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An Analysis of the ESP Students' English Language Needs

A Case of First Year Licence Science and Technology
Students Mohamed Seddik Ben Yahia- Jijel University

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Degree of Master in English Language Sciences

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ABSTRACT

Teaching English for Specific Purposes was and still is a controversial issue in Teaching English as a Foreign Language context. However, only few English for Specific Purposes applications have been adopted to suit teaching in Algerian universities. In Jijel University, students studying at the faculty of Science and Technology need to learn English as a demand for their academic studies. In the current study, an analysis of the Science and Technology students' needs learning English at the faculty of Science and Technology is conducted by referring to the perceptions of students and their teacher towards the teaching/learning situation. Therefore, the students' needs that are essential for their academic studies were identified in the four language skills and suggestions are presented in order to design a syllabus. So that, it is hypothesized that if the students' needs are well identified, an appropriate syllabus may be designed. To check the validity of this hypothesis, two questionnaires were administered to first year Licence Science and Technology students and their teacher. The findings showed that while students need to master all the language skills, especially speaking and reading, these needs are ignored by their teacher. Based on those findings, a syllabus which takes into consideration the students' needs in terms of language skills should be developed.

List of Abbreviations

CNP	Communication Needs Processor
EAP	English for Academic Purposes
EBE	English for Business and Economics
EFL	English as a Foreign Language
EGAP	English for General Academic Purposes
EGP	English for General Purposes
EOP	English for Occupational Purposes
ESAP	English Specific Academic Purposes
ESP	English for Specific Purposes
ESS	English for Social Studies
EST	English for Science and Technology
LSP	Languages for Specific Purposes
NA	Needs Analysis
PSA	Present Situation Analysis
ST	Science and Technology
TSA	Target Situation Analysis

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General Introduction

1. Statement of the Problem
2. Research Aims
3. Research Questions
4. Research Hypothesis
5. Research Means
6. Structure of the Study

1-Statement of the Problem

English has become an international language for communication because of globalization. This crucial status has led many people to learn it not only for academic purposes, but also for professional ones. Accordingly, this huge demand for learning English across the world has led to the emergence of a new branch of teaching more specific English which is called English for Specific Purposes (ESP) based on a Needs Analysis. The latter is used to help in identifying the learners' specific needs behind learning English and enable teachers to make language courses more relevant to their learners.

In this regard, ESP has become a widespread teaching approach in Algerian universities. As a result, different faculties and departments in the Algerian universities include English in every curriculum. In the faculty of Science and Technology (ST) in Jijel University, and according to two pre-questionnaires administered to first year ST students and to their teacher, it was found that the teaching and learning of English at ST faculty are not satisfactory. On the one hand, students are unaware of the importance of English for their academic studies because the majority of them consider English important only for professional purposes. On the other hand, the ESP course does not meet the learners' needs. In addition, there is an apparent contradiction between the skills that the learners need and what is taught in class. Similarly, the teacher thinks that English is important only for students' professional purposes ignoring the academic ones. Moreover, the teacher is not trained in ESP and no official syllabus was provided to help her in designing her ESP courses. Besides, the teacher focuses most on the speaking and the listening skills, while the learners need to learn all the skills. In other words, the teacher does not take into consideration the learners' needs.

These situations have led to difficulties in learning the different aspects of English that are useful for the students' specialty. In order to solve these problems, the teacher should conduct a needs analysis before starting teaching in order to determine the content of the course. Co-operation with subject teachers is also considered as an essential factor that helps the ESP teacher in identifying the students' needs.

2- Research Aims

The fundamental aim of this study is to identify the academic needs of first year students at the faculty of ST. Furthermore, this study aims to propose a syllabus that can serve as an outline of what should be taught in the first year, considered as the basis of the learning process.

3- Research Questions

The questions worth asking in this regard are

- 1- Does the ESP course in the faculty of ST fit first year students' needs?
- 2- Does the ESP teacher take into account the learners' needs before starting the course
- 3- What are the perceptions of ST learners and their teacher regarding the students' academic needs?

4- Research Hypotheses

It is hypothesized that:

- If the students' needs are well identified, an appropriate syllabus will be designed.

5- Research Means

One means of data collection has been used for achieving the aims of this study:

- 1- Two pre-questionnaires intended to:

a- First year ST students.

b- ESP teacher.

2- Two questionnaires intended to:

a- First year ST students.

b- ESP teacher

The first part of the data collection used a pre-questionnaire intended to first year ST students, and another one intended to their teacher. The data collection has helped identify the shortcomings of the teaching/ learning of English at the faculty of ST.

The second part of the data collection used two questionnaires. The first one administered to the teacher who has been teaching English at the faculty of ST. The sample is constituted of only one participant, since there is only one teacher of English at the faculty. The teacher's questionnaire has helped to know of the teaching practices and the teacher's perceptions regarding the students' needs.

The second questionnaire on the other hand, was administered to first year ST students. The total population of the study consists of (60) students (Males and females) out of (180) students. This questionnaire aims to identify the students' academic needs regarding the English language.

6- Structure of the Study

This study is divided into three chapters. The first two chapters deal with the theoretical framework and the third chapter is devoted to the analysis and the interpretation of the questionnaires intended to ESP teacher and first year ST students along with some pedagogical implications.

The first chapter is divided into two main sections. The first section presents an overview on the origin of ESP, its definitions, developments, its branches, and the role of ESP teacher. The second section introduces needs analysis and highlights its importance. The second chapter identifies in the first part a distinction between syllabus and curriculum, types of syllabuses, and criteria of content selection and gradation. The second part gives an overview on the language skills, integrating skills, then, the basic language skills are highlighted.

The third chapter is devoted to the analysis of the two questionnaires. The first part is about the description and administration of both the teacher and students' questionnaires and the analysis of the result. The second part of this chapter highlights the discussion of the results followed by recommendations and implications.

Chapter One: Theoretical Part

ESP and Needs Analysis

Introduction

Section One: English for Specific Purposes

1.1.1 Origins of ESP

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1.1.1.2 Revolution in Linguistics

1.1.1.3 Focus on the Learner

1.1.2 The Development of ESP

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1.1.2.3 Target Situation Analysis (TSA)

1.1.2.4 Skills and Strategies

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1.1.3 Definitions of ESP

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1.1.5.1 The ESP Practitioner as a Teacher

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Conclusion

Introduction

From the 1950s to 1970s, many innovations in language teaching have made the content of language courses more relevant to learners' needs. These changes have led to the emergence of a new branch of English teaching called English for Specific Purposes (ESP). The current chapter is divided into two main sections. The first section reviews literature on the origin of ESP, its definitions, developments, its branches with a specific focus on English for Science and Technology, and shed lights on the role of the ESP teacher. The second section defines the term of needs analysis and highlights its importance. (Hutchinson & Waters 1989)

1.1.1 Origins of ESP

According to Hutchinson and Waters (1987), the emergence of ESP is the consequence of three main reasons:

1.1.1.1 Demands of a Brave New World

The first reason for the emergence of ESP was the big expansion in scientific, technical, and economic activities as well as the emergence of the United States as a major economic power after the Second World War. This development led to the quest for learning English language more than ever; "... not for pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce" (Hutchinson & Waters, 1987, p. 6). In addition, the oil crisis of the early 1970s accelerated the development of learning foreign languages mainly the English language. As a result, English became the accepted international language and the lingua franca of technology, commerce, and science.

1.1.1.2 Revolution in Linguistics

The second reason for the emergence of ESP was the linguistics revolution. A major shift from traditional linguistics which aimed to describe the rules of English usage, that is, the grammar to discover the ways in which language is actually used in real communication is observed. Therefore, language varied considerably depending on the context in which it is used. This means that there are differences between the language of commerce and that of engineering. In other words, the linguistic characteristics of the learners' specialist area of study should be analysed in order to meet their specific needs depending on their study field. Those needs determine the features of specific situations and then make these features the basis of the learners' course (Hutchinson and Waters,1987).

1.1.1.3 Focus on the Learner

The last reason for the emergence of ESP was the focus on the learner. The latter had to do with the development in educational psychology which stressed the central importance of the learner. In this regard, the more learners needs and interests are taken into consideration the more they will be motivated and the learning process will be better and faster. Therefore, the content of any language course should be based on the learners' needs (Hutchinson and Waters,1987).

1.1.2 The Development of ESP

ESP has been developed at different speeds in different countries. This development has gone through different phases. Hutchinson and Waters (1987) have identified five main phases:

1.1.2.1 Register Analysis

The first phase in the development of ESP was Register Analysis. It took place in the 1960s and early 1970s. The aim of register analysis was to distinguish between specialized language and more general languages, and to identify the grammatical and lexical features of these registers. For example, the English of Engineering is different from that of Biology or general English. The main motive behind register analysis was the pedagogic objectives of making the ESP course more relevant to the learners' needs. Also, it can guide teachers in the selection and preparation of materials that motivate students to learn. Thus, register analysis helps ensure appropriateness of the syllabus. A good sample is that *A Course in Basic Scientific English* by Ewer and Latorre (1969). The most representative authors of this stage are *Halliday, McIntochs, and Strevens* (1964), *Ewer and Latorre* (1969), and *Swales* (1971) (as cited in Hutchinson and Waters 1987, P. 10).

1.1.2.2 Rhetorical or Discourse Analysis

The second phase in the development of ESP was Rhetorical or Discourse Analysis which appeared in the 1970s. Discourse analysis is an approach used to analyse written and spoken texts. It is concerned with the study of the relationship between language and context in which language is used and with the analysis of language beyond the sentence level that contrasted with register analysis, which is chiefly concerned with the study of grammar. Moreover, discourse analysis as an area of language study is concerned with how people guess meaning and out of meaning. According to Allen and Widdowson (1974) the basic hypothesis of this stage is expressed in the following:

We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, that from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops knowledge of how sentences are used in the performance of different communicative acts. (As cited by Hutchinson & Waters, 1987, p. 10).

The representative of this approach is *The Rhetorical Process Chart* by Louis Trimble (1985, p. 11)

Figure 1.1: Rhetorical Process Chart

Level	Description of level
A.	<p>The objectives of the total discourse</p> <p>EXAMPLES: 1. Detailing an experiment</p> <p style="padding-left: 40px;">2. Making a recommendation</p> <p style="padding-left: 40px;">3. Presenting new hypotheses or theory</p> <p style="padding-left: 40px;">4. Presenting other types of EST information</p>
B.	<p>The general rhetorical functions that develop the objectives of level A</p> <p>EXAMPLES: 1. Stating purpose</p> <p style="padding-left: 40px;">2. Reporting past research</p> <p style="padding-left: 40px;">3. Stating the problem</p> <p style="padding-left: 40px;">4. Presenting information on apparatus used in an experiment-</p> <p style="padding-left: 80px;">a) Description</p> <p style="padding-left: 80px;">b) Operation</p> <p style="padding-left: 40px;">5. Presenting information on experimental procedures</p>
C.	<p>The specific rhetorical functions that develop the general rhetorical functions of level B</p> <p>EXAMPLES: 1. Description, physical, function, and process</p> <p style="padding-left: 40px;">2. Definition</p> <p style="padding-left: 40px;">3. Classification</p> <p style="padding-left: 40px;">4. Instructions</p> <p style="padding-left: 40px;">5. Visual-verbal relationships</p>

D. The rhetorical techniques that provide relationships within and between the rhetorical unites of level C

EXAMPLES: Orders

1. Time order
2. Space order
3. Causality and result

Patterns

1. Causality and result
2. Order of importance
3. Comparison and contrast
4. Analogy
5. Exemplification
6. Illustration

1.1.2.3 Target Situation Analysis (TSA)

The third phase in the development of ESP was Target Situation Analysis which appeared in the 1980s. This stage aimed to relate language analysis more closely to learners' reason for learning; therefore, the course of ESP was designed through identifying the motivation of students to learn the language and the situation in which they would use it. This process is usually known as Needs Analysis, but the term Target Situation Analysis (Chambers, 1980) is more accurate to describe the process concerned. Accordingly, John Munby in his book entitled *Communicative Syllabus Design* (1978) presented a highly detailed set of procedures for discovering target situation needs. He called this set of procedures *The Communication Needs Processor (CNP)*. The CNP consisted of a range of

questions about key communicative variables (topic, participant, medium) which can be used to identify the target language needs of any group of learners. (As cited by Hutchinson & Waters, 1987, p.12)

1.1.2.4 Skills and Strategies

The fourth phase in the development of ESP was Skills and Strategies which appeared in 1980s. This stage attempted to look below the surface and to consider not the language itself but the thinking processes that underlie language as opposed to the previous phases that focused mainly on the surface form of language whether at or above the sentence level. This approach concentrated its effort on reading and listening strategies, which permit the students to acquire the necessary tools that will allow them to deduce the sense of a spoken or written texts. It was characterized by the work of *The National ESP Project* in Brazil and the University of *Malaya ESP Project* with significant contributions of Grellet (1981), Nuttal (1982), Alderson and Sandy (1984) on reading skills works (as cited in Hutchinson & Waters, 1987, p.13). Both of these projects were designed to help learners to analyse how meaning is produced and retrieved from written or spoken discourse and to read texts which are available only in English.

1.1.2.5 Learning Centered Approach

The fifth phase in the development of ESP which was learning centered approach was based on the understanding of language learning processes rather than on a description of language use; considered not sufficient to learn it. (Hutchinson & Waters, 1987, p.14).

1.1.3 Definitions of ESP

ESP is an approach to the teaching of English oriented for specific purposes (scientific, technical, economic, and academic areas). ESP is based on the design of specific courses to give response to the needs of students who, beyond the learning of general languages, require a practice regarding certain academic areas. However, the ESP community has yet got no definite definition of what ESP means.

Munby (1978) defined ESP courses as "those where the syllabus and materials are determined by the prior analysis of the communication needs of the learners" (p.2). This means that the identification of the learners' needs is the first step upon which the ESP course is going to be designed. Thus, the ESP course takes into consideration not only the subject area of the learners, but also the lexical semantic and structural aspect of the language characteristics of that specialized area.

Dudley-Evans (1998) attempted to state the properties of ESP under the two terms known as absolute characteristics and variable characteristics. The absolute characteristics can be described as language teaching designed to fulfill the particular needs of the learner. It makes use of underlying methodology and activities of the discipline it serves, and it is centered on the language appropriate to these in terms of grammar, lexis, register, studies skills, discourse, and genre. In relation to variable characteristics, ESP may be related or designed for specific disciplines; it may use, in specific teaching situations, a different methodology from that of general English. Also, it is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level (ibid, p.3). Furthermore, the division of ESP into absolute characteristics and variable characteristics in particular is very helpful in resolving arguments about what is and what is not ESP. From the above definition we can

see that ESP can but is not necessarily concerned with specific discipline, nor does it have to be aimed at a certain age group or ability range.

Hutchinson and Waters (1987), on the other hand, stated that ESP is not "a product, but an approach to language teaching which is directed by specific and apparent reasons for learning" (p. 16). Meaning that, it involves no particular type of language, teaching materials or methodology. According to those researchers, the core question of ESP should be "why does this learner need to learn a foreign language?" (p. 19). They stated also that "ESP is an approach to language teaching in which all decisions as the content and method are based on the learners reasons for learning" (ibid).

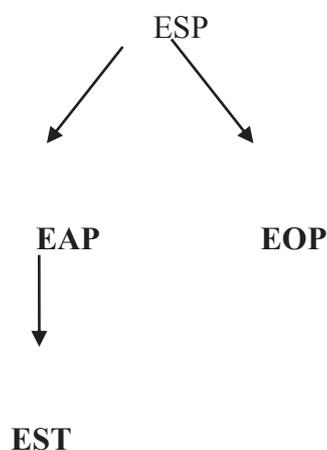
Another definition of ESP was provided by Robinson (1991) who stressed the importance of needs analysis in ESP. The definition she provided is based on two main defining standards which are that ESP is normally "goal directed", and that ESP courses are developed from a needs analysis. (As cited in Dudley-Evans & St. John, 1999, p. 3)

1.1.4 Branches of ESP

There have been a number of attempts to draw up a classification of ESP. Carter (1983) suggested three types of ESP which are, *English as a Restricted Language*, *English for Academic and Occupational purposes*, and *English for Specific Topics*. Hutchinson and Waters (1987) suggested another classification presented in *The Tree of EFL* which demonstrated subdivisions of ESP. In this tree, ESP is divided into three branches; *English for Science and Technology* (EST), *English for Business and Economics* (EBE), and *English for Social Studies* (ESS). Each area mentioned above is again divided into branches as *English for Academic Purposes* (EAP) and *English for Occupational Purposes* (EOP). Since Hutchinson and Waters (1987) underlined that there was no certain

distinction between EAP and EOP because people can work and study at the same time, the language which is taught in a learning environment can be used by the learner in an occupational setting. This might be the reason why EAP and EOP are classified under the same kind of ESP. Another classification was proposed by the British Council (1975) and can be expressed in the diagram shown below, using some of the more familiar labels (Mc Donough, 1984, p. 6):

Figure 1.2: *British Council's ESP Classification*



1.1.4.1 English for Occupational Purposes (EOP)

Nowadays, English is necessary to obtain a job, get promoted and perform effectively in the world of work. This demand has generated the inclusion of a new linguistic branch within the field of ESP, namely, *English for Occupational Purposes* (EOP). It covered situations in which learners are studying English for work reasons. The courses are based on an analysis of their needs at work purposes. Then, EOP courses will have titles like: *English for Nursing*, *English for Military*, *English for Accountants*, and *English for Banking and Finance Purposes*. Dudley-Evans and St. John (1998, p. 95) stated that the teaching process of any kind of language for occupational purposes should take the

analysis of the four skills within an appropriate context as the starting point, that being, as far as possible the conditions given in the work place.

