English for Specific Purposes Courses
Versus
Sociology Students' Needs

Case Study Third Year Sociology Students at Biskra University

A dissertation submitted in partial fulfillment of the requirements for the Master degree in English (Sciences of Language).

Submitted by   **Supervised by**

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Dedications

In the Name of God the Most Merciful and the Most Compassionate

This work is dedicated to

The spirits of my late grandmother and brother.

My dear father and my beloved mother without whom I would not have been what I am. Thank you, mother and father, for all your sacrifices.

A special dedication to my husband, who has brought peace, delight and love to my life. He is a mixture of tenderness, intelligence and beauty.And to my second mother ,my mother in law.

My children Ahmed, Asma and Aya

My brothers and sisters and their sons and daughters

My brothers and sisters in law and their sons and daughters especially Dr. Menasria Ismail

All my classmates and acquaintances especially Wafae.

All those who know me.

All those who would be interested in reading my term paper.

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Abstract

The undertaken research is a scientific dissertation conducted in the field of TEFL (Teaching English as a Foreign Language) in general and ESP (English for Specific Purposes) in particular. This study is conducted to spot the light on the situation of the English language in the Sociology Sciences department at Biskra University for the academic year 2014-2015; as well as the needs of students in the use of ESP courses; and their attitudes towards those courses. The study involved was a sequence of qualitative and quantitative data, comprehending definitions, reflections and needs analysis directed to third year students. Findings reveal the needs of using the specific English courses tailored for Sociology students as a result of their negative attitude toward the current situation of the English language in this department. All four English language skills (listening, speaking, reading and writing) are greatly needed with the emphasize on the speaking and reading ones because the primary goal of the ESP course is to be communicatively competent in English according to the situation, purpose and specific roles. The most important outcomes were an objective and precise evaluation of the actual ESP course at the department, which indicates that more English language courses specially designed and geared to students' needs are recommended as an important need for Sociology students at Biskra University. Finally, recommendations are provided in hope to promote ESP teaching methodology and open doors for further research in this particular topic.

List of Abbreviations

BET	Business English Teaching
CDCM	Curriculum Development Centre of Malaysia
EAP	English for Academic Purposes
EBE	English for Business and Economics
EBP	English for Business Purposes
EFL	English as a Foreign Language
EGBP	English General Business Purpose
EGP	English for General Purposes
ELT	English Language Teaching
EOP	English for Occupational Purposes
ESL	English as a Second Language
ESP	English for Specific Purposes
ESS	English for Social Studies
EST	English for Science and Technology
EU	European Union
EVP	English for Vocational Purposes
GAP	General Academic Purpose
GE	General English
NA	Needs Analysis
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TSA	Target Situation Analysis
UK	United Kingdom

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General Introduction

It is universally acknowledged that language is the media through which people can express their ideas, feelings, desires, beliefs, points of view, attitudes and interests. Learning a foreign language is considered as a source of enrichment for knowledge and a contribution to international understanding. Moreover, learning a foreign language frees the learner from the restrains and barriers one feels because of the limitations of his language. Therefore, learning it becomes a necessity among ordinary people, scientists, institutions and governments. Accordingly, studying English is not only restricted to human sciences, but it is now taught in business, economics, sciences and engineering. These language courses, which are offered at those departments, are of precise nature supposed to fulfil specific student's needs; i.e. English for Specific Purposes (E.S.P).

Despite the fact that the language of instruction in Algerian Universities is either the Arabic or French, Algerian decisions-markers who are aware of the vital role played and held by the English language try to implement its use at all levels of education. At the tertiary level, English is introduced in different curricula at different departments either as a main subject at the English department where students are required to attend the following modules literatures, civilization, phonetics … or in the other departments where the English language is taught as an additional but compulsory module. Students who belong to one of the following specialties sociology, economics, business and mathematics are required to follow E.S.P courses depending on their areas of research and their needs. The current study seeks to spot lights on the situation of sociology students, as a sample of ESP learners to investigate at what extent they (E.S.P courses) fit the students' needs.

Statement of the problem

According to students of sociology, economics or sciences at Biskra University, their lack of interest in English language is mainly due to the general feeling that ESP courses are taught without any predetermined objectives and that students need are not taken into account. As a result, the students awareness about the necessity of the English language which is presented in those courses will be decreased or ignored, moreover this will lead to the limitation of their areas of knowledge because of their attitudes toward the English language.

Aim of the study

Despite the importance held by the English language as it was described before E.S.P student's face many difficulties in their achievements, this study aims to investigate the situation of the E.S.P courses particularly at the department of Sociology. And also to suggest procedures and recommendations to make E.S.P teaching more effective and go hand by hand with students ambitions and needs in this department, which lead to create a positive students attitudes.

Research questions

Since successful E.S.P teaching is a worldwide concern, Algeria as one of the developing countries is fully concerned with the improvement of the E.S.P teaching situation. In this sense, the research enquires mainly fall on the following question

To what extent are the sociology students aware of the importance of the English language in their field of study?

Hypothesis

The above questions led to formulate the following hypothesis:

If English for specific purposes (E.S.P) courses teachers at the Sociology department use strategies of predetermined objectives that fits the students' needs then students awareness about the necessity of learning the English language will be increased, which creates a positive attitude towards the English language in this faculty

Significance of the study

This research work is an attempt to provide valuable data and remedial work to the E.S.P students toward their view about what they are learning. Moreover spot the light on the situation of the English language in this department, and try to recognize difficulties that students face in learning in order to maximize the efforts given for better achievement.

Methodology and research tools

The research methodology used in this dissertation is the descriptive method as an approach to collect data in order to know the actual and immediate state of the students' needs. The target students' population is third year students of Sociology department in this academic year 2014/2015. The students are divided into two groups. First group students have chosen to study French; while students of the second group are studying English as a foreign language. The 36 students of the second group and teachers of the department represent our sample of study. A questionnaire for both students and teachers, and a field observation will be used in order to get the real information related to the subject matter of the research.

Structure of the thesis

This research work contains a general introduction and three chapters. The first one is an introductory chapter; it is a general overview on the E.S.P in which a definition, historical background, branches of E.S.P and the difference between English for Specific Purposes (E.S.P) and general English (G.E) are provided. The second chapter is about the Needs analysis; it contains the definition of needs analysis, and its models (register analysis; discourse analysis, target situation analysis, study skills; learning centred approach) then the instrument of needs analysis and finally the importance of needs analysis The third chapter represents the fieldwork of the study (methodology), in which the researcher will analyze a questionnaire for both students and teachers, and a classroom observation, and then discuss results and findings. At the end, the thesis will be concluded with useful recommendations about the Curriculum and the role of teachers and students for better achievement.

Limitations of the Study

This study is limited in terms of its scale and situation-unique conditions. The areas under discussion in this study are restricted to a small number of students and one department in one selected university .Although this group has chosen to study the English language but they face many problems, in addition to the limited time deserved to follow and investigate this phenomenon .Therefore, its findings may not be generalized to other populations with different backgrounds in other educational settings. Our findings are still tentative and subject to further confirmation and modification through more analysis and experimentation. Future research is suggested to involve learners of different backgrounds in different educational settings in order to further validate the findings of this study.

CHAPTER I

General overview on E.S.P.

Chapter One

General overview on E.S.P.

Introduction

English for specific purposes is a current trend in the learning and teaching of English language. It directly addresses the learners' specific needs for learning the languages. Therefore, E.S.P is learned centre approach. Specialists in the field of (E.S.P) have not yet provided one specific definition for E.S.P.This is due to the fact that E.S.P is still un well-known. Some specialists pointed out that the concept of E.S.P is still fairly new although its practitionnaires may have existed for some times.Furthermore,other tend to think that E.S.P should not be dealt with a separate approach to language learning and teaching.

This chapter includes a useful definitions of E.S.P,.in order to examine the notion of E.S.P from different perspectives, then the emergence of E.S.P in which the researcher spots the light on three main factors that led to the large extension of E.S.P the historical ,the linguistic and the psychological factor. After that we will discuss the difference between E.S.P and General English in terms of the level of motivation to learn the English language as an E.F.L learner or an E.S.P learner, type of courses, and learners purposes in both cases. And finally we will examine different classifications and branches of E.S.P according to many scholars point of view mainly English for Occupational Purposes (EOP) and English for Academic Purposes (EAP)

1.1   Definition of English for Specific Purposes (E.S.P)

Many years ago, people started to feel the need to learn English for different reasons either to communicate with others, to have access to knowledge or to fulfill business purposes, and due to these demands a sub-field of English Language Teaching (ELT) was introduced under the label of ' English for Specific Purposes' or 'ESP' for short.

"ESP" this broad diverse field of ELT has several definitions, and to know what ESP really means the investigator tried to present a number of various definitions relevant to the ESP context. Mackay et al (1978) define ESP as the teaching of English for a "clearly utilitarian purpose" (p. 2). This means that the purpose depends on the learners' needs which can be either of academic, occupational or scientific character. Similarly, Munby (1978) maintains that learners' communication needs is an essential ingredient in both syllabus and materials' design; he wrote "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learners" (p. 2).

According to Harmer (1983) ESP is "situations where the student has some specific reasons to learn a language" (p. 1). In other words, learners want to learn the target language, i.e., English to fulfill specific reasons which can be academic or occupational. Four years later, Hutchinson et al (1987) provide another definition by which they state that ESP is "An approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning" (p. 19). Hutchinson and Waters (1987) consider ESP as an approach rather than a product, and say that the base of ESP is the question: why does this learner need to learn a foreign language? In relation to this, Dudley-Evans and St John (1998) stated "the answer is related to the learners, the language required and the learning context, and thus establishes the primacy of needs in ESP" (p. 3).

Accordingly, to answer the following question: "Why does this learner need to learn a foreign language?" will be of great help to determine the language to be taught. Strevens (1988) stated that "ESP is a particular case of general category of special-purpose language teaching; the same principles apply no matter which language is being learnt and taught" (p. 2). Dudley-Evans and St John (1998) went a step further by maintaining that a definition of ESP needs to distinguish between absolute and variable characteristics.

The absolute (invariable) characteristics are as follow:

- Designed to meet specified needs of the learners;

- Related to content, to particular disciplines, occupations and activities;

- Cantered on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc;

- In contrast with "General English".

Variable characteristics: ESP may be, but is not necessarily:

- Restricted as to the language skills to be learned

- Not taught according to any pre-ordained methodology.

Another definition of ESP which deals with absolute and variable characteristics is that of Dudley-Evans et al (1998). The latter is influenced by that of Strevens (1988); it is a modified and improved version in which both authors have removed the fourth absolute characteristic, i.e., ESP is "in contrast with General English" and included the following variable characteristics:

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;

- ESP is generally designed for intermediate or advanced students.

- Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

In 1991, Robinson associates the acquisition of linguistic repertoire to the field the learner is studying or working. She argued: "The nature of the relationship between context or domain and the learning and use of the language is clearly vital to ESP and highly worth investigating" (Robinson, 1991, p. 23). Her definition of ESP is based on two key defining criteria. The first criterion refer to the fact that ESP is "normally goal oriented", and the second refers to that ESP courses are produced based on needs analysis (which aims to specify as closely as possible what exactly it is that students have to do through the medium of English). In almost the same line of thought, Basturkmen (2006) in her turn stated 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 (p. 18).

The preceding mentioned approaches deal with written discourse, but a few researchers have thought about investigating both spoken and written discourse in one particular field, for instance Dubois (1987, 1988) in biomedicine, Bazerman (1989) in physics, and Dudley-Evans (1998) in economics. Nevertheless, whatever the kind of analysis which is undertaken, it is focused on the learner who is now the centre of interest of this ESP trend. Besides, wide perspectives are to be opened to the learner and new goals are to be pursued.

In the end we can say that, most definitions of ESP emphasize three key topics: the nature of language to be taught and used, the learners, and the settings in which the teaching/learning process would occur. These three aspects of ESP are closely connected

to each other, and can be combined to establish that ESP is the teaching of specific and unique English (specialized discourse) to learners, who will use it in a particular setting (laboratory, police station, hospital, etc.) in order to achieve a utilitarian goal or purpose (communicate linguistically correct), which in turn will fulfill additional personal goals (promotional, economical, etc.). What ESP specialists do not seem to agree on is what type of language should be taught (vocabulary, register, jargon, etc.) and how to teach it (in context with content knowledge, communicatively, collaboratively, etc.) However, even though there is this agreement and discrepancy among ESP scholars, it is important to note that their many definitions are strongly linked to how ESP has developed since it was first spoken of in the 1960s.

1.2   Emergence of English for Specific Purposes (E.S.P)

After the 1960's, English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. It is taught in a great number of universities over the world (e.g. the university of Birmingham, and Aston university in the UK) and in the number of ESP courses offered to overseas students in English speaking countries as well as in other parts of the world under the widespread effect of the globalization phenomenon. Thus, learning English has become to be essential for academic studies of graduate as well as post-graduate students who need to pursue the world's scientific and technological development.

The wide spread the internet contribute to national and international scientific and technological development .Thus, graduate students are now urged to work with other students in other universities over the world. Therefore, ESP is an outcome of different historical, economic and political events. "ESP was not a planned and coherent movement,

but rather a phenomenon that grew out of a number of converging trends" (Hutchinson and Waters, 1987, p. 6). So, ESP was a result of combined events rather than a made up or a planned product. "These trends have operated in a variety of ways around the world, but there are three main reasons to the emergence of all ESP" (Ibid).

The demands of a Brave New World came as an outcome after the end of the Second World War in 1945 with an unprecedented expansion in scientific, technical and economic activity on an international scale. English, then, became the accepted international language of technology and commerce; it created a new generation of learners, who knew specifically why they were learning a language. "Situations where the student has some specific reasons for wanting to learn a language". (Harmer, 1983, p. 1). Moreover, the oil crisis of the early 1970s resulted in Western. Money and knowledge flowing into the oil-rich countries and the language of this knowledge became English.

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguists set out to describe the features of language, pioneers in linguistics began to focus on the ways language is used in real communication. Hutchinson and waters (1987) pointed out that one significant discovery was in the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. The idea that if language differs in different situations, then tailoring language instruction to meet the demands of learner's contexts is realizable. (Brikci, 2012).

The final reason Hutchinson and Waters (1987) cited as having influenced the emergence of ESP was rather psychological. More attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills and be

motivated by different needs and interests. Therefore, focus on the learner's needs became equally paramount as the methods employed to spread linguistic knowledge.

We can conclude and say that English became a challenge to keep up with the rapid expansion of technology and commerce rather than a sign of high level of education. In this sense "The effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce" (Ibid, 7).

1.3   English for specific purposes versus General English

In an attempt to answer the following question how is English for Specific Purposes (ESP) different from English as a Second Language (ESL), also known as general English?

