

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Mohamed Seddik Ben Yahia, Jijel
Faculty of Letters and Languages
Department of Letters and English

**An Investigation of the Language Needs in English for Specific
Purposes**
The Case of First Year License Students at Matter Sciences
Department - Mohammed Seddik Ben Yahia University

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Language Sciences

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Dedication

In The Name of God, Most Gracious, Most Merciful

All The Praise Is Due To God Alone, The Sustainer Of The Entire World.

I dedicate this work to:

“My Mom”, a strong and gentle soul who devoted her life for my well being and who taught me to trust in Allah and to believe in hard work;

“My Father” who taught me strictness;

My beloved brother **“Mounir”** with whom I share my sweetest memories;

My lovely sister **“Imene”** who has brought so much joy to my life;

“My Grandmother”, my ante **“Fariza”**, and my uncle **“Yahia”** who helped and encouraged me right from the beginning;

My partner and friend **“Imene”** with whom I felt very comfortable while carrying this work.

Sarra

We dedicate this work to our lifetime friend **“Asma”**, **“Farah”**, **“Nadjah”**, **“Amira”**, **“Dounia”**, and **“Imene”** who stood by us, brought energy to our souls, and could make us laugh when did not even want to smile.

Imene and Sarra

I dedicate this work to you:

The dearest persons to my heart, my sweet and loving ***“Father”*** and ***“Mother”*** whose affection, love, and encouragement enabled me to achieve such a success;

My adorable brothers ***“Oussama”***, ***“Tarek”***, and ***“Badro”***. You may not be always at my side but you are always in my heart;

My ante ***“Nassima”*** for your encouragement and support;

My mate ***“Sarrah”*** for all your support, hard work, and all the experiences we have shared together.

“Imene”

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Abstract

The present study is an attempt to identify the language needs of first year students at the Matter Sciences department in Jijel University. It is based on the hypothesis that if the students' language needs are identified their English level can be improved. In order to examine the previously set hypothesis, a questionnaire and an interview were used. The questionnaire was administered to a sample of 100 first year student at the faculty of Matter Sciences; it aimed at identifying the students' language needs as well as gathering information about their perceptions regarding those needs, while the interview was conducted with the only three teachers of English at the same department and it aimed at discovering their perceptions regarding the needs of the students as well as exploring their teaching practices. This dissertation is consisted of three chapters; the first one deals with English for Specific Purposes and Needs Analysis, the second one is devoted to the language skills and language issues in English for Specific Purposes, and the last one covers the research methodology. The results obtained shows that while students prioritize the reading and the speaking skills, their teachers focus on the listening and the writing skills. Based on these findings some pedagogical recommendations are suggested.

List of Abbreviations

CNP Communication Needs Processor

DA Discourse Analysis

EAP English for Academic Purposes

EGAP English for General Academic Purposes

EGP English for General Purposes

ELT English Language Teaching

EOP English for Occupational Purposes

ESAP English Specific Academic Purposes

ESP English for Specific Purposes

GE General English

MS Matter Sciences

NA Needs Analysis

PSA Present Situation Analysis

RA Register Analysis

TEFL Teaching English as a Foreign Language

TESL Teaching English as a Second Language

TSA Target Situation Analysis

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General Introduction

1. Background of the Study

English has become the international language over the last century as a result of globalization and the emergence of the United States as the most powerful and dominant nation in the world. Consequently, Teaching English as a foreign or second language (TEFL/TESL) has been growing since the 1960s. Traditionally, English was taught for general purposes; i.e. it was not directed to a specific domain and its main concern was teaching the language system. However, because of the new status of English as a Lingua-Franca, a wide range of people wanted to learn the language. Nevertheless, general English (GE) was not interesting for them because it did not meet their specific needs. Therefore, English for Specific Purposes (ESP) emerged as a branch of TEFL/TESL in order to cope with the different demands of these new learners. Shortly, ESP gained a great importance as well as the interest of linguists who developed the Needs Analysis (NA) approach.

Whenever ESP is brought into discussion, NA has to be considered because these two concepts go hand in hand. That is, it is very important to conduct NA to identify the target learners' needs before developing an ESP course directed to them. Discovering and analyzing the learners' needs allow the needs analysts to gain insights on the content of an effective ESP course. In fact, NA was developed to ensure the ESP course's relevance to the learners' needs. Adopting NA as the basic approach for identifying the key elements to be included in an ESP course paves the way to an effective learning. That is to say, course designers and teachers of English must go through a needs analysis stage to identify the target learners' needs.

Designing an ESP course based on NA affects the students' motivation and raises their interest in learning the language what may improve their linguistic proficiency. Hence, NA plays an important role in enhancing language teaching and learning, and its centrality has

been recognized by many scholars and authors (Munby, 1978; Richterich and Chancerel, 1980; Carver, D. 1983; Hutchinson and Waters, 1987; Berwick, 1989; Brindley, 1989; Johnson, R. K. 1989; Robinson, 1991; Johns, 1991; West, 1994; Jordan, 1997; Dudley-Evans and St. John, 1998; Iwai *et al.* 1999; Edwards, N. 2000; Michael, H. L. 2005; Hyland, K. 2009). Accordingly, the applications of ESP have been adopted in universities all over the world and the Algerian universities are no exception.

2. Statement of the Problem

At the department of Matter Sciences (MS) in Jijel University, and according to informal discussions with some of first year students at the same department and their teacher of English, a sense of inappropriateness was felt. On the one hand, students are not satisfied neither with their English level nor with the input they are provided with which -as they said- is a repetition of what they had been studying in middle and high school, mainly grammar. Furthermore, students are not aware of their academic language needs. On the other hand, the teacher felt insecure when teaching as she has never been trained to teach specific English. Moreover, as she has never cooperated with the subject teachers at the department of MS, she does not know what exactly the scope of MS studies is. Furthermore, there is no official syllabus to be followed. Therefore, since the input set for the students is not compatible with their needs, boredom and diminishment of students' interest the English course is raised. This may cause students failure to acquire the necessary aspects of the language that are of relevance to their specialty.

3. Research Aims

Identifying the students' language needs at the department of SM is the main concern of this study; therefore, the present study is an attempt to:

- Identify first year students' needs at the department of MS.

- Raise teachers' awareness of the importance of conducting needs analysis to meet students' needs.
- Raise students' awareness of their needs.

4. Research Questions

The purpose of this study is to conduct NA to identify first year MS students' language needs. For this purpose, we addressed the following questions:

1. What procedures should be followed to identify learners' needs?
2. What are the perceptions of MS students regarding their language needs?
3. What are the perceptions of teachers regarding their students' language needs?
4. Which language skills are considered to be the most important for MS students?
5. What are the perceptions of MS students and their teacher regarding the importance of the language skills?

5. Hypothesis

We hypothesize that if first year students' language needs at the department of MS are identified, the students' English level can be improved.

6. Research Tools

In order to test the hypothesis and fit the aims of the study, two main research tools were used; a questionnaire and an interview. First, the questionnaire was administrated to first year students at MS faculty in Jijel University. It aimed at identifying the students' language needs, as well as gathering information about students' perceptions regarding those needs. Second, the interview was conducted with three teachers of English at MS Department. It attempted to discover their perceptions regarding the needs of first year MS students, as well as to explore their teaching practices.

