order to improve their levels.

➤ Teachers, in their answers, agreed that most students are demotivated to write and are therefore highly interested in finding the disbandment which could increase their students' motivation to write, and therefore enhance their writing quality.

➤ Almost all teachers provided positive answers regarding the provision of feedback. Students frequently receive feedback on their written productions.

➤ Teachers claimed students are sometimes given some opportunities to take part in feedback practice. In this regard, teachers point that, in doing so, students will become more autonomous in their learning as they will hold the responsibility of evaluating one's and others' works.

➤ As far as the approach to teach writing is concerned, most of the teachers affirm that writing needs to be taught gradually since it is a difficult skill to be mastered. However, because of time constraints due to Covid19 pandemic new teaching practices, the dominant approach to teach writing now is the product approach.

➤ When asked about the sort of feedback students prefer most, teachers reported that peer feedback is more favourable than teachers' feedback. This fact could be justified in that peer feedback decreases students' anxiety levels. Besides, since

students' proficiency level is quite similar and therefore students will not face a difficulty in comprehension and understanding.

➢ Teachers conclude that they all agree that peer response is a critical factor which contributes in sustaining students writing motivation and engagement and therefore enhances their written performance.

4. Conclusion

Writing is a very important and challenging skill which if well mastered it provides a good sign of students developed proficiency level. For this, teachers are required to implement various strategies which are likely to improve students' written performance. One of teachers' tasks is to motivate students to write. Peer feedback is one of the key factors which increases students' writing motivation and engagement and therefore improves their writing quality. This study mainly explored the influence of peer response on students' writing motivation and engagement. The study targets EFL teachers of Written Expression module. The results obtained showed teachers' awareness of the importance of peer feedback in raising students' writing motivation. Therefore, it is recommended to train students on how effectively give and receive feedback in order to achieve better results.

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ONLINE INTERNATIONAL CONFERENCE
**DESIGNING A LEARNER-CENTERED SYLLABUS: INNOVATIVE
PRACTICES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES**
[27-28/02/2022]

Designing a Locally-Relevant ESP Course for the Algerian Sociology Doctoral Students

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Abstract:
This study proposes a text-based approach to Algerian ESP (English for Specific Purposes) sociology doctoral students at the Mohamed Seddik Ben Yahia University of Jijel. A needs analysis questionnaire was administered to 12 subjects to identify the students' purposes for taking ESP course. On the basis of needs analysis, preliminary exploration of the teaching context, and researcher's readings in expert literature, a text-based course to ESP instruction is devised and implemented. The preliminary evaluation of the syllabus proposal indicates significant improvements in reading comprehension and communication skills, but a more comprehensible and systematic evaluation of the innovative framework is required.
.
Keywords: ESP, Text-based approach, Course design

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1. INTRODUCTION

Since the emergence of modern languages (e.g., French, German, and English) and their entrance to school curricula starting from the 17th-century up to the 1960s, English had been taught for general purposes. At each point of time during this period, the focus of teaching was centered on the kind of proficiency needed by the learner. For instance, when students needed English to read prestigious literary works of Shakespeare, they were trained primarily to develop their reading capacities as substantiated concretely in the Grammar Translation Method during the 19th century. Later, with increase in social mobility and need for oral communication, the Direct Method gave due importance to speaking at the expense of writing and reading skills.

Apart from emphasis on a given language skill, the 1960s had known a decisive change in that the type of English content (grammar, lexis, register, study skills, discourse and genre) as well as the teaching methodology and activities. The emergence of needs analysis as a starting point of language course design led to the appearance of English for specific purposes (ESP). In other word, the investigation of needs of language learners showed that instead of teaching general English to people regardless of the purposes for which they need language, it is more practical to focus only the special language they exclusively need. Indeed, some language learners neither have enough time to go over general English nor do they need to get into grips with all aspects of the language.

One prominent aspect of ESP is teaching English for academic studies. With the rise of English as the academic world language, non-English speaking countries have to incorporate ESP as an instrumental competency to easily access up-to-date and extensive scientific knowledge. Higher education mainstream students for whom English is not their native language are now offered specialized English language courses that are tailored to their academic particular needs.