1.1.4.2 English for Academic Purposes (EAP)

As Dudley- Evans and St. John (1998) stated "*English for Academic Purposes* refers to any English teaching that relates to a study purpose" (p. 34). Similarly, Blue (1988) (as cited in Dudley-Evans & St. John, 1998, p. 41) highlighted a distinction between the two divisions of EAP which are *English for General Academic Purposes* (EGAP) and *English for Specific Academic Purposes* (ESAP). EGAP "refers to the teaching of the skills and language that are common to all disciplines." ESAP, on the other hand, "refers to the teaching of the features that distinguish one discipline from other" (Dudley-Evans & St. John, 1998, p. 41). In short, the former mentioned that there is a link between the study skills and study activities such as reading articles, journals, listening to lectures, attending conferences, seminars, and writing reports. The latter referred to the application of the study skills acquired in EGAP to perform tasks of a particular academic discipline.

1.1.4.3 English for Science and Technology (EST)

In the context of ESP, English for Science and Technology belongs to EAP approach which started soon after the Second World War when a large expansion in scientific, technical, and economic activity began. The world was dominated by technology and commerce. It emphasized purposeful and utilitarian learning of English. The communicative needs of the learners are important consideration of course design. As stated by Hutchinson and Waters (1987) "learners were seen to have different needs and interests which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning " (p. 8). Moreover, EST is concerned with both the oral and written discourse of English for academic purposes. It mainly deals with

learners at the tertiary level for whom the learning of English takes on the role for their specific needs in study, work, and research. In this regard, Kennedy and Bolitho (1990) assumed that "much of the demand for ESP has come from scientists and technologist who need to learn English for a number of purposes connected with their specializations. It is natural, therefore, that EST should be an important aspect of ESP programs" (p. 6).

Thus, many practitioners and theorists started producing EST courses and syllabuses, which would give priority to the language, students might meet in their research and future work and which would be more relevant to learners' needs. So, ESP and its branch EST are the approaches of learning and teaching in which the choice of the content and techniques are based on the learners' needs to study. For teaching this content, the EST teachers should follow certain strategies:

- Help learners to gain the more language skills of recognizing technical words, interpreting definitions, relating senses to the core meaning, and learning word parts.
- Provide learners with the tools for dealing with technical words. In this way teachers need not get involved in trying to teach in a technical area, but can direct their attention to vocabulary strategies.
- Be responsible to teach students technical papers and materials for reading and writing in English courses.

1.1.5 The Role of ESP Teacher

Robinson (1991) pointed out that the ESP teacher has many extra roles compared to EGP teachers, and emphasized that the ESP teacher, additionally to teaching, designs, sets up and administers the ESP course. Also, the ESP teacher is responsible for evaluating and testing the students and the course.

Since the teaching of ESP involves much more than just teaching, most scholars believe that the term *practitioner* should be used rather than *teacher*. According to Dudley-Evans and St. John (1998), the term 'ESP practitioner' seems to be more detailed and they attempted to state the following significant roles that an ESP practitioner plays:

1.1.5.1 The ESP Practitioner as a Teacher

ESP is a practical discipline with the most important objective of helping students to learn. However, the teacher is not the primary knower of the content of materials, because the students may know more about the content than the teacher. Also, the teacher has the opportunity to draw on students' knowledge of the content in order to generate communication in the classroom. Furthermore, it is vital that the teacher adopts the position of the *consultant* who has the knowledge of communication practices. All in all, ESP teachers need to have considerable flexibility be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in.

1.1.5.2 The ESP Practitioner as Course Designer and Material Provider

Because of the shortage of specialist materials for ESP courses, the ESP teachers' role becomes not only planning and selecting materials for the courses, but also assessing their usefulness. The materials may be published or self-produced. Nevertheless, there is a risk in self-produced materials as the advantages of published materials may be disregarded, because they may be eligible for a specific situation.

1.1.5.3 The ESP practitioner as researcher

Since there is a great deal of interest in investigating the genres, the language and the skills concerning communication, ESP teacher should also become a researcher. Research is also essential for designing a course, writing teaching materials, discovering the ESP students' specific interests and for conducting a needs analysis.

1.1.5.4 The ESP practitioner as a collaborator

Dudley-Evans & St. John (1998) considered the ESP teacher as a collaborator; cooperating with subject specialist. This can be a simple cooperation, in which the ESP teacher obtains information about the subject syllabus, or the tasks that the students need to perform in their professional settings.

1.1.5.5 The ESP practitioner as an evaluator

The ESP practitioner should be involved in different types of evaluation in which one of the most regular is testing to be able to evaluate the students' progress and the teaching effectiveness. In ESP classes, the course itself and the teaching materials should also be evaluated. Accordingly, unlike General English courses, which are well-studied and developed by methodology specialists, ESP is more unique and it is difficult to originate one ESP course that could be adapted to all ESP students; thus, the evaluation of such a course is vital.

Conclusion

Putting into nutshell, this section has focused on ESP approach, its origins, its development, its definitions, and its branches. It has also highlighted the significant role of ESP teachers. The following section will shed light on Needs Analysis.

Section Two: Needs Analysis

1.2.1 Definitions of Needs

1.2.2 Definitions of Needs Analysis

1.2.3 Approaches to Needs Analysis

1.2.3.1 Target Situation Analysis (TSA)

1.2.3.2 Present Situation Analysis (PSA)

1.2.3.3 Deficiency Analysis

1.2.3.4 Strategy Analysis

1.1. 3.5 Learning- Centred Approach

1.2.3.6 Means Analysis

1.2.3.7 Language Audit

1.2.4 Needs Analysis in ESP

Conclusion

1.2.1 Definitions of Needs?

The ESP researchers have not yet agreed on a definite definition of needs since the word *need* is unclear. West (1994) argued that the term needs is ambiguous. Similarly, Richard (2001) underlined that different values and interests are reflected in the definition and the term *need* is depending on the perception of the one who is making the judgment since teachers, learners, parents, administrators may not have the same views to what needs are. Also, needs are defined as being the requirement that students have in order to be able to communicate effectively in the target situation. They are also defined as what the students need to learn to acquire the language. The concept needs in the curriculum development has evolved with different classifications. Firstly, Brindley (1984) identified objective needs and subjective needs:

The objective needs are derivable from different factual information about learners, their use of language in real life, their current language proficiency and language difficulties. On the other hand, subjective needs are derivable from cognitive and effective needs of learners in the learning situation, derivable from cognitive factors such as personality, confidence, attitude, and learners' wants and expectations with regard to the learning of English (p.70).

Brindley (1989) also underlined instrumental needs which arise from purposes for learning. These needs highlight the necessity to focus on specific target context. It is similar "to goal oriented" proposed by Widdowson "what the learner needs to do with the language once he has learnt it." (1991, p. 2). Brindley (1989) suggested a continuous cyclic approach in which reflective instrument and strategies would match the program principles by encouraging students to become aware of and reflect on their learning

needs. Learners' responses often focused on the necessity to support course content with the learners' occupational or academic goals. In 1980's Needs Analysis (NA) evolved with Deficiency Analysis or identifying gaps in learner knowledge. Then, he presented that needs are conventionally defined as the *gap* between "what is" and "what should be" (ibid). Similarly, Lawson (1979) stated that the tool to decide the "gap" lies with the educator who identifies such "deficiencies" (p. 37). However, these gaps lack objectivity as they are decided by someone else not by learners.

Hutchinson and Waters (1987) on the other hand, classified two other types of needs which are Target Needs and Learning Needs. Target needs are defined as what the learners need to do in the target situation. Next, they classify target needs into necessities, lacks, and wants which are based on learners' perception.

Necessities: Represent the final objectives; they show what the learners are able to do at the end of the English course.

Lacks: Refer to proficiency level and background of the learners; they also refer to what the learner lack in order to reach the required level of proficiency.

Wants: Are the personal aims that the learners lack to obtain from the language course. (p. 55)

Learning needs show how the students will be able to move from the starting point lacks to the final destination necessities. They claimed that it is naïve to base a course design simply on the target objectives, and that the learning situation must be also taken into account. They added that the target situation alone is not reliable indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, motivation for learning, the setting, and the time are of primary importance.

1.2.2 Definitions of Needs Analysis

Needs Analysis or Needs Assessment has an essential role in designing and delivering any language course, does not really matter whether it is a course of ESP or for a general English course, and its significance has intensively been acknowledged by a number of scholars and researchers.

Johns (1991) argued that the very first step of a course design is what we call NA which provides validity and relevancy for the other subsequent course design activities (cited in Murcia, 2001). In this regard, Benesch (2001) stated that NA "has been a central device in curriculum development in ESP literature" (p. 42). Also, Dudley-Evans and St. John (1998) stated that "the ultimate result of conducting a Needs Analysis is to design a focused language program" (p. 122). NA, then, aims to bring together objective and subjective information. Robinson (1991) referred to objective needs as being "perceived by teachers" whereas subjective needs "are felt by learners" (p. 8).

According to Hutchinson and Waters (1992), NA is the base of necessities and wants which are a classification between what students have to know and what students felt they have to know. Here, the focus is on the lacks that stand as a gap between the existing proficiency of students and the needed proficiency in the target situation.

On the other side, Brown (1995) attempted to define the term NA as the activities that are involved for gathering information that will act as the foundation for developing a curriculum which will meet the learning needs of a particular group of learners.

Moreover, for Soriano (1995) NA helps in collecting and analysing data for determination of what learners want and need to learn; yet, an evaluation helps in measuring the effectiveness of a program to meet the needs of students.

1.2.3 Approaches to Needs Analysis

NA has undergone a number of stages after the work of *Munby's Communicative Syllabus Design* in (1978), in which he set the structure of needs analysis within situations and functions. In his book, Munby introduced *Communication Needs Processor* which is the basis of his approach to NA. Based on Munby's work, Chambers (1980) introduced the term *Target Situation Analysis*. From that time several terms have also been introduced: *Present Situation Analysis*, *Deficiency Analysis*, *Strategy Analysis* or *Learning Needs Analysis*, and *Means Analysis*.

1. 2. 3.1 Target Situation Analysis (TSA)

NA was mainly concerned with linguistics and register analysis, as Dudley-Evans and St. John (1998) suggested needs were seen as "discrete language items of grammar and vocabulary" (p. 122). With the publication of Munby's *Communicative Syllabus Design* in 1978, NA moved towards placing the learners' purposes in the central position within the framework of Needs Analysis. Consequently, the notion of *Target Needs* became paramount and research proved that function and situation were also fundamental. The term *Target Situation Analysis* was in fact, first used by Chambers (1980) in his article *A Re-evolution of Needs Analysis in ESP*. For him TSA is "communication in the target situation" (p.29). Also, Munby (1978) introduced *Communicative Needs Processor* (CNP); the target needs and the target level performance are established by investigating the target situation, and his overall model clearly established the place of Needs Analysis as central to ESP. In this respect, Hutchinson and Waters (1987) claimed that "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. 25).

Munby's overall model is made of the following elements:

Participant: Information about the identity and language of the learners (age, sex, nationality, and present command of the target language).

Communication Needs Processor: Investigate the particular communication needs according to sociocultural and stylistic variables which interact to determine a profile of such needs.

Profile of Needs: Is established through the processing of data in the (CNP).

Meaning Processor: In the meaning processor "parts of the socioculturally determined profile of communication needs are converted into semantic subcategories of a predominantly pragmatic kind and marked with attitudinal tone" (Munby, 1978, p. 42).

Language Skills Selector: Identifies "the specific language skills that are required to realize the event or activities that have been identified in the (CNP)" (Munby, 1978, p. 40).

The Linguistic Encoder: Considers "the dimension of contextual appropriacy" (Munby, 1978, p. 49).

Communicative Competence Specification: Indicates the target communicative competence of the participants, and it is the translated profile of needs.

From the above mentioned elements of the Munby's model, the predominant one is the *Communication Needs Processor* (CNP) which is the basis of Munby's approach to Needs Analysis. It consisted of a set of parameters:

Purposive Domain: This category establishes the type of ESP, and then the purpose which the target language will be used for at the end of the course.

Setting: The physical setting specifying the spacial and temporal aspects of the situation in which English will be used, and the psychological setting specifying the different environment in which English will be used.

Interaction: Identifies the learners' interlocutors and predict the relation between them.

Instrumentality: Specifies the medium, i.e., whether the language to be used is written, spoken, or both; mode, i.e., whether the language to be used is in the form of monologue, dialogue, or any other; and a channel of communication, i.e., whether it is face to face, radio, or any other.

Dialect: Dialects learners will have to understand or produce in terms of their spacial, temporal, or social aspects.

Communicative key: The manner in which the participant will have to do the activities comprising an event, e.g. politely or impolitely.

Target Level: The level of linguistic proficiency at the end of ESP course which might be different for different skills.

Communicative Event: States what the participant will have to do productively or receptively.

1.2.3.2 Present Situation Analysis (PSA)

The term (PSA) was first proposed by Richterich and Chancerel (1980). It may posit as a complement to *Target Situation Analysis*. "If (TSA) tries to establish what the learners are expected to be like at the end of the language course, (PSA) attempts to identify what they are like at the beginning of it" (Jordan, 1997, p 24). According to Dudley-Evans and St. John (1998) "a (PSA) estimates strengths and weaknesses in language, skills, and learning experiences" (p.125).

In this approach, the information gathered to reveal the needs is collected from a wide range of sources, like the students themselves, the teaching establishment, the place of work, and so on. Furthermore, this approach is applied to investigate various information such as levels of ability, surrounding society, and cultural elements. As stated by Robinson

(1991), the (PSA) is further developed by the *Council of Europe* to reveal and to define the needs of European adult learners. It can be carried out by means of established placement test; however, the background information, level of education can provide enough information about their present abilities which can thus be predicted.

1.2.3.3 Deficiency Analysis

What Hutchinson and Waters (1987) defined as *lacks* can be matched with *Deficiency Analysis*. According to Allwright (1982), the approaches to NA that have been developed to consider learners' present needs or wants may be called analysis of learners' deficiencies or lacks. This approach can form the basis of the language syllabus because it aims to fill the gap in knowledge as learners move from the initial proficiency level (present situation) to achieve the target situation.

1.2.3.4 Strategy Analysis

This type of NA has to do with strategies that learners employ in order to learn another language. This point tries to establish how the learners wish to learn rather than what they need to learn. Allwright who was a pioneer in the field of *strategy analysis* started from the students' perceptions of their needs in their own terms. He made a distinction between *needs* (the skills which a student sees as being relevant to himself or herself), *wants* (those needs on which students put a high priority in the available, limited time), and *lacks* (the difference between the student's present competence and the desired competence). (Cited in Jordan, 1997, p. 27).

Strategy Analysis is important to be considered because it provides needs analysts with information about the learners themselves, motives for learning and strategies adopted for learning.

1.1.3.5 Learning- Centred Approach

Hutchinson and Waters (1987) adopted the ideas of Allwright in order to advocate a learning -centered approach in which learners' learning needs play a vital role. Then, they made a distinction between "the *target needs*; what learners need to do in the target situation , and *learning needs*; what learners need to do in order to learn" (p. 54). The target needs are divided into *necessities, lacks, and wants*. Necessities refer to "what the learner has to know in order to function effectively in the target situation" (p. 55). Lacks, refer to the learners' existing language proficiency in order to help determination of the starting point of the teaching and learning process. Finally, wants relate to what the learner would like to gain from the language course.

1.2.3.6 Means Analysis

This approach to NA is different from the previously mentioned ones since it focuses on providing "information about the environment in which the course will be run" (Dudley-Evans & St. John, 1998, p. 125).

One of the main issues Means Analysis is concerned with is an "acknowledgement that what works well in one situation may not work in another" (Dudley- Evans & St. John, 1998, p. 124). This means that learning situations are different and each situation has its own distinctive features that should be regarded.

1.2.3.7 Language Audits

The approaches that are stated previously are complementary to each other and work at any minimal level to meet learners' needs when learning a language, while the language audits are larger scale operations establishing the ESP practice than the other. Meaning that, they include all the levels of needs analysis. In this regard, Dudley-Evans and St. John (1998, p. 125) proposed the following aspects of language audits:

- Professional information about the learners: for which tasks and activities learners are/ will be using English for (Target Situation Analysis and objective needs);
- Personal information about learners – factors affecting their way of learning (wants, means, and subjective needs);
- English language information about learners - what are the skills and the language used (Present Situation Analysis);
- The learner's lacks (the gap between the present situation and professional information about learners);
- Language learning information – the ways of learning the skills and language determined by lacks;
- Information of how language and skills are used in the target situation register analysis, discourse analysis, genre analysis);
- Learner's wants from course;
- Information about the learning situation (the environment) of the course (Means analysis);

1.2.4 Needs Analysis in ESP

One of the frequently addressed issues in the ESP literature is learning needs. According to Mackay and Mountford (1978), all language teaching needs to be designed in accordance with the specific learning and language use purposes of identified groups of students so it is a pre-requisite to conduct a systematic analysis to be able to figure out the specific learning needs and communication needs of students before making the content of a language program relevant to the learners' needs.

Similarly, according to Johns (1991) (cited in Murcia, 2001), considering the diversity and complexity of ESP objectives, it is essential to do an extensive needs analysis prior to planning and applying an EAP curriculum and material. They emphasize that we can begin teaching ESP courses since we are aware of what students' needs are for the language. For him, the first step for ESP curriculum design is to detect the specific needs of the students for which will form the decisions to make an ESP program as ESP is driven by the specific learning needs of students. Designing a course in accordance with the administrators' beliefs and interests, or teachers' interests would be an incorrect approach to the course design.