7. Structure of the Study

The present study is basically divided into three chapters. The first and the second chapters deal with the theoretical aspect of the study while the third chapter deals with the practical aspect. The first chapter introduces a historical overview on ESP and NA. Similarly, the second chapter provides an overview of the language skills and then discusses the four basic language skills in the first section, while the second section deals with some language issues that have been raised in the field of ESP teaching. As far as the third chapter is concerned, it is devoted to the analysis and interpretation of both students' questionnaire and teacher's interview. The first section deals with the description and administration of both the questionnaire and the interview as well as the analysis of the obtained results. Finally, the second section is concerned with the discussion of the results and then it provides some pedagogical recommendations.

Chapter One: English for Specific Purposes and Needs Analysis

Introduction

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1.5.1. The ESP practitioner as a Teacher

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Conclusion

Introduction

As English has become an international language, a wide world interest in learning it has been raised. However, people are interested in learning more specific English depending on their needs and purposes. Accordingly, ESP has emerged as a new branch of TEFL/TESL, aiming mainly at the fulfillment of the specific needs of target learners to satisfy either their academic or occupational purposes. The selection of ESP courses, therefore, is based on a NA to identify the language skills and competencies that are of relevance to learners' needs. This chapter sheds light on the basic conceptions of ESP and NA.

1.1. Definitions of ESP

Hutchinson and Waters (1987) saw ESP as an approach rather than a product, by which they meant that ESP does not involve any specific kind of language, teaching material or methodology. They suggested that the foundation of ESP is the simple question: "why does this learner need to learn a foreign language?" (Hutchinson & Waters, 1987, p. 19). According to them, all decisions regarding content or method in ESP teaching are based on the learners' reasons for learning.

Robinson (1991) also accepted the primacy of NA, a procedure in which learners' needs are identified, in defining ESP. This definition was based on two key criteria which are that ESP is normally goal- directed and that ESP courses develop from a needs analysis (p. 3).

Moreover, Munby (1978) defined ESP courses as:

...those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by nonlearner-centered criteria such as the teacher's or institution's predetermined preference for General English or for teaching English as part of a general education. (p. 2)

Dudley-Evans (1998, p. 4-5) used the terms *absolute* and *variable* characteristics in his definition of ESP. The absolute characteristics imply that ESP is designed to meet specific needs of the learner, makes use of the underlying methodology and activities of the disciplines it serves, and is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities. However, variable characteristics imply that ESP maybe related to or designed for specific disciplines, may use in specific situations a different methodology from that of GE and is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level. Also, ESP is generally designed for intermediate or advanced students, and most of ESP courses assume basic knowledge of the language system, but it can be used with beginners. This definition implies that ESP is not necessarily concerned with a specific discipline or area of specialty, nor it is addressed to a certain age group.

1.2. Origins of ESP

According to Dudley-Evans and St.John (1998), “the study of language for specific purposes has had a long and interesting history going back, some would say, as far as the Roman and Greek Empires” (p. 1). However, ESP flourished and gained a great importance in TEFL/TSEL in the 1960s. At that time, English emerged as an international language after World War II; an era that witnessed significant development in science, technology, and commerce. Moreover, according to Harding (2007, p. 3), the increasing numbers of overseas students coming to pursue university studies in the United Kingdom and other metropolitan countries urged the development of English courses that serve the vocational or professional needs of the newly-comers.

Hutchinson and Waters (1987) coined the development of ESP to three main reasons:

1.2.1. Demands of a Brave New World

The first reason of the emergence of ESP courses is the enormous expansion of scientific, technical, and economic activities by the end of the Second World War on an international scale (Hutchinson & Waters, 1987, p. 5). Along with many causes, the rise of the United States as an economic power led to the expansion of English as an international language. Consequently, huge numbers of people showed an interest in learning English, "...not for pleasure or prestige of knowing the language" to reflect a well-rounded education as it was seen, but because English became the lingua-franca of the international currencies of technology and commerce (Hutchinson & Waters, p. 6). These learners knew exactly why they were learning English. Moreover, the Oil Crises of the early 1970s which caused a hefty flow of funds and Western expertise into the oil-rich countries quickened the development of English as an international language (Hutchinson & Waters, 1987, p. 7).

1.2.2. Revolution in Linguistics

The traditional aim of linguistics had been to describe the rules of English usage, namely grammar. However, an interest in discovering the ways in which the language is actually used in real communication was raised. Language use varies from one context to another; for example, English used in commerce differs from that used in engineering. These ideas were essential to the development of ESP; that is, determining the specific features of a given situation can be the basis of English courses devoted to the target group. "Tell me what you need English for and I will tell you the English that you need", as stated by Hutchinson and Waters (1987, p. 8), became the essential principle of ESP.

1.2.3. Focus on the Learner

Another factor that was influential in the rise of ESP is the development of educational psychology. It placed a major focus on the learners and their attitudes to learning. Hutchinson & Waters (1987) suggested that learning would be better and quicker if the English course is

relevant to the learners needs because their motivation would be improved (p. 8). Educational psychology admitted the varieties of learners' needs and interests; however, it asserted that the more the ESP course is relevant to learners' needs, the more it is motivating to them.

1.3. The Development of ESP

The development of ESP has known different phases. Register Analysis (RA), rhetorical or Discourse Analysis (DA), Target Situation Analysis (TSA), skills and strategies, and learning-centered approach are the five phases distinguished by Hutchinson and Waters (1987).

1.3.1. The Concept of Specialized Language: Register Analysis

The first developmental phase of ESP took place in the 1960s and early 1970s and it was known as register analysis. It was associated in particular with the work of Peter Strevens (Halliday, McIntosh & Strevens, 1964), Jack Ewer (Ewer & Latorre, 1969) and John Swales (1971) (as cited by Hutchinson & waters, 1987, p. 9). The basic principle of RA was the differentiation between different registers -or special language- related to different specialties and general knowledge of the language. According to Hutchinson and Waters (1987), "the aim of the analysis was to identify the grammatical and lexical features of these registers" in order to make the ESP course more relevant to the learners' needs (p. 10). The essential language forms determined by RA that are of high importance to the learners of English in a given specialty were sequenced in a syllabus compatible with the needs of learners (Hutchinson & Waters, 1987, p. 10).

1.3.2. Beyond the Sentence: Rhetorical or Discourse Analysis

In the second phase of the development of ESP, there was a shift from RA which was constrained to the level of the sentence to discourse or rhetorical analysis. The latter went beyond the sentence structures to examine how sentences combine in discourse to produce meaning (Hutchinson & Waters, 1987, p. 10). DA was based on the hypothesis suggested by Allen and Widdowson (1974)

We take the view that the difficulties that the students encounter arise not so much from the defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course that simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts (as cited by Hutchinson & Waters, 1987, p. 10-11).

In this sense, Widdowson (1974) promoted the idea of developing students' knowledge of how the language is used in discourse rather than how it is structured in order to overcome learning difficulties.

Widdowson's reaction against RA approach concentrated on the communicative values of discourse rather than on the lexical and grammatical properties of register. He emphasized the recognition of how sentences are used in the performance of acts of communication as well as the understanding of the rhetorical functioning of language in use, and this has to do with coherence of discourse. Widdowson (1974) was also interested in the manipulation of the formal devices which are used to combine sentences to create continuous passages of prose, and this has to do with the grammatical cohesion of text (Hutchinson & Waters, 1987, p.12).

1.3.3. Target Situation Analysis

The third developmental phase of ESP was TSA introduced by Chambers (1980). In this phase, the main aim of an ESP course was to qualify learners to function appropriately in a target situation (Hutchinson & Waters, 1987, p.12). The syllabus designed for students of English in this phase was based on the linguistic features of a target situation that are identified through doing a rigorous analysis on a more scientific basis. This process is called Needs Analysis; however, Chambers' (1980) term of TSA is more adequate for the description of the process. According to him, the focus has to be on the language needed in the target situation. Consequently, "needs analysis should be concerned with the

establishment of communicative needs and their realizations, resulting from an analysis of communication in the target situation”, what Chambers (1980) called TSA (Hutchinson & Waters, 1987, p. 12).

