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Title

Towards Designing a Lerner-Centred Syllabus to Engage the Social

Sciences Students to Learn ESS:

The Case of Social Sciences Learners at Biskra

University

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Declaration

I, **Melhegueg Cherifa**, do hereby declare that this submitted work is my original work. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra, Algeria.

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A handwritten signature in black ink, appearing to be 'Melhegueg Cherifa', written in a cursive style.

DEDICATION

IN THE NAME OF ALLAH MOST GRACIOUS MOST MERCIFUL

This modest work is dedicated to:

My dearest Mother, ROKAYA a strong and courageous soul

My deepest love for her prayers and sacrifices

*My beloved Father, ABOUBAKER who taught me to trust
ALLAH, and believe in myself*

*My Brothers HATEM and SAFOUAN who have been always at
my disposal whenever i needed*

The little star of the family my brother RAID

*My source of inspiration, my fiancé GHALEM ALA EDDIN and all
his family for his support from the beginning till the
accomplishment of the work*

My aunts and uncles for their constant support

*The soul of my Grand-parents ABDERRAHMAN and ZAHRA
who have believed in me « may they rest in peace »*

*My cousins, especially ASSIA, MERIEM, AMINA, IBRAHIM,
YOUNES and CHIFA*

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Thank you

Abstract

Despite the increasing demand for learning ESP, its' syllabus and teaching methods are still suffering from the lack of interest and development to create more effective results concerning the students' success. The current research, belonging to the same area, adopts the study of the status of the social sciences students' English level at Biskra University. This study aims at identifying the students' perceptions about designing courses based on the student-centred approach, that tends to make the student as the focus of lesson, in addition to spot light on the possible correlation between this method and their extent of engagement. To achieve these aims, we have used a mixed method in which a quantitative and qualitative tools were used. The first one was a questionnaire that was distributed over 25 students which examines the students' perception, experiences, and opinions, while the second was classroom observation. After the analysis of the findings, the results have shown that the current method of teaching English for social sciences students is mainly teacher-centeredness, because his courses' content are based only on a content belonging only to their speciality, while ignoring their needs before designing the courses. Meanwhile, the students have shown a positive perception about the student-centred approach and its relation to the students' engagement and success. Eventually, these courses are inefficient because they did not match their needs to this language but the nature of the course content. Henceforth, the shift from the teacher-centred to the student-centred is becoming a necessity.

Key Word:

ESP, social sciences, course design, teacher-centred, students' engagement, needs analysis

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

FLL: Foreign Language Learners

English as a Foreign Language.

L2: Second Language.

Q: question

SCA: Student-centred Approach

LCA: Learner-Centred Approach

ESP: English for Specific Purposes

EGP: English for General Purposes

ICT: Information and Communication Thechnology

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المخلص

General Introduction

The course design can not be complete and sufficient without the perception of the students' needs because it is considered one from the basic elements of reaching a high level of understanding and success. That is to say, the good teacher is the one who has the ability to design an ESP courses that can match with their students' needs and motivation. Despite that, learning an ESP courses is different from the first language. Accordingly, student's engagement during those ESP courses is mainly related to their teacher method of teaching. Meanwhile, most of the Algerian ESP learners are suffering with difficulties and challenges that make their educational process hard and less beneficial, especially the lack of engagement which can make them feel boring during those lectures beside to the teacher method and ways in introducing the lessons. Hence, this latter could shape hurdles for their learning because it prevents their engagement. Thus these elements attracted the common attention for adopting this research study.

1. Statement of the Problem

Student engagement has become a frequently used term in higher education. It gathers more and more attention these last years. Most of the studies in this field focus on language learning engagement in general; however, it is currently argued among researchers that students' engagement is a very significant issue in learning English for specific purposes (ESP).

In this context, Social sciences students at Biskra University are supposed to learn ESP, but they do not feel engaged to learn English or even attend its course. This is due to many factors. Firstly, the course is teacher-centred. Secondly, the content is demotivating and focuses more on the language itself than on its appropriate use in students' fields of education. Finally, students' target needs are ignored when designing the course being taught. Therefore, the shift from a teacher-centred to a learner-centred course design

becomes a necessity to increase Social sciences students' engagement to learn English for specific purposes.

2. Significance of the Study

Conducting this research is important for all ESP teachers and students especially in the social sciences field because it draws attention to the role of needs analysis in creating a better course design. Additionally, it spots the light on the crucial role that students' engagement plays in learning ESP and on the benefits of designing learner-centred courses to Foster Social Sciences students' engagement.

3. Aim of the Study

Through this study, the researcher aims:

- To know whether students of social sciences are satisfied with their English language courses or not.
- To check if teachers take into consideration the specific needs of their students when designing the English language course or not.

- To identify Social sciences students' target needs in learning English.
 - To highlight the relationship between the learner-centred course and the social sciences Students' engagement to learn ESP.

4. Research Questions

The present study attempts to answer the following questions:

RQ1: Are the social sciences students satisfied with their ESP courses?

RQ2: Do ESP teachers take into consideration the specific needs of their students when designing the English language course?

RQ3: Does the learner _centered course enhance the social sciences' students' engagement to learn ESP?

5. Research Methodology

This research work conducted to highlight the importance of needs analysis in designing a successful ESP course , and describing how learner-centred course increased Social sciences students' engagement. To reach the main aims of this study, the researcher followed a mixed-method approach, since she used a mixture of qualitative and quantitative data gathering methods/tools including a classroom observation, and questionnaire for Social sciences students at Biskra University.

5.1 Population and sample

We choose LMD social sciences students to be the population and the sample of our study (N=25), because they have face-to-face courses of English as a lecture and Td. Thus, we were able to conduct our observation. In addition, they have an experience with English courses.

5.2 The Choice of the method

In order to answer the questions mentioned above and realize the objective of this study, a descriptive study was conducted seeking out the effect of the learner-centred approach in LMD social sciences students' engagement to learn ESP. This study adopts a mixed method to obtain more reliable answers.

5.3 Data Collection Tools

The research tools that were used in gathering data for the present study are students' questionnaire, and classroom observation checklist. Both aim at gathering insights, views and opinions about the effect of the learner-centred method in the students' engagement.

6. Structure of the Study

This dissertation is organized according to the following outline:

Chapter One is an overview of the ESP, mainly its definitions, areas, courses design, as well as purposes. More specifically, besides to the concept of the learner-centred approach, its definition, characteristics, benefits, activities, in order to make clear that ESP is a learner-centred in nature.

Chapter two introduced mainly the students' engagement, definitions, when and why we need it, in relation to student-centred method.

Chapter three dealt with the descriptive study and its findings in addition to limitations and pedagogical implications; this chapter is put to end by a general conclusion which summarized the findings of the present research

Chapter One:
**Learner-Centred Approach
to ESP Course Design**

Introduction

ESP course design currently is considered a major issue by many researchers and scholars. This chapter will be concerned mainly with definitions and concepts in the content of the ESP course design; it is divided into two parts. In the first one, we will deal with the aspects related to teaching and designing ESP courses. In the second section, we will highlight the learner-centered approach as a basic tool to create a successful ESP course design, its activities, classroom, characteristics, and applications.

1.1 General Overview about ESP

Life has already been developing and changing from different sides and domains belonging to humans; however, education was the main key to guaranteeing success in these domains. Therefore, language learning is a very important part of the process of education as the English language has shown its dominance in the world in the last years. English now is considered the main language for international relations, interaction, communication, and business around the world. As a result of the second world war, and the industrial revolution, there was an urgent need for English for specific purposes in different situations and contexts, there are huge numbers of learners who seek to continue their education in a high-level university in the UK, USA, or any developed country, not only for educational goals but also for jobs and occupational purposes. However, all of them were under the term ESP (Keith Harding, 2007, p. 3).

1.1.1 Definition and methodology.

To give an exact and clear definition of ESP is not an easy task for many researchers and scholars, Strevens (1980) claimed that "producing a simple and a straight forward definition of ESP, is not an easy task" (p.109). This means that there are different definitions

from various perception of the ESP concept by many scholars who are interested in this area of researchers.

Munby (1978, p. 2) defined ESP as related to students' needs analysis and the content of the course as follows "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner". This means that ESP is a set of courses that created with connection to the student's communication needs, where the courses are organized based on those needs.

Robinson (1980, p.9) claimed that ESP courses are those in which the participant has a set of specific aims and purposes; academic such as lectures which implemented in different domains from many institutions or universities, occupational concerning with jobs like doctors, engineer... etc, and scientific belonging to researchers works distinct field of interest. These processes facilitate reaching goals.

Stevens (1977), in support of this point, point out that emphasizing the importance of the reasons language learners have for using language, he emphasized that such goals must be understood as driving force behind the curriculum for teachers and students to avoid introducing extraneous materials into the course. He also mentioned learners in their role as syllabus designers. They made responsible for their syllabus in this way.

Mackay and Mountford (1978) state, "ESP can be known as the learning of English for an utilitarian purpose" (p.2). They mean that the special needs of learners either occupational or academic these needs make the designer of the course able to build sufficient content for the ESP syllabus to be learned and taught in order to match the learners' wants, needs, and necessities. However, despite this agreement and disagreement among ESP experts, it is vital

to highlight that their various definitions are inextricably related to how ESP has evolved since it was first mentioned in the 1960s.

1.1.2 Principles of ESP

ESP contains a set of principles that make it unique and different. They can be summarized as follows:

The first one concerns the question of why: The answer will be a key term, which is the purpose for learning, besides the awareness of the learners' backgrounds, goals, and needs, to engage them and create more effective lessons. Harding (2007) assumes that "the sense of purpose gives the language work immediacy and relevance which is perhaps not always found in order sectors of ELT, particularly of the English variety" (p, 6). In addition, Stevens (1977) mentions the importance of learner requirements and needs, as a central element for ESP education, so scholars focused on putting needs analysis before any type of analysis (Stevens, 1977; Robinson, 1991; Dudley Evans St Jhon, 1998; Hutchinson & Waters, 1987).

Additionally, Stevens (1977, qtd in Robinson, 1980: 12-13) highlights the importance of ESP's specific language. Only the vocabulary, grammatical patterns, and language functions required by the Learner's purposes are included in ESP. be considered counters of different texts are considered a limitation, and the usage of sentences to develop communicative acts should be considered in text analysis (Allen &Widdowson, 1974). In other words, this point can be an important principle of ESP under the term of the specific language or text.

Forthermore, Swales (1990, p. 6) surveys the ESP literature and detects a trend toward studies that rely on some form of database to explain what is meant by the research base of

ESP. The notion is that ESP programs should take into account the various registers by analyzing a vast corpus of expert writings and special texts (Ewer & Latorre, 1969).

Also, Jordan (1997) claims that an authentic text is commonly utilized in the students' field of study: one that was created by specialists for specialists and not for the goal of teaching. Authenticity is necessary even in tasks. To put it another way, the tasks should focus on the abilities and tactics needed in the goal environment (Morrow, 1980).

Then, the final principle can be that ESP should employ methodologies or learning theories that are suited for the learning or teaching scenario, which means that the particular purpose of language education is not a methodology in and of itself. Due to the various and inventive utilization of the chances afforded by the ESP setting, according to Strevens (1977) this property of ESP makes the information both more relevant and attractive to the learner.

1.1.3 Areas of ESP

According to Baskturkmen (2010, p. 3-5), The ESP can be in a different context or place, as we will see in the following scenarios:

1.1.3.1 Allison

Allison was a teacher at a secondary school in New Zealand her first experience for her. After that, she becomes a teacher of English as a second language in a tertiary college. In addition, she was conducting classes for immigrants concerning special skills such as jobs and administrative implementation. The director of studies called Allison one day to tell her that the college was going to start offering an English for medical doctors course. The learners were the immigrant doctors who needed to pass medical registration exams and English language tests to work in the United States. Allison asked to teach and design the course.

1.1.3.2 Derya

Derya was a teacher of English as a foreign language at Turkey University, where the English language there was used as the medium of instruction. Students at this university take a year studying intensive English program in the preparatory school before they start studying their specialism subject in the department; she was a teacher for this intensive program for several years. Then, the same university in the engineering faculty faced difficulties with their doctoral students owing to their lack of English, so they set up a special English program for them. Derya was requested to design an ESP course that can fulfill the doctoral engineering students' lacks.

1.1.3.3 Albert

He was a bilingual speaker, he studied French and business, also he did some part-time English for speakers of another language (ESOL) teaching, after that the employees of the computer software had difficulties dealing with the English language in their jobs. Therefore, he starts to give them daily work practices to make them able to use English in their workplace needs. Albert is currently tracking and providing language support for one of the company lawyers, whose work includes correspondence with companies in the United Kingdom and the United States, as well as the head of finance, who is responsible for strategic policy in both the French and UK divisions of the company.

1.1.3.4 Estelle

After several years of teaching primary school in New Zealand, Estelle realized she needed a change of space, so she aspired to teach adults in a foreign country. She studied for a TESOL certificate while also doing an ESP course. Estelle went on to work in a two-year technical college after graduation; English for management was the first course Estelle was

assigned to teach. The course had only been in operation for a year when Estelle informed that she would need to develop fresh instructional materials due to a lack of course content. The students on this course ranged in age from 18 to 20, and they hoped to find work in international companies upon their return to their native countries, the learners also studied Word processing, spreadsheets, and office administration in addition to the English language.

The instances above show some of the many different settings in which ESP is taught. They show the difference between teaching English for Academic Purposes (EAP) – Derya (who works in universities and teaches English for Academic purposes), teaching English for Professional Purposes (EPP) – Alison and Albert (who teach English to doctors and companies). Then, teaching English for Occupational Purposes (EOP) – Estelle (who teaches English to office managers). Therefore, ESP can take place in the classroom or the workplace, as in Albert’s case.

Derya’s experiences show that they originally taught English for General Purposes (EGAP), then she moved on to teaching English for Specific Purposes (ESAP). Estelles’ teaching experience would be with students who had never worked as office managers (Pre-experience ESP), Alison with learners who had previously worked as doctors in their home countries but were no longer working (post-experience ESP), and Albert with learners who were currently working in their professions (during-experience ESP).

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing

English for Professional Purposes (EPP)	English for General Professional Purposes	English for the health care sector
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	(EGPP)	
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry

Figure 1. Areas of ESP teaching

1.1.4 The Effectiveness of ESP

Despite the additional demands that ESP education places on teachers and course creators in terms of identifying requirements and constructing courses that may only last a few weeks, it seems reasonable to examine if teaching ESP is effective. Is there proof that it is effective enough to justify the time and effort it takes to set up a course (Basturkmen, 2010, p. 9).

There has been little empirical research investigated the usefulness of ESP instruction (Jhon and Dudley-Evans, 1991). This has a situation with EAP as well (Gillet and Wray, 2006, As cited in Basturkmen, 2010, p. 9). It is easy to see why this is the case. There are just a few circumstances in which an experimental study, comparing a group of learners who received an ESP-oriented course to a group of learners who received a similar course would be useful. Due to difficulties of secrecy in corporate culture, as well as time and expense limits in ESP management, there is empirical research assessing the usefulness of ESP in workplace training. Kim (2008, p. 16).

According to Basturkmen (2010, p. 9), it is possible to make theoretical arguments for why ESP classes should be more effective than general ESL courses. It could be claimed that ESP courses are more likely to generate high levels of motivation since they respond to students' interests and needs. Students are likely to be more interested in topics and texts that are relevant to their work or study areas. Learning is more likely to occur when students are

more motivated. It might also be argued that ESP classes are more efficient than standard ESL courses because they have more specific goals. The learning objectives of ESP courses are more tightly defined than in ordinary ESL courses because they are based on needs assessments. As a result, it is not random that learning results are regarded as more positive. Aims that are specific and limited are more likely to meet.

1.2 The LMD System and ESP in Algeria

Concerning the development around the world especially in the educational systems, the developed countries adopted a system called the LMD system. So, Algerian universities decided to implement this system to gain more development and success. Besides that, the learner will be the focus of this system. Therefore, the system is work as follow, three years of license degree (6 semesters), two years of master's degree (4semesters), and three years of a doctorate (3 semesters). All of them are centered on research work and fundamental units. Including the new term that is debt or credits means that the learner can pass to the next level even if he/she has not reached the average.

In 2004 was the first implementation of this system but only in a few universities, the system started to spread around all the Algerian universities. After that, the English language domain has shown a change in many things such as new methods, materials, content, and approaches as learner-centered. This system until now is still in a development situation, yet the ESP field in Algeria is somehow the same, it is neglected in the previous classical system, but nowadays we can explore some development concerning ESP in our countre (Haddam, 2015, p36 - 39).

1.3 Demands of Teaching ESP

1.3.1 The ESP Teacher

The key element concerning the debate of the ESP teacher is the ‘flexibility’ to deal with the different situations which she/he can face. This means that to be an ESP teacher you should be able to deal with any issue easily and with proficiency in other word, the ESP teacher should be competent and ready to transact with various subjects (Robinson, 1991 as cited in Tourche, 2018, p. 24).

There has been a clear debate among scholars, EFL teachers, and others about who should be the teacher of ESP. both the GE and ESP teachers are supposed to have similar qualities also he/she has to control and organize the course design to possess English language knowledge (Hatchinson and Waters, 1987 As cited in Torche, 2018, p. 24).