Scholars in the field of learning and teaching provided some arguments as showing that: ESP learners are often adult highly motivated learners, having already some background knowledge of the English language; they generally seek to learn English to fulfill particular purpose; academic, professional or scientific. Therefore, they are aware of their needs, i.e., the target needs. As a result, learners' awareness is supposed to be of significant importance and even much higher than that of General English. Hutchinson et al (1987) supported this view and stated that: "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need". (p. 53)

Besides; in Algeria, pupils start to learn General English at middle school. At this phase, they are supposed to be taught a set of language areas such as: grammar, phonology, lexis and so forth. At this level, the English teacher is more concerned with transmitting his message rather than to be aware of the learners' needs. In this case one may say that General English is 'language-centered'. Another difference lies on the learners' aim; though

the pupils' aim is to pass either examination at middle or secondary school or tests, it stands too general. This does not give much attention to learners' level of proficiency whether they know how to speak in English or not and whether they are able to communicate effectively in this language or not. As opposed to ESP whose main aim and focus is to help learners to better communicate in their target situations.

This view is supported by that of Mackay et al (1978) who deem that English is taught "not as an end itself but as an essential means to clearly definable goal". (p. 28). This goal may vary according to the situation; academic, professional or scientific. It is also reinforced by Stevens' (1980) who argued that: ESP differs from general English in that it is based on a close analysis of the learners' communicative needs for a specific occupation or activity, as well as a detailed analysis of the language of that occupation or activity.

McDonough (1984) went forward where she maintained that the ESP practitioner needs to understand the requirements of other professionals either in academic or professional fields. For this reason, he should be open to adopt new means and ways and flexible to accommodate new ideas.

In addition to that, Lorenzo Fiorito(2005) provided these arguments:

- The most important difference lies in the learners' purposes. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

- ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

- However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English to become tourist guides.

- As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

- The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. Teacher can make the most of students' knowledge of the subject matter, thus helping them learn English faster.

1.4   Branches of E.S.P.

ESP today is taught in overall the scientific, technological and humanities fields and it is divided by many specialists into different acronyms. According to Hutchinson and Waters (1987) represented by the tree; ESP is broken down into three branches:

1.   English for Science and Technology (EST)

2.   English for Business and Economics (EBE)

3.   English for Social Studies (ESS).

Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

David Carter (1983) too identifies the following types of ESP; he stated that: "The language used by waiters is an example of English as a restricted language" (p. 45).

1.   English as a restricted language.

2.   English for Academic and Occupational Purposes.

3.   English with specific topics.

Hence, Mackay and Mountford (1978) posited that: Knowing a restricted 'language' would not allow the speaker to communicate effectively in contexts outside the vocational environment. English for Academic and Occupational purposes are respective examples of 'English for Biological studies and English for Technicians'. (p. 5)

As far as English for Specific topics is concerned, Carter (1983) noted that "It is only here where emphasis shifts from purpose to topic". (p. 57). This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists

requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

Hutchinson and Waters (1987) represented the tree of ELT as follows:

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┌─────────┐ ┌─────────┐ ┌─────────┐ ┌─────────┐ ┌─────────┐ ┌─────────┐
│English  │ │English  │ │English  │ │English  │ │English  │ │English  │
│for      │ │for      │ │for      │ │for      │ │for      │ │for      │
│Medical  │ │Techni-  │ │Economics│ │Secre-   │ │Psycho-  │ │Teaching │
│Studies  │ │cians    │ │         │ │taries   │ │logy     │ │         │
└─────────┘ └─────────┘ └─────────┘ └─────────┘ └─────────┘ └─────────┘

      ┌─────┐ ┌─────┐   ┌─────┐ ┌─────┐   ┌─────┐ ┌─────┐
      │ EAP │ │ EOP │   │ EAP │ │ EOP │   │ EAP │ │ EOP │
      └─────┘ └─────┘   └─────┘ └─────┘   └─────┘ └─────┘

      ┌─────┐ ┌─────┐ ┌─────┐   ┌────────┐ ┌──────────┐ ┌─────────────┐
      │ EST │ │ EBE │ │ ESS │   │ Primary│ │ Secondary│ │Tertiary/Adult│
      └─────┘ └─────┘ └─────┘   └────────┘ └──────────┘ └─────────────┘

            ┌─────┐                  ┌─────────────────┐
            │ ESP │                  │ General English │
            └─────┘                  └─────────────────┘

┌───────────────┐ ┌──────────────────┐ ┌──────────────────┐
│English as a   │ │English as a      │ │English as a      │
│Mother Tongue  │ │Foreign Language  │ │Second Language   │
└───────────────┘ └──────────────────┘ └──────────────────┘

            ┌───────────────┐
            │ Communication │
            └───────────────┘

            ┌──────────────────┐
            │ Language Teaching│
            └──────────────────┘

   ┌──────────┐        ┌───────────────┐
   │ Learning │        │ Communication │
   └──────────┘        └───────────────┘
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Figure 1: The tree of ELT (adopted from Hutchinson & Waters, 1991, p. 17)

1.4.1 English for academic purposes (EAP)

English for Academic Purposes is learnt because it is part of the curriculum. It entails training students, usually in a higher education setting, to use language

appropriately for study. Yet, in order to understand (EAP), one has to look at the different classifications made by different subject-specialists of the teaching/learning language. Hence, according to the tree of Hutchinson & Waters (1987) simplified in figure 1, EAP is a sub branch of ESP that is divided into:

- English for Science and Technology (EST)

- English for Business and Economics (EBE)

- English for Social Science (ESS)

Every one of these branches is divided into two: for work and for academic study which have their own branches depending on the learners' needs and qualifications. Moreover, according to Kennedy and Bolitho (1984) adapted from Strevens (1977), ESP is divided into two parts:

- English for Occupational Purposes (EOP)

- English for Academic Purposes (EAP) (p. 5).

We can say that although, (EAP) is placed under the heading of ESP, but in fact, what distinguishes EAP from other fields of ESP is that it is one of the most common forms of English for Specific Purposes (ESP).

1.4.2 English for occupational purposes

The acronym (EOP) also called (EVP) English for Vocational purposes   or (VESL) Vocational English as a Second Language is used generally to indicate the nature of the purpose involved. for Hutchinson and Waters (1987) "this is, of course, not a clear-cut distinction, people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Hence, Kennedy and Bolitho (1984)

presented a clear distinction between the two acronyms EAP and EOP which is presented

in the diagram below:

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                              ┌─────────┐
                              │   ESP   │
                              └────┬────┘
                    ┌──────────────┴──────────────┐
             ┌──────────────┐              ┌──────────────┐
             │ Occupational │              │   Academic   │
             └──────┬───────┘              └──────┬───────┘
        ┌───────────┼───────────┐          ┌──────┴──────────┐
  ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────────┐
  │   Pre-   │ │Simultaneous│ │  Post-  │ │Discipline-│ │School-subject│
  │experience│ │          │ │experience│ │  based   │ │              │
  └──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────────┘
                                              ┌──────────┐ ┌──────────────┐
                                              │ Pre-study│ │ Independent  │
                                              └──────────┘ └──────────────┘
                                              ┌──────────┐ ┌──────────────┐
                                              │ In-study │ │  Integrated  │
                                              └──────────┘ └──────────────┘
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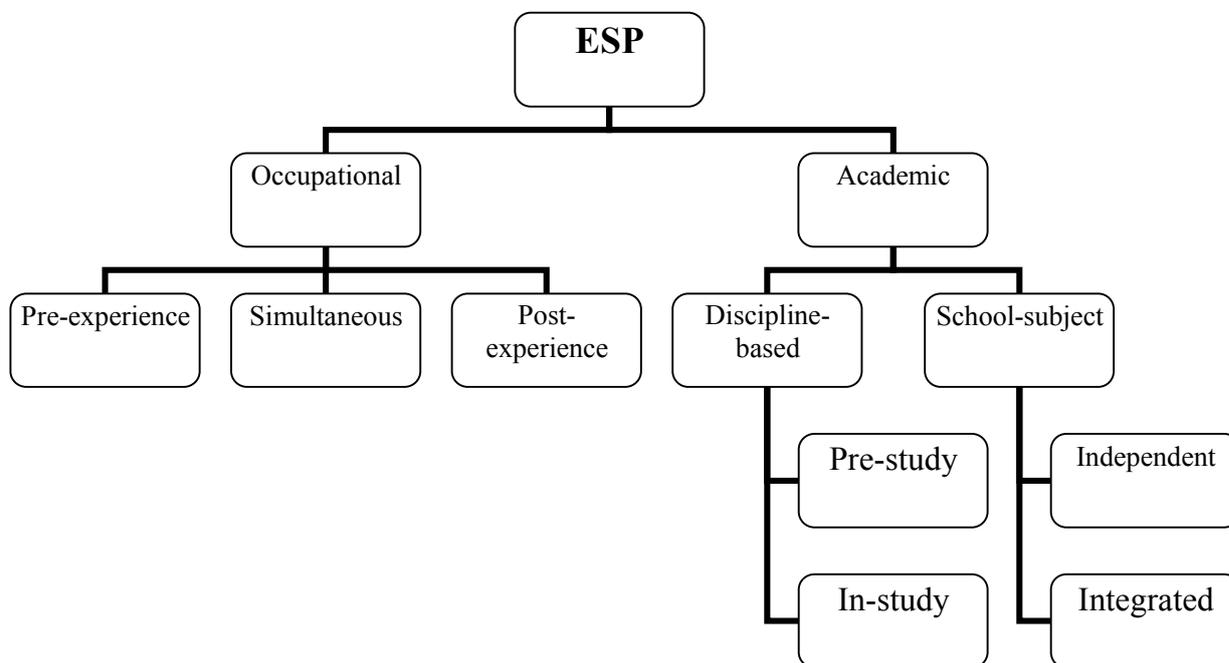
Figure 2: Types of ESP Courses
Source: Kennedy and Bolitho, 1984, p. 5, adapted from Stevens 1977

According to the diagram above, ESP is divided into two disciplines: Occupational

and Academic Training. Within English for Occupational purposes, we can distinguish

three forms of language acquisition:

- **Pre- experience**: English is taught before the job related.

- **Simultaneous**: as its name holds, English is learnt within the job

- **Post-experience**: the language is used after the training.

1.4.3 English for science and technology

In the late 1960s and the early 1970s, there were many attempts to describe English

for Science and Technology (EST).. Indeed, Hutchinson and Waters (1987) maintain that:

"It will be noticeable in the following overview that one area of activity has been particularly important in the development of ESP, this area usually known as EST" (p. 9).

Besides, it is well acknowledged that the dominant position of English is strengthened with the development of world economy and technology as well as the widespread use of computers and the internet. In this regard, Robert Phillipson (1992) pointed out: English has a dominant position in science, technology, medicine, and computers; in research, books, periodicals, and software, in transnational business, trade, shipping, and aviation; in diplomacy and international organizations; in mass media entertainment, news agencies, and journalism; in youth culture and sport; in education system, as the most widely learnt foreign language. (p. 6)

1.4.4 English for business and economics

In examining the tree of Hutchinson and Waters (1987), we notice that EBE is one branch of ESP that can be divided into EAP and EOP. However, what is the scope of BET in particular? This is quite difficult to answer. Dudley-Evans and St. John maintained that: "Business English is difficult to define and limit in linguistic terms" (1998, p. 54). The term encompasses a wide range of ESP courses, to such an extent that it is becoming common practice to speak of General Business English (Boswood, 2002). Furthermore, many English teaching methodologies are applicable both in teaching BE and ESP. Thus, BET is still part of TEFL and within the scope of ELT in general.

ESP in general and EBE in particular are an approach and a bridge between general English teaching and business teaching in English. Then, EBE practitioners should assume more roles and responsibilities than common language teachers.

1.5   Other classifications

Traditionally, ESP is classified into two main areas: English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). Robinson (1991) presents the classifications in tree diagrams as in figure 3:

```
                              ESP

          EOP                              EAP

Pre-      Simultaneous/   Post-      For a study in    As a school
experience in service     experience   specific          subject
                                       discipline

                                        Pre-study        Independent

                                        In-study         Integrated

                                        Post-study
```
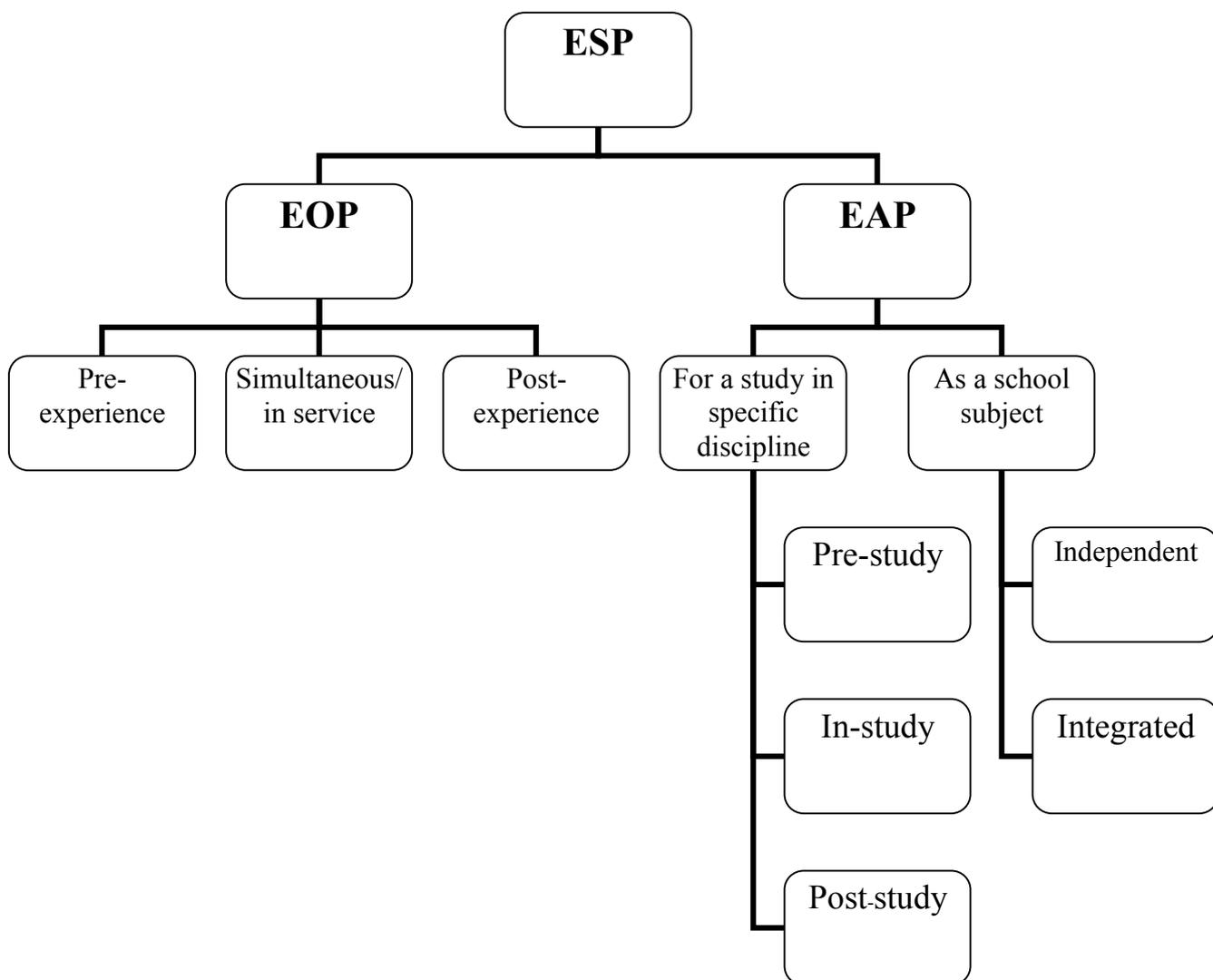
Figure 3: ESP classification by experience.
Source: Robinson (1991, pp. 3-4)

The diagram makes an important distinction of courses into EAP and EOP. Together with when the courses take place. The distinctions are significant since they will result in effect on the extent of specificity relevant to the course. For example, courses

offered simultaneously with the subject area study in an institution will give chance for specific or integrated work.

In addition to the classification based on experience, ESP can be typically categorized based on discipline or professional area as given in figure 4:
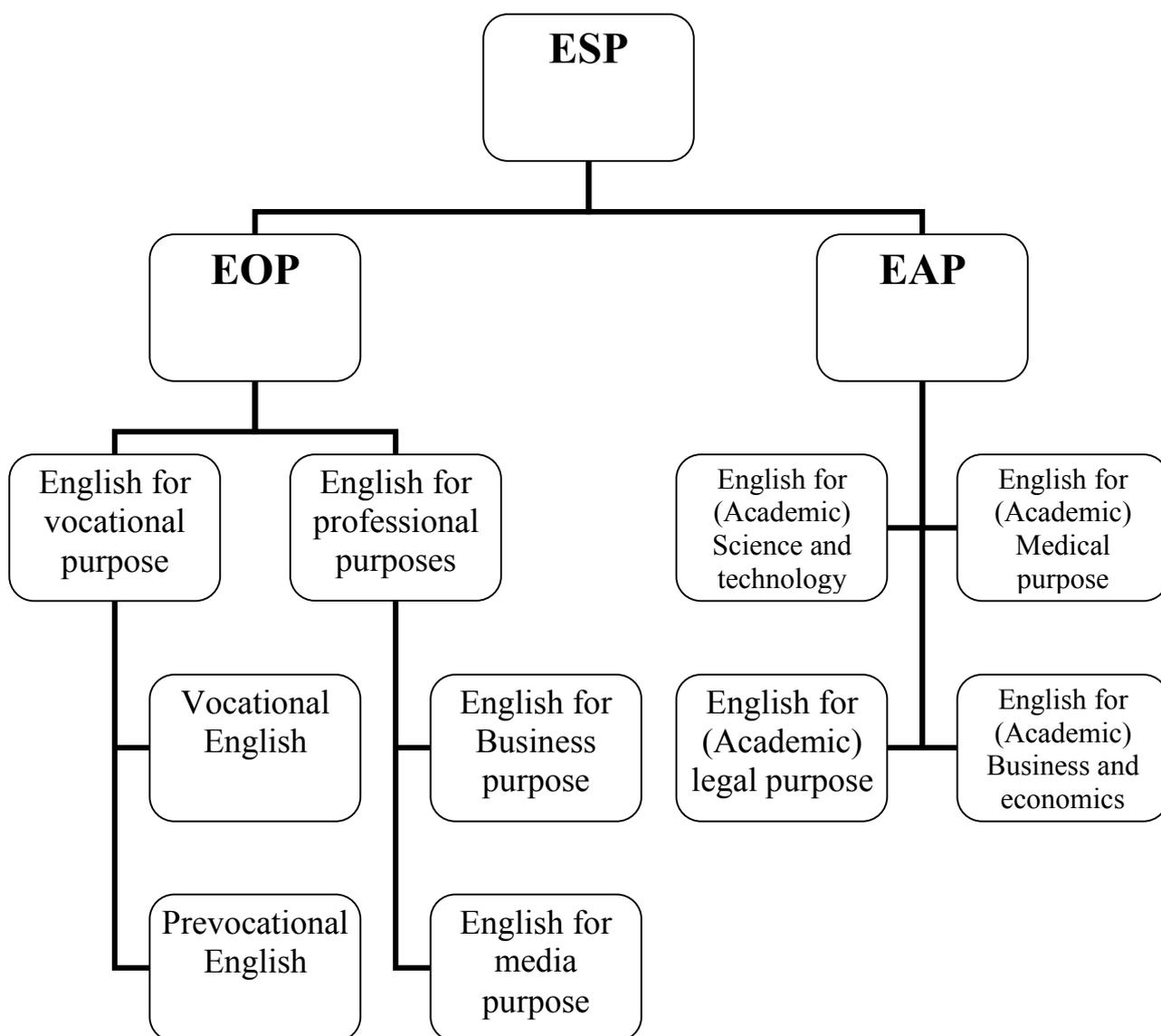
Figure 4: ESP classification by Profession Area.
Source: Johns (1991, p. 71) and Dudley-Evans and St John (1998, p. 6)

In the above classification, we may distinguish between studying the language and discourse of science and technology for academic purposes, which is designed for

engineering students, and studying for occupational (professional) purposes designed for practicing engineers. In the same way, a language course may be designed for architecture students for academic or for professional, or for both purposes.

Finally, Dudley-Evans and St John (1998) criticized the use of tree diagram since it "creates a number of problems by failing to capture the essentially fluid nature of the various types of ESP teaching and the degree of overlap between 'common core' EAP or English for Business Purpose (EBP) and General Purpose" (p. 8). Thus, the scholars suggest that an additional perspective can be gained through the presentation of the whole of English language teaching on a continuum that runs from clearly definable General English courses through very specific ESP courses. The scholars have made a clear description of the continuum in table 1, by providing examples.

Position 1	Position 2	Position 3	Position 4	Position 5
English for Beginners.	Intermediate to Advanced English general purpose (EGP) course with a focus on particular skills.	English general academic purpose (GAP) English general business purpose (EGBP) courses based on common core language and skills related to specific disciplines or professions.	Course for broad disciplinary or professional areas, for example report writing for scientists and engineers, medical English, legal English, negotiation/ meeting skills for business people.	1. An academic support course related to a particular academic course. 2. One-to-one work with business people.

Table 1: Continuum of ELT Course Types.
Source: Dudley-Evans and St John (1998, p. 9)

According to scholars' view, it appears that in the continuum positions 2 and 3 have much in common and it is merely the general context of the program that determines

whether or not a given course is classified as ESP. Besides, Dudley-Evans and St John (1998) pointed out that the use of the continuum also makes a distinction between the natures of more specific ESP work. At position 4, the work is very specific in terms of the skills taught, but, strictly speaking, the groups themselves are not homogeneous. Thus, a teaching material designed for homogeneous groups needs to have acceptable and understandable context to all the branches. However, in position 5, the course can be built to meet the specific needs of the target situation and of the individuals concerned, and can make extensive use of authentic material in their own subject area. The dominant characteristics of such course are that the teaching is flexible and tailored to individual or group needs as they arise.

Even though there is overlap and potential confusion created because of these classifications each one of them provides a different and new perspective in categorizing the branches of ESP.

Conclusion

We can say that scholars in defining E.S.P have stressed the common features of the language learning in E.S.P and general language learning and teaching. According to them it is not the language or the methodology that are in some way specific to E.S.P. Also they claimed that in theory there is no difference between G.E and E.S.P. The distinction becomes clear when the specific needs of the learners are analysed because the learners reasons for learning are the foundation of all E.S.P courses; and the tool used to define these purposes is called **needs analysis,** which is our subject in the next chapter.

CHAPTER II

E.S.P. needs analysis

Chapter Two

E.S.P. needs analysis

Introduction

This chapter aims at defining and at emphasizing the importance of students' needs and needs analysis in an English language teaching learning case study. This chapter also speaks about needs analysis because ESP course is designed to meet specific needs of the learners. Needs analysis is a key component in ESP course design and development and its role is clearly indisputable A huge number of studies on this topic have been carried out internationally and everything is built around the learner's needs Therefore, needs analysis is considered as a pivotal step that the other steps depend on. Accordingly,this chapter offers a definition of Needs analysis , Needs analysis models,, the importance of Needs analysis and its instruments.

2.1   Definition of needs analysis

It is possible to come across with different definitions of needs and needs analysis in literature. According to Hutchinson and Waters (1987), the history of ESP indicates that Munby is the first specialist who enounces "a highly detailed set of procedures for discovering target situation needs…" (p.54), in 1978 in his noteworthy contribution entitled "Communicative Syllabus Design", "Communication Needs Processor" or "CNP" is first most thorough and widely known model on needs analysis.

In ELT (English Learning and teaching), needs analysis (NA) is assumed to be the corner stone of an ESP course (Robinson, 1991; and Dudley-Evans and St John, 1998). Brown (1995) identified the term needs analysis (also called needs assessment) as the activities involved in gathering information that will serve as the basis for developing a

curriculum which meet the learning needs of a particular group of students. Basturkmen (1998) defined needs analysis as "the identification of difficulties and standard situations by observation of participants functioning in a target situation in conjunction with interviews and questionnaires". She further said, "Language needs analysis are most often used where the learners in selected situations face very similar difficulties" (p. 2).

Moreover, Richterch and Chancerell (1987) as quoted in Basturkmen (1998) asserted that "the aim of needs analysis is not only to identify elements but to establish relative importance, to find out what is indispensable necessary or merely desirable" (p. 2).

According to F. Chamber in language programs, the needs are language related. Once identified, needs can be stated in terms of goals and objectives which, in turn, can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies. The purpose is to fill the gap of what a language program lacks. This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs for a defined group of people, while an evaluation determines to what extent a program meets these needs.

Furthermore, Soriano (1995) indicated that needs analysis collects and analyzes data to determine what learners want and need to learn, while an evaluation measures the effectiveness of a program to meet the needs of the learners. Hutchinson and Waters (1992) defined needs analysis on the basis of necessities and want in order to differentiate between what the learners have to know and what the learners feel they need to know. The focus here is on the lacks that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

Javad Gholami (2003) defined needs analysis as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources. According to that, needs analysis should fill the gap of needs between the current state of affairs and the desired state of affairs. The above definitions base their concept of needs analysis around the terms necessities, lacks, wants and gaps. However, all these terms have different interpretations from one individual to another. Therefore, linguists in the ESP field have not agreed exactly on the definition of the term needs itself.

West (1994) commented on this issue by indicating that the term needs lacks a unified definition and remains ambiguous; while Richards (2001) argued that the definition of needs depends on the perception of those making the judgment. Different interests and values are reflected in the definition. Teachers, learners, administrators, employees, parents, and stakeholders may all have different views as to what needs are. Accordingly, the difference between what learners can presently do with the language and what they should be able to do cannot be looked at from one standpoint.

Braine (2001) indicated that linguists disagree on the definition, but they all agree that there are external factors that influence the definition. Factors such as staffing, time, and cultural attitudes should be taken into consideration when conducting needs analysis.

There are some fundamental points that we should know regarding needs analysis (cited in The Role of General Background in the Success of ESP Courses: Case Study in Iranian University):

- Firstly the results of needs analysis are not absolute or not unique since what we ask and how we interpret the responses depend on our particular view of the world (Robinson 1991; Dudley-Evans and St John, 1998).

- Secondly, Martin Hewings and Dudley-Evans (1996); Rea-Dicking and Lwaitama (1995) argued that in a situation where we offer the EAP course repeatedly to a large number of students, substantial advance needs analysis may be possible and justified to devise a new course or revise an existing one.

- Thirdly, we must make a distinction between learners' overall needs and course needs. For example, we must understand the difference between the question "what do you need/want from the course?" (Which is asking the course needs of the learners) and "'what do you need English for" (which requires the overall language needs of the learners).

Similarly, Chan (2001) recommended the distinction between three categories of language needs: academic, professional, and social needs.
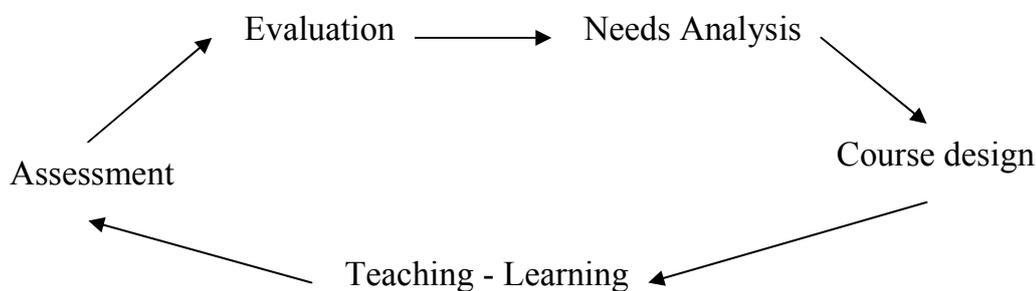
Figure 5: Stages in the ESP Process: Theory
(Adapted from Dudley Evans and ST John, 1998, p. 121)

2.1.1 English for social studies (ESS) students' needs

English for Social Studies (ESS) as a subject at University provides students with the language skills to access and understand materials on sociology and education, and to

express ideas and concepts in English. Much of the demand for ESP has come from sociologists who need to learn English for a number of purposes concerning their speciality. Then it is accepted; for this reason that ESS should be an important aspect of ESP programs.

In the resource book of ESS (2006), Curriculum Development Centre of Malaysia (CDCM) writes that ESS aims to:

Teach the different ways of accessing and using information to advance knowledge in various fields and it enables students to present information on sociology at an appropriate level in both written and spoken forms, to think critically, and give points of view on issues pertaining to human sciences and sociology (p. 11).

Furthermore, CDCM lists the learning skills which students require in ESS course:

- Acquiring terminology and expressions and identifying relevant facts

- Comparing, contrasting, interpreting and analyzing information and drawing conclusions.

- Understanding stages in scientific methods

- Reading different text types from both print and electronic sources.

- Listening to spoken texts such as talks, lectures and viewing TV documentaries and multimedia resources

All these skills are comprised in which students be competent in reporting, describing, explaining, listing, and summarizing.

2.1.2 Types of needs

Hutchinson and Waters (1987) identified the following sub-divisions or taxonomies of needs analysis:

2.1.2.1   Target needs

They saw that target needs are an important aspect in needs analysis, since they fall under three types of distinctions which are:

2.1.2.1.1   Necessities

Necessities are determined by the demands of the target situation, what the learner has to know in order to function effectively in the target situation. Thus, it is concerned with learners' needs in the target language for the sake of being communicatively competent and to use the language effectively in the specialized field.

2.1.2.1.2   Lack

Learners' necessities are not enough step in target needs. The concern in ESP is with the needs of particular learners. It is necessary to know what the learner knows already in order to decide which of the necessities the learner lacks.

2.1.2.1.3   Wants

This step takes into consideration learners' views and wants and the reasons behind integrating this language in their specialization. Since they have an idea about their necessities as well as their lacks, certainly they can detect their wants from the previous steps towards that language. This step can help a lot teacher for course design since they are informed about learners' wants for successful language learning and teaching Hutchinson and Waters (1987, pp. 55-56).

2.1.2.2   Learning needs

This step will determine how learners will be able to move from the point of lacks to necessities. Hutchinson and Waters (1987) claimed that "It is naive to base a course design simply on the target objectives, and that the learning situation must also be taken into account. Since the target situation is not a reliable indicator" (p. 61).

Accordingly, learning needs seek for more steps in the target language. It includes: knowledge, skills, strategies and motivation of learning. These concepts are very important aspects to conduct learning needs as a step in needs analysis. Thus, target needs cannot fulfill the concept of needs analysis, since it does not look for the learning needs which are a necessary step in course design. It also looks for what learners need to learn as well as their language background.

Needs Analysis

Target Needs   Learning Needs

Necessities   Lacks   Wants
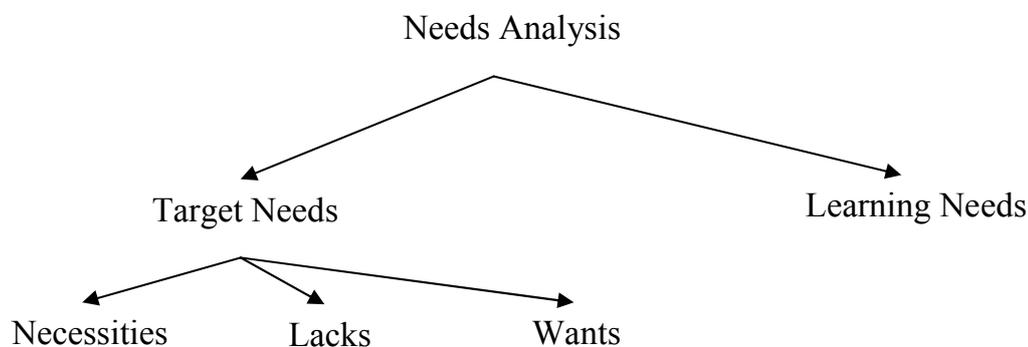
**Figure 6: The Taxonomy of Needs Analysis
(Adapted from Ounis, 2005)**

Opening of a new era in ESP research, particularly that which concerns needs analysis/course design relationship. This is illustrated by Coffey (1984) who wrote "It telescopes two operations, needs analysis and course design, into one-and these must,

obviously, be linked in the way that Munby showed" (p. 7). For Coleman (1988), "Probably the most influential of all needs analysis procedures currently available is Munby's communication needs processor" (p. 155).

Munby proposed an instrument which is supposed to enable the needs analyst to draw up an accurate profile of an individual language learner. The instrument then provides detailed lists of "language skills" and "socio-semantic functions" so that the needs analyst can identify those skills and functions which the learner is likely to need.

Strevens (1977) developed this principle, explaining that needs analysis finds its reason for being in the history of ESP, particularly in its development. ESP is said to be a "reaction against conventional foreign language instruction" (p. 145), and the last decades have seen the emergence of a new trend that concentrates especially on the learner and on his needs. Strevens (1977) suggested further:

> Within the context of this development, SP-LT can be seen as responding to the new educational requirement to study the learner, to analyse his needs and aims, to define his contribution to the learning/teaching situations and to devise means of helping him to learn that which he wishes to learn, not just that which has been defined by some externally-imposed 'general' syllabus (p. 152).

"A needs analysis then aims at defining the needs of the learners as accurately as possible to specify the different uses of English for pursuing academic or occupational purposes which aims to specify as closely as possible what exactly it is that students have to do through the medium of English" (Robinson, 1991, p. 3). Or, as Johns and Dudley Evans (1993) put it: "... designed to meet specified needs of the learner" (p. 116).

2.2   Needs analysis models

It is worth noting that ESP this unplanned movement has been developed at different speeds in different countries. Hutchinson et al (1987) have identified five phases of development where they join each stage to one particular activity which has relation with the notion of special languages and to the needs of the learners in this stage. The first stage of ESP development has dealt with Register analysis model of needs analysis.

2.2.1 Register analysis

The first model dealt with the grammar and vocabulary of the language. Before exploring this phase, i.e., "register analysis" we need to define the term register. According to Spolsky (1998, p. 34). A corpus-linguistic investigation into the lexis of written English EU discourse: An ESP pedagogic perspective 2010, register is a variety of language most likely to be used in a specific situation and with particular roles statuses involved. Examples might be a toast at a wedding, sports broadcast or talking to a baby. A register is marked by choices of vocabulary and other aspects of styles.

If register analysis is joined to ESP one may find that materials writers or course designers tend to analyse the set of grammar and vocabulary of the various registers then put forward the kind of courses, syllabus and curricula depending on what they have identified and what they have judged relevant to a particular specialty. The main focus of materials' writers was on the words and sentence level.

According to Dudley-Evans et al (1998) the assumption behind register analysis was while there is no difference between scientific writing and General English; there was much focus on a certain grammatical and lexical forms. These latest are often used. Basturkmen (2006) extended this view by stating the example of "Analysis of scientific

and technical texts by Barber (1962/1985) which showed that the passive tense is used more frequently in such writing than in general English; and identified a set of sub-technical vocabulary items that were more likely to occur" (p. 35). As it has been already advocated above, register analysis operates only on word and sentence level, and does not go beyond these levels. As a reaction to register analysis, another approach emerged beyond the sentence level which is best known as 'Rhetorical' or 'discourse analysis.

2.2.2 Rhetorical or discourse analysis

At this stage, ESP shifted attention from emphasis on language at the sentence level to the level above the sentence. According to Hutchinson et al (1987) ESP at this phase, became closely involved with the emerging field of discourse or rhetorical analysis where the organization of sentences to form discourse is the core of this model.

According to Dudley-Evans et al (1998) discourse analysis is defined as:

> Any study of language or, more specifically, text at a level above that of the sentence is a discourse study. This may involve the study of cohesive links between sentences, of paragraph structure, or the structure of the whole text. The results of this type of analysis make statements about how texts –any texts- work (p. 87)

This approach has been developed in the 1970s. The pioneers, as cited by Robinson (1991), are H. Widdowson; L. Selinker, L. Trimble, L. John and M. Todd-Trimble. Robinson (1991) advocated that "the focus was on the text rather than on the sentence, and on the writer's purpose rather than on the form" (p. 24). Discourse Analysis is, therefore, the way sentences are combined together to perform an act of communication, which the syllabus and the material are based on the findings of the latter as well. In this vein,

Hutchinson et al (1987) maintained that text-diagramming exercises constitute a mean for teaching students to recognize textual patterns and discourse markers

2.2.3 Target situation analysis (TSA)

In the third model of needs analysis, ESP shifted attention much more to the communicative approach where its main focus is to enable learners to function adequately in their target situation. Hutchinson et al (1987) defined target situation as: "the situation in which the learners will use the language they are learning" (p. 12). At this stage, ESP course design according to both authors should proceed by:

- First: identifying the target situation.

- Second: carrying out a rigorous analysis of the linguistic features of that situation.

- Finally, the identified features will form the syllabus of the ESP course.

Chambers (1980) named the label 'Target Situation Analysis' to this analytical approach. He stated: By the language I mean the language of the target situation. Thus, needs analysis should be concerned with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation – what I will refer from now on as target situation analysis (TSA) (p. 25). One of the significant examples of Target Situation Analysis is the one developed by Munby (1978). According to Hutchinson et al (1987), Munby (1978) analyzed learners' needs in terms of communication goals, the setting where a particular language would be used to communicate, means which can be either oral or written, and the language skills possessed by the learners, function and structures.

2.2.4 Skills and strategies

The fourth model of needs analysis has witnessed a radical change since no more attention was given to the surface of language' forms and the main focus was on thinking processes that govern language use. Hutchinson et al (1987) argued that: "…no need to focus closely on the surface forms of the language the focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms" (p. 13). Dudley-Evans et al (1998) moved a step ahead where they associated the focus on skills with the idea of communicative language teaching. According to them, these interests have grown and developed naturally from what they have labelled 'functional-notional material'. While examining this phase, one may say that: Strategy analysis seeks to emphasize much more on the learners' expectations for the way they should learn than what they want to learn.

Depending on the particular characteristics of a typical situation; there are priorities among skills, i.e., a skill which is emphasised in one situation such as reading, is inappropriate for another situation, consequently, another skill will be more adequate such as writing. In this regard, Dudley-Evans et al (1998) maintained that In many situations, especially when the medium of instruction was not English, for example in Latin America, this meant a focus on reading. In other situations it might involve a different skill, such as listening for international students embarking on academic courses in the UK (p. 24) To sum up, one may say that ESP according to this model has dealt with the thinking processes which imply the use of language with the focus on the development of learners' skills and strategies to acquire a second or a foreign language.

2.2.5 The learning-centred approach

According to this model ESP has rather shifted attention to the learner who is The key-parameter in the ESP teaching/learning process, and whose needs, wants, and lacks are viewed as the starting point in the process of syllabus design. The latter should suit and fulfill precise purposes either for the learner's present situation or for his future career.

A syllabus has been defined by Hutchinson et al (1987) as: "what is to be learnt with some indication of the order in which the items should be learnt and the interpretation that is put to" (p. 81).

From the above mentioned definition, it can be said that the syllabus should be designed according to the learners' needs wants and lacks. This process is commonly known under the label 'Needs Analysis' which is the vital part in the process of materials' preparation and production in the area of ESP. Once materials designers and curriculum developers get a full idea about what learners want to learn, lack or simply need, as well as the related information about those learners; the socio-economic and cultural context in which the language program will be designed and for whom it will be implemented, it will be possible for them to set the course' objectives and determine the content of the course.

This process will not then be achieved unless an assessment and evaluation of the learners' abilities to function easily in the target situation -to which the course syllabus and materials have been identified- occurred. In this sense, Dudley-Evans et al (1998) argued that: "The concept of a learning-centred approach is outlined. This involves considering the process of learning and student motivation very fully and working out exactly what is needed to enable students to reach the end target" (p. 26).

At the end we can say that it is remarkable that today, there is an awareness of the fact that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the preceding analysis) All the works done in ESP have sought to promote the communicative nature of language teaching, because starting with register analysis, ESP teachers have been very concerned with the needs of students as they used the language. For this reason, today needs analysis should not be of concern only within the field of ESP, but also that of General English because the needs of the learners is of paramount importance in any language process.

2.3   Steps in needs analysis

There are certain kinds of models with different steps suggested for needs analysis. To begin with, models in NA are stated as the following.

Richards (2001) proposed that decisions on the practical procedures involved in collecting, organizing, analyzing and reporting the information collected should be made. He states that "there are needs to be a clear reason for collecting different kinds of information and so as to ensure that only information that will actually be used is collected" (p. 64).

Gravatt, Richards, and Lewis (1997), as cited in Richards, (2001, p. 6) stated the following procedures which have been used in investigating the language needs of non-English-background students at New Zealand University:

1.   Literature survey.

2.   Analysis of wide range of survey questionnaires.

3.   Contact with others who had conducted similar surveys.

4.   Interviews with teachers to determine goals.

5.   Identification of participating departments.

6.   Presentation of project proposal to participating departments and identification of liaison person in each department.

7.   Development of a pilot student and staff questionnaire.

8.   Review of the questionnaires by colleagues.

9.   Piloting of the questionnaires.

10.   Selection of staff and student subjects.

11.   Developing a schedule for collecting data.

12.   Administration of questionnaires.

13.   Follow-up interviews with selected participants.

14.   Tabulation of responses.

15.   Analysis of responses.

16.   Writing up of report and recommendations.

2.4   Instruments for needs analysis

In fact, needs analysis was introduced into language teaching through the ESP movement; it is an important and fundamental part of ESP. Generally the term needs analysis refers to the activities that are conducted and involved in collecting information that will serve as the basis for developing a curriculum that meets a particular group of students needs (Iwai et al., 1999).

Observation field and surveys (Questionnaires and interviews) are two commonly used instruments for needs analysis. .Observations are methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions events, and so on, within it. Dornyei (2007) went a step forward while maintaining that: "...classroom

observation provides direct information and it is one of the three basic data sources for empirical research" (p. 178).

For data reliability and validity, an interview and a questionnaire are also respectively designed to cross-check the information and process analysis.The questionnaire as one of the most useful tools is often perceived as a partly valid research instrument to elicit available information from the informants According to Nunan (1992) "A questionnaire is an instrument for the collection of data, questions and other probes requiring a response from subjects" (p. 231).

There are three main types of questions; open; closed or mixing both questions types. Indeed, the use of both types of questions may help the researcher to get more information that can contribute to the study; each type of questions has its own characteristics. Nunan (1992) supported this view by saying that:

While responses to closed questions are easier to collect and analyse, we often obtain more useful information from open ones. It is also likely that responses to open questions will more accurately reflect the respondent answer (p. 143).

Gillham (2000) defines interview as: "A conversation usually between two people. But it is a conversation where one person -the interviewer- is seeking responses for a particular purpose from the other persons: the interviewee" (p. 1).

According to Nunan (1992): "Interviews can be characterised in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structure" (p. 149). Lincoln et al (1985) went even further where they link the type of the interview one may use to the researcher's knowledge about the subject he needs to have insight about:

The structured interview is useful when researchers are aware of what they do not know and therefore are in a position to frame questions that will supply the knowledge required, whereas the unstructured interview is useful when researchers are not aware of what they do not know, and therefore, rely on the respondents to tell them (p. 269).

Kumar (1996) discussed the advantages and drawbacks of questionnaires and interviews. Questionnaires do not take long time to administer and it is often possible to get information from a large number of respondents. The responses are anonymous and thus respondents will hopefully offer their opinions and ideas frankly. Interviews are time consuming and because of this the investigator can often only interview a few people.

However, in an interview the investigator can probe responses and thus gain an in-depth understanding of the opinions and information offered. Additionally, unclear questions or answers can be clarified during an interview.

Both types of data collection potentially have drawbacks. For example, people tend to think carefully about questionnaire items before responding. This may lead respondents to try to provide idealized responses (responses they see as socially desirable). Good interviewing skills do not come naturally to everyone and some interviewers may let their own opinions come across too strongly and lead to bias in the interview.

Questionnaires and interviews allow the needs analyst to explore people's opinions of needs, difficulties and the importance of language skills and areas.

The following tables summarize the advantages and disadvantages of both the questionnaire and the interview

Questionnaires	
Advantages	**Disadvantages**
Less time and energy consuming to administer	Self-selecting bias. Not everyone who receives the questionnaire returns it, and those who do may have different attitudes than those who do not.
Offer greater anonymity to respondents	Lack of opportunity to clarify issues.
	Do not allow for spontaneous responses.
	Respondents may consult with one another before answering.

Table 2: Advantages and Disadvantages of the Questionnaire
Source: Based on discussion in Kumar (1996)

Interviews	
Advantages	**Disadvantages**
More useful for collecting in-depth information.	More time consuming
Opportunity for questions to be explained and responses to be clarified	Quality of the date obtained depends on the interviewer skills.
	The interviewer may introduce his or her bias
	Less standardized. For example, the quality of data may vary when different interviewers are used.

Table 3: Advantages and Disadvantages of the Interview
Source: Based on discussion in Kumar (1996)

The above tables summarizes advantages and drawbacks of both questionnaires and interviews as an important tools to recognize the learners needs .Based on these characteristics the researchers in this field can decide what is the most suitable tool to their research in order to get the real information about the case

2.5   The importance of needs analysis

Once being stated, it is important to explain the place that a needs analysis occupies in the whole process of ESP teaching and learning and the role it plays as an important means of investigation and data gathering. Needs analysis has a vital role in the process of designing and carrying a course in an ESP context as it explains by Basturkmen (2006) who states that: "the task of the ESP course developer is to identify the needs of the learner and design a course around them" (p. 18). Accordingly, Evans and John (1998) argued that needs analysis in ESP is a useful tool to determine the following information:

1. **Professional information about the learners:** the tasks and activities learners are/will be using English for- target situation analysis and objective needs.

2. **Personal information about the learners:** factors which may affect the way they learn such as previous learning experiences, cultural information, reasons for attending the course and expectations of it, attitude to English- wants, means and subjective needs.

3. **English language information about the learner:** what their current skills and language use are- present situation analysis.

4. **The learners lacks:** the gap between present situation analysis and target situation analysis-lacks.

5. **Language learning information:** effective ways of learning the skills and language- learning needs.

6. **Professional communication information about learners:** knowledge of how language and skills are used in the target situation.

7. What is wanted from the course.

8. Information about the environment in which the course will be run- means analysis personal information about learners (p. 125).

Personal information
about learners

Professional
information about
learners

Language information
about target situations

Environmental
situation

How to communicate
in the target situation

Learners' lacks

Language
learning needs

Learners' needs
from course
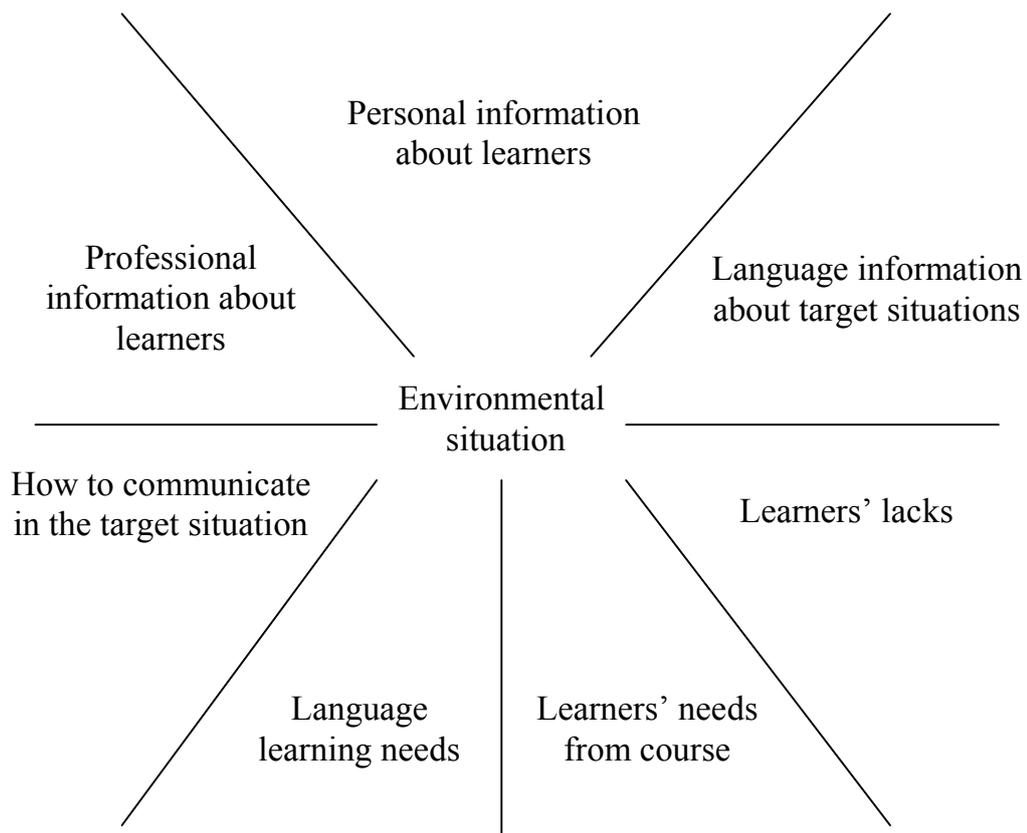
**Figure 7: What Needs Analysis Establishes
(Adapted from Dudley Evans and ST John, 1998, p. 125)**

Bowers (1980) noted the importance of needs as a guide in syllabus development, materials and examination. The importance of needs is quoted in Clark (1978), who said that, "The first step in any language teaching project must surely be to design a syllabus

that will reflect the language needs and wishes of the learner concerned, and that will accord with a responsible theory of language learning" (p. 67).

According to Jordan (1997) "needs analysis should be the starting point for devising syllabus, course materials and classroom activities" (p. 22)

In Shutz and Derwing (1981), needs analysis is considered as the first step that any course planner should take. They stated:

> Many well-intentioned language programs have foundered because either no consideration was given to the actual use the learner intended to make of the language or because the list of uses drawn up by the course designer was based on imagination rather than an objective assessment of the learner's situation, and proved to be inaccurate and in many cases entirely inappropriate to his real needs" (p. 30).

Recognizing that language problems can also be traced through sociological context, Schutz and Derwing agree that, "...a detailed analysis of the situations of language use is a pre-requisite even to the selection of the particular linguistic forms or structures that ought to be taught" (p. 31). The discussions of the importance of needs analysis focus on its roles as a starting point or a guide for course design, syllabus design, materials selection, assessment or even classroom activities. McDonough (1984) stated that the language needs of the learner should be the bases for course development. He said, "Information on his or her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content" (p. 29). Riddell (1991) pointed to the crucial role that needs analysis plays in syllabus and course design. As he puts it, "...through it (needs analysis) the course designer becomes equipped to match up the content of the program with the requirements of the student body (what learners need)" (p. 75).

According to Soriano (1995), as cited in Channa, (2013) the most frequent reasons for needs analysis to be conducted are "justification for funding, regulations or laws that mandate needs analysis, resource allocation and decision-making determining the best use of the limited resources and as part of program evaluations" (p. 15).

Richards (2001) stated that needs analysis in language teaching can be used for a number of different purposes, for example:

- Find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student.

- Help determine if an existing course adequately addresses the needs of potential students.

- Determine which students from a group are most in need of training in particular language skills.

- Identify a change of direction that people in a reference group feel is important

- Identify a gap between what students are able to do and what they need to be able to do.

- Collect data about a particular problem experienced by learners (p. 52).

A needs analysis provides information to the instructor and learner about what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next (Richards ,ibid).

Therefore, the aim of needs analysis is to know about learners as language users and as language learners. In other words, to know how language learning and skills learning

can be maximized for a given learner group. As it said by(Hutchinson and Waters, 1987 "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).We notice that it is very necessary to consider the students' needs in order to make the learning process more effective .

Conclusion

This chapter presents various definitions and classifications to NA and shows the importance of needs analysis to determine the content of an ESP course. This has be intended to be a theoretical overture before validating our hypothesis. Accordingly, different methods are used to draw the profile of needs of learners which is the concern of the following chapter.

CHAPTER III

Fieldwork

Chapter Three

Fieldwork

Introduction

This research work is conducted in order to investigate the status of the English language and the students' needs when teaching English in Sociology sciences Department at Mohamed Khider Biskra University. Furthermore, it seeks finding the difficulties faced by both teachers and learners in this department. In order to reach these objectives, different methods of data collection are used which are: Students and teachers questionnaires and classroom observation. Accordingly this chapter describes the different research instruments used to collect data; in addition to that, it explains the categorization of this research.

3.1 Description of teaching/learning English in Sociology sciences department

This research work involves Sociology students of third year in the faculty of Human Sciences, in the department of Sociology, Biskra University. In this field, English is taught as an E.S.P course for those who choose to study English. In other words, there are other students in the same promotion who do not study English at all. Besides, the period allotted for teaching this module is one hour and a half per week.

3.1.1 The methodological approach

This research work as a descriptive-study, in which the investigator has tried to describe a situational phenomenon, attempts at diagnosing the English language courses inability to cope with the ESP students' needs. In other terms, investigating the main reasons that stand behind the difficulties that both language teachers and students face,

underlying the challenges which are considered here as another important issue that the researcher needs to spot the light on.

While gathering data for this research work, both quantitative and qualitative data has been collected. The questionnaire mainly used for quantitative and qualitative data whereas, classroom observation has been used to collect qualitative data because both quantitative and qualitative data are of equal importance to this work.

Quantitative design has provided numerical data which can be measured, and qualitative method has helped the researcher to get a deeper insight into the ESP teaching situation by which a more or less clearer picture of the situation can be finally established. In this regard, Dornyei (2007) wrote "The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving process with each method contributing to the theory in ways that only each can" (p. 43).

Therefore, a mixed-method approach seems to be most appropriate to this study. This has been reflected in the combination of both the quantitative and qualitative method within a single research project for the sake of providing answers to the research questions.

3.1.2 Design of the study

Concerning the quantitative research methods, the use of questionnaire has provided the investigator with a considerable amount of data about the most important issues related to the ESP teaching situation. This, in fact, constitutes a central issue for language teachers, such as difficulties, obstacles, lack of training, lack of specialist knowledge, lack of materials, collaboration with subject specialist, cooperation with learners and so forth.

As far as qualitative methods are concerned, the use of both classroom observation and questionnaire have been of a great help in getting in-depth information about issues that encounter language teachers and students in different ESP teaching situations.

3.2 Analysis of students' questionnaire

3.2.1 Description of the students' questionnaire

Among the students of the Social Sciences Department, a group of 36 third year students have been selected to answer a questionnaire that has been designed in order to investigate eighteen points. Two main reasons have influenced the selection of such a category of students.

Firstly, they are mature enough to make an evaluation about their level of achievement in English. The third year indicates that they are nearly at the end of their studies. To that effect Robinson (1989) stated: "…the students are normally adults, albeit young adults, rather than school children" (p. 398). While Kennedy and Bolitho (1984) wrote: "In fact, many ESP learners are adults" (p. 14).

Secondly, those students are concerned with the needs analysis that is presently conducted, and it is felt that their opinions must be taken into great consideration. In fact, they constitute one of the reliable sources of information.

Before dealing in details with the questions that constitute the questionnaire addressed to the social science students, it is essential to emphasise the fact that a certain number of students either have partly answered the questionnaire or have not answered ;therefore the researcher has translated it into Arabic in order to gain the objectivity of the results and considers the first step (the questionnaire designed in English) as a piloting a

questionnaire Next the questionnaire was piloted to check its validity, reliability, and applicability.

When the questionnaire was administrated in Arabic the researcher ensured that:

1. The questions were related to the respondents' field of study.

2. The questions were clear and easy to read.

3. The time taken to answer the questionnaire was reasonable.

4. All items were easy to understand.

Finally, the tabulations of the results have been operated only on the respondents who have completed the questionnaire.

3.2.2 Analysis of the questions and interpretations of the results

3.2.2.1 Background information

This section is intended to collect students' personal information.

According to the first item, it is noticeable that the majority of respondents are females of almost the same age (21 to 24 years old) .They studied English for nearly 10 years, which confirms their maturity.

Question 2: Do you consider English important for your studies?

This question has been asked in order to know the importance of English for this kind of learners.

	Number	Percentage (%)
Yes	24	66.66
No	12	33.33
Total	36	100

Table 4: Importance of English

Table 4 indicates that 66.66% of respondents have answered "Yes" while 33.33% have answered "No". Since large proportion of students has answered "Yes", one can say that English is very important for their studies and their motivation remains higher.

Question 3: Have you tried to improve your level outside the programs of your department?

This question aims to explain more if these students are interested to learn English

	Number	Percentage (%)
Yes	14	38.88
No	22	61.11
Total	36	100

Table 5: Additional Trainings

61% of respondents have answered "No" while 38% have answered "Yes". So, 61% of students are just concerning the English language as a compulsory module while the 31% are aware about its importance.

3.2.2.2 Students' perception towards the English language needs

3.2.2.2.1 The current situation of the E.S.P courses in the Sociology department

Question 4: How can you evaluate your present level in English?

		Number	Percentage (%)
a	Very low	08	22.22
b	Low	06	16.66
c	Medium	18	50.00
d	Good	04	11.11
e	Very good	00	00.00
	Total	36	100

Table 6: Personnel Evaluation of Students' Level.

This table sums up the results recorded in the question 1. Respectively, 22% of the respondents have selected the option "a"; while 17% have preferred the option "b"; the option "c" has reached the highest score of 50%; option "d" has received 11% and finally the option "e" has not scored any percentage .This results indicate that almost all of the students have average level in English.

Question 4 is seen as a mean to assess the students' level in English at the present time with regard to the language learning that has been achieved during their studies in a successful or an unsuccessful way. In this question, the students have been asked to make an evaluation about their own level because their personal opinion is worth considering.

The aspect of level which is questioned here involves the linguistic skills and abilities acquired by the students in agreement with their needs of the language in their specific field. Thus, Robinson (1989) stated that: "Many students all over the world are studying technical or academic subjects wholly or partly through the medium of English: their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies" (p. 396).

Question 5: How do you evaluate your progress in English at university?

	Number	Percentage (%)
No progress	18	50.00
Low progress	12	33.33
High progress	06	16.66
Total	36	100

Table 7: Personnel Evaluation of the Students' Language Progress.

In addition, when the questioned students were asked about how they evaluate their progress in English at university, the great majority considers the progress not to be significant. This answer indicates the real situation of English course in Social sciences

department. The reasons of this low progress can be explained by the limited English courses in their curriculum and the lack of interest among students.

Question 6: Do you use English language in your study? Whatever your answer, say why.

	Number	Percentage (%)
Yes	11	30.55
No	23	63.88
No answer	02	5.55
Total	36	100

Table 8: Use of the English language in the field of sociology

On the basis of the results shown in table, we notice that 64% of the respondents have answered "No" whereas 31% have answered "Yes". The difference between the percentages seems to indicate that a majority of students do not use documentation or sources in English.

Question 7: Which skill do you concentrate more on? Please classify them from 1 to 4.

	Rank 1	Rank 2	Rank 3	Rank 4	Total
Listening	06	07	03	02	36
	16.66%	19.44%	8.33%	5.55%	100%
Speaking	24	08	08	14	36
	66.66%	22.22%	22.22%	38.88%	100%
Reading	07	14	12	03	36
	19.44%	38.88%	33.33%	8.33%	100%
Writing	00	06	11	19	36
	0%	16.66%	30.55%	52.77%	100%

Table 9: Classification of the importance of the four skills

The aim of this question is to know the students' opinions about the importance of the English language skills as far as E.S.P is concerned.

It can be said that students agreed about the importance of speaking and reading skills. In fact it explains more the necessity of learning a language to use it in communication. Students also agree that listening and writing skills are less important.

Thus, answers to that question show students' preference to the speaking skill, as it represent (67%) of the answers. The writing skill represents the lowest rate of importance according to them, and the investigator can guess that there is a real deficiency as far as writings concerned from the results and from personal experience. However, the listening skill represented (17%) of the answers, whereas, the reading skill was preferred by (19%) of the respondents.

Answers show that skill preferences are different and the ESP teacher have to find a balance in order to attract attention of all the students.

Question 8: Do you find difficulties in using English?

	Number	Percentage (%)
Yes	28	77.77
No	08	22.22
Total	36	100

Table 10: Frequency of difficulties in using English

According to students, the majority of them find difficulties in using English; 78% of them have answered "Yes" while 22% have answered "No".

Question 9: If "Yes", what are the aspects you find more difficult? (Please, classify by order of difficulty giving 1 to the most difficult, 2 to the second most difficult down to 4 for the least difficult).

	Aspects	Rank 1	Rank 2	Rank 3	Rank 4	Total
a	Grammatical structures related to general English	00	00	04	24	28
b	Lexical items related to general English	07	06	01	14	28
c	Grammatical structures related to social sciences	05	08	12	03	28
d	Lexical items related to social sciences	16	04	04	04	28

Table 11: Classification of the Difficult Aspects

This question concerns only those who responded "Yes" to the previous question.

In this question, the students are asked to make an evaluation about the present state of their attainments of the linguistic code of English. The four main options which appear in the question have been proposed on the basis of discussions with the students. To that effect, Robinson (1991) stated that: "The nature of the relationship between context or domain and the learning and use of the language is clearly vital to ESP and highly worth investigating" (p. 23).

On a sample of 36 students, only 28 have answered this question. The results are summarised in table 8, where each cell indicates the score of the corresponding rank in the choice operated by the students. Thus, for example, the option "Grammatical structures related to general English" has been selected 4 times in the third rank (Rank3).

Reading the results, one can consider only the scores or percentages of the classification of the different options at the first rank. Thus, the first column (Rank 1) emphasises the different aspects of difficulty met by the students. The main difficulty is met in "Social sciences words and expressions written in English"; the second most difficult aspect concerns the "Lexical items related to General English" and the third most difficult deals with the "Grammatical structures related to Social Sciences". The first two options, namely "Grammatical structures related to general English" and "Lexical items related to general English", appear to be causing less problems to the students.

Obviously, there is a clear gap in the aspects of the language that can cause most problems to the students. Thus, moving from general to specific English seem to be causing most problems perhaps indicating a poor command of the language related to the subject-specific content.

Question 10: Currently, are you able to use sociology books printed in English?

	Number	Percentage (%)
Yes	07	19.44
No	28	77.77
No answer	01	2.77
Total	36	100

Table 12: Use of Sociology Books Written in English

On the basis of the results shown in table 12, we notice that 19% of the respondents have answered "yes" whereas 78% have answered "no". The difference between the percentages seems to indicate that a majority of students do not use specific documentation written in English. In fact, reading documentation in English is seen as a source of "providing access to technology and science" (Kennedy and Bolitho, 1984, p. 11) and can also be seen as a valuable source in human sciences.

Question 11: If "yes", at what degree are you able to use them?

This question concerns only those who responded "Yes" to the previous question.

	Option	Number	Percentage (%)
a	25%	02	25
b	50%	05	62.5
c	75%	01	12.5
d	100%	00	00
	Total	08	100

Table 13: Percentage of Use of Books Written in English

The results recorded on table 13, show that 62% of the students have taken the option "b", while 25% have preferred the option "a", for the option "c" the percentage of students is 12%; but the last option has been left (0%). The highest percentage appears in the option "b", which expresses a use of specific books written in English by this small number with a reduced amount.

Question 12: At the end of your studies, are you able to:

	Option	Number	Percentage (%)
a	Listen to lecture in English	11	30.55
b	Speak English fluently	15	41.66
c	Write report in English	01	2.77
d	Write E-mails in English	01	2.77
e	Find a job where English is required	00	00
f	None of the above	08	22.22
	Total	36	100

Table 14: Abilities in the Use of English

The results expressed in table 14 illustrate in a clear way the answers provided about the different abilities expected from the students at the end of their studies. Thus, options "a", "b", indicate that some of the necessary abilities in performing general English are partially developed in terms of grammatical structures or lexical items. Furthermore, options c, d and e with a results of 2%, 2%, 0% respectively indicate a potential lack for students interest in further research (in post-graduate studies, for instance).

The results of this particular question would reinforce the opinion about seeking what is the best for the student's interest in a process where the learner is the centre, where "Everything starts from him and everything goes back to him" (Robinson, 1989, p. 4).

Question 13: Are you really satisfied with English courses in your university?

This question has been added in order to make an appreciation of the attitude of the students towards English learning. Kennedy and Bolitho (1984) mentioned that: "Attitude to an ESP course may be influenced by a student's previous learning of English" (p. 16).

	Number	Percentage (%)
Yes	13	36.11
No	23	63.88
Total	36	100

Table 15: Level of Satisfaction about English Language Courses

According to the results recorded in the table above, 36.11% of the respondents have expressed a favourable attitude towards English learning while 63, 88% have not.

For instance, those who have expressed a positive attitude towards English learning might have acquired a valuable experience in their previous English learning. They may also feel a further need for learning English because of the specificity of their subject discipline. According to Kennedy and Bolitho (1984) "A learner is bound to approach an ESP course with heightened expectations" (p. 135).

If this is not the case for the other 64% who have showed a negative attitude, it may be explained by an unsuccessful previous English learning or perhaps by the feeling that English learning is not an absolute necessity.

3.2.2.2.2 E.S.P courses objectives and students' needs

Question 1: How much do you think the English courses meet your objective (s)?

		Number	Percentage (%)
a	Very much	06	16.66
b	Much	07	19.44
c	Little	15	41.66
d	None	08	22.22
	Total	36	100

Table 16: Level of Meeting Students' Objectives

When students are asked about the relationship between what they are learning and what they expect from the English courses. The answers were not very different from each other; 16% for option "a", 19% for option "b" , 41% for option "c" , 22% which can be explained by either the lack of predetermined objectives among the learners or the feeling of usefulness of those courses (explained by the 41% of option "c").

Question 2: Do your sociology teachers encourage you to use books written in English?

	Number	Percentage (%)
Yes	25	69.44
No	10	27.77
No answer	01	2.77
Total	36	100

Table 17: Use of Sociology Documentation Written in English

Concerning the use of this specific documentation written in English, we notice that the option "Yes" has received 69% of the answers when option "No" has received 27%; while 2% have not answered this question. In the specific field of the students, the use of books written in English can have some advantages, among them understanding and transferring human sciences and educational systems advances.

Question 3: If "Yes", what are the objectives of the use of these books?

This question concerns only those who responded "Yes" to the previous question.

	Option	Number	Percentage (%)
a	To develop your knowledge	18	72
b	To write summaries and essays in sociology	01	4
c	To do researches for publication	01	4
d	Others	04	16
e	All of the above	01	4
	Total	25	100

Table 18: Students' Final Objectives

The results that have been summed up in table 18 state that 71% of the students use specific texts written in English to develop their own knowledge of specific subject; the options "b" and "c" are equal in ratio (4%); the option "d" has received 16%, and 4% for option "e".

Among the objectives that have been listed, it is the one of knowledge transfer through reading which interests most students. Then consulting books written in English for writing summaries or even a dissertation constitutes a valuable but difficult enterprise for a third-year students.

Kennedy and Bolitho (1984) stated:

EAP groups at any level are certain to need reference or library skills. They will need to know how to use the catalogues in a library, how to look up topics in an index, how to get the best out of a bibliography, how to use dictionaries, encyclopaedias and other works of reference. A student may be given a project or assignment in his special subject. He may well have available a list of recommended reading, some of which may be appropriate for his project (p. 71).

In reality, what is written and submitted to evaluation may determine success or failure. Furthermore, Kennedy and Bolitho (1984) assume that "It is important to define a reader's purpose in coming to a text as this will dictate the skills and strategies to be adopted by the reader and the level of comprehension he is operating at" (p. 70).

The option "d" has been proposed as the last instance to encourage the students end the list of the items.

Question 4: Do you find time allotted for English: Sufficient/Not Sufficient/Reasonable?

	Number	Percentage (%)
Sufficient	03	8.33
Not Sufficient	22	61.11
Reasonable	11	30.55
Total	36	100

Table 19: Time Allotted for English

The fourth question has focused on the students' perception of learning needs related to the period of time which is allotted to the English course. Most needs analysts, in fact, consider that time is an essential factor which must be taken into account when conducting an ESP course. Robinson (1989) expresses this fact "…ESP courses are normally constrained by a shortage of time" (p. 398)

Thus, in this question three options have been proposed in order to obtain a valuable appreciation concerning this main point. Table 15 summarizes the results that have been obtained for the three options. Just 8% of the 36 students have said that time is sufficient, while the great majority have affirmed the insufficiency of time allotted for English. Therefore, we can say that a large proportion of the sample think that the number of hours allocated to English learning is not sufficient, if not just reasonable.

Question 5: Is it necessary to increase the number of hours per week?

This question is related to the previous one when the students were asked about their opinion on the time allocated for the current ESP course, they considered it not enough. Moreover, in this question they consider that the period of English teaching in the whole curriculum must be lengthened. This observation indicates that the students need more time to learn English language. From these answers, we can deduce that in reality, the students are motivated to learn English, because they suggest to give much time to the English course. (86%) have chosen the option "yes" and only (14%) have chosen the option "no".

Question 6: What do you think of the topics in the current ESP courses?

They consider the topics in the course are interesting and related to their field, and they judge the content of the current English course convenient to their professional career.

They appreciate the exercises of translation. In general, they were satisfied with the classroom's activities in the ESP course.

	Number	Percentage (%)
Very interesting	07	19.44
Interesting	21	58.33
Boring	08	22.22
Total	36	100

Table 20: Opinions about topics of the current ESP courses

This question raises the crucial point of the investigation inquiry, we want to make sure if the students support or reject the content of the course presented by the teacher and the degree to which it satisfies the students' needs. The majority of students 58% think that it satisfies their needs when they choose the option "interesting", 19% of students see that what they learn is very interesting which means that it satisfies their needs completely; while 22% of students feel that the content is boring. In fact this question is relating to the question 1of this section where students are asked about the relationship between the content of the courses and their objectives.

Question 7: In your opinion, during ESP classes the teacher should:

 a)   Use only English.

 b)   Use only Arabic.

 c)   Use mainly English and use Arabic only to explain difficult terms or issues.

 75% agree that Teacher should use mainly English but in difficult situation, he/she can use Arabic or French languages.

Question 8: If you have any suggestions you are welcome.

When the students were asked about what they suggest in order to improve the current ESP material, they suggested these points:

- Teacher should emphasise on principles of English language (Grammar, ...).

- Use of audio-visual materials.

- Increase time and number of session allocated to the course of ESP.

- Prolong the course of English.

- Encourage a dialogue between students during the session.

- Encourage individual presentation of a subject related to the field.

- Teaching the basics of English language.

These suggestions correspond to the students' needs as the students are certainly the main stakeholders in any course of study.

This last point of the questionnaire belongs to the needs analysis which is considered the corner stone of ESP and leads to a much focused course (Dudley-Evans and St. John, 1998, p. 122). According to Wright (2001), the content of ESP course should be determined by a comprehensive needs analysis as the first step is seen as being absolutely crucial if ESP practitioners wish to design a course that will maximally benefit their learners. Songhori considered that the needs analysis has a vital role in the process of designing and carrying out any language course, whether it will be English for Specific Purposes or General English course.

3.3 Analysis of teachers' questionnaire

A questionnaire has been administered to two English language teachers who are actually teaching in Social Sciences Department. A certain number of items that have been proposed are expected to enhance the appraisal of the students' needs analysis that we intend to conduct. This has resulted in twenty questions divided into three main parts as what follows:

3.3.1 Background and profile

This section is intended to collect personal information from the teachers. . It indicates that there are two female teachers; the first one has Master degree of English with two years teaching experience in sociology department, while and the second has licence degree of English with three years teaching experience in the same department

Both teachers did not have any previous teaching experience. And they both claimed that they have no special training in ESP except for the courses that they have been taught at the university.

In view of that, Hutchinson and Waters (1987) stated that "Many teachers who have trained for General English or for the teaching of Literature may suddenly find themselves having to teach with texts whose content they know little or nothing about" (p. 160).

3.3.2   Teaching situation

3.3.2.1 Current situation of the E.S.P courses in Sociology department

Question 1: How large are the classes (average number of students)?

In fact classes are not very crowded, there are about thirty students.

Question 2: How can you evaluate the level of students?

> a)   Beginners
>
> b)   Intermediates
>
> c)   Advanced

The answers of this question are divided into two identic opinions: 50% for beginners and 50% for intermediate.

Both teachers agreed to answer that ESP learners are not holding solid fundamental

English background encompassing grammar and vocabulary.

Question 3: What languages are usually used in your class?

      a)   English and French

      b)   English and Arabic

      c)   Only English

Teachers agree that they use the both English and Arabic languages.

Question 4: Do you have any academic background concerning sociology?

100% "No"

Question 5: Do you think that teachers of English should have knowledge about sociology? And why?

Question 6: Do you think that training in English for sociology is necessary to your teaching? Yes or No. Please justify.

The fifth and sixth questions are related to each other; when the question was whether teachers should have a specific knowledge about Sociology, both of them agreed that it will be helpful for them at least in choosing the adequate topics to teach; besides they added that a special training is a prerequisite to successful E.S.P course in Sociology department.

In this sense Waters (1987) stated that "ESP teachers need to arm themselves with a sound knowledge of both theoretical and practical developments in ELT in order to be able to make the range of decisions they are called upon to make" (p. 160).

Question 7: What are the skills that you concentrate more on (please classify from 1 to 4)?

   a)   Listening

   b)   Speaking

   c)   Reading

   d)   Writing

The answers are mentioned in the table below:

	Teacher 1	Teacher 2
Listening	3	3
Speaking	2	1
Reading	1	2
Writing	4	4

Table 21: Ranking of Skills

The two skills that ESP teachers emphasis on are reading and speaking. We can infer that the two other skills are almost neglected; and according to the teachers they are not an absolute necessity as they are restricted by time.

Reading is taught by delivering texts to students. Teachers believe that students practice their speaking skills while reading the texts loudly and also while answering the verbal questions. Kennedy and Bolitho (1984) showed that "In any case, the skills are seldom practised in total isolation; a lesson focused on reading may involve any or all of the other skills" (p.69).

Question 8: What aspects of English do you focus on (please classify them according to your emphasize)?

   a)   Grammatical structures related to general English

   b)   Lexical items related to general English.

   c)   Grammatical structures related to social sciences

   d)   Lexical items related to social sciences

This question is also asked to students, and answers are almost the same. The first teacher has focused on lexical items related to Social sciences first, and then the lexical items related to general English followed by Grammatical structures related to general English; while the second teacher insisted on general and specific grammatical notions.

To this effect, Hutchinson and Waters (1987, p. 165) stated: In terms of language content, there is little reason why, say, a Biology text should be more useful to a biologist than, say, a Physics text. There is not grammatical structure, function or discourse structure that can be identified specifically with Biology or any particular subject. Such things are the product of the communicative situation (lecture, conversation, experiment, instructions.

3.3.2.2   E.S.P courses and students' needs

Question 1: Do you think that the time allotted to learn English should be longer?

The allotted time for teaching ESP course at this department is only one hour and half per week, which is according to both teachers not sufficient at all to realize the course objectives.

Question 2: Do you rely on any text books to prepare your lessons?

Both teachers do not use any type of course book. For the first teacher there is a lack of sources in this field when the second claims that she depends on websites.

Question 3: How much do you use specialized terms per session?

      a)   Very much

      b)   Much

      c)   Little

Teachers choose options (b) and (c) respectively; perhaps it is the result of the low level of students and the difficulty of those specific terms.

Question 4: How do you judge the content of the current English course?

  a) Convenient to students' professional career.

  b) A bit convenient to students' professional career.

  c) Not convenient to students' professional career.

Teachers are satisfied with the content of the current English course, and judge it convenient to the students' professional career.

Question 5: In your opinion, during an ESP lesson, teacher should be? And why?

  a) Teaching basics of English languages (Grammar, etc...).

  b) Improving the speaking skill of the students.

  c) Translating the material only.

  d) All of the above.

The answer of one of the teachers was to teach the basics of the English language because the majority of students are enable to read or to write correctly. While the second teacher choose the option "d", to make a balance between the options in order to cover all of the students' needs.

Question 6: Is it necessary that the student participate to the elaboration of English language program?

Both teachers have answered "Yes", giving credit to this study concerning students' needs analysis.

Question 7: From your point of view, what are the main objectives of the English teacher?

  a) Teaching general English

  b) Teaching sociology terminology.

c)   Improving the four skills of students.

d)   All of the above.

One teacher's point of view concerning the objectives is to teach general English and sociology terminology, as well as to improve the four skills of students. But the second teacher saw that the main objective is to teach Sociology terminology.

Question 8: What do you suggest as a solution to overcome the difficulties of students in learning English?

In their part, both teachers have provided use full suggestions such as

- The necessity of providing text books in the field of Sociology.

- The necessity of working in collaboration with the Sociology teachers.

- The necessity of increase time and ratio of this module to motivate students to learn it.

- The necessity of organising seminars and conferences to benefit from the other experiences

3.4. Classroom observation

In an attempt to have a useful insight in what is happening in the ESP teaching situation, the researcher has chosen the use of classroom observation, almost viewed as one of the acceptable tools to gather authentic data about the situation of the English language in Sociology department and to what extend it can help students in their studies.

Mason (1996), stated that "Observations are methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions events, and so on, within it" (p. 60).

Dornyei (2007) goes a step forward while maintaining that: "...classroom observation provides direct information and it is one of the three basic data sources for empirical research" (p. 178).

3.4.1   Description of classroom observation

The context in which the courses have taken place and in-depth data, which have been gathered while observing ESP teachers and their learners, have constituted an important data source for the researcher. For this purpose, the researcher has chosen to use a classroom observation checklist as an important tool to gather data through passing a real time observation within an E.S.P classroom; note-taking was also a basic mean to systematically accomplish this task. Classroom observation was conducted in the second semester; it took four sessions checklist is divided into four main parts

Part one: Classroom environment

Part two: Classroom Activities

Part three: Students' interaction

Part four   Comments

3.4.2   Analysis of classroom observation

The results of classroom observation have been analysed through three stages as it is shown in the grid of classroom observation (see appendices).The results are as follows:

3.4.2.1   Classroom environment

In this phase, the researcher focuses on nine elements during the classroom observation which are

1.   The total number of students/ attendance.

2.   Students who sit in the front row are:

3.   Males.

4.   Females.

5.   Mixed.

6.   The number of students who participate.

7.   The material used is just the board.

8.   There are other multimedia devices used such as data show.

We have noted that the above elements are almost repeated in each course session.

The total number of students is 36, the attendance is about 27 to 29, the great majority of students are females, and small part of them (approximately 08) showed real interest in the course.

No multimedia devices used, teacher used just the regular board.

3.4.2.2   Classroom activities

In this part the researcher focused on the following elements:

1.   The teacher uses dictation.

2.   The teacher explains grammar rule.

3.   The teacher focuses on the content.

4.   The teacher uses the English language.

5.   The teacher uses the Arabic language.

6.   The teacher uses both of languages

7.   The teacher informs students about the most important information.

8.   The texts are long/short.

Consequently we noted that the teacher tries to focus on activities which have social dimension. She gives them questions related to their field of interest to make them interact.

The teacher works with all the students and tries to motivate them by asking questions, but the researcher observed that they do not understand the content of the course. Accordingly, the teacher does all the work by herself because they are passive. Also she uses the Arabic language to translate almost everything.

The content of the English course is chosen by the teacher without any convention with the other colleagues or with the administration. The teacher selects different subjects which does not really a relationship with Sociology topics and texts.

In all the teaching sessions, both students and teacher used Arabic language when some of them try to use English .On her side, the teacher try to give them opportunities to speak during the course, but most of the students do not speak and do not answer the teacher's questions as they do not care about the English language. Accordingly, there is no direct contact with the target language since they do not use it at all in the classroom.

During the course, the teacher focuses on short texts through which each time she focuses on a new topic.

3.4.2.3 Students' interaction

1. Students participate actively

2. Students are involved in reading.

3. Students are involved in speaking.

4. Students are involved in writing.

5. Students ask questions for clarification.

6. Students are motivated.

7. Students are not motivated.

8. Students are not engaged.

9. The lesson takes the entire session time.

What was observed in the three sessions was approximately the same:

- Some students follow but they do not understand .As a result, the teacher explains in Arabic.

- They cannot ask and answer questions since they have not enough vocabulary words.

- They face difficulties in terms of pronunciation.

- They are unable to form sentences.

- When the teacher gives them opportunities to speak through assignments, they cannot express their ideas.

- Students listen to the teacher but most of the time, they do not incorporate any utterance in their contribution. The reason behind that, is that they do not take notes or try to ask questions during the course.

- Students do not use dictionaries

3.4.2.4 Other remarques

1. The teacher establishes good rapport with students.

2. The teacher passes around.

3. The teacher does not correct any mistake to students

4. The teacher corrects mistakes immediately.

5. The teacher corrects mistakes at the end of the session.

6. Students work individually.

7. Students work in pairs.

8. Students work in groups.

At the end, the researcher provides the following comments:

- Although the teacher establishes good rapport with students in terms of classroom management relationship e.g. she passes around, but she does all the work and speaks during the course. and the students listen because they cannot express themselves in English, they use Arabic almost all the time. Besides, she does not correct any type of mistakes.

- The students do not show any kind of reaction to teacher's message since they are passive and they wait from the teacher everything. Some students react by asking questions or adding information in Arabic language and rarely in the English language.

The teacher also found the following difficulties in the course:

- Students are not interested by this module. Consequently, there are lot of absences over the year.

- The teacher does all the work because students do not participate.

- They do not understand her in English. Therefore, she is obliged to translate everything in Arabic, which is time consuming.

- They do not write correctly, and the teacher writes everything on the board.

3.5 Recommendations

The researcher observed that after we have stated the interpretation of the findings of the this study, obviously it is necessary to propose some tentative solutions or suggestions for improvement, because the results of the study may be an aid to the further development of ESP programmes basing on the English language needs of students and improvement of the current programmes to better meet the needs of the students at the Social Sciences Department at Mohamed Khider Biskra university. Thus it is recommended to:

A. Concerning the curriculum

- The current English language programme must be shifted to an ESP programme to meet the specific needs of students.

- Time allotted for ESP courses should be increased so that English language becomes an essential course.

- More attention should be given to the affective factors and the students' needs when ESP course is prepared and developed

- The results of this needs analysis study also indicate that a new ESP course focusing on speaking and reading skills should be developed because the aim of learning foreign languages is to use them in communication.

- The ESP course should include oral presentations, specialized vocabulary, grammar activities and topics relevant to students' area of specializations.

- Language teaching strategies would also help improve the ESP students' proficiency in the English language.

- The goal of developing an ESP course for Sociology students would have to take into account the findings of this comprehensive needs analysis study.

- A newly designed ESP course would enable these students to learn relevant specific language context that would serve to prepare them adequately for their further studies and future career in their area of specialization

- The necessity of providing a course book as a subject towards cooperation and collaboration with other disciplines.

B. Concerning teachers

- The ESP teacher must be aware of his or her own role in the teaching-learning process because of lack of a standard curriculum and lack of course books..,this is why he or she should participate actively

- Teachers should concentrate on the learner's interaction (student-cantered) rather than lecturing and overwhelming the course with exhaustive list of words and boring grammar exercises. Meaningful interaction with others speakers in the target language enhances the opportunity for competency. Therefore they have to create opportunities for the learners to create effective communication skills in the classroom.

- Many researchers have revealed that especially adult learners differ very much in the ways they learn a foreign language. Therefore EFL teachers should be aware of the learning styles of their students.

- There are large ESP classes of learners with different learning strategies and learning styles. Consequently, teachers have to make use of modern

technologies and audio visual aids to meet the learners' needs and to motivate them.

- In addition, there should be a variety of activities such as presentations, problem solving, role-play using the target language exclusively.

- Language teachers should be aware of their roles as evaluators and researchers because it is in this case that the principle of continuation and improvement can have a full meaning. If they are acting as evaluators and researchers, they will surely investigate objectively the validity of their language teaching, of the methodology to be used, of syllabus and of materials design and content.

- Also, for the sake of better improving of ESP teaching/learning practice, it can be said that 'the specialized teacher-training' is of crucial significance. Most of researchers who are concerned with assessing the progress of ESP teaching, relate the failure of ESP courses to the lack of training. According to them, being ill-prepared in the area they are engaged in, may constitute the first reason for such a failure, or at a lower level, they relate it to the idea that ESP teaching is, basically, regarded as a difficult task for those who lack a serious ESP teacher-training.

- .E.S.P teacher training should incorporate practice in needs analysis, course and material design.

- E.S.P teacher training can be realised through an initial EFL teacher training, where an ESP component should be introduced and an in service training for ESP practitionnaire via seminars, workshops and conference.

Conclusion

The analysis of the two questionnaires and the results of classroom observation have helped us to discover lacks and wants perceived by the students It let us think that students do not achieve neither the intermediate objectives nor the final objectives to learn relevant specific language that would serve to prepare them adequately for their future career in their area of specialization. In addition to that and, as far as this final chapter is concerned, the researcher has attempted to, hopefully, provide some useful recommendations that may help both prospective teachers and those who are already engaged in different ESP teaching situations to better cope with the requirements of the target situations, and to attempt to participate in the promotion of the ESP teaching situation in Algeria as a whole.

It is of principal importance to mention that these proposed recommendations cannot be considered effective if they remain only theoretical. Practice then is almost needed.

General Conclusion

English has become increasingly the vehicle language used for communication across the globe. This fact led to the increase in demand and urgent need of learning and teaching the target language. Therefore, studying English is not only restricted to human sciences, but it is now taught in business, economics, sciences and engineering. These language courses, which are offered at those departments, are of precise nature supposed to fulfilll specific student's needs; i.e. English for Specific Purposes (E.S.P).

The present study has shown the status of the English language among third year students of Sociology at Biskra university. It has highlighted the current situation of the ESP courses and learners and whether there is a consideration of students' needs in designing courses as well as the difficulties faced by both teachers and learners when teaching/learning English in this subject area.

Accordingly, this dissertation has tried to investigate whether Sociology students are aware of the importance of the English language in their field of study? What kind of courses do the students learn in this department? How do teachers teach E.S.P in this specialty? And finally How do students understand E.S.P courses?

The answer to these questions raises the following research hypothesis:

If English for specific purposes (E.S.P) courses teachers at the Sociology department use strategies of predetermined objectives that fits the students' needs then students awareness about the necessity of learning the English language will be increased, which will create a positive attitude towards the English language in this faculty. The first chapter has dealt with definitions of ESP and its historical background and classifications. In addition to the concept of needs analysis which is the concern of the following chapter

where the researcher highlighted its models, its instruments, and its importance. The third chapter is about the description and the analysis of data and the discussion of the main results. This research work has relied on triangulation method to collect data: students' questionnaire, teachers' questionnaire and classroom observation. Furthermore, it has followed qualitative and quantitative methods to analyse this data then this chapter has provided some suggestions and recommendations according to these results.

When we want to describe the current situation of the English language in this department we can say that although the agreement of all parts (administration, teachers, students) about the necessity of learning English which is the language of international scientific communication but in practice, we can notice that it is the contrary. When paying attention to the status of the English language in terms of, time allotted to it, the course content which is designed without any predetermined objectives…. and when we investigate to which extent does those courses fit the students' needs, the results reveal that students face different difficulties in their achievements in addition to the ignorance of the real benefits behind the English language proficiency which led to a lack of interest from their part.

However, this study is not a representative one since it took only thirty six students from third year sociology, with regard to their absences in English module. In addition to that, it has not taken into consideration all the issues which cover this field of research. Consequently it opens the doors for further researches.

APPENDICES

Appendix 01

Mohammed Khider University of Biskra
Faculty of Arts and Languages
Department of foreign Languages
Division of English

Questionnaire for Students

Dear students,

This questionnaire constitutes an essential part of my Master dissertation on the E.S.P courses and students' needs. You are kindly requested to fill it out and your voluntary participation is appreciated.

Part one: Background Information

Age: ☐

Gender: Male ☐ Female ☐

1. How long have you been learning English? . . . . Years

2. Do you consider English important to your studies?

    Yes ☐ No ☐

3. Have you tried to improve your level outside the programs of your department?

    Yes ☐ No ☐

Part two: Students' perception towards the English language needs

Section 1: The current situation of the E.S.P courses in the Sociology department

1. How can you evaluate your present level in English?

    Very low ☐ Low ☐ Medium ☐ good ☐ Very good ☐

2. How do evaluate your progress in English at university?

    a) No progress ☐
    b) Low progress ☐
    c) High progress ☐

3. Do you use English language in your study? Whatever your answer, say why.

    Yes ☐ No ☐

    . . . .

4. Which skill do you concentrate more on? Please classify them from 1 to 4.

    a) Listening ☐
    b) Speaking ☐
    c) Reading ☐
    d) Writing ☐

5. Do you find difficulties in using English?

Yes ☐   No ☐

6. If "Yes", what are the aspects do you find more difficult?

   a) Grammatical structures related to general English. ☐

   b) Lexical items related to general English. ☐

   c) Grammatical structures related to social sciences. ☐

   d) Lexical items related to social sciences. ☐

7. Currently, are you able to use sociology books printed in English?

Yes ☐   No ☐

8. If "yes", at what degree are you able to use them?

   a) 25% ☐

   b) 50% ☐

   c) 75% ☐

   d) 100% ☐

9. At the end of your studies, are you able to:

   a) Listen to lecture in English. ☐

   b) Speak English fluently. ☐

   c) Write report in English. ☐

   d) Write E-mails in English. ☐

   e) Find a job where English is required. ☐

10. Are you really satisfied with English courses in your university?

Yes ☐   No ☐

Section 2: E.S.P courses and students' needs

1. How much do you think the English courses meet your objective (s)?

   a) Very much ☐

   b) Much ☐

   c) Little ☐

   d) None ☐

2.   Do your sociology teachers encourage you to use books written in English?

   Yes ☐   No   ☐

3.   If "Yes", what are the objectives of the use of these books?

   a)   To develop your knowledge. ☐

   b)   To write summaries and essays in sociology. ☐

   c)   To do researches for publication. ☐

   d)   Others (please specify) . . . .

      . . . .

      . . . .

4.   Do you find time allotted for English:

   a)   Sufficient ☐

   b)   Not Sufficient ☐

   c)   Reasonable ☐

5.   ls it necessary to increase the number of hours per week?

   Yes ☐   No   ☐

6.   What do you think of the topics in the current ESP courses?

   a)   Very interesting ☐

   b)   Interesting ☐

   c)   Boring ☐

7.   In your opinion, during ESP classes the teacher should:

   d)   Use only English. ☐

   e)   Use only Arabic. ☐

   f)   Use mainly English and use Arabic only to explain ☐
      difficult terms or issues.

8.   If you have any suggestions you are welcome. . . . .

   . . . .

Thank you so much

Appendix 02

جامعة محمد خيضر – بسكـرة

كلية الآداب و اللـغات

قسـم الآداب و اللغات الأجنبيـة

شعبة اللغة الإنجليزية

استبيان خاص بالطلبة

أعزائي الطلبة،

هذه الاستمارة تمثّل جزءًا أساسيا من البحث الخاص بمذكرة تخرج لنيل شهادة الماستر "تخصص لغة انجليزية حول دراسة "**مدى توافق دروس اللغة الانجليزية مع احتياجات الطلبة في كلية علم ألاجتماع**

لذا يرجى منكم ملئ هذه الاستمارة بكل عناية. و نشكر لكم حسن التعاون و المشاركة.

الجزء الاول: معلومات عامة

السن   . . . .

الجنس   مذكر [ ]   مؤنث [ ]

1. ماهي مدة دراستك للغة الانجليزية (خلال كل مسارك الدراسي)؟   [ ]

2. هل تعتبر اللغة الانجليزية هامة لدراستك الحالية؟

    نعم [ ]   لا [ ]

3. هل حاولت تحسين مستواك في اللغة الإنجليزية خارج الجامعة؟

    نعم [ ]   لا [ ]

الجزء الثاني: نظرة الطلبة فيما يخص متطلباتهم

الفرع الأول: الوضعية الحالية لدروس اللغة الإنجليزية في كلية علم الإجتماع

1. ما هو تقييمك لمستواك الحالي في اللغة الانجليزية؟

أ.   ضعيف جدا ☐
ب.   ضعيف ☐
ج.   متوسط ☐
د.   جيد ☐
هـ.   جيد جدا ☐

2. كيف تقيم تطور مستواك في اللغة الانجليزية في الجامعة؟

أ.   لا يوجد تطور ☐
ب.   تطور بطيء ☐
ج.   تطور ملحوظا ☐

3. هل تستعمل اللغة الانجليزية في دراستك الحالية (علم الاجتماع)؟ علل إجابتك.

نعم ☐   لا ☐

. . . .

4. على أي من المهارات التالية تركز أكثر (رتبها حسب الافضلية من 1 إلى 4)؟

أ.   السمع ☐
ب.   الكلام ☐
ج.   القراءة ☐
د.   الكتابة ☐

5. هل تجد صعوبة في استعمال اللغة الإنجليزية؟

نعم ☐   لا ☐

6. إذا كنت تجد صعوبات في استعمال اللغة الإنجليزية، فأي المجالات تجدها أكثر

صعوبة؟

أ. التراكيب النحوية المتعلقة بالإنجليزية العامة. ☐

ب. المفردات و المعاني المتعلقة بالإنجليزية العامة. ☐

ج. التراكيب النحوية المتعلقة بالإنجليزية الخاصة بعلم الإجتماع. ☐

د. المفردات و المعاني المتعلقة بالإنجليزية الخاصة بعلم الإجتماع. ☐

7. هل تستطيع حاليا استعمال كتب أو مقالات خاصة بعلم الاجتماع مكتوبة باللغة

الانجليزية؟

نعم ☐   لا ☐

8. إذا كان "نعم" فإلى أي مستوى أنت قادر على ذلك؟

أ. 25% ☐
ب. 50% ☐
ج. 75% ☐
د. 100% ☐

9. في نهاية دراستك، هل أصبحت قادرا على؟

أ. سماع محاضرات باللغة الانجليزية ☐

ب. التحدث باللغة الإنجليزية ☐

ج. كتابة مقالة باللغة الانجليزية ☐

د. كتابة رسالة الكترونية "إيميل" باللغة الانجليزية ☐

ه. إيجاد عمل في مجال يطلب فيه الالمام باللغة الانجليزية. ☐

10. هل أنت راض عن دروس اللغة الانجليزية في مجال تخصصك؟

نعم ☐   لا ☐

الفرع الثاني: دروس اللغة الإنجليزية و احتياجات الطلبة

1. إلى أي مدى تتماشى دروس اللغة الانجليزية مع أهدافك بشكل؟

   أ.   مُرضي جدا   ☐

   ب.   مُرضي   ☐

   ج   قليلا   ☐

   د.   لا تتماشى   ☐

2. هل يشجعك أساتذة علم الاجتماع على استعمال المراجع المكتوبة باللغة الإنجليزية؟

   نعم ☐   لا ☐

3. إذا كان الجواب "نعم"، فما هو هدفك من استخدام هذه المراجع ؟

   أ.   لتطوير معلوماتك.   ☐

   ب.   لتكون قادراً على كتابة ملخصات و مقالات في علم الاجتماع.   ☐

   ج.   لتحضير بحوث قابلة للنشر في الخارج.   ☐

   د.   أسباب أخرى (اشرح من فضلك). . . . .
   . . . .

4. هل تعتبر الوقت المخصص حاليا لمقياس اللغة الانجليزية؟

   أ.   كاف   ☐

   ب.   غير كاف   ☐

   ج.   معقول   ☐

5. هل من الضروري إضافة حصص أخرى للغة الانجليزية؟

   نعم ☐   لا ☐

6. ما هو رأيك في محتوى دروس اللغة الانجليزية؟

   أ.   مميزة جدا   ☐

   ب.   مميزة   ☐

   ج.   مملة   ☐

7. حسب تقديرك، أثناء الدرس، يجب على الأستاذ استعمال:

أ.   الإنجليزية فقط

ب.   العربية فقط

ج.   الإنجليزية بشكل أساسي، و استعمال العربية فقط لشرح المصطلحات الط

8. تفضل بتقديم المقترحات التي تراها مناسبة لتحسين تدريس اللغة الانجليزية في

تخصصك . . . .

. . . .

. . . .

شكراً على اهتمـامكم

Appendix 03

Mohammed Khider University of Biskra
Faculty of Arts and Languages
Department of foreign Languages
Division of English

Questionnaire for Teachers

Dear teachers,

This questionnaire is designed to accomplish a research conducted at Mohamed Khider-Biskra University; in order to investigate in what degree the English courses fits the student need. Your contribution will be valued and certainly helpful to our study. Please note that you will not write your names, and as a result the information will be used only for research purposes.

Thank you in advance for your kind cooperation.

Part one: Background and Profile

1. Qualification:
   a) Licence ☐
   b) Master ☐
   c) Magister ☐
   d) Ph.D. ☐

2. How many years have you been teaching English for sociology?

   . . . .

3. Did you teach in other departments before? If yes, for how many years?

   Yes ☐   for. . . . . . . Years   No ☐

4. Do you have any other occupation?
   a) Teaching in middle school ☐
   b) Teaching in high school ☐
   c) Other . . . .

5. Have you had any professional training before teaching this type of courses (E.S.P)? (Whatever your answer, please explain)

   Yes ☐   No ☐

   . . . .

Part two: Teaching situation

   Section one: The current situation of the E.S.P courses in the sociology department

1. How large are the classes (average number of students)?

   . . . .

2. How can you evaluate the level of students
   a) Beginners ☐
   b) Intermediates ☐
   c) Advanced ☐

3. What languages are usually used in your class?

    a)   English and French

    b)   English and Arabic

    c)   Only English

4. Do you have any academic background concerning sociology?

    Yes   [ ]   No   [ ]

5. Do you think that teachers of English should have knowledge about sociology? and why? . . . .

6. Do you think that training in English for sociology is necessary to your teaching?

    Yes   [ ]   No   [ ]

    Please justify   . . . .

7. What are the skills that you concentrate more on (please classify from 1 to 4)?

    a)   Listening

    b)   Speaking

    c)   Reading

    d)   Writing

8. What aspects of English do you focus on (please classify them according to your emphasize)?

    a)   Grammatical structures related to general English

    b)   Lexical items related to general English.

    c)   Grammatical structures related to social sciences

    d)   Lexical items related to social sciences

Section 2: E.S.P courses and students' needs

1. Do you think that the period of English allotted to learn English should be longer?

    Yes   [ ]   No   [ ]

2. Do you rely on any text books to prepare your lessons? And why

Yes ☐   No ☐

3. How much do you use specialized terms per session?
   a) Very much   ☐
   b) Much   ☐
   c) Little   ☐

4. How do you judge the content of the current English course:
   a) Convenient to students' professional career.   ☐
   b) A bit convenient to students' professional career.   ☐
   c) Not convenient to students' professional career.   ☐

5. In your opinion, during an ESP lesson, teacher should be:
   a) Teaching basics of English languages (Grammar, etc...).   ☐
   b) Improving the speaking skill of the students.   ☐
   c) Translating the material only.   ☐
   d) All of the above.   ☐

6. Is it necessary that the student participate to the elaboration of English language program?

Yes ☐   No ☐

7. From your point of view, what are the main objectives of the English teacher?
   a) Teaching general English   ☐
   b) Teaching sociology terminology.   ☐
   c) Improving the four skills of students.   ☐
   d) All of the above.   ☐

8. What do you suggest as a solution to overcome the difficulties of students in learning English? . . . .

Thank you so much

100

Appendix 04

Classroom Observation Checklist

Part one: Classroom environment

1. The total number of students. ☐
2. The number of attendance. ☐
3. Students who sit in the front row are: ☐
4. Males. ☐
5. Females. ☐
6. Mixed. ☐
7. The number of students who participate. ☐
8. The material used is just the board. ☐
9. There are other multimedia devices used such as data show. ☐

Part two: Classroom Activities

1. The teacher uses dictation. ☐
2. The teacher explains grammar rule. ☐
3. The teacher focuses on the content. ☐
4. The teacher uses the English language. ☐
5. The teacher uses the Arabic language. ☐
6. The teacher uses both of languages ☐
7. The teacher informs students about the most important information. ☐
8. The texts are long. ☐
9. The texts are short. ☐
10. The teacher works with the few number of students. ☐
11. Students use dictionaries ☐

Part three: Students' interaction

1. Students participate actively ☐
2. Students are involved in reading. ☐
3. Students are involved in speaking. ☐
4. Students are involved in writing. ☐

5. Students ask questions for clarification. ☐

6. Students are motivated. ☐

7. Students are not motivated. ☐

8. Students are not engaged. ☐

9. The lesson takes the entire session time. ☐

Part four: Comments

1. The teacher establishes good rapport with students. ☐

2. The teacher passes around. ☐

3. The teacher does not correct any mistake to students ☐

4. The teacher corrects mistakes immediately. ☐

5. The teacher corrects mistakes at the end of the session. ☐

6. Students work individually. ☐

7. Students work in pairs. ☐

8. Students work in groups. ☐

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ملخـص

إن هذا البحث هو مذكرة علمية في مجال تدريس اللغة الإنجليزية كلغة أجنبية بصفة عامة و اللغة

الإنجليزية المتخصصة بصفة خاصة. الغرض من هذه الدراسة هو تسليط الضوء على وضعية تدريس

اللغة الإنجليزية بكلية العلوم الاجتماعية بجامعة محمد خيضر– بسكرة للسنة الدراسية 2014 –

2015؛ و دراسة مدى توافق حاجيات الطلبة ومضمون هذه الدروس؛ و كذلك نظرة الطلبة لمقياس

اللغة الانجليزية. ومن ثم فإن هذه الدراسة هي نتيجة تتابع معطيات كمية ونوعية ومفاهيم وتحليل

متطلبات موجهة لطلبة السنة الثالثة. أظهرت النتائج ضرورة تخصيص دروس تتماشى واحتياجات

الطلبة. كما أن كل المهارات اللغوية (السمع –الكلام – القراءة – الكتابة) مطلوبة؛ مع ضرورة التركيز

على السمع والكلام لأن الغرض الرئيسي من تعلم اللغة هو التمكن من التواصل والحوار بواسطتها. من

أهم نتائج هذا البحث أيضا هو تقييم موضوعي ودقيق لوضع مقياس اللغة الانجليزية بهذه الكلية؛

الشيء الذي يدعو الى ضرورة توفير دروس إنجليزية خاصة كمطلب مهم لطلبة علم الاجتماع. كما أننا

خرجنا بتوصيات بغرض تحسين وتطوير مناهج تعليم اللغة الإنجليزية المتخصصة وكذلك ثم فتح الباب

لدراسات أكثر وأعمق في هذا المجال.