1.3.4. Skills and Strategies

The fourth phase in the development of ESP was skills and strategies in the 1980s. The underlying assumption in this phase was the treatment of language learners as “thinking beings who can be asked to observe and verbalize the interpretive processes they employ in language use” (Hutchinson & Waters, 1987, p. 14). In contrast to RA and DA which focused on the surface forms of language, ESP in this phase focused on the underlying interpretative strategies that enable learners to deduce meaning from written or spoken discourse. Accordingly, the works to be mentioned are those of Grellet (1981), Nuttall (1982), and Alderson and Urquhart (1984) which mainly focused on reading strategies in the same vein with the National ESP Project in Brazil and the University of Malaya ESP Project (Hutchinson & Waters, 1987, p. 14).

1.3.5. A Learning-Centered Approach

The learning-centered approach was the fifth phase in the development of ESP. According to Hutchinson and Waters (1987, p. 15), describing and exemplifying language usage is not sufficient for enabling someone to learn that language. They backed their argument saying that if it was the case, i.e. if describing how people use the language is enough to make someone learn it, then learning grammar rules and memorizing vocabulary from a dictionary is all what someone needs in order to learn a language. Accordingly, the focus of course designers should not only be on the learners’ needs (i.e. in the target situation) but also on the learning needs which can be analyzed through the following questions posed by Hutchinson and Waters (1987, p. 62-63):

- Why are the learners taking the course?

- How do the learners learn?
- What resources are available?
- Who are the learners?
- Where will the ESP course take place?
- When will the ESP course take place?

The answers to these questions provides good basis on which an effective learning-centered course can be developed.

1.4. Branches of ESP

ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). However, Hutchinson and Waters (1987, p. 17) introduced *the tree of ELT* in which ESP is broken down into three large categories which are *English for Business and Economy* (EBE), *English for Science and Technology* (EST), and *English for Social Studies* (ESS). Each of these categories is divided again into two branches EAP and EOP. They noted that there is no a clear-cut distinction between EAP and EOP since people can work and study simultaneously.

1.4.1. English for Occupational Purposes

English for Occupational Purposes is a branch of ESP that encompasses both professional and vocational purposes (Dudley-Evans & St.Johns, 1998, p. 7). In oder words, EOP learners study English for work-related reasons. In this respect, as a clarification of EOP; Dudley-Evans and St.Johns made a distinction between English courses designed for medical students (EAP courses) and English courses designed for doctors already practicing or are going to practice medicine (EOP courses). Accordingly, some EOP courses might be entitled: English for Accountants, English for Banking and Finance, English for Oil Industry and English for Business Purposes although the latter is sometimes considered as separate from EOP since it involves much of GE (Dudley-Evans & St.John, 1998, p.7).

1.4.2. English for Academic Purposes

According to Dudley-Evans and St. John (1998, p.41), EAP refers to any English teaching related to a study purpose. A distinction *between English for General Academic Purposes* (EGAP) and *English for Specific Academic Purposes* (ESAP) was made by Blue (1988): EGAP isolates skills associated with study while ESAP “integrates the skills work of EGAP with help for students in their actual subject tasks” (Dudley-Evans & St. Johns, 1998, p. 41). On the one hand, in EGAP there is a relationship between the study skills and the study activities such as reading books, articles, writing essays, reports and dissertations, listening to lectures, and attending conferences. On the other hand, in ESAP the focus is on the integration of the skills adopted in EGAP to help students in their performance of tasks related to their particular settings (Blue, 1988) (as cited in Dudley-Evans & St.John, 1998, p. 41).

1.5. The Role of ESP Teacher

Dudley-Evans and St John (1998) pointed out that ESP teaching is extremely varied, and thus the role of the ESP teacher involves much more than just teaching, for that, the term “*practitioner*” is used intentionally instead of “*teacher*” since he plays the following roles:

1.5.1. The ESP Practitioner as a Teacher

The methodology of ESP teaching may not differ radically from that of GE, unless if the teaching becomes more specific. In this case, the teacher is not in the position of being the “*primary knower*” of the content of material. Students may know more about the content than the teacher when the course is specifically oriented toward the subject content they are engaged in. Also, in order to generate communication in the classroom, the ESP teacher can draw on students’ knowledge of content. Furthermore, the ESP teacher must adopt the stance of the “*consultant*” who has knowledge of communication practices. ESP teachers also must

be flexible, ready to listen to learners and to take interest in the disciplines students are involved in (Dudley-Evans & St.John, 1998, p.13).

1.5.2. The ESP Practitioner as a Course Designer and Material Provider

ESP practitioners often plan the course they teach and provide materials for it because of the lack of published materials for ESP courses. The ESP teacher's role as a material provider requires choosing suitable published materials, adapting materials when the published materials are not suitable and writing materials when nothing suitable exist, as well as assessing the effectiveness of the teaching materials either they were published or self-produced (Dudley-Evans & St.John, 1998, p.14).

1.5.3. The ESP Practitioner as a Researcher

The ESP practitioner as a researcher involves the awareness about the wide range of published research since there is a growing interest in investigating genres, language, and skills involved in communication. Being a researcher helps the ESP practitioner to carry out NA, design a course and, to understand the discourse of the texts students use (Dudley-Evans & St.John, 1998, p. 15).

1.5.4. The ESP Practitioner as Collaborator

The role of the ESP practitioner as a collaborator involves cooperation with subject specialists for the purpose of finding out about the subject syllabus in three possible ways. One way is that the language teacher should have an awareness of the specialty subjects as well as the tasks allocated for students in order to provide them with the necessary practice of the language. Another possibility is the collaboration between subject specialists and language teachers; what is called *team-teach classes*. As a third possibility, a specialist can check the content of ESP materials provided by the language teacher and gives his comments (Dudley-Evans & St.John, 1998, p.16).

1.5.5. The ESP Practitioner as an Evaluator

Dudley-Evans and ST John (1998) considered the ESP teacher as an evaluator. The most regular type of evaluation is testing in which the ESP practitioner evaluates the students' progress and the effectiveness of the teaching process. Yet, the course itself and the teaching materials should be evaluated by the teacher in ESP classes (p.16).

1.6. Characteristics of ESP Learner

According to Harding (2007, p. 8), ESP learners have some consistencies and tendencies towards learning; respectively, these learners can be divided into two broad categories. The first category encompasses ESP learners who are already working in their specialism or at an advanced stage of their training. These learners are characterized by having a further purpose than learning the language itself. These purposes usually involve skills that are very different from the skills involved in learning GE. Their choice of pursuing a vocation that is not based on the language is one reason to think that ESP learners have not succeeded as language learners in the past. Furthermore, ESP learners have tendency to come in class tired and distracted as a result of their occupation with simultaneous studies or full-time job, or because they were ordered to attend language classes by their boss. Lastly, the language level of learners varies in ESP classes, what urges the use of strategies and activities that allow for differentiation.

However, according to Harding (2007, p.9), the second category of ESP learners encompasses those who are pre-work. They will probably be younger and will demonstrate many of the same characteristics as the first category of learners. Nevertheless, pre-work learners represent an even greater challenge for the teacher since they have not yet developed either knowledge or interest in their specialism.