1.3.1.1 Roles of the ESP Teacher

According to Evans and St Jhon (1998, p. 13) “The ESP practitioner has five key roles: Teacher, course designer, and material provider, collaborator, researcher, and evaluator”. This means that there are a group of different ESP teacher’s roles and the shift from EGP to ESP leads to a change in these the roles of the ESP teacher in form of a set of processes as follows:

a) As a Course Designer

Different roles are included in the cycle of teaching, so the ESP teacher is not exposed only to teaching. In providing the course materials, give a special design to the course, as has been agreed on by many researchers, this process of designing the course is considered one of the most important ESP teachers’ roles because of the needs of learners who should reach their goals at the end of the course. (Robinson (1991), Mackay et al (1978) as cited in Tourn, 2018, p25).

b) As a Collaborator

An ESP instructor must generate appropriate material; one way to do so is to Collaborate with both subject specialists and learners themselves. The latter is an excellent source of information because they are better knowledgeable about a subject and their requirements are taken into consideration when organizing classes. This partnership was carried out to obtain the necessary information. Create an appropriate curriculum and supply assignments for their work or commercial situations (Dudley-Evans et al, 1998, p. 16).

c) As an Evaluator

The evaluation process is already known in the learning and teaching domain, but it is a critical component of an ESP course, in which the ESP teacher must test the course and the teaching materials in addition to evaluating the students' progress and teaching effectiveness to ensure that the learners are discovering the needful information or knowledge (Tourch, 2018, p. 22).

According to Dudley Evans and St Jhon (1998, p .17), evaluation should take place during the course and after it. Each moves his or her learners take, as well as the efficiency of the various information, ESP practitioner provides must monitored by the ESP practitioner. This is accomplished by evaluating each item regularly.in order to explore the student's level, needs, and his general learning situation.

d) As a Researcher

The ESP teacher determines the topic matter, Necessary resources, and the learners' goal needs, as well as keeping up to speed on the approaches, strategies, and methodologies to be adapted in the course. The research process provides an ESP practitioner with a body

of knowledge and insights into various pedagogical options, allowing him or her to be more effective in achieving the course objectives (Tourch, 2018, p.23).

1.3.1.2 Challenges of ESP Teacher

The challenges of ESP teachers According to Haddam (2015, p. 28) can be summarized in these points as follow:

Most ESP teachers are not specialists or did not get the training concerning the students' professional domains, so the first thing they will face is a struggle with the appropriate content including special terminology that he/she should involve, in order to create courses that can matches major of what the students' field and subjects are belongig to.

The mastery of language and content will be so hard. Teachers will find themselves dealing with subjects or texts they did not know anything about, also the teacher will be a designer for the course and a provider for materials, and maybe they will find themselves obliged to take training concerning the students' subject matter to be aware about what he/she will be dealing with.

The selection or adaption will be difficult for teachers regarding the conditions of adapting an appropriate text that should be neither too difficult nor too easy or too popular. These entire situations probably lead to the disengagement of ESP learners, so we can consider it as the most important point concerning the different challenges which the ESP teachers can be faced.

1.3.2 The ESP Learner

When we are dealing with topics concerning the learner-centred approaches, we have two learner aspects, the goal and decision, the age and the engagement or motivation.

Because both of them will form the ESP curriculum design. Robinson (1980) stated that focusing when designing a curriculum needs to build on the real needs of real learners. There are varieties among learners in ESP courses mostly in the form of age and motivation. This means that we need to take into consideration these varieties during the course.

There are two categories of ESP learners, the first ones whose field of jobs is related to their specialism, and the second ones who may be younger learners or do not have enough knowledge about their specialism, and teachers should take into consideration the needs of both of them in order to try to muche them during their ESP courses (Harding, 2007, p. 8-9).

1.3.2.1 Motivation of Learners in ESP

Students are dealing with a specialty that they have chosen to study; the students in ESP can develop in their learning. Harding (2007) recommends that “work in ESP for 16_18-year-olds because they might not know much about their topic expertise” (p.8). This is where the usage of ESP for the first time in the classroom can be beneficial. To learn about their specialization, students will read literature that is only available in English. “The ESP learner has a further purpose, “she continued, describing the ESP learner in terms of extrinsic motivation. He or she is learning English in order to achieve a specific goal that is not related to the language”. (ibid). These features are instrumental in nature. Extrinsic motivation is based on the expectation of an external reward, which includes what the classroom has to give (Brown, 2000, p. 58-59). Baker (1992) defined integrative motivation as a desire to identify with or integrate into a particular language group, according to Echevarria and Graves (2003) “instrumental motivation, on the other hand, describes a circumstance in which people acquire a language for a practical reason, such as gaining a job, improving their career prospects, or passing an exam” (p. 45).

Harmer (2007, p. 20) states that extrinsic motivation appears when students bring into the classroom from outside (it helps to enjoy, purpose, passion and fun). It is well designed and used authentic activities that are personal, while intrinsic motivation, is generated by things that happen in the classroom (pay raises, benefit, and promotions), it makes knowledge connections to all areas of life, academic, professional and personal.

It is critical to strengthen students’ thinking skills, which will be discussed further, particularly with Hutchinson and Waters’ description of developments in the files of ESP course design. Thinking skills, critical thinking, creative thinking, and mind mapping are all excellent methods for assisting students in determining their learning objectives.

1.3.2.2 Students' Competence and Difficulties in ESP Classes

ESP tailored to match the needs of individual students. At the end of ESP courses, learners expected to demonstrate appropriate language abilities in target circumstances. However, in many circumstances, ESP students' performance has deemed inadequate or substandard (Bacha & Bahous, 2008; Chua et al, 1999; Jasso Aguilar, 1999; Wang, 2004). The success or failure of English learning has traditionally been measured by students' total English language ability (Shi, Corcos, & Storey, 2001; Tsao, Wei, & Fang, 2008). In addition, there are some teachers blamed the learners that show inadequate English language skills for their reduced scores in ESP. They said that pupils who have low level of English language were insufficient to deal with ESP courses, rendering them ineffective. However; pupils frequently claim to have learning disabilities, which cause them to do weakly in English classes. Students have learning problems considered the signification of ESP (Gatehouse, 2001), the direction of ESP (Bacha & Bahous, 2008; Leki & Carson, 1994), and the assignment implicated in ESP courses (Ferris & Tagg, 1996 a/b). According to several researchers, students have problems with engaging in oral class conversation, dealing with questions, and listening skills. Because of their poor English skills, students have trouble coping with ESP classes (Jackson, 2004). In earlier studies, the lowest language skills, such as inappropriate vocabulary (Tsao, et al, 2008), and grammar, were noticed a lot (Chang, 2000).

1.4 ESP Course Design

ESP course design is different from the typical GE courses. The latter is primarily concerned with grammar, vocabulary, sentence structure, and so on. Course designers must discern between the most important and relevant content from that which is irrelevant. Designing an ESP course, according to Hutchinson and Waters (1987), is the process of

asking a series of various questions, ranging from general to specific, the answers to which will decide and specify the structure of the courses in terms of syllabus, methodology, and materials.

Course design, in the context of ESP, is a process of gathering data to prepare effective tasks and activities, as well as to create the most appropriate context for ESP learners to achieve their goals. Richard (2001) believes that ESP learners' needs and expectations should be given more consideration. As a result, course design is a negotiation process in which learners play an important role. Thus, it is primarily concerned with how much design should go into a specific course. A cyclical, progressive and dynamic process strives to provide learners with the necessary knowledge to use language in their chosen profession. It is a difficult challenge for an ESP developer to carry out this method because it is a learner-centered approach, identifying learners' needs and expectations is not always straightforward. Haddam (2015, p. 44).

1.4.2 Steps in Designing an ESP Course

According to Graves (1996, qtd. In Xenodohidis, 2006, P1), there are six steps in the process of designing an ESP course as follows:

a) The needs analysis process

Needs analysis concerning ESP belonging to the course development processaa By analyzing those students' needs, wants, and lacks. We have to identify students' skills and determine the appropriate method, materials, and content for the ESP course, in order to create a benefecial courses that match the students' needs, teachers should take into their concederation the prosses of analysing (Day and Krzanowski, 2011).

According to Hyland (2008)

Needs analysis is like any other classroom practice in that it involves a decision based on teachers' interests, values, and beliefs about teaching, learning, and language" So needs analysis is considered simply as a step teachers can do in the classroom, lead him/her too many decisions concerning the course. (P. 113)

This means that to design a course, teachers need to implement a process of needs analysis to explore a set of elements that guide them to decide what the course content should be contained, what skills teachers have to concentrat more on them, and whatwhy could be the most appropriate which can determine the students needs.

b) Target Needs:

Hatchinson and Waters (1987, p. 55) claim thatTarget needs is an umbrella word that covers several crucial variables in practice, also it includes different items in form of an essential principles and roles concerning the students. It is more effective to think of the target scenario in terms of needs, goals, and deficiencies.

(Hatchinson and Waters, 1987, p. 55) categorized target needs as follows:

Necessities are brought because of the needs of the goal situation, that is to say, what the learner has to recognize on the way to characteristic efficiently inside the goal situation. It is the case of gazing at what conditions the learner will want to characteristic in and analyzing the constituent elements of the theme.

Lacks may be described as the space between the goal skill ability and the goal situation. It might be sensible to determine which of the requirements the newbies lack. and what are the sides that the students are really suffered with in order to be concentrated more on them, and fullfil these lacks by implimenting the needed subjects.

Wants are what the learner desire and assume to analyze or what they experience they want from the language route, which means that the ESP practitioners must keep in mind newbies' perspectives, desires, and the motives of the back of integrating this language of their fields of interests and specialization. In different words, for designing a route, it is far vital to pay attention to and examine the newbies' critiques and thoughts. Since they are aware of each requirement and desire, it is simple for them to detect their desires from the route.

Benylles (2001) defined this kind as

it includes the non-pedagogical limits that manipulate a route making plants method which include the function of the country wide policy, and economic restriction, which the evaluation want to be aware of after they begin the method of NA (p.31).

which includes directly needs assessment, as cited by Dudley-Evens & St. John (1998) "the cornerstone of ESP and leads to a much-focused course " p. 122. This means that needs analysis is considered the principal step during conducting any course design proces; it can be described as a line guide or a framework of this peoces since it shuld be done at the begining.

- Make clear about what are the goals and objectives of the course.

✚ Why does the learners r need to take this course, and what the the learner should gain in the end?

c) **Conceptualizing the content**

The study of discourse can help with the development of ESP courses in two ways. One option was to provide teachers and course makers with principles about communication and language use in a community of

practice that they might utilize in their research. The other option was to provide descriptions of language use that may help teachers and course developers make decisions about the courses' language content

(Basturkmen, 2010, p. 139).

According to Basturkmen (2010, p. 143), we can determine this point in form of these paraphrased questions as follow:

- ✚ Which language forms and traits should be investigated (as, when the learners are unskilled in or are unfamiliar with, and those that members of the community of practice value)?
- ✚ What information to acquire (does related studies, explanations, and corpora currently available, or do you need to gather the information)?
- ✚ What method of study should be used (tend to a group and/or discourse analysis)?
- ✚ What kind of relevant data should be collected (texts, annotated copies of learners' work, experiences, and interviews as self-reports)?
- ✚ How should discourse from different domains and fields be analyzed (for certain qualities, either all of the discourse or a part of it)?
- ✚ How would you come up with educational discourse explanations in a particular field?

Answering these questions will directly make the content clear and organized.

d) Determining and developing materials and activities

Materials can be in different forms and kinds as videos, textbooks, visuals, or audio. The key element in this process is that it is not easy to select the appropriate material that needs to use in every lesson. Harding (2007, p. 12) gives us some steps or advice in this area:

Using subjects or text according to the specialist area of the student to engage them. Choose authentic materials that learners are already using in their field.

e) Organizing the content

Deciding in what form the classroom activities will be and how the teacher will present the course content was all the time a very specific point to make the course either a successful or a failed one. In addition, it can give the students a clear idea about what they will be dealing with and what they will learn, besides to how they will be evaluated (Xenodohidis, 2002, p. 4).

f) Assessment and evaluation

It is the last step, but not the least. Teachers use it mainly to ensure that learners are well achieved the objectives besides to their needs to these lessens, and to make clear about the courses if they are well beneficial or not, and if the teacher should think about changing their way of teaching. Studentd have toright to know the method of the teacher that will be followed to set his assignments (tests, homework... ect).

g) Assessment

A process leads the teacher to indicate the learners' level, knowledge, and background information. Macalister & Nation (2010) claimed that: "monitoring is a process that can be related to assessment it probably plays a much bigger role in most courses than assessment does"(p. 205). This means that the teacher must control their learners' to decide if they reach the course goal or not because in this process he plays the most important role.

h) Evaluation

A process tends to judge demonstrate both the quality of the course's content, and the learners' achievement from them. To complete the processes, teachers have to evaluate the

evaluation itself, in order to explore their weaknesses and strong sides, then to be reorder and illustrate it for reaching better level and successful learning process (Nation & Macalister, 2010, p. 205).

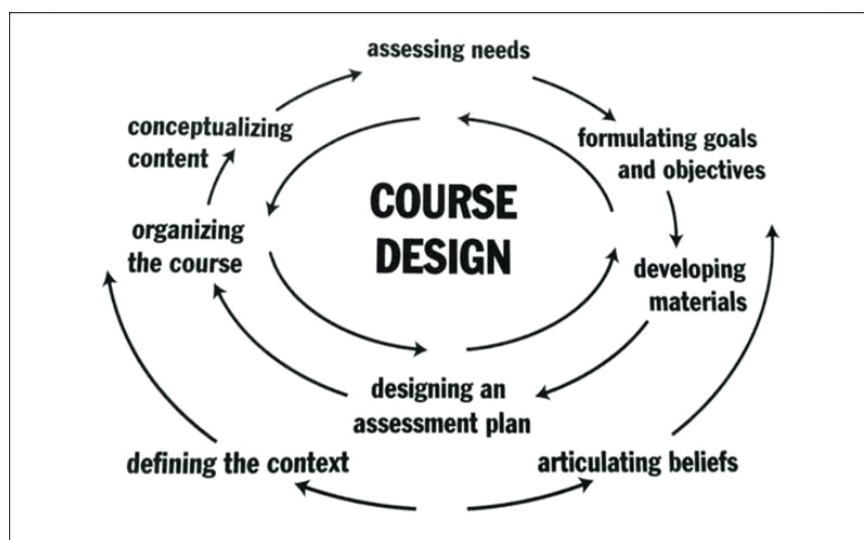


Figure 2: Graves' model of development of course design (2000)(cited in Nation and Macalister, 2010, p.136).

1.4.3 Approaches to ESP Course Design

1.4.3.1 Language-Centered Approach

It is the most common type of course designs, that blends the content of an ESP course with the demands of the learners in their target situation. The important steps to begin this technique are the recognition of the learners' target circumstance needs and the appropriate selection of the language code (Hutchinson and Waters, 1987, p. 65). In other words, the developments in the linguistic ability required in goal circumstances are referred to as a language-centered approach.

1.4.3.2 Skills-Centered Approach

People must have certain abilities to be proficient in a language. To put it another way, the major goal of this method is to gather all the skills that could be useful in a target

situation. The skill-centered method, in contrast to the language-centered approach, approaches the learner as a language user rather than a language student. It is also a great tool for teachers to uncover the potential and abilities that students bring to the classroom, but it has flaws in that it does not address the learning needs (Hutchinson and Waters, 1987, p. 65).

1.4.3.3 Learning-Centered Approach

Hutchinson and Waters (1987) state that "learning is determined by the learner (...) and is seen as a process in which the learners use what knowledge or skills they have to make sense of the flow of the new information" (p.73)". This means that language-centered and skills-centered approaches link the learning process to a background examination of the target environment. However, it was only one of several factors, which influenced the learning process. They go on to say that, learners have both aim and learning demands. The first is concerned with what the learner should do with the goal situation. They are divided into three categories: needs, deficiencies, and desires. The latter refers to all other influences on the learning process, such as the learners' attitude and expectations, social background, age, and gender. In precise, learning is a social process that takes into account the teacher, the learner, the resources, and the tasks that can be used to learn the information (Hutchinson and Waters, 1987, p. 72).

1.5 The Learner-Centered Approach to ESP Course Design

1.5.1 The Learner-Centered Approach

Nuan (1988a, p. 40) stated that "learners are closely involved in the decision-making process regarding the content of the curriculum and how is taught "This means that during the design of the learner-centered course the learner is a principal part of the decision.

According to Rogers (1983) as cited by Boudehane (2015, P. 40) the concept of learner-centered has been defined as an approach to learning in which learners choose not only what to study, but also how and why this means topic might be of interest.

According to Mc Combs (1997, p. 5-6) the “ learner-centered “ approach maintains that education must be concerned with how to provide the most conducive learning context for different students-a setting that is produced primarily when teachers consider and recognize individual students’ needs. Nonkukhetkhong (2006) states that using learner-centered as a principle approach in ESP classes by teachers were depending on how much he/she understood this approach including its theory. He mentioned that it is belonging to both students and teachers to develop both learning and teaching strategies.

1.5.2 The Learner-Centered Classroom

Burnard (1999) stated that a student-centered classroom is a learning place in which students can pick not just topics, but also how and why the topic is enjoyable to study. He focuses on the idea of students having a decision or ‘choice’ in their learning process, reflecting the view that knowledge is built by students and that the lecture is a facilitator of learning rather than a presentation.

1.5.2.1 Managing the Classroom

According to Kennidy (2016), the learner-centered classroom should be open, dynamic, and always active, including many strategies, especially in classroom management. Besides the curriculum and the pedagogy as a central element to building effective learning and teaching, another element is creating an effective classroom environment that gives all students the best opportunity to learn. Because of a good learning environment (as learner-centred) raises student expectations, engagement, and encourages them to participate.

In another word, the arrangement inside the classroom is considered so important as your syllabus and courses, after creating creative courses the teacher should not ignore the classroom seating arrangement as a completing tool to the process of successful curriculum, to take away the daily routine, gain more attention, motivation, and better understand.

According to Maxom (2009), these are some types of a good desk and seating configurations for a learner-centered classroom:

i) □ Circling The Horseshoe

The main benefit of this layout is that all students can see each other and the board easily and at the same time, also they have the opportunity to stand in the middle of activities and being on centredness position, that give the students the apportunity to be a controller, usually, and it works better with small groups with mediate numbers (Maxom, 2009, p. 54).

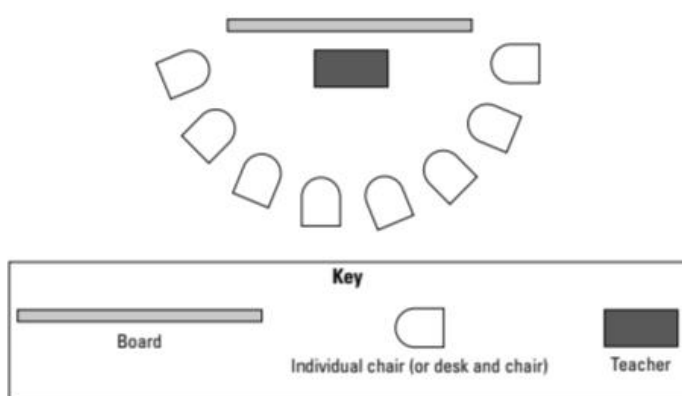


Figure 2: Circling the horseshoe (Maxom, 2009)

j) Grouping Students Together

We cannot create a learner-centred classroom environment without making the learners engaged by dividing them into groups, or teams (Thethwayo&Driks, 2018). Mainly it is considered the most appropriate arrangement for group work, every four students

together or in pairs at a desk, the teacher should make sure that he/she could walk between the desks to monitor the students' work (Maxom, 2009, p.37).

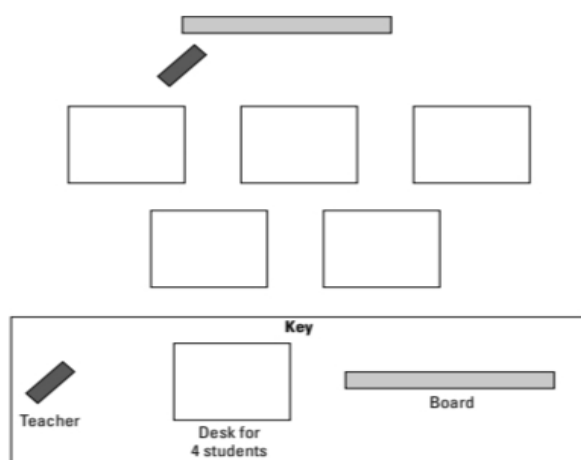


Figure 3: Grouping students together (Maxom, 2009)

1.5.3 The Learner-Centred Activities

a) Formation

This activity includes movement, which is beneficial to kinesthetic learners and provides a break for all children sitting at their desks or tables all day. The goal of formation is for each cooperative group to make a physical representation of a word, an item, or a process that they learned in class, then let their classmates guess what the needed concept is (Kagan, 1994, p. 53).

Steps to the Formation Activity According to Kagan (1994, p. 53):

- k) Create groups
- l) Each group takes a paper to explain what they are represented with a formation
- m) Present the formation by each group in the classroom
- n) In the case, the formation is not clear enough take the class suggestion to improve it

- o) Different students of all ages can use the formation activity; the only thing that would be to change is the complexity of the idea or the activity itself to represent topics physically.

b) Class Mission Statement

In order to create a class as one team the activity of the class mission statement will be the best choice for getting the students to share purposes. Our mission: To do the best while doing the activity in a challenging learning environment, that will make the students more engaged and work hardy in order to achieve good points during the process (Erwin, 2004).

According to Erwin (2004) to build, a mission statement class follows these steps:

- p) Create small groups, each one of them has a leader, one of them to write the group ideas, another to group the groups' ideas to their classmates
- q) The questions: what is the goal of the class? What do you want to accomplish this year?
- r) Give them some minutes to brainstorm their ideas
- s) Collect ideas from groups leaders
- t) Draw a class list on the board, and a flip chart
- u) Eliminating those that are repetitive or the learners do not agree on
- v) The group should try to create sentences including all their suggestions
- w) Put the class mission statement in a suitable place inside the classroom, it can be included in assignments and tests....

1.6 Characteristics of Learner-Centred Curricula

It can be summarized as follow: (pet therapy, 2022)

- a) The curriculum prioritizes the learner and places the student at the center of attention, which is the most natural method.
- b) In the process of teaching and learning, the student's interest is the most significant aspect. This aspect is heavily stressed in this type of program.
- c) The teacher's function in this curriculum is that of a guide and facilitator rather than a task maker.
- d) The learner is treated like a plant, the instructor as a farmer, and the university as a farm in this curriculum. As a result, a youngster develops and grows in a natural setting.
- e) Students have a variety of opportunities (activities, experimental courses) with a student-centered curriculum.
- f) The choices are based on what you know about learner characteristics.
- g) Students are an important part of the planning process and the assessment of choices in general and for oneself in particular « the more life experience a student has the more willing he will be to study », according to the learner-centered curriculum.

Therefore, the educational psychology advancements changed the focus to the learners' interests, attitudes, and needs, resulting in the birth of ESP, in which courses were learner-centred to boost motivation and the learning process itself. The combination of these factors accelerated the expansion of ESP and the requirement for increased language specialization (Hutchinson & Waters, 1987, pp. 6-8).

Conclusion

The current chapter has shown that the learner is the cornerstone of a successful learning process; he/she should be engaged in this process, interested, and motivated. Besides taking into consideration his/her special needs and perception concerning the course structure, design, and goals. This is the reason that ESP is a learner-centered approach.

Chapter Two: Student Engagement

Introduction

Most of the language learners are having a set of difficulties during this educational process. Engagement can be the main difficulty from this list of problems; those students suffer from it. Accordingly, students' engagement will be the object of this chapter. In particular, the current chapter will serve to discuss the different definitions of student engagement, some tips and strategies to improve it, and its different types, and styles, besides to some ways to measure it. Finally, it will highlight, what and for what we will need the engagement exactly.

2.1 Definitions of Engagement

According to Kuh (2009):

The engagement premise is straightforward and easy understood: the more students study a subject, the more they know about it, and the more students practice and get feedback from faculty and staff members on their writing and collaborative problem solving, the deeper they come to understand what they are learning. (p. 5).

This means that the concept emphasizes how student engagement occurs when their participation in learning, such as participating in a conversation or collaborating on a problem, contributes to their learning and encourages them to participate in other course activities. Additionally, Reschly and Wylie (2012) define engagement as an umbrella concept for increasing motivation and assisting students in developing their learning identities (p3). This is due to the importance of engagement in the learning process.

In the classroom, engagement refers to learners focusing their attention and energy on a specific task or activity in the present time. The term engagement is frequently used in the classroom to describe how actively students participate in a learning process, in addition, academics have recently coined the term “engagement” to describe the amount that students recognize the significance of educational results and participate in both academic and non-academic school activities (Willms, 2003, p. 08).

However, according to Marks (2000, as referenced in Trygstad, 2010), academics engagementis seemed to be a psychological process. He defines engagement as “a psychological process including pupils’ attention, interest, involvement, and effort in the activity of learning” (p.9). This means that engaged students demonstrate an interest in and willingness to do well in school, which motivates them to improve their performance and academic achievement.

2.1.1 Student Engagement Definitions:

According to Gallup (2013) student engagement is a person’s excitement for education. In addition, to how it affects their academic achievement and behavior. He emphasizes that the most important in this process is the relation between the academic behaviors and their effects on the person. What makes it a difficult term to understand is the complex nature of the concept itself.

Anderson, Christenson, Sinclair, & Lehr (2004) also added that:

“engagement involves positive student behaviors, such as attendance, paying attention, and class participation, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment” (p.97). This can be means that students can represent their positive sides under an engagedenvienments.

Based on the above definitions, student engagement is considered a multidimensional and multifaceted term, also learners have different engagement from one to another, and they are all based on the aspects nature of engagement. For example, learners can be so engaged in oral sessions, while they feel so boring and disengaged during written sessions (Archambault et al. 2009).

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. The concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” Stronger student engagement or improved student engagement are common instructional objectives expressed by educators. (Student Engagement, 2014, para. 1)

2.1.2 Types of Student Engagement

According to Fredricks (2014), there are three kinds of student engagement as follows:

2.1.2.1 Behavioral

The first kind is the behavioral engagement, which involves a student’s implementation of rules and participation in classroom and extracurricular activities. besides to the way that they are following concerning their habits and acts during the lectures inside

the classroom, what these actions and behaviours indicate or represent belonging to the term of engagement.

2.1.2.2 Emotional

The second kind is emotional engagement, which entails a student's sentiments, attitude, and perceptions about learning process and schools, including the student's sense of belonging, interest, motivation, eagerness to study, and overall enjoyment and engagement during the learning. It is mainly concerning with the students' psychology.

2.1.2.3 Cognitive

Cognitive is the third kind of engagement, it refers to the cognitive functions that are involved in students learning process. Because actions, emotions, and cognitions most of them play a role in development, it is critical to think about all three (behavior, emotion, and cognitive while putting up a preventative strategy (Archambault et al., 2009).

Behavioral Engagement	
Positive conduct	<ul style="list-style-type: none"> h) Follows classroom and school rules i) Completes homework j) Comes to class with books and materials
Absence of disruptive behaviors	<ul style="list-style-type: none"> k) Does not skip school l) Does not get into trouble m) Does not get into fights
Involvement in classroom learning	<ul style="list-style-type: none"> n) Effort directed at completing tasks o) Participates p) Concentrates q) Pays attention
Participation in school-based extracurricular activities	<ul style="list-style-type: none"> r) Involvement in sports s) Involvement in school clubs t) Involvement in student government
Emotional Engagement	
Emotional reactions to classroom, school, or teacher	<ul style="list-style-type: none"> u) Enjoyment v) Interest w) Boredom x) Anxiety y) Happiness z) Sadness
Belonging	<ul style="list-style-type: none"> aa) Liked by others bb) Feels included cc) Feels respected in school
Value	<ul style="list-style-type: none"> 1. Perceives that task/school is important 2. Perceives that task/school is useful for future. 3. Perceives that task is interesting
Cognitive Engagement	
Psychological investment in learning	<ul style="list-style-type: none"> dd) Goes beyond requirements ee) Prefers challenge ff) Effort directed at understanding and mastering content

Cognitive strategy use	1. Metacognitive self-regulation (i.e., planning, monitoring, and evaluating thinking) 2. Deep strategy use (elaborates, relates material to previous knowledge, integrates ideas, makes use of evidence)
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Table 1.1.1: Definitions of Behavioral, Emotional, and Cognitive Engagement

2.1.3 Student Engagement Styles:

2.1.3.1 Intense

According to (Coates, 2007).

“Students reporting an intense form of engagement is highly involved with their university study ... They tend to see teaching staff as approachable, and to see their learning environment as responsive, supportive and challenging” (p. 132). This means that students who indicate a high level of engagement are very invested in their university studies... They perceive their learning environments as responsive, encouraging, and demanding, and they perceive teaching professionals as friendly.

2.1.3.2 Independent

According to (Coates, 2007).

An independent style of engagement is characterized by a more academically and less socially orientated approach to study ... Students reporting an independent style of study see themselves as participants in a supportive learning community. They see staff as being

approachable, responsive to student needs, and encouraging and legitimating student reflection, and feedback. These students tend to be less likely, however, to work Collaboratively with other students within or beyond class, or to be involved in enriching Events and activities around campus (p.133-134).

Emphasizing that, an independent style of participation is defined by a more intellectual and less social approach to learning. Students who describe an independent study style feel like members of a welcoming learning community. Staff, on the other hand, is viewed as personable, receptive to student needs, and promoting and legitimizing student reflection and input. These students, on the other hand, are less likely to collaborate with other students in class or outside of class or to participate in enriching events and activities on university.

2.1.3.3 Collaborative

Coates (2007) states that:

Students report a collaborative style of engagement. Tend to favor the social aspects of university life and work, as opposed to the more purely cognitive or individualistic forms of interaction ... High levels of general collaborative engagement reflect students feeling validated within their university communities, particularly by participating in broad beyond-class talent development activities and interacting with staff and other students (p. 134).

This can be understood as that Student who express a collaborative engagement style prefer social aspects of university life and work over more strictly cognitive or individualistic kinds of interaction. Students that participate in extensive beyond-class skill development activities and communicate with staff and other students have high levels of general

collaborative engagement, indicating that they feel validated within their university communities.

2.1.3.4 Passive

Finally, Coates (2007), describes this style as:

“It is likely that students whose response styles indicate passive styles of engagement rarely participate in the only or general activities and conditions linked to productive learning” (p. 134). This means that students with passive engagement styles may rarely engage in the only general activities and conditions associated with productive learning. These styles of engagement allude to temporary situations rather than student attributes or types, according to Coates (2007) it does not attribute that persist over time or between situations within persons.

2.2 Measuring Student Engagement

Measuring student involvement provides for a more in-depth examination of students' experiences and learning than actually looking at course results. It requires sometimes and senses making as well as activity, according to the definition of engagement (Trowler, 2010, p. 7). In addition, Understanding involvement has become especially crucial in the higher education industry, as colleges now compete for students. As a result, determining and boosting involvement can help an institution recruit and retain students (Trowler, 2010) Behavioral, emotional, and cognitive involvement Identified by (Fredricks, Blumenfeld, and Paris, 2004).

2.2.1 Teacher Rating Student

This process is usually used by the teachers in form of a checklist to collect data about many aspects of their learners such as behavior and ideas. According to Fredricks

&McCloskey (2012), They use this way “ (...) with younger children who have more difficulty completing self-report instruments due to the reading demands and limited literacy skills”. (p. 766). This means that this method will be used with students who have problems and difficulties in learning. Especially the reading and written skills.

2.2.2 Interview

Interviews are great tools for teachers to go deeper into and collect unstructured data about their students' engagement (Fredricks &McCloskey, 2012). This strategy can represent many levels of engagement while also providing the educator with information on the various reasons for students' disengagement and low motivation in learning. The main downside of this strategy is that it exposes the educator to subjectivity and bias, which might influence students' feedback from several angles (Fredricks &McCloskey, 2012).

2.3 Strategies to Improve Learners' Engagement

2.3.1 Using Different Teaching Methods

If teachers are always dependent on the same teaching method, then the learners will easily lose interest and interaction, teachers need to present inside the classroom both the study materials and the practice concept in different ways, also the students need to be far away the daily routines of the same teaching methods and activities which will be seem boring.

2.3.2 Merge Technology into the Class

We can use technology and applications in today's environment. This advancement concerning technology allows students to be more attractive and motivated by the subject matter that meets their different needs (Taylor, & Parsons, 2011). Nowadays, students only

want to study using technologies by introducing the technology into the class, students can enjoy and show their interest. Technology helps to enable personalized learning.

2.3.3 Play Some Learning Games in Class

As part of daily studies, teachers can play some learning games with students to enjoy and like friendly competition; this games can be in different ways and forms such as in groups, paires, or traditionnel, and degetal form, which also helps to build a strong, confident and smooth relationship between learners and their teachers Durgin (2022).

2.3.4 Use Project-Based Learning

When students are working together with their classmates, they enjoy it, they will be more active and dynamic, and this will increase their interest. By doing project-based learning, students can explore the issue using many types of resources. This method also can facilitate the memorizing of the information since the students will search by himself Durgin (2022).

2.3.5 Exploration

Brown (2000, as referenced in Taylor & Parsons, 2011) claims that fostering a feeling of exploration can requires actual and concrete learning. As a result, practicing facilitates the learning process, and the more learning is connected to reality, the more involved learners become. “Today’s learners are beg for the ability to investigate, uncover solutions and answers for themselves” (Taylor and Parason, 2010, p. 11). This indicates that learners’ engagement in discovering solutions and answers to these difficulties increase because of inquiry created through programs that include problem solving and curiosity.

2.3.6 Relevency

Matching real life with learning is one of the effective aspects that inspire learners to participate in classroom activities and assignments due to the necessity of increasing the learning process. Willms, Frieszn, and Milton (2009, p. 34, quoted in Taylor &Parasons, 2011, p. 12) argue that students' work must be worthwhile of their time and attention. This emphasizes that it should be relevant and meaningful, as abstract ideas can have an impact on learners' goals, which are summed in the use of their gained knowledge to meet real-world demands. As a result, relying on real-life and employing genuine materials improves and leads to learning effectiveness.

2.4 Silver & Perini's Eight C's to Engage Learners

2.4.1 Competence

To have a successful result from competitive activities inside the classroom, they should be easy to deal with, and not too complex. This will represent opportunity for all learners to participate and shown engagement with different tasks during the courses; it is a famous way from several years (Silver &Perimi, 2010).

2.4.2 Challenge

When the teachers are conducting challenging activities, they directly have to follow the order of that from easy to hard ones; this process will lead to creating a challenging environment besides the increasing level of engagement, motivation, and interest with what they can do, and what are their real capacities (Silver &Perimi, 2010).

2.4.3 Curiosity

Implementing activities of brain and thinking make the students more curious, such activities will apart from learners' engagement. So that is dealing with the mind processes

concerning thinking better and faster, being aware about what you are dealing with and try to solve problems, all those things are concerning the brain missions.

2.4.4 Controversy

Silver & Perini (2010) argue, “Our content areas are loaded with controversies, argument, and intellectual disengagements” (p. 10). Therefore, the most important thing is that learners’ engagement and motivation should be improved to allow them to participate and bring apart in their opinions and defend them during the learning process.

2.4.5 Choice

Mainly, learners should be an important part in deciding on course content, assessment, and evaluation of the ways of teaching and methods. Because of that learner is the basic element of the learning process, not the teacher, so being apart from the choosing of what should be implemented concerning the lectures or the activities is such a very important process.

2.4.6 Creativity

Teachers can improve learners’ creativity and mind thinking, Silver & Perini (2010) “(...) divergent thinking activities, non-routine problem-solving, metaphorical thinking, projects, and just about any way you can think of that allows students to put their original stamp on what they’re learning” (p.10). This means that teachers should support learners to participate and share their knowledge and their creative ideas to enhance their engagement.

2.4.7 Cooperation

This process will help the learner to believe in himself more because he/she will share personal views and be encouraged by other classmates during the class discussion, besides to building a high level of self confidence which makes the students an active

participate did not feel fear or shy to participate in the classroom activities or try to answer any questions.

2.4.8 Connection

The connected classroom makes the learners more confident to engage in the learning process besides the class member. Including authentic and contextual by teachers will create such connections; also it is the best environments which is always organized and ready to any kind of practices with a high level of interesting and involvement from students between each others.

2.5 Critical Success Factors for Engagement

2.5.1 Student

Kuh (2003, p. 25), states that

The engagement premise is deceptively simple, even self-evident: The more students study a subject, the more they learn about it. Likewise, the more students practice and get feedback on their writing, analyzing, or problem-solving mode they become. The very act of engagement also adds to the foundation of skills and dispositions that are essential to living a productive, satisfying life after college. That is, students who are involved in educationally productive activities in college are developing habits of the mind and heart that enlarge their capacity for continuous learning and personal development (p. 25).

This can be understood as that the more learners study and work, the more they get better to understand, solve, and organize subjects, also since the learning process is

concerning with students, so we can deduce that the student is the basic element during all the process, that is why they should be engaged.

Coates (2005) outlines that:

Students also need to interact with these [optimal] conditions and activities in ways that will lead to productive learning. Students need to expend a certain 'quality of effort' ..., to challenge themselves to learn, to interact with new ideas and practices, and to practice the communication, organization, and reflective skills that should help them learn and will form an important part of what they take from a university education (p. 27).

Emphasize that, students must show a degree of interest and motivation belonging to the practices, also this point can make the teacher realize if their courses are beneficial, matching the students interest, and engagement, or not, in order to change it with others that are more effective.

2.5.2 Local Context

As discussed by Kuh (2009a,):

Another critical step is making sure the programs that research shows to be ... high impact ... are having the desired effects. One of the reasons so many college impact studies shows equivocal or mixed findings is because the program or practice being evaluated was not implemented effectively (p. 697).

This means that including the context should be effective, which aims to increase specific areas concerning the students skills and needed for different aspects, not just to fulfill the curriculum. This is why the context can be an important element that any teacher should take it seriously during the process of designing the ESP courses.

2.5.3 Institutions

As noted by Coates (2005):

... Institutions ... need to provide students with the appropriate resources and opportunities to make possible and promote specific kinds of interactions. This may involve campus libraries having sufficient space for students to work collaboratively, Curricula and assessments that compel certain standards of performance, or activities around campus that prompt students to reflect on the ethics and practices of their learning. (p. 26-27).

This point indicates that institutions should provide teachers and students with materials that can help learners to interact and be motivated in learning tasks by creating an engaging environment, because these equipments and materials will create a sense of interest from the students, they definitely like to try always new thing specially if they are belonging to the ICT tools.

This point is supported by Kuh et al. (2007):

The second component of student engagement is how the institution deploys its resources and organizes the curriculum, other learning opportunities, and support services to induce students to participate in activities that lead to the experiences and desired outcomes such as persistence, satisfaction, and learning and graduation. (p144).

Pike and Kuh (2005). Argue that:

The most important institutional factors are thought to be the policies and practices adopted by institutions to increase student engagement ... [Engaging] institutions were marked by an unshakeable focus on student learning emphasized in their missions and

operating philosophies. They also adapted their physical campus properties and took advantage of the surrounding environment in ways that enriched students' learning opportunities. Put another way, aspects of the institutional cultures appeared to explain more of what mattered to student success at these schools than variables typically examined in studies of institutional and student performance (p. 187).

This means that the institution should be more aware during the selection process of the practices, content of the curriculum, and the way of teaching to guarantee a good level of success. Besides to achieve the student's interests and engagement concerning to their subjects of learnin which they are dealing with, and this is considered as the most important point

2.5.4 Educational ideology

As noted by Coates (2005) "The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities" (p. 26). This means that the students and the educational method have a strong relation that can lead to a successful learning process with high level of engagement.

Ideological perspective	Educational ideology in relation to teaching	Role of students	Implications for engagement
Traditionalism	Teaching is about transmitting information, and induction into the discipline. Information transfer/ teacher-focused approach	Learning through absorbing information provided to them.	Students need to be interested in the content. Students participate through attending lectures and complying with behavioral norms.

Progressivism	Teaching is about developing students' minds so they can better appreciate the world, about making them autonomous. Conceptual change/ student-focused approach	Learning through co-construction of knowledge	Students need to be engaged in, and with, learning – both in and out of the classroom.
Social reconstructionist	Teaching is about empowering students to see the inequities and structured nature of advantage and disadvantage in the world, and to change it.	Learning through questioning, challenging and 'speaking truth to power', and effecting change.	Students need to be engaged with the world beyond the classroom, challenging and changing structural inequity.
Enterprise	Teaching is about giving students the skills to thrive in their careers and to contribute to the economy.	Learning through application of knowledge across disciplinary boundaries to real-life practical problems	Students need to be engaged in work-based/ vocational learning

Table2: Conceptions of Teaching as Ideological and Implications for Engagement

2.6 Engagement with what

2.6.1 Targets of Engagement

2.6.1.1 Learning Design

According to Coates (2007):

Teaching staff might take a specific approach to communicating with students, for instance, where the students have reported collaborativeonline academic general forms of engagement ... With knowledge of student engagement characteristics, pedagogical approaches could be developed to enhance the involvement of those students reporting more passive styles of engagement (p.

136).

2.6.1.2 Extra-Curricular Activities

These extra-curricular activities can be campus-based, as described below (Kuh, 2009):

In addition to the high-impact activities identified [elsewhere]..., students do other things during college that likely confer similar benefits – writing for the student newspaper, working in an office or program on campus, participating in an honors program, being a leader for a student organization or campus committee, and playing intercollegiate athletics to name a few (p. 698).

This can present the idea that the more we practice or repeat something the more we mastered this thing, and be able to memorize it easily for a long time, and even to remember it in any time, because since we have an extra-curricular activities, means that directly we will deal with different kinds of practice, with different objectives and goals.

2.6.1.3 Institutional Governance

Lizzio and Wilson (2009) observe that:

... the value of actively involving students [in university governance] is generally described from one of three perspectives: functional (how does it benefit the university?), developmental (how does it benefit the student?) In addition, social (how does it benefit society? (p. 70).

We can understand that there are mainly three essential components of the university governance are functional, developmental, and social. this set of various elements can creat

an appropriate frame work or envirenment which can mutches the students motivationel and interest mode from many perspectives.

Kezar (2005) comments that “Students bring an essential perspective for creating a success-orientated learning environment. No wonder high-performing schools include students in policy making and on committees, task forces, and governance groups, often in leadership roles” (p. 2). This point mainly means that learners have an important role in the discussion making to build a professional learning environment.

2.7Engagement for What

2.7.1 Reasons for Engagement

2.7.1.1Engagement to Improve Learning

For Coates (2005), this is fundamental:

The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities ... In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational activities that research has shown as likely to lead to high-quality learning (p. 26).

Indicates that, the students’ behavior is played an important role in affecting the learner’s motivation and creating a specific conception of engagement. Since the students have a relation ship inside the classroom, they can affect each other by their acts, behaviours, and attitudes towards activities, method of learning, or the courses in general.

Graham et al. (2007) argue that,

The idea that students must be actively engaged in the learning process for it to be effective is not new. The roots for active learning reach back in the literature to John Dewey... A diverse body of educational research has shown that academic achievement is positively influenced by the amount of active participation in the learning process (p. 233-234).

This means that there is such thing as an active and effective learning process that creates engagement and affects this process positively for a long time and not just nowadays, because being dynamic and motivated during the courses inside the classroom was the main point and the key element in order to reach a high level of success in the learning process

2.7.1.2 Engagement to Improve Throughputs Rates and Retention

Kraus (2005) argues:

... We should be most concerned with students who should otherwise be receiving targeted assistance in the form of student support, course advice from academics or peer support are not receiving this because they failed to engage when the opportunities were available. These are the students for whom inertia and failure to act may ultimately fail to resist and succeed ... (W)e should be concerned about the inertia apparent in some of the first-year students in the national study ... because it is closely aligned with student dissatisfaction and potential withdrawal from the study (p. 8).

This can be understood as the most important thing during this process can be the teachers' encouragement for students and supporting them to be more successful, because

the students need to feel by the sense of having care of them by the teacher, so encouraging them can be understood by them as if he/ she aware with their needs to being encouraged.

2.7.1.3 Engagement for Curricular Relevance

NSSE (2009) ... Viterbo faculty members have increased the use of active learning strategies and technologies to create a learner-centered classroom ... NSSE results from both 2006 and 2007 reinforce the effectiveness of active learning strategies at Viterbo. Students' responses indicated that they learn more when they are intensely involved in their education, asked to think about what they are learning in different settings and collaborate with faculty and other students on projects.

2.8 Engagement Relation to Student-Centred Learning

A recently published study looked into the implements to student-centred learning engagement. Ellis (2015) developed a resistance factor paradigm, which he then implemented by evaluating the experiences of 172 university students in an SCL learning environment. The framework includes eight key hurdles to engagement with SCL that fall into two categories: pre-existing barriers (i.e., traits students had before taking the course) and in-situ barriers (i.e., course element). Lack of experience with SCL training methods, conflicting ideas about teacher and student duties, and a low-risk tolerance are all examples of pre-existing hurdles. Peer pressure; an overwhelming workload; a lack of clarity, structure, and supervision; fear of failing a class, and environmental limits such as class size are all examples of in-person barriers. He states that the way that learners perceive and experience the learning environment affects how they learn; also it may be important more than the content and the topics.

Furthermore, Roucau (2016) states that the student's involvement and interaction in the educational process are so important to gain a high level of success in university, the

element of engagement is an essential concept of the learning framework, in the other hand, the student-centred approach is agreed to create learning the process with a high level of engagement for students.

2.9 Previous Studies

There are many available studies that much with our research. In this respect Wilson (2021) adopted a study of 264 undergradiute students about the student-centred approach and its effect on the students' engagement, the results show that students rated their levels of engagement and lecturer's use of student-centred approach as hight on all aspects, this approach had a positive significant relationship with student engagement

Another study was conducted by hieng soon (2020), with a sample of the students of economic from private university in Sarawak, about comparing the effectiveness of student-centred learning over teacher-centred learning. The research shows that SCL has been implemented for economic subject could provide a very good pedagogy of learning and teaching, so it seems that the SCL is more effective then teacher-centred method of lecturers.

Additionally, Roucau (2016) conducted another study with 178 universal students about how to foster the students' engagement by using the student-centred method, he found that the students at the end shifted from initially low engagement or even disengagement to a hight level of engagement in limited period.

Conclusion:

Briefly, dealing with the concept of the students' engagement during the ESP courses is an important step to successful development during the educational process. Besides, the different psychology of students needs different methods. This chapter represents the term

engagement from many perspectives, its major styles, and types, then clarify the relationship between the student engagement and the student-centred method.

Chapter Three: Fieldwork and Data Analysis

Introduction

In the previous two chapters, we have presented a review of the learner-centered approach in ESP classes and students' engagement. Meanwhile, the current chapter deals with the analysis of the findings. The chief goal of this dissertation was to investigate the perceptions of social sciences students about their engagement when implementing a learner-centered approach. We have used a semi-structured questionnaire that was administrated to LMD social sciences students at Mohamed kheider, Biskra University. In addition to that, a classroom observation was conducted with the same sample from the same population to supplement the proces. Finally, the results are analyzed and interpreted to answer the research questions.

3.1 Students' Questionnaire

3.1.1. Aims of the Questionnaire

This research tool was designed to gather accurate and concise data to check whether student-centred approach affects the students' engagement or not. It was mainly administered to LMD social sciences students in order to collect data about their perception towards this method of teaching as well as their needs and interests concerning the English languageclasses.

3.3.2 Description of Students' Questionnaire

The current questionnaire is a data-gathering tool, designed for the LMD social sciences students, at Biskra University. The questionnaire designates students' engagement towards the learner-centred approach to learning English. In addition, it strives to discover students' perception and satisfaction with the course content, besides the teacher's regardless

of the students' needs. It is designed and administered in both languages, English and Arabic, to make it clear and understandable.

This data collection tool contained (28) questions divided into three sections, General information, students' needs, learner-centred method, and students' engagement. Furthermore, the questionnaire was administered to 25 LMD students randomly selected. The questionnaire included closed-ended questions that required students either to select "YES" or "NO" responses, to select the appropriate option from a set of variant answers, or to specify the frequency of some classrooms' attitudes and behaviors. The questionnaire also included open-ended sub-questions, such as explain, please, specify, more, and a space at the end for any other comments or recommendations. That allowed the researcher to clarify the students' responses.

a) Section One: General Information

This section contained specific information about the students' gender, level of English, and years of studying English. (Q1), (Q2), (Q3), (Q4)

b) Section Two: Students' Needs

This section was targeted to grasp the students' perceptions about their needs and determined their attitudes about the course content. From (Q5) to (Q12)

c) Section Three: Learner-Centred Approach

This section intended to define the teacher's method of teaching ESP, some students' viewpoints about the courses, and the way of learning. From (Q13) to (Q20)

d) Section Four: Student Engagement

The last section is designed to determine the degree that which social sciences students at Biskra University are engaged and interested when implementing a learner-centred environment and activities. In addition, it aims to determine the students' perception of their

current students' method of teaching and whether they consider themselves engaged students or not. From (Q21) to (Q29). (See Appendix 2)

3.1.3 Validating the Students' Questionnaire

After designing the first draft of the students' questionnaire, it was sent to the supervisor via email to check. Then, the supervisor suggests adding one important question. The supervisor's modifications have been taken into consideration when designing the final draft.

3.1.4 Administration of Students' Questionnaire

This questionnaire was directed to LMD social sciences students at Biskra University, in form of a printed version. More detailed, it was administered to (25) students formulating our sample from a population of about (160) pupils from first and second-year social sciences students. The selection of the population is concerning in that they were the only levels that have to learn English courses face to face during these circumstances of the coronavirus. The questionnaire was designed using the services of the word software. After five hours, 25 responses were obtained with complete answers from the students.

3.1.5. Analysis of the Students' Questionnaire

3.1.5.1. Section One: General Information

Item 1. Could you Specify your Gender ?

Sex	Mal	Female
Number	0	25
%	0%	100%

Table 3.1: Student's Gender

Table (3) indicates that there is a great variance between the number of females and males. The number of females is twenty-five (25) with a percentage of 100%. This result indicates that female learners usually attend English classes regularly, and they are more dominant in learning than males, also they are interested in taking English courses more than male's students.

Item 2. How many years have you been studying English at the university?

Experience	1 year	2 years
Number	4	21
%	16%	84%

Table 3.2: Student Experience in Studying English at University

It is noticeable from the table (4) that most of the participants (84%) have studied English for two years; however, just 16% of them have studied it for one year. This can indicate that not all people have the opportunity to have English courses, i.e., some groups had taken the English module and others had not. Therefore, the social sciences department did not aware enough of the importance of the English for social sciences module. Also it could be understood that ESP is not taken seriously by the departement.

Item 3. What is your Level of English before the entrance to the university?

Level	Low	Intermediate	High
Number	7	15	3
%	28%	60%	12%

Table 3.3 : Students English level before the entrance to the university

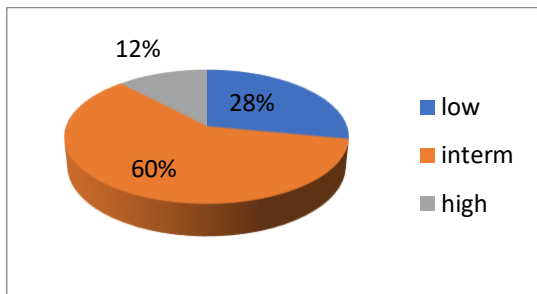


Figure3.1: Student's English level before the entrance to the university

The current item is used to obtain the students' English level before the entrance to university. As clearly shown on the table (5) most of the population indicates a good level of English. 60% of the population has an intermediate level which can be good; however, 28% represent people who have a low level. While just 12% assumed that they have a high level in English. The rates indicated that the majority of people are already prepared to learn ESP at the University.

Item 4. What is your Level of English before the entrance to the university?

Level	Low	Intermediate	High
Number	6	15	4
%	24%	60%	16%

Table 3.4: Student's English level after the entrance to the university

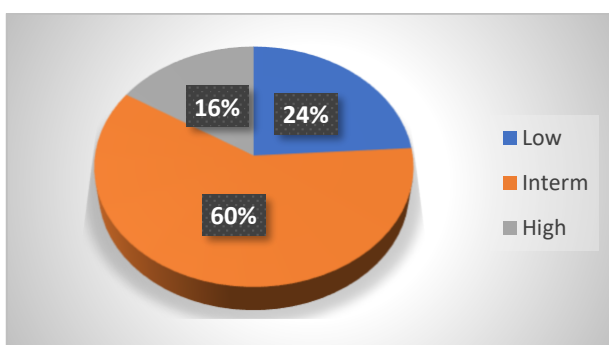


Figure3.2: Student's English Level after the Entrance to the University

Table (06) shows that a percentage of 60% are performed people who have an intermediate level of English, and 24% claimed that they have a low level of English; while 16% represented people who have a high level. The comparison of both tables (table3.3/table3.4) demonstrated that there is a fixed percentage of 60% with people from the intermediate level. Before and after the entrance to university, meanwhile, it is noticed that a reduction in the number of people from low level with a percentage of 4% (from seven to six), in addition to the increase from 12 % to 16% concerning the number of learners with high level. These small changes concerning the student's level after the entrance to university illustrated that students are already prepared to study ESP because they have a background from the EGP.

3.1.5.2 SectionTwo: Students' needs

Item 5. Do you think that English is important in your studies?

Importance	Unimportant	Somehow important	Very important
Number	0	6	19
%	0%	24%	76%

Table 3.5: The importance of English to the student's studies

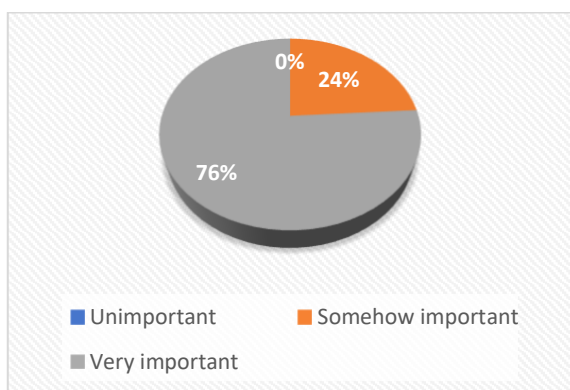


Figure 3.3: The importance of English to the student's studies

The objective of this item is to see the students' perception towards the importance of English to their studies. Moreover the results illustrated on the table noted that, the majority of the population assumed that the English is very important, with a percentage of 76%, and there is 24% of the population indicated that English is somehow important. While there are, no one thought that English is unimportant. This can demonstrate that the population above are adults and aware of their needs, wants, lacks, and importance of the English language

Item 5. Why do you want to study English?

Reason	To participate in discussions	To understand the lectures	To read and translate articles	To pass exams	Other
Number	8	1	6	2	8
%	32%	4%	24%	8%	32%

Table 3.6: Student's reasons for studying English

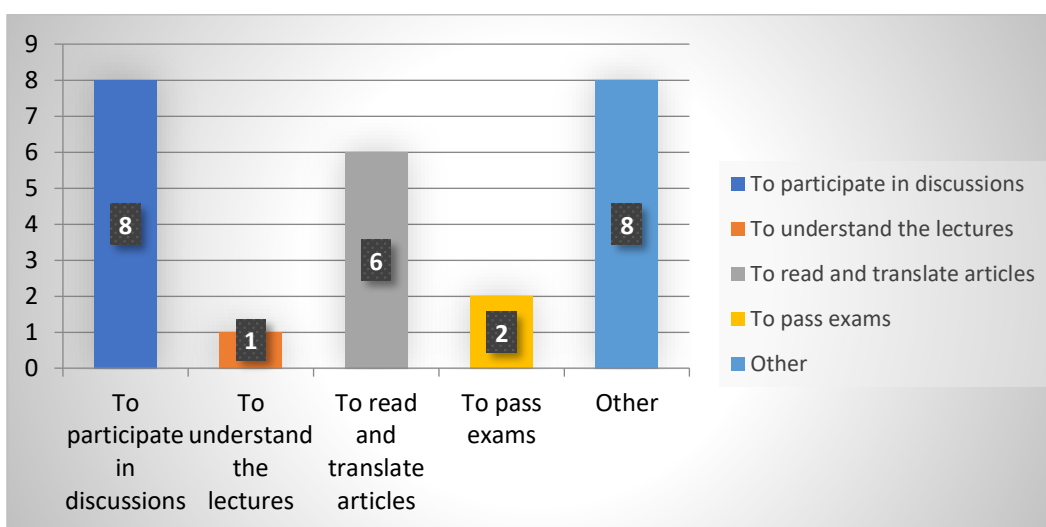


Figure3.4: Student's reasons for studying English

As shown in table (8) there is an equal percentage between students whose reason to study English was to participate in discussion and students who have other reasons with a percentage of 32%. In addition, 24% of the population claimed that their main reason was to read and translate articles, and there 8% represent students who illustrate that their reason to study English was to pass exams, while just one student claimed that his reason was to

understand the lecture with a percentage of 4%. This can represent that students' needs are not just to understand lessons and pass exams, but they also seek something more comprehensive and belonging to their domains from different sides.

Then, the respondents who claimed that there are other reasons to study the English language were asked to explain or justify.

Students explain their reasons as the following themes:

Communication

Most students choose the choices, which are belonging to communication and being able to understand others, they state, "I want to learn the English language to be able to understand and communicate with foreigners easily". Others declared that they "to participate in the international conferences and complete their educational process outside the country".

Language of Development and technology

Since English become the international common language, interrelated many countries, most students explain their choices by claiming "English is the language of the sciences, the researches, and all the data sources, it is the dominant language over the world)."

Item 6: Order the following skills according to your abilities from 1 to 4

	Reading	Percentage	Listening	Percentage	Speaking	Percentage	Writing	Percentage
First	7	28%	9	36%	6	24%	3	12%
Second	9	36,%	5	10%	2	8%	10	40%
Third	6	24,%	10	40%	3	12%	5	20%
Fourth	3	12,%	1	4%	14	56%	7	28%

Table 3.7: Student's competence and skills

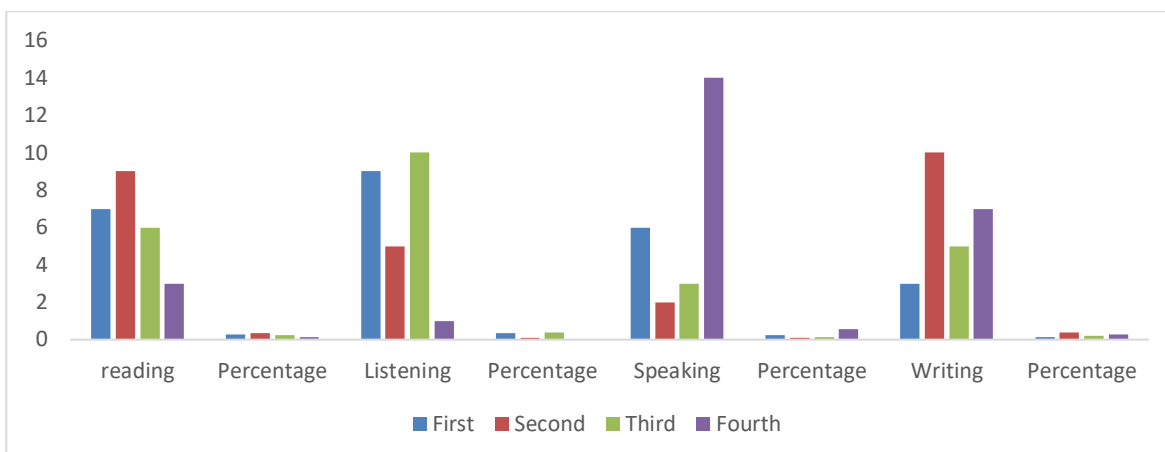


Figure3.507: Student's competence and skills

The table above explores that, the listening skill is the first proficient skill with a percentage of 36%, while 10 % thought that it is a second proficient skill. However, reading, Writing, and speaking are considered secondary proficient skills with a percentage of 36 %, 40%, and 8%. Thus, the majority of students considered speaking skills as the first proficient skill, then the three other skills as the second proficient skill.

Item 7. Which area you want your English Language lessons to focus on?

	Responses	Percentage	Percentage
Listening	1	3,12%	4%
Speaking	2	6,25%	8%
Reading	3	9,37%	12%
Writing	6	18,75%	24%
Vocabulary	4	12,5%	16%
Grammar	1	3,12%	4%
Translation	12	37,5%	48%
All above	3	3%	12%
Other	0	0	0
		100%	128%

Table 3.8: Student's course content preference

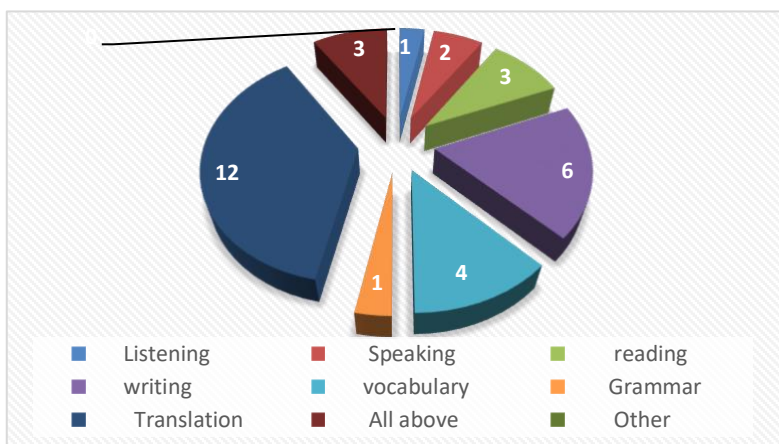


Figure 3.6: Student's course content preference

As clearly shown on the table, the majority of students from the population agreed on the translation skill as the preferred content, with a percentage of 37.5 % that want to be centered off the course about. Besides a percentage of 19 % represent students, which their preferred skill is writing, and then there is the vocabulary skill, in the third degree of the preferred skill with a percentage of 13%. While reading listening, speaking, and grammar are considered the lowest preferred subjects as course content, with a percentage as follows 9%, 3%, 6%, 3%. This indicated their awareness of the importance of English language to widen their researchs.

Item 8. Are you interested in taking an ESP course?

	Yes	No
Number	21	4
%	84%	16%

Table 3.9: Student's Interest in Taking ESP Course

Based on the data obtained from students' responses, the table above claimed that the great majority are interested in taking ESP courses with a percentage of 84%, while a minority represented by 16% of the population argued that they are not interested in courses. The results

can illustrate that the great majority are interested in ESP mainly because their courses' subjects are related to their field of the specialist.

Item 9.is the ESP courses considered as:

Content	General English	Specific English
Number	19	6
%	76%	24%

Table 3.10: Content of the course

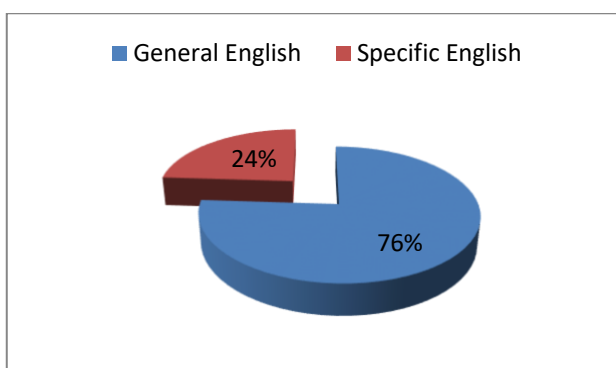


Figure3.7: Content of the Course

From the table above we have observed 76% argued that the course content represents General English subjects, while only 24% of the population claimed that the content of the course is mainly specific English. This great variance between the rates can be owing to that the students did not understand how the courses seem when it is a general and how it will be if it is a specific.

Item 10. How do you find the content of your English language course?

Student's opinions	Interesting	Boring	I don't know
Number	20	2	3
%	80%	8%	12%

Table 3.11: Student's opinions about the course content

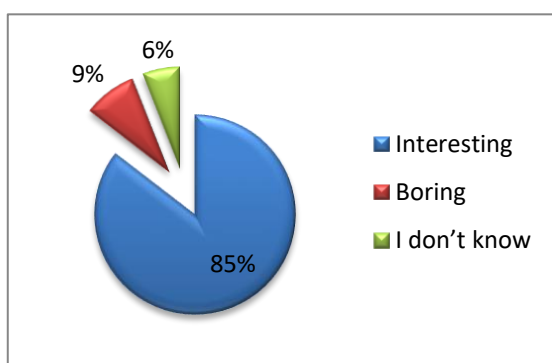


Figure3.8: Student's opinions about the course content

The table above displays that a great proportion with a percentage of 80% is interested in their courses' content, in addition to 8% of students claimed that the courses' content is boring, while 12% from responses assumed that they did not know. The rates ensure for another time that there courses' content are belonging to their specialty, and the teacher presenting their courses with enjoyable and interesting way.

Item 10. Is the content of your English language course relevant to your field of specialty?

	Yes	No	To some extent	I don't know
Number	15	3	5	2
%	62%	12%	21%	5%

Table 3.12: Relevancy of ESP course content to student field of specialty

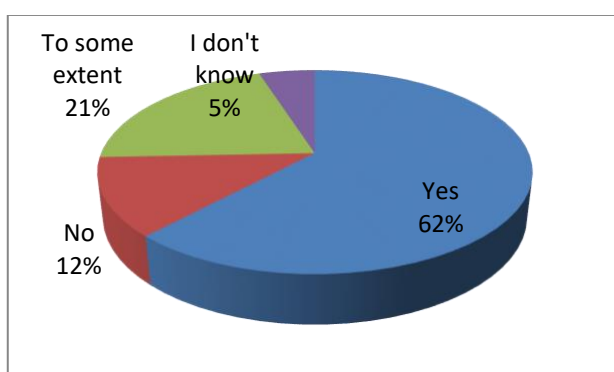


Figure 3.9: Relevancy of ESP course content to student field of specialty

The table above represents that most of the population (62%) answered with yes their ESP courses are relevant to their specialty, and 21% answered that the courses are relevant to some extent, however, only 12% answered with NO and just 5% claimed that they don't know either it is relevant or not. . If these results are compared with the previous table (12), it might demonstrate that most of the population did not know what ESP and EGP mean to differentiate between them.

3.1.5.3 Section Three:

Item 12. Has your English teacher ever analyzed your needs?

	Yes	No
Number	7	18
%	28%	72%

Table 3.13: Teachers' awareness of their students' needs analysis:

The question is aimed to see the teachers' perception towards the students' needs .Moreover; the results illustrated on the table noted that 72% claimed that the teacher of ESP did not analyze their needs. While, a percentage of 28% stated thatthe teacher is aware of their needs. This reveals that the teacher asked only a few students from the population and ignored the other's needs.

If yes, did he analyze it through?

	Asking	Tests	Interviews	Other
Number	4	1	2	0
Percentage	57%	14%	29%	0%

Table 3.14: Ways to Know if Yes

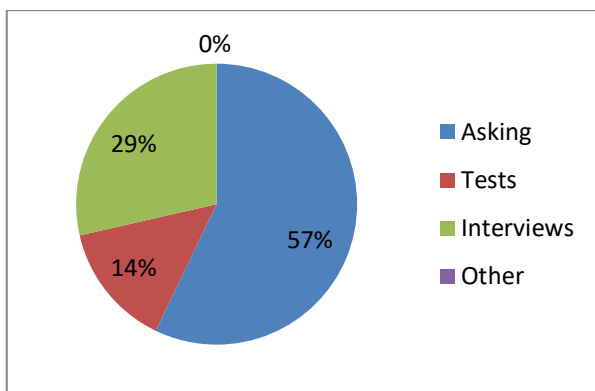


Figure3.10: Ways to Knowing if Yes

From the previous table, we have that 28% of students from the population claimed that the ESP teacher analyzed their needs. As well, a percentage of 57% declared that teachers have analyzed their students' needs by asking questions and 29% of the population stated that they did it by making interviews with them.

Item 14. Did your English teacher take your proposition about the needed lessons and activities in your syllabus?

	Yes	No
Number	17	8
%	84%	16%

Table 3.15: The consideration of student's proposition in ESP syllabus

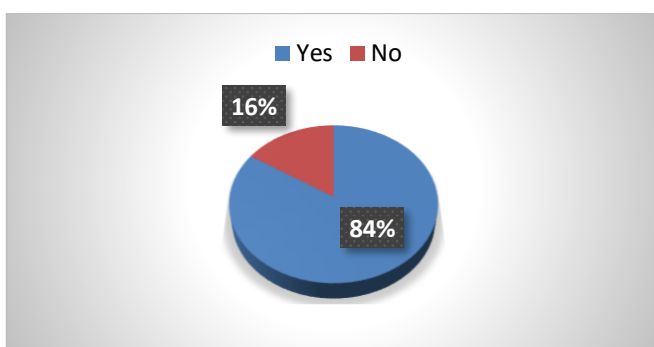


Figure3.11: The consideration of student's proposition in ESP syllabus

Most of the population answered positively with a percentage of 84%, whereas only 16% answered negatively. These statistics reinforce the previous idea of that most of students can not differentiate between the ESP, and the EGP courses mean since they have contradictory responses.

Item 16. Did your English teacher use the ICT equipments?

	Often	Rarely	Never
Number	2	6	17
%	8%	24%	68%

Table 3.16: The Use of ICT Technology

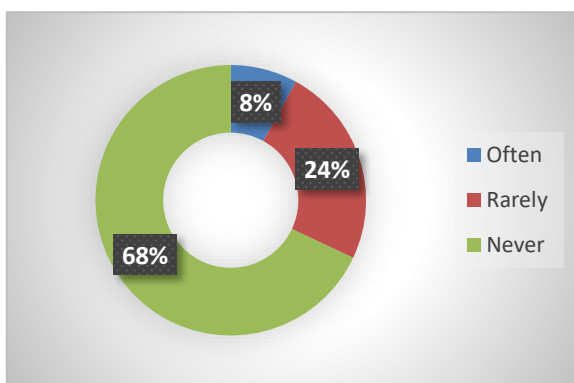


Figure 3.12: the Use of ICT Technology

According to the table (18), 68% of the population stated that the teacher is never used the ICT during the presentation of the course, and 24% of students claimed that the teacher rarely uses the ICT, while only 8% agreed that the teacher often uses the ICT. This discrepancy can be owing to the fact of that they have TD sections that did not contain any ICT equipment and Lecture sections which contain a kind of ICT tool as the data show.

Item 17. Do you think that the present English courses which are given to you by your English teacher are helping in improving your English language level?