In the same vein, Algerian higher education students are given specialized English language courses to permit them to read scientific English language books and journals; attend and take part in English-speaking conferences; and write dissertations, abstracts, articles, and books in English. However, the current Algerian ESP curricula do not

seem to achieve these target learning objectives. Both the researcher's anecdotal observations as an ESP teacher at Mohamed Seddik Ben Yahia University of Jijel and research studies about the topic indicate that the ESP teaching situation is Algerian Universities is lamentable.

The Algerian ESP syllabuses, as they stand, are very vague and meager; they offer little guidance to their users. Only broad objectives and topics of the course are cited in the syllabus document and, sometimes, teachers are not given any syllabus at all (Assassi, 2020; Boudersa, 2018). This reality further complicates the task of the Algerian ESP teacher who is not adequately prepared to perform this intricate job. The matter of the fact is that most ESP Algerian teachers are simply trained in English for General Purposes. In other words, they are not specialists of the target content and their knowledge of English is limited to general English.

Because of the poverty of Algerian ESP syllabuses or their non-availability, many Algerian scholars have attempted to suggest their own syllabuses to better inform Algerian syllabus designers how to devise effective syllabuses and explain to ESP teachers the procedures of the design of sound and systematic ESP courses. For example, Malouki (2016) suggests a reading ESP syllabus model; Sarra (2021) proposes an enquiry-based ESP syllabus; Afia and Mami (2020) put forward an ESP syllabus model in accordance to the recommendations of the specialists of the field such as Hutchinson and Waters (1987) and Dudley-Evans and St. Johns (1998).

The current study suggests a text-based ESP syllabus to sociology doctoral students in compliance with their needs and teaching/learning context. The choice of this approach stemmed from the needs analysis conducted with 12 subjects by means of an open questionnaire. The latter included only one question that invited the informants to state their reasons for studying English.

A text-based approach is a mode of teaching that appeared in the 1970s to substitute discrete language study. It teaches language in the context of its use and it includes various text genres. It follows then, that it is convenient to ESP teaching. The starting point of its courses is a spoken or written text which is followed by a series of activities; its major aim is to prepare students to become proficient readers of their specialty materials and good listener, speaker, and writers.

The content of this paper is outlined as follows: first a review of the ESP literature is presented; then, the findings of the needs analysis are presented; next, the rationale for the choice of a text-based model syllabus is offered and defended; after that, the proper syllabus model is explained; and finally, the general conclusion is provided.

2. Review of the Literature

The flux of immigrants from newly independent Asian and African countries during the 1960s created new foreign language needs. Those immigrants were mostly adults who needed the type of language that they could use to function properly in the new socio-economic order of the host countries. Consequently, the Council of Europe, a cultural and educational organization, was commissioned by the increasingly interdependent European States to conduct a general needs analysis for foreign language learning in Europe (Richards & Rodgers, 2014). Among their findings was that adult learners have special needs that are dramatically different from young learners. This finding led to working on adults foreign language needs, and thereby on ESP syllabuses.

Similarly, the scientific advancement in the United States after Second War Two created the need for the acquisition of different types of English. Learners do not have to acquire the language in its entirety to benefit from English language knowledge, but rather to cross circuit the route in a way to acquire only the necessary language knowledge and skills, that is, learning minimally the needed vocabulary, structures, and skills of the language.

Moreover, evolution in linguistic theory in the 1960s promoted the advent of ESP. The shift in linguistic theory with a focus on language use rather than form starting from the 1960s and the realization that language use varies from one context to another led to tailoring instruction to students' needs (Hutchinson & Waters, 1987).

Furthermore, insights from psychology influenced the emergence of ESP. According to Hutchinson and Waters (1987), shifting attention of language learning/teaching from delivery methods to learning models that focus on the psychological profile of the student has shown that learners use different language strategies, techniques, and skills to satisfy personal needs. All in all, because of the discovery of the needs analysis mechanism, focus on language use, emphasis on learning rather than

teaching, and appearance of distinct language learning needs, a contemporary and converging educational movement came up with the concept of ESP syllabus with the intention of satisfying the novel language learners' purposes.