1.7. Needs Definitions and Classifications

Researchers tended to define the concept of “*needs*” differently. As for Lawson (1979) who stated that “what is finally established as a ‘need’ is a matter for agreement and judgment not discovery” (p. 37). Widdowson (1991, p. 2) on the other hand, provided a goal-oriented definition of needs by describing them as students’ study or job requirements; in other words, what they have to be able to do by the end of language course. In this sense, needs may be considered as “*objectives*” (Berwick, 1989, p. 57).

Another definition of needs was provided by Mountford and Mackay (1978). They introduced needs as “what the user-institution or society at large regards as necessary or desirable to be learned from a program of language instruction” (p.27). Whereas, Robinson (1991) claimed that the students’ needs identified through a needs analysis project are definitely influenced by the analyst’s ideological perceptions. In this respect, “a different group of analysts working with the same group of students, but with different views on teaching and learning, would highly likely to produce a different set of needs” (p. 7).

According to Dudley-Evans and St.John (1998), the huge amount of terms that appeared to describe the different factors and perspectives regarding needs helped this concept to grow. This is due to the different philosophies and educational values represented by each of these various terms and which merits prudent examination and analysis. Accordingly, a number of pairs that represent contrasted views of needs include *objective* and *subjective* needs first introduced by Ritchterich (1983) and adopted later by Brindley (1989). On the one hand, *objective* needs refer to the set of needs determined based on the various types of factual information about learners as well as their communicative language use in real-life situations along with their proficiency and difficulties concerning the language. On the other hand, *subjective* needs refer to the learners’ cognitive and affective needs in the learning situation. These needs are determined based on information about those cognitive and affective factors

(such as personality, confidence, and attitudes) that the learners desire and expect regarding the language learning, and their individual cognitive style and learning strategies (Brindley, 1989, p. 70). Another pair is *perceived* versus *felt* needs introduced by Berwick (1989): While the former refers to needs perceived by the experts (i.e. what experts think the learner need to learn), the latter refers to needs felt or perceived by the learner him/herself (i.e. what the learner feels or think he/she need to learn) (p. 55).

Accordingly, Dudley-Evans and St.John (1998) drew a brief comparison between the different pairs describing needs. They linked *objective* needs to *perceived* needs and both are thought to be derived by outsiders from facts; that is, what can be seen and verified. On the other hand, *subjective* needs correspond to *felt* needs and both are derived from insiders and suit cognitive and affective factors. Consequently, the ability to accurately follow instructions is an *objective-perceived* need while being confident is a *subjective-felt* need. Another pair is *product-* or *goal-oriented* versus *process-oriented* needs. As the name entails, *product-* or *goal-oriented* needs are deduced from the target situation i.e. what abilities and proficiencies should be mastered by the learners by the end the language instructions. In contrast, *process-oriented* needs are deduced from the learning situation i.e. what do learners need in their process of learning in order to achieve the learning objectives.

However, according to Hutchinson and Waters (1987, p. 53), what distinguishes ESP from GE is not the existence of a need as such but instead an awareness of the need. Thus, ESP is not only characterized by its content (medicine, science, commerce, etc.) but also by the specification of why exactly do learners need English. Hutchinson and Waters (1987) then made a basic distinction between *target needs* (i.e. what the learner need to do in the target situation) and *learning needs* (i.e. what the learner need to do in order to learn).

The term *target needs* is considered as an umbrella term which encompasses in practice a number of important distinctions mainly necessities, lacks, and wants (Hutchinson & Waters, 1987).

- a. *Necessities* are the demands or requirements of a target situation; in other words, what learners have to know to ensure an effective functioning in the target situation. Learners' necessities can be easily identified through the observation of the situations that the learners need to function in, and then the analysis of its constituent parts (Hutchinson & Waters, 1987).
- b. *Lacks*: the identification of necessities is not sufficient to design an ESP course. There should be a specification of the learners' previous knowledge to decide which of the necessities the learners lack. The target proficiency has to be complementary to the already existing proficiency of the learners, and this gap between these two proficiencies is what is called *lacks* (Hutchinson & Waters, 1987).
- c. *Wants*: necessities and lacks are objective types of needs, i.e. they do not take into account what are the learners' perceptions about their learning situations. These perceptions are subjective and thus can vary from one learner to another, as it can be conflicting with the perceptions of other interested parties such as course designers and teachers. Briefly, wants can be defined as the needs that a learner feels urgent, essential, and prior to function effectively in a target situation (Hutchinson & Waters, 1987).

Learning needs: Hutchinson and Waters (1987) considered lacks to be the starting point of a journey; an analogy of ESP course in which necessities are the destination and wants are what that destination should be. According to Hutchinson and Waters (1987, p. 60), the route to be followed to get from the starting point (lacks) to the destination (necessities) indicates learning needs.

1.8. Definitions of Needs Analysis

Needs analysis also known as “Needs Assessment” appeared in the mid 1960s and early 1970s as an essential key concept of ESP. The Council of Europe Modern Language Group was pioneer in integrating NA in modern language teaching. According to Dudley-Evans and St.John (1998, p. 122), NA was first influenced by GE stance and by linguistics and RA approaches. In this sense, needs were mainly considered to be the discrete items of grammar and vocabulary.

Dudley-Evans and St.John (1998) defined NA as “the process of establishing the what and how of a course” (p. 121); that is, deciding what material should be taught and in which way. Moreover, they considered NA to be unique to ESP since it is “the corner stone of ESP and leads to a very focused course” (p. 122).

Additionally, Iwai (1999) defined NA as the activities that are involved in collecting information that will serve as the basis for developing a curriculum to meet the needs of a particular group of students. On the other hand, Nunan (1988) considered NA as a procedure for collecting data about learners and their classroom activities in order to design a syllabus. As for Hutchinson and Waters (1987), the difference between GE and ESP is in terms of an awareness of learners’ needs, and this awareness can be achieved only by conducting NA as a procedure. Furthermore, according to Hutchinson and Waters (1987, p.62), NA is not a “once-for-all activity” but rather it has to be an on-going process in which the conclusions drawn are continuously checked and re-assessed.

Brown’s (1995) definition of NA resembles the one provided by Nunan. According to Brown, NA is a systematic collection of all relevant information needful to meet the language learning requirements of the learners within the context of the particular institutions involved in the learning situation (p.21).

Similarly, Michel-Long (2005) defined NA as “the process involved in gathering information about the needs of a particular client group in industry or education” (p. 265). Originally, needs analysts focus on identifying the learning needs of students to be transformed into learning objectives which are in turn the basis for progressive development of teaching materials, learning activities, tests, program evaluation strategies and so on. Thus, NA is a fundamental step in curriculum development (Michel-Long, 2005, p. 266).

1.9. Significance of Needs Analysis

NA has proven to be fundamental to ESP as it is inadequate to design a syllabus without collecting data about the target group of learners involved in a particular specialty. In fact, ESP is not just a matter of teaching English but rather a matter of meeting specific needs of specific learners to enable them to function appropriately in a target situation. Furthermore, NA gives a value to learners’ perceptions and gives them the opportunity to make contributions to what they will be learning since their wants are taken into account.

Johns (1991) considers NA to be the first step in designing a course because it ensures validity and relevancy for all subsequent course design activities. Accordingly, performing NA repeatedly allows the analyst to detect learners’ deficiencies, lacks, or knowledge gaps. This may be very helpful in the adjustment of language courses or even the curriculum to meet these deficiencies.