	Yes	No	I don't know
Number	20	3	2
%	85%	9%	6%

Table 3.17: The Effectiveness of ESP Courses

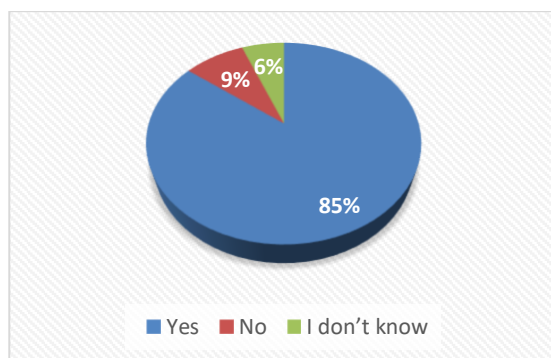


Figure3.13: The Effectiveness of ESP Courses

The aim of this question is to identify the effectiveness of the ESP courses. As it stated on the table above 85% claimed that they are satisfied with the courses content that they have, and thought that these courses helped them to improve their levels; however, 9% argued that their courses' content did not improve their English level, and 6% stated that they do not know.

Students explain their choices as the following theme:

Content and Concepts

Students who have learn English for specific purposes thought that designing courses based on the content is enough to develop their levels in this language as they stated that “since he gives us a set of different terms and definitions all about what we are dealing with in our specialty of social sciences all of these are so beneficial to us”.

Target Needs

Some students see that they cannot develop their English language levels; since the teacher is based on their courses design just on the content they cannot meet all the needed

skills to develop their levels. As they state, “actually, the courses are based on content belonging to our field, but I don’t know if it is beneficial, I did not feel that I need more”.

Item 18. Does your English teacher encourage you to search in your field of specialty in English Language?

	Always	Sometimes	Rarely	Never
Number	15	8	1	1
%	60%	32%	4%	4%

Table 3.18: ESP Teacher Encouragement

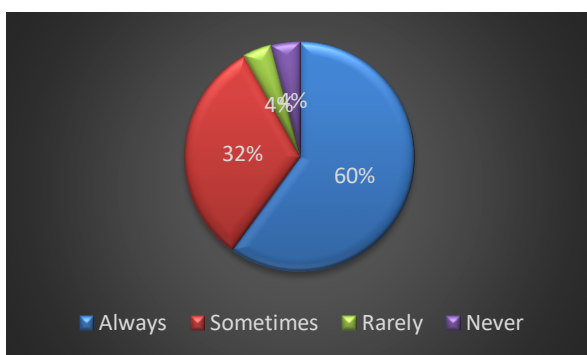


Figure 3.14: ESP Teacher Encouragement

The table above indicates that the majority of students assumed that they are receiving encouragement from their ESP teacher with a percentage of 60% , and 30% of students declared that they have encouragement from teachers sometimes. While an equal percentage of 4% represents students who claimed that they are receiving encouragement from teachers with rates of rarely and never. This indicated that thier ESP teacher support his students besides to their good relationship.

Item 19. At the present time, do you use books/documentation in your own field printed in English?

	Yes	No
Number	8	17
%	29%	71%

Table 3.19: Student’s Use of Books/Documentation in Thier own Field in English

The rates illustrated on the table claimed that the majority (71%) are not using any kind of books or documents during their learning English language process. , while only 29% stated that they use books and document in learning English.The majority of students do not use books and documentation in thier own field in English owen to the luck of motivation.

Item 20. Do you think that the English course should be taught by

	ESP teacher	EGP teacher
Number	7	18
%	31%	69%

Table 3.20: Student’s perception of the appropriate teacher for the ESP module

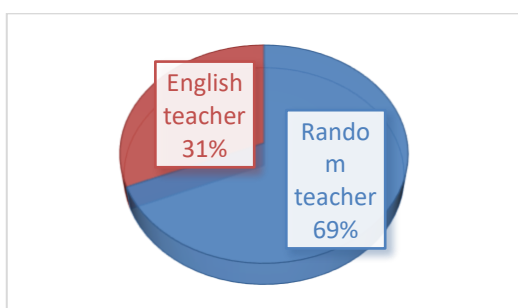


Figure 3.15: Student’s Perception of the Appropriate Teacher for ESP Module

The table above represents the students’ viewpoints about who should be their teacher of ESP module.The majority of them answered that an EGP teacher with a percentage of 69%. While 31% of students stated that an English teacher which they are already studied the social sciences and mastered both domains, will be the better choice to teach them the ESP module.

Students explain their choices under the following themes:

Adequacy

Students who prefer teachers who have already studied the social sciences and mastered the English language to be their teacher state, “He has more abilities and information concerning both domains, and we will gain more beneficial with him”

The English Language is the Goal

The majority of students who preferred only a teacher of general English declare, “Since he has a background and mastered the English language, he can explain any content using this language because we are concerned only with the English in general”.

Item 21. During the lectures, do you prefer to:

	The teacher	The students
Number	8	17
%	32%	68%

Table 3.21: Student’s Preference for the Course Centered

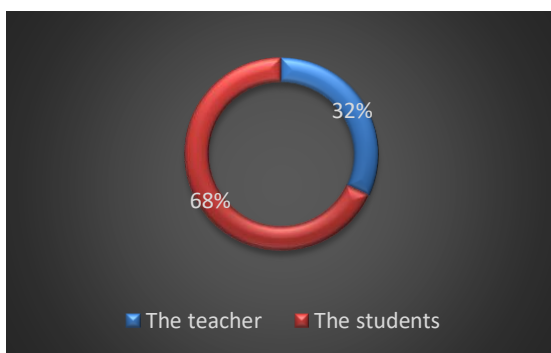


Figure 3.16: Student’s Preference for the Course Centered

The above item is used to identify the students' preference for the course centred. It is clearly shown on the table that 68% preferred to be at the center of the course. While only 32% of students agreed that they prefer their teacher to be centred on the course.

Students explain their choices under the following themes:

Facilitator VS Researcher

The majority of students agreed that the courses should be centeredness on the students, therefore, the state, “teachers’ main role is to be only a facilitator during the educational process, while students are researchers, to gain more benefit from the subjects with high understanding level”.

Freedom and Creativity

The same students who believed that the courses should be centeredness on the students claim that “this approach will give us the freedom to our thinking and minds, so we can be more creative members, besides to, the opportunity of representing our opinions during the courses”

Capacity and Awareness

The reduced number of students who claim that the courses should be centeredness on the teacher, are assumed “the teacher is aware more than his students about what he will give them and how because he has many capacities”.

3.1.5.4 Section Four:

Item 22.How do you find the ESP courses’ content:

	Interesting	Boring	I don’t know
Number	21	1	3
%	84%	4%	12%

Table 3.22: the student’s preference for course contents

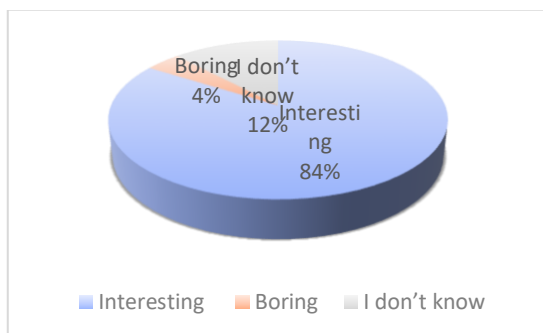


Figure3.17: Student’s Preference for the Course Contents

Table (24) indicated that a percentage of 84% of the students affirmed that the course content is interesting, and 12% of students stated that they do not know, while only 4% described their course content as boring courses. Generally we discovered that the course content probably related to thier field of intrest.

Item 23. How do you prefer doing learning activities in the English class?

	Individually	pair	In groups
Number	8	7	10
%	32%	28%	40%

Table 3.23: Student's Preference for Classroom Interaction

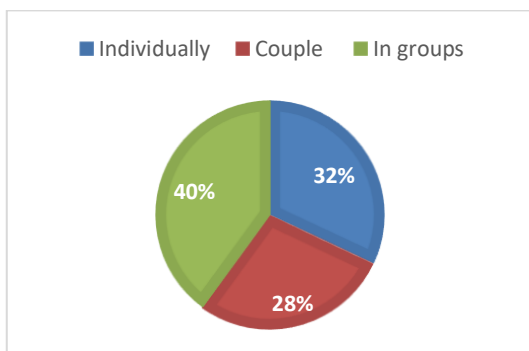


Figure3.18: Student's Preference for Classroom Interaction

This question aims to indicate which strategy students like more during learning ESP. 40% stated that they preferred group work. Most of the students chooses the collaboration of both individually and pair work, with 32% indicate that they like to learn individually. While 28% agreed on learning in form of couples or pairs. This denotes their need to try a new method of classroom interaction.

Item: Concerning the classroom environment, do you prefer:

	Classroom	Amphitheater
Number	24	1
%	96%	4%

Table 3.24: Student's Preferred Classroom Management

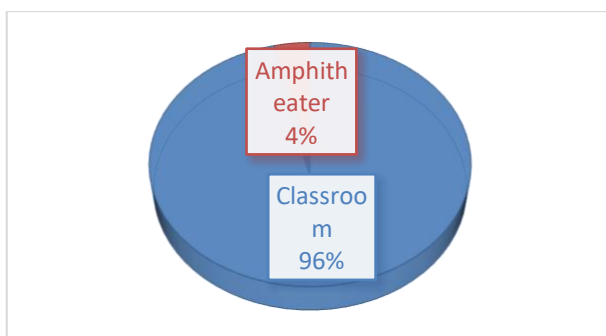


Figure3.19: Student's Preferred Classroom Management

The table above indicates that the majority with 96% agreed that they preferred to learn in the classroom; however, only 4% of the population claimed that they like to learn in the amphitheater. this maybe due to reduced number of students, or for being more concentrated.

Item: Concerning the classroom environment, do you prefer:

	Number	Percentage
Listening and writing notes	13	48,1%
Copying from the Board	5	18,51%
Problem Solving	4	14,8%
Self-education	4	14,8%
Other	1	3,70%
		100%

Table 3.25: Student's Preferred Learning Style

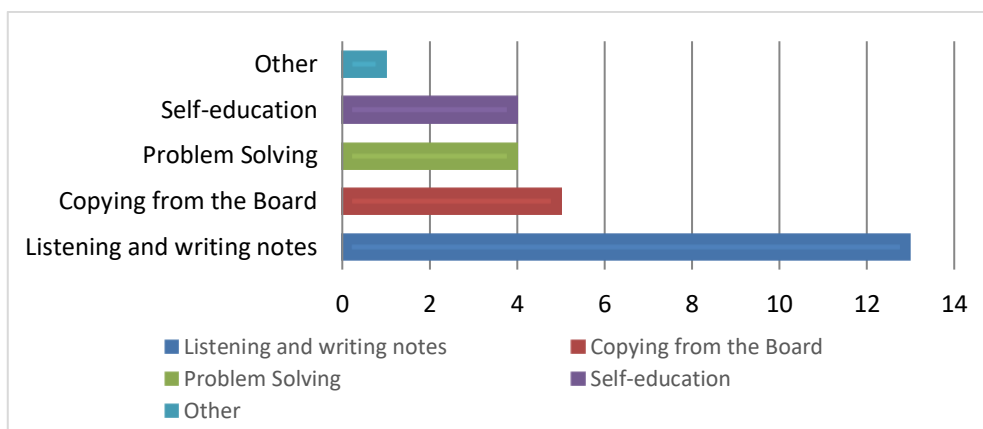


Figure3.20: Student's Preferred Learning Style

The aim of this question is to identify the preferable style of learning that most of the students are more engaged to it. As it stated on the table; 48% preferred to learn by listening and taking notes and 18% represents students who preferred copying from the board, while an equal percentage of 15% represents students who agreed that problem solving and self-education is the preferred learning style. However, only 4% (1 from 25 students) claimed that

the preferred style is another one. This latter minority, claimed that style of learning is the communication interaction.

The students were asked to explain their answers and they explain them under the following theme:

Memorizing

The raised number of students who chose listening and taking note state, “When you listen to something repeatedly, you will memorize it unconsciously.

Item: Do you like learning by using

	Number	Percentage	Percentage of Cases
Videos	6	15,38%	24%
Reading	2	5,12%	8%
Research Projects	2	5,12%	8%
Blackboard	5	12,82%	20%
Pictures and posters	2	5,12%	8%
All of them	22	56,41%	48%
Other	0	0	0%
		100%	116%

Table 3.26: Student’s Preferred Ways to Getting Information

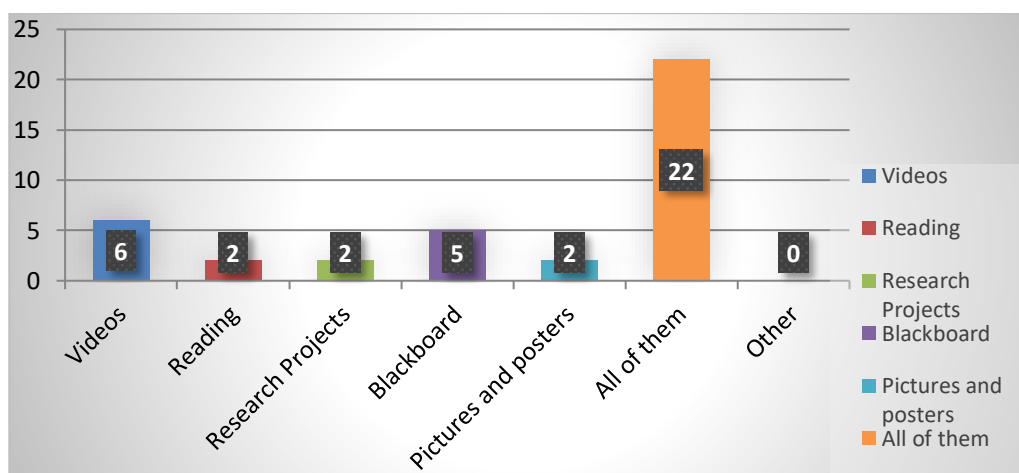


Figure 3.21: Student’s Preferred Ways to Getting Information

The table above represents an increased percentage of 57% agreed that they preferred all of the ways of getting information, and 15% of students claimed that their preferred way of getting information is by videos. Besides, 13% of students stated that they preferred using the blackboard. While, an equal percentage by only 5% state that they were preferred learning from pictures and posters, research projects, and reading. These rates declared that students preferred to implement a various ways to getting information probably because they usually use one or two ways only.

Item: As a social sciences student, how you prefer to do your English language activities:

	Number	Percentage
Experimental activities	7	25%
Practical missions	6	21,42%
Acting and Simulation	5	17,85%
Educational Games	10	35,71%
		100%

Table 3.27: Student's Preferred Classroom Activities

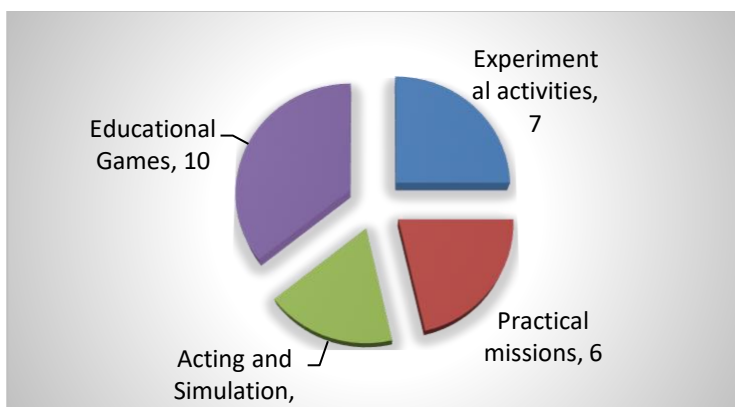


Figure 3.22: Student's Preferred Classroom Activities

The table above represents a the majority of students who assumed that their preferred classroom activity is educational games with a percentage of 36%, besides an approximate degree between students who preferred experimental activities and practical missions with a

percentage of 25% and 21%. While only 18% of students stated that they preferred the acting and simulation activities.

The students explain their choices under the following themes:

Application

Many students who chose their preferred activities as the stimulation ones claim that “we preferred the application by creating an environment which makes us able to imagine the situation and the objects as it is in the real, then it helps us to memorize these objects and information easily and better”.

Entertainment

The majority of the students chose that, they preferred the educational games, both individual and group ones, they state that, “we like it because it is enjoyable, bedside to facilitate, and faster the learning process.

Item: Do you agree that there are a relation between the student-centred and the students’ engagement:

	Yes, I agree	No, I disagree
Number	21	4
%	87%	13%

Table 3.28: Student’s Perception about the Relation between Learner-Centered and Engagement

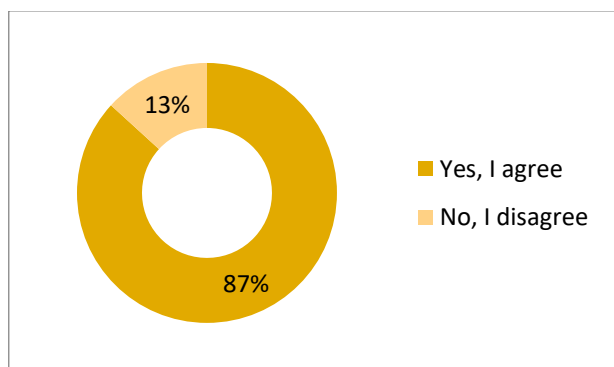


Figure3.23: Student’s Perception of the Relation between Learning Centered and Engagement

The table above indicates that 87% of the population stated that there is a relationship between learning centred and students' engagement, while 13% of students think of the opposite.

The students explain their responses under the following themes:

Integral

The majority of students agreed that there is a relation between the student-centred and the engagement of the students; they assume that “there is an integral relationship between them, because this method will create a kind of interaction between the students, and then they will be engaged in the learning process unconsciously.

At the end, we allow the students of the social sciences to express any opinions or to state their suggestions, to improve the ESP courses in their department 65% of them wrote a set of comments, which are summarized under these themes as follows:

Time

The time is insufficient more time should be implemented

Needs Analysis

The teacher should know his students' needs to decide how he can deal with them based on their levels, to gain more success.

Shift to new methods, and ignore the traditional one

Teachers should implement a set of new and different strategies, based on the dynamic elements, to the students, and make them away from the routine.

3.1.6 Discussion of the Findings of the Students' Questionnaire

It is important to mention that there is a kind of inconsistency in the students' answers, this may be due to the misunderstanding of the questions' meaning, or they did not feel themselves responsible to answer us unreservedly. Also we have noticed that they do not differentiate between EGP and ESP.

Through the analyses of the obtained data from the student's questionnaire, we have gathered responses about the student's stands across the course content, the teacher's method, and his awareness of their students' needs. Besides, the student's degree to which they realized themselves to be engaged during the ESP sessions, and their attitudes about the learner-centred method. To begin with, the majority of students agreed that their course content is interesting and so important to them since they are belonging to their field of specialty. Additionally, they are adults and aware enough of their needs and have an experience with two years of studying the English module.

Furthermore, students classify that most of them have high capacities in listening skills. However, they represented low written skills. Therefore, concerning their needs, they are suffering from the speaking and writing skills, more than the other skills. Students want to concentrate more on their speaking skills to develop their level of speaking competency and be able to be apart of an educational conversation, also they need to learn how to translate any kind of texts since it is the language of the research and science, also they seek to participate in international conferences. This confesses the outstanding of English as a worldwide spoken language.

Otherwise, we have explored that the teacher did not analyze all the students' needs before the process of designing the course, he take into consideration only the needs of a few numbers of his students just by asking general questions. This could make clear that a teaching

method is purely a teacher-centered approach since he is the only one who decided which elements should be implemented in the courses.

Concerning the nature of activities that belong to learner-centred method, the students show that they preferred to learn in form of small groups and inside a classroom with movable desks, tables, and chairs, to create different seating arrangements to match their activities and to enhance better engagement levels during these activities. Consequently, students represented an interest in the learner-centred design of the environment, and the way of teaching.

Furthermore, the analyses of the findings discovered that the majority of students choose to learn by using educational videos, images, and boards. In addition, they opted for individual and group games to be the nature of their activities, because they are classified as the most interesting and enjoyable tools and way of teaching. These are interesting points, denote that students' interest in the learner-centred activities, and they chose to shift their method of learning from the centeredness of the teacher to the centeredness of students because they thought that they are adult and capable to be active during the lessons besides to the fact that being in the centeredness of the educational process will give them the opportunity to learn easy by facilitate their memorizing of data since they will search, prepare, and present the subjects by themselves.

Ultimately, a massive number of students agreed that, as social sciences students', they believed in the strong relationship between the learner-centred approach and their engagement. They have described it as an integral relation, emphasizing that, this method can increase interaction, motivation, and engagement between students and toward the learning of ESS.

3.2 Classroom Observation

To capitalize on the reliability of the gathered data, the researcher has assumed both active and passive participation in classroom observation. This data gathered tool explored the method that the teacher is implemented in the first and second-year social sciences classes, determining teachers' roles, and the student's satisfaction with the course content, also investigating to what extent the teacher is aware of their students' needs. In addition, this observation aimed to explore if a learner-centred can be an effective approach to enhancing students' engagement.

3.2.1 Classroom Observation Procedures

The classroom observation was conducted on March 21st and on April 20th and 21st, 2022 at Mohammed khider University, Biskra (chetma). We assisted two sessions with first-year social sciences were in the amphitheater, and four sessions with second-year educational sciences were in the classroom. The duration of each of the six sessions was one hour. In addition, each group contained around 20 to 25 students. Furthermore, the classroom observation checklist contained a set of statements besides a special part for additional comments and remarks.

3.2.2 Description of the Classroom Observation Checklist

The classroom observation sheet contained five sections: classroom environment, teachers' roles and involvement, teachers' instructional methods and strategies, learner-centred activities, and students' involvement in the classroom. The first section is included a description of the classroom, physical conditions, such as the room size, and the seating arrangement. The second section determined the teacher roles during both lecture and td sessions. The third is devoted to exploring which methods and strategies are adopted by the

teacher. The next section discussed the learner-centred activities used during the lecture and td sessions. The last section represented a set of indicators about students' involvement and behaviors in the classroom. Furthermore, we have included special columns under each section to add any comment or remark. Besides, the checklist format included columns in which we can tick concerning whether this phenomenon is observed or not.

3.2.3 Analysis of Classroom Observation

a) Section One: Classroom Environment

Classroom Environment	Seating Arrangement	The Number Of Attendance	ICT	Number Of Sessions
Lecture Sessions	Fixed	Overcrowded	Data show	2 sessions
TD Sessions	Traditional	Between 20 / 25	Not observed	Four sessions

Table3.29 : Observation of the Classroom Environment

Statement One: Physical Conditions

This statement aimed to represent a clear image of seating and table arrangement inside the classroom since it was an important element to enhance ESP student interaction, and whether it was appropriate to reach the goal of making the learners interested and motivated by teachers, classmates, and the subject matter, or not. During the amphitheaters' sessions, there were flexible and formal arrangements; they could make neither the desk nor the chairs and tables move to create another arrangement. In addition, the room size and lighting were in good condition. Which could encourage building active learning.

On the other hand, concerning the td sessions, the seating arrangement was traditional; i.e., the arrangement was formed in a way that four ranges each one with four or five paired tables including two students. This type of seating are considered boring to some extent and did not help in the engagement process.

Statement Two: the Class Is Overcrowded

Many researchers believed that the overcrowded classroom could reduce the ability of students to interact with each other and pay attention to teachers' instructions, and also increase students' behavioral problems. It was observed that during the lecture sessions, the morning sessions were overcrowded, but they were the opposite during the afternoon. While the td sessions were not overcrowded, each session included around 20 to 25 students.

Statement Three: Classrooms Are Occupied By the Needed Equipment

Some educators claimed that many equipment ICT materials in the classroom could facilitate the classroom teaching and encouraged collaboration. In fact, concerning the lecture sessions, we observed that there were some of the ICT equipment as the data show but he did not use it during the session. However, in the td sessions, the classroom did not contained any ICT tools or any other equipment.

b) Section Two: Teachers' Rules and Involvement

Teachers' Rules	Facilitater	Controllor	(T) is Active	Encourages Students	(T) Provides Directive Structure
Lecture Session	Not Observed	Not observed	Observe d	Not Observed	Not Observed

TD Session	Observed	Observed	Observed	Observed	Not Observed
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Table3.30: Observation of the Teacher Rules

Statement One: Listen To and Respect each student's viewpoints

Indeed, respecting each student's opinions is crucial. Accordingly, it was observed that the teacher respected all the students' viewpoints concerning any idea that the students have expressed it either in the lecture or in the td sessions, even if they were wrong, or the ideas were not about the same subject of the course.

Statement Two: Encourages and facilitates students' participation and shared decision making

The use of small group work and discussion activities make the learner apart from the decision-making will improve the learners' participation and facilitate the process of learning. We have observed that concerning the lecture sessions in the amphitheaters the teacher cannot encouraged and facilitated the learning process. While the td sessions in the classrooms, he could encouraged and facilitated their participation.

Statement Three: Provides Structure without Being Overly Directive

It was observed that concerning both lectures and td sessions the teacher was provided the structure without being overly directive he gave them the key terms concerning the topic, then let the students guessed and thought about what could be meant by these concepts. To create critical thinking and increased the students' metacognition.

Statement Four: Encourages Students to Think of Activities and Choose the Topics

We have observed that during both the lecture and the td sessions students did not included in any of the decision-making about topics or activities, or even to give their propositions in order to be more interested in them, which they will be from their interactions area.

Statement Five: the Teacher Is Active and participates or Passive and Reduce Talking to a Minimum

We have observed that the teacher was the only active person who participated and talked during both of the lectures and the td sessions, more than the students whose passive most of the time, reduced talking to a minimum. Mainly they speak sometimes just when the teacher forced them to answer.

c) Section Three: Teachers' Instructional Methods and Strategies

Teachers' Method and Strategies	Teaches EGP Lessons	Gives Students the Responsibility	Time Matches Students Needs
Lecture Sessions	ESP lessons	Not observed	Observed
TD Sessions	ESP lessons	Not observed	Not Observed

Table 3.31: Observation about the Teachers' Method and Strategies

Statement One: Teacher Uses Time in a Flexible Way to Match Student need

In fact, the courses' time is a very important point, which the administration should be aware of it. Furthermore, it was observed that teacher was sometimes competed himself to complete the course in time especially during the td sessions, however in the lecture sessions, the teacher could represent his course in time, and even sometimes there was extra time after the end of the course.

Statement Two: Gives Students Increasing Responsibility for the Learning Process

Being responsible will directly make us more aware and interested in what we are dealing with. However, we have observed that teachers did not increased their student's sense of responsibility concerning both lecture and td sessions.

Statement Three: Teachers Teach EGP or ESP Courses

It was observed that teachers mainly provided courses intended for social sciences students in lecture sessions such as sociology, and psychology. However, the td sessions were also based on ESP courses such as psychology, teaching methods, and learning theories

d) Section Four: Learner Centred Activities

Learner-Centred Activities	Pair-Work	Oral Presentation	Communicative Works	Role-Plays	Individual Work
Lecture	Not obs	Not obs	Observed	Not ob	Obs
TD Sessions	Not observed	Not observed	Observed	Not observe	Observed

Table3.32 : Observation about The learner-Centred Activities

Statement One: Pair, Group, Or individual Work.

In fact, many students like to participate in form of pair work to facilitate their work and to make the process of learning more interesting. Therefore, it was observed that the teachers' instructions and activities were based mainly on the individual work. He did not use any other kind of group work. This was concerning both the lecture and the td sessions.

Statement Two: Communicative Works, Oral Presentation and Role Plays

Students' engagement could be achieved by implementing different activities like role plays, oral presentations, and communicative works. Indeed, we have observed that lecture sessions implemented neither the role-plays nor the oral presentation, he implemented only a communication works between teacher and his students as well as the same thing was observed concerning the td sessions.

e) Section Five: Students' Involvement

Students involvement	Student vs Time	Students Choose Project	Students Engagement	Students Concentration	Students Confident
Lectures	Observed	Not Obs	Not Obs	Not Obs	Not Obs
TD	Observed	Not Obs	Observed	Observed	Not Obs

Table3.33 : Observation about the students Involvement

Statement One: Students Are Being In Time

When students respected time and attended their classes on time, this could represent a specific side of interest belonging to the English module. Furthermore, we have observed that most the sessions the majority of students were being in time in both lecture and td sessions.

Statement Two: Students Choose Their Own Projects.

It was observed that in both lecture and td sessions the students have not the opportunity to choose their projects or to give their opinions or recommendations about them, while the teacher was the only one who planned and indicated what could be the appropriate projects to be implemented.

Statement Three: Students' Do Not Concentrate and Seem Bored

As an indicator, student concentration could be an important element that represented how much the students are motivated by the courses. For instance, during the lecture sessions that was in the amphitheater. The students seemed bored and could not concentrate with the teachers. While during the td sessions, students had shown an acceptable level of concentration with the teacher and interest by asking him some questions and giving answers to his questions as well.

Statement Four: Student Actively Engaged and Show High Confidence.

Many researchers agreed that learners' engagement is a basic element in the learning process that can lead to a high level of success and increase student self-confidence. It was observed that students in both lectures and td sessions had not a high level neither of an engagement or self-confidence. (See Appendix 3)

3.2.4 Discussion of the Findings of Classroom Observation

From the analysis of the classroom observation, we have gathering data that highlight different techniques, approach, and their effect on students' engagement. That is to say, the classroom analysis discovered a set of elements that are influenced students' engagement.

To start, it was observed that the teacher has not used the classroom equipment during both lecture and td sessions, while it was available in form of data-show in the amphitheater with a good organization including a special place and board. Meanwhile, the teacher could not use it owing to three purposes: the limited time, he did not know how to use such equipment, or he has difficulty choosing and preparing the appropriate videos and topics.

Additionally, because of the increased number of students in the lecture sessions, it was observed that students could not concentrate and seemed as they were bored. However, they

could be concentrated with teachers during the td sessions because of the reduced number of students. Also, the teacher could walk between ranges and he was nearby from students. Therefore, they could even hear his voice clearly and better than in the amphitheater.

We could deduce that a better environment to engage students that make them concentrate and interest more on the topics was the classroom atmosphere not the amphitheater atmosphere, since they were concentrated in the td sessions, participated, asked, and answered the teacher.

In addition, we observed that the teacher was neither a controller nor a passive participant; he was active and participating most of the time and talking, more than his students participate. While the students had a passive role, they was rarely talking and answering the teachers' questions. We could conclude that the majority of students were disengaged with such teacher method which belongs to the teacher-centred approach, so for this purpose, they adopted a passive role.

To note down, the ESP teacher has used a method based on the course content, for this reason, the learners were engaged only with the topics of the course, but they did not show any other kind of engagement because they did not have any other source or element lead to be engaged in the process. As we mentioned in the second chapter that how learners perceived and experienced the learning environment affected how they learn and it maybe important more than the content and the topics. Moreover, concerning the classroom activities, the teacher was not implemented pair and group work, or oral presentation and role-plays as learner-centred activities, while we noticed that he implemented individual work, which represented his teacher-centred method. Such kinds of activities made them less motivated with the way of teaching which was why they did not participate.

What we could deduce from the results above was that the implementation of teacher-centred activities and ignoring the learner-centred activities, besides their method of designing the courses based on only the content matters has limited and reduced the level of students' engagement to some extent.

Meanwhile, the observation of the teachers' roles besides the comparison with what we mentioned in the first theoretical chapter about the ESP teacher role(s). We could uncover that the teacher as a course designer ignored the students' needs because we have noticed that he did not allow them to choose the topics of discussion or uncover think of activities. Due to the same reason, mentioned previously. That the teacher obtained a purely teacher-centred approach and perspectives were mainly ignored the students' needs.

To conclude, having analyzed the classroom observation results, and describing the effects of the teacher approach on their students' engagement, it could be deduced that the major of students were interested in the course content and topics. However, they were not engaged with the teacher's method of teaching. Additionally, the teacher-centred approach adopted by the ESP teacher did not fulfill most of the students' target needs. the teacher did not implemented a learner-centred approach, so we could not decide if the learner-centred was the best method to achieve our goals, but we can assume that the teacher-centred approach could neither address the students' need, nor increase their engagement.

3.3 Interpretation of the Results:

Considering the available findings from our tools, this study maintained three essential research questions to determine the general aims. The answers of these research questions will summarize the main results of this study under the following:

Research Question 1: Are the Social Sciences Students Satisfied with their ESP Courses?

Based on the findings from the questionnaire, we have deduced that, in one hand, the students were satisfied in taking ESP courses because it deals with subjects that are related to their field of speciality, such as psychology, sociology, and behaviorism lessons, based on the available studies, Basturkman (2010) stated that "students are likely to be more interested in topics and text that are relevant to their study area".

On the other hand, from the classroom observation we explored that the students were not satisfied with the teacher's ways of teaching so they did not engage or learn since they were not interested with the method of teaching. According to Ellis (2003) stated that "the way of teaching is more important than the content". Thus, there is a link between the students' engagement and the way of teaching.

Research Question 2: Do ESP Teacher Take Into Consideration the Specific Needs of their Students When Designing the English Language Course?

From the questionnaire findings, we have deduced that the teacher was the only responsible for designing the courses and neglected his students' needs, because he thought that based on his experiences, since he was graduated from both English and social sciences departments, that he knows what is better for his students. Meanwhile, the circumstances, goals, and the students' psychology are not the same.

The majority of the LMD social sciences stated that they did not need to know new data as they need to know how to translate texts, articles, and researches, or to speak fluently as they stated in their explanation that they need to learn the English language to be able to communicate and understand foreigners.

Furthermore, from the classroom observation, we have explored that the teacher did not give the students the opportunity to choose the topic of discussion, or their projects, this also

leads to the lack of interesting and motivation, because they seemed bored to some extent during the lessons. In this respect, Grant (2021) stated that "good teachers care about their subjects, but great teachers care about their students".

Question Three: Does the Learner-centred Course Enhance the Social Sciences Students' Engagement to Learn ESP?

It is important to note that the majority of the student's answers from the questionnaire concerning the learner-centred section were about choosing the element and the characteristics which belonging to this method. They choose to learn in form of groups, and learning by using educational games activities describing them as an interesting and enjoyable ways to learn. Meanwhile, the teacher used only one kind of activity in form of research paper as homework; he thought that adopting a student-centred will take more time. However, their students believed that this method will foster and faster their understanding, so they will learn more with less time.

Furthermore, the students explained their choices of being the centredness of the course by that they want to be more creative, engaged, and free in representing their ideas, besides to their choice of the classroom as the appropriate place to learn since the tables and chairs are able to be movable to create different kind of activities, so they want to be active during the courses. Also, from the classroom observation, we have observed that the students were represented a boring mode during the emphytheater lessons, while they had shown a kind of interest to some extent during the TD sessions in the classroom.

We can draw out that the students aim to shift their learning method from their traditional approach to a student-centred method as they stated in the last section in the

recommendations from the questionnaire, since this method will lead them to enhance their engagement, and make them far away from the routine.

To sum up, through the analysis of both students questionnaire responses and the classroom observation, and discussing their findings that answered the three research questions, it can be assumed that designing a student-centred courses are one of the main factors that increase the learners' engagement to learn ESP.

Conclusion:

The present chapter aimed to discuss this research study. Therefore, two data gathering tools were used, students' questionnaire, and classroom observation checklist. The students' questionnaire was designed with translated versions of both Arabic and English, then administrated to (25) LMD students at Mohamad kheider University to highlight the students attitude toward the student-centred method, their needs, and perception with their engagement. Ultimately, a classroom observation checklist was designed to explore the major characters of the student's engagement besides the teacher method that he implemented to teach ESP.