Hutchinson and Waters (1987) suggested a framework for analyzing learning needs which consists of several questions. The framework proposed is the following:

1. **Why** are the learners taking the course?

- Compulsory or optional;
- Apparent need or not;
- Are status, money, promotion involved?
- What do learners think they will achieve?
- What is their attitude towards the ESP course? Do they want to improve their English or do they resent the time they have to spend on it?

2. **How** do the learners learn?

- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques bore/alienate them?

3. **What** sources are available?

- Number and professional competence of teachers;

- Attitude of teachers to ESP;
- Teachers' knowledge of and attitude to subject content;
- Materials;
- Aids;
- Opportunities for out-of-class activities.

4. **Who** are the learners?

- Age/sex/nationality;
- What do they know already about English?
- What subject knowledge do they have?
- What are their interests?
- What is their socio-cultural background?
- What teaching styles are they used to?
- What is their attitude to English or to the cultures of the English speaking world? (pp. 62-63)

Conclusion

NA is considered to be the cornerstone of ESP because it is the starting point in any syllabus design. NA with its different approaches attempted to meet the needs of learners in the process of learning a target language. So that, the results of NA help to identify the students' prospective professional needs, the students' needs and deficiencies in terms of language skills.

Chapter Two: Theoretical Part

Syllabus Design and Language Skills

Section One: Syllabus Design

Introduction

2.1.1 Syllabus Vs Curriculum

2.1.2 Types of Syllabus

2.1.2.1 Synthetic Syllabuses

2.1.2.1.1 The Structural-Grammatical Syllabuses

2.1.2.1.2 The Functional-Notional Syllabuses

2.1.2.2 Analytic Syllabuses

2.1.2.2.1 The Procedural Syllabuses

2.1.2.2.2 The Task-Based Syllabuses

2.1.3 Criteria of Content Selection and Gradation

2.1.3.1 Vocabulary Selection

2.1.3.2 Grammar Selection and Gradation

Conclusion

Introduction

Making up an effective teaching process should involve the integration of subject matter (what to talk about) and linguistic matter (how to talk about it). So that, syllabus designers should decide what to be taught and in what order. In other words, they should know how to design a syllabus. A syllabus is a tangible link between the teacher and his students, a way for him to articulate his teaching goals and attitudes as well as communicate the design of the course.

This chapter is divided into two sections. The first section highlights the distinction between the syllabus and the curriculum, and identifies the different types of syllabus. Then, a general overlook on criteria of content selection and gradation is provided. The second section provides an overview on the language skills, skills integration, and then the basic language skills are identified.

2.1.1 Syllabus Vs Curriculum

A grouping number of authors reported that there is some confusion between the term *syllabus* and *curriculum*. Robinson (1991) stated that "the term syllabus is used in British sense, referring to a plan of work to be taught in a particular course. Whereas, in many American publications we can find the term curriculum used with approximately the same meaning" (p. 33).

The term curriculum is very complex because there are as many definitions as there are writers in the field. Candlin (1984) suggested that "curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners" (cited in Nunan, 1988, p. 3). In this

respect, Nunan (1988, p. 4) defined curriculum as a number of comprehensive processes which are:

Planning Process: Is used to determine the needs of a group of learners, to develop aims and objectives for a program to meet those needs.

Implementation Process: Is the real application of what has been developed in the planning process in the classroom.

Evaluation Process: Includes assessment "of what students have learned and what they have failed to learn in relation to what had been planned" (ibid p. 4). Also, it is used to evaluate the effectiveness of the outcomes in order to set recommendations to improve things in the future.

Accordingly, Richards, Platt and Platt (1993) argued that curriculum can be defined as:

An educational program which states:

- a) The educational purpose of the program (the end).
- b) The content teaching procedures and learning experience which will be necessary to achieve this purpose (the means).
- c) Some means for assessing whether or not the educational ends has been achieved. (p. 94)

As far as curriculum is concerned, Allen (1984, p. 61) highlighted that "curriculum is a very general concept which involves consideration of the whole complex of philosophical, social, and administrative factors which contribute to the planning of an educational program" (quoted in Nunan, 1988, p. 6). White (1993) paralleling Allen claimed that "curriculum theory encompasses philosophy and value systems; the main components of

the curriculum: purposes, content, methodology, and evaluation; and the process whereby curricula are developed, implemented, and evaluated" (p. 19).

Concerning the syllabus, Candlin (1984) argued that "syllabuses are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation" (cited in Nunan, 1988, p. 3). Accordingly, Nunan (1988, p. 10) stressed the importance of syllabus, that is, it is focused on the selection and gradation of content forming a sub-component of the planning process of curriculum development. In this regard, Richard and Rodgers (1986) attempted to define syllabus as "the term used to refer to the form in which linguistic content is specified in a course or method" (p. 21). Similarly, Allen (1984, p. 61) assumed that "syllabus refers to that subpart of curriculum which is concerned with a specification of what units to be taught" (quoted in Nunan, 1988, p. 6).

Another definition is that of Widdowson (1984, p. 26) "the syllabus is simply a framework within which activities can be carried out: A teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which learning can be taken" (quoted in Nunan, 1988, p.6). Also, Hutchinson and Waters (1987) stated that "a syllabus is a document which says what will (or at least what should) be learned" (p. 80).

Van EK's definition (1975, pp. 8-9), on the other hand, listed the necessary components of language syllabus as follow:

- 1-The situation in which the foreign language will be used, including the topics which will be dealt with;
- 2-The language activities in which the learner will engage;
- 3-The language functions which the learner will fulfill;
- 4-What the learner will be able to do with respect to each topic;

- 5-The general notions which the learner will be able to handle;
- 6-The specific (topic-related) notions which the learner will be able to handle;
- 7-The language forms which the learner will be able to use;
- 8-The degree of skills with which the learner will be able to perform; (cited in Nunan, 1988, p. 7).

2.1.2 Types of Syllabus

The focus of syllabuses has shifted away from structure to situation, functions and notions to topics and tasks. That is why, Nunan (1988, pp. 27-40) highlighted a distinction between product-oriented syllabuses which focused on the results of the learning instruction (knowledge and skills learners acquire), and process-oriented syllabuses which are concerned with how something is done (methods through which the results are obtained). Similarly, White (1993) stated that syllabus types can be divided into two classes; type A syllabuses which focused on what is to be learned and type B syllabuses which focused on how the language to be learned. Also, Wilkins (1976, p. 2) paralleling to Nunan and White drew a distinction between synthetic syllabuses and analytic syllabuses. They will be discussed in the following:

2.1.2.1 Synthetic Syllabuses

In this type of syllabuses, the target language is divided into discrete items for presentation one at a time. Meaning that, language is acquired through gradual accumulation of separately taught parts, building up the whole structure of language. Accordingly, Wilkins (1976, p. 2) described the synthetic approach in the following: "A synthetic language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structural of language is built up" (cited in Nunan, 1988, p. 27).

Synthetic refers to the learners' role which is to "re-synthesize the language that has been broken down into a large number of small pieces with the aim of making his learning task easier" (Wilkins, 1976, p. 2).

The synthetic syllabuses are structural, notional, lexical, topical, functional, and situational syllabuses. The following outlined are the most important ones:

2.1.2.1.A The Structural-Grammatical Syllabuses

The structural-grammatical syllabus is recognized as the traditional and most common syllabus in which the content of language teaching is a collection of the forms and structures of the language being taught (nouns, verbs, adjectives, adverbs, questions..., etc). The selection and grading of this content is based on the complexity and simplicity of grammatical items. In other words, it specifies structural patterns as the basic units of learning and organizes these patterns according to such criteria as structural complexity, difficulty, regularity, unity, and frequency.

In such type of syllabuses, the focus is on the outcomes or the product. The learner is expected to master each structural step before moving on to the next and add it to her/his grammar collection. As stated by McDonough "the transition from lesson to lesson is intended to enable material in one lesson to prepare the ground for the next; and conversely for material in the next to appear to grow out of the previous one" (1981, p. 21).

This syllabus was criticized for the focus only on one aspect of language which is grammar, while in reality there exist many more aspects of language. Also, it was criticized for the fact that Second Language Acquisition research showed that learning does not happen in a cumulative way, rather it is a holistic approach.

2.1.2.1.B The Functional-Notional Syllabuses

The criticism of the structural-grammatical syllabus which focused only on grammar aspect of language gave rise to what become known as functional-notional syllabus. The

first emphasis of this syllabus is upon the communicative purpose and the conceptual meaning of language (notions and functions). That is to say, the content of language is a collection of the functions that are performed when language is used (requesting, agreeing, apologizing..., etc) or notions that language is used to express (size, age, time, place..., etc). In Nunan words "functions may be described as the communicative purposes for which we use a language, while notions are the conceptual meanings (objects, entities, states of affairs, logical relationships, and so on" (1988, p. 35). However, grammatical items are considered to be at an additional level of importance in the functional-notional syllabus.

A very important point regarding the functional-notional syllabus is that the needs of learners have to be explored and analysed by different types of interaction and communication learners may be involved in, in order for syllabus designers to include items that help learners to obtain their communicative purposes. So that, a needs analysis should be taken into account to establish the necessary objectives.

Nevertheless, the functional-notional syllabus was criticized for the fact that a new list consisting of functions and notions has replaced the structural items, and this list has become the main focus in a syllabus. In this context, Widdowson (1979) pointed out that "inventories of functions and notions do not necessarily reflect the way languages are learned any more than do inventories of grammatical points and lexical items" (cited in Nunan, 1988, p. 37). Another criticism is that there are difficulties of selecting and grading functions and notions; it is hard to decide whether a given function (i.e. greeting) is easier or more difficult than another (i.e. refusing).

2.1.2.2 Analytic Syllabuses

Analytic syllabuses developed as a result of a sense of failure in synthetic courses in order to enhance communicative language. This type of syllabuses provides learners target

language samples, which they may modify in other ways, because it is largely unnecessary to segment the language system into discrete pieces of language. In Wilkins words (1975) analytic syllabuses "are organized in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes" (cited in Nunan, 1988, p. 28).

Analytic refers to the learners' operations required, not what the syllabus designer does. Accordingly, those syllabuses are based on the learners' analytic capabilities, because they are invited either directly or indirectly to learn the linguistic components of the language they are acquiring. They are presented with chunks of language which may be defined in terms of situations, topics, and themes without any linguistic interference or control, and they rely on their ability to deduce and infer language rules. In addition, procedural, process, and task-based syllabuses are examples of the analytic syllabuses. It has been argued that both procedural and task-based syllabuses are seen as synonyms by some authors. However, they may differ at the level of practice.

2.1.2.2.A The Procedural Syllabuses

The procedural syllabus was proposed by Prabhu (1980) who introduced the *Bangalore project* which was based on the principle that structures can be best learned when attention is given to meaning. Then, the focus shifted from the linguistic element to the pedagogical one with an emphasis on learning or learners.

In such type of syllabuses, the content selection is based on the specification of tasks and activities that learners will engage in in class rather than lists of items determined through some forms of linguistic analysis, nor of a description of the results obtained at the end of the course. In this respect, Prabhu provided three types of task which were used in the project such as information-gap activities, reasoning-gap activities, and opinion-gap activities in order for the learner to perceive the language subconsciously and at the same

time solve the meaning behind the task consciously. Similarly, Prabhu (1987, pp. 14-15) mentioned that "while the conscious mind is working out some of the meaning-content, a subconscious part of the mind perceives, abstracts, or acquires (or recreates, as a cognitive structure) some of the linguistic structuring embodied in those entities, as a step in the development of an internal system of rules" (cited in Nunan, 1988, p. 43).

This syllabus was criticized for the fact that the real world language needs of learners are neglected, because no guidance is given to the selection of tasks. In other words, it was criticized for focusing only on the learning process at the expense of the learning product or outcomes.

2.1.2.2.B The Task-Based Syllabuses

Task-based syllabus supported using tasks and activities to encourage learners to use the language communicatively. So that, the content of teaching is a series of complex and purposeful tasks that learners want or need to perform. The task is defined as "an activity or an action that is carried out as the result of processing or understanding language (i.e. as a response). For example drawing a map while listening to an instruction and performing a command... A task usually requires the teacher to specify what will be regarded as successful completion of the task" (Richard. et al, 1958, p. 289) (cited in Nunan, 1988, p. 45).

Moreover, task-based syllabus seeks to teach learners how to draw on resources to complete some pieces of work. Thus, learners drew on a variety of language forms, functions, and skills, often in an individual and unpredictable way, in order to complete the task.

It is worth noting that Nunan (1988) made a distinction between two types of tasks: *Real world tasks*: Those tasks that arise from needs analysis or that turn out to be useful in real life. An example of these tasks is to make a phone call.

Pedagogical tasks: Those activities that promote language learning like Information-gap activities; the tasks that the learner is required to carry out in the classroom.

The criticism that encounter task-based syllabus is that syllabus designers had a variety of factors that should be interacted together to determine the task difficulty, since tasks are presented according to their degree of difficulty. Others assumed that difficulty is not an essential requirement to syllabus design, because what is difficult for learner A may not necessarily be difficult for learner B.

2.1.3 Criteria of Content Selection and Organization

Since it is impossible to teach all aspects of language because of invariability of time, some kind of selection should be exercised. Selection of content deals with the choice of appropriate units of the language for teaching purposes and with the development of techniques and procedures by which the language can be reduced to that which is most useful to the learner. Accordingly, Mackey (1965, p. 161) commented that "selection is an inherent characteristic of all methods, since it is impossible to teach the whole of a language, all methods must in some way or other, whether intentionally or not, selected the part of it they intend to teach" (quoted in Richards, 2001, p. 4).

Then, two aspects of selection received primary interest in the first decade of the twentieth century: *Vocabulary selection* and *grammar selection*.

2.1.3.1 Vocabulary Selection

Vocabulary is an essential component of language and it is hard to learn a language without working with its vocabulary. Therefore, its acquisition is very fundamental in all languages. However, the complexity nature of those languages made it difficult to select what words to be taught. Then, some criteria of vocabulary selection are needed.

Frequency: Early approaches to syllabus design relied on the analysis of popular reading materials which resulted in word frequency lists (only the most frequent words are chosen

for teaching). Words frequency records discovered that 3,000 words account for up to 85 percent of words used in everyday texts. However, frequency is not enough. If two or more key words are unknown to the learner, it will be difficult to understand a text despite the high frequency of familiar words. Thus, range is also important in that frequency of words should be derived from a wide range of texts. In this regard, Richards (2001, p. 7) acknowledged that "frequency is not necessarily the same thing as usefulness because the frequency of words depends on the types of language samples that are analyzed. The most frequent words occurring in samples of sports writing will not be the same as those occurring in fiction".

Teachability: Some words are taught early because they are easier to illustrate and teach through objects, demonstrations, and pictures.

Similarity: Some words are included because they are similar to words in native language. For instance, English and French have many cognates such as table, page, and nation.

Availability: Some words are not frequent, but they readily come to mind when some topics are thought of. For example, classroom calls to mind desk, tables, teacher, and learner.

Coverage: Some words that cover meaning of other words might be useful. For instance, the word seat covers stool, bench, and chair.

Defining power: Some words could be selected because they are useful for defining other words. For instance, container can be chosen because it can help defining bucket, jar, and cartoon.

2.1.3.2 Grammar Selection and Gradation

A systematic approach to select grammar for teaching purposes was started in the 1920s. Thus, Applied Linguists began applying principles of selection to the design of grammatical syllabuses. However, in grammar selection is closely related to gradation.

"Gradation is concerned with grouping and sequencing of teaching items in a syllabus. A grammatical syllabus specifies both the set of grammatical structures to be taught and the order in which they should be taught" (Richards, 2001, p.10).

While those working on vocabulary selection have been based on empirical means starting with word frequency lists, grammatical syllabuses have been based on intuitive criteria of simplicity and learnability in order to develop a list of structures.

Simplicity and centrality: This recommends choosing structures that are simple and more central to the basic structure of language than those that are complex and peripheral.

Frequency: Frequency is also suggested but little progress was made, because of the difficulty of deciding on appropriate grammatical units to count and the difficulty of coding them.

Learnability: Applied linguists suggested that the learning of grammar follows a natural order. However, little reliable information on acquisition sequence has been produced to sequence a grammatical syllabus.

In addition to what grammatical items to be included in a syllabus, the gradation of those items has to be determined. Thus, the following approaches to gradation are possible:

Linguistic distance: Lado (1957) suggested that structures that are similar to those in the native language should be taught first (contrastive analysis).

Intrinsic difficulty: This principle argued that simple structures should be taught first before complex ones.

Communicative need: Some structures will be needed early on and cannot be postponed despite their difficulty, such as the simple past tense in English since it is difficult to avoid making reference to past for long time.

Frequency: The frequency of occurrence of structures and grammatical items in the language can affect the order in which they appear in the syllabus, although, we noted that little information on this is available to syllabus designers.

Conclusion

As a conclusion and with regard to the main points that have been covered in the previous section. Syllabus refers to the content or subject matter, whereas curriculum refers to the totality of the content to be taught and aims to be realized within one school or educational system. The second section will introduce the language skills.

Section Two: The Language Skills

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Conclusion

2.2.1 An Overview about Language Skills

Languages are generally taught and assessed in terms of the four skills: Reading, speaking, writing, and speaking. According to Davies and Pearse (2000, p. 74), communication is divided into four main skills in which listening and reading are considered as receptive/ passive skills while writing and speaking are called productive/ active skills. Dudley-Evans and St. John (1998, p. 95), on the other hand, divided the language skills into five areas: Reading, listening (to monologue), listening and speaking, speaking (a monologue), and writing. They classified them this way because in listening comprehension they distinguished between listening to monologue as a part of an academic lecture or as a part of a group discussion or a seminar in which the listener will shift from listening to speaking in the discussion. Similarly, the speaking skill can be a part of a group discussion or when the speaker is making a presentation. In addition, the four skills are sometimes called "macro skills" and each of them involves a number of "micro skills".

