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The Role of Needs Analysis in ESP Course Design

Case of master one students of Finance and International Trade Year
Students at Biskra University

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Dedications

I dedicate this work to:

- To the memory of my beloved mother, who would have been happy to see me
graduate
 - To the memory of my brother Miloud
- To my father for his constant, unconditioned love and support
- To my lovely sisters Rachida, Nabila, Samira and Dalila
- To my brothers Mohamed, Hakim, Youcef and Hamza
 - To my sisters in law and brothers in law
 - To all my nieces and nephews
 - To all who believed in me

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Abstract

The main problem in English for Specific Purposes teaching at university level is in the misconception and application of ESP course. The absence of systematic criteria to design ESP courses confuses teachers and creates learning difficulties for the majority of learners. The present study investigates the role of Needs Analysis in the design of effective ESP course taking the case of master one students of Finance and International Trade at Mohamed Khider university of Biskra. The study targets master one classes of the academic year 2016/2017. The sample is the total population of master one that is composed of 3 groups and 5 teachers (3 full-time teachers and 2 part-time teachers). The researcher utilized a descriptive research method encompassing two data gathering tools: a questionnaire for master one students and an interview with teachers. We intended to explore learners' and teachers' opinions and perception about the importance of students' needs and the way ESP courses are designed. The obtained results revealed that students' low proficiency level is due to the inappropriate ESP courses that are not predetermined by their needs. Finally, the researcher recommended conducting Needs Analysis before designing courses for business students and an ESP training for English teachers to become more proficient and able to develop effective ESP course that meets learners' needs.

Key Words: ESP, Needs Analysis, course design

List of Acronyms

AMFE:	Academic Management, Finance and Economics purposes
CNP:	Communicative Needs Processor
DA:	Deficiency Analysis
EAP:	English for Academic Purposes
EBE:	English for Business and Economics
EOP:	English for Occupational Purposes
ESP:	English for specific languages
EST:	English for Science and Technology
EVP:	English for Vocational Purposes
NA:	Needs Analysis
NI:	Needs Identification
PNA:	Pedagogic Needs Analysis
SA:	Strategy Analysis
SPA:	Present Situation Analysis
TEFL:	Teaching English as a Foreign Language
TESL:	Teaching English as a Second Language
TSA:	Target Situation Analysis

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الملخص

Introduction

English for specific purposes (ESP) has become a significant and crucial activity within teaching English as a foreign or second language (TEFL/TESL). The need of ESP may be due to the fact that it is effective and successful in facilitating the learning of a particular discipline. Besides, ESP is an approach to language teaching that aims at designing appropriate courses that meet the various learners' needs. The process of course design will certainly affect the learning and learners. Needs analysis, therefore, has become the main process of determining the needs of learners. This research is designed to investigate the role of Needs Analysis in ESP course design.

1- Statement of the Problem

From a personal experience, it is observed that teachers of English do not teach academic ESP courses at the university. They provide students with general English courses such as language structures, lexis and tense usage, etc. As a matter of fact, what is taught now in our universities under the term ESP is mainly general English. Problems appears when student's needs are not met, therefore their outcome of study will be lessened.

Needs analysis, which is the cornerstone of ESP, is not systematically carried out because teachers rely only on their intuitions when outlining courses. Most of ESP courses are designed without regard to a clear methodology. In fact, teachers should consider a number of parameters which are necessary when designing courses such as the nature of the language used, the setting, the target needs of learners and the aims to be achieved.

2. Significance of the Study

The present study is beneficial for ESP teachers as it enables them to:

- Increase the awareness of Needs Analysis importance in the field of ESP;

- Carry out Needs Analysis;
- Design courses that meet the student's needs.

In addition, it is beneficial for students as it enables them to:

- Increase their interest to English language;
- Study lectures that satisfy their Academic and professional needs in the target field;
- Carry out further university studies easily.

3. Aims of the Study

The present study aims at investigating the situation of ESP course at the department of Commercial Sciences. It also aims at outlining the teachers' perceptions and attitudes towards needs analysis importance in the elaboration of ESP courses. Therefore, the study is concerned with stimulating that needs analysis is fundamental process for a successful ESP course.

4. Literature review

The literature of ESP is a rich field. Thus, a great number of studies were conducted in order to explain its mechanism and role in the field of teaching English as a second or foreign language (TESL/TEFL). According to Hutchinson and waters (1987) ESP is an approach to language teaching and learning. They claim the importance of the learner's purpose of learning in the selection and elaboration of content and method. On the other hand, Stevens (1988) defines ESP in terms of 'absolute and variable characteristics'. For him, absolute characteristics includes English teaching that is designed to meet specific needs of learners; however, variable characteristics are restricted to the learning skill that may not be thought according to any previous Methodology. Besides, many scholars (Robinson, 1991; Dudley-Evans and John, 1998; crystal, 2003) argue that ESP syllabus content decisions should be determined by the professional needs of learners. Thus, ESP focuses on the same language but the course organization is conditioned by student's needs.

Taking into consideration the main concept of needs analysis, many researchers provide different valuable contributions to the field of ESP. A widely referred approach to needs analysis is that of Munby (1978) who suggests the work on needs analysis. He analyzes the learner's needs in terms of communicative goals through a set of procedures called the Communicative Needs Processor (CNP). His work adds to the development of ESP; furthermore, it develops a new and primordial step (needs analysis) for all course designers. However, this approach has been criticized for being inflexible and complex because it strengthens only the linguistic competence and it aims at providing series of needs profiles only. Furthermore, Hutchinson and Waters (1987, 54) differentiate between two types of needs: target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. how the learner can acquire the language needed in such situations). These are further divided into sub-categories. Thus, necessities, lacks and wants belong to target needs, whereas learning strategies and constraints are part of learning needs.

In language teaching and language program design, needs analysis is the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities. Needs assessment makes use of both subjective and objective needs (Richard et al, 2002, p. 353). Therefore, needs analysis has become an integral element of the field ESP as the basis for designing esp course. (Dudley-Evans.1991)

5. Research Questions

Based on the previous mentioned objectives, the researcher formulated three basic research questions:

- How do ESP teachers design courses?
- Is analyzing the Business learner's needs important in the process of course design?
- How can Needs Analysis help teachers of English in the elaboration of effective Business courses?

- Does ESP Courses meet Business learner's needs?
- What specific needs do Master's students at the Department of Commercial Sciences consider as most important in their English course.

6. Hypothesis

We hypothesize that:

Analyzing learner's needs would help teachers design effective ESP courses.

7. Methodology

A descriptive method is adopted in this research as an approach to collect data. This method is suitable to the research's objective that is concerned with describing how needs analysis contributes in the elaboration of ESP course.

8. Data Collection Tools

In this study, we would use two data gathering tools. A structured questionnaire is used in order to investigate students' attitude and opinion about ESP course and language learning needs. In addition, a semi structured interview would be conducted with teachers of English in order to reveal their conception and application of the ESP course.

9. Sample

The students' questionnaire is distributed to seventy (70) students of Finance and International trade at Biskra University. The entire population size would be the research study sample, so that the investigation would be manageable and appropriate to the nature of the study and would lead to more valid finding. In addition, our sample consists of five (5) teachers of English at Biskra University (three teachers who are currently teaching English at the department of Commercial sciences and two teachers who have an Experience teaching ESP).

10. Limitation of the study

The area under discussion in this study is restricted to a small number of students (of Finance and International Trade) and one department (of Commercial Sciences) in one selected university (Biskra University). Therefore, the finding may not be generalized to other population in other educational settings. This study is tentative and subject to further confirmation and modification through analysis and experimentation.

11. Structure of the Study

The present research is divided into three main chapters. The first two chapters are devoted to the literature review and the third chapter is concerned with the field work. This research starts with a general introduction that introduces the statement of the problem, significance and aim of the study. It includes also a literature review, research questions, hypothesis, and the research methodology.

The first chapter provides a general overview about Needs Analysis and highlights its importance to ESP course design. However, the second chapter presents ESP definition, origins and related concepts. In addition it sheds the light on ESP course design related concepts, characteristics and approaches. Moreover, it presents certain issues related to ESP course design.

The third chapter is devoted to the analysis of data gathering tools' results. It includes a description and analysis of the students' questionnaire and teachers' interviews. In this chapter, the research questions are answered and the truthfulness of the hypotheses is checked. At the end, some practical recommendations are mentioned.

CHAPTER ONE

NEEDS ANALYSIS OVERVIEW

Introduction

Needs analysis is the process of gathering data about learners' needs and interests. It is considered as an indispensable feature of ESP courses. This chapter aims at defining and emphasizing the importance of students' needs and needs analysis in language teaching. It spots the light on needs analysis definition, types, models and the data gathering methods used to collect learners' needs. It also presents needs analysis steps and its importance to course design.

1.1 Needs analysis definition

In the literature of ESP, Needs Analysis (NA) has been acknowledged by many scholars and authors as the cornerstone of ESP (e.g. Munby 1978; Hutchinson and Waters 1987; Robinson 1991; West, 1994; Dudley-Evans and St. John, 1998). NA main objective is to determine the type of content, materials and methods in ESP course. Furthermore, it describes the required proficiency level of learners and the language might be used.

Brown (1995) considers NA (also known as Needs Assessment) as the activities involved in gathering information that will serve as the basis for developing a curriculum which meets the learning needs of a particular needs of students. According to this definition, the researcher asserts that NA aims at gathering information about the learners' reasons for learning in order to design an appropriate syllabus that fits their needs.

Another practical view given by Basturkmen (1998, p. 2) reveals that needs analysis is "the identification of difficulties and standard situations by the observation of participants functioning in target situation in conjunction with interviews and questionnaires". In this view, the writer draws attention to the difficulties faced by learners in ESP situations and tries to cope with these problems through questionnaires and interviews, but he does not mention their needs or the aims they want to reach. He also claims that NA is 'a process of learning

about the present situation of the students in the college rather than an object of investigation. It is a process of refining and redefining procedures and concepts' (Basturkmen, 1998, p. 12).

According to West (1994) NA is "essentially a pragmatic activity focused on specific situations although grounded on general theories, such as the nature of language and curriculum". The scholar here has explained the process as a pragmatic activity that aims at identifying the learner's needs and forming language curriculum theories. In addition Richards et al. (2002, p. 353-354) define NA as being "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities". Therefore, NA provides course designers and ESP practitioners a clear vision about the learners' requirements and reasons of learning the course.

1.2 Types of needs

Most ESP specialists believe that needs is learner's specific requirements that aim at communicating successfully in the specific situation. Benyelles (2001) argues that 'an ESP course will not only involve these requirements, but will also consider the different levels of language knowledge of the learners in order to specify the conditions of their learning situation' (p, 26).