1.10. Approaches to Needs Analysis

Since the mid 1960s and early 1970s, NA has gone through several phases each of which had its particular strengths. Munby’s Communicative Needs Processor (CNP) model presented in his book *Communicative Syllabus Design* (1978) has been considered as a building block for many approaches to NA. Accordingly, the first approach that emerged was *Target Situation Analysis* introduced by Chambers (1980) and related to Munby’s CNP; later other approaches appeared namely *Present Situation Analysis*, *Pedagogic Needs Analysis*,

Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, Means Analysis, Register Analysis, Discourse Analysis, and Genre Analysis.

1.10.1. Target Situation Analysis

TSA, as Robinson (1991) defined it, is “a needs analysis which focuses on students’ needs at the end of a language course” (p. 8). Before the emergence of TSA, the focus of analysts was on linguistic needs of the learners in terms of grammar and vocabulary. However, the attention shifted to the functions and situations the learners are placed in, and this is due to the publication of Munby’s *Communicative Syllabus design* (1978).

Munby’s work promoted the centrality of learners’ purposes and the notion of target needs became essential. In his book, Munby (1978) presented CNP model which is considered as the best known framework for TSA and which has proven its efficiency in the specification of communicative competence. CNP comprises a set of parameters within which detailed information about the learner or, as Munby (1978) called him/her, the *participant*, such as his/her age, sex, mother-tongue, and nationality. The information then is put into categories to generate at the end a profile of needs. CNP has been beneficial in detecting the target-level performance and it has provided “comprehensive data banks for example of micro-skills and attitudes, which can be used as checklists for the resultant syllabus” (Robinson, 1991, p. 9).

Nonetheless, Munby’s model received many criticism mainly for being time consuming (Hutchinson & Waters, 1987), and too mechanistic. Also, according to West (1994, p. 39), the model neglected the perceptions of the learner despite its emphasis on the learner centeredness. In other words, the analyst, following CNP model, collects data about the learner not from the learner.

1.10.2. Present Situation Analysis

Ritcherich and Chancerel (1980) were pioneers in introducing the term *Present Situation Analysis* (PSA). This approach may be considered as complementary to TSA. While TSA is

concerned with the establishment of learners' abilities and achievements at the end of the language course, PSA is concerned with the determination of learners' needs and abilities at the beginning of the course. In other words, TSA tries to identify what learners already know in order to deduce their lacks. According to Dudley-Evans and St. Johns (1998), "a present situation analysis estimates strengths and weaknesses in language, skills and learning experiences" (p. 124). Therefore, PSA is necessary if TSA is to be done. Information in this approach is inferred directly from learners, the teaching establishment, and the user-institution (Jordan, 1997, p. 24) by means of placement tests, years of learning English, the educational level of the learners, and other background information which provide valuable information to make predictions about the learners' present proficiency and abilities.

In spite of the important role played by TSA and PSA as a pair in NA, these two approaches are not sufficient to obtain satisfactory results on what is needed to improve learning and to reach the desired objectives. To overcome this weakness, other approaches evolved such as Pedagogic Needs Analysis.

1.10.3. Pedagogic Needs Analysis

West (1994) declared that the shortcomings of TSA have to be overcome by collecting data about the learners and the learning environment. In this respect, he introduced the umbrella term *Pedagogic Needs Analysis* which encompasses Deficiency Analysis, Strategy Analysis or Learning Needs Analysis, and Means Analysis.

1.10.3.1. Deficiency Analysis

Deficiency analysis was defined by Allwright (1982) as the analysis of learners' deficiencies or lacks by means of approaches adopted to identify the learners' needs and wants. A similar term to deficiency analysis is *lacks* proposed by Hutchinson and Waters (1987). This definition entails that deficiency analysis is the route to cover from point A

(present situation) to point B (target situation), with the centeredness of learning needs. Therefore, deficiency analysis can form the basis of a language syllabus (Jordan, 1997).

1.10.3.2. Strategy Analysis or Learning Needs Analysis

As its name implies, Strategy Analysis is concerned with the individualized learners' strategies for learning other languages. All the previously mentioned approaches (TSA, PSA, and to some extent deficiency analysis) were concerned with the learners' view of learning until Allwright (1982, p. 19) made a distinction between needs, wants, and lacks giving more attention to the learners' perception of their learning needs. His ideas were adopted later by Hutchinson and Waters (1987) who advocated a learning-centered approach. If the analyst, by means of TSA, tries to identify what the learners do with the language, learning needs analysis investigates what learners need to do in order to learn. Therefore, this approach is process-oriented not product- or goal-oriented. In this respect, learners should be taught skills and strategies suitable for them to acquire the knowledge with the consideration that learners' motivation is not the same, and that different learners learn in different ways (Dudley-Evans & St.John, 1998, p. 122).

1.10.3.3. Means Analysis

Means Analysis attempts to investigate matters of logistics and pedagogies that led to debate about practicalities and constraints in implementing needs-based language course (West, 1994). Dudley-Evans and St.John (1998) suggested that means analysis provides us with "information about the environment in which the course will be run" and, consequently, attempts to correspond the ESP course to the target cultural environment.

Similarly, Jordan (1997, p. 27) stated that means analysis ensures the provision of tools for designing an environmentally sensitive course. "Means analysis is an acknowledgement that what works well in one situation may not work in another" (Dudley-Evans & St.John, 1998,

p. 124). In other words, learners may have similar needs and strategies to learn but their learning conditions and language application differ.

1.10.4. Register Analysis

As it was discussed in the first section of this chapter, RA is not recent to ESP. It was in fact one of the most important developmental phases in ESP history. Other labels were given to RA such as *lexicostatistics* by Swales (1988) (as cited in Dudley-Evans & St. John, 1998, p. 125) and *frequency analysis* by Robinson (1991, p. 23). According to Robinson (1980), whenever a course is to be designed, language items that would be included should be selected carefully with regard to the notions of “restricted language, or special language or register” (p. 13). Nonetheless, this does not mean that ESP is restricted because conventionally learners of ESP are supposed to have experienced some years of GE course and; thus, have some knowledge of “common core” English (Robinson, 1980). Dudley-Evans and St. John (1998) presumed that the assumption behind RA is that some grammatical forms and lexical items tend to be used more frequently than others despite the fact that grammar of scientific and technical writing is similar to that of GE.

1.10.5. Discourse Analysis

The pioneers in the field of DA (also named rhetorical or textual analysis) were Lackstorm, Selinker, and Trimble (1970). Unlike RA which was mainly concerned with grammatical structures and lexis at the level of the sentence, DA shifted the attention to the meaning and functions of sentences in discourse whether written or spoken. As Robinson (1991, p. 26) explained, the discourse analyst is interested in the text rather than the sentence, and in the intention of the writer rather than the form he uses. However, Dudley-Evans and St. John (1998) noted that DA may fail to cover enough academic and business contexts in which communication occurs.

1.10.6. Genre Analysis

Swales (1981) was the first linguist to introduce the term *genre*. He defined it as “a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting” (as cited in Robinson, 1991, p. 25).

Sometimes genre analysis is confused with DA and they may overlap. Accordingly, a clear distinction was made by Dudley-Evans and St.John (1998) between these two terms. On the one hand, any study of language or text above the level of the sentence is a discourse study which may include studying cohesive devices, paragraphing, and structure of the text. The findings about how a text is organized and works are related to DA. On the other hand, the distinction between types or genres of texts according to the regularities of their structures is related to genre analysis (Dudley-Evans & St.John, 1998, p. 87).

1.11. Tools of Data Collection

There are a variety of tools available for conducting a needs analysis, each of which has its own characteristics, advantages, and disadvantages. Robinson (1991) mentioned the following tools of data collection: Questionnaire, Interviews, Observation, Case Studies, Authentic Data Collection, and Participatory Needs Analysis.

1.11.1. Questionnaires

According to Robinson (1991, p. 12), a questionnaire tends to seek information about both TSA and PSA. In order to make sure that all areas upon which information is required are covered, the specific information to be sought should be determined before designing the questionnaire (Mackay, 1978, p.21). This would make designing the questions easier to needs analyst. The inappropriate number and formulation of questions may bias the results. This may happen due to the participants' inadequate understanding of the questions or their boredom of having answered too much questions. Consequently, the analyst may not have

reliable results. In order to avoid this problem, it is useful to administrate the first version of the questionnaire to few participants in order to detect the gaps in it (Mackay, 1978, p.22). An advantage of using questionnaires as a tool for data collection is its easiness in terms of administration and its inclusion of a large number of participants. However, many participants will skip questions and may not return the questionnaire (Robinson, 1991, p. 12).

1.11.2. Interviews

There are three types of interviews: Unstructured, semi-structured, and structured interviews.

1.11.2.1. Unstructured Interviews

Unstructured or non-directive interviews resemble everyday conversations; they are done in a face-to-face format as an attempt to get participants to share stories as some would say (McLaughlin, 2003, p. 3). The questions to be asked are open-ended, descriptive, and not pre-designed except for some key initial questions. They are spontaneous and based on the responses of the interviewee. Unstructured interviews are a method of qualitative research and are featured by the idea of probe questions that are formulated to be as open as possible (McLaughlin, 2003, p. 3).

1.11.2.2. Semi-Structured or Non-Directive Interviews

A semi-structured interview is a method of qualitative research. According to McLaughlin (2003, p. 2), a semi-structured interview is directed to elicit particular information from the interviewee by means of open-ended and, in some cases, close-ended questions. The topics to be discussed should be well thought and organized in advance by the interviewer as a guide allowing him/her to focus the interview on specific topics without constraining these topics to a particular format. This freedom allows the interviewer to formulate his/her flexible questions according to the context, situation, and personality of the interviewee (McLaughlin, 2003, p. 2).

1.11.2.3. Structured Interviews

According to Mackay (1978, p. 22), a structured interview is the best type of interviews for NA and it resembles a questionnaire in its format construction and its purpose. The interview is guided by the interviewer through a questionnaire. The advantages of the structured interview overstep those of the questionnaire. First, none of the questions can be skipped by the interviewee; something that happens frequently with the questionnaire. Second, the interviewer may clarify any ambiguity in his questions as he can also ask for further explanations or clarifications if an interesting point is being mentioned that is not included in the interviewer's questions. Third, interviews allow for recording any additional information or explanation (Mackay, 1978, p. 22).

1.11.3. Observation

The needs analyst can supplement questionnaires and interviews with direct observation of successful-target level performance, and of students' present deficiencies (Robinson, 1991, p. 13). It is useful for the observer to establish a good relationship with the observed population so they can be at ease in his/her presence and carry out in their language sessions naturally. However, this may take quite a long time to establish such comfort; so this tool of data collection may be time consuming. An advantage of observation, however, is the ability to record the language sessions, and this enables the observer to analyze carefully the target situation as well as the attitudes of the participants (Robinson, 1991, p. 13).

1.11.4. Case Studies

According to Robinson (1991), a case study is a particular type of observation. Schmidt (1981) stated that "the case study as a means of assessment not only identifies difficult linguistic features, but provides information to support a process-oriented definition of needs as well" (as cited in Robinson, 1991, p. 13). Furthermore, a case study enables the analyst to gain direct experience of the type of lectures being taught as well as an understanding of the

strategies being used by the teacher. According to Schmidt (1981), the advantages of the case study method are that it gives the possibility of an in-depth study over a period of time, a clearer understanding of students learning difficulties and needs, and insights into students' own methods and ways of learning. However, this method is time consuming and the results may not be generalisable (Robinson, 1991, p. 13).

1.11.5. Authentic Data Collection

According to Robinson (1991, p. 14), authentic data collection refers to the making of audio or video recordings; for instance, in real-life business negotiations or of lectures in students' specialist department. It also refers to the collection of printed material such as journal articles and books for university students as well as their examination scripts.

Robinson (1991) stressed the importance of accurate recording or collection of the printed material of the source. For example, the recording of speech in a meeting or a seminar allows the researcher to analyze the speakers' attitudes and gestures. The collection of printed material requires an awareness of who used it and how it is used; for instance, whether this material was carefully analyzed by its users or it was barely consulted, and whether it urged an action. The main issue with this method of data collection and analysis is the difficulty to differentiate between relevant materials and those which are merely interesting (Robinson, 1991, p. 14).

1.11.6. Participatory Needs Analysis

Participatory Needs Analysis is the final method of NA mentioned by Robinson (1991). Students involved in participatory needs analysis play a more active role than in a questionnaire. Firstly, they might take parts in discussions about their learning needs and wants. Secondly, students might participate in further studies by, for example, reporting their needs to their ESP teacher. Finally, students can also make personal recommendations based on their perceptions of the resulting course (Robinson, 1991).

Conclusion

ESP as a branch of TEFL/TESL became very important and demanded especially because of the emergence of English as the global language. Different branches of ESP were developed to meet the needs of learners in different domains and caused the development of NA. Accordingly, efficient ESP course design is inevitably based on NA since the latter is concerned with the identification of learners' needs and, consequently, provides guide lines for ESP course designers. Different approaches to NA were developed for this purpose, each of which has its own contribution to the field of ESP. Various tools of data collection are available to needs analysts, such as questionnaires and interviews helping them to draw conclusions and to design ESP course that meet learners' needs.

Chapter Two: Language Skills and Language Issues in ESP

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Introduction

Language skills are the founding stone of the language that learners need to develop. These skills (listening, speaking, reading, and writing) are considered of the same importance, either in the teaching of GE or ESP. It is believed that ESP and GE are different, and that ESP has developed its own methodology of teaching. As a result, different language issues in ESP teaching have been introduced. This chapter provides an overview about the language skills and introduces some language issues in ESP.

2.1. An Overview on Language Skills

Listening, reading, speaking and writing are the basic four language skills which all language learners need to develop, and all language classes should incorporate activities related to each skill. When acquiring the mother tongue usually people learn to listen first, then to speak, to read and finally to write. Listening and reading are known as “*receptive*” skills while speaking and writing are known as “*productive*” skills. In this respect, Dudley-Evans and ST John (1998) divided the language skills into five areas: reading, listening (to monologue), listening and speaking, speaking (a monologue) and writing. According to these researchers, a distinction is made between listening to monologues as in academic lecture or a business presentation and listening as a part of a group discussion or a seminar in which the listener may contribute as a speaker to the discussion. The speaking skill also may be interactive in a group discussion or a monologue when the speaker is making a presentation. Moreover, the term *skills* is used at two levels “there are five macro-skills of reading, listening, listening and speaking, speaking and writing, each consisting of a number of micro-skills” (Dudley-Evans & ST John, 1998, p. 95); in other words the four skills are referred to as “*macro-skills*” each of them consists of a number of “*micro-skills*”. Accordingly, Candlin et al (1978) stated that “skills are readily recognizable as reading comprehension, listening comprehension and so on. Sub-skills, the most important category, represent the point at

which the general labels are broken down into their component parts” (as cited in McDonough, 1984, p. 62).

It is worth to note that all language skills are important, and learners should master them all rather than improving a skill at the expense of the others. Listening and reading are important skills to develop vocabulary, comprehension and help in communicating effectively; however, learners must make their listening and reading active rather than just absorbing the content. Developing the speaking skill on the other hand helps in gaining fluency in spoken interactions as well as practicing the pronunciation. In addition, an excellent writing skill is needed in order to properly convey ideas and concepts.

Hence, the attention is shifted to the integration of the four skills. Celce-Muricia and Olshtain (2000) stated that “in real life communication there is rarely a separate and independent use of any of these skills” (p.180). They assumed that in order to provide a more significant learning in language classrooms the teacher should create situations and activities that encourage the simultaneous and integrated use of language skills which learners are expected to use for communication purposes outside the classroom (Celce-Muricia & Olshtain, 2000, p.180). Therefore, language skills should be integrated in the language teaching process and in real life because the integration of skills leads to meaningful communication as stated by Dudley-Evans and St John (1998), “skills are generally learned more effectively when taught with other skills in an integrated manner” (p.120). In other words, skills should not be taught in isolation but rather an integrated approach is always wanted.

2.2. The Four Language Skills

2.2.1. The Listening Skill

Listening is one of the means of language communication that is used most widely by people. Broughton et al (1978) argued that it appears that listening is a passive skill but this is

not true since “the decoding of a message (i.e listening) calls for active participation of the communication between participants” (p. 65). On the other hand, McDonough (1981) assumed that “the listener uses a set of interpretative strategies, based on textual clues, the grammar of language and his/her memory, to make a ‘*representation*’ of meaning” (p. 64), which makes the listening skill described as a ‘*construction process*’. Moreover, Flowerdew (1995) quoted Richards (1983) who listed the following micro-skills related to listening:

Listening 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) (as cited in Dudley-Evans& St. John, 1998, p. 102).

It is worth mentioning that a distinction between extensive and intensive listening must be drawn. The former refers to listening which learners often do ‘for pleasure’ away from the classroom. Broughton et al (1978) asserted that “ extensive listening can serve the future function of letting the student hears vocabulary items and structures which are as yet unfamiliar to him” (p. 70). However, intensive listening is the kind of listening that students do for the purpose of improving their listening skill and studying the way in which the foreign language is spoken. It usually takes place in the classroom where teachers are present to guide their students.

2.2.1.1. Listening Strategies

Foreign language learners have to follow a set of strategies in order to achieve a successful listening. Listening strategies are techniques or activities that contribute directly at the

comprehension of the listening input. Scrivener (2011) identified the “*Bottom-Up*” and “*Top-Down*” strategies. He pointed out that “Bottom-Up is building the message from individual small pieces” (p. 257); in other words, when listeners use the Bottom-Up strategy they rely on the language of the message (sounds, words, grammar ...). This strategy is often used to listen for specific details and to recognize word sounds. Nevertheless, “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” (Scrivener,2011, p. 258). In this case listeners must use their topical knowledge and previous information that may help them in understanding the content.

2.2.2. The Speaking Skill

Language learners consider speaking among all other foreign language skills to be the most important one because it is the skill favored by the majority of them (Harmer, 2007). However, Robinson (1991) argued that “speaking in EAP is a relatively neglected area. In needs analysis it normally emerges as the least needed skill” (p. 105). On the other hand, Christison and Krahnke (1986) claimed that Robinson’s findings do not represent reality; they assumed that if speaking is not a need it is at least a want, “ since in many students opinions oral proficiency is the best indication of mastery of a language” (as cited in Robinson,1991, p. 105).

In addition, speaking is considered to be a complex skill, Thornbury (cited in Harmer 2007, p. 123) claimed that an adequate teaching of the speaking skill depends on raising the students’ awareness about its importance; for instance, this skill is the most complicated because speakers do not have to interpret only the message others are trying to express but also take into consideration other possibilities; hence, speakers can vary their intonation and stress to show which part of their speech is the most important. However, in face-to-face interactions speakers tend to use gestures, facial expressions, and body language which help

to convey the message successfully. Furthermore, speakers can rephrase what they are saying, this is often done in response to the feedback they get from the listeners whom would show that they did not understand through a range of gestures and expressions.

Moreover, it is worth noting that speaking helps learners in communicating successfully, improving their vocabulary and grammar and thus improving their writing skill (Harmer 2007).

2.2.3. The Reading Skill

Several definitions have been set to define reading, but none of the proposed definitions gave a full description of the reading process; this is probably due to its complex nature, as it was claimed by M.Scanlon, L.Anderon and M.Sweeney (2010), “ reading is a complex process that requires analysis, coordination and interpretation of a variety of sources of information” (p.9). The reading skill is one of the most important skills to be mastered by language learners; accordingly, McDonough (1984) stated that “in ESP terms, by far the most significant skill is that of reading” (p. 70). Robinson (1978) on the other hand, suggested that “one of the four skills, reading is the one most often dealt with in isolation” (p.70); this refers to the great importance given to the reading skill in language learning. Furthermore, a similar view was given by Coffey (1980) who stated 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” (as cited in McDonough, 1984, p. 70). Moreover, Robinson (1991) highlighted the importance of reading by claiming that “reading is probably the most generally needed skill in EAP world wide” (p. 12). Another definition provided by Urquhart and Weir (1998) stated that “reading is the process of receiving and interpreting information encoded in language form via the medium of print” (as cited in Grabe, 2009, p. 14), learners have different purposes behind reading; for example, some read for pleasure, others read to get specific ideas, hence, there is no specific

definition for the reading skill. In this respect, he suggested that reading is can be seen as a complex combination of processes; these processes are described in the following table:

Table 2.1: *Processes that Define Reading* (Grabe, 2009, p. 14)

-
1. A rapid process
 2. An efficient process
 3. A comprehending process
 4. An interactive process
 5. A strategic process
 6. A flexible process
 7. A purposeful process
 8. An evaluative process
 9. A learning process
 10. A linguistic process
-

Harmer (2007) defined reading as “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 their writing” (p. 99). Broughton et al (1978, p. 89) in their turn argued that reading is a complex skills which encompasses a series of sub-skills. On the other hand, Johns and Davis (1983) claimed that the purpose of reading in ESP is “the shift from text as a *‘linguistic object’* (TALO) to text as a *‘vehicle of information’* (TAVI)” (as cited in Dudley-Evans and St John 1998, p. 96), they believe that extracting information accurately and quickly is more important than language details.

2.2.3.1. Types of Reading

2.2.3.1.1. Extensive Reading

According to Harmer (2007,p. 99), the term extensive reading or “*reading for pleasure*” refers to the reading which students do often outside the classroom, for example, reading novels, newspapers, magazines ...etc. On the other hand, Robinson (1987, p. 199) referred to extensive reading as reading of a large amount of materials in the foreign language for the purpose of getting the main ideas. Scrivener (2011, p. 268) claimed that extensive reading plays an important role in language learning, i.e. the more students read, the more grammar and voc items they acquire. This type of reading is a good way of enlarging the learners’ vocabulary stock and improving their linguistic knowledge in general. In addition, extensive reading aims at gaining global understanding of a particular text. In other words, not understanding some words or small sections do not prevent readers from continuing reading unless they miss the whole idea (Scrivener, 2011, p. 264).

2.2.3.1.2. Intensive Reading

Intensive reading or “*reading for details*”, as defined by Scrivener (2011, p. 264), is the attentive and slow reading of texts for the purpose of getting details. Robinson (1978) suggested that “intensive reading is reading carefully to establish meaning in complex, usually highly technical text” (p. 199). Moreover, 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, intensive reading is used for the purpose of extracting specific information and it includes very accurate reading for detail.

2.2.3.2. Reading Strategies

2.2.3.2.1. Skimming

Skimming is the process of reading to get the general meaning from a text or the basic overall idea without concentrating on all words and details. Scrivener (2011, p.265) suggested

that skimming is to read quickly to get the main idea of a text. This type of reading helps learners to locate the information quickly and increases the amount of useful materials they obtain. Similarly, Harmer (2007) stated that “students also need to skim a text -as if they were casting their eyes over its surface – to get the general idea of what it is about” (p. 101). Robinson (1978, p. 199) indeed argued that skimming helps readers to decide whether the extract in hand is worthy of attention or not. In other words; skimming is carried to achieve a general understanding of a text and it is used to quickly gather the most important information.

There are many steps learners may follow to skim effectively. When skimming, it is not essential to understand each word. Reading the first few paragraphs in detail, for example, helps in getting a clear idea about what would be discussed in the rest of the text as well as reading the topic sentence of each paragraph, titles, subtitles and summaries.

2.2.3.2.2. Scanning

Scanning is a reading technique where learners look for specific facts or piece of information rather than trying to read everything. It allows learners to find details and other information they are looking for in a hurry. Accordingly, Harmer (2007, p. 100) argued that scanning is a kind of selective reading, i.e. reading for particular bits of information; for example, looking for a telephone number, dates...etc. Scrivener (2011) on the other hand, assumed that “scanning is to move eyes quickly over the text to locate a specific piece of information” (p. 265); which means that scanning requires learners to read quickly and do not have to read every word and line.

One way in which learners might scan a text is to keep in mind at all times what they are searching for, if the idea is held in mind appropriately it is likely to appear more clearly than the surrounding words.

2.2.3.3. Vocabulary

Vocabulary learning is an important aspect in the teaching/learning of a language. Gaining considerable vocabulary knowledge helps learners to communicate successfully and to express their thoughts and opinions clearly in different situations.

Vocabulary is defined by the Oxford dictionary (2003) as “all the words that a person knows or uses”. It has a central role in English language teaching because without sufficient knowledge of vocabulary, learners cannot understand others or express their own ideas. Moreover, vocabulary helps in improving reading comprehension and leads to successful communication.

2.2.3.3.1. Types of Vocabulary

In terms of teaching vocabulary in ESP, it is important to make a distinction between the two types of vocabulary introduced by Dudley-Evans and ST John (1988, p. 82), these are *technical* and *semi-technical* vocabulary.

- **Technical Vocabulary**

It is the vocabulary that has specialized and restricted meaning in certain disciplines, Dudley-Evans and St John (1998) claimed that the teaching of technical vocabulary is not the responsibility of the ESP teacher.

- **Semi-Technical Vocabulary**

Dudley-Evans and St John (1998) relied on the six categories introduced by Baker (1988) to classify vocabulary 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” (as cited in Dudley-Evans & St John, 1998, p. 82). These areas are represented in the following table:

Table 2.2: *Types of Vocabulary* (Baker 1988) (cited in Dudley-Evans & St.Johns, 1998, p.82)

Type of Vocabulary	Exemples
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

2.2.4. The Writing Skill

Donn Byrne (1988, p. 04) considered writing as a difficult process for most people both whether in the mother tongue or in a foreign language. This is probably due to the strict rules and instructions that should be followed during a writing process. Writing is a way of communication that allows learners to express their thoughts, opinions and ideas on paper and to convey meaning through well structured texts. In addition to its importance, Dudley-Evans and St John (1988) argued that “developing writing skills also involves other skills of planning, drafting and reviewing so that the end product is appropriate both to the purpose of the writing and the intended readership” (p. 115). Written expression, therefore, is a complex process in which learners build new skills; it involves a strict adherence to the rules of spelling, grammar and organization in order to demonstrate more advanced writings.

2.2.4.1. Approaches to Teaching Writing

There are no specific instructing approaches to be adopted in teaching writing, yet there are several ways and orientations to be followed in the classroom. Besides, each way stresses a different aspect. Dudley-Evans and St John (1998) made a distinction between a product and a process approach to the teaching of writing.

- **The Product Approach**

The product approach is considered to be a traditional approach because it encourages students to imitate a model text which is usually presented at an early stage. By following the product approach, students copy and transform a model text in order to construct a similar or parallel one, which can help them in discovering the structure of the given model and its linguistic features. Accordingly, Dudley-Evans and St John (1998) stated that “the product approach writing usually involves the presentation of a model text which is analyzed and then forms the basis of a task that leads to the writing of an exactly similar or parallel text” (p. 116). Robinson (1991) summarized this method in the following way:

Model text → comprehension/ analysis/ manipulation → new input → parallel text.

The product approach was strongly criticized because it seems to be a purely mechanical task which leads to the limitation of the students’ creativity (p. 103).

- **The Process Approach**

The process approach appears as a reaction to the product approach which focused only on the end product. Dudley-Evans and St John (1998, p. 117) defined the process approach as the process of solving a problem through writing. In this sense, it focuses on the development of language use, brainstorming, group discussion, rewriting. In contrast to the product approach, the process approach stresses the importance of developing good writing instead of imitating a model text. Hence, the focus shifted from the product to the various phases learners go

through in order to create a product. Flower (1985) (as cited in Dudley-Evans & St John, 1998) identified these stages as the *thinking stage* and the *process stage*.

On the one hand, learners in the thinking stage identify the problem, plan solutions, and then reach an appropriate conclusion to the problem. This stage can be summarized as follows:

Generate ideas → select ideas → group the ideas → order the ideas (as cited in Dudley-Evans & St John, 1998, p. 117). On the other hand, the process stage involves translating the plan into paragraphs, reviewing the first draft, and then revising the text to produce subsequent draft. Robinson (1991) summarized the process stage as follows:

Writing task → draft one → feedback → revision → input → draft two → feedback → revision → draft three (p. 104).

- **The Social-Constructivist Approach**

The process approach received criticism because it treats writers and readers as individuals while writing is a social act as stated by Dudley-Evans and St John (1998) “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). This approach focuses on teaching learners specific genres in order to succeed in particular situations and encouraging them to consider their roles as members of the discourse community.

2.3. Grammar in ESP

According to Dudley-Evans and St.Jhon (1998, p. 74), many misconceptions exist about the role of grammar in ESP teaching; it is seen that ESP teaching is not concerned with grammar, and grammar teaching is considered as outside the scope of ESP courses. However, it is necessary to pay little attention to the grammatical difficulties that interfere in students’ essentially productive (speaking and writing) and receptive (listening and reading) skills. In

this respect, the priority paid to these grammatical weaknesses in ESP teaching depends on the learners' level in English and whether it needs to be given to grammatical accuracy or to fluency in using the language. In some situations the work on grammar will be integrated into the teaching of language use, such as how to express cause and effect and quantity or generic features of texts like the review of literature and hedging. In other situations it will be integrated with comprehension work. In addition, the context determines what aspects of grammar are appropriate, that is; a very specific context will involve very particular types of grammar. Dudley-Evans and St.Jhon (1998, p. 75) mentioned some specific grammatical forms such as verbs and tense, voice, modals, articles, nominalization and, logical connectors.

2.3.1. Verbs and Tense

According to Dudley-Evans and St.Jhon (1998), at the early stages of the development of ESP, RA revealed which verb forms and tenses prevailed in scientific and technical English. They stated that the main conclusion drawn by Barber was that “any grammatical work done on the verb in EAP should concentrate on the present simple, active and passive voice and modal verbs” (p. 75). The pattern of tenses is shown in the following table.

Table 2.3: *Tenses in Academic Articles*. (Dudley-Evans & St.Jhon, 1998, p. 75)

Section	Tense Predominantly Used
Introduction	Present simple (active and passive), present perfect. Past passