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Title

Investigating Exact Sciences Students' Attitude Towards ESP course program Accuracy:

The case of Third year physics license students at the University of El oued

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DEDICATIONS

To the soul of my beloved **Mother**, who spent her hard life for us and who sacrificed her energy and rest to see us in prosperous positions, I dedicate this work and pray Allah to bless her.

To the soul of my beloved **Father** I also dedicate this achievement who I Did not see him because he leaves us when I was two years old.

To the soul of my brother Bachir and his son Mohamed Laid who left us forever I dedicate this research project.

To my dear **wife**, my sweet sons, my brother and sisters, my friends and colleagues especially to all of you I dedicate this achievement.

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Abstract:

Language attitude is one of the main factors that distinguish between success and failure in language acquisition. undoubtably, it is one of the learning factors that determine student"s success. The present study was conducted in order to collect data concerning the issue of attitude within the context of ESP. The main objective of the study is to identify Exact Science students" attitudes towards ESP courses. Hence, two research tools were used to gather information; a questionnaire for the students and a structured interview for the ESP teachers at the Exact Science Faculty in El-oued University. The quantitative and qualitative analysis of the collected data showed that the majority of Exact Science students are motivated to learn English and aware of the importance of their ESP courses. To further reinforce positive attitude towards ESP, a Nemours of suggestions and recommendations were formulated on the use of ICTs, teacher"s technological skills training, and collaboration between language teacher and subject specialist. To conclude, the present work showed that studying learner"s attitudes is a variable of paramount importance for understanding the process of ESP teaching and learning.

Keywords: attitude, ESP, Exact Science, motivation, ICTS.

List of Abbreviation and Acronyms

TV: Television

ESP: English for Specific Purposes

EST: English for Science and Technology

WW II : World War Two

LMD : License Master Doctorat

ICT: Information and Communication Technology

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General Introduction

Today, learning English has become extremely important as it is present in almost every area of life. Therefore, to be able to access scientific material on the Internet or to be able to use technical products, knowledge of English is required. In every country in the world today, English has become a necessity for inclusion, and Algeria is no exception. Since English as an international language and then a global language, from the 1960s, ESP developed into one of the main branches according to the need of learners for a certain level of proficiency and thus became an important research topic in Algerian universities it teaches in various fields such as engineering, Exact sciences, law and administration. Previous research in the field of Exact sciences have shown that English is required for scientific and technical purposes (EST). Exact sciences majors are also said to have difficulty understanding English-language material required in their field, since most of their papers are published in English. Because of this, ESP has become part of their curriculum. However, even though these students attended their ESP courses, they still had difficulty using English in their environment. This can be a barrier for Exact sciences students and affect their attitudes toward ESP courses.

The aim of this study was to investigate the attitudes of Algerian Exact sciences students towards their ESP courses, and more specifically, Third-year physics License students at El oued University. The researchers wanted to investigate whether these learners had a positive or negative attitude towards English language instruction in their subject area.

This study aims to answer the following research questions:

1) How do Exact sciences majors feel about their ESP class?

2) How to improve the enthusiasm of Exact sciences students in learning English?

Based on the above questions, the following hypotheses can be put forward:

1) Third-year Exact sciences License students have a negative attitude towards ESP courses.

2) It can increase and stimulate students' enthusiasm for learning English.

Application of information and communication technology.

To test the validity of the proposed hypothesis, the researchers conducted a case study of thirty (30) Third-year License students. Quantitative and qualitative data were collected from two different sources and based on two research tools:

questionnaires with learners and interviews with teachers. This thesis is divided into two chapters. The first chapter clarifies the main elements relevant to the whole subject of the study, from the place of English in the new world to the practical reasons, moving to the attitudes towards English in Algeria, then, to the components of attitude and its elements: effective attitude, attitude and cognitive attitude. After that, attitude and achievement, also, factors affecting learner's attitude the following is, attitude and motivation, followed by, the definitions of ESP, add to that, the origins of ESP and its branches: the worldwide brave demands, revolution in linguistics and focus on the learner. Needs analysis, motivation and ESP. Finally, The features of ESP course. Chapter Two first describes the situation or background in which this study was conducted. The researcher first provides an overview of the Exact sciences department, and then enters the general ESP situation of the department. Then, quantitative and qualitative analysis will be performed on the data collected using the above two research tools to present the research findings. Adapt to the situation and increase learner motivation teaching interest.

Chapter One

Introduction

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Introduction:

This chapter presents a comprehensive diagram of the writing survey to the consider destinations. The current consider gives a comprehensive investigation of the worldwide position of the English language, with a particular accentuation and center on the English instruction scene in Algeria. Additionally, it trucks the idea of state of mind and its centrality within the securing of language. Besides, this think about digs into an examination of different factors that have the potential to affect the learner''s demeanor. This section is adjusted up with an investigation of the most hypothetical columns of English for Particular Purposes (ESP), as well as the goals and highlights of an ESP educational program that ideally addresses the prerequisites of the learn.

1.1. The Status of English in The New World:

English exceeds other languages as the globe's most commonly spoken language, with roughly 1.5 billion speakers (Crystal, 2003). As a consequence, English has displaced other languages as the dominant language used for international communication in a range of fields, including business, education, research, and technology (Graddol, 2006). The reality that many firms operate on a global scale and must connect with customers and collaborators who speak different languages demonstrates this. English is a language that is frequently used in corporate interactions on a global scale, which has raised the value of this language on the employment market (Frost & Durrant, 2015).

Worldwide, scientists and researchers' prefer to communicate their discoveries and breakthroughs in English (Swales, 2015). The language of academic study is English since it is extensively utilized in scholarly journals and publications (Flowerdew & Li, 2007).

Consequently, competency in the English language has grown to be necessary for success in a wide range of academic and scientific sectors. "Researchers and scientists use English to communicate their findings across national and linguistic boundaries," writes Swales (2015), thereby becoming the "lingua franca of science and technology."

English has also taken over as the dominant language in entertainment and popular culture (Kachru, 1985). The global appeal of English-language media has grown (Crystal, 2003). This includes movies, TV shows, music, and literature. English ability is now necessary for understanding and participating in worldwide popular culture. "English has become the language of international popular culture," writes Kachru (1985), "with Hollywood films and English-language music dominating global markets."

The reality that there are assist Language that are utilized totally different parts of the world is critical to be beyond any doubt, indeed in spite of the fact that English is as a rule recognized as the around the world Language of communication. For instance, Mandarin Chinese is the Language that's talked language most habitually all-inclusive though Spanish is the moment most talked dialect language worldwide. However, English has outperformed other languages as the dialect that's utilized in that is in worldwide intuitive the foremost habitually, and global interactions and this slant is anticipated to hold on.

As the foremost widely talked dialect within the world, English has overwhelmed all other dialects in utilize, and its significance for worldwide communication cannot be exaggerated. On the around world scale, it has created into the dialect of science, innovation, prevalent culture, and amusement. As the world develops progressively interconnected and globalised, it is anticipated that the esteem of English capability will proceed to rise. The worth of other languages and civilizations around the world must likewise be recon with an estimated 1.5 billion people speaking it globally (Crystal, 2003), English has become the foremost spoken language worldwide. It is now the language of international communication in various fields

such as science, technology, business, and education (Gradle, 2006). The widespread use of English in international business is exemplified by many corporations operating in different countries and needing to communicate with partners and customers from diverse linguistic backgrounds. Fluency in English has thus become an essential asset in the job market (Frost & Durant, (2015).

English is also the language of academic research (Flowerdew & Li, 2007). Researchers and scientists worldwide use it to communicate their findings and discoveries, (Swales, (2015) asserts, "English is the lingua franca of science and technology, with researchers and scientists using it to communicate their findings across national and linguistic boundaries." furthermore, in popular culture and entertainment English dominates movies, TV shows, books, music, and literature (Kachru, 1985), making it a significant factor in shaping global culture and influencing the values and beliefs of people around the world.

Whereas English is without a doubt a basic Language for worldwide communication, it is pivotal to recognize and appreciate the differences of Languages and societies around the world. Mandarin Chinese and Spanish, as you said, are two of the foremost broadly talked Language all-inclusive and are progressively vital in worldwide commerce and strategy. Also, there are countless other dialects talked in numerous locales that are vital to their particular communities...

In conclusion, English has ended up the foremost broadly utilized dialect universally especially in commerce, science and innovation, and excitement. Be that as it may, it is basic to recognize the significance of other Languages and societies and to regard differing qualities in our progressively interconnected world. It is also worth noting that while English proficiency is valuable, it is not the only indicator of intelligence or competence, and individuals who speak other languages should be equally valued and respected.

1.2. Practical Reasons:

With an estimated 1.5 billion people speaking it globally (Crystal, 2003), English has become the foremost spoken language worldwide. It is now the language of international communication in various fields such as science, technology, business, and education (Graddol, 2006). The widespread use of English in international business is exemplified by many corporations operating in different countries and needing to communicate with partners and customers from diverse linguistic backgrounds. Fluency in English has thus become an essential asset in the job market (Frost & Durrant,)2015).

English is also the language of academic research (Flowerdew & Li, 2007). Researchers and scientists worldwide use it to communicate their findings and discoveries, (Swales, (2015) asserts, "English is the lingua franca of science and technology, with researchers and scientists using it to communicate their findings across national and linguistic boundaries." furthermore, in popular culture and entertainment English dominates movies, TV shows, books, music, and literature (Kachru, 1985), making it a significant factor in shaping global culture and influencing the values and beliefs of people around the world.

1.3. Attitudes Towards English in Algeria:

Due to the language's significance as a universal medium of communication, studying English has gained importance in Algeria (Graddol, 2010). In any case, Age, level of instruction, and social standing are fair many of the components that might impact states of mind towards learning English.

Several Algerians think that mastering English is necessary for success in an increasingly internationalised world, especially among younger generations. The ability to communicate in the language is valued for gaining access to higher education, international employment prospects, and scientific research. This stance is reflected in the government's measures to

support English language education, particularly in schools and institutions. The Ministry of National Education recently carried out measures to improve English language instruction in schools, including recruiting more English teachers, incorporating technology into language learning, and promoting cultural exchanges with nations that speak English (BBC News, 2019).

Some Algerians, particularly those from lower socioeconomic origins, could, nevertheless, fail to recognize the importance in learning English for everyday life. Their main priorities are more immediate ones, including getting a job and taking care of their fundamental requirements. If individuals do not perceive a clear return on investment for the time and resources necessary to study the language, this may result in a lack of interest or desire to learn English (Graddol, 2010).