General Conclusion

Since the English language, becoming a need in disciplines nowadays, from various universities in Algeria. Furthermore, most of domains were urged to take ESP courses, to allow their students of being competent and getting development in their research and studying, besides being involved in modern life. Consequently, one of the most important roles of ESP teachers is to design effective courses that match both students' needs and engagement. He requires implementing the appropriate method of teaching to improve the student's motivation, interaction, and level. Because it aims to both achieve these goals, and increase the students' successful expectations.

The primary goals of this study were to answer if the students were satisfied with the course content, and whether the teacher took into consideration his students' needs, besides exploring the student's perception about the implementation of the student-centred approach and its relation to their engagement.

The research study was conducted at the social sciences department at Mohamed Kheider University of Biskra. The process was conducted through classroom observation and students' questionnaires. The results led us to answer the research questions, also explored the ignorance of the students' needs, wants, and lacks, by the teacher, besides the positive attitude of the students about the shift from the teacher method of the content-centred teaching to the student-centred approach.

In addition to that, information of the limited time was insufficient and obstructed teachers to create a student-centred environment, and then they have directly created an unmotivated ESP classroom. For that purpose, the researcher classified a set of recommendations belonging to the urgent need for the shift from teacher-centred to the student-centred, to gain more engagement. In addition, implementing more time to the ESP courses,

by an expectation regarding these points is an important recommendation to develop the general crucial situation of the ESP at the social sciences department of Biskra.

General Recommendations

Regarding the analysis and discussion of the research findings, some recommendations can be educed:

For Teachers

Teachers should conduct student-centred approach, which will include more parameters on student engagement, besides factors affecting engagement.

For Administration

The university should design training or seminar, on an effective student-centred method of learning for the ESP teachers.

The university should improve the ICT services, by providing development equipment.

For Students

Students should be aware more of the concept of student-centred approach, and what they can benefit from this method, to gain more success.

Students need to be aware of their engagement and know what they can achieve when they increase their engagement level.

Limitations of the Study:

Owin to many causes, this research study included particular limitations which were encountered during the implication of the study findings. Therefore, the consequences that resulted from these problems have to be considered within the limit of its methods, samples, design, results.

The essential difficulties were the students' misunderstanding of the questions in order to answer them, besides to the teacher method that did not allow us to observe the real effect of the student-centred since he adopted a teacher-centred method, this might be related to the limited time to teach during Covide-19, since they have only a session peer a week. However, this study was done in a short time that is granted by the university administration under these exceptional circumstances. Thus, the results of this research would be much better without these obstacles.

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Appendices

Appendix 1

استبيان للطلاب

هذا الاستبيان هو جزء أساسي من البحث للحصول على درجة الماجستير. الهدف الرئيسي من هذا البحث هو استكشاف كيفية تدريس اللغة الإنجليزية لطلبة علم الاجتماع بجامعة محمد خيضر (شتمة) بسكرة وما إذا كان ذلك مبنياً على احتياجاتهم ومدى تأثيره على تفاعلهم داخل الصفوف. لذا نرجو منكم ملاءمة هذه الاستمارة بالإجابة عن كل الأسئلة بوضع علامة (√) أمام التقييم المناسب من وجهة نظركم وتقديم إجابات مباشرة متى تطلب الأمر. كما نتمنى أن تكون الإجابة بصدق حتى يمكننا الوصول إلى معلومات موضوعية. ونشير لكم أن إجاباتكم تبقى سرية ولا تستعمل إلا لغرض البحث العلمي.

مع خالص الشكر والتقدير على تعاونكم

أولاً: معلومات عامة

الجنس: ذكر أنثى

1. كم سنة وانت تدرس (بين) اللغة الإنجليزية في الجامعة؟

.....

2. مستوى اللغة الإنجليزية قبل دخولك إلى الجامعة

جيد متوسط ضعيف

3. المستوى الحالي للغة الإنجليزية

جيد متوسط ضعيف

ثانياً: حاجيات الطلبة.

1. هل تعتقد (بين) أن اللغة الإنجليزية مهمة في دراستك؟

مهمة جداً مهمة إلى حد ما غير مهمة

2. لماذا تريد (بين) دراسة اللغة الإنجليزية

للمشاركة في المناقشات الشفوية باللغة الإنجليزية

- لفهم محاضرات في علم الاجتماع باللغة الإنجليزية
- لقراءة وترجمة المقالات في مجال دراستك باللغة الإنجليزية
- لاجتياز الامتحانات
- آخر

حدد(ي) من فضلك

.....

.....

3. رتب (ي) المهارات اللغوية التالية حسب درجة كفاءتك في كل منها من 1-4 بحيث 1 (الأعلى كفاءة) و 4 (الأقل كفاءة):

القراءة الإستماع المحادثة الكتابة

4. أي من المهارات التالية تريد (ين) أن تركز عليها دروس اللغة الإنجليزية أكثر؟

مهارة الاستماع

مهارة التحدث

مهارة القراءة

مهارة الكتابة

المفردات (المصطلحات الخاصة بالتخصص)

قواعد اللغة

الترجمة

كل ما ذكر أعلاه

آخر

حددي من فضلك

.....

.....

5. هل أنت مهتم(ة) بأخذ صف اللغة الإنجليزية للأغراض الخاصة (بما يوافق ويخدم مجال دراستك)؟

نعم لا

6. في ما يتمثل محتوى دروس اللغة الإنجليزية مما يلي:

لغة انجليزية عامة

لغة انجليزية خاصة بعلم الاجتماع

7. كيف تجد (ين) محتوى صف اللغة الإنجليزية الخاصة بك؟

مثير للاهتمام مملا لا أعرف

8. هل صف اللغة الإنجليزية الخاصة بك ذو صلة بمجال تخصصك؟

نعم لا إلى حد ما لا أعرف

ثالثا: المتعلم كمحور للدرس

1. هل قام مدرس اللغة الإنجليزية الخاص بكم بالتعرف على احتياجاتك؟

نعم لا

إذا كانت الإجابة بنعم، هل قام بالتعرف عليها عن طريق؟

طرح الأسئلة أو توزيع استبيانات (استمارات)

اختبارات

مقابلات

آخر

حدد(ي) من فضلك

.....
.....

2. هل قام مدرس اللغة الإنجليزية الخاص بكم بأخذ اقتراحاتك حول الدروس والأنشطة المطلوبة

في المنهج الدراسي الخاص بكم؟

نعم لا

3. الأستاذ يدمج وسائل التكنولوجيا في القسم :

في كثير من الأحيان نادرا ابدا

4. هل تعتقد (ين) أن دروس اللغة الإنجليزية الحالية التي يقدمها لك مدرس اللغة الإنجليزية تساعدك

في تحسين مستواك في اللغة الإنجليزية؟

نعم لا لا أعرف

وضح(ي) أكثر من فضلك

.....
.....
.....
5. هل يشجعكم مدرس اللغة الإنجليزية على البحث في مجال تخصصكم باللغة الإنجليزية؟

دائماً في بعض الأحيان نادراً أبداً

6. في الوقت الحالي، هل تستخدم (بين) كتب / وثائق في تخصصك باللغة الإنجليزية؟

نعم لا

7. هل تعتقد (بين) أنصف اللغة الإنجليزية ينبغي أن يدرس من قبل

أستاذ علم الاجتماع متمكن من اللغة الإنجليزية

أستاذ لغة إنجليزية عامة

برر (ي) اجابتك من فضلك

.....
.....
.....
8. اثناء الدرس هل تفضل (بين) أن يكون :

الأستاذ هو من يتحكم في الدرس

الطلبة هم من يتحكمون في سيرورة الدرس

برر (ي) اجابتك من فضلك

.....
.....
.....
رابعاً: تحفيز الطلاب

1. كيف تجد (بين) محتوى دروس اللغة الإنجليزية الخاصة بكم؟

مثير للاهتمام مملا لا أعرف

2. كيف تفضل (بين) القيام بأنشطة التعلم في حصة اللغة الإنجليزية؟

بشكل فردي بشكل ثنائي في مجموعات صغيرة

3. بالنسبة لمحيط القسم هل تفضل (بين) أن يكون

في قاعات الدراسة العادية أين توجد كراسي وطاولات قابلة للتحريك في المدرجات

4. كيف تريد (بين) عملية التعلم أن تكون فيحصة اللغة الإنجليزية؟

عن طريق الاستماع وتدوين الملاحظات

عن طريق نسخ من السبورة

عن طريق حل المشكلات

عن طريق التعلم الذاتي

آخر

حدد (ي) من فضلك

.....
.....

5. هل تريد (بين) التعلم باستخدام

فيديوهات تعليمية وغير تعليمية

المطالعة

مشاريع بحثية

السبورة

صور / ملصقات

جميعها

آخر

حدد (ي) من فضلك

.....
.....
6. كطالب (ة) علم اجتماع افضل ان تكون طبيعة النشاطات في دروس اللغة الإنجليزية:

أنشطة تجريبية (بحوث، مشاريع)

مهمات علمية (حل مشكلات، اختبارات قصيرة)

تمثيل ومحاكات

ألعاب تعليمية فردية وجماعية

برر(ي) اجابتك من فضلك

.....
.....
.....
7. كطالب علم اجتماع هل تتفق (ين) على وجود علاقة بين نظام التدريس المعتمد على الطالب كمحور للدرس و عامل تحفيز الطلاب:

لا، لا اتفق

نعم اتفق

برر(ي) اجابتك من فضلك

.....
.....
.....
لا تتردد في إضافة أي تعليقات حول تجربتك كمتعلم(ة) للغة الإنجليزية لأغراض خاصة أو اقتراحات بخصوص التغييرات التي ترغب في حدوثها في المستقبل.

شكرا لتعاونك.

Appendix 2: Students' Questionnaire

Dear Students,

This questionnaire is an essential part of a research for a Master degree. The main objective of this research is to know the real situation of English for Specific Purposes (ESP) courses and whether the needs of students are taken into consideration or not, besides to their degree of engagement and attitudes about student-centred approach at Mohamed Kheider University of (chetma) Biskra department of social sciences. Thus, you are kindly requested to provide real responses to the questions, just by ticking (✓) the corresponding choice that matches your perspective. Your voluntary participation is appreciated, and will be used only for a research reason.

Section 1:

a. Gender: Male Female

b. How many years have you been studying English at the university?
.....

c. Level of English before the entrance to the university

High Intermediate Low

d. Current level of English

High Intermediate Low

Section 2: Students' Needs

a. Do you think that English is important in your studies?

Very important somewhat important Not important at all

b. Why do you want to study English?

To take part in oral discussions in English

To understand lectures on Social sciences in English

To translate articles in your field of study in English

To pass exams

Other

(specify).....
.....
.....
.....

C. Order the following skills according to your abilities from 1 to 4

Reading Writen Listening Speaking

D. Which area you want your English Language lessons to focus on?

- 1) Listening skill
- 2) speaking skill
- 3) reading skill
- 4) writing skill
- 5) vocabulary
- 6) grammar
- 7) Terminology
- 8) translation
- 9) All the mentioned above
- 10) Other

Specify.....

E. Are you interested in taking an ESP course?

Yes

NO

F. is the ESP courses considered as:

EGP (general English)

ESS (English for social sciences)

g. How do you find the content of your English language course

Interesting

Boring

do not know

h. Is the content of your English language course relevant to your field of specialty?

Totally

Not at all

To some Extent

I do not know

Section Three: Learner-centred

a. Has your English teacher ever analyzed your needs?

Yes

No

If yes, did he analyze it through?

7) Asking questions

8) Tests

9) Interviews

10) Other

Please specify.....

b. Did your English teacher take your proposition about the needed lessons and activities in your syllabus?

Yes

No

C. Did your English teacher use the ICT equipments?

Most the time

rarely

never

D. Do you think that the present English courses which are given to you by your English teacher are helping in improving your English language level?

Yes

No

do not know

E. Does your English teacher encourage you to search in your field of specialty in English Language?

Always Sometimes Rarely Never

F. At the present time, do you use books/documentation in your own field printed in English?

Yes No

f. Do you think that the English course should be taught by

Social sciences teacher English teacher

Please, explain.....
.....
.....
.....

G. During the lectures, do you prefer to:

Be the centeredness of the course the course centered about the teacher

Please, explain
.....
.....
.....

Section 4: STUDENTS- ENGAGEMENT

a) How do you find the ESP courses' content:

Interesting Boring I do not know

b. How do you prefer doing learning activities in the English class?

- 1) Individually
- 2) In pairs
- 3) In small groups

C. Concerning the classroom environment, do you prefer:

A normal classroom with movable tables and chairs in the amphitheater

d. How do you like learning?

- 1) By listening and taking notes 3) By copying from the board
2) By problem solving 4) By getting information alone
5) Other

Specify.....
...
.....
.....

e. Do you like learning by using

- 1) Videos
2) The board
3) Pictures/posters
4) Reading
5) Research projects
6) All of them
7) Other

Specify.....
...
.....
.....

f. As a social sciences student, how you prefer to do your English language activities:

Experimental activities

- practical missions
acting and simulation
educational games

Please,
explain.....
.....
.....
.....

g. Do you agree that there are a relation between the student-centred and the students' engagement:

Yes, I agree

NO, I disagree

h. Please feel free to add any comments about your experience as ESP learner or suggestions concerning the changes you want to happen in the future.

.....
...

.....
...

.....
..... Thank you for your
collaboration.

Appendix 3: Classroom Observation Checklist

Teacher:

Date:

Observer:

Time:

Branch:

Level:

Specialty

Session:

Rating Scales:

Obs: Observed **N.Obs:** Not Observed

Quality	Indicators	Obs	N.Obs
Classroom Environment	gg) Physical conditions such as lighting, room size, seating arrangement, state of floor encourage effective learning.		
	hh) The class is overcrowded.		
	ii) Classrooms are occupied by the needed equipment.		
Comments			
.....			
.....			

.....

.....

.....

.....

.....

Teacher's Roles and Involvement			
	jj) (T) Listens to and respects each student's viewpoints		
	kk) (T) Encourages and facilitates students' participation and shared decision making		
	ll) (T) Provides structure without being overly directive		
	mm) (T) Encourages students to think of activities		
	nn) (T) Helps students refine their strategies for constructing meaning and organizing content		
	oo) (T) Reduces talking to minimum		
	pp) (T) Gives the students the opportunity to choose the topic of discussion.		
	qq) (T) is passive during the task.		
	rr) (T) is active and participates from time to time.		

	ss) (T) Is just a controller and/ or facilitator.		
Comments			
.....			
.....			
.....			
.....			
.....			
.....			
.....			
Teacher's Instructional methods and strategies	tt) (T) uses time in variable and flexible ways to match student needs		
	uu) (T) gives students increasing responsibility for the learning process		
	vv) (T) teaches GE lessons		
	ww) (T) teaches ESP lessons		
	xx) (T) provides questions and tasks that stimulate students' thinking beyond rote memorizing		

Appendix 4: Amphitheatre equipment (data show)



الملخص

بالرغم من الاقبال المتزايد نحو تعلم اللغة الإنجليزية للأغراض الخاصة في الجامعات الجزائرية الا ان برامج وطرق تدريسها لا تزال تعاني في ضل هامش عدم الاهتمام والتطوير لغرض التقدم في تحصيلها لنتائج اهم وأكثر فاعلية بالنسبة للطلاب ينتمي بحثنا الحالي لنفس السياق بحيث يتبنى دراسة وضع و مستوى اللغة الإنجليزية للأغراض الخاصة التي يتلقاها طلاب علوم الاجتماع في جامعة محمد خيضر بسكرة هذه الدراسة تسعى للتعرف على تصورات الطلاب حول

تطبيق المنهج المعتمد على المتعلم كمحور للدرس و ارتباطه بمدى تحفيزهم إضافة الى الكشف عن حاجيات الطلبة و حقيقة اخذها بعين الاعتبار قبل تصميم الدرس. تفترض هذه الدراسة التالي: تصميم الدروس انطلاقا من تطبيق منهج المعتمد على المتعلم كمحور للدرس يؤدي لتلبية حاجيات طلاب علم الاجتماع. إضافة الى تحسين مستوى عامل التحفيز لديه اتجاه دراسة اللغة الإنجليزية. تتم عملية جمع البيانات الخاصة بالدراسة باستخدام كلا من الطريقتين، النوعية وهذا كونها تتناول جانب دراسة اراء الطلاب، خبراتهم، وتصوراتهم من خلال الإجابة على الاستبيان. ووصفت بالكمية لأنها تتناول أيضا قسم خاص بالملاحظة التي تهتم بعدة عناصر داخل محيط القسم. بعد التحليل والدراسة اظهرت النتائج ان المنهجية المتبعة حاليا في تقديم دروس اللغة الإنجليزية لطلبة علم الاجتماع تعتمد على الأستاذ كمحور للدرس حيث يهتم فقط بإدماج محتوى خاص بمجال دراستهم دون المراعاة لضرورة ادماج ما يتناسب مع تلبية حاجياتهم اثناء تصميم هاته الدروس الخاصة. من جانب اخر اظهر الطلاب موقف جد إيجابي نحو طرح تطبيق منهج المتعلم كمحور للدرس وارتباطه بإمكانية رفع مستوى التحفيز والنجاح. ونتاجا عما ذكر توضح ان هذه الدروس تعتبر غير فعالة كونها لا تلبى من حاجيات الطلبة سوى ما يختص بالمحتوى المتعلق بمجال تخصصهم، وهذا ما أكده الطلاب من خلال ما أدى اليه تحليل الاحصاءات حيث تبين انه باتت من الضرورة تحويل المنهج المعتمد على الأستاذ كمحور للدرس الى منهج يعتمد على تمركز الدرس حول الطلاب.

الكلمات المفتاحية

المتعلم كمحور للدرس، علوم الاجتماع، تصميم الدروس. تحليل حاجيات الطلاب، الإنجليزية للأغراض الخاصة تحفيز الطلاب