ESP, then, is a learner-centered instructional framework that develops communication skills in a specific field such as academics, accounting, and business. The starting point of ESP course is the identification of the learner's needs from which target objectives are derived. The needs can vary from one situation to another and from one domain to another. Accordingly, there are two major types of ESP: English for academic purposes (EAP) and English for occupational or vocational purposes (EOP/EVP). EAP prepares learners usually in universities to get into grips with the language appropriate to their field of specialization. EOP or EVP, on the other hand, equips learners' with work-related language skills and knowledge.

In Algeria, the teaching of ESP has been perceived as an indispensible requirement given that the French language that dominates higher education institutions can no longer afford full access to world's extensive knowledge and scientific progress. Consequently, the Algerian higher education authorities founded three ESP centers in Oran, Algiers, and Constantine with the collaboration of the British Universities of Glasgow, Manchester, Leeds, Sheffield, Nottingham, Salford (Benyelles, 2009). The aim of these centers was to train ESP teachers, organize conferences and research in the field, and supervise projects. However, the centers were closed because the Ministry refused to grant them a legal status.

In the absence of an official body to regulate ESP teaching in Algeria, ESP teaching is completely left out to the proper initiatives and efforts of individual teachers and scholars. The Ministry does not propose guiding syllabuses nor does it train competent teachers in ESP. In fact, most of the Algerian ESP teachers are general English practitioners who strive to navigate their way through to respond to the demands of the course and students; still, many of them are substitute teachers who are employed to accomplish the vacant and neglected job. To overcome the difficulties of ESP teaching in Algerian universities, many Algerian scholars and teachers have proposed locally-pertinent syllabus models (as

mentioned earlier in the introduction) to make this fundamental course more functional and effective.

This study is concerned with EAP. More specifically, it looks at designing a suitable syllabus for ESP doctoral students of sociology. Many ESP models have been provided by specialist of the field such as Hutchinson and Waters (1987) and Dudley-Evans and St. Johns (1998). An ESP syllabus basically involves the identification of learners' needs and available materials, setting up of learning objectives, design of learning experiences, and establishment of the evaluation system.

As for the ESP models of teaching, different teaching approaches could be used. Among the ESP teaching approaches, one can cite competency-based approach, project-work, task-based learning, content-based instruction, and text-based approach. This study opts for the latter for the reasons that will be explained in what follows.

3. Rationale for Text-Based English for Specific Purposes Course

Firstly, the needs analysis conducted with 12 doctoral ESP students at the Mohamed Seddik Ben Yahia University show that the most major aim of taking an ESP course was to improve the reading capacities. The participants in the study specified that they mostly needed English to be able to read English language documentation related to their specialty and exploit audio-visual materials. Other secondary needs will be stated   in section 3.

Secondly, this study is inspired by the work of Michael West (1937). His *New Method* is based on reading and vocabulary. West found out that English second language learners in academic settings needed more reading and enriching their vocabulary stock to access written documents which are more available to them than spoken sources. This idea can be transposed to the Algerian higher education context wherein (as demonstrated through needs analysis) most students want to be able to read and interpret acceptably sociological English written and spoken documents.

Thirdly, a text-based approach is deemed less demanding than other current approaches that at the vogue (like enquiry learning); therefore, it would be more suitable for the Algerian higher education context in which there is limited time and resources (as demonstrated in needs analysis). This humble approach requires rudimentary teaching aids

like written texts and little efforts on the part of the learner. Additionally, it is arguably suitable for particular language purposes couched in the context of language use (Arimbawa, 2012).

3. Findings from Needs Analysis

The following needs were reported by the ESP doctoral sociology students of the Mohamed Seddik Ben Yahia University. They are stated according to their order of importance.

- Reading sociological articles and books
- Listening to audio and video sociological contents
- Translating abstracts from Arabic into English
- Writing research articles in English
- Attending and taking parts in sociology conferences

As can be seen, although the students, indeed, want to learn all the language skills, they are more interested in mastering reading and listening skills.