The idea that studying English poses a danger to Algeria's identity as a nation is another aspect affecting opinions toward the subject. Some contend that a disproportionate emphasis on English education will cause the Arabic language and culture, which are important to the country's identity, to decline. This viewpoint is particularly common among conservative and nationalist organizations that support keeping Arabic as Algeria's principal language of instruction and culture. (British Council, 2019).

In general, views in Algeria regarding studying English are complicated and impacted by a variety of circumstances. Others may see English as a threat to their cultural heritage or of little importance compared to more pressing issues, while some see it as necessary for success and advancement in a globalized world. To get past these obstacles, it is crucial to promote both the significance of retaining Algeria's distinctive cultural heritage and a wider appreciation of the practical benefits of learning English, notably for career and higher education prospects.

In conclusion, depending on one's age, education, and socioeconomic status, studying English in Algeria is seen in different ways. Others might not understand its practical benefit or perceive it as a danger to their cultural identity, even if other people consider it as necessary.

However, it is feasible to support English learning while also preserving Algeria's cultural identity with the right strategies and initiatives.

1.4. Componants of Attitude:

"Attitudes can serve as strong motivating forces and significantly impact individual learners' language learning experience and outcomes," claim Dörnyei and Ushioda (2013), p. 8. This shows that creating efficient language learning techniques requires an awareness of the various attitude components.

It has been shown that motivation for language acquisition is primarily influenced by the emotional aspect of attitude. The commencement, direction, intensity, and persistence of language acquisition behaviour are all influenced by a variety of individual variations, experiences, and situational conditions, according to Gardner and Lambert (1972) (p. 139). In other words, students who have a favourable attitude toward the target language are more likely to start and continue engaging in language acquisition behaviours, which eventually results in better language learning results.

The behavioural aspect of attitude, which has a direct impact on learners' language acquisition behaviours, is also significant in language learning. For instance, learners of languages are more likely to use productive learning techniques, such using apps or frequently attending language lessons, if they have a good behavioural attitude toward language learning. Conversely, students who have a poor behavioural perspective on language acquisition could put off learning or use unproductive methods.

Finally, language acquisition greatly benefits from the cognitive aspect of attitude. Dörnyei (2005) asserts that "learners' beliefs, expectations, and subjective theories about language learning and the language they are learning are known to be important determinants of learning success" (p. This shows that students who approach language acquisition with a positive

cognitive attitude are more likely to feel they are able to acquire the language and see its value, which can boost their drive and perseverance.

To conclude, affective, behavioural, and cognitive factors all play significant roles in the motivation, behaviours, and results of language acquisition, demonstrating the complexity and diverse nature of attitudes toward the acquisition of languages. Language teachers may create successful techniques to help learners build positive attitudes about language acquisition by knowing these elements and how they interact.

1.4.1. Effective Attitude:

According to Eagly and Chaiken (1993), attitudes are psychological constructs that include a person's thoughts, feelings, and behavioural intentions toward a certain item or circumstance. The drive and achievement of language learners are greatly influenced by their attitudes. The emotional reaction that learners have to the target language or the procedure of learning a language is referred to as the affective component of attitude.

Language learners are more inclined to be motivated, engaged, and effective if they have a good positive mindset toward language acquisition. They feel happy, content, and confident, which improves their learning process and helps them develop a good relationship with the target language (Dörnyei, 2005).

A negative mindset toward language acquisition, on the other hand, can cause learners to feel unpleasant feelings like boredom, anxiousness, and disappointment, which can impede their progress in learning and result in discouragement and detachment (Gardner & Lambert, 1972).

Learners' feelings toward language acquisition are influenced by a variety of circumstances. For instance, a learner's psychological reaction to the target language may depend on their own convictions, interests, and objectives. Learners are more likely to have a favourable emotional perception of the language if they see it as being pertinent to their career and life

aspirations. In addition, learners' emotional attitudes toward language acquisition can be influenced by their prior language acquisition experiences, heritage, and social context (Dörnyei & Ushioda, 2013).

Teachers may build a good and encouraging educational setting that supports students' emotional well-being and promotes a positive relationship with the target language in order to improve learners' emotional responses toward language acquisition. This may be accomplished by including enjoyable and stimulating activities in the language classroom, giving learners chances to use the language in real-world situations, and recognizing and appreciating learners' accomplishments and development.

In conclusion, the emotional aspect of attitude has a big impact on how well language learners learn and how well they learn. Education professionals may design efficient language acquisition techniques that improve the drive, involvement, and performance by recognizing how students emotionally react to the target language and the language learning process.

1.4.2. Behavioural Attitude:

Someone's general appraisal or evaluation of a certain thing or circumstance is referred to as their attitude. Affective, behavioural, and cognitive factors together make up attitudes. The behavioural aspect of attitude refers to the behaviours or activities connected to a specific attitude (Ajzen, 1991). The behavioural aspect of attitude in the framework of language acquisition relates to the behavioural acts and intents that learners demonstrate toward the target language and language learning.

Different behaviours that reflect an individual's attitude regarding language learning can be seen. For instance, students who are enthusiastic about learning a language are more likely to participate in language-related operations, attend courses often, and devote more time and effort

to doing so (Dörnyei, 2001). Additionally, they are more inclined to employ the language in settings other than the classroom and in daily life.

On the other side, students who possess a bad attitude towards language acquisition could act in ways that aren't compatible with learning the language. They could put off doing language-learning tasks, skipping language lessons, and putting off completing language-learning assignments. They might not be interested in utilizing the language beyond the classroom, according to Gardner (1985).

A person's views, values, and motivation all have an impact on the behavioural aspect of attitude. Language learners are more inclined to have favourable behavioural inclinations regarding language acquisition if they respect the target language and think it is crucial for their development as individuals and professionals (Gardner & MacIntyre, 1992). Additionally, students who are highly motivated to learn a language are more likely to exhibit pro-language learning behaviours (Dörnyei, 2001).

By establishing a good and encouraging environment for learning, instructors can encourage favourable behavioural attitudes around language acquisition. This may be accomplished by including interesting and pertinent learning exercises, giving students the chance to practice using the language in authentic settings, and acknowledging and rewarding students' accomplishments and advancement (Dörnyei & Ushioda, 2013).

In conclusion, the behavioural aspect of attitude has a significant impact on how well students of languages learn their target language and how well they learn it. While a negative mindset can result in discouragement and disinterest, positive behavioural attitudes can increase learners' engagement, motivation, and success. Teachers may create efficient language learning procedures that promote favourable behavioural dispositions toward language learning by recognizing the behavioural component of attitudes toward language learning.

1.4.3. Cognitive Attitude:

A person's overall appraisal or evaluation of a certain thing or circumstance is referred to as their attitude. Affective, behavioural, and cognitive factors together make up attitudes. Someone's views or knowledge regarding a certain item or circumstance are included in the cognitive component of attitude (Eagly & Chaiken, 1993). The cognitive aspect of attitude in the context of language learning relates to learners' opinions or background information on the target language and language acquisition.

Numerous variables, such as previous experience and knowledge, social and social norms, and policies and practices in language education, all have an impact on the cognitive component of attitude (Dörnyei, 2005). For instance, students are more likely to develop favourable cognitive attitudes about language acquisition if they had previously had pleasant experiences with language learning. Likewise, students from cultures that place a high importance on multilingualism and linguistic variety are more likely to have favourable cognitive attitudes about learning a new language (Baker & Jones, 1998).

Language instruction policies and procedures can also have an impact on learners' cognitive attitudes about language acquisition. For instance, learners may adopt unfavourable cognitive attitudes about language acquisition if they are exposed to negative messages about the target language or language learning. On the other hand, students may adopt favourable mental perspectives regarding language acquisition if they are provided with encouraging messages and experiences concerning the target language and language learning (Dörnyei, 2005).

The motivation of students and the success of their language learning efforts can both be impacted by the cognitive aspect of attitude. Language learners are more likely to be motivated to learn the language and to display effective learning behaviours, that include perseverance and effort, if they have good cognitive attitudes about language acquisition (Dörnyei, 2005). On the

other hand, students who have unfavourable cognitive attitudes about learning a language might lack motivation and exhibit unfavourable learning practices, such as aversion and detachment.

By fostering an encouraging and interesting atmosphere for learning, instructors can encourage favourable cognitive attitudes toward language acquisition. This can be done by giving students opportunities to communicate with native speakers and use the target language in authentic settings, exposing them to beneficial messages and experiences about the target language and language learning, and including culturally pertinent and significant activities for learning (Dörnyei, 2005).

In conclusion, the cognitive aspect of attitude has a significant impact on how well language learners learn their target language and how well they learn it. While negative mindsets can result in discouragement and disinterest, positive cognitive attitudes can improve learners' motivation and learning behaviours. Teachers may create efficient language learning procedures that encourage favourable cognitive attitudes around language learning by understanding the cognitive component of attitudes regarding language acquisition.

1.5. Attitude and Achievement:

When it comes to achievement and performance in a variety of circumstances, particularly language acquisition, attitudes are extremely important. An individual's general appraisal or evaluation of a certain object, circumstance, or conduct is referred to as their attitude. Research has repeatedly shown that attitudes and success in language acquisition are positively correlated.

As stated by Gardner (1985), dispositions are a key factor when acquiring a second language and a key indicator of language learning effectiveness. Gardner established the socio-educational paradigm, which contends that social and educational aspects, including teacher

conduct, the classroom setting, and the student's cultural and identity in society, have an impact on students' attitudes and motivation.

The efficacy of language acquisition has also been demonstrated by research to be influenced by views about the culture of the target language. According to Kim (2016), a student's degree of language competence is favorably predicted by their views about the culture of the target language. Similar findings were made by Lambert (1972), who discovered that pupils were more likely to succeed in learning a language if they had a good attitude about the target language's culture.

Greater amounts of motivation and involvement have been linked to positive attitudes about language acquisition. Positive attitudes toward language learning, according to Dörnyei and Ushioda (2011), can result in a "dynamic interplay between motivation, cognition, and self-regulation," which can improve language learning performance. On the other hand, unfavorable perspectives on language learning might result in reduced levels of enthusiasm and drive, which can impede language learning progress.