It is worth noting that all the language skills are of the same importance, as Davies and Pearse (2000) stated "...it is now generally agreed that effective listening and reading require as much attention and mental activity as speaking and writing" (p. 74). In this sense, the learners are motivated to learn the language and develop communication skills without focusing on the productive skills at the expense of receptive ones and vice versa. So, a great emphasis is given to the integration of skills in which all the skills are taught together, meaning that it is better to shift from one skill to another in order to offer different opportunities for different types of learners.

2.2.2 Skills Integration

Language skills are the building blocks and effective elements in the process of language development. In order to make the comprehensive and complex process of

language learning simple and effective; skills integration can be an essential part of language teaching. Accordingly, integrated language skills helps language learners to develop their ability in using two or more of the four skills (i.e. listening, speaking, writing, and reading) in context or real life situations. In this regard, Jordan (1997, p. 6) suggested that "the receptive skills are seen as necessary input to the productive skills, with each receptive skill having its place with each productive skill depending on the appropriate study situation or activity".

In language classrooms, skills need to be integrated and practiced because a combination of the language skills has a positive effect on the learners' success. Davies and Pearse (2000) asserted that "integrated skills, lessons and projects can be very interesting, enjoyable, and satisfying for learners" (p. 101). Besides, communication will be meaningful when language skills are integrated rather than isolated. That is, communication does not run well if people use only one language skill at a time. Therefore, language skills should be integrated in the teaching process and in real life. As stated by Dudley-Evans and St. John (1998, p. 120), "skills are generally learned more effectively when taught with other skills in an integrated manner".

2.2.3 The Four Language Skills

2.2.3.1 The Reading Skill

Many attempts have been done to define reading; yet none of the proposed definitions appear to be fully satisfactory to include all aspects of the actual reading process. This is, perhaps, due to its complex nature and the variety of use about it. Then, it is widely recognised that reading is one of the most important skills for students of a foreign language to master.

Jordan (1997, p. 143) claimed that "reading, as a skill, is normally linked with writing. This is a fundamental characteristic of the target academic situation in which students are typically reading books and journals, noting, summarising, paraphrasing, and then writing essays". Meaning that, there is an apparent link between reading and writing: when the reading strategies are taught the writing exercises should be involved.

Coffey (1980, p. 2), on the other hand, highlighted the importance of reading by arguing that "the core objective of an EAP course is always reading proficiency. Learners must be brought to the point where they can deal quickly and accurately with technical discourse relevant to their course of study" (cited in McDonough, 1984, p. 70). A similar view was given by Robinson who suggested that "reading is probably the most generally needed skill in EAP world wide" (1991, p. 102).

Another definition was provided by Harmer (2007, p. 99) who stated that "reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing". In addition, students usually have different purposes behind reading. Jordan (1997, p. 143) stated those purposes as the following:

- To obtain information (data, facts...).
- To understand ideas or theories.
- To discover authors' view points.
- To seek evidence for their point of view.

Similarly, Johns and Davies (1983) described the reading purpose in ESP as "the shift from text as a *linguistic object* (TALO) to text as a *vehicle of information* (TAVI)" (cited in Dudley-Evans and St. John 1998, p. 97). In doing so, the main focus is on reading for

information in which they give more practice to different reading strategies like skimming, scanning, etc.

2.2.3.1. A Types of Reading

To reach one of the reading purposes, the reader has to use a given type of reading that he/ she thinks would be the most appropriate. Reading types are the diverse behaviours adopted by the reader during the reading activity. Broadly speaking, four reading types will be clarified in the coming points:

a- Extensive Reading

By extensive reading, we mean reading "for pleasure" (Harmer, 2007, p. 99). It is the slow, careful reading of long written materials for the purpose of global understanding. "The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material" (ibid). This technique is very useful to develop the readers' vocabulary stock and knowledge of the language in general. In this regard, Scrivener (2011, p. 268) suggested that "extensive reading has a powerful impact on language learning. The more someone reads the more they pick up items of vocabulary and grammar from the text". Also, extensive reading is carried out to achieve a general understanding of a text; "... but without such careful attention to the details. When we do not understand words or small sections, we usually just keep going..." (ibid, p. 264).

b- Intensive Reading

On the other hand, Harmer (2007) referred to intensive reading as "the detailed focus on the construction of reading texts which takes place usually (but no always) in classrooms" (p. 99). Therefore, it involved a close study of shorter texts and aims at attaining learning

goals. In intensive reading, teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, and a wide range of other text genres. So that, learners on their own try to make critical judgments about what they are reading by offering their own interpretation.

It is worth stating that, intensive reading is a technique that is used to read between the lines, when learners look for meaning behind authors' own words. In this sense, "intensive reading is reading texts closely and carefully with the intention of gaining and understanding as much detail as possible" (Scrivener, 2011, p. 264).

c- Skimming

Skimming refers to the process of reading only the main ideas within a passage to get an overall impression of the content. Accordingly, Scrivener (2011, p. 265) argued that "skimming is to read quickly to get the gist of a passage (to discover key topics, main ideas, overall theme, basic structure...)". When learners skim they can get a sense of the passage's overall logical progression. Also, it can help in making decisions about where to place their greatest focus when they have limited time for their reading. Similarly, Davies and Pearse (2000, p. 91) stated that "when skimming, you look quickly through a text just to get general idea of what it is about in other word, the gist".

There are many strategies that can be used when skimming. Learners read the first and the last paragraphs using headings. They might read the title, sub-titles, sub-headings, and illustrations. Besides, they might notice any italicized or boldface words or phrases.

d- Scanning

Scanning is a reading technique used when learners want to find specific information. In scanning, learners have a question in their minds and they read the passage only to find

the answer ignoring unrelated information. In this regard, Scrivener (2011, p. 265) argued that "scanning is to move eyes quickly over the text to locate specific piece of information (e. g. a name, address, fact, price, date, number...etc) without reading the whole text".

When scanning, learners need to look through many articles and books in order to find the material they need. Also, they must keep specific set of goals in their minds as they scan the text and avoid becoming distracted by other material. In this sense, Davies and Pearse (2000, p. 91) acknowledged that "when scanning a text, you look quickly through it to find some specific information, for example, looking for a telephone directory for a specific number".

There are various strategies that can be applied when scanning. Learners try to anticipate how the answer will appear and what clues they might use to help them locate the answer. Also, they might look for the authors' use of organizers such as numbers, letters, steps, all the words; first, second, and next. Moreover, they might look for words that are boldfaced, italics, or in a different font size, style, or colour.

2.2.3.1.B Vocabulary

Vocabulary acquisition is considered as an integral and fundamental area of language teaching/ learning. It is taken for granted that it is impossible to learn a language without knowing its vocabulary. Troike (1984) asserted that "vocabulary knowledge is the single most important area of second language competence" (cited in Jordan, 1997, p. 149). Therefore, it is vocabulary that leads learners to express themselves clearly and appropriately in a wide range of situations.

Vocabulary is defined in Oxford dictionary (2005, p. 320) as "all words that a person knows or uses". Another definition is provided in Longman dictionary (2002, p. 580) as follow "a set of LEXEMES, including single words, COMPOUND WORDS and IDIOMS.

See also ACTIVE/PASSIVE LANGUAGE KNOWLEDGE, CONTENT WORD, FREQUENCY, and TYPE".

Interestingly, students usually have to know as much as vocabulary as possible because it is considered as a crucial criterion for their language improvement. Thus, Wallace (1982) (cited in Jordan, 1997, p. 150) acknowledged that in order for a student to know a word, it may mean the ability to:

- Recognise it in its spoken or written form;
- Recall it at will;
- Relate it to an appropriate object or concept;
- Use it in the appropriate grammatical form;
- In speech, pronounce it in a recognizable way;
- In writing, spell it correctly;
- Use it with the words it correctly goes with, i.e. in the correct collocation;
- Use it at the appropriate level of formality;
- Be aware of its connotations and associations.

***Types of Vocabulary**

Dudley -Evans and St. John (1998, p. 82) identified two types of vocabulary: *technical* and *semi-technical vocabulary*.

a- Technical Vocabulary:

It is the vocabulary whose occurrence is limited to a particular field or domain and which has a specialized meaning. Dudley -Evans and St. John (1998) suggested that the teaching of technical vocabulary is usually considered not to be the responsibility of the ESP teacher. (p. 81)

b- Semi-technical Vocabulary:

Dudley -Evans and St. John (1998, p. 82) depended on Baker's six categories of vocabulary classified it into two main areas; "vocabulary that is used in general but has a higher frequency of occurrence in scientific and technical description and discussion and vocabulary that has specialized and restricted meanings in certain disciplines, and which may vary in meaning across disciplines". These areas of vocabulary are represented in the following table:

Table 5.2: *Types of Vocabulary* (Baker,1988, P.82)

Type of Vocabulary	Examples
General vocabulary that has a higher frequency in a specific field	Academic: factors, method, function, occur, cycle. Evaluative adjective such as relevant, important, interesting. Tourism: verbs such as accept, advise, agree, confirm; collocations such as make a booking, launch a campaign
General English words that have a specific meaning in certain disciplines	bug in computer science; force, acceleration and energy in physics; stress and strain in mechanics and engineering

2.2.3.2 The Speaking Skill

Speaking is a basic skill that learners should master with other language skills because it is considered as the most favourable by them. However, Robinson (1991, p. 105) asserted that "speaking in EAP is a relatively neglected area. In needs analysis, it normally

emerges as the least needed skill". In contrast, Christison and Krahnke (657) (cited in Robinson, 1991, p. 105) assumed that Robinson's finding does not represent reality because most students considered oral proficiency as the best indicator of the mastery of language. So, if speaking is not a need, it is at least a want.

Furthermore, speaking is not a simple skill; it completes some experiences and practices. In this respect, Thornbury (cited in Harmer 2007, p. 123) claimed that "the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become talking classrooms". It is worth mentioning that the importance of speaking is more revealed with the integration of other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. "speaking activity may very well lead on to writing- or the speaking activity itself may develop from a reading texts, or after listening to an audio track" (ibid, p. 124).

According to Jordan (1997, p. 193), speaking for academic purposes involves the description of spoken language in different academic contexts. The included language in these contexts is normally formal or neutral which uses conventions related the genre or activity. In this sense, he suggested the situations in which speaking is needed:

-Asking Questions in Lectures: McKenna analyzed the questions asked in 33 lectures on general phonetics at the University of Michigan. From her observation, she categorized four main types of questions:

1- Clarification

a- Requesting repeated information

b- Requesting additional information

2- Interpretation Check

- a- Rephrasing Information (interpreting speaker's words).
- b- Illustrating given information (using an example as a check).

3- Digression

4- Challenges

- Participation in Seminars/ Discussions

The main purpose behind setting up seminars is to ask questions, to give information, making debates, and taking notes.

Furneaux et al. (cited in Jordan, 1997, p. 196) observed four main types of seminars:

1. Student group work: e.g. a problem-solving exercise;
2. The lesson: nominated students go over prepared answers to case studies;
3. Discussion: e.g. of material previously read by the whole group;
4. Presentation: e.g. class members reporting on reading they had done or research students presenting research to date;

- Making Oral Presentations

Students are required to give a short talk on some aspects of their studies or research. This short talk should be structured and presented appropriately. Price (1997) (cited in Jordan, 1997, p. 201) identified five possible stages in the presentation of a topic:

- 1-General introduction
- 2- Statement of intention
- 3- Information in Detail
- 4- Conclusion
- 5- Invitation to Discuss

Accordingly, Dudley-Evans and St. John (1998, p. 112) argued that "structuring a presentation has much in common with structuring written communication in as much as listeners want a clear *map* to follow; there should be a start, a middle, and an end.

- Verbalizing Data

For many students, verbalizing data is one of the difficult areas in their learning. During lectures and seminars, they have to manipulate different types of data including formulae, equations, dates... etc. According to Jordan (1997, p. 204), verbalizing data is so important for students, it helps them in interpreting graphs, tables, histograms, diagrams, charts, plans, and maps. So, depending on the students' needs, he identified the following areas in which practice should take place: "cardinal and ordinal numbers, fractions, decimals, percentage, formulae and equations, measures, dates, time, money" (ibid). Similarly, Jordan (1982) (cited in Jordan, 1997, p. 204) focused on charts, maps, plans, and different types of data presentation in verbalizing data.

2.2.3.3 The Writing Skill

Writing is considered as one of the most important language skills by many writers, as it obeys rules and instructions. This is really true considering the effort learners make to enhance their writing, and make work convey their thoughts in an understandable way. Accordingly, Davies and Pearse (2000, p. 96) suggested that "writing is probably the linguistic skill that is least used by most people in their native language. Even in the most advanced societies a significant percentage of adult population writes with difficulty". Furthermore, writing is not taking a pen and jotting down one's thoughts, it takes also into consideration the mental activity which is the most essential part in the writing process. In White's words (1988) "academic writing involves the manipulation of ideas and that this is best achieved through writing process activities" (cited in Jordan, 1997, p. 168).

In order for the learners to be able to do the writing tasks in intermediate and advanced proficiency, they should involve the following cognitive skills provided by Davies and Pearse (2000, p. 96):

- Gathering information and ideas relevant to the topic, and discarding what is not relevant.
- Organizing the information and ideas into a logical sequence.
- Structuring the sequence into sections and paragraphs.
- Expressing the information and ideas in a written draft.
- Editing the draft and writing out a final text.

Paralleling to Davies and Pearse, Dudley -Evans and St John (1998, p. 115) acknowledged that "developing writing skill also involves other skills, notably the skills of planning, drafting, and revising so that the end product is appropriate to both the purpose of writing and the intended readership".

2.2.3.3.1 Approaches of Teaching Writing

Teaching of writing can take different orientations, each stressing a different aspect. Stress can be led on the final product, on the process writers go through or on a particular genre. Three approaches seem to be the prevailing ones: The product, the process, and social constructionist.

- The Product Approach

The product approach views writing as an act of imitating or adapting modal texts. So that, one can create coherent arrangement of words, clauses, sentences, and paragraphs that are readable, grammatically correct, and comprise different discourse conventions. In supporting this idea, Jordan (1997, p. 165) asserted that "in the product approach, a modal is provided and various exercises undertaken to draw attention to its important features. Students are then required to produce a similar or parallel text". The product approach aims

at making the student competent in the language when he writes relevant and coherent pieces of writing because "he has well developed schemata for academic discourse and clear and stable use of what is appropriate" (ibid, p. 166). Robinson (1991, p. 103) summarized the method of producing the end product (text) as follow:

Model text → comprehension/ analysis/ manipulation → new text →

Parallel text

The product approach was strongly criticized because it closes the door for the students' creation; they have no chance to add or delete sentences since "it was a purely mechanical task" (cited in Dudley-Evans and St. John, 1998, p. 116).

- **The Process Approach**

As a reaction to the product approach, the process approach which has a noticeable effect on the teaching of writing has been emerged. The process approach to writing stresses the creativity of the individual writer and sees writing as a highly complex activity. In this sense, Jordan (1997, p. 167) claimed that "the approach accords with principles of learner-centeredness, encouraging individuals to take more responsibility for their own learning". This approach paid attention to the development of good writing rather than the imitation of a model text. Thus, the focus shifted from the end product itself to the different stages that writers go through in order to create this product. These stages are identified by Flower (1985) as follow:

* *Thinking Stage*: This stage helps students in recognizing the rhetorical problem, plan solutions to the problem, and finally reach an appropriate conclusion. It follows the sequence bellow (cited in Robinson, 1991, p. 103):

Generated Ideas → Select Ideas → Group the Ideas → Order the Ideas

* *The Process Stage*: This stage involves translating the plan into paragraphs and sentences, reviewing the first draft, and then revising the text to produce a number of subsequent drafts.

Robinson (1991, p. 104) summarized the process stage as:

Writing task → draft 1 → feedback → revision → input → draft 2 →
feedback → revision → draft

- The Social-Constructionist Approach

The social-constructionist approach focused on teaching particular genres students control of, in order to succeed in a particular setting which is closely associated with the development of *genre analysis* as a key approach to text in ESP. So that, this approach is mainly used in ESP classes. Moreover, attention in this approach is paid to formal discourse characteristics of texts and the particular context in which these texts are produced. In this respect, Dudley-Evans and St. John (1998) mentioned that "writing is a social act in which writers have to be aware of the context in which they are writing. That context places certain constraints on what writers can write and on the ways in which they can express ideas" (p. 117).

2.2.3.4 The Listening Skill

Listening is a source of knowledge, values, and integration of foreign cultures. For these reasons, the listening skill took a major importance in teaching foreign languages especially English. Accordingly, Rivers (1981) noted that "listening is used for more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we

write" (cited in Murcia, 2001, p. 70). Flowerdew (1995, p. 12) quoted Richards (1983) who listed the following micro skills:

Ability to:

- 1-Identify the purpose and the scope of monologue.
- 2-Identify the topic of lecture and follow topic development.
- 3-Recognise the role of discourse makers.
- 4-Recognise key lexical items related to subject/ topic.
- 5-Deduce meanings of words from context .
- 6-Recognise function of intonation to signal information structure (for example pitch, volume, pace, key) (cited in Dudley-Evans and St. John, 1998, p. 102).