4. The Project: A Text-Based Syllabus Model

The text-based ESP course is constituted of various steps:

The warming up: During the warming up, the teacher introduces the topic of the text to activate background knowledge and raise students' interest. Additionally, this preliminary stage prepares the learner to appropriately comprehend the content of the target text through pre-reading activities on vocabulary.
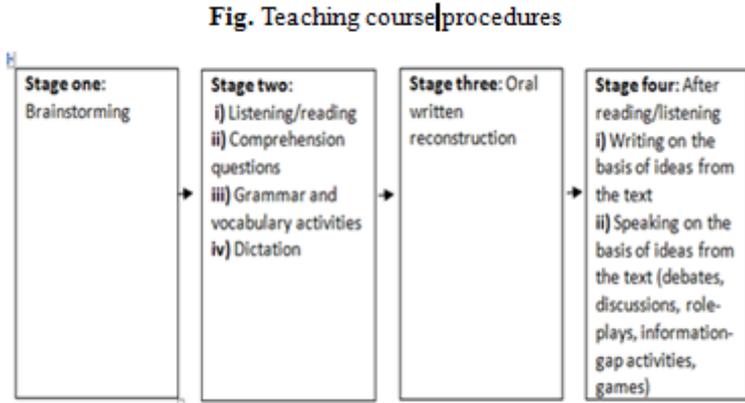
Text presentation: A written or spoken text is presented and used as a support for a series of upcoming lessons. The text genre is naturally an authentic sociology text as EPS uses the content of target discipline. It goes without saying that the text should be interesting, suitable for the level of the students, and appropriate to them.

Working on text activities: During this phase, students answer questions from the text. These while-reading activities could be comprehension questions, gap-fillings, finding meanings of words from the text, and text summaries.

Working from the text activities: At this after-reading stage, learners expand on the content of the text to develop more critical strategies, enhance their communication skills, and enrich their knowledge. More specifically, students are led to debate ideas from the text, find arguments

for or against, develop conversations among themselves using text topic, and decode deeper messages of the text.

The teaching procedure can be summed up in the following figure

Fig. Teaching course procedures

Stage one: Brainstorming	Stage two: i) Listening/reading ii) Comprehension questions iii) Grammar and vocabulary activities iv) Dictation	Stage three: Oral written reconstruction	Stage four: After reading/listening i) Writing on the basis of ideas from the text ii) Speaking on the basis of ideas from the text (debates, discussions, role-plays, information-gap activities, games)

Source: Jordan & Matthews (1978, p.10)

As seen in figure, the first stage is the brainstorming; the second stage is concerned with working from the text activities. In the latter stage, learners, first, do the reading or listening depending on the nature of the text; next, they answer comprehension activities; after that, they practice grammar and vocabulary activities; and finally, the text is dictated to them (if it is a listening text). During the third stage, students try to reconstruct the text in writing or in spoken form. In the fourth and final stage, students are invited to expand on the texts, either writing on the basis of the support text or speaking through engaging in debates, discussions, role plays, and information gap activities.

5. Preliminary Evaluation of the Proposal

The preliminary evaluation of the sociology ESP course at Mohamed Seddik Ben Yahia University shows that despite students' irregular attendances and its low coefficient, the students were found responsive to the content of the lessons. In fact, the students managed to acquire basic specialty vocabulary and attempted to both write and speak in the target language. Nevertheless, it should be pointed out that the implementation of the project intervened during the unusual situation of

Covid-19 (Corona virus disease, 2019) pandemic (from December, 2021 to February, 2022) when attendance was not compulsory. Irregular attendance and smallness of classes made it almost impossible to test the effectiveness of the project more systematically.

6. CONCLUSION

This study conducted a needs analysis of sociology ESP students at Mohamed Seddik Ben Yahia University of Jijel and, consequently, proposed a text-based approach to ESP. The needs analysis indicated that the subjects of the study mostly needed to improve their capacities in reading sociology documents. Accordingly, a text-based syllabus was designed and implemented. The preliminary evaluation of the teaching proposal demonstrated that it is efficient in both equipping students with useful reading strategies and capacities and improving the other language skills. In fact, the participant-students managed to exploit adequately instructional reading texts and acquire the necessary basic lexis of the discipline of sociology.

Nevertheless, the new syllabus model needs systematic evaluation to determine its comprehensive effectiveness. The initial evaluation was conducted under unsatisfactory conditions because of irregularity in students' attendance and smallness of classes. These major hurdles to course proposal evaluation could be attributed to the Covid-19 conditions and low-value status of ESP course in the framework of the Algerian higher education system.

Consequently, given the importance of ESP, notably in the current information age, the Algerian higher education authorities should reconsider the status of this instructional module. Qualified teachers, who could adequately determine the learners' needs, define learning objectives, explore learning environment, select context-relevant content and learning experiences, and opt for efficient instructional methodologies should be appointed to adequately improve the quality of teaching. Additionally, the ESP students should be extrinsically motivated through revaluing the course in terms of grade returns and graduation.

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Misconception Analysis: A Necessary Complement to ESP Teaching English for the profession or the profession in English?

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Abstract
By discussing commonly held misconceptions, the present research paper tries to clarify some essential misunderstandings of English for Specific Purposes (ESP) teaching. These misunderstandings stem from two focal assumptions: (a) the language and subject matter do not differ remarkably from those in English departments, and (b) it is a learning-centered approach. It is on this basis that the present paper is a theoretical by review, compilation, presentation of the common misconceptions that related to ESP teaching practices, and empirical study consists of a survey of 40 teachers at Batna 2 university by comparing the challenges related to teaching English for specific purposes. Then, a set of recommendations were presented for optimizing the process of teaching ESP based on literature review. so that teachers can help students to meet the English requirements for society needs**.**
Keywords: misconceptions, ESP, specialized knowledge, subject matter. learning-centered approach.

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1. INTRODUCTION

In this globalization world, communication in English is becoming an essential skill for students to learn. English for Specific Purpose (ESP) is designed to meet their needs and goals. Because most of scholars believe that general English approach is language centered, and addresses learning language from a broad perception. ESP comes as a reaction to that understanding. Brunton (2009, p. 2) states that "ESP has increased over the decades as a result of market forces and a greater awareness amongst the academic and business community that learners' needs and wants should be met wherever possible.". Students need not only the theoretical knowledge and information but also the specific words and knowledge in relation to their subject matter. In this term, Hutchinson & Waters (1987, as cited in Brunton, 2009) mention three factors for the coming of ESP. They are the demands of the globalized world, achievements in linguistics and the new role of learner.

English for specific purpose (ESP) is a topic about which most teachers have opinions. After all, many teachers teach English for students in various field, and many students have engaged in foreign language learning – whether successfully or not. So, ESP teaching is unlike. With English for specific purpose teaching, it is different. Many teachers believe that they need to know more about ESP teaching than they actually do, and hence there are many popularly held misconceptions about how and what to teach it. Though some teachers may not believe all of these myths.

2. Literature Review

2.1. English for specific purpose (ESP): definition and characteristics

Different attempts have been made to get a definition of this complex subject "producing a simple definition of ESP is not an easy task" (Strevens, 1987: p. 109); Harmer (1983: p.1) defines ESP as " …situations where the student has some specific reasons for wanting to learn a language". Which means ESP is an approach designed to fit specified needs of the learner. Robinson (1980: p. 3) states that "…an ESP course is purposeful and is aimed at the successful performance of occupational or

academic roles". In other words, he also views ESP as an approach which deals with teaching English to students or people already in employment.

Mackay and Mountford (1978) share similar understanding, and saying that "…is generally used to refer to the teaching of English for a clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement, e.g. for international telephone operators…or vocational training programs, e.g. for hotel and catering staff…or some academic or professional study, e.g. engineering (p. 2)

The statement above can be read in many ways; one of them is that ESP is that English should be taught to achieve specific language skills. Dudley-Evans and St John (2009: p.5) define and classify ESP with relation to absolute and variable features:
A/Absolute Characteristics:
- ESP is planned for teaching specific goals to students;
- ESP has a certain methodology to integrate in the subject matter it serves;
- ESP is centered on the language that meet the course it serves;
B/Variable Characteristics:
- ESP may be planned for certain disciplines;
- ESP may differ from general English in the methodology applied;
- ESP is likely to be addressed for students at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP subjects provide a knowledge of the language system, yet it can also have applied for beginners.

2.2. Teachers' unawareness and misconception of ESP teaching

Many research papers have mentioned that teachers often have mistaken beliefs and attitudes about ESP teaching, Moreover, some teachers have negative perceptions toward ESP classes because of unawareness and poor knowledge of its teaching requirements (Chen, 2011) Most teachers still ask whether they are teaching English for the profession or the profession in English. Other teachers think that teaching ESP problem is because of the difficulty in designing its course (Ho,2011),

As a result of teachers' misconception of ESP teaching and negative attitudes, the teaching practices can develop further obstacles and language teaching/learning success is certainly influenced by teachers' experience. (Ajzen, 2005)

Understanding how teachers perceive the teaching of ESP course can also provide useful information on ways to change perceptions of teachers. Misconception of ESP teaching might lead teachers to think negatively about the course itself. Teachers need to be aware of this issue and to unlearn old ways of thinking. For the most part, this represent the importance of teachers' knowledge and awareness in understanding the students' needs, having positive attitudes toward teaching ESP methods and helping students to improve their English communication skills requested in workplace and/or in academic setting.

A study carried out by (Rezaei, Rahimi, & Talepasan, 2012) revealed that most students have problems in realizing the issue of syntactic units in reading text. Likewise, in a study conducted by Khasawneh (2010). It was found that Arab postgraduate students of the College of Business at Universiti utara Malaysia are facing various problems concerning learning the ESP course; they are related to vocabulary, register, organization of ideas, grammar, spelling and referencing.

Because the issue of weighing up misconception analysis to ESP Teaching has not been addressed in details before, the significance of conducting the present study is that no similar studies pertain to the Algerian context, Therefore, the present study sheds light on teachers' mistaken beliefs towards teaching ESP course by attempting to answer the following questions:
- What are the perceptions of teachers toward the teaching of ESP course?
- What are teachers' myths regarding the requirements needed to teach ESP?
- What are the teachers' practices in ESP teaching classes?

3. Research Methodology

3.1. participants

According to (Dörnyei 2007, p. 96), "Two issues to take into consideration when conducting qualitative research are how many participants are needed and what kind of participants are needed". A sample of 40 university female and male teachers of English in Batna 2 university- Algeria took part in the present study. They were all working in university in Batna 2. The rationale for choosing Batna 2 university is based on the accessibility of recruiting participants as the researcher herself works in the same place. All participants agreed to take part in the study on a voluntary basis. The 40 teachers were chosen randomly to meet the aims of the current study. All teachers were Algerian Native-Arabic speakers.

3.2. Instrument and data analysis

For the present study, the researcher used a survey to investigate the perceptions of teachers toward the teaching ESP in the classroom. Although the survey was developed by the researcher, it contained various items pulled from other research studies concerning the teaching of ESP (Kennedy and Bolitho, 1990, Gross Davis; 1993). The instrument contained a total of 14 statements/questions. A 4-point Likert scale of agreement was used to determine the direction and strength of agreement or disagreement of teachers on each item. Using a 4-point Likert scale forced participants to either agree or disagree and took away a neutral or no opinion response option.

The improvement of the survey was based on literature on ESP teaching (Hutchinson and Waters, 1996), As piloting examines the validity and reliability of the items (Hazzi & Maldaon, 2015), the survey was piloted with six teachers from the English department of Batna 2 University, taking into account their comments, some items were changed and others omitted to make it readable. Survey items were analysed by using descriptive statistical methods, With the help of SPSS, frequencies and percentages for all items were gained.

4. Results and Discussion

4.1. Teachers' Background Information

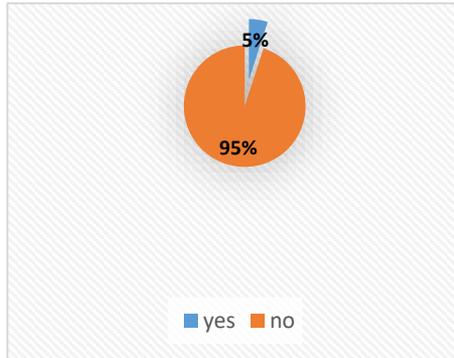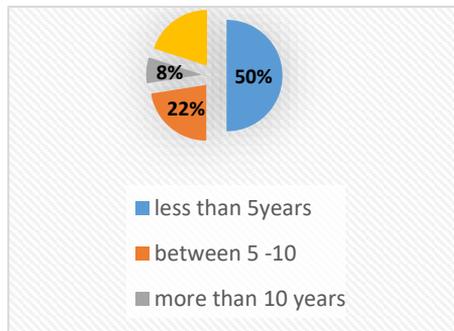Figure (1): Teachers' reception of ESP teaching training

Figure (2): Teachers' ESP teaching experience

As figure 1 shows, 95% of teachers did not have ESP teaching training which can reflect their belief that ESP teaching is a hard task and needs specialized knowledge; the main aim of training, as a part of the teaching and learning process, is to develop teachers' production by giving an opportunity to review the required material (Suzani et.al, 2011)

Regarding teachers' ESP teaching experience, 50% of them are not well experienced and 20 % do not have experience at all which permit us to consider their difficulties when it comes to deal with ESP teaching classes.

4.2. Teachers' Misconceptions and Attitudes

Most teachers (80%) think that teaching ESP requires a specialized language; they again agreed with the point that, not mastering the specialized language and lack of vocabularies of the subject matter were the reasons behind the difficulty in teaching ESP. It is important to highlight the idea that ESP is not a matter of teaching' specialized varieties' of English. The fact that language is used for a specific purpose does not mean that it is a special version of the language, different in kind from other forms.

The findings show that a good number of teachers (75%) find vocabulary as the most effective way of stating thoughts for teaching ESP. Furthermore, many teachers think that they face more problems while teaching ESP classes. For them finding the appropriate words in the field they are teaching hinder their teaching performance. Here teachers should be aware that ESP is not just a matter of words and grammar for teaching, it is essential for them to clarify things as Chomsky states in his researches concerning the difference between performance and competence, that is between what person actually does with the language and the extent of information and capacities which enables them to do it.

The findings from the questionnaire suggest that though the teacher wanted to teach ESP classes but according to them, their way of teaching did not permit so. They had already a misconception that teaching ESP has a very specialized methodology and teaching techniques. Therefore, there have not any creativity in the classes. As teachers hardly get any opportunity to add their own contribution that is why many teachers mentioned in questionnaire that they felt unconfident while teaching something from their own words and ideas. According to (Hutchinson and Waters 1987, p. 18)," There is, no such thing as an ESP methodology, merely methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of English".

5. CONCLUSION

After analyzing all the findings, the study can be concluded by stating that teachers prefer teaching general English more than English for specific purpose, since they feel more comfortable to express their

thoughts and ideas through their own contribution. Moreover, teaching ESP classes is a challenge for them because there are differences between the two concepts. As their teaching performance is valued based on the correct use of vocabulary, they focus more on this aspect. They believe that if they can use that specialized language then they are good in teaching.

On the other hand, some of the teachers thought that they are bad in terms of finding creative way to teach ESP classes; some teachers thought they are not good in creative teaching because they are much used to in General English teaching and some of the teachers thought they face problems while doing comparison due to the differences in the languages use. On the basis of the results that have stemmed from the present research paper, the following recommendations are set to teachers:

- An effective design of a course in English is needed. This requires an adequate methodology. teachers here are invited to create an appropriate teaching methodology and provide effective materials for the syllabus. Teaching methodology that fits their students' needs, teaching objectives, and teaching tasks presented in the syllabus. Richards (2001) in this context propose a form of a curriculum which could help teachers in teaching ESP classes and make them insisting on needs analysis, deciding the learning outcomes, structure of the course, providing of teaching materials, and preparation of effective evaluation.

- Designing an effective course syllabus and providing suitable teaching methodology have no meaning unless they are related to and contrasted with teachers' ESP training; teachers should be given a training in specialized language and in designing ESP courses. They should be efficiently taught to design their own syllabus that works with the needs of their students.

For future investigations, the researcher suggests to conduct a more detailed analysis of the topic, as it is an important area of teaching the foreign language in Algerian context. Interviews of both teachers and students can be added to make the research more authentic

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