1.2.1 Target Needs

NA is a highly complicated activity that could take into account what Hutchinson and Waters (1987) describe as 'target needs', "what the learner needs to do in the target situation" (p, 54). That is to say, what language elements needed to fulfill a specific communication objective. The analysis of the target needs involves the identification of further sub elements as Hutchinson and Waters called Necessities, Lacks, and Wants.

1.2.1.1 Necessities

Are the professional or academic learner's needs or the required proficiency in the target situation. They involve an analysis of linguistic characteristics of a target situation

(Kavaliauskiene and Uzpaline, 2003). Thus, these needs are described as ‘objectives’ to be attained by Robinson (1991)

1.2.1.2 Lacks

Are the learners ‘deficiencies in the target situation. In other words, lacks represent the gap between the existing proficiency level of the learner and the required level of proficiency.

1.2.1.3 Wants

Are what the learners expect, hope and feel they need from English. That is to say, they are benefits learners gain from the language course.

In the design of an ESP courses, the practitioner has to consider the learner’s objectives and aims of learning, although these personal requirements may oppose the identified lacks or necessities of the target situation. West (1993) comments on this issue by adding the fourth type of target needs ‘constraints’. Benyelles (2001) describe the last type as “It involves the non-pedagogic limits that control a course planning process such as the role of the national policy, and financial restrictions, which the analysts need to be aware of once they start the process of NI”(p. 31).

1.2.2 Learning Needs

In ESP context, ‘what the learners need to learn’ is not sufficient; however, ‘how will they learn’ is highly important to design a course. Hutchinson and Waters (1987) describe learning needs as “what learners need to do in order to learn” (p. 54). In addition, Robinson (1991) states that learning needs are “...what the learner needs to do to actually acquire the language.”(p. 7). Therefore, learning needs seek for specific type of information in relation to the learning situation. It takes into account the learner’s cultural awareness, proficiency level in English, the available materials and all possible information that help the teacher to transmit an appropriate knowledge to the learners.

1.3 Needs Analysis Models

Different models of needs analysis have in the field of EFL. Jordan (1997) introduces five NA models: Target-Situation Analysis, Present-Situation Analysis, Deficiency Analysis, Strategy Analysis and Means Analysis.

1.3.1 Target-Situation Analysis

Target Situation Analysis (TSA) begun with Munby's model of needs analysis (1978 as cited in Hutchinson & Waters, 1987), which was called the Communication Needs Process (CNP). This model has clearly established the central position of needs to ESP. As Hutchinson and Waters (1987) claim:

With the development of the CNP it seemed as if ESP had come of age.

The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate It (p.54).

Through the CNP model, Munby introduces a number of procedures used to analyze target needs. It included nine components (e.g. participants, setting, target level, purposive domain, interaction, instrumentality, dialect, communicative event, and communicative key). These components were used in order to investigate and identify the linguistic forms and skills needed by a group of learners in the target situation.

Hutchinson and Waters (1987: 59) claim that TSA "involves asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process". They offered a framework that outlines the data gathered from the analysis of target needs. Songhori (2008, p. 8) approximates Munby's model to Hutchinson and Waters' framework as follows:

Hutchinson and Waters' framework	Munby's model
1. Why is language needed? <ul style="list-style-type: none"> • for study; • for work; • for training; • for a combination of these; • for some other purposes, e.g. status, examination, promotion 	Purposive domain
2. How will the language be used? <ul style="list-style-type: none"> • Medium: speaking, writing, reading, etc.; • Channel: e.g. telephone, face to face; • Types of text or discourse: e.g. academic text, lectures, catalogues, etc. 	Instrumentality
3. What will the content areas be? <ul style="list-style-type: none"> • Subjects: e.g. medicine, biology, commerce, shipping, etc.; • Level: technician, craftsman, postgraduate, etc. 	Communicative event
4. Where will the language be used? <ul style="list-style-type: none"> • Physical setting: e.g. office, lecture theater, hotel, workshop, library; • Human context: alone, meetings, demonstrations, on telephone; • Linguistic context: e.g. in own country, abroad 	Setting (physical and psychological)
5. When will the language be used? <ul style="list-style-type: none"> • Concurrently with the ESP course or subsequently; • Frequently, seldom, in small amounts, in large chunks 	

Table 1.1. Hutchinson and Waters' Framework Vs Munby's Model (Songhori, 2008, p. 8)

Dudley-Evans and St-John (1998) consider TSA as “task and activities that learners are/will be using English for target situation” (p, 125). They also claim that TSA comprise three types of needs: ‘objective-perceived’ needs can be obtained from facts, while ‘product-oriented’ needs can be obtained from the target situation.

The TSA analyses the productive and receptive skills in different job situations that will be used latter as the basis of courses design. However, it receives criticism for being inflexible.

1.3.2 Present-Situation Analysis

In addition to what TSA model, the Present-Situation Analysis (PSA) was also an important approach to needs analysis. The PSA model, which was proposed by Richterich and

Chancerel(1980), was introduced as a complement to Target-situation analysis. In other words, the TSA attempts to anticipate what the learners are expected to be by the end of the course, however, PSA tries to identify what they are like at the beginning of it. ‘PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses.’(Robinson, 1991 p. 8)

According to Jordan (1997) the students, the teaching establishment, and the work situation constitute the main sources of information in PSA model. The ESP practitioner role is to obtain information from them concerning various teaching methods, level of ability, and their attitude towards language teaching and learning.

1.3.3 Deficiency Analysis

1.3.4 Strategy Analysis

According to Jordan (1997, p. 26) deficiency analysis (DA) refers to the necessities that the learner lacks. It bridges the gap between the current language level that a learner has and the proficiency level that he would reach (Dudley-Evans and St John 1998). In other words, DA is the deference between the current linguistic competence of learners and the target competence they desire to reach.

1.3.4 Strategy Analysis

Strategy analysis (SA) refers to the learning strategies and styles used by learners in learning a new language. According to West (1998) it is not related with what learners need to learn but rather with how they wish to learn. Unlike the previously mentioned approaches, SA is concerned with learners’ attitude towards learning as suggested by Alwright (1982) who was the pioneer of Strategy Analysis. Jordan (1997) asserts that the inappropriate teaching approach to SA is the teacher-centred approach because learners must choose learning strategies that are recognized by their teachers.

1.3.5 Means analysis

Means analysis (MA) was introduced by Holliday and Cook (1982) as an attempt to accommodate language course to local situations. Therefore, MA provides us with “information about the environment in which the course will be run” (Dudley-Evans and St. John, 1998, p. 125). MA attempts to study those considerations that Munby excludes, that are typically related to the feasibility and practicality of the language course. It is also concerned with an “acknowledgement that what works well in one situation may not work in another” (Dudley-Evans and St. John, 1998, p. 124). For that reason, Jordan (1997, p.28) called MA “environmentally sensitive approach”

In ESP field, many scholars believe that needs analysis is a combination of TSA and PSA approaches that work simultaneously to gather information. However, in addition to DA, SA, MA, other models to needs analysis were introduced: Register analysis (which focuses on vocabulary and grammar of), Discourse analysis (investigates how sentences join into discourse), and Genre Analysis (focuses on regularities of structure that differentiates texts).

1.4. Steps in conducting Needs Analysis

Gravatt, Richards, and Lewis (1997, as cited in Richards, 2001) claim the below procedures which have been used in investigating the language needs of non native students of English 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" (p.64)

The above sixteen mentioned procedures apply to this particular study except the(5, 6, 7, 9, and13).

1.5. Needs Analysis data collection methods

Several methods are commonly used when carrying out needs analysis for course design. They seek to analyse the different linguistic features of the language used in a particular learning situation and examine carefully all the complexities of the learners' requirements. Jordan (1997) lists thirteen data collection methods for NA as follows:

1. Advance documentation
2. Language test (at home and/or on entry)
3. Self-assessment
4. Observation in class; monitoring
5. Class progress test and error analysis
6. Surveys, questionnaires
7. Structured interviews
8. Learners' diaries and journals
9. Case study
10. End-of-course test
11. Evaluation feedback

12. Follow-up investigation

13. Previous research

According to Dudley-Evans and St John (1998,p, 132), there are six data collection methods which are questionnaires, analysis of authentic spoken and written texts, discussions, structured interviews, observation and assessments. ESP course designers adopt a wide variety of data collection methods in order to obtain the necessary information that best represent the learners' needs in a form of priorities. Robinson (1991, p 14) proposes "Participatory needs analysis" through which students are considered as active participants in discussions and recommendations. Data collection methods are used by ESP course designers in order to determine the aims and objectives of learning a language, skills needed, and the situation where language is used. For that, conducting needs analysis requires the use of these methods in order to elaborate a tailored course to students' aims and needs.

1.4. The importance of Needs Analysis

Speaking about the importance of needs analysis leads to shed the light on its basic function and contribution in the design of courses, syllabuses, and teaching materials/activities. NA is considered as a prerequisite in any course design (Richterich and Chancerel, 1987).Berwick (1989) claims that needs assessment, which requires learners' involvement, .is important for decision planners to design the course where Assessment of a course

Hawkey(1980) states that needs analysis is a tool for designing courses. That is a "language training situation with reasonably specific occupational or educational objectives involving a reasonably homogeneous group of learners" (p.81). Course designers can carry out specific language skills, forms, and functions of courses from the obtained information of learner's needs.

Implementing needs analysis is important because it enables the researcher to explain assumptions regarding the way to design materials and course content to suit learner's needs. "The curriculum content and learning experiences should be negotiated between learners, teachers, and coordinators at the beginning of the project and renegotiated regularly during the project" (Knox, 1997, p. 20). Before syllabus design, needs assessment may be used to select the suitable course content and syllabus. However, during the syllabus, it ensures that the syllabus and learners objectives are being achieved and allow for needed improvement in the syllabus. At the end, needs assessment can be used to evaluate syllabus progress and to plan potential directions for the syllabus and learners.

"Needs leads to a very focused course" (Dudley-Evans and St John 1998, p. 122). This means that NA relates students' needs to the ESP course objective, which changes according to the nature of the discipline. Moreover, decisions about carrying out courses, syllabuses and materials of ESP should be in accordance with the learning aims. For this reason, achieving teaching/learning objectives of an ESP course requires analyzing learner's needs. Thus, Learners have a central role in the elaboration of courses when are involved actively in the process.

Conclusion

The current chapter discusses issues about needs analysis. It tackles its definition, types and models. In addition, it highlights the data collection methods used and its role in the design of an ESP course and an EBE course in particular. Conducting NA before carrying out ESP course is necessary to collect a wide range of information about learners who are viewed as central agents in the process. Therefore, NA allows ESP practitioners to make decision on the type of the course, syllabus, materials, methodology, tests, and evaluation.