2.2.3.4.1 Listening Strategies (Bottom-Up and Top-Down)

When listening, we use a variety of strategies to help us pick up the message. Listeners usually use top-down strategies when they appeal for prior knowledge to interpret or to decode the speakers' discourse. Prior knowledge can be the knowledge of the topic, the listening context, the values, the culture of other information stored in short- term memory, through a period of time, in long- term memory as schemata. In this respect, Scrivener (2011, p. 258) pointed out that "top-down is making use of what we already know to help us predict the structure and the content of the text and getting a general overall impression of the message".

On the other hand, listeners also use bottom-up strategies when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships, to lexical meaning in order to arrive at final meaningful message. So that, "bottom-up is building up the messages from individual small pieces" (ibid, p. 257).

2.2.3.4.2 Note Taking

Note taking is the practice of recording information captured from another. By taking notes, the learner records the essence of information, freeing their mind from any other thing. Notes are commonly drawn from oral discussions at a meeting or lectures. According to Dudley-Evans and St. John (1998, p. 104) "the taking of notes is a complex task that requires a student to be assessing whether or not a point made by the lecturer needs to be noted down and how it can be taken down in such a way as to be understandable when the notes are consulted at a later stage". Johns (1997) paralleling to Dudley-Evans and St. John claimed that "note taking is the straightforward writing down of whatever is said or written in the board" (cited in Muricia, 2001).

It is worth noting that, James (1977) (cited in Jordan, 1997, p. 179) summarized the main problems that learners encounter when taking notes:

Decoding: i.e. recognizing what has been said;

Comprehending: i.e. understanding the main and subsidiary points;

Taking notes: i.e. writing down quickly, briefly and clearly the important points for future use;

Conclusion

In conclusion to this section, it can be said that learning the four language skills are gaining great importance. Although they are presented separately, with careful reflection and planning, any teacher can integrate the language skills in order to strengthen the process of language teaching and learning.

Chapter Three: Practical Part

Data Analysis

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Introduction

Regarding the faculty of ST in Jijel, English was chosen to be taught in the curriculum because of its importance as a foreign language. However, after administering pre-questionnaires to both the teacher and fifteen (16) students, it has been revealed that the teaching and learning of English is not satisfactory at all. This is mainly due to the absence of an official syllabus. Among the students of the faculty, the chosen population was first year ST students.

This chapter is divided into two sections. The first section aims to analyse the questionnaires intended to both the teacher and students of ST in Jijel University. One part is devoted to discuss and analyse the students' answers. First, the population is described. Second, the different sections of the questionnaire are identified. Third, the results of the questionnaire are analysed. Another part deals with the teacher's questionnaire and follows the same steps as the first one: Questionnaire description and administration, analysis of the results, and at the end a conclusion is drawn.

The second section deals with the discussion of the findings, recommendations and implications ending with a conclusion.

3.1 Participants and Data Collection

3.1.1 Students' Questionnaire

A group of sixty (60) first year students was chosen at random in the faculty of ST. These students studied English at least for seven (7) years; four years in middle school and three years in secondary school. After distributing the questionnaire, all students have completed and returned it representing a rate of 100%.The questionnaire was translated

into Arabic to avoid the problem of students misunderstanding the questions as a result of the lack of proficiency in English.

3.1.1.1 Description and Administration of the Questionnaire

The students' questionnaire consists of twenty six (26) questions designed on the basis of the answers we got from the pre-questionnaire. This questionnaire is made up of short questions written in simple English to make them easy to understand. They are grouped into three sections: General introduction (Q1- Q8); students' perceptions of the importance of the four skills: Reading, speaking, writing, and listening (Q9-Q23); students' other needs regarding mathematical signs, symbols, and expressions (Q24-Q25); Students suggestions and additional needs (Q26).

Concerning the administration of the students' questionnaire, it was directly handed to respondents during their regular English session. The sample was given enough time to read and answer each item carefully. Students are given the right to ask for further explanation about the meaning of any word. This questionnaire was completed under our supervision and we have tried to be sure that every student completes his/ her questionnaire alone.

3.1.1.2 Analysis of the Results

This section reports students' responses to the questionnaire along with their analyses.

Section 1: General Information

Question 1- Is English important for your academic studies?

a-Yes b-No

Table 3.1: *Students' Perceptions of the Importance of English*

Options	Frequency	Percentage
A	57	95%
B	03	05%

Table 3.1 shows that (95%) of students asserted that English is important for their academic studies. However, only (5%) of students stated that English is not important for their academic studies. It is concluded from these results that ST students are aware of the importance of English for their academic studies. This may be due to the crucial status of English in ST.

Question 2- How do you consider your level of English?

a-Good b-Average c-Low

Table 3.2: *Students' Perceptions of Their Level of English*

Options	Frequency	Percentage
A	10	16.66%
B	34	56.67%
C	16	26.67%

Table 3.2 shows that (56.67%) considered their level of English as average. (26.67%) of students considered their level of English as low, while only (16.66%) of students considered their level of English as good. These results show that more than half of respondents have an average level.

Question 3- If your level is low, is it due to?

a-Inadequate teaching of English

b-Absence of an official syllabus

c-Lack of motivation

d-Insufficient time allocated to English in the curriculum

e-Others, please specify.....

Table 3.3: *Reasons behind the Students' Low Level*

Options	Frequency	Percentage
A	15	25%
B	10	16.67%
C	21	35%
D	16	18.33%

Table 3.3 shows that (35%) of students thought that their low level of English is due to the lack of motivation and (25%) of students considered inadequate teaching of syllabus as the reason behind their low level of English, while (18.33%) of students reported that insufficient time allocated to English in the curriculum as another reason for their low level. The other (16.67%) of students considered the absence of an official syllabus as the cause of their low level in English.

Question 4-Do you think that the courses being presented to you are relevant to your academic studies?

a-Yes b-No

Table 3.4: *Relevance of the English Course to Science and Technology Students' Studies*

Options	Frequency	Percentage
A	10	16.66%
B	50	83.33%

Results of table 3.4 reveal that the majority of students (83.33%) thought that the courses being presented to them are not relevant to their academic studies. This may be justified by the fact that the teacher is not aware of the students' academic needs. On the other hand, only (16.66%) of students thought that the courses being presented to them are relevant to their academic studies.

Question 5- If no; please specify some negative aspects of the course?

A number of students have answered question five, whereas others left it without answering. The ones who answered this question said:

“The main focus of the course is on the literature side rather than the scientific side”

“No use of technical words”

“There is no relationship between what has been presented in the course and the academic studies”

“There is no focus on the language and pronunciation”

“There is no TD session”

Question 6-Classify the following English language skills in terms of importance for your academic studies? Please rank using numbers from 1 to 4, with 1 being most important and 4 being least important.

a-Reading b-Speaking c-Writing d-Listening

Table 3.5: *Student’s Perceptions of the Four Skills in Terms of Importance*

Options	1st ranking		2nd ranking		3rd ranking		4th ranking	
Reading	13	21.67%	18	30%	23	38.33%	07	11.67%
Speaking	24	40%	17	28.33%	10	16.67%	08	13.33%
Writing	08	13.33%	17	28.33%	07	11.67%	15	25%
Listening	15	25%	08	13.34%	20	33.33%	30	50%

Table 3.5 reveals that the speaking skill was chosen to be the most important skill for the students' academic studies and was selected by (40%) and (28.33%) of respondents in 1st and 2nd ranking respectively. Students' second choice is the reading skill because the sum of the 1st and 2nd ranking is (51.67%). Whereas, the writing and the listening skills were ranked third and fourth respectively. They were selected by (41.33%) and (38.34%) of respondents respectively in the 1st and 2nd ranking. As a result, ST students need all the four skills with a great emphasis on the speaking and the reading skills.

Question 7-How good are you in the following English language skills?

a-Reading	Very good	Good	Average	Weak	Very weak
b-Speaking	Very good	Good	Average	Weak	Very weak
c-Writing	Very good	Good	Average	Weak	Very weak
d-Listening	Very good	Good	Average	Weak	Very weak

Table 3.6: *Students' Self Evaluation in the Four Skills*

Options	Very good		Good		Average		Weak		Very weak	
Reading	07	11.67%	14	23.33%	31	51.67%	04	6.66%	04	6.67%
Speaking	05	8.33%	07	11.67%	28	46.67%	12	20%	08	13.33%
Writing	05	8.33%	17	28.34%	23	38.33%	10	16.67%	05	8.33%
Listening	08	13.33%	19	31.67%	24	40%	07	11.67%	02	3.33%

Table 3.6 shows that first year ST students reported that they have an average level in the reading, the speaking, the listening, and the writing skills (51.67%, 46.67%, 40%, and 38.33%) respectively. This can be justified by the fact that little practice of the four skills was devoted. Also, it may be due to the lack of motivation from the side of the teacher.

Question 8- How often do you need to perform the following tasks? Make a circle around the number

1= a lot	2= somewhat	3= a little	4= not at all
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a-Read scientific and technical related books, articles, and magazines	1	2	3	4
b- Listen to scientific and technical related instructions and lectures	1	2	3	4
c- Write scientific and technical related topics in English	1	2	3	4
d- Speak about scientific and technical related topics in English	1	2	3	4
e- Translate scientific and technical related materials	1	2	3	4
f- Pass English language examinations	1	2	3	4

Table 3.7: *Students' Most Needed Academic Tasks*

Options	1		2		3		4	
Tasks								
A	21	35%	14	23.33%	12	20%	13	21.67%
B	18	30%	18	30%	13	21.67%	11	18.33%
C	14	23.33%	10	16.67%	18	30%	18	30%
D	17	28.34%	17	28.33%	14	23.33%	12	20%
E	14	23.33%	16	26.67%	17	28.33%	13	21.67%
F	24	40%	20	33.33%	09	15%	07	11.67%

Regarding task (a), (35%) of students reported that it is the most needed task for them to be able to read scientific and technical related books, articles, and magazines. (23.33%) of

them said that this task is “somewhat” needed to be performed, (20%) of them said it is “little” needed, and (21.67%) said that they do not need to perform this task at all.

For task (b), (30%) of respondents said that speaking about scientific and technical related topics in English is the most needed for them. (30%) of them said that this task is “somewhat” needed for them, (21.67%) said that it is “little” needed, and (18.33%) said that it is not needed at all.

Concerning task (c), (23.33%) of students revealed that it is the most needed for them to be able to write scientific and technical related topics in English. (16.67%) of students thought that this task is “somewhat” needed, (30%) said that it is “little” needed, also (30%) of them reported that it is not needed at all.

Results concerning task (d) reveals that (30%) of ST students believed that listening to scientific and technical related instructions and lectures is the most needed task to perform. (30%) of students said that this task is “somewhat” needed for them, (21.67%) of them reported that this task is “little” needed, and (18.33%) of them said that they do not need to perform such task at all.

As far as task (e) is concerned, (23.33%) of respondents revealed that translating scientific and technical related materials is the most needed for them. (26.67%) of respondents said that this task is “somewhat” needed for them, (28.33%) of them reported that this task is “little” needed, and (21.67%) said that this task is not needed to be performed at all.

Regarding task (f), (40%) of informants believed that passing English language examinations is the most needed task to be performed. (33.33%) of them reported that it is “somewhat” needed, (15%) thought that this task is “little” needed, and only (11.67%) of students reported that this task is not needed for them at all.

Section 2: Language Skills

A) The Reading Skill

Question 9-Do you read materials written in English?

a-Yes b-No

Table 3.8: *Students' Reading Practices of English*

Options	Frequency	Percentage
A	36	60%
B	24	40%

Table 3.8 shows that more than half of students (60%) read materials written in English, while (40%) of students do not read those materials. This might be due to the difficulties students face when reading (new terminology...).

Question 10- If yes, what kind of materials do you find useful?

a-Books

b-Theses and dissertations

c-On-line materials

d-Others, please specify.....

Table 3.9: *Students' Kinds of Reading Materials*

Options	Frequency	Percentage
A	17	28.33%
B	10	16.67%
C	25	41.67%

Results of table 3.9 reveal that the majority of students (41.67%) read on-line materials. This may be due to the development in technology in which students rely on the internet as a primary source for their reading. Books got (28.33%) of students' interest. This result indicates that books are still an importance source. However, a low percentage of students read theses and dissertations (16.67%). This might be due to the students' unawareness of the usefulness of those materials.

Question 11-Why do you think the reading skill is important for your academic studies?

a-To read relevant literature to your field

b-To widen your vocabulary mainly technical terms related to science and technology

c-To translate texts

d-Others, please specify.....

Table 3.10: *Students' Perceptions of the Importance of Reading*

Options	Frequency	Percentage
A	25	41.67%
B	51	85%
C	20	33.33%

Table 3.10 reveals that (85%) of students thought that the reading skill is important for their academic studies in order to widen their vocabulary mainly technical terms related to ST. Reading relevant literature to their field came at second position with a considerable percentage of (41.67%), and finally translating texts got (33.33%).

Vocabulary

Question 12- What kind of vocabulary do you want to learn?

a-General vocabulary needed for daily life

b-Technical vocabulary

c-Both

Table 3.11: *Students' Needs to Learn Vocabulary*

Options	Frequency	Percentage
A	09	15%
B	2	3.33%
C	49	81.67%

Results from table 3.11 report that (81.67%) of students gave importance to both kinds of vocabulary, (15%) of them want to learn general vocabulary needed for daily life, and only (3.33%) of students need to learn technical vocabulary. This indicates the crucial role vocabulary plays in relation to the students' academic studies.

Question 13- Do you find any difficulty when learning technical vocabulary?

a-Yes b-No

Table 3.12: *Students' Difficulties of Learning Technical Vocabulary*

Options	Frequency	Percentage
A	30	50%
B	30	50%

As indicated in table 3.12, (50%) of students found a difficulty in learning technical vocabulary. However, the other (50%) of students did not find any difficulty in learning technical vocabulary. This may be due to the differences in the students' level. Meaning that, those with average level may not face difficulties in learning technical vocabulary, while those with weak level may face difficulties.

Question 14- If yes, what are they.....

Students who faced difficulties when learning technical vocabulary gave varied answers to this question. Their responses were as follow:

“It is difficult to pronounce and explain technical words”

“It is difficult to memorize technical words”

“It is difficult to understand technical words”

B) The Speaking Skill

Question 15-Do you use English when you speak?

a-Yes b-No

Table 3.13: *Students’ Use of English*

Options	Frequency	Percentage
A	32	53.33%
B	28	46.67%

Table 3.13 shows that (53.33%) of ST students use English when speaking. This can be justified by the fact that the students are aware of the importance of speaking English for their academic studies. However, (46.67%) of students do not use English at all. This result indicates that those students may have negative attitude towards English.

Question 16- If yes, where do you speak English?

a-In the classroom (classmates, teachers, inspectors....)

b-Outside the classroom (friends, family, relatives....)

c-In social media (Face book, What's app, Skype....)

d-Never

e-Others, please specify.....

Table 3.14: *Students' Speaking Practices*

Options	Frequency	Percentage
A	06	10%
B	21	35%
C	26	43.33%
D	01	1.67%

Results from table 3.14 reveal that (43.33%) of students speak English in social media (Face book, What's app, Skype....). (35%) of them speak English outside the classroom (friends, family, relatives...), (10%) of students speak English in the classroom (classmates, teachers, inspectors....), and only (1.67) of them never speak English.

Question 17- Why do you think the speaking skill is important for your academic studies?

a-To take part in oral discussions (conversations, debates, group work....)

b-To take part in classroom participation (ask/answer questions....)

c-To improve your fluency

d-Others, please specify.....

Table 3.15: *Students' Perceptions of the Importance of Speaking*

Options	Frequency	Percentage
A	37	61.67%
B	15	25%
C	41	68.33%

Table 3.15 shows that (68.33%) of informants thought that the speaking skill is important for their academic studies in order to improve their fluency. This indicates the students' willingness to become proficient in the English language. Taking part in oral

discussions (conversations, debates, group work....) came at second position with considerable percentage of (61.67%). This might be due to the students' need of interaction to improve the English language. Finally, taking part in classroom participation (ask/answer questions....) got (25%) which may be due to the lack of motivation in the classroom.

C) The Writing Skill

Question 18- Do you write in English?

a-Yes b-No

Table 3.16: *Students' Writing in English*

Options	Frequency	Percentage
A	48	80%
B	12	20%

Table 3.16 shows that the majority of students (80%) write in English, whereas only (20%) of them do not write in English. This may be justified by the fact that the students limit their writing only to the writing practices they do in the classroom.

Question 19- If yes, in which situation do you write in English?

a-In exams

b-In class (reports, exposé....)

c-Others, please specify.....

Table 3.17: *Students' Perceptions of the Importance of Writing*

Options	Frequency	Percentage
A	40	66.67%
B	15	25%

Table 3.17 reveals that most students write English in exams (66.67%), and (25%) of students write English in class (reports, exposé....). This might be due to the fact that the students' may not need to write outside the classroom.

Question 20- Why do you think the writing skill is important for your academic studies?

a-Exam purposes

b-To write class assignments

c-To write curriculum vita (CV)

d-Others, please specify.....

Table 3.18: *Students' Perceptions of the Importance of Writing*

Options	Frequency	Percentage
A	41	68.33%
B	17	28.33%
C	26	43.34%

Table 3.18 shows that (68.33%) of ST students considered that the writing skill is important for their academic studies because they need it for exams purposes. Writing curriculum vita (CV) came at second position with a considerable percentage of (43.34%), and finally writing class assignments got (28.33%).

D) The Listening Skill

Question 21- Do you listen to materials in English related to your studies?

a-Yes

b-No

Table 3.19: *Students' Listening Practices*

Options	Frequency	Percentage
A	22	36.67%
B	38	63.33%

Table 3.19 shows that the majority of students do not listen to materials related to their academic studies (63.33%), while (36.67%) of students said that they listen to materials in English related to their academic studies. This result indicates that the students may not give importance to listening as a necessary skill for their academic studies.