It is crucial to understand that other factors affect language learning performance in addition to attitudes. Language learning results also heavily depend on other variables, including age, language competency, and learning situation. However, attitudes can have a big impact on how motivated and engaged learners are, which can affect how successful language learning is.

In conclusion, attitudes are a major factor in the success of language learning. When it comes to language acquisition, positive attitudes have been linked with greater degrees of enthusiasm and involvement, whilst negative attitudes have been linked to lower levels of these factors. By establishing welcoming and interesting environments for language learning, giving students chances to succeed, and encouraging an attitude of growth that emphasizes hard work and perseverance, teachers and educators may help students develop positive attitudes about learning a language.

1.6. Factors Affecting Learner's Attitude:

The drive, involvement, and achievement of language learners may all be greatly impacted by attitudes, which are an essential component of language acquisition. The significance of cultivating good attitudes regarding language acquisition has been highlighted by several research that have looked at the connection between attitudes and accomplishment in language learning.

In research conducted in 1972 by Gardner and Lambert, it was discovered that attitudes toward language acquisition were a major predictor of success in learning a second language. The research found that those with positive attitudes towards the target language and culture were better at studying the language. Corresponding to this, a study by Hsieh (2004) found a strong link between students' perspectives about studying English and their achievement in the subject in school.

The aspects influencing student attitudes towards language acquisition may be generally categorised into three categories: individual characteristics, cultural influences, and learning situation. Individual features including personality characteristics and learning preferences can have a big impact on how language learners feel about language acquisition. In particular, anxious language learners may have negative judgements about the language, which might reduce their excitement and engagement (Dewaele & MacIntyre, 2014).

Cultural influences may also have a big impact on how learners feel about learning a language. Bao (2013) claims that cultural elements including ideas, values, and attitudes toward language acquisition might have an effect on students' motivation and engagement. Individualistic methods to language acquisition, for instance, may be difficult for language learners from cultures that emphasize collectivism, which can result in unfavourable views about language learning.

Another important component that may have an influence on student mindsets toward language acquisition is the learning situation. The effectiveness of instruction and the learning environment may have a big impact on how learners feel about learning a language, claim Masgoret and Gardner (2003). For instance, learners are more likely to adopt favourable attitudes toward language learning if they have access to high-quality language education and enjoyable educational settings.

For learners to be successful in learning a second language, good attitudes toward language acquisition are crucial. The elements that affect students' attitudes toward language acquisition, such as individual characteristics, cultural considerations, and learning setting, should be known to educators. Teachers may encourage positive attitudes toward language learning and boost students' motivation and engagement by building inclusive, interactive classrooms that respect and appreciate the variety of their students.

1.7. Attitude and Motivation:

The relationship between state of mind and inspiration has gathered a parcel of consideration within the field of Language securing inquire about the qualification between demeanour and inspiration is that inspiration alludes to a person's drive to work towards an objective or accomplish a craved result. Attitude is defined as a person's inclination to respond favourably or adversely towards a certain item. Demeanour and inspiration are critical variables that can impact whether or not procuring a Language is compelling. This article will talk about the relationship between state of mind and inspiration in Language securing, as well as how these components may influence learners' execution.

Language learners who have a positive demeanour towards the target Languages are more propelled concurring, to study. According to an investigate by Gardner and Lambert (1972), occasion understudies who had a state of mind almost learning French were more propelled to do so. concurring to the overview, students who left emphatically almost the

French-speaking community were more enthusiastic to memorise the Language. This underlines the significance of keeping up a positive demeanour towards not as it were the Language itself, but moreover the social and social situations that encompass it.

Alongside the attitude, a number of extra variables might affect motivation. According to Dörnyei (2001), a mix of internal and external variables affect motivation. While external factors like the classroom, the instructor, and the curriculum are external, internal factors like the learners' opinions, principles, and objectives are internal. In a research done by Dörnyei and Csizér in 2002, for instance, it was discovered that students who felt their classroom environment was helpful were more motivated to learn the target language.

Learners' prior presentation to the target Language may moreover have an effect on how persuaded they are. Learners are more likely to have a positive attitude towards the language if they have had positive experiences with it, which may increase their motivation to learn. In differentiate, in case understudies have a negative experience with the Language, they may create a negative demeanour towards it, which may diminish their inspiration to memorize understudies who delighted in their time in French inundation lessons were more propelled to procure the Language, concurring to a 1997 think about by MacIntyre, Noels, and compassionate.

As a result, demeanour and inspiration are two characteristics that might influence a learner's execution in dialect procurement. Learners' desire to study can be increased by adopting a favourable attitude regarding the target language as well as the accompanying society and culture. Numerous internal and external factors, including students' beliefs and values, the learning environment, and previous contact with the target language, can also have an impact on motivation. Language instructors may foster a positive and stimulating educational atmosphere that supports the achievement of their students by having a clear understanding of the connection between attitude and motivation.

1.8. Definitions of ESP:

Different researchers gave many definitions to English for a specific purpose (ESP). Some define ESP based on the specificity of purpose, which leads to analyzing the learner's needs. According to Hutchinson and Waters (1987, p. 19), ESP is:

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

Robinson (1991, p.1) viewed ESP as an enterprise involving education, training, and practice and drawing upon three significant knowledge realisms namely language, pedagogy, and students '/participants' specialist area of interest. In the same vein, Richards and Rodger (2001, p.107) stated that ESP is a movement that seeks to serve the language needs of learners who need English in order to carry out specific roles (e.g., student, engineer, nurse) and who need to acquire content and real-world skills through the medium of it rather than master the language for its shake.

Dudley Evans and St John (1998) approached ESP regarding absolute and variable. The first includes the definition of ESP by merging the learner with his specific needs. Moreover, ESP utilizes specific methodology and activities to serve the needed domain, and ESP is focused on the appropriate language for these tasks in recognition of grammar, register, discourse, and genre. The latter shows that ESP may be connected to specific domains. Also, it can be used for specific learning settings that may differ from the methodologies used to teach in general English. Furthermore, ESP is usually designed for intermediate and advanced language learners, where ESP designers assume that learners have some basic knowledge.

From the same line of thought, Basturkmen (2006, p.18) declares that:

ESP is understood to be about preparing learners to use English within academic, professional, or workplace environments, and a key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students.

All the definitions stated above are directed to the researcher's agreement that ESP is related to both learner's specific needs and specific setting to learn the target language.

1.9. Origins of ESP:

After WWII, when significant changes took place in a number of areas, including technology, the economy, communication, and business, English for Specific Purpose (ESP) emerged. English, which must meet the challenge, is the worldwide language that was required as a result of these developments. Robinson (1991) said that ESP has developed due to three primary factors: courageous global demands, a linguistics revolution, and a learner centred perspective.

1.9.1. The Worldwide Brave Demands :

According to Hutchinson et al. (1987), the conclusion of World War II and the oil crisis of 1970 were the two major historical turning points in the history of ESP. According to Hutchison et al. (1987), the urgent necessity to learn English after World War II was at its peak in order to satisfy the requirements of the "New World" is crucial in the creation of ESP.

Major scientific and technological advancements emerged during this time. As a result, the globe needs a common language for communication. Due to its status as the global lingua franca, English has assumed this function. Furthermore, since the majority of publications and studies were written in English, it was imperative for scientists, professionals, and students to learn the language in order to ensure that all scientific and technological knowledge was properly processed. In a similar spirit, Crystal (1997) said that English is a direct outcome of two factors: British colonialism and the emergence of the United States of America, which is the primary

cause that helps English continue to be the top language in the world today. referenced in (Zughoul 2003, p.118)

1.9.2. Revolution in Linguistics:

The growth of technology, research, trade, and business caused linguistics to shift from specifying language properties and structures to using a natural communication language. Additionally, it is now widely acknowledged that language varies from context to context, leading to significant differences in the English used in various fields.

Flowerdew *et al* (2001.p.11) argue:

Linguists Halliday, McIntosh, and Stevens revolutionized linguistics in 1964 by arguing that language should be viewed as a means of communication that may change depending on the circumstances or contexts. Unlike theoretical linguists who, in the past, viewed language as an abstract system.

The linguists who were previously mentioned developed a particular method of linguistic analysis that they refer to as language register. In other words, the first step in dealing with grammar and vocabulary is to address language register.

1.9.3. Focus on The Learner:

One of the primary factors that led ESP to realize its potential was its emphasis on the learner, who serves as the practical component of the educational process and whose demands vary depending on the circumstances. The design of the ESP course heavily considered the demands of the learners. Needs analysis arrived on the scene where it bears the same significance as the learner-centred approach.

Basturkmen (2006.p.15) stated that:

the method of research employed by ESP curriculum designers to determine the knowledge gap between what students already know and what they require in order to study or work in their particular target contexts. In other words, when ESP course designers construct the syllabus for their courses, they are primarily focused on the learners and their requirements.

1.10. Needs Analysis:

Each phase in the creation of an ESP course must include a needs analysis. It received a lot of attention from many linguists. The procedure of acquiring data on people who are anticipated to pick up a language is known as needs analysis. According to Richards and Rogers (1986), requirements analysis is the process of identifying both general and specialized language needs. The content syllabus may take these demands into consideration.

focusing on the learner's needs, deficiencies, and preferences (wants), Hutchinson and Waters (1987) describe needs analysis. They believe it is improper to create a course only focused on the intended outcomes without taking into account the challenges and gaps. The learning requirements idea was introduced and in-depth examined by Hutchinson and Waters (1987), and it has been useful for teaching. Since pre-existing knowledge, the learning context, and other learning factors all play a role in learning, the first task for course designers is to carry out needs analysis investigation for the intended learners. The following graphic summarizes the requirements for several classes according to Hutchinson and Waters (1987).

Figure 1.10: Hutchinson and Water's (1987) Classification of Needs Analysis

According to Johns (1991), doing needs analysis research is essential to developing a course that is both pertinent and reliable. According to Brown (1995), needs analysis is:

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

Needs analysis is the method employed by curriculum designers for collecting information and gather subjective and objective data in order to construct the course curriculum and satisfy the shareholders: students, teachers, and sponsors. This multipart description is easier to understand.

Additionally, needs analysis is the key tool used to upgrade the curriculum so that it meets the needs of the learner. According to MC Ardle (1998), requirements analysis study should be conducted to pinpoint the demands and get around challenges in the intended learning environment. In other words, the first stage in developing a course is to do a requirements analysis. It points out the discrepancy between the actual and desired individual outcomes.

Richards and Schmidt (2002) offered a different description. They defined needs analysis as "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities." (pp. 353-354). Needs analysis, which is described in a more approachable manner, is a sequence of actions taken by course designers to collect information regarding the learner's view of how English should be taught based on their future needs. The following graphic was supplied by Richards and Schmidt (2002) and details the information gained from a requirements analysis.:
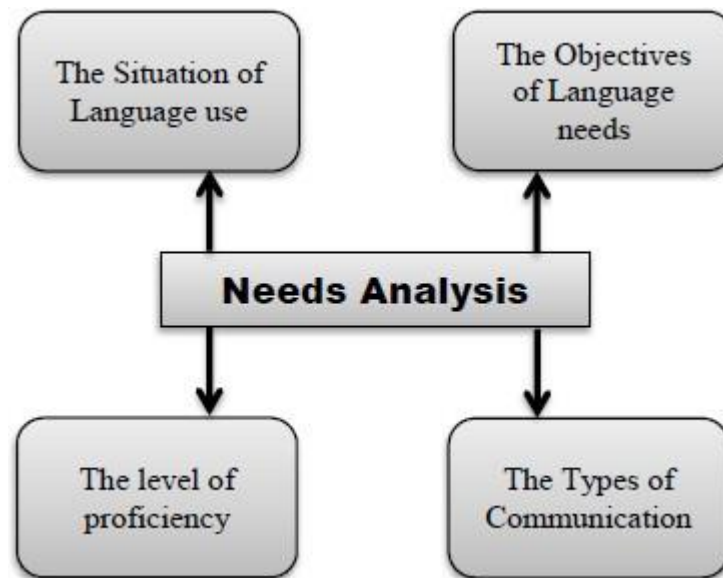
Figure1.10.1: Information investigated by Needs Analysis

(Richards and Schmidt, 2002)

In conclusion, needs analysis is viewed as a process whose primary goal is to pinpoint the learner's requirements, gaps, and desired outcomes in order to create a carefully planned course that will satisfy those goals.

1.11. Motivation and ESP:

Motivation and ESP Learner

The efficacy of the language acquisition process is thought to be directly impacted by motivation, which is seen as a crucial aspect. It significantly influences how well students do. Hutchinson and Waters (1987) said as a result:

"Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning." (P.8)

In accordance with the aforementioned quotation, ESP students demonstrate a high level of enthusiasm in their studies simply because they are aware of their objectives and what they hope to accomplish by the conclusion of the program.

Additionally, ESP instruction aims to raise students' interest in the ESP language content while enhancing their proficiency with English grammar and structure. Additionally, selecting the right instructional materials can keep students motivated and engaged. An ESP specialist named Stevens (1988) suggests four implications for greater motivation in ESP classes.:

- They don't have time to squander since they are devoted to the demands and interests of the student.

- They have a connection to the learners

- They successfully impart knowledge

- They are less expensive than courses in general English.

1.12. Features of ESP Course:

ESP programs are made to equip students with the linguistic abilities and information pertinent to their particular field of study or line of work (Stevens, 1988). The Hutchinson and Waters' (1987) statement that "the syllabus of an ESP course must be based on an analysis of the communicative needs of the learners and the tasks they are required to perform in their professional or academic contexts" (p. 59) is supported by research on ESP courses. This means that the course material should be adjusted to meet the unique linguistic requirements and requirements of the learners' field or profession.

In order to expose students to language usage in actual circumstances, ESP courses frequently include authentic materials and exercises (Dudley-Evans & St John, 1998). "Authenticity is a crucial element of ESP," say Flowerdew and Peacock (2001), "as learners need to develop the ability to use language in realistic situations that they may encounter in their professional or academic contexts" (p. 16). Texts, films, and other resources pertinent to the learners' chosen field of study or line of work may be included.

Along with reliability, the cultivation of specific language abilities and skills necessary for success in the learners' academic or professional contexts is frequently given priority in ESP courses. For instance, Swales and Feak (1994) emphasize the need of fostering disciplined writing abilities in ESP courses as this is a key competency for success in the classroom. They state that "In order to succeed academically, students must be able to write effectively in their chosen field, and an ESP course should provide opportunities for them to develop this skill" (p. 25).

In general, ESP courses are created to provide students the information and linguistic abilities required to communicate successfully in their academic or professional situations. This is accomplished through the development of specialized language skills and competences necessary for success in the learners' chosen disciplines, the utilization of genuine materials and assignments, and a customised curriculum based on a needs analysis.

Conclusion:

The importance of English has significantly increased worldwide, transitioning from a language used internationally to one that is now widely spoken. As a result, achieving proficiency in English has become a crucial requirement for academic and professional advancement. However, the reasons for learning English vary depending on the learner's specific field of interest.

English for Specific Purposes (ESP) is a research area that explores the contextual use of English in specialized domains, focusing on meeting learners' specific needs. ESP recognizes the significance of understanding learners' motivations and finding effective ways to inspire them.

The motivation of students plays a vital role in shaping their overall approach to the English courses they are taking. In the field of Exact Science, students may have a unique perspective on the English language instruction provided in their academic studies. Researchers have examined learning attitudes to understand the key factors that influence these social and psychological characteristics, as well as their relationship with students' achievements.

Understanding the attitudes of Exact Science students towards their English coursework is crucial, as it can have significant implications for their success or shortcomings in the subject. To gather the necessary information, it was important to design a comprehensive research strategy that includes various examination methods, sources, and research challenges.

Chapter two

Introduction

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Part One: Teacher's Profile

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2.10 Recommendations and suggestions

Conclusion

Introduction:

The purpose of this chapter is to examine the educational environment of English for Specific Purposes (ESP) within the Exact Sciences department at El-Oued University. The first section provides a comprehensive description of the department, including its structure, technical areas of study, and an assessment of the current state of ESP education within the department. The following section presents a detailed outline of the research methodology, including the study design, the definition of research subjects, and the statement of the research objectives. The data collected from the study underwent both qualitative and quantitative analyses.

2-1.Research design:

The present study aims to conduct a case study in the Exact Sciences department of Algeria to investigate and understand the current status of English language instruction. It seeks to explore the perspectives of both Exact Sciences teachers and students regarding English courses in order to gain valuable insights into the subject matter. The study specifically focuses on the attitudes of third-year undergraduate students at the University of El Oued towards English courses and proposes potential solutions to the identified issues. This research is exploratory in nature, aiming to assess the effectiveness of English courses for Exact Sciences students and suggest ways to improve the current situation.

The case study method is commonly employed in various research fields due to its suitability for examining complex phenomena, as outlined in the case study research handbook by Yin et al (2010). This approach involves investigating a new issue occurring within a clearly defined context.

According to McKernan (1991), a case study is a comprehensive investigation of a specific phenomenon, entity, or social unit within a particular context. Butler (2006) emphasizes that the case study method is characterized by its flexible use of various research styles and approaches, its focused and detailed examination, its procedural presentation, and its emphasis on

comprehensive description, interpretation, and representation. This approach prioritizes the acquisition of understanding over extensive scientific evaluation, speculation, and manipulation of situations, participants, and methods. Despite its subjective nature, a skilled case study researcher is capable of analyzing large amounts of qualitative data effectively

McKernan's (1991) recommendation suggests that employing the case study approach involves using a wide range of methods for collecting and analyzing data, leading to an integration of quantitative and qualitative information. The author emphasizes conceptualizing the case study as a method rather than a final product, indicating that the researcher must refrain from starting the study with a definitive theoretical assessment of the case. The researcher, in an academic manner, follows a systematic and controlled approach starting with a set of tentative propositions related to the research problem. Through the application of rigorous research methods, the researcher embarks on a journey to arrive at a well-rounded and coherent conclusion that confirms or refutes the initially hypothesized propositions. According to Flyvbjerg (2006), the assertion that the case study method is useful for both hypothesis generation and testing is well-founded. Thus, the use of the case study method yields a clear and comprehensive understanding of the matter being investigated. The intended purpose of the aforementioned is variable, with potential objectives encompassing descriptive, explanatory, or exploratory capacities, as described by Vener and Abdullah (2012).

2 .2 Sampling:

In accordance with Johnson and Johnson's (1998) recommendation, conducting a study on the entire population is considered impractical, and therefore, sampling techniques are employed to investigate specific areas of interest. Marshal (1996) argues that conducting a study on the complete population would be unfeasible. Aligned with this notion, the current research focuses on a specific.

cohort: third-year Bachelor's students in the Faculty of Exact Science at Hamma Lakhdar University of El Oued during the academic year 2022-2023. A cohort of 30 participants was selected, with eligibility criteria based on age equivalence and English language proficiency, owing to their previous language training experience of approximately 6 to 8 years prior to admission into tertiary education.

The importance of English language proficiency in academic achievement and success highlights the need to examine students' perceptions of the English course. There is a possibility that some students may not fully recognize the significance of this subject matter. Therefore, exploring their attitudes towards the English course is crucial.

A structured interview was conducted with a cohort of participants who were English teachers in the Exact Science Department. The study included four educators, each with distinct qualifications. Among them, two teachers hold terminal degrees in English, while the other two have completed a graduate program leading to a master's degree in English. It is worth noting that 50% of the teaching staff are subject-matter experts in their respective fields.

In terms of their teaching experience in English within the Exact Science Department, two teachers have been teaching in this field for a period of two to three years. Additionally, one of the teachers specializes in teaching English for Specific Purposes (ESP) and has accumulated nine years of experience in this area. The remaining teacher has broader teaching experience, totaling thirteen years.

2.3 Situation analysis:

This section aims to provide a comprehensive overview of Hamma Lakhdar University in El-Oued and subsequently focuses on delving into the specifics of the Faculty of Exact Sciences Hamma Lakhdar University in El-Oued, Algeria is renowned for its unwavering commitment to educational excellence and offers a wide range of curriculum and study areas to help

students achieve their academic aspirations Within the university, the Faculty of Exact Sciences holds a prominent position in the academic landscape. The faculty focuses on the scholarly exploration and application of various scientific disciplines, including mathematics, physics, chemistry, biology, and computer science. It places significant emphasis on a rigorous academic curriculum that aims to enhance students' critical thinking abilities, problem-solving skills, and engagement in scientific inquiry.

The Faculty of Exact Sciences at Hamma Lakhdar University in El-Oued plays a crucial role in providing high-quality educational services while also fostering the development of scientific expertise in the region. The faculty comprises a distinguished group of individuals, including knowledgeable professors and researchers who are actively engaged in advanced research endeavors and academic pursuits

This section aims to provide an understanding of the specific context and environment that supports the present investigation by focusing on the Faculty of Exact Sciences. It seeks to highlight the faculty's significance within the broader context of the university

2.4. The Faculty of Exact Science:

Hamma Lakhdar university of El-oued, was made in 1996 and its development since its foundation has been impressive. Directly, the institution gives a horde of undergrad degrees as well as a few graduate programs. The scholarly institution garners a striking convergence of understudies, assessed to be (N), whom get help from a committed staff of (N) educates.

The college is composed of eight resources, each of which obliges one or a few divisions. These scholarly resources envelop a different collection of academic areas and subjects of request.

• The faculty of letters, and foreign languages.

• The Faculty of Exact Science

• The Faculty of Technology sciences.

• The Faculty of Islamic Sciences.

• The Faculty of Humanities and Social Sciences.

• The Faculty of Financial matters, Commerce Sciences and Administration.

• The Faculty of Law and Political Sciences.

• The Faculty of Natural Sciences.

The Faculty of Exact science as one of the eight resources is comprised of basically

four offices: (what does it contain)

- Department of physics.

- Department of Chemistry.

- Department of math.

- Department of computer sciences.

The appropriation of the LMD framework as a novel instructive methodology was actualized by the workforce of Exact Science. The Permit program is planned to envelop a three-year length of scholastic thinks about. Amid the third scholastic year, understudies are required to select their field of specialization for the continuation of their postgraduate thinks about.

Besides, it may be a prerequisite for understudies to have effectively completed the coursework necessities of the going before six scholarly semesters in arrange to advance towards getting a Master's degree. To advance towards the doctoral degree, understudies are ordered to embrace a composed examination, the effective completion of which empowers the continuation of scholastic considers for a period of three or five a long time.

2.5. ESP Circumstance within the Faculty of Exact Science:

In the Faculty of Exact Sciences, the teaching of English for Scientific and Technical Purposes (EST) is widely practiced in Algeria. Students enrolled in the Faculty of Exact Sciences are expected to have a basic level of English proficiency, but they may struggle to comprehend written materials in English and particularly the teacher's spoken language. However, they are highly motivated to learn the language of their field as they recognize its importance and relevance in scientific domains

The emphasis on the English language within the Faculty of Exact Sciences is relatively lower compared to other subjects. Nonetheless, students consistently provide valid reasons for their absences, indicating their genuine concern and seriousness regarding their English courses. Moreover, lectures are delivered in multiple languages (English, French, and Arabic) to enhance students' understanding of the target language. In some cases, the instructor may resort to explanations in order to convey the message effectively

Regarding the content, the instructor initially introduces common phrases and terminology related to the field of Exact Sciences. These terms are thoroughly discussed, and then the instructor proceeds to analyze the content using the students' communicative competence to assess their comprehension. Ideas that were discussed orally are further elaborated in academic writing, with the focus on language structure, word arrangement, and syntactic patterns. The instructor employs a variety of exercises, starting from simpler ones and gradually progressing to more challenging tasks.

At the end of the learning process, students still have an average level of English proficiency as they encounter difficulties in understanding written materials and comprehending their instructors' speech. Nevertheless, they enter the classroom with a strong motivation to acquire proficiency in the language of their field, recognizing its significance and importance in all scientific areas.

The research conducted by the investigators heavily relied on the collection and analysis of various types of data, including quantitative measurements, surveys, and experiential observations, in order to arrive at a conclusive inference

2.6.Instrument:

The examiner employed a systematic approach in their research, which involved

administering a survey to students and conducting interviews with teachers. The purpose of this data collection process was to gain a comprehensive understanding of the educational environment being studied. The aim was to identify the factors that have a positive or negative impact on the situation under investigation and to gain a better understanding of their characteristics. By utilizing these research methods, the examiners sought to gather valuable insights and perspectives from both students and teachers, enabling them to form a more complete picture of the educational milieu and its influencing factors.

2.7.Student's questionnaire:

The study utilized a survey as the primary instrument for data collection, specifically

designed for third-year students in the field of Exact sciences. Surveys are commonly used in research due to their simplicity in preparation, ability to accommodate a large number of participants, and the ease of organizing and analyzing the collected data. However, it is important to acknowledge that surveys have limitations in capturing complex or nuanced information.

Researchers must carefully consider the most appropriate research method based on their objectives and goals.

In the context of language learning research, surveys with Likert scale items are often considered ideal for gathering data. Surveys allow learners to provide self-reports on specific aspects of their language acquisition, making them practical for studying language learning in a large and diverse population. The choice of survey items depends on the research objectives, and closed-ended questions with predetermined response options are commonly used. However, open-ended questions offer more flexibility and allow respondents to express their opinions freely and in detail.

The survey designed for this study consists of two main parts. The initial stage focuses on gathering demographic information and eliciting students' perspectives on the English language, particularly their attitudes toward their English courses. This section includes both closed and mixed questions, where respondents can choose from predetermined options and provide explanations for their responses. The survey also utilizes a Likert scale to assess students' perspectives on the primary motivations for learning English. By incorporating these elements, the survey enables a comprehensive examination of students' attitudes toward English language acquisition in the specific domain of their scientific studies.

2.8. Teacher's Interview:

The researchers employed a structured interview as a research instrument, in addition to the survey, to obtain a more comprehensive and accurate outcome. While the survey focused on the perspectives of learners regarding English and English for Specific Purposes (ESP) instruction and the learning environment, the structured interview aimed to gather information from the perspective of teachers. The objective was to explore the teachers' assessment of the teaching and learning environment, as well as the students' readiness to engage with their coursework.

The structured interview consisted of three sections or rubrics. The first rubric aimed to collect relevant information about the teacher, including their gender, qualifications, professional status, experience, specialized training in ESP instruction, availability of an ESP syllabus, use of technology, use of French and Arabic languages, as well as challenges encountered in teaching ESP.

The second rubric was designed to gather data on the students' English language proficiency, their level of motivation and awareness regarding the English course, and their use of Arabic and French languages. The third rubric focused on the educational context, encompassing factors such as the class size, student engagement and participation, duration of planned ESP instruction, emphasis on instructional skills, students' preferences for specific skills, integration of information and communication technologies (ICTs) in ESP instruction, and strategies and approaches that can enhance students' desire to acquire English proficiency.

2.9 Student's Questionnaire:

The researchers utilized a student questionnaire to gather the required information. The questionnaire was administered to 30 students enrolled in the Faculty of Exact Sciences. Followin a preliminary examination of the attitudes of Exact Science students towards their English course and the effectiveness of English teaching based on their specific target needs, the questionnaire aimed to explore the students' attitudes towards ESP courses. Additionally, the questionnaire delved into the perspectives and attitudes of the students regarding their English course.

The student questionnaire is divided into two main parts. The first part seeks to gather statistical information about the selected sample, while the second part is concerned with the students' views on the ESP course program.

Part one: Demographic information

gender		Age		English study		Student"s level		Preference	
Male	Female	Under 23	Over 23	6-10 years	More than 10	beginner	Intermidate	Yes	No

					years				
33 %	66 %	90 %	10 %	70 %	30 %	95 %	5 %	90 %	10 %

Table 2.1 : Students' Demographic information

The table indicates that the majority of the students are female, representing two-thirds of the population, while males represent only one-third. It also shows that 90% of the students are below the age of 23, while the remaining 10% are over 23. Regarding their English language study duration, 70% of the sample have studied English for 6 to 10 years, while 30% have studied for more than 10 years due to early exposure to English in primary school. Most of the students identify themselves as beginners, with 95% indicating so, while the remaining 5% consider themselves at an intermediate level. In terms of preference for English, 90% of the students responded "Yes," indicating a positive inclination, while the remaining 10% responded "No."

Part two: Students' View on ESP course programme.

Address 6 In your conclusion, the securing of English Language abilities is regarded basic due to.

On the leckret scale underneath, there were nine reasons that would appear students" sees towards the need of learning English. The expressive measurements concerned all the members.

	The Statments	Strongly disagree	disagree	Strongly agree	Agree	Mean
1	it will enable me to communicate more easily with people who speak English.	2	4	11	13	5,50
2	I want to learn more about English culture.	0	6	17	7	3,40

3	Learning English will enhance my intellectuality.	1	6	13	10	3,5
4	I can stay up-to-date with current events and news around the world.	1	5	12	12	3,9
5	As someone who is educated, it is expected of me to be able to utilize the English language.	1	5	14	10	3,88
6	The English language is a necessary component for achieving success in any field.	1	4	11	14	4,10
7	Knowing English will help me access online resources for further studies.	1	4	11	14	4,10
8	Knowing English will make me feel more comfortable when participating in international conferences.	0	5	14	11	4,10
9	English will be a requirement for my future career.	2	2	11	15	4,50
						4.10

Table 2.2: the acquisition of English language skills is deemed essential due to.

The average scores provided indicate that the respondents both agree and strongly agree with all the reasons mentioned. With a high average score of 4.10, it can be inferred that there is a high level of agreement among the participants regarding the various reasons for the importance of learning English. This suggests that most of the students in the Faculty of Exact Sciences are aware of the significance and necessity of learning English.

Question 1: Are the English courses offered at the university relevant to your specific learning goals?

Based on the gathered information, it can be observed that 15 out of 30 students reported that the English course does meet their needs. Additionally, 12 students mentioned that the ESP course partially meets their needs, while the remaining participants stated that it meets their needs.

Question 2: Are you motivated to learn English?
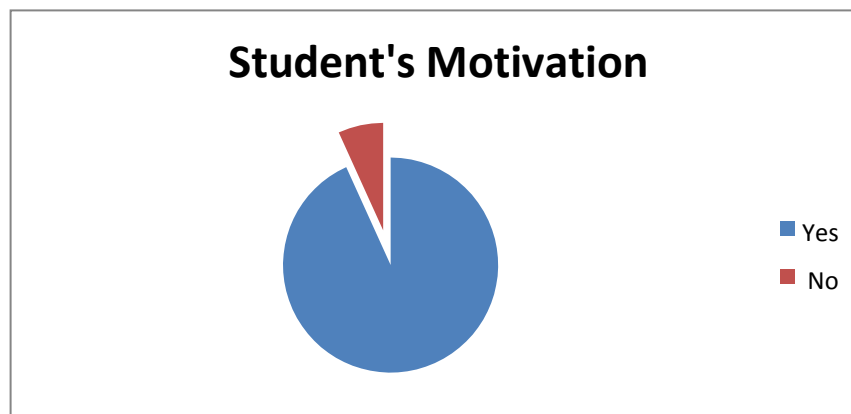
Figure 2.1. Exact Science Student''s Motivation towards English Courses**.**

The findings indicate that the most common response, mentioned by 15 participants, is related to difficulties in dealing with writing assignments. The second most mentioned response is related to struggles with listening skills, mentioned by 8 participants. The third response is about speaking, mentioned by 4 participants, and the final response is about reading, mentioned by only 2 students.

Question 9: Which language skills do you struggle with?

Figure 2.2. Which language skills do you struggle with.
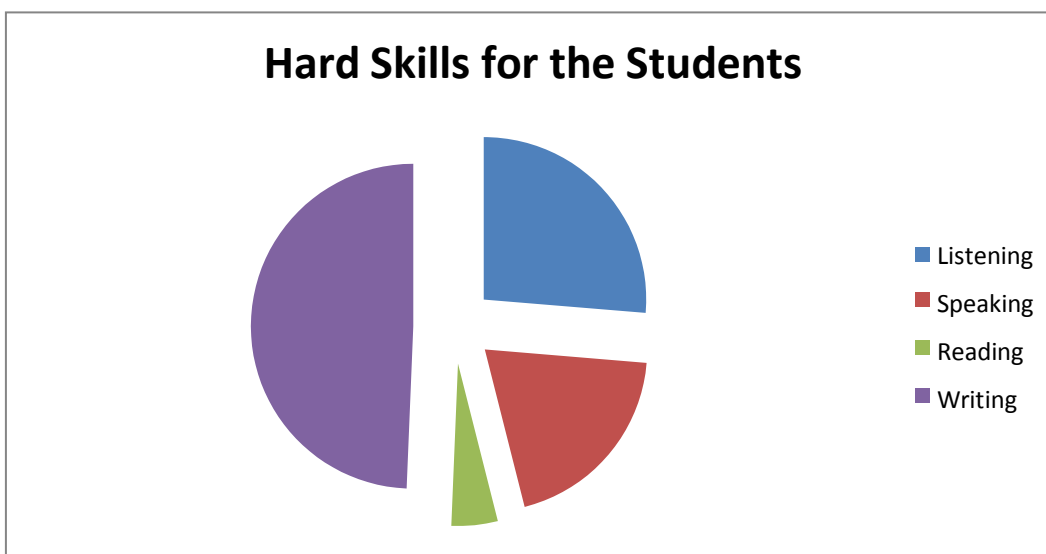
The discoveries uncover that the primary reply is the foremost rehashed one by a supreme recurrence of 15. The lion's share of the members has inconveniences when managing with composing assignments.

The moment reply was related to tuning in aptitude. 8 of the members battle when managing with sound materials and third reply was talking with 4 members and the final reply was perusing with as it were 2 of the understudies

Question 10: Learners' Difficulties at the Three Levels: Phonology, Syntax and Lexis?

This question needs to be shared. The first has to do with the difficulties learners face and the second has to do with the problems they face at the vocabulary level. When the conductor first asked the learners their problems at the phoneme, language structure and vocabulary level, 37% of the students said they had problems at the phoneme level, that is, H. Understanding the English language framework, 20% of participants said their problem was syntax level, that's to say understanding how Sentences are linguistically organized. However, a larger portion (77%) faced different challenges at the lexical level
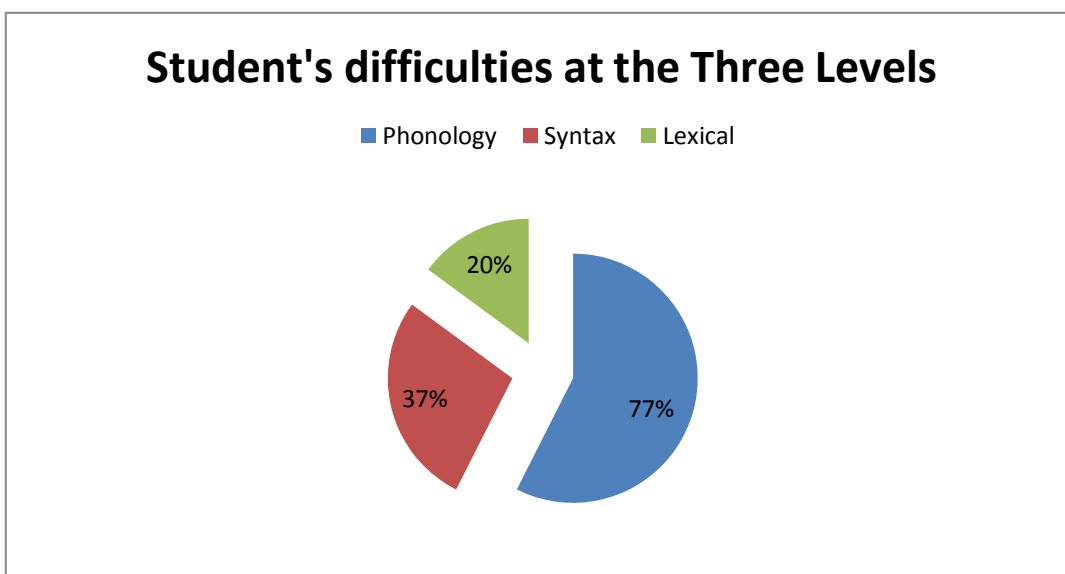
Figure 2.3. Student's difficulties at the Three Levels

Second, as shown in the graph below, most participants indicated that their difficulties at the vocabulary level were particularly related to understanding the meaning of English
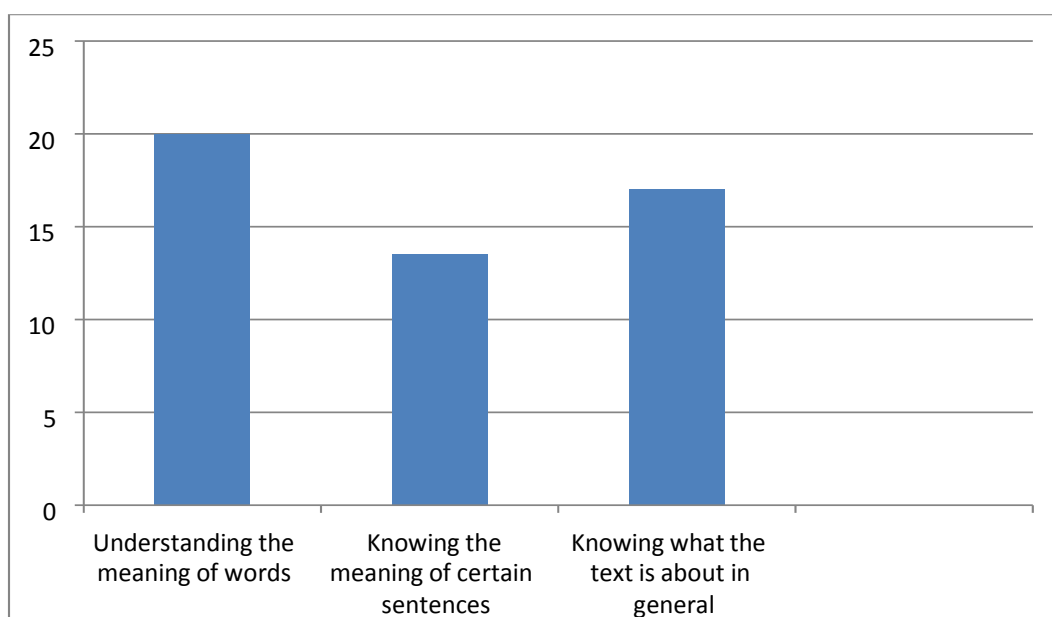
Figure 2.4. Learners' Difficulties at the Level of Syntax.

Question 11: The Time allocated to ESP Courses ?

Alloted Time	Sufficient	Unsufficient
participants	5	25

Table 2.3: The Time allocated to ESP Courses.

On this question, the data showed that a significant number of learners (25 out of 30, or 83%) said they did not spend enough hours per week in English lessons, and when asked how many hours they would recommend, most agreed to increase the time to three hours, split into two sessions instead of one.

Question 12: The Number of Years devoted to Teaching English ?

The following figure shows the findings of this question:

Figure 2.5. Learners" Views about the Years of English Teaching

When learners were asked whether they had taught English enough years in the department, 73% answered "no". Their proposal is to revise and change the ESP curriculum and integrate it from the first year of university.

Question 13 : Using ICTs to Stimulate Students' Motivation.

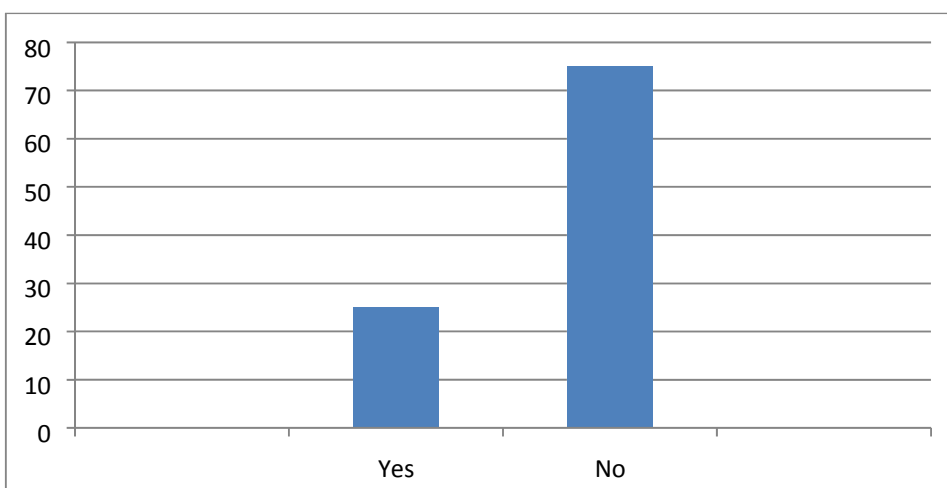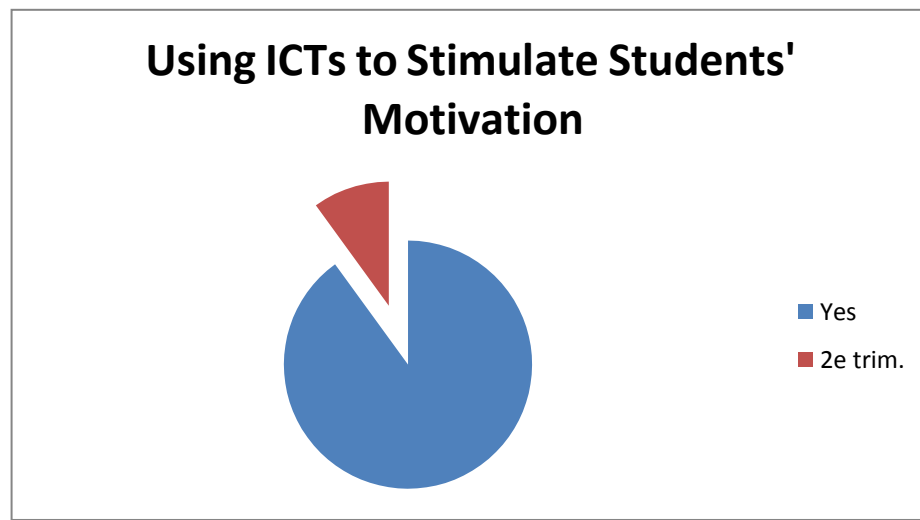**Figure 2.6.** students¨ Views towards the Use of ICTs**.**

Because it is outlined within the figure over, an awesome bargain of the members (90 %) is in favor of utilizing ICTs as a device to invigorate their inspiration towards examining English.

Question 14: Other Means to answer Learners' Needs.

At this level, the investigator opened the entryway for learners to reflect upon their suppositions transparently in an open address. When asking learners roughly other suggests that can compensate for their necessities in this dialect, most of the members gave around the same conclusions. The bigger portion of them centered on:

-Communicating with others in English.

-Perusing books in English and logical articles.

-Utilizing web and applications on smartphones like lexicons.

-Making request approximately ventures in English and counting interpretation

Teacher's Interview

The structured interview was conducted with four English language teachers affiliated with the Faculty of Exact Sciences to validate the obtained results. The interview aimed to gather insights into the teachers' experience in language instruction and their perspectives on the English course.The interview consisted of three distinct sections. The first section focused on the teachers' professional profile, including their qualifications, training in the field of English for Specific Purposes, and the syllabus and teaching methods they employ. Additionally, the interview aimed to identify any potential challenges or issues experienced by the teachers in their instruction.

The second section of the interview focused on the students' level of English proficiency and awareness. Teachers were asked to share their observations and insights regarding the students' language abilities and their engagement with the English course.

The third section aimed to explore the teaching and learning factors within the context of English instruction. Specifically, the teachers were asked to provide insights into effective approaches to foster students' motivation to learn English, drawing from their experiences in the field of teaching. The responses obtained from the interview were analyzed using both qualitative and quantitative methods to gain a comprehensive understanding of the teachers' perspectives and the outcomes of the interview in each component.

Part One: Teacher"s Profile

Question 1, 2 and 3: Gender, Qualification, Full or Part time in Teaching ESP

According to the findings, among the interviewed teachers, there were three females and one male. Only one of them holds a doctorate in the field of English Language, while the other three have Master's degrees. One of the teachers possesses expertise in a specific field in addition to being qualified as a phonetics teacher. Additionally, the study results indicate that three-quarters of the teaching staff are employed on a part-time basis.

Question 4 and 5: Work Experience and ESP Training.

The findings reveal that three of the instructors have a professional experience ranging from two to three years, while one teacher has a substantial background of five years in teaching English for Specific Purposes (ESP). Furthermore, another instructor has a considerable amount of experience, totaling around 12 years. Regarding the teaching of ESP, it was found that none of the participants in the study had prior formal training in teaching ESP, except for those who have expertise in the subject matter and have already acquired knowledge of relevant theoretical principles in the field. All teachers conducted a needs analysis and acquired training through their lived experiences in the field.

Question 6: ESP Syllabus

The participants unanimously agree that there is no established syllabus or material for teaching ESP. In other words, the instructors design their own syllabus based on the specific needs and requirements of the subject matter.

Question 7 and 8 : Technology Use and Languages Utilized in ESP Classes.

Based on the gathered data, it is evident that a significant proportion of instructors, particularly three out of four, incorporate technology in their English courses by using multimedia presentations and videos. However, it was noted that this use of technology was not frequent. Additionally, all instructors reported that they occasionally use both the French and Arabic languages to enhance their students' understanding of the assigned academic material.

Question 9: Teaching Problems.

The survey aimed to identify the main challenges faced in the academic instruction of English for Specific Purposes (ESP). The findings indicate that a significant majority of participants agree that both students and the institution have unfavorable perceptions towards the English course. In other words, both parties have a critical view of the course. The Scientific English module is considered to have relatively less significance compared to the technical modules. Furthermore, the awareness and importance of this module seem to be limited to a subset of students who actively participate in English classes. One issue identified by some teachers is the apparent lack of student engagement in the classroom, which is attributed to limited vocabulary and deficiencies in productive skills.

Moreover, the absence of official syllabi and authentic materials, along with insufficient time allocation for ESP instruction, is a prevalent issue.

Part Two: Data related to Learners

Questions 1, 2, 3, and 4: Students' Class, Level and Participation

All the instructors reported that their class size is consistently medium to large. Additionally, they mentioned that the students' level is either average or good, and most of their students participate to some extent. However, one teacher reported that none of her students participated at all due to their lack of vocabulary and the inadequacy of the course materials to meet their needs.

Question 5 and 6: Students' Motivation and Awareness about the English Language.

The findings indicate that a majority of 75% of the surveyed instructors claim that their students demonstrate a high level of motivation in their academic pursuits. This assessment is based on their students' consistent participation in classes and successful completion of assignments and homework.

On the other hand, the opposing teacher attributes the observed lack of motivation among their students to their negative attitude towards the English course. Furthermore, the educational materials fail to meet the specific requirements of the students. Regarding the level of awareness among students about the importance of English, it is generally agreed upon by the instructors that the students under their supervision recognize the significance of the English language. Two of the teachers attribute this awareness to the necessity of English in their future careers, while others maintain that their students require English proficiency for both future academic interests and professional endeavors.

Question 7: Utilizing Arabic and French during English Classes.

The gathered data shows that three instructors have students who use both French and Arabic to clarify things they do not understand, while the remaining instructor confirms that his students use Arabic all the time.

Part Three: Stimulating Students" Motivation

Question 1: The Time Load.

All the interviewed instructors confirmed that the duration of English language instruction, currently limited to one hour and a half per week, is insufficient and should receive greater attention. One teacher suggested that a minimum of four to five hours of weekly English language instruction be provided to students as a means of enhancing their communicative proficiency in the language.

Question 2 and 3: The skills most Important for the teacher to be fostered and most Interesting for the student to be developed.

Skills teacher prefer to devolop	Listening	Speaking	Writing	Reading
Participants	1	2	4	1

Table 2.4: Interesting Skills for the Teacher

The findings indicate that a significant proportion of teachers have a preference for improving their students' writing skills, as it is considered the most crucial for academic writing. According to one teacher, there is no need for students to contact the instructor to assess their speaking abilities when writing academic essays, as the focus lies solely on their academic writing. Some teachers prioritize the development of communicative competence through speaking skills, while a minority prioritize listening and reading abilities.

However, it should be noted that the skills learners are interested in may be different from the ones that teachers prefer to improve on their students. This highlights the importance of considering the diverse needs and preferences of learners when designing language instruction.

Skills teacher prefer to develop	Listening	Speaking	Writing	Reading
Participants	0	4	2	0

Table2.5 : Interesting Skills for the Teacher

The teachers under examination argue that a majority of their learners have a strong inclination towards enhancing their speaking ability in order to effectively communicate in the English language. Additionally, a subset of learners recognizes the importance of developing precise academic English. Specifically, students in the Faculty of Exact Sciences display a particular interest in acquiring the productive skills within the context of their academic pursuits.

This highlights the importance of tailoring language instruction to meet the specific needs and interests of learners. By focusing on speaking skills and academic language proficiency, teachers can support their students' language development in a way that aligns with their academic goals.

Question 4: Integrating ICTs in ESP Teaching.

The investigate comes about demonstrate that a lion's share of 75% of the instructors concurred with the suggestion that the integration of mechanical materials might possibly upgrade learners' inspiration. Then again, the remaining 25% of the members fought that whereas such improvement was conceivable, it was unexpected upon a few variables, chief among which was the exact assessment of students' capability levels. Subsequently, coordination data and communication innovations (ICTs) would require a custom fitted determination of suitable materials that adjusted with the particular needs of each understudy.

Question 5: Opinions about Stimulating Students' Motivation.

In order to enhance students' motivation, the teachers expressed the following strategies:

1.   Providing consistent support and emphasizing the importance of the English language in their future academic and professional endeavors.

2.   Allocating sufficient time for English for Specific Purposes (ESP) instruction on a weekly basis, ensuring that it receives equal importance as other subject areas.

3.   Encouraging collaboration between language teachers and subject matter experts to integrate language skills and content knowledge effectively.

These strategies aim to create a positive learning environment and enhance students' awareness of the value and relevance of English language proficiency in their academic and professional lives. By recognizing the significance of the English language module and fostering collaboration between teachers, students' motivation and engagement can be effectively promoted.

2.10 Recommendations and suggestions

Based on the findings of the study, the following recommendations are proposed to enhance and strengthen students' motivation:

Integration of ICTs: Teachers should incorporate information and communication technologies (ICTs) more frequently in their classes. The use of ICTs has been shown to boost students' motivation to learn. Teachers should be trained in using technology effectively to access various teaching tools, which can help capture students' attention and engagement.

Teacher training on technology: Instructors should receive training on the use of technology in education. This training will enable them to effectively utilize various teaching tools and resources, thereby enhancing the learning experience for students.

Collaboration between language instructors and subject matter experts: Language teachers and subject matter experts should collaborate closely to develop a well-structured curriculum that integrates language skills and content knowledge. This collaboration will ensure that the English language module receives equal importance and relevance as other specialized subjects, fostering students' motivation and interest in learning.

By implementing these recommendations, educators can create a more engaging and motivating learning environment, which will contribute to improved student outcomes and a deeper understanding of the subject matter.

Conclusion:

In conclusion, this chapter provided insights into the context of English for Specific Purposes (ESP) education within the Faculty of Exact Sciences. The study examined the attitudes, motivation, and awareness of Exact Science students towards their English courses. It was found that students who displayed a positive attitude, motivation, and awareness towards English were more likely to actively participate and engage in their language learning.

The findings suggest that students' motivation can be further enhanced through the use of innovative materials and internet resources that keep them updated on recent developments in their field of interest. By providing access to a variety of websites and resources, teachers can broaden students' horizons and facilitate language learning.

Based on the data collected, several recommendations and remedial practices were proposed to promote ESP teaching and enhance students' motivation in ESP learning. These suggestions aim to create a more engaging and effective learning environment for Exact Science students. Overall, the findings of this study highlight the importance of students' attitudes and motivation in English language learning. By addressing their needs and interests, teachers can foster a positive learning experience and promote the overall effectiveness of ESP education in the Faculty of Exact Sciences.

General Conclusion

The attitude towards language plays a crucial role in determining the level of achievement in learning English, both in general and in ESP (English for Specific Purposes) contexts. Therefore, the current research focuses on understanding attitudes in ESP settings and proposes practical suggestions to improve learners' attitudes towards English. This study also benefits ESP specialists by enhancing the teaching and learning environment. The objective of this research is to investigate ESP learners' attitudes towards learning English and find appropriate solutions to improve the situation. The study addresses two main research questions: the attitude of Science students towards ESP courses and the factors motivating learners to study English. The research is divided into two chapters. The first chapter defines key concepts and highlights their relevance, starting with the global position of the English language, then discussing language attitudes, and finally providing an overview of the concept of ESP. The second chapter describes the research context, outlines the research methodology, and presents the analysis and interpretation of the collected data. The chapter concluded by offering valuable recommendations based on the findings obtained. The research questions posed at the beginning of the study have been addressed, and significant discoveries have been made. In relation to the main hypothesis, which anticipated that Exact Science students would have a negative attitude towards their ESP courses, it was found that the majority of Exact Science students at El-Oued University are motivated to learn English and understand its importance in their field of study. They acknowledge the significance of this language and its relevance to their academic pursuits. This finding was also confirmed by the majority of ESP teachers during their interactions with the students. Therefore, this hypothesis is not fully confirmed. Turning to the second hypothesis, which suggested that the use of ICTs could be beneficial for ESP professionals to enhance the motivation of their learners and positively impact their attitudes towards ESP, the results obtained from both surveys and interviews assert that the utilization of modern technology can improve the ESP teaching situation. It is important to note that the researcher faced two types of limitations throughout the study, namely participant-related limitations and logistical constraints. The participants involved in this research were Exact Science students and ESP teachers, and gathering the desired sample proved challenging

due to frequent student absenteeism and the difficulty of finding experienced ESP teachers. These factors may have negatively influenced the data collection and analysis process. Furthermore, the present study aimed to examine the students' attitudes towards their ESP courses, requiring the use of both qualitative and quantitative research strategies. However, relying solely on a student survey and teacher interviews as distinct sources of information may not be sufficient for such an investigation. Classroom observations are still necessary to understand the behavioral attitudes of students. Unfortunately, due to time constraints and difficulties in finding participants, conducting classroom observations was not feasible. As a result, this limitation may have some impact on the data collected from the survey and interviews, potentially compromising the triangulation of the results. Nonetheless, it is worth mentioning that conducting classroom observations would be a crucial tool for further enhancing the current research.

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Appendices

Students' Questionnaire

Dear students, This research is conducted in partial fulfilment of the requirements of the MASTER degree. The main purpose of this questionnaire is to collect data about invstigating exact sciences students' attitue toward ESP course programme . We are interested in your personal opinion to guarantee the success of this investigation. This is a survey asking for your perceptions. It is not a test of your knowledge and your participation has nothing to do with your grade in any course. Your answers will remain confidential. Please respond to the following questions as carefully and honestly as possible. Thank you for your cooperation.

Part 1: Demographic information (Please tick your choice.)

1. What is your gender?	Male	☐	Female		☐
2. What is your age?	Under 23	☐	Over 23		☐
3. How many years have you learned English?	6-10 years	☐	More than 10 years		☐
4. 1- What is your proficiency level in English?	Beginner	☐	Intermediate		☐
5. Do you like English courses ?	Yes	☐	No		☐

Part 2: Students' View on ESP course programme (Please choose only one answer)

6. In your opinion, the acquisition of English language skills is deemed essential due to:

	The Statments	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1	it will enable me to communicate more easily with people who speak English.					
2	I want to learn more about English culture.					
3	Learning English will enhance my intellectuality.					

4	I can stay up-to-date with current events and news around the world.					
5	As someone who is educated, it is expected of me to be able to utilize the English language.					
6	The English language is a necessary component for achieving success in any field.					
7	Knowing English will help me access online resources for further studies.					
8	Knowing English will make me feel more comfortable when participating in international conferences.					
9	English will be a requirement for my future career.					

7. Are the English courses offered at the university relevant to your specific learning goals?

Yes ☐   No ☐   To some extand ☐

8. Are you motivated to learn English ?   Yes ☐   No ☐

9. Which language skills do you struggle with?

☐ Listening skill
☐ Speaking skill
☐ Reading skill
☐ Writing skill

10. Do you find difficulties :

☐ At the phonological level whish means that it is hard to understand the sound system.
☐ At the syntactic level which means that it is hard to deal with grammer and structure.

☐ At the lexical level which means that it is hard
To understand word meaning

☐ To know the meaning of some sentences

☐ To know what the text is talking about in general

11. The time dedicated for English course is :

Sufficient ☐   Insufficient ☐

If insufficient, how many hours would you suggest per week?
……………………………………………………………………………………………………

12. Do you think that the number of years of English   Yes ☐   No ☐
instruction in your field is sufficient?

If no, what do you suggest?

....

13. Do you think that using ICTs can be helpful to increase   Yes ☐   No ☐
your motivation towards studying English?

14. Apart from University ESP courses, what other means you think can be used to meet your
needs and cater for your lack in English?

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Teacher's structured interview

        Dear teacher, this research is conducted in partial fulfilment of the requirements of the MASTER degree. The main purpose of this questionnaire is to collect data about invstigating exact sciences students' attitue toward ESP course programme . We are interested in your personal opinion to guarantee the success of this investigation. This is a survey asking for your perceptions. It is not a test of your knowledge. Your answers will remain confidential. Please respond to the following questions as carefully and honestly as possible. Thank you for your cooperation.

1.The teacher's profile (Please tick your choice.)

1. What is your gender?	Male	☐	Female	☐
2. Qualification	Master	☐	Doctorate	☐
3. Are you	Full time teacher	☐	Part time teacher	☐

4-How long have you been teaching English for specific purposes?

……………..years

5. Did you have any training in ESP ?	Yes	☐	No	☐

-If yes, what type of training?..

6-Does your department provide you with any programme?	Yes	☐	No	☐

-If no, did you design your own syllabus?

………………………………………………………………………………………

……………………………………………………………………

7. Did you use new technology in presenting your lectures?	Yes	☐	No	☐

8- Do you use French/Arabic in your ESP teaching?	Arabic	☐	French	☐

9-What are the problems that you faced while teaching ESP?

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2- **Information concerning learners:**

1-What is the size of your classes?

Large ☐   Medium ☐   Small ☐

2-How many students attend your lectures?

Between 10 & 20 ☐   Between 20 & 30 ☐   More than 30 ☐

3-How can you evaluate your students' level in English?

Weak ☐   Average ☐   good ☐

4-Do all your students participate?

Yes ☐   No ☐   To some extend ☐

5. Are your students motivated to learn English?   Yes ☐   No ☐

*If no, is the lack of motivation connected to:

☐   Their perception towards the English language.

☐   The way of teaching itself.

☐   The content of the course does not meet their needs.

Others …………………………………………………………………………………

…………………………………………………………………………

6- Can your students recognize the significance of including English in their academic program?   Yes ☐   No ☐

7-Do your students use French or Arabic during their English class?   Arabic ☐   French ☐

3-Stimulating students'motivation:

1. Do you believe that the allotted weekly time for teaching English is adequate?   Yes ☐   No ☐

*If no, what do you suggest?

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2- In terms of language skills, how much emphasis is given to each skill in your English for Specific Purposes (ESP) course?

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………………………………………………………………………………………………

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……………………………………………………………

3-Do you think that students are more interested in one skill rather than the other?
-which one?

Yes ☐ No ☐

………………………………………………………………………………………………

………………………………………………………………………………

4- Can the integration of Information and Communication Technologies (ICTs) in English for Specific Purposes (ESP) classes enhance learner motivation?

Yes ☐ No ☐

5-Relying on your experience, how motivation can be raised?

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Thank you for your collaboration

الملخص:

يعتبر الموقف اللغوي من أكثر المكونات التي تميز بين النجاح وخيبة الأمل في اكتساب اللغة. بلا شك، هو أحد متغيرات التعلم التي تحدد نجاح الطالب. تم إجراء التفكير في العرض بالترتيب لجمع المعلومات المتعلقة بمسألة الموقف داخل إعداد ESP. الهدف الأكثر من التفكير هو التعرف على مواقف طلاب العلوم الدقيقة تجاه دورات ESP. بعد ذلك تم استخدام استعلامين حول الأدوات لجمع المعلومات، استبيان للطلاب ولقاء منظم لمدربي ESP في القوى العاملة للعلوم الدقيقة في جامعة الواد. أظهر التحليل الكمي والنوعي للمعلومات التي تم جمعها أن نصيب الأسد من طلاب العلوم الدقيقة يدفعون إلى حفظ اللغة الإنجليزية وإدراك أهمية دورات ESP الخاصة بهم. للمساعدة في تعزيز الموقف الإيجابي تجاه ESP، تمت صياغة عدد من التوصيات والاقتراحات حول استخدام تكنولوجيا المعلومات والاتصالات، والتدريب على المهارات المبتكرة للمعلم، والتعاون بين مدرب اللغة ومتخصص المادة.

في الختام، أظهر عمل العرض أن فحص مواقف المتعلم قد يكون متغيراً ذا أهمية أساسية لفهم طريقة تعليم وتعلم ESP .

الكلمات المفتاحية: الموقف، ESP، العلوم الدقيقة، الدافع، تكنولوجيا المعلومات والاتصالات.