CHAPTER TWO:
ESP COURSE DESIGN

Introduction

ESP is a new branch in ELT that aims at designing courses that meets specific learners' needs and objectives in professional or academic target settings. This chapter sheds the light on major issues in ESP course design. It presents an overview of ESP considering the definition, its origins, classification and how it differs from General English. Then it sheds the light on issues related to ESP course design. This includes course design definition, characteristics, approaches and issues in the design of ESP course

2.1 English for specific purposes (ESP)

2.1.1 Definition

Since the 1960's ESP (English for specific purposes) has become an important trend within teaching English as a foreign or second language (TEFL/TESL). It is an approach to language learning whereby the method and content depend on specific needs of learners (Hutchinson and Waters, 1987).

Many researchers and linguists have tried to establish a suitable definition of ESP with its different constituents. Some scholars consider ESP as the teaching of English for any purpose. Mackay and Mountford (1978) define ESP as the teaching of English for a "clearly utilitarian purpose" (p. 2). This means that English should be taught to achieve specific language skills using real situations, in a manner that allows learners to use English based on their special needs, which can be academic, occupational or scientific. Mackay and Mountford claim the close relationship among special language and the participants, who are usually adults and the particular setting.

Another definition provided by Hutchinson and waters (1987) states that "ESP is an approach to language learning and it is based on learners' need". This means that ESP does not involve a specific methodology or teaching material. They also insist on the foundation of

ESP is determined by the learners, the learning situation and the language required, which are based on the primacy of need in ESP.

Strevens (1988) tries to describe ESP in terms of ‘absolute and variable characteristics.’ The former includes English language teaching that is designed to meet specific needs of learners related in content to particular disciplines, occupation and activities; centered on the language appropriate to those activities in syntax, text, discourse, semantics and so on and analysis of the discourse; designed in contrast with General English. However, the latter characteristics in Strevens view state that it may be restricted to the language skills to be learned, e.g. reading; and may not be taught according to any pre-ordinate method.

Emphasizing the primacy of needs analysis, Robinson’s (1991) definition of ESP is based on two criteria and a number of characteristics. These two criteria, according to her, refer to the fact that ESP is “normally goal-directed” (p. 2), and ESP course starts from needs analysis which aims to specify precisely what students have to do with English. Furthermore, the general characteristics explained by the scholar reveal that ESP courses are designed with respect to the field of specialization and the assigned objectives in order to be taught to adults in homogenous classes, even if there is a limited time period.

Despite of their contributions to the field of ESP, the scholars’ definitions seem to have weaknesses. Dudley–Evans and St John (1998) argued that Strevens’s emphasis on course content confirms the impression held by many teachers that ESP is always and necessarily related to the subject content. In addition, Robinsons mentioned characteristic of ESP ‘homogenous classes’ may also lead to the same conclusion.

Dudley-Evans and St John (1998, p.4-5) modified Strevens’ original definition of ESP and developed a complete one. They refined ESP definition in terms of absolute and variable characteristics as follows:

1. Absolute Characteristics:

- ESP is designed to meet specific needs of the learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genre appropriate to these activities.

2. Variable Characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of General English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginner

Dudley-Evans and St John (1998) provide three definitions. First, they claim that ESP teaching methodology should differ from that used in English for general purposes. Second, they assert that ESP is not necessarily related to a specific discipline. Third, although ESP is taught to adult learners, it could be taught to young adults in a secondary school.

It is noticed that these three basic aspects were of major concern in most scholars' definitions to ESP. the learners (usually adults), the language to be taught and the settings where the teaching/learning process would occur are closely connected in order to establish and teach unique and specialized English.

Basturkmen (2010) considers ESP as more specific trend than to GE and the courses are designed according to the learners' needs in their target situation. She states

ESP courses are narrower in focus than general ELT courses because they centre on analysis of learners' needs. The statements show that ESP views learners in terms of their work or study roles and that ESP courses focus on work- or study-related needs, not personal needs or general interests (p. 4).

It is noticed that Basturkmen claims that ESP provides learners with the opportunity to meet their learning objectives within the limits of study or occupation needs.

2.1.2Origins of ESP:

According to Hutchinson and Waters (1987), there are three reasons common to the emergence of ESP: the demands of a brave new world, a revolution in linguistics and a new focus on the learner. The first reason includes two main factors that contribute for the appearance of ESP. First, the end of the Second World War brought with

An age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces (technology and commerce) which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English (Hutchinson and Waters, 1987, p. 6).

Second, the oil crises of the early 1970's that ended in an enormous flow of funds and western proficiency into oil rich countries. The general effect of this development was a need for effective courses with clearly defined objectives. English now became subject to the wishes, needs and demands of people other than language teachers.

The second reason, which has a great impact on the appearance of ESP, is a revolution in ESP. traditionally; the main focus of linguistics was to describe grammatical rules governing the language usage. However, modern linguistics has shifted the concern from the grammatical description into studying the way language is used in real life communication, one of the examples is the way we speak and write the language. This means that the discourses vary according to the contexts. Hutchinson and Waters (1987), point out that if language in different situations varies then including the specific features of these situations in instruction would be possible. Therefore, most of the work was in the area of English for science and technology (EST).

The third reason, as Hutchinson and Waters (1987) cited, was related with the development in educational psychology. A great emphasis was given to the learners, the way they acquires language and the differences in language acquisition. Learners were seen to use various learning schemata to be motivated by different needs and interests. Hence, learner's needs became of paramount importance to course development and design.

2.1.3 The Difference between ESP and English for general purpose (EGP)

ESP is a branch of applied linguistics that aims at satisfying the learner's needs in the teaching process. Widdowson (1981) claims that "If a group of learners 'needs for a language can be accurately specified, then this specification can be used to determine the content of a language program that will meet these needs" (p. 89). What differ ESP from EGP is an awareness of the need rather than its existence. Hutchinson and Waters (1992) argue that the teacher's awareness of why learners need English would have an influence on their decisions about the course content. He also states that there is no difference between the two in theory; however, there is a great deal of difference in practice.

The above presented distinction was more theoretical arguments than practical ones about ESP and EGP. It would be better to remove the theoretical concepts and expend on the

roles of ESP and EGP in teaching and learning context for better understanding of the actual relationship.

Lorenzo Fiorito (2005) provides arguments concerning the difference between ESP and EGP instruction as follows:

1. ESP learners are usually adults, who are already familiar with the English language. They are highly motivated and they learn the language in order to communicate professional information and to perform some particular, job-related functions. The age of EGP learners is adulthood or early adulthood and the English language learning is the subject of instruction.
2. In EGP courses, the main focus of instruction is on language structure, grammar and vocabulary. However, in ESP, needs analysis determines what language skills will be needed by learners in certain professional activity. For instance, for training a tourist guide, the ESP courses need to be focused on spoken skills.
3. In ESP instruction, the focus is on the context. In other words, English language is not taught as a subject unrelated to the learners real needs / wishes. However, EGP courses stress language structures and the four skills equally and no importance is given to needs analysis.
4. Integrating the learning context in designing courses helps ESP learners to increase their interest and motivation, which is essential for successful learning. EGP courses acquaint learners with the general language acquisition and the vast majority of them are extremely useful.

From the previous distinction between ESP and EGP, it is noticed that both are different in the nature of the learners, the aims and objectives of the courses and the topics. However, where EGP course stop and ESP course start is sometimes vague either because of the unclear definitions or because of incomplete descriptions. This enquiry also shows that

ESP should not be considered as a discrete division of ELT but simply an area including a limited range of topics.

2.1.4 Classification of ESP

ESP has been traditionally classified into two broad areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)., Robinson (1991) presents the distinction in the diagram below

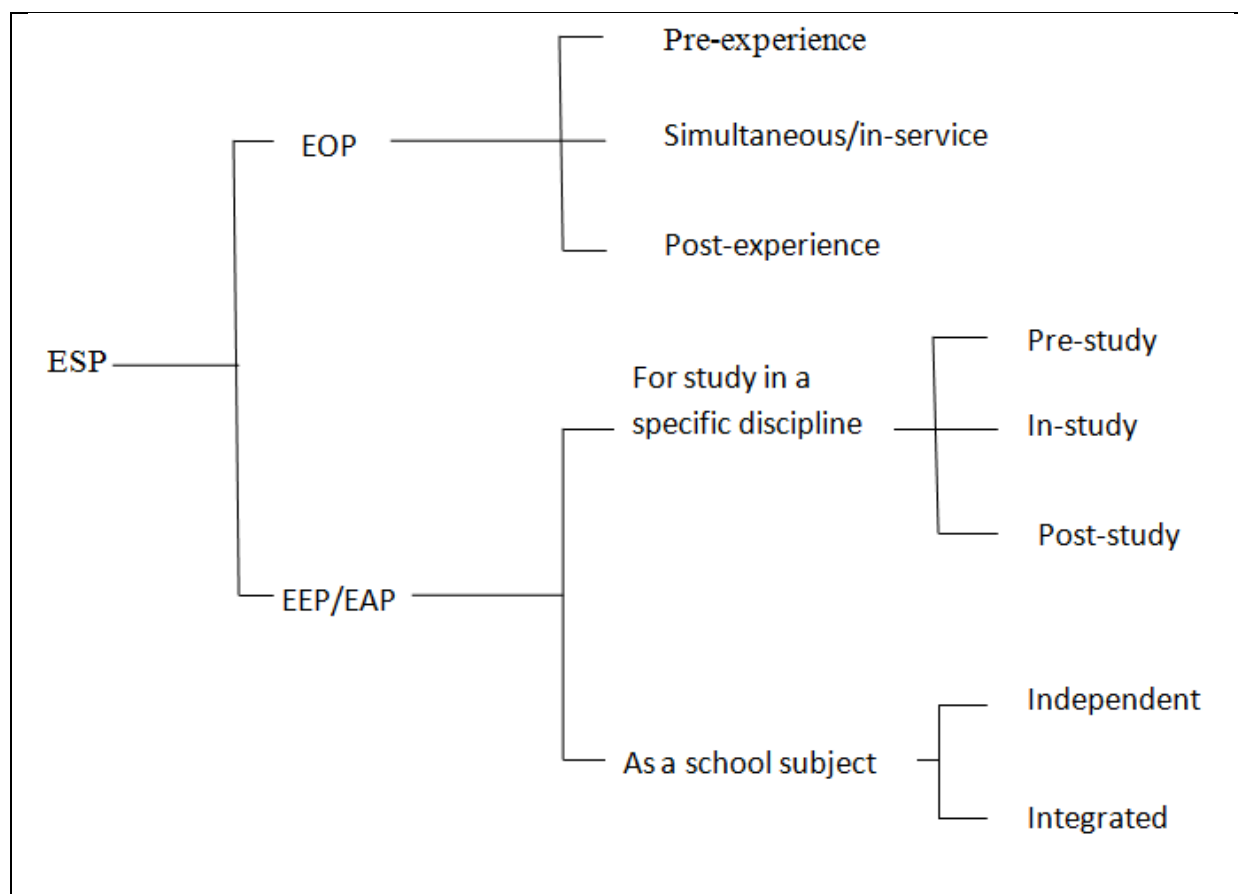


Figure 2.1. ESP classification by experience (Robinson, 1991, p. 3-4)

This diagram shows a practical distinction of ESP courses into English for academic purposes (EAP) or English for occupational purposes (EOP). These distinctions are very crucial because they will change the degree of specificity that is relevant to the course. For instance, academic courses that are conveyed in educational institutions while occupational courses are workplace courses that provide the opportunity for specific or integrated work.