Question 22- If yes, what kind of materials do you listen to?

a-scientific documentaries

b-Materials on the web

c-Teacher's lecture

d-Others, please specify.....

Table 3.20: *Students' Kinds of Listening Materials*

Options	Frequency	Percentage
A	10	16.67%
B	13	21.67%
C	12	20%

Results of table 3.20 reveals that (21.67%) of students reported that they listen to English through materials on the web. This may be due to the availability of the needed materials on the web. English was also listened through teacher's lecture (20%) which may be considered as a permanent source to listen to. Whereas, scientific documentaries got (16.67%). This low percentage indicates the students' negligence of those materials.

Question 23- Why do you think the listening skill is important for your academic studies?

a-To take part in conferences and seminars

b-To be able to understand the teacher's lecture

c-To take effective notes

d-Others, please specify.....

Table 3.21: *Students' Perceptions of the Importance of Listening*

Options	Frequency	Percentage
A	21	35%
B	51	85%
C	23	38.33%

Students' replies reveal that the listening skill is important for their academic studies for the purpose of understanding the teacher's explanation which got the highest percentage (85%). As was expected, the teacher is considered as the guide for students to understand the lecture. Taking effective notes got (38.33%) which may help them to enhance their comprehension of the lecture. Finally, taking part in conferences and seminars got (35%).

Section 3: Mathematical Signs, Symbols, and Expressions

Question 24- Is it important for you to learn mathematical signs, symbols, numbers, acronyms, graphs, and diagrams in English?

a-Yes b-No

Table 3.22: *Importance of Learning Mathematical Signs, Symbols, and Expressions for the Students' Academic Studies*

Options	Frequency	Percentage
A	45	75%
B	15	25%

(75%) of first year ST students underlined the importance to learn mathematical signs, symbols, numbers, acronyms, graphs, and diagrams in English. Only (25%) of them said

that it is not important for them to learn the previously stated. This result indicates that learning them helps students in their academic studies.

Question 25- If yes, do you find any difficulties in verbalizing and writing numbers, acronyms; and interpreting graphs, diagrams, and symbols related to your field of study?

a-Yes b-No

Table 3.23: *Students' Difficulty in Verbalizing and Writing Numbers, Acronyms, and Interpreting Graphs, Diagrams, and Symbols Related to Science and Technology*

Options	Frequency	Percentage
A	26	43.33%
B	20	33.33%

The results obtained from (Q25) show that (43.33%) of students faced difficulties in verbalizing and writing numbers, acronyms; and interpreting graphs, diagrams, and symbols related to their field of study. This may be due to their complexity to be learned. (33.33%) of students did not face any difficulty in verbalizing and interpreting the previously stated.

Question 26- What are your suggestions to improve your EAP course?

Concerning this concluding question, more than half of students (63.33) have answered this question. They provided suggestions to improve their EAP course.

The suggestions they gave are:

"I want support and motivation to learn, write, and pronounce English"

"The lesson should be relevant to our academic and scientific"

"The good training of skillful teachers in ESP"

"Allocated more time for the English session"

"The use of scientific materials to make the lesson clear and explicit"

“Improve the method of teaching”

“The teacher should translate difficult words to students”

“The use of audio-visual materials for better understanding”

“Allow students to interact with each other”

“Increase the coefficient of the module”

“Include a TD session in order to practice English”

3.1.2 The Teacher's Questionnaire

There is only one English language teacher teaching first year students at the faculty of ST. The questionnaire is administered to the teacher in order to identify her practices in class, and her perceptions about her students' needs. The teacher has completed and returned back the questionnaire.

3.1.2.1 Description and Administration of the Questionnaire

The teacher's questionnaire consists of 30 questions designed on the basis of the answers we got from the pre-questionnaire. The questionnaire is grouped into three sections:

Section one (Q1-Q11): This section reports general information about the teacher and the four primary skills.

Section two (Q12-Q25): It investigates the teacher's perceptions of her students' needs regarding the four language skills: reading, speaking, listening, and writing.

Section three (Q26-Q29): It highlights the teachers' perceptions toward the teaching of mathematical signs, symbols, and expressions.

Q30 reveals the teacher's suggestions about other needs to improve the EAP course.

Concerning the administration of the questionnaire, it was directly handed to the teacher during her English session. The reason for choosing the teacher as an additional resource for the study is the importance of consulting her as an expert in English language. Consequently, she will help to determine the importance of English for ST students as well as their needs in terms of English.

3.1.2.2 Analysis of the Results

This section reports the teacher's responses to the questionnaire along with their analyses.

Section 1: General Information

Question 1-Have you been trained to teach more specific English (ESP)?

a-Yes b-No

The result reveals that the teacher has not trained to teach more specific English. This may cause problems/ obstacles during the teaching process.

Question 2- Do you have prior knowledge in the field of Science and Technology?

a-Yes b-No

According to the result obtained from question 2, the teacher at the faculty of ST do not has a prior knowledge in the field of ST. This may cause difficulties for the teacher to be aware about the students' needs.

Question 3-Do you rely on an official syllabus in your teaching?

a-Yes b-No

The reply given by the teacher reveals that there is no official syllabus to rely on in her teaching. So, the result showed that the teacher is not aware of what she should cover in the whole year because of the absence of an official syllabus that may serve as a guide to the teacher.

Question 4-If no, please specify the source of your course?

In answering this question, the teacher specified the source of her course by saying that "my source is most of the time the internet and some particular books".

Question 5-How do you consider your level of your students in English?

a-Good b-Average c-Low

According to the result obtained from question 5, the teacher considered the level of her students as both average and low. This is similar to what the students conceptualize about their level.

Question 6-If their level is low, is it due to?

a-Inadequate teaching of English

b-Absence of an official syllabus

c-Students' lack of motivation

d-Insufficient time allocated to English

e-Others, please specify.....

The result of question 6 reveals that the teacher considered inadequate teaching of English as the main reason behind the low level of her students.

Question 7-Do you think that the courses being presented to your students are relevant to their academic studies?

a-Yes b-No

Regarding question 7, the teacher reported that the courses being presented to her students are relevant to their academic studies. In contrast, the students have stated that the courses being presented to them are not relevant to their academic studies. This may create a gap in the teaching/ learning process.

Question 8-Classify the following English language skills in terms of the importance for your students' academic studies? Please rank using numbers from 1 to 4, with 1 being the most important and 4 being least important.

a-Reading b-Speaking c-Writing d-Listening

The teacher's answer of question 8 shows that the speaking skill was chosen to be the most important skill for her students' academic studies. The teacher's second choice is the writing skill. Whereas, the listening and the reading skills were ranked third and fourth respectively. So, productive skills are selected to be the most important skills, while receptive skills were chosen to be less important.

Question 9-How good are your students in the following English language skill?

a-Reading	Very good	Good	Average	Weak	Very weak
b-Speaking	Very good	Good	Average	Weak	Very weak
c-Writing	Very good	Good	Average	Weak	Very weak
d-Listening	Very good	Good	Average	Weak	Very weak

The result of question 9 shows that the teacher thought that first year Science and Technology students have an average level in receptive skills (reading, listening), and a weak level in productive skills (speaking, writing). This result indicates that the students need to improve the four language skills.

Question 10-Do you work in collaboration with the subject teachers of the faculty of Science and Technology?

a-Yes b-No

The answer of question 10 illustrates that there is no collaboration with subject teachers of ST faculty. This revealed that the English teacher is not aware of the important role of collaboration with subject teachers that help a lot in determining the students' needs.

Section 2: Language Skills

A) The Reading Skill

Question 12-Do you recommend to your students to read materials written in English?

- a-Yes d-No

According to the result of question 12, the teacher recommended to her students to read materials written in English. This indicates the teacher's awareness of the crucial role the reading skill plays in the students' academic studies.

Question 13-If yes, what kind of materials do your students need to read?

- a-Books
 b-Theses and dissertations
 c-On-line materials
 d-Others, please specify.....

Result of question 13 shows that the teacher thought that the students need to read both books and on-line materials. This may be due to the vital role of both books and on-line materials in providing the students with the needed information.

Question 14-Why do you think reading skill is important for your students' academic studies?

- a-To read relevant literature to their field
 b-To widen their vocabulary mainly technical terms related to Science and Technology
 c-To translate texts
 d-Others, please specify.....

As far as question 14 is concerned, the teacher reported that the reading skill is important for her students' academic studies in order to widen their vocabulary mainly technical terms related to ST. This may be justified by the fact that technical vocabulary is very essential to be included in the course.

Question 15-Which of the following reading sub-skills do you think are needed for your students' academic studies?

- a-To be able to understand and analyse data (graphs and diagrams)
- b-To be able to summarize and paraphrase
- c-To be able to read rapidly for the main idea (skimming for the gist)
- d-To be able to recognize rapidly the needed information (scanning for information)
- e-Others please specify.....

Concerning question 15, teacher thought that the ability to understand and analyse data (graphs and diagrams) is the most needed reading sub-skill for her students' academic studies.

Vocabulary

Question 16-What kind of vocabulary do you teach?

- a-General vocabulary needed for daily life
- b-Technical vocabulary (mainly the one related to ST)
- c-Both

According to this question, the teacher focused on both general vocabulary needed for daily life and technical vocabulary (mainly the one related to ST) when teaching vocabulary. This may be due to the fact that the students need both kinds of vocabulary.

Question 17-Do you find difficulties when teaching technical vocabulary?

- a-Yes
- b-No

The result obtained from question 17 shows that the teacher faced difficulties when teaching technical vocabulary. This might be due to the teacher's unfamiliarity with this of vocabulary.

Question 18-If yes, what are they?

The teacher gave varied answers to this question. Her responses were as follow:

"I have a difficulty in using the target language with Science and Technology students"

"The students' low level in English"

"The absence of an official syllabus"

"I find some difficulties in teaching technical words"

B) The Speaking Skill

Question 19-Do your students use English when participating in class?

a-Yes b-No

Result from question 19 shows that students use English when participating in class.

Question 20- Why do you think the speaking skill is important for your students' academic studies?

a-To take part in oral discussions (conversations, debates....)

b-To take part in classroom participation (ask/answer questions....)

c-To improve their fluency

d-Others, please specify.....

According to the teacher, the speaking skill is important for her students' academic studies for the purpose of taking part in oral discussions (conversation, debates.....). This result indicates that the ST students do not need English only for academic studies but also for other purposes.

Question 21- Which of the following speaking sub-skills do you think are needed for your students' academic studies?

a-To be able to ask questions for repetition, clarification, and information

b-To be able to speak with or without notes (presentations, initiating comments...)

c-To be able to take part in oral discussion (agreeing and disagreeing...)

d-To be able to interpret graphs, diagrams, numbers, and symbols

e-Others please specify.....

The result obtained from question 21 reveals that the teacher considered both the ability to take part in oral discussions (agreeing and disagreeing) and the ability to interpret graphs, diagrams, numbers, and symbols as the most needed speaking sub-skills for her students' academic studies.

C) The Writing Skill

Question 22-Do you recommend to your students to write in English?

a-Yes b-No

In this question the result obtained shows that the teacher does not recommend to her students to write in English. This result indicates the teacher's negligence of the writing practices which can be considered as very important for the students' academic studies.

Question 24-Why do you think the writing skill is important for your students' academic studies?

a-To write curriculum vita (CV)

b-To write class assignments

c-Exam purposes

d-Others, please specify.....

According to question 24, the teacher at the faculty of ST acknowledged that the writing skill is important for her students' academic studies for the purpose of writing curriculum vita (CV). So, the result clearly shows that the students need to write for professional purposes rather than academic purposes.

Question 25-Which of the following writing sub-skills do you think are needed for your students' academic studies?

a-To be able to take notes

b-To be able to write in an academic style

c-To be able to write correct English

d-To be able to summarize, paraphrase, and conclude

e-Others please specify.....

From the teacher's answer of this question, the ability to write in an academic style and the ability to summarise, paraphrase, and conclude are the most needed writing sub-skills for her students' academic studies.

D) The Listening Skill

Question 26- What kind of materials do your students' listen to?

a-Scientific documentaries

b-Materials on the web

c-Teacher's lecture

d-Language lab in the university

e-Others, please specify.....

The teacher acknowledged that the students listen to materials on the web. This may be due to the availability of the internet. So, it may help them to improve their listening skill.

Question 27- Why do you think the listening skill is important for your students' academic studies?

a-To take part in conferences and seminars

b-To be able to understand the teacher's lecture

c-To take effective notes

d-Others, please specify.....

Q 27 investigates the reason for which the listening skill is important for ST students' academic studies. The teacher limited the importance of the listening skill to taking part in conferences and seminars. This result indicates the teacher's negligence of the importance of both understanding the teacher's lecture and taking effective notes for their academic studies.

Question 28-Which of the following listening sub-skills do you think are needed for your students' academic studies?

a-To be able to take notes in the lecture

b-To be able to understand oral instructions

c-To be able to understand the content of the course

d-To be able to understand the content of audio-visual materials

e-Others please specify.....

The result obtained shows that the teacher has chosen the ability to take notes in the lecture as the most needed listening sub-skill for her students' academic studies. This may be justified by the fact that taking notes enhance the comprehension of the course.

Section 3: Mathematical signs, symbols, and Expressions

Question 29-Do you teach your students mathematical signs, symbols, numbers, acronyms, graphs, and diagrams in English?

a-Yes b-No

The teacher confirmed that she does not teach mathematical signs, symbols, number, acronyms, graphs, and diagrams to her students. This may be due to the teacher's unawareness of the importance of mathematical signs, symbols, and expressions which may cause difficulties for students.

Question 30- Would you please suggest any other needs to improve the course?

Regarding this concluding question, the teacher provides some suggestions to improve the course. The suggestions she gave are:

"First of all, there should be an official syllabus to rely on"

"I prefer if English lecture is done in laboratory not in an amphi"

"I think it will be better if there is a special training for the teacher in the field of ESP".

Conclusion

This section introduced the analysis of data collected from both first year ST students and their English teacher. All the questions were analysed and the answers were organized in tables. The following section highlights the discussion of the results and the recommendations suggested.

Section Two: Discussion and Recommendation

3.2.1 Discussion of the Results

3.2.1.1 Students' Questionnaire

3.2.1.2 Teacher's Questionnaire

3.2.2 Recommendations and Implications

3.2.2.1 Teacher's Training in ESP

3.2.2.2 Cooperation between ESP teacher and Other Subject Teachers

3.2.2.3 Improving the Students' Language Skills

3.2.2.4 Setting an Official Syllabus

Conclusion

3.2.1 Discussion of the Results

3.2.1.1 Students' Questionnaire

The analysis of the questionnaire reveals that the majority of students asserted the importance of English for their academic studies. In fact, ST students are aware of the crucial status of English as being the lingua franca used in all dimensions especially in scientific research. Thus, this result shows a positive motivation towards learning English. Regarding the students' opinions about their level of English. Almost all students consider their level between average and low. When they were asked about the reason behind their low level, the majority of them said it is due to the lack of motivation and inadequate teaching of English. Therefore, the students need to improve their level.

Concerning the relevance of the course to the students' academic studies, the result of the question reveals that the majority of students thought that the courses being presented to them are not relevant to their academic studies. Unfortunately, the ST students are unsatisfied with what the teacher presents to them. In this regard, students stated some negative aspects of the course.

Concerning the importance of the language skills for the students' academic studies, the result reveals that the speaking and the reading skills were considered as important while the writing and the listening skills were seemed as less important for ST students. Apparently, the speaking and the reading skills are the most needed for students. Accordingly, students considered their level as average in all language skills, this result seems to be similar to that obtained from question 3.

According to the obtained results, students are interested in performing and accomplishing certain language tasks. Actually, all the tasks are needed but the most needed ones are: Passing English examinations, reading scientific related books, articles,

and magazines, and speaking about scientific and technical related topics in English. So, the teacher should focus on speaking and reading tasks to meet the students' needs.

As far as the reading skill is concerned, the ST students practice reading. Result shows that more than half of them read materials written in English. In this sense, books and on-line materials are the most useful when reading. However, only (16,67%) of students read theses and dissertations which in fact can be served as essential source for practicing scientific literature they may need. According to the Science and Technology students, the main purpose behind the reading skill is to widen their vocabulary mainly technical terms related to ST, students also showed interest towards learning general vocabulary needed for their daily life. In this regard, students stated the difficulties they may encounter when learning technical vocabulary.

Similarly, the speaking skill is also practiced. Result reveals that more than half of students use English when speaking especially when chatting on social media (face book, what's app, twitter) and outside the classroom (with their friends, family, and relatives). Unfortunately, students limited their needs to the speaking skill just to improve their fluency and to take part in oral discussions (conversations, debates, group work) whereas, the ability to take part in classroom participation (ask / answer questions) is considered less important. However, it should be one of the most important because first of all speaking should be practiced in class.

Concerning the writing skill, the majority of students write in English either in exams or in class (report, exposé). They considered the writing skill important for their academic studies in order to write C.Vs and for exam purposes. Consequently, the teacher may consider to teach her students the techniques of writing C.Vs to help them preparing for job interviews in English.

As far as the listening skill is concerned, the students stated that this skill is not well practiced. Results show that more than half of them do not listen to materials in English related to their studies. However, only few of them stated that they listen to scientific documentaries, materials on the web, and teachers' lecture. Accordingly, the listening skill is important for those students in order to be able to understand the teachers' lecture.

Finally, it is so important for ST students to learn how to verbalize and write mathematical signs, numbers, acronyms; and interpreting graphs, diagrams, and symbols related to their field of study.

To sum up, the analysis of the students' questionnaire reveals that ST students, on one hand, believe in the importance of the English and the four language skills for their academic studies. On the other hand, they are unsatisfied with the courses presented to them which are not relevant to what they want to learn.

3.2.1.2 Teacher's Questionnaire

The analysis of the teachers' questionnaire shows that the ST teacher has not received any training in ESP. However, she stated that she has no prior knowledge in the field of ST. In addition, the result reveals that there is no official syllabus for the teacher to rely on. In this respect, the teacher stated that the primary source of her course is the internet and books. This may lead to dissatisfaction from the part of students towards the materials the teacher has chosen because they may not meet their needs.

Regarding the teachers' opinion about the students' level of English, she considered her students' level as both average and low. When she was asked about the reason behind this low level, she said that it is due to inadequate teaching of English. This is similar to what students have stated about the reason their low level.

Concerning the courses being presented to ST students, the teacher stated that courses are relevant to the students' academic studies. However, this result seems to have a contradiction with the students' answer of this question.

As far as the four language skills are concerned, the result shows that the speaking and the writing skills were selected by the teacher as being the most important skills for students whereas, the listening and the reading skills were of less important. Actually, this choice is not logic because the students stated that they need English to read literature or materials related to their field of study and to understand the teachers' lecture and audio materials as well. In this regard, the teacher considered the level of students as average in receptive skills (the reading and the listening) and as weak in productive skills (the speaking and the writing). This is mainly due to inadequate teaching of English.

While there should be collaboration in order to develop an English program that takes into consideration the students' needs as an initial step. Unfortunately, there is no collaboration between the ESP teacher and subject teachers.

With regard to the reading skill, the teacher always recommended to her students to read books and on-line materials. Paralleling the students, the teacher also neglected the usefulness of theses and dissertations. Similar to the students' answer, the teacher acknowledged that the main purpose behind reading is to widen the students' vocabulary mainly technical terms related to ST. Consequently, the teacher focused on both technical and general vocabulary when teaching. The question related to the reading sub-skills reveals that the teacher considered the ability to understand and analyse data as the needed reading sub-skill for the students' academic studies.

Concerning the speaking skill, despite the fact that the teacher stated that the students use English when participating in class, she considered the speaking skill important for her students' academic studies in order to take part in oral discussions and neglecting the

importance of taking part in classroom participation. Regarding the speaking sub-skills' needs, the teacher emphasized both the ability to take part in oral discussions and the ability to interpret graphs, diagrams, numbers, and symbols.

As far as the writing skill is concerned, the teacher recommended to her students to write in English because the writing skill is important for her students' academic studies in order to write C.Vs. So that, she should teach them techniques of writing C.Vs to help them in preparing job interviews in English. Another point to consider is the most needed sub-skills for students' academic studies which is the ability to summarize, paraphrase and concluding.

Considering the listening skill, the teacher acknowledged that students listen merely to materials on the web. For the teacher they need listening to take part in conferences and seminars, while students listen only to understand the teachers' lecture. Taking effective notes, on the other hand, is neglected by both the teacher and students. Actually, it should be highlighted because the teacher considered it as the most needed listening sub-skill for her students' academic studies.

Finally, the teacher stated that she does not teach mathematical signs, symbols, numbers, acronyms, graphs, and diagrams in English, while it is important for Science and Technology students to learn how to verbalize mathematical signs, numbers, acronyms and how to interpret graphs, diagrams, and symbols related to their field of study.

3.2.2 Recommendations and Implications

Based on the results obtained from both students and teacher's questionnaires, the following recommendations are proposed in order to improve the teaching of English at the faculty of Science and Technology in Jijel University. These recommendations are likely to meet the needs of first year ST students, they relate to the following four broad areas:

3.2.2.1 Teacher's Training in ESP

According to the ESP approach, the leading role of ESP teacher is spread over all the three stages of a ST program i.e. pre-course, on- course and post-course. As qualification in ESP is a fundamental requirement for the teacher. So, the teachers of English with master degrees in English language and literature would essentially need basic professional exposure to ESP/EST. To fill this gap, institutions can organize short courses for the teachers through faculty development programs, training workshops, and orientation courses. In this regard, McDonough (1984) stated that: "Training intended to be taken here in a wide sense, to mean ESP programs of whatever duration which train particular classroom skills, as well as those concerned with teacher education and preparation in general" (p.133).

3.2.2.2 Cooperation between Language Teacher and Subject Teachers

As stated by Dudley-Evans and St. John (1998, p.13) "the teacher is not in the position of being the primary knower of the career content of the materials". Meaning that the ESP teachers should collaborate with other teachers of ST, since the latter can provide valuable information about what the needs of students can be; this will help to design an English syllabus that meets the ST students' needs. Dudley-Evans and St. John (1998) based this collaboration on three progressive stages: cooperation, collaboration, and team teaching.

In the cooperative stage, the ESP teachers take the initiatives and enquire into the different subjects students are involved in, as well as into the tasks defining the target situation. Collaboration on the other hand, implies a mutual interest on the part of both ESP and subject teachers, that is to say, each one draws on the others experience with a common goal which should be to the advantage of the students' education. Finally, team teaching implies a strict conjoined work in the classroom, where each teacher provides his/her expertise in the field.

3.2.2.3 Improving the students' Language skills

This study revealed that speaking and reading are considered as the most needed skills for the success of first year Science and Technology students. The overall perception of the speaking skill identified revealed that the ESP teacher should pay attention to interactional speaking activities including asking questions for repetition, clarification, and information; speaking with or without notes as in oral presentations, conversations, and taking part in oral discussions as agreeing and disagreeing. These interactive speaking activities that should be incorporated into the new course must also be seen as students' target needs. Concerning the students' needs of the reading skill, the course should be supported with current reading materials and subjects that students perceived as important. This should include the ability to understand and analyze data, the ability to summarize and paraphrase, the ability to read for the main idea (skimming for the gist), and the ability to recognize rapidly the needed information (scanning for information). Although listening and writing were regarded as less important, students perceived that not having enough instruction and practice on all the four skills is one of the reasons that the course and students are unsuccessful. So, the teacher should focus on the following writing activities: Taking notes, writing in an academic style, writing correct English, and summarizing, paraphrasing, and concluding. In terms of listening, the teacher should focus on various listening activities as taking notes from the lecture, listening to authentic materials, and the use of language labs. Therefore, the new course should not ignore the necessity of the listening and writing skills even while focusing on the speaking and reading skills.

3.2.2.4 Setting an Official Syllabus

In ESP context, syllabuses have very specific objectives which can be summarized in developing communication, accuracy, fluency, and effectiveness. Those syllabuses cannot be intrinsically effective unless they sufficiently meet the needs of the learners.

Consequently, the needs based syllabuses are expected to reflect the students' needs in terms of the four language skills at the macro and micro level. Accordingly, a syllabus is designed including the following components: The reading skill, the speaking skill, the writing skill, and the listening skill:

1-The Reading Skill

In order for a reading course to be effective, the following sub-skills should be included:

- a. Taking notes when reading.
- b. Summarizing the content of the text orally or in a written form.
- c. Reading in a critical way in order to express one's own opinion.
- d. Reading for the gist (skimming).
- e. Reading for specific information (scanning).
- f. Reading scientific and technical related materials to learn new vocabulary related to their field of study.

2- The Speaking Skill

For the students to communicate fluently and confidently, the following micro skills should be included:

- a. Asking questions for clarification, comprehension, and repetition.
- b. Deliver speeches and presentations.
- c. Enhancing interaction through group and pair work.
- d. Discussing scientific topics (rejecting and confirming hypotheses).

- e. Verbalizing and interpreting mathematical signs, symbols and expressions.

3- The Writing Skill

In order to write accurate English, the following sub-skills should be included:

- a. Writing essays with different lengths.
- b. Improving clarity, accuracy, and style.
- c. Preparing speeches and presentations.
- d. Analyzing graphs and charts.

4- The Listening Skill

In order to improve the listening comprehension, the following sub-skills should be included:

- a. Taking notes during lecture.
- b. Understanding the teacher's explanation.
- c. Top down listening.
- d. Bottom up listening.
- e. Listening to texts related to ST.

Conclusion

The proposed recommendations should be taken into consideration in order to overcome the shortcomings of teaching/ learning English at the faculty of ST in Jijel University. Furthermore, a needs-based syllabus is designed to be as a guide for the teacher in presenting his/her courses.

General Conclusion

Teaching English for Specific Purposes has adopted new principles for the teaching and learning process which are different from that of General English. So, teaching ESP helps the learners to set up the specific purposes behind their studies in which they may need English language either for academic purposes or professional ones. In ESP, it is needs analysis that determines which aspects of language are most needed by students and the syllabus is designed accordingly.

Although, English is an obligatory module in all Algerian faculties, still many problems to be solved in order to develop an appropriate syllabus for both ESP teachers and learners. This research was conducted to identify the students' academic needs of first year ST students in Jijel University. Since the main problem faced by the teacher and students in ST faculty is the absence of an official syllabus, this study was an attempt to propose a syllabus that may help first year students in their academic studies which is based primarily on their needs.

Furthermore, the results of this research would likely to be useful for making the content relevant to the students' field of study. Most importantly, it is hoped that the results reached so far will help improving the students' poor level in English and help the teacher to make the teaching process better fit the students' needs.

Finally, it is worth noting that this work was also conducted to give guidance for future research to develop other syllabuses not only the one proposed for ST in Jijel University.

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Appendixes

Appendix	Title
A	pre-Questionnaire to first year ST students
B	pre-Questionnaire to the teacher of English
C	first year ST student's Questionnaire
D	first year ST student's Questionnaire (translated into Arabic)
E	ESP teacher's Questionnaire

Appendices

Appendix A:

Pre-questionnaire Administered to First Year ST Students:

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Mohamed Seddik Ben Yahia University of Jijel

Faculty of Letters and Languages

Department of English

1-Why do you think English is important for your studies?

a- Academic

b- Professional

Others, please specify.....

Options	Frequency	Percentage
Academic	01	6.25 %
Professional	15	93.75 %
Others	00	00 %

2-Does your teacher rely on an official syllabus?

a- Yes

b- No

If no, please specify.....

Options	Frequency	Percentage
Yes	00	00 %
No	16	100 %

-All students said that the teacher relies on the internet as a source for her course.

3-Does the syllabus meet your needs?

a- Yes

b- No

If no, please what are your suggestions to improve the syllabus?

.....

.....

-Suggestions:

- 1- They should design a syllabus that is more relevant to our specialty.
- 2- The insertion of scientific topics that are related to science and technology branch.
- 3- Teaching themes/subject that are related to our academic studies.
- 4- Providing us with texts that include more technical terms.

4-What do you think about the syllabus?

a- Easy b- Difficult c- Boring d- Interesting

Options	Frequency
Easy	07
Difficult	02
Boring	07
Intresting	06

5-What are the skills taught by your teacher? Please classify in terms of frequency?

- a- Reading always often rarely
- b- Writing always often rarely
- c- Speaking always often rarely
- d- Listening always often rarely

Options	Always		Often		Rarely	
	F	%	F	%	F	%
Reading	13	81.25	02	12.5	01	6.25
Writing	06	37.5	03	18.75	07	43.75
Speaking	13	81.25	02	12.5	01	6.25
Listening	10	62.5	04	25	02	12.5

6-Classify the following language skills in terms of importance for your academic studies?

- a- Reading very important important not important
- b- Writing very important important not important
- c- Speaking very important important not important
- d- Listening very important important not important

Options	Very important		Important		Not important	
	F	%	F	%	F	%
Reading	10	62.5	08	50	00	00
Writing	05	31.25	06	37.5	04	25
Speaking	12	75	03	18.75	00	00
Listening	06	37.5	08	50	02	12.5

Appendix B:

Pre-questionnaire Administered to the Teacher of English:

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Mohamed Seddik Ben Yahia University of Jijel
Faculty of Letters and Languages
Department of English

Thank you in advance for your cooperation.

1-Why do you think English is important for your students of Science and Technology?

a- Academic b- Professional

Others, please specify.....

-The teacher stated that English is important for her students because they need it for professional purposes.

2-Have you been trained in ESP?

a- Yes b- No

-The teacher asserted that she has not trained in ESP.

3-Do you rely on an official syllabus?

a- Yes b- No

If no, please specify the source of your course.....

-The result reveals that the teacher did not rely on an official syllabus and she said that the internet and different books are the primary sources for her course.

4-Which skill do you rely on in your class?

a- Reading b- Writing b- Speaking c- Listening

-The result shows that the teacher relied most on writing and listening in her class.

5-Classify the following language skills in terms of importance for your students academic studies?

a- Reading very important important not important

b- Writing very important important not important

c- Speaking very important important not important

d- Listening very important important not important

-Regarding this question, the teacher classified reading and listening as very important and writing and speaking as important for her students' academic studies.

6-Does the syllabus you rely on fits your students needs?

a- Yes b- No

-The teacher acknowledged that the syllabus she relied on does not fit her students' needs.

If no, what are your suggestions to improve the syllabus?

-The suggestion she gave is as follow:

“make the syllabus about everyday life”

“a syllabus that is based not only on theory but also on practice”

Appendix C:

Students' Questionnaire:

Dear Student,

This questionnaire is a part of an MA dissertation. It attempts to identify the English language needs of Science and Technology students at the University of Mohamed Seddik Ben Yahia in Jijel. Your answers will help in improving language programs designed to teach English for Science and Technology purposes.

Please take your time to complete the form and answer all the questions as accurately as possible.

Thank you in advance for your cooperation.

Section 1: General Introduction

Q 1- Is English important for your academic studies?

a- Yes b- No

Q 2- How do you consider your level of English?

a- Good b- Average c- Low

Q 3- If your level is low, is it due to?

a- Inadequate teaching of English

b- Absence of an official syllabus

c- Lack of motivation

d- Insufficient time allocated to English in the curriculum

e- Others, please specify.....

Q 4- Do you think that the courses being presented to you are relevant to your academic studies?

a- Yes b- No

Q 5- If no, please specify some negative aspects of the course?

.....

Q 6- Classify the following English language skills in terms of importance for your academic studies? Please rank using numbers from 1 to 4, with 1 being most important and 4 being least important.

a- Reading b- Speaking c- Writing d- Listening

Q 7- How good are you in the following English language skills?

a- Reading Very good Good Average Weak Very weak

b- Speaking Very good Good Average Weak Very weak

c- Writing Very good Good Average Weak Very weak

d- Listening Very good Good Average Weak Very weak

Q 8- How often do you need to perform the following tasks? Make a circle around the number

1= a lot	2= somewhat	3= a little	4= not at all
----------	-------------	-------------	---------------

a-Read scientific and technical related books, articles, and magazines	1	2	3	4
b- Speak about scientific and technical related topics in English	1	2	3	4
c- Write scientific and technical related topics in English	1	2	3	4
d- Listen to scientific and technical related instructions, lectures	1	2	3	4
e- Translate scientific and technical related materials	1	2	3	4
f- Pass English language examinations	1	2	3	4

Section 2: Language Skills

A) The Reading Skill

Q 9- Do you read materials written in English?

- a- Yes
- b- No

Q 10- If yes, what kind of materials do you find useful?

- a- Books
- b- Theses and dissertations
- c- On-line materials
- d- Others, please specify.....

Q 11- Why do you think the reading skill is important for your academic studies?

- a- To read relevant literature to your field
- b- To widen your vocabulary mainly technical terms related to science and technology
- c- To translate texts
- d- Others, please specify.....

Vocabulary

Q 12- What kind of vocabulary do you want to learn?

- a- General vocabulary needed for daily life
- b- Technical vocabulary
- c- Both

Q 13- Do you find any difficulty when learning technical vocabulary?

- a- Yes
- b- No

Q 14- If yes, what are they.....
.....

B) The Speaking Skill

Q 15- Do you use English when you speak?

a- Yes b- No

Q 16- If yes, where do you speak English?

a- In the classroom (classmates, teachers, inspectors....)

b- Outside the classroom (friends, family, relatives....)

c- In social media (Face book, What's app, Skype....)

d- Never

e- Others, please specify.....

Q 17- Why do you think the speaking skill is important for your academic studies?

a- To take part in oral discussions (conversations, debates, group work....)

b- To take part in classroom participation (ask/answer questions....)

c- To improve your fluency

d- Others, please specify.....

C) The Writing Skill

Q 18- Do you write in English?

a- Yes b- No

Q 19- If yes, in which situation do you write in English?

a- In exams

b- In class (reports, exposé....)

c- Others, please specify.....

Q 20- Why do you think the writing skill is important for your academic studies?

a- Exam purposes

b- To write class assignment

c- To write curriculum vita (CV)

d- Others, please specify.....

D) The Listening Skill

Q 21- Do you listen to materials in English related to your studies?

- a- Yes
- b- No

Q 22- If yes, what kind of materials do you listen to?

- a- Scientific documentaries
- b- Materials on the web
- c- Teacher's lectures
- d- Others, please specify.....

Q 23- Why do you think the listening skill is important for your academic studies?

- a- To take part in conferences and seminars
- b- To be able to understand the teacher's lecture
- c- To take effective notes
- d- Others, please specify.....

Other Needs: Mathematical Signs, Symbols, and Expressions

Q 24- Is it important for you to learn mathematical signs, symbols, numbers, acronyms, graphs, and diagrams in English?

- a- Yes
- b- No

Q 25- If yes, do you find any difficulties in verbalizing and writing numbers, acronyms, and interpreting graphs, diagrams, and symbols related to your field of study?

- a- Yes
- b- No

Q 26- What are your suggestions to improve your EAP course?

.....
.....
.....

Appendix D:

Students' Questionnaire (translated into Arabic):

عزيزي الطالب'

إن هذا الاستبيان هو جزء من مذكرة الماجستير' و هو يسعى لتحديد احتياجات طلبة تخصص

علوم و تكنولوجيا فيما يخص اللغة الانجليزية في جامعة محمد الصديق بن يحيى بجيجل. ستساعدنا

إجابتك في تحسين البرنامج المقرر لتدريس اللغة الانجليزية في كليتك.

أرجو أخذ الوقت الكافي لملء الاستبيان' و إجابة جميع الأسئلة بمصادقية.

شكرا على المساعدة مسبقا.

الفرع الأول: معلومات عامة

السؤال 1: هل اللغة الانجليزية مهمة لدراساتك الأكاديمية؟

أ- نعم ب- لا

السؤال 2: كيف ترى مستواك في اللغة الانجليزية؟

أ- جيد ب- متوسط ج- ضعيف

السؤال 3: إذا كان مستواك ضعيف' فذلك يعود إلى؟

أ- تعليم غير ملائم للغة الانجليزية

ب- عدم وجود منهاج رسمي

ج- نقص التحفيز

د- عدم إعطاء الوقت الكافي لمادة اللغة الانجليزية في البرنامج

ر- أخرى (حدد من فضلك)

السؤال 4: هل تظن أن الدروس المقدمة لك تتوافق مع دراساتك الأكاديمية؟

أ- نعم ب- لا

السؤال 5: إذا كانت إجابتك بلا' من فضلك اذكر بعض الجوانب السلبية للدرس؟

.....

السؤال 6: رتب مهارات اللغة الانجليزية التالية حسب أهميتها بالنسبة لدراساتك الأكاديمية' مستعملا

الأرقام من 1 إلى 4' حيث يكون رقم 1 الأكثر أهمية و رقم 4 الأقل أهمية؟

أ- القراءة ب- التكلم ج- الكتابة د- الاستماع

السؤال 7: ما هو مستواك في مهارات اللغة الانجليزية التالية؟

أ- القراءة جيد جدا جيد متوسط ضعيف ضعيف جدا

ب- التكلم جيد جدا جيد متوسط ضعيف ضعيف جدا

ج- الكتابة جيد جدا جيد متوسط ضعيف ضعيف جدا

د- الاستماع جيد جدا جيد متوسط ضعيف ضعيف جدا

السؤال 8: كم من مرة تحتاج لأداء الوظائف الأكاديمية التالية' ضع دائرة على الرقم

كثيرا 1	بعض الشيء 2	قليلا 3	أبدا 4
---------	-------------	---------	--------

أ- قراءة الكتب' المجلات' و المقالات العلمية التي لها علاقة بالتخصص.	1	2	3	4
ب- التكلم عن المواضيع العلمية التي لها علاقة بالتخصص.	1	2	3	4
ج- كتابة المواضيع العلمية التي لها علاقة بالتخصص.	1	2	3	4

4	3	2	1	د- الاستماع إلى التعليمات و الدروس العلمية التي لها علاقة بالتخصص.
4	3	2	1	ر- ترجمة الوثائق العلمية التي لها علاقة بالتخصص.
4	3	2	1	ز- أداء الامتحانات في اللغة الانجليزية.

الفرع الثاني: مهارات اللغة

أ- مهارة القراءة

السؤال 9: هل تقرا الوثائق المكتوبة بالانجليزية؟

أ- نعم ب- لا

السؤال 10: إذا كانت إجابتك بنعم' فما نوع الوثائق التي تراها مفيدة؟

أ- كتب

ب- أطروحات و مذكرات

ج- وثائق الكترونية

د- أخرى (حدد من فضلك)

السؤال 11: لماذا تعتبر مهارة القراءة مهمة لدراساتك الأكاديمية؟

أ- لقراءة المطبوعات العلمية التي لها علاقة بالتخصص

ب- لتوسيع دائرة المفردات و خاصة تلك المتعلقة بالعلوم و التكنولوجيا

ج- لترجمة النصوص

د- أخرى (حدد من فضلك)

- المفردات

السؤال 12: ما نوع المفردات التي تريد أن تتعلمها؟

أ- المفردات التي تحتاجها في حياتك اليومية

ب- المفردات التقنية التي لها علاقة بتخصص العلوم و التكنولوجيا

ج- الاثنان معا

السؤال 13: هل تجد أي صعوبة عند تعلم المفردات التقنية؟

أ- نعم ب- لا

السؤال 14: إذا كانت إجابتك بنعم' ما هي هذه الصعوبات؟

.....
.....

ب- مهارة التكلم

السؤال 15: هل تستعمل اللغة الانجليزية عند التكلم؟

أ- نعم ب- لا

السؤال 16: إذا كانت إجابتك بنعم' أين تتكلم اللغة الانجليزية؟

أ- في القسم (الزملاء' الأساتذة' الإداريين...)

ب- خارج القسم (الأصدقاء' العائلة' الأقارب...) (Facebook, What's up, Skype)

ج- وسائل التواصل الاجتماعي

د- أبدا

ر- أخرى (حدد من فضلك)

السؤال 17 : لماذا تعتبر مهارة التكلم مهمة لدراساتك الأكاديمية؟

أ- للمشاركة في النقاشات الشفوية (حوارات 'جدال...')

ب- للمشاركة في القسم (طرح و إجابة الأسئلة)

ج- لكي تتكلم بطلاقة

د- أخرى (حدد من فضلك).....

ج- مهارة الكتابة

السؤال 18: هل تكتب بالانجليزية؟

أ- نعم ب- لا

السؤال 19: إذا كانت إجابتك بنعم' ما هي الحالات التي تكتب فيها بالانجليزية؟

أ- في الامتحانات

ب- في القسم (تقارير 'بحوث)

ج- أخرى (حدد من فضلك).....

السؤال 20: لماذا تعتبر مهارة الكتابة مهمة لدراساتك الأكاديمية؟

أ- لأغراض الامتحانات

ب- لكتابة التقارير في القسم

ج- لكتابة السيرة الذاتية

د- أخرى (حدد من فضلك).....

د- مهارة الاستماع

السؤال 21: هل تستمع إلى الوثائق الصوتية باللغة الانجليزية التي لها علاقة بدراساتك؟

أ- نعم ب- لا

السؤال 22: إذا كانت إجابتك بنعم' ما نوع الوثائق الصوتية التي تستمع إليها؟

أ- الوثائقيات العلمية

ب- الوثائق على شبكة الانترنت

ج- محاضرة الأستاذ

د- أخرى (حدد من فضلك)

السؤال 23: لماذا تعتبر مهارة الاستماع مهمة لدراساتك الأكاديمية؟

أ- للمشاركة في المؤتمرات و الندوات

ب- لتستطيع فهم شرح الأستاذ

ج- لتدوين ملاحظات فعالة

د- أخرى (حدد من فضلك)

ر- احتياجات أخرى: الإشارات الرياضية و الرموز و التعبير

السؤال 24: هل تعلم الإشارات الرياضية' الرموز' الأعداد' الاختصارات' البيانات' و المخططات

بالانجليزية مهم بالنسبة لك؟

أ- نعم ب- لا

السؤال 25: إذا كانت إجابتك بنعم' هل تجد أي صعوبة في تحليل و كتابة هذه الأعداد'

الاختصارات و تفسير البيانات' المخططات' و الرموز التي لها علاقة بتخصصك؟

أ- نعم ب- لا

السؤال 26: هل لديك اقتراحات' احتياجات أخرى تريد إضافتها لتحسين درس اللغة الانجليزية؟

.....

Appendix E:

ESP Teacher' Questionnaire :

Dear Teacher,

This questionnaire is a part of an MA dissertation. It attempts to identify the English language needs of Science and Technology students at the University of Mohamed Seddik Ben Yahia in Jijel. Your answers will help in identifying your teaching practices when teaching English as well as your perceptions regarding your students' needs, with the aim of improving language programs designed to teach English for Science and Technology purposes.

Please take your time to complete the form and answer all the questions. Thank you in advance for your cooperation.

Section 1: General Information

Q 1- Have you been trained to teach more specific English (ESP)?

a- Yes b- No

Q 2- Do you have prior knowledge in the field of Science and Technology?

a- Yes b- No

Q 3- How do you consider the level of your students' in English?

a- Good b-Average c-Low

Q 4- If their level is low, is it due to?

a- Inadequate teaching of English

b- Absence of an official syllabus

c- Students' Lack of motivation

d- Insufficient time allocated to English in the curriculum

e- Others, please specify.....

Q 5- Do you rely on an official syllabus in your teaching?

a- Yes b- No

Q 6- If no, please specify the source of your course?

.....
.....

Q 7- Do you think that the courses being presented to your students' are relevant to their academic studies?

a- Yes b-No

Q 8- Classify the following English language skills in terms of importance for your students' academic studies? Please rank using numbers from 1 to 4, with 1 being most important and 4 being least important.

a- Reading b- Speaking c- Writing d- Listening

Q 9- How good are your students' in the following English language skills?

a- Reading	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Weak <input type="checkbox"/>	Very weak <input type="checkbox"/>
b- Speaking	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Weak <input type="checkbox"/>	Very weak <input type="checkbox"/>
c- Writing	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Weak <input type="checkbox"/>	Very weak <input type="checkbox"/>
d- Listening	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Weak <input type="checkbox"/>	Very weak <input type="checkbox"/>

Q 10- Do you work in collaboration with the subject teachers of the faculty of Science and Technology?

a- Yes b-No

Q 11- If yes, what kind of collaboration is involved?

.....
.....

Section 2: Language Skills

A) The Reading Skill

Q 12- Do you recommend to your students to read materials written in English?

a- Yes b-No

Q 13- If yes, what kind of materials do your students need to read?

a- Books

b- Theses and dissertations

c- On-line materials

d- Others, please specify.....

Q 14- Why do you think the reading skill is important for your students' academic studies?

a- To read relevant literature to their field

b- To widen their vocabulary mainly technical terms related to science and technology

c- To translate texts

d- Others, please specify.....

Q 15- Which of the following reading sub-skills do you think are needed for your students' academic studies?

a- To be able to understand and analyse data (graphs and diagrams)

b- To be able to summarize and paraphrase

c- To be able to read rapidly for the main idea (skimming for the gist)

d- To be able to recognize rapidly the needed information (scanning for information)

e- Others please specify.....

Vocabulary

Q 16- What kind of vocabulary do you teach?

a- General vocabulary needed for daily life

b- Technical vocabulary (mainly the one related to Science and Technology)

c- Both

Q 17- Do you find difficulties when teaching technical vocabulary?

a- Yes

b- No

Q 18- If yes, what are they.....
.....

B) The Speaking Skill

Q 19- Do your students use English when participating in class?

a- Yes b- No

Q 20- Why do you think the speaking skill is important for your students' academic studies?

a- To take part in oral discussions (conversations, debates....)

b- To take part in classroom participation (ask/answer questions....)

c- To improve their fluency

d- Others, please specify.....

Q 21- Which of the following speaking sub-skills do you think are needed for your students' academic studies?

a- To be able to ask questions for repetition, clarification, and information

b- To be able to speak with or without notes (presentations, initiating comments....)

c- To be able to take part in oral discussion (agreeing and disagreeing....)

d- To be able to interpret graphs, diagrams, numbers, and symbols

e- Others, please specify.....

C) The Writing Skill

Q 22- Do you recommend to your students to write in English?

a- Yes b- No

Q 23- If yes, in which situation do you want them to write?

a- Exams

b- Diaries

c- Class assignments (reports, exposé....)

d- Others, please specify.....

Q 24- Why do you think the writing skill is important for your students' academic studies?

a- To write curriculum vita (CV)

b- To write class assignments

c- Exam purposes

d- Others, please specify.....

Q 25- Which of the following writing sub-skills do you think are needed for your students' academic studies?

a- To be able to take notes

b- To be able to write in an academic style

c- To be able to write correct English

d- To be able to summarize, paraphrase, and conclude

e- Others please specify.....

D) The Listening Skill

Q 26- What kind of materials do your students' listen to?

a- Scientific documentaries

b- Materials on the web

c- Teacher's lecture

d- Language lab in the university

e- Others, please specify.....

Q 27- Why do you think the listening skill is important for your students' academic studies?

a- To take part in conferences and seminars

b- To be able to understand the teacher's explanation

c- To take effective notes

d- Others, please specify.....

Q 28- Which of the following listening sub-skills do you think are needed for your students' academic studies?

a- To be able to take notes in the lecture

b- To be able to understand oral instructions

c- To be able to understand the content of the course

d- To be able to understand the content of audio-visual materials

e- Others please specify.....

Other Needs: Mathematical Signs, Symbols, and Expressions

Q 29- Do you teach your students mathematical signs, symbols, numbers, acronyms, graphs, and diagrams in English?

a- Yes

b- No

Q 30- Would you please suggest any other needs to improve the syllabus?

.....
.....
.....
.....

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTERE DE L 'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

UNIVERSITE DE JIJEL

FACULTE DES SCIENCES ET DE LA TECHNOLOGIE

EMPLOI DU TEMPS 2015/2016

PREMIERE ANNEE
SECTION A

SEMESTRE 2

DEPARTEMENT : EFST

	<i>8h00...9h30</i>	<i>9h30...11h00</i>	<i>11h00...12h30</i>	<i>12h30...14h00</i>	<i>14h00...15h30</i>	<i>15h30...17h00</i>
<i>DIMANCHE</i>	Gr5 :phys.2salle3	Gr6: math.2 salle2		MATH 2 AMPHI J	PHYSIQUE 2 AMPHI J	METHODOLOGIE DE LA PRESENTATION AMPHI J
<i>LUNDI</i>	CHIMIE 2 AMPHI J	INFORMATIQU.2 AMPHI J	METIERS en Sciences & Techno 2 AMPHI J		Gr12 : chim.1salle1	
<i>MARDI</i>	Gr2:phys.2 salle1	Gr7:chim.2 salle1	Gr2 : chim.1 salle2 Gr3 : math.1 salle3 Gr8:phys.1 salle1	Gr4 : phys.2 salle1 Gr5 : math.2 salle2 Gr6:chim.2 salle3	Gr1:math.2 salle1 Gr3:phys. 2 salle2	Gr1 :chim.2 salle1 Gr4 :math.2 salle2
<i>MERCREDI</i>	CHIMIE 2 AMPHI I	MATH 2 AMPHI I	FRANÇAIS 2 AMPHI I		Gr5 : chim.2 salle1 Gr7: phys.2 salle 3 Gr8:math.2 salle 4	Gr6:phys.2 salle1 Gr7:math.2 salle3 Gr8:chim.2 salle4
<i>JEUDI</i>	PHYSIQUE 2 AMPHI J	ANGLAIS 2 AMPHI J	Gr1:phys.2 salle3 Gr2:math.2 salle4 Gr3 :chim.2 salle5			

Résumé

Enseigner l'anglais à des fins spécifiques a été et demeure un sujet controversé dans l'enseignement de l'anglais comme langue étrangère. Toutefois, seulement quelques applications de l'anglais à des fins spécifiques ont été adoptées pour répondre à l'enseignement de l'anglais dans les universités Algériennes. A L'université de Mohamed Seddik Ben Yahia, les étudiants de la faculté des Sciences et Technologie doivent apprendre l'anglais comme une exigence essentielle pour leurs études universitaires. Dans la présente étude, une analyse des besoins des étudiants apprenant l'anglais à la faculté de ST est effectuée en se référant aux perceptions des étudiants aussi que leur enseignant envers la situation d'enseignement/ d'apprentissage de l'anglais. Par conséquent, les besoins des étudiants qui sont essentiels pour leurs études universitaires ont été identifiés dans les quatre compétences linguistiques et des suggestions ont été présentés à fin de concevoir un nouveau programme. Pour cela, une hypothèse a été élaborée que si les besoins des étudiants sont bien identifiés, un programme appropriée peut être conçu. Pour vérifier la validité de cette hypothèse, deux questionnaires ont été administrés aux étudiants de première année et leur enseignant. Les résultats indiquent que bien que les étudiants ont besoin de maîtriser toutes les compétences langagières, surtout l'expression orale et la lecture, ces besoins sont totalement ignorés par leur enseignant. À partir de ces conclusions, un programme qui prend en considération les besoins des étudiants en termes de compétences linguistiques devrait être élaboré.

ملخص:

تعليم اللغة الانجليزية لأغراض محددة كانت ولا تزال قضية مثيرة للجدل في تدريس الانجليزية كلغة أجنبية لكن هذا النظام طبق بأقلية في الجامعات الجزائرية. في جامعة جيجل طلبة العلوم والتكنولوجيا يحتاجون لتعلم الانجليزية كمطلب أساسي لدراساتهم الأكاديمية. في هذه الدراسة، تحليل احتياجات طلبة العلوم والتكنولوجيا أجري بالاعتماد على تصورات الطلبة و أستاذهم اتجاه الحالة التعليمية. لذلك حددت احتياجات الطلبة التي لديها أهمية لدراساتهم الأكاديمية في نطاق المهارات اللغوية الأربع وقدمت اقتراحات من أجل تصميم مناهج جديدة. بناءا على ذلك تم وضع افتراض على أن تحديد احتياجات الطلبة سيساعد على تحسين مهاراتهم اللغوية، كما أن مراعاة احتياجات الطلبة ستساعد على تصميم مناهج مناسبة لدراساتهم. للتحقق من صحة هذه الفرضيات، تم توزيع استبيانين على طلبة السنة الأولى علوم وتكنولوجيا ومدرسههم. وأظهرت النتائج أن الطلاب بحاجة لإتقان جميع المهارات اللغوية وخاصة مهارة التكلم والقراءة، إلا أن الأستاذ تجاهل تماما هذه الاحتياجات. بالاعتماد على هذه النتائج يجب أخذ احتياجات الطلبة بعين الاعتبار لتصميم مناهج دراسي ملائم.