Another diagram that divides ESP into EAP and EOP according to discipline or professional area is shown in diagram below

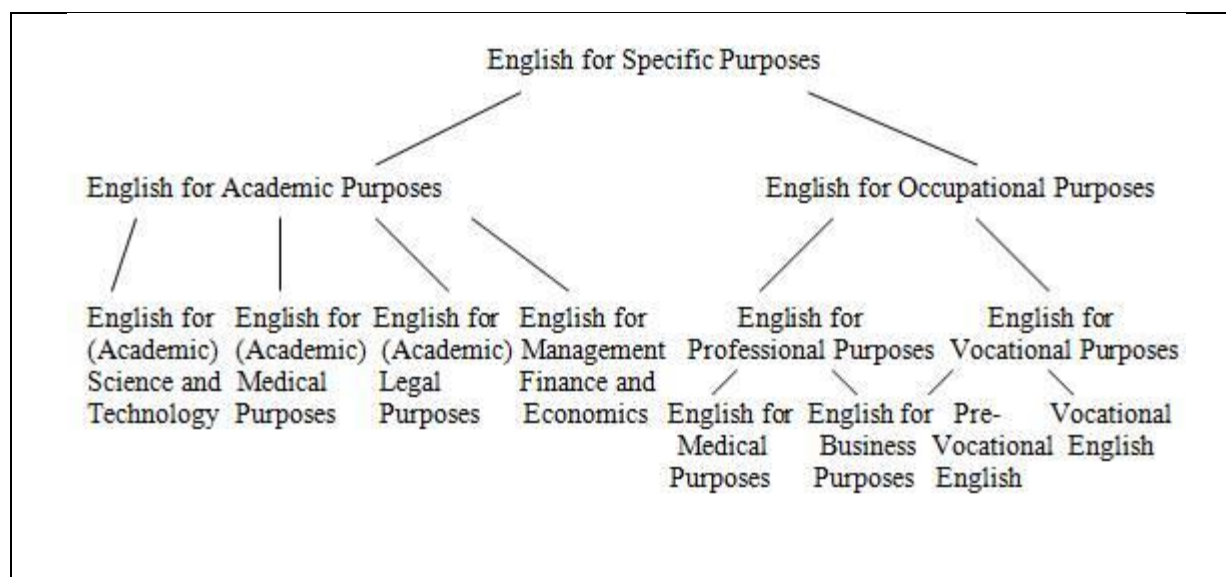


Figure2.2.ESP classification (Dudley-Evans & St John, 1998, p. 6)

In the above diagram, it is clear that there is a difference between studying English of, for example, Academic Management, finance and economics purposes (AMFE), which is designed for accounting students, and studying English for occupational or professional purposes, which is designed for practicing accountants.

English for Vocational Purposes (EVP) includes two sub-sections: Vocational English, which focuses on the language of training for specific trades or occupations, and Pre-Vocational English, which focuses on finding a job and interview skills. It also deals with succeeding in a job through an understanding of employer expectations and policies.

2.1.5 English for Business and Economics (EBE)

In ELT tree of Hutchinson and Waters (1987), it is noticed that English for Business and Economics is a branch of ESP and can be divided into EAP and EOP. Business English is unclear and sometimes difficult to be defined or to limit its scope (Dudley-Evans and St. John, 1998, p. 54). Boswood (2002) states that EBE covers a wide range of ESP courses, to such an extent that it is becoming common practice to speak of General Business English. Moreover,

teaching BE is still a part of TEFL because it applies many English teaching methodologies applied in teaching ESP. Thus, EBE is an approach to language teaching that bridges between the teaching of general English and business teaching in general. The EBE teacher should know and consider more roles and responsibilities than general language teacher.

2.2 ESP Course Design

2.2.1 Definition

ESP course design is the process of gathering data to elaborate effective activities, tasks and to create an appropriate learning context for ESP learners. Hutchinson and Waters (1987, p. 65) have defined a course as “An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. Thus, course design is the elaboration and planning of a course to reach the desired objectives. According to Robinson (1991) ESP course describes the outcome of three elements: needs analysis results, the course designer's approach to syllabus and methodology, and existing materials. In addition, Munby (1978, p. 2) states that ESP courses are “Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner.” This means that analyzing learners’ needs is the first step through which an ESP course is designed.

According to Richards et al (2002), ESP course design describes the development of a language curriculum or a group of specific teaching materials. They also claim that it includes the way through which a syllabus will be conducted. ESP course would mainly focus on the following items:

- What teaching method (s) and materials will be needed to achieve the objectives?
- How much time will be required?
- How will classroom activities be sequenced and organized?
- What will sorts of tests be used?

- How will the program be evaluated?

For Hutchinson and Waters (1987), the elaboration of an ESP course is concerned with asking a set of general and specific questions that help course designers decide what should be included in the course in terms of syllabus, materials, and methodology. They think that course designers need to know:

- Students' learning needs
- Participants involved in the process e.g. teachers, sponsors
- The learning setting including its advantages and disadvantages
- The time allotted to the learning period
- The teaching materials that should be included
- The required proficiency level and the topics that should be covered
- The course learning theory and the employed methodology

It is clear that the required time, aims, context, and teaching methods are necessary in any language course design. In addition, Course designers should think about the courses' language content, objectives and assessment that really reflect its main purpose. ESP course is typically a cyclical process, a progressive and an active process, which aims at acquainting learners with needed knowledge to use language in their specific profession. Therefore, to elaborate an effective ESP course, a number of parameters must be deeply thought about. These parameters are creativeness, integrating the results of NA, selection of new and appropriate teaching materials and approaches to accommodate the learners' needs.

2.2.2 Characteristics of ESP course

Carter (1983) identifies three characteristics common to an ESP course:

- a) Material authenticity,
- b) Purpose-related orientation, and
- c) Self-direction.

2.2.2.1 Material authenticity

When considering Dudley-Evans' (1997) assertion that ESP can be introduced at an intermediate or advanced level, it could be clear that the use of authentic materials is absolutely possible. Thus, modified or unmodified authentic content materials are a feature of an ESP course. These materials can be books, charts, or graphs, that can be tailored according to the requirement teaching situations.

2.2.2.2. Purpose-Related Orientation

The purpose-related orientation is the simulation of the interactive tasks and activities needed in the target situation. Carter (1983) demonstrates students' simulation of a conference that involves note taking, preparation of papers, reading, and writing.

2.2.2.3 Self direction

Self- direction is an important feature of ESP courses. Carter (1983) claims that self-direction in ESP course is concerned with training students to be users more than learners. In order to make it happen, learners are obliged to benefit of being free to choose when, how and what they will study.

2.2.3 Approaches to ESP course design

Researchers emphasize the recognition of the various approaches to course design before designing any course. These approaches differ according to learners' needs and the objectives of the course. Hutchinson and Waters (1987) suggest three main approaches: language-centred, skills-centred and learning-centred.

2.2.3.1 Language-Centred Approach

This approach is considered as the most general approach that aims at linking the ESP course content to the learners' target situation. In other words, it develops the linguistic competence of learners that is needed in the learning context. Thus, this approach is a

reasonable process since it starts with the idea of recognizing the learners' target situation needs to the design of appropriate materials and then to the evaluation procedures.

However, the language-centred approach seems to have some drawbacks. Hutchinson and Waters (1987) identify the weaknesses of this approach as:

- The learning needs of students are not considered at all in the design process. It is then not learner-centred but merely learner-restricted.
- This approach is a static and inflexible process.
- The language centred approach does not acknowledge the factors playing part in the design of the course such as the types of texts chosen to be incorporated in the course. These texts may be uninteresting to students.

2.2.3.2 Skills-centred Course Design

Unlike the language-centered approach, the skill-centered approach main purpose is to gather all skills that might be used in the target situation. In other words, it treats learners as language users not as language learners and it studies the competence that underlies their performance as Hutchinson and Waters' claim (1987, p. 69) "A skills-centred course, therefore, will present its learning objectives (though probably not explicitly) in terms of both performance and competence". Holms (1982) (as cited in Hutchinson and Waters, 1987, p. 70) identifies clearly the principles of this approach when he states that "[...] is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potentials, and motivating them to tackle target texts on their own after the end of the course, so they can continue to improve". It is noticed that this approach emphasizes the role of the learner as an important agent; however, it considers him as a language user not as a language learner (Hutchinson and Waters, 1987).

2.2.3.3 Learning- centred approach

It is also known as a learner-centred approach. The main focus of this approach is the learner as Hutchinson and Waters' (1987 p. 72) claim “the learner-centred approach is based on the principle that learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new”.

Unlike the previously mentioned approaches, the learner-centred approach considers the learner at all stages of course design. The learner is considered as a starting point when analyzing the target context, designing syllabus and then adopt appropriate materials. Therefore, the learner is vital and central element in the design of courses.

The following diagram illustrates better the learning centred approach

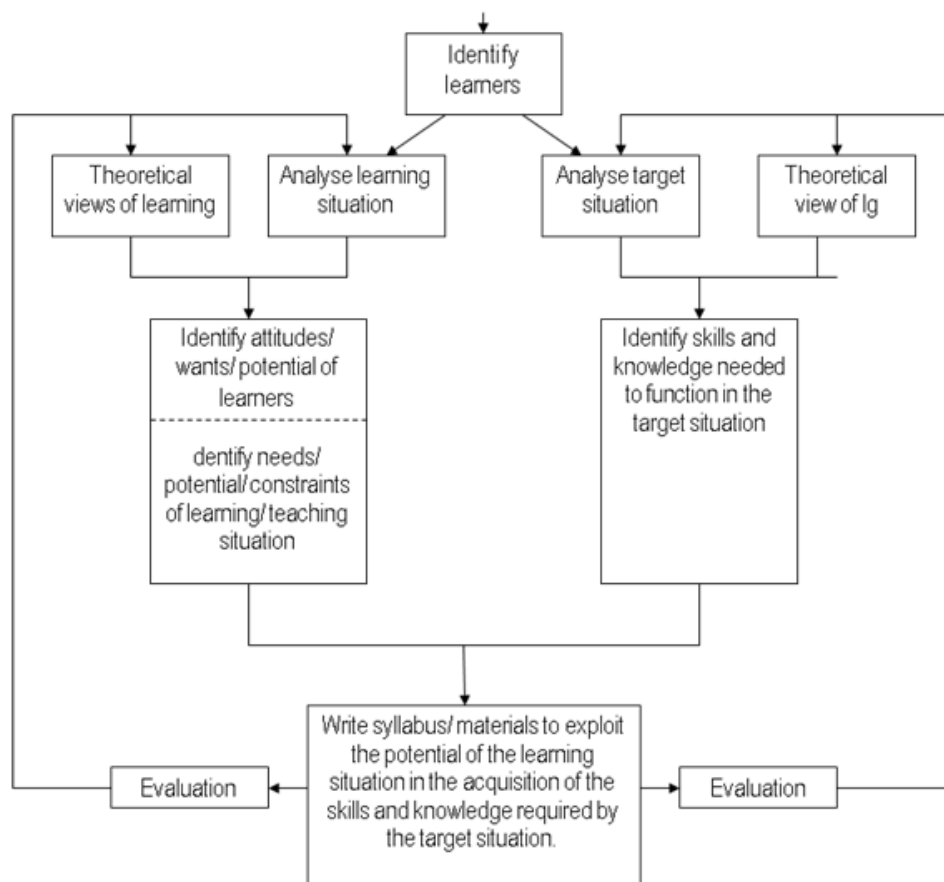


Figure 2.3. Learning-centred Course Design Framework (adapted from Hutchinson and Waters, 1987, p. 74)

Therefore, it is difficult to choose the best approach to design an ESP course. However, we can adopt one appropriate approach or more depending on the course designer and on the nature of the learners and their needs from the ESP course

2.2.4 Issues in designing ESP course

When Reviewing ESP literature, some important points have to be revealed and careful attention should be paid by the course designer. Here are some of them:

2.2.4.1 The identity of the ESP teacher

There is debatable discussion among EFL teachers on the identity of the ESP teacher. It is a controversial issue concerning whether the ESP teacher is a language teacher or a specialist in the field. The first although he is knowledgeable about language course design he requires experience in the ESP field. The second, he possesses the needed knowledge and experience in the field but he lacks the linguistic competence to teach.

Robinson (1991) points out that the mission of the ESP teacher is not only limited to teaching, but he often designs, arranges the ESP course using various methods and he also evaluates and tests. Thus, the ESP teacher is the one that adopts the ‘team-teaching approach’ (Dudley-Evans & St John, 1998, p. 164) in other words, there should be collaboration between English language teachers and the field specialists. In the same vein, Hutchinson and Waters (1987) assert that the ESP teacher should not be a teacher of the subject matter only but also an interested student of it. Hence, EFL teachers can be ESP teachers because they do not require being an expert in the field, but they need certain knowledge of the subject area. They are also able to realize course objectives better than specialists in the field.

2.2.4.2 ESP language

ESP is a branch of TEFL that includes business English, scientific English medical English and other specific English use. It is taught in many universities around the world. The course content language changes according to the specific field and its assigned objectives.

It is noticed that ESP courses emphasize language in context rather than teaching grammar and language structures. In other words, ESP main concern is to teach a language that does not separate the learner from his real world. However, ESP subject matter language varies according to their specific field of study. Moreover, the language used focuses more on vocabulary as an essential part of an ESP course. Harding, (2007) claims that the grammar used in ESP texts resembles the use of grammar in general English; however, the vocabulary used varies from technical to semi technical. She also insists that “the words students are learning should be the words they will actually need in their specialism.”(p.53)

Conclusion

The current chapter has given an overview related to ESP and ESP course design. It tackles ESP definition from various viewpoints, origins and classification as well as the distinction between GE and ESP. In addition, it discussed ESP course design characteristics and approaches. Then, it has examined some key issues related to ESP course design.

CHAPTER THREE:

DATA ANALYSIS

Introduction

After representing the literature review in previous chapters concerning the role of analyzing students' needs in designing an ESP course, this chapter is devoted to the description and analysis of data gathering tools' findings. Besides, master one students of Finance and International Trade at Biskra University are chosen because they are able to determine the objectives of this research. Hence, this chapter starts with an analysis to the students' questionnaire, and then teachers' interview, which will help to confirm or reject the hypothesis.

3.1 The Means of Research

Investigating the importance of NA in the design of an ESP course is the main objective of this research. For that, the descriptive method was chosen in order to confirm and investigate this hypothesis. One questionnaire is used as a tool for students to gather data about their experience, attitude towards needs analysis and EBE course design. In addition, one interview is conducted with university teachers in order to gather data on their perceptions regarding ESP course design and methodology.

3.2 Analysis of students' questionnaire

3.2.1 Description of the student's questionnaire

In the current study, a questionnaire was administered to seventy (70) students of master one Finance and International Trade at Biskra University during the academic year 2016/2017. It was given to students during the English session in order to insure the highest rate of return and to help them with clarification when needed.

The student's questionnaire (see appendix 1) is composed of three sections. The first section includes personal information about the student's age and current language proficiency level. Section two contains six questions about students' general perception and attitude toward English language needs. It states the students' general view for their English

language requirements, learning deficiencies, ranking of language skills in terms of their importance as well as the present proficiency level. The third section includes six questions concerning the current English course components, course schedule as well as the desired language elements to be covered in ESP course.

In order to insure the highest rate of return and to avoid incomplete answers, the researcher translated the questionnaire into Arabic. The students' questionnaire was first designed in English then it was translated because International Trade lessons are Arabic based and their linguistic knowledge in English is limited.

3.2.2 Administration of the questionnaire

As mentioned before, the current study is done with Finance and International Trade students in the faculty of economic, commercial and management sciences. The questionnaire was administered in Arabic to all students of master one (70 students) whom they represent the whole population (three groups) of master one Finance and International trade.

Students from all groups receive the necessary instructions to answer clearly thanks to the help of their teacher of English. The issue of English language needs was explained first and then they were informed that it is an essential step to consider in their English course. They were also thanked for their participation and help.

3.2.3 Results: Analysis and Interpretation

Part one: Personal Information

Q1: Students' age

Response	20-25	25-30	Over 30	Total
Participants	39	18	13	70
Percentage	55.71%	25.71%	18.57%	100%

Table 3.1: Students' Age Distribution

Statistics in table shows that 55.71% of master one students of international trade are aged between 20 and 25 years; 25.71% are aged between 25 and 30 years, and 18.57% are over 30years. The heterogeneity reveals that they have different learning experiences.

Q2: Do you think that English is important in your field of study?

Response	Yes	No	Total
Participants	60	10	70
Percentage	85.71%	14.28%	100%

Table 3.2: Importance of English

Statistics in table.2 shows that 85.71% of respondents answered ‘yes’, while 10% answered ‘no’. Since a large proportion of master one students answered ‘yes’, we can conclude that they are aware of the importance of English for their studies, and therefore they are motivated to learn English.

Q3: How would you evaluate your current level in English?

Response	A	B	C	D	E	Total
Participants	13	19	32	5	1	70
Percentage	18.57%	27.14%	45.71%	7.14%	1.4%	100%

Table 3.3: Student’s Current level in English

Statistics in table.3 demonstrates that 32 students consider their present level in English as medium while 19 students view their level low and 13 students view themselves as very weak in English. Only one student considers his present level as excellent. The results indicate that the current level of master one students of international trade is average level in English.

3.2.3.2 Part two: Students' perception towards the English language needs

Q4: How do you evaluate your progress in English at the university?

Response	A	B	C	Total
Participants	18	44	8	70
Percentage	25.71%	62.85%	11.42%	100%

Table 3.4: Student's progress in English at University

44 students claimed that they achieve progress in English at university while 18 students claimed the opposite option. The results show that the great majority of student's progress in English language is weak and not significant. The reasons of low progress can be attributed to the weak level of EBE instruction in terms of target courses and materials provided to international trade students.

Q5: How interested are you in learning English?

Response	A	B	C	Total
Participants	18	44	8	70
Percentage	25.71%	62.85%	11.42%	100%

Table 3.5: Students description of their Attitude towards Learning English

Although it is widely used in the field of international trade, not all students are interested in learning English. 18 participants show their disinterest in learning English and only 8 students reported that they are very interested. It is obvious that the majority of students (74.27%) are interested in learning English. This means that improving the students' English proficiency level in international trade becomes essential.

Q6: Have you tried to develop your level in English elsewhere?

Response	Yes	No	Total
Participant	25	45	70
Percentage	35.71%	64.28%	100%

Table 3.6: Further Learning to improve English level

The statistics in the table.6 shows that more than half of the participants (64.28%) do not take any English courses to ameliorate their proficiency level in English. However, few participants (35.71%) study English at private schools. Although they reported their interest in developing their level in English, most students are not taking extra reinforcement English courses to get a better proficiency level. The lack of specialized schools or their considerably high cost may prevent them to join such classes

Q7: Which type of English course you study to improve your level?

Response	Business English (BE)	General English (GE)	Total
Participant	2	23	25
Percentage	8%	92%	100%

Table 3.7: The type of English students learn to improve their level

Out of 25 participants who study English outside university, 23 of them take GE courses, and only two participants take EBP courses. In General English classes, students are exposed to linguistic rules of English e.g. pronunciation, vocabulary, rules of grammar and the four skills (usually for three to six months of learning). They join these classes because they hope to improve their English proficiency level. Such types of courses are taught in different private schools and learning centers; however, the absence of a clear method and objectives in those schools can result in unsatisfying outcomes. The lack of well-designed

ESP syllabuses and specialized BE teachers lead to reluctance of students to improve their English.

Q8: Describe your language proficiency level by ticking the right box

Language area	Very weak	weak	Acceptable	Good	Very good
Listening	13	15	27	11	4
	18.57%	21.42%	38.57%	15.71 %	5.71%
Speaking	11	26	27	5	1
	15.71%	37.14%	38.57%	8.12%	1.42%
Reading	2	28	33	5	2
	2.85%	40%	48.57%	7.14%	2.85%
Writing	10	20	32	6	2
	14.28%	28.57%	45.71%	8.57%	2.85%
Pronunciation	8	15	40	4	3
	11.42%	21.42%	57.14%	5.71%	4.28%
Grammar	9	25	32	2	2
	12.85%	35.71%	45.71%	2.85%	2.85%
General vocabulary	4	12	38	12	4
	5.71%	17.14%	54.28%	17.14%	5.71%
Specific vocabulary	4	25	29	10	2
	5.71%	35.71%	41.42%	14.28%	2.85%

Table 3.8: Description of Student's Language Proficiency Level

Students of international trade reported an average English proficiency level in different language skills (38.57% in speaking, 41.42% in specific vocabulary, 54.28% in general vocabulary, 57.14% in pronunciation, 45.71% in grammar, 37.14% in listening,

48.57% in reading, and 45.71% in writing). The statistics displayed in this table shows that the top three language areas students reported to have low (very weak or weak) proficiency level are speaking (52.85%) in the first rank, then grammar (48.56%) and finally writing in the third rank (42.85%). However, the skills in which participants indicated high proficiency level (very good and good) are specific vocabulary (22.85%), followed by listening (21.42%), and then writing (11.42%). The immediate analysis of the results reveals that students have difficulty in the productive skills, mainly speaking and writing. This is because both skills require the cultural and linguistic awareness /knowledge. In addition, Productive skills necessitate a greater degree of fluency when using the language verbally. In addition, they require to be trained to produce correct language using correct grammar and vocabulary, which are significant to most students. Another interesting remark is the idea of “acceptable level”, which is sign for students’ need to reconsider their English proficiency and promote it to the next levels (high proficiency level).

Q9: Rank skills according to their importance in your discipline.

	Rank 1	Rank 2	Rank 3	Rank 4	Total
Listening	14	15	11	10	70
	20%	21.42%	15.71%	14.28%	100%
Speaking	33	16	16	22	70
	47.14%	22.85%	22.85%	31.42%	100%
Reading	10	14	19	27	70
	14.28%	20%	27.14%	38.57%	100%
Writing	16	22	20	11	70
	22.85%	31.42%	28.57%	15.71%	100%

Table 3.9: Skill Ranking according to its Importance to Student’s Discipline

In table.9, it is reported that speaking is ranked in the first place in terms of importance in students' discipline. Then, Writing is ranked the second and listening the third. Finally, reading is ranked in the bottom. Having the productive skills (speaking and writing) in the top of the order list indicates their communicative value. Speaking is the skill by which learners can express their thoughts and feelings, while writing is the medium that connects distant learners through e-mails, letters, and other forms of correspondence. Both skills require language knowledge and the way of using them.

Q10: Are you satisfied with the English courses?

Response	Yes	No	Total
Participants	25	40	70
Percentage	35.71%	64.28%	100%

Table 3.10:Level of Students' satisfaction about English course

The majority of participants (64.28%) claimed their dissatisfaction with the courses provided by current teachers of English in the Department of Finance and International Trade. However, 25 students were satisfied with the English courses. Students' negative attitude may be attributed to the teachers' methodology when designing courses. For example, most of courses are based on vocabulary teaching or they are ready made. Therefore, ESP courses are not effective unless they consider learners' needs extensively in the design of courses.

Q11: If no, explain your choice?

The 64.28% of Students asserts that they are dissatisfied with the current English course because of:

- Unclear objectives given by the teacher at the beginning of the course
- The program is not related to the students' field of study

- Lack of interest from the part of the administration in the course of English
- Teachers heavily rely on grammar teaching and boring repeated lessons
- The level of lessons does not correspond to students' level. They are also uninteresting and unvaried because they are not related with international trade topics
- Low level of tasks and activities that do not satisfy students' learning needs
- The inexperienced teachers who use traditional teaching methods (teacher-centered) and lack innovation and updating.
- The department often employs young and unqualified teachers with no teaching experience in the domain of international trade.

3.2.3.3 Part three: ESP courses and students' needs

Q12: Should the English course allot more time?

Response	yes	no	Total
Participants	63	07	70
Percentage	90%	10%	100%

Table 3.11. Students' Thoughts about English Learning Period

Statistics indicates that a large proportion of participants (90%) believe that the English course should allot more time; however only few students (10%) thought that the time allotted is enough. As it is noticed, the English language learning period is not sufficient to cover various issues related with the studied discipline. This is probably because of the lack of interest from the part of the administration or the overloading of international trade program.

Q13: How do you find the content of English language course?

Response	Interesting	Boring	I do not know	Total
Participants	20	35	15	70
Percentage	28.57%	50%	21.42%	100%

Table 3.12. Students' view about the Content of English Language Course

The percentage displayed in this table demonstrates that half of the participants (50%) claimed that the delivered courses are boring, but 20 participants assert their interest in the courses because they satisfy their needs. Only 15 students gave a neutral opinion about the course content may be because of their lack of motivation or interest in English courses. However, neglecting the learners' motives for learning may lead to students' boredom.

Q14: Do you think that the current English course content and activities have a relationship with your discipline?

Response	Yes	No	Total
Participants	34	36	70
Percentage	48.57%	51.42%	100%

Table 3.13. The Relation between the English Course Content and Learners' Discipline

The course content of any ESP program should be determined by the language learners' needs (Munby, 1978). However, 36 participants claimed that there is no relationship between the content of the English language content (themes, activities and tasks) and the field of International Trade. 34 participants assume that the course content is related to their discipline. When considering learners' needs in the design of EBE courses, students became much more enthusiastic and motivated to learn.

Q15: Who designs your English language courses?

Response	Teachers	Teachers and students	I do not know	Total
Participant	58	5	8	70
Percentage	82.85%	7.14%	11.42%	100%

Table 3.14. The Designer of English Courses

Most students (82.85%) claimed that the current English language courses are designed by their English teacher alone without any intervention of students in the choice of course items. Only 5 participants stated that they have been involved in the design process. However, 8 students had no clear idea about who is responsible for the elaboration of courses. Some of them thought that the administration supplies teachers with course elements and topics. In fact, ESP is a learner-centered approach that necessitates the vital role learners' needs in the design of courses. ESP course are flexible and are structured when all parts (administration, teachers and students) are involved in the process of course design.

Q16: During the English course, is the teacher allowed to use translation?

Response	yes	No	Total
Participants	66	4	70
Percentage	94.28%	5.71%	100%

Table 3.15. The Use of Translation while Teaching English

Although translation is out of favor with English language teaching, the majority of international trade students (94.28%) stated that translation must take place during English class. Only four students refused the use of translation. Difficult terms translation into the first or the second language is required in teaching specific domains because students are linguistically unable to cope with all terms in English.

17 - Which aspects English language would you recommend to focus on in the EBE course?

In this question, students are required to tick more than one option according to the need primacy.

Response	Participants	Percentage
Speaking skills	41	58.57%
Listening skill	30	42.85%
Reading skill	30	42.85%
Writing skills	37	52.85%
Specific grammar	22	31.42%
General vocabulary	22	31.42%
Specific vocabulary	31	44.28%

Table 3.16. Students' Language suggestions

Statistics demonstrates that out of 70, 41 participants (58.57%) recommended much focus on speaking skill, 37 participants (52.85%) claimed writing skill to be improved. Improving reading and listening skills are the concern of 30 participants (42.85%). Finance and International Trade students recommend much focus on the productive skills (speaking and writing). These skills are the important in communication because they help learners use the language orally and in writing.

3.2.4 Discussion of the findings of the students' Questionnaire

The analysis of the students' questionnaire indicated that the majority of students were of the importance of English in their field of study. Although they have expressed a favorable attitude towards learning English, their language progress is low. The common reason that was given was the low level of EBE instruction in terms of course content and materials.

Moreover, the current study showed that most students were willing to improve their English in or outside University instruction. In other words, they believe that learning English basics and allocating more time to English course are highly required to reach the needed proficiency level. In addition, they reported deficiency in productive skills (speaking and writing) that are considered as by the majority as very difficult because they need linguistic and cultural knowledge. Accordingly, respondents affirmed that teachers of English should prioritize these skills when designing EBE courses.

In addition, results revealed that the majority of students need to be considered as active participants in the process of teaching. They would like to take part in all decisions of course content, language items, and materials. In fact a learner-centered course gives extensive attention to the learners' skills, interests and needs when designing courses.

Ultimately, it is noticed that the current English course is not based on predetermined students needs and objectives. Thus, these courses are incompatible with ESP main objective which stresses the vital role of learner's needs analysis in course design (Hutchinson and Waters 1987). Thus, Students would like to be given much consideration on the part of the administration and their teachers in the design of EBE courses.

3.3 The teachers' interview

3.3.1 Description of the interview

As mentioned before, the second data-gathering tool is the teachers' interview. It was a tape-recording structured interview which was conducted on April 2017. The interviewees were all teachers of English: two full-time teacher in the department of English who have an experience teaching EBP, one full-time and two part-time teachers who are currently teaching English in the department of Business sciences.

Tape-recorded interviews are chosen because of their exceptional features as Nunan's(1992, p.153) claims, "It preserves actual language as it is naturalistic with objective record". Therefore, the recorded interview was conducted with four teachers: two (2) in the faculty of Arts and Languages and other two (2) in the faculty of economic, commercial and management sciences. However, among five (5) interviewed teachers, there was one (1) who did not have time to tape-record the interview; thus, we decided to administer the interview via email.

The interview (appendix 3) is composed of 15 question items whose main objective is to determine the importance of NA in the design of ESP course. In addition, it aims at investigating different issues and concepts related to EBP teaching in the department of commercial sciences. It also aims at gathering teachers' attitude and perception towards the implementation of NA while teaching English in specific target teaching situations.

3.3.2 Analysis of the teachers' interview

Item one: teachers' qualification

Two interviewed teachers have PHD degree in English, while other two teachers have master degree. One teacher has license degree in English and PHD degree in Economics. Hutchinson and Waters (1987, p. 160) claim 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” .

Item two: teachers’ status

The results revealed that three teachers are full-time teachers of English practicing in English department with a long experience in teaching English for specific purposes. However, two part-time teachers of English, who are recently graduated, are currently teaching in the department of commercial sciences.

Item 3: Have you had some training in ESP?

The majority of interviewed teachers point out that they were not officially / formally trained to teach ESP in different subject areas; however, they did a kind of self training in ESP before they start teaching. This means that they work hard to develop their linguistic knowledge in the target subject area.

T1 stated that:

Unfortunately, I haven’t had any. It is a matter of an autonomous learning i.e. I learn the principles and the practices of ESP throughout my readings and actual practices in class

T2 claimed that:

I haven’t been trained in teaching ESP. but I’m trained to use what I have as an experience of being a teacher of General English.

Only one teacher asserts that he is trained in ESP teaching. However, the rest expressed a positive attitude aware of the importance of training before teaching. They also stated a strong desire to be trained.

Item 4: do you think you need training in ESP?

The results revealed that teachers who do not receive training in ESP believe that it is necessary for an ESP teacher because it helps them design tailor made courses to their needs.

They were eager and willing to receive such training if available because it improves the quality of teaching and learning.

T1 stated that:

Of course, at list to know how to use ESP techniques in designing my courses since my fundamental scientific training is in Arabic.

T2 also stated that:

Absolutely, I wished I had training in ESP teaching, so that I will be well acquainted and qualified in teaching it. So a mere reading....err....or a mere practicing without prior training won't be useful as in case of receiving training....the results would be much better.

Another teacher thought that teachers should be trained on how to conduct good NA with learners and how to elaborate courses and syllabuses that determine these needs.

T3 pointed out that:

We need training on how to designing syllabuses determined by needs analysis.

As far as training is concerned, we can conclude that training in ESP is highly required because it acquaint teachers with knowledge and awareness about designing courses and selecting appropriate teaching methods and materials. Hutchinson and Waters (1987, p. 160) claimed 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."

Item 5: Do you use needs analysis before designing anESP lecture? If no. why?

When this question was asked, various opinions were recorded concerning the implementing needs analysis. One teacher, who is currently teaching at the department of Commercial sciences, did not have a clear idea of what is meant by the needs analysis. However, the second teacher claimed that it is of great importance and he affirmed conducted

it as the first step before designing her lectures. However, when she is asked about the means she uses to collect learners' needs, she states that oral questions are often used in public.

T1 stated that:

At the beginning of my first lecture I asked them (EBE students): " what do you want to learn in English?" "If there is something needed from the course in English"for that I followed what they want in my lectures

The third teacher asserts that the administration forces her to restrict the course elements to a suggested list of language element.

T2 stated that

I don't use needs analysis because the administration obliges me to teach some concepts related to the subject area I currently teach. They said that we want our learners (of finance and International trade) to study specific vocabulary only

On the other hand, two teachers responded positively to this question. They claimed the great role of determining the learning needs in ESP instruction. In that, they confirmed conducting NA with their learners before designing lectures that best suit their needs

T3 pointed out that:

I conduct NA before my lectures because needs it is the corner stone for ESP.....you cannot design a course unless you know and you determine the needs of learners.....I always did it....it is of high of importance

Item 6: If no. What are the parameters you take into consideration when designing your lectures?

Three interviewed teachers, who do not conduct NA, claimed that there are certain parameters used before designing their lectures. In fact, designing lectures is not an easy task especially for inexperienced teachers of ESP. they rely on different criteria that differ from one teacher to the other according to their teaching experience and qualifications. The level of

students, the area of specialty, authentic materials, time constraints and other parameters can help teachers elaborate courses in ESP

Item7: Do you think that NA is important when designing lectures?

This question seeks further explanation about the importance of NA. The results reveal that all interviewed teachers strongly believe that there is a strong need to analyze students' needs before deciding on the content of ESP courses. It is considered as the first criterion that teachers should think about when elaborating effective and successful ESP courses.

T1, for example stated his opinion in the following terms:

NA is of high importance. It is the step that every teacher needs to takethe teacher will have a clear idea of what your learners need, so you will save time and effort in your instruction...you will not cover elements in a course or in a subject area where students are not interested in or they don't need it.

Another teacher pointed out that analyzing student' needs is beneficial for teachers and students as it enables them to reach their objectives

T2 He asserted that:

NA is a path or a road map for both teachers and students. For the teacher, he knows what to include or exclude in the course. For students, they make sense of what they are learning as they receive instruction that is tailored on their needs (academic, professional)

There no ESP course is designed or delivered unless a very careful NA is done

If Needs analysis is not conducted you cannot go to the next step that is teaching ESP

Ultimately, we can say that a successful ESP course depends heavily on collecting and analyzing learning needs of learners whatever their specific domain. In fact, a good NA allows teachers reach their objectives easily, so they can improve instruction without wasting time and money. Moreover, it helps learners reduce anxiety and improve their learning performance.

Item 8: Do you think that the content you use is relevant to ESP student's level?

The majority of teachers affirmed that they teach courses that are relevant to students' level and identified needs. This means that the results of analyzing learners' requirements and priorities to learn English reveal what teachers would include in the ESP course content. "ESP is an approach to language teaching in which all decision as to content and method are based on the learner's reasons for learning" (Hutchinson and Waters, 1987, p. 19)

T1 explained that:

For example, students of business sciences needs analysis reveals that communicative skills are highly required, so that course content elements are relevant to their subject specialty needs.

However, another interviewed teacher claimed that it is difficult to relate course content to all learners' level because of the varied levels of students.

T2 stated that:

Sometimes I feel that the content I teach is difficult to some students because of their low levels in English

From what is said above, we can say that the content of ESP courses would not be relevant to the learners' level unless a good needs analysis is carried out. Therefore, students' needs would decide the success and effectiveness of courses.

Item 9: What are the skills you tend to focus more on in EBE course?

The aim of this question is to find out the language skills that receive much focus. It is widely believed that the four language skills are important in teaching specialized courses; however, it depends on learners reasons for learning.

Two interviewed teacher claimed that productive skills (speaking and writing) are the most important skills to reach proficiency level in English. While one teacher asserted that all

four skills should be stressed equally. However, other two teachers believe that terminology teaching is more important than other aspects of English language

Absolutely, ESP teacher should teach skills that are highly needed by learners. These skills can be revealed from results of good NA. In addition, when teaching needed skills, ESP teachers should integrate tasks that consolidate the less stressed skills by learners because the four skills are interrelated in nature. ESP teaching offers learners much focus on certain skills without neglecting the rest.

Item10: do you collaborate with specialists in your content selection?

As far as this question is, concerned, most interviewed teachers affirmed that there is no real collaboration with specialists in the field. They insisted that subject specialists provide English teachers with generalities about the subject area. However, in ESP instruction, the language teacher needs specialist's opinion and help in selecting content elements (e.g. target texts) that would improve teaching /learning process.

T1 claimed:

Subject specialists were not collaborative. They thought that the course content is English language decision. They inform only about what students study in general. Yet, a real collaboration was unsuccessful.

However, only one teacher claimed the successful collaboration with specialists. He said:

I ask them to provide me with necessary documents to help me immerse into their discipline to design the course in relation to their objectives.

In fact, collaboration between English teachers and subject specialists is required in order to achieve learning objectives of ESP courses. However, they fail to meet because of lack of interest from the part of the administration and subject experts. They only inform English teachers with general knowledge about the subject area. Based on those interviews

discussions, we may conclude that real collaboration does not take place, and it is merely fruitless discussion.

Item 11: do you use translation while teaching? Why?

The aim of this question is to find out if Arabic is used in teaching English to Business students. Most teachers claimed that translation is required when learners encounter some complicated words or concepts. Because Algeria is an Arabic speaking country, teachers translate difficult language items into Arabic. One teacher affirms that EBE learners rarely use translation with business terms; however, they require translation of General vocabulary items.

T1 explained that:

ESP students need their teachers to translate some difficult terms in English. They do not require translation of business terms. The technical vocabulary is better known by our students and i always learn from them.

However, another teacher insisted on translating only specialized terminology into Arabic because it helps learners to deal with difficult concepts; this means that time and effort will be saved when teaching the subject content.

Item 12: do you have any further commentary on ESP instruction?

The final question aimed at opening the scope for teachers to comment or add opinions about the subject of our study. In addition, it encourages them to raise issues related to ESP instruction. One teacher did not provide any comment, however, the other interviewees commented as follows:

T1 claimed that:

I propose to make training periods for teachers who teach English in business to learn more about EBE

T2 added that:

I would recommend a different strategy for leaning language and a biased strategy for ESP training, for training is different from learning in many aspects; I would also prone for more interest of such training at the university by training the teachers of language themselves in training specialists using a foreign language

T3 stated that:

First, more attention should be given to ESP instruction. Simply, since English is a world language of Business. Second, learners need to be more competent in English in order to cope with difficulties they encounter in English course. Finally, the university and probably the ministry of high education should reconsider ESP instruction at university.

Almost all the interviewed teachers agreed with the idea that there should be reconsideration of ESP instruction. The university should organize study to increase awareness of ESP instruction. In addition, teachers of ESP should receive training concerning the way to conduct needs analysis and to design courses that meet learners' objectives. in other words, teachers should not rely on general English content and teacher-centred methodology when teaching ESP; however, they should adopt learner-centered course content and integrate needs assessment in every step of the course.

3.3.3 Discussion of findings of the teachers' interview

The analysis of teachers' interviews revealed that needs analysis has an important role in the design of ESP course. Learners' needs must be the primary step that any ESP practitioner should consider (Hutchinson and Waters, 1987; Dudley-Evans & St. John, 1998). Although, they had acknowledged the main role of needs analysis in teaching, the majority of teachers do not conduct it systematically. They rely only on their intuition as GE teacher in

the construction of their courses. In that, they applied teacher-centred approaches of teaching rather learner-centred ones.

Moreover, training for English teachers proved to be a prerequisite in ESP instruction. All teachers admitted the vital role of training because it enhances their performance and leads to better teaching results. That is to say, it enables them to change their perceptions and improve their roles in classroom e.g. course content, topics, materials and teaching methods. Training also helps them to bridge the gap between ESP theories and practices.

Furthermore, the analysis of teachers' interviews showed that almost all teachers use Arabic translation in their classes when required by business students. In other words English is used as the main medium; however, translation may take place when students face difficulty in understanding. Translation is kept as last option by some teachers because it may change the academic objective of teaching. Teachers also claim that business students do not require translating business terms since they know them better than teachers of English. However, they mainly look for the meaning of GE lexis.

In addition, the interviewed teachers gave varied responses concerning much focused skills in ESP teaching. Two teachers claimed that all four skills were stressed equally because they cannot be taught separately when teaching languages. However, the majority believed that productive skills should receive much focus without neglecting other skills. The main reason is that ESP teaching main objective is to focus on language aspects needed by learners. Taking into account target situation requirements, business learners will need to perform oral and written discourses for occupational or professional objectives. Thus, productive skills have been encouraged and developed through different ESP tasks and activities.

Ultimately, because English is a world language of business, teachers of English recommended the minister of high Education and the university to reconsider ESP instruction.

This includes training English teachers to design courses based on learners needs. In fact, the transfer from GE teacher to ESP practitioner requires training and collaboration with subject specialists in course design and material selection. Thus, training enhances the quality of ESP teaching and motivates learners to improve their proficiency level in English.

Conclusion

In this chapter, both the questionnaire and the interview reported informative results about their attitudes, beliefs and perceptions about ESP course. Based on the results obtained from the questionnaire, Finance and International Trade students' dissatisfaction with the English course resulted from the absence of clear objectives and the inappropriate course content to their needs and to the discipline. In addition, Teachers' traditional methods and lack of experience led to the lack of teaching innovation in teachers' performance. On the other hand, results from the teachers' interview revealed that analyzing students' needs are highly important to design effective course. Therefore, NA can help teachers orient and adjust the course elements to suit the students' needs. Furthermore, the collaboration between all parties in ESP enterprise (teachers, administration and subject specialists) can enhance teachers' performance and improve students proficiency level.

Pedagogical Recommendations and Suggestions

The findings of the current investigation have led to some suggestions for the improvement of ESP instruction in Business context:

- More attention should be given to learners needs in terms of necessities, lacks and wants before designing ESP course.
- The English course content should include topics, themes, tasks, activities and materials relevant to students' needs and subject area.
- The current English language course should be shifted to an ESP course determined by specific business needs of students.
- The time allotted to ESP instruction should be increased, so that English becomes an essential course.
- The university officials should reconsider ESP teaching by offering ESP teachers special training that would helps them to conduct good needs analysis and to design appropriate courses.
- Teachers should develop learner-centered courses in order to enhance learners' academic achievement in the target language.
- When ESP course is designed and developed, much focus should be given to productive skills which enables them produce effective written and oral texts in business communicative situations.

General conclusion

The present status of ESP instruction at Biskra University, Commercial Science department in particular exposes a situation that necessitates immediate remedies in different academic and administrative levels. For that reason, the current research investigates learners and teachers perceptions towards needs analysis and course design in Business context. Therefore, this study is done in order to confirm or reject the hypothesis stating that analyzing learners' needs would help teachers design effective ESP courses. Finance and International trade learners were chosen to be the sample that represents the whole ESP enterprise at Biskra University.

To reach the study objectives, a descriptive research method including a questionnaire and an interview was used to collect the data about the research area and some recommendations have been made. The questionnaire revealed Finance and international trade learners' dissatisfaction with the current English courses and their need to develop productive skills proficiency level. Whereas, the analysis of teachers interviews revealed that there is a strong agreement among teachers that English courses should be predetermined by specific learners' needs in a specific subject area. In that, they emphasize the vital role of needs analysis that all English teachers should be aware of before designing courses.

An interesting conclusion had been drawn on the basis of teachers' interviews that all teachers confirmed the idea of conducting NA in ESP instruction. They believed that NA helps learners develop their proficiency level in the target language and allow teachers achieve their objectives successfully. Furthermore, they suggested the university involvement in ESP instruction through training teachers to design effective ESP courses that meets learners' needs.

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Appendices

Appendix 01

Students' Questionnaire

This questionnaire is designed for a dissertation of a master degree. It aims at investigating “The Role of Needs Analysis in ESP Course Design”. Your participation will be of a great help and interest for this research.

You are expected to read carefully the questions and to provide as much honest and straightforward answers as possible.

Thank you in advance.

Sincerely yours,

Miss R. Barkane

Please put a tick (√) in the right box and write full statements whenever necessary.

Section one: General information

1- Age:

2- Do you think that English is important in your field of study?

Yes

No

3- How would you evaluate your current level in English?

Very low Low Medium good very good

Section two: Students' perception towards the English language needs

4- How do you evaluate your progress in English at the university?

a) No progress

b) Low progress

c) High progress

5- How interested are you in learning English?

a) Not interested

b) Interested

d) Very interested

6- Have you tried to develop your level in English elsewhere?

Yes

No

7-If yes, is it mainly?

a) English for business purposes (EBP)

b) General English (GE)

8-Describe your English proficiency level in the following language areas. Tick (✓) the appropriate box:

Language area	Very weak	weak	Acceptable	Good	Very good
Listening					
Speaking					
Reading					
Writing					
Pronunciation					
Grammar					
General vocabulary					
Specific vocabulary					

9- Rank the following skills according to their degree of importance for your studies. (1. highly important.....4.not important)

a) Listening

b) Speaking

c) Reading

d) Writing

10- Are you really satisfied with English courses at your university?

-Yes

-No

11- If no, Explain your choice

.....

.....

Section 2: ESP courses and students' needs

12- Do you think that the English course should allot more time?

-Yes

-No

13- How do you find the content of English language course?

a) Interesting

b) Boring

c) I don't know

14- Do you think that the current English course content and activities have a relationship with your discipline?

Yes

No

15- Who designs English courses?

- the teacher

- teachers and students

- I do not know

16- During the English course, is the teacher allowed to use translation?

- yes

- No

17- Which aspects English language would you recommend to focus on in the EBE course?

(you can choose more than one option)

a) Speaking skill

b) Listening skill

c) Reading skill

d) Writing skill

e) Specific grammar

f) General vocabulary

g) Specific vocabulary

Appendix 02

إستبيان الطلبة

في إطار دراسة خاصة بمعرفة دور تحليل الاحتياجات الخاصة للطلبة في تصميم دروس اللغة الإنجليزية, فإنكم مرجوون للإجابة على هذا الاستبيان. سوف تكون مشاركتكم مساعدة كبيرة واهتمام لهذا البحث. من فضلك، ضع علامة (√) الخيار الذي يتوافق مع إجابتك والإجابة على الأسئلة بإيجاز

القسم الأول: معلومات عامة

1-العمر:سنة

2-هل تعتبر ان اللغة الانجليزية مهة في دراستكم؟ نعم لا

3-كيف تقيم مستواك الحالي في اللغة الانجليزية؟

ضعيف جدا

ضعيف

متوسط

جيد

جيد جدا

القسم الثاني: تصور الطلاب نحو احتياجات اللغة الإنجليزية

4- كيف تقيم التقدم المحرز في اللغة الإنجليزية في الجامعة؟

- لا يوجد تقدم

- تقدم ضعيف

- تقدم كبير

5- ما مدى اهتمامك بتعلم اللغة الإنجليزية؟

(ا) غير مهتم

(ب) مهتم

(ج) مهتم جدا

6- هل حاولت تطوير مستواك في اللغة الانجليزية في مكان اخر؟

-نعم -لا

7- إذا كان الجواب نعم، هل هو أساسا؟

(ا) الانجليزية لاغراض تجارية

(ب) الانجليزية لاغراض عامة

8- يرجى منك وصف مستواك في اللغة الإنجليزية في مجالات اللغوية التالية. ضع علامة (√) المربع المناسب:

المجال اللغوي	ضعيف جدا	ضعيف	مقبول	جيد	جيد جدا
الاستماع					
التكلم					
القراءة					
الكتابة					
النطق					
قواعد اللغة					
المفردات العامة					
المفردات الخاصة					

98- رتب المهارات التالية وفقا لدرجة من الأهمية لدراستك. (1. غاية في الأهمية 4. غير مهم)

- أ) الاستماع
- ب) التحدث
- ج) القراءة
- د) الكتابة

10- هل أنت راض حقا عن دروس اللغة الإنجليزية التي تتلقاها؟

- نعم
- لا

11- إذا كانت الاجابة لا, وضح لماذا؟.....

.....

.....

القسم الثالث: دروس اللغة الإنجليزية المتخصصة واحتياجات الطلاب

12- هل تعتقد أن دروس اللغة الإنجليزية يجب أن تخصص المزيد من الوقت؟

- نعم
- لا

13- كيف تجد محتوى دروس اللغة الإنجليزية؟

- أ) مهمة
- ب) مملة
- ج) لا ادري

14- هل تعتقد أن محتوى الدروس الإنجليزية الحالية وأنشطتها لها علاقة مع مجال دراستك؟

- نعم
- لا

15- من يقوم بتصميم دروس اللغة الانجليزية

- أ) الاستاذ فقط
-

ب) الاستاذ و الطلبة

ج) لا اعلم

16- اثناء الدرس, هل يسمح للأستاذ باستخدام الترجمة؟

- نعم

- لا

17- ما هي الجوانب اللغة الإنجليزية التي توصي بالتركيز عليها في دروس الانجليزية؟ (يمكنك اختيار أكثر من خيار

واحد)

أ) مهارة التحدث

ب) مهارة الاستماع

ج) مهارة القراءة

د) مهارة الكتابة

هـ) قواعد محددة

و) المفردات العامة

ز) مفردات محددة

Appendix 3

The teacher' interviews

Dear teachers,

We would be very grateful if you could answer the following questions for the sake of gathering information about **The Role of Needs Analysis in ESP Course Design**"

Thank you in advance

Questions:

Q1. What qualifications do you have?

.....

Q2. What is your status as a teacher?

.....

Q3. Have you had some training in ESP?

.....

Q4. If no, do you think you need it?

.....

Q5. Do you use needs analysis before designing your lectures?

.....

Q6. If no. What are the parameters you take into consideration when designing your lectures?

.....

Q7. Do you think that analyzing student's needs is important when designing lectures?

.....

-Why?

.....

Q8. Do you think that the content you use is relevant to ESP student's level?

.....

Q9. What are the skills you tend to focus more on?

.....

Q10. Do you collaborate with specialists in your content selection?

.....

Q11. In the course of your teaching, do you use translation from one language to another?

Why? what are the aspects you tend to focus on?

.....

.....

Q12. Finally, do you have any further commentary on ESP instruction?

.....

.....

المخلص

إن الهدف من وراء هذه المذكرة هو التحقيق في دور تحليل احتياجات المتعلمين في تصميم دروس اللغة الانجليزية. المشكلة الرئيسية في تدريس الإنجليزية على مستوى الجامعة يتمثل في سوء فهم وتدريس الانجليزية لأغراض خاصة ESP. إن عدم وجود معايير منهجية لتصميم دروس الانجليزية يؤدي الى إرباك أساتذة اللغة الانجليزية ويخلق صعوبات في التعلم بالنسبة لغالبية الطلبة. الدراسة الحالية تهدف في الأساس إلى دراسة دور وأهمية تحليل احتياجات المتعلمين في تصميم دروس اللغة الانجليزية لأغراض خاصة لطلاب المالية والتجارة الدولية في جامعة محمد خضر بسكرة للعام الدراسي 2016/2017. استخدمت الباحثة المنهج الوصفي البحثي الذي يتضمن اثنتين من أدوات جمع البيانات: استبيان لطلبة الماجستير ومقابلة مع أساتذة اللغة الانجليزية. كشفت النتائج التي تم الحصول عليها أن انخفاض مستوى الكفاءة لدى الطلاب يرجع إلى مستوى دروس الانجليزية المقدمة حالياً والتي لا تتناسب مع الاحتياجات التعليمية للطلبة.

الكلمات المفتاحية : اللغة الانجليزية لأغراض خاصة/ تحليل احتياجات المتعلمين/ تصميم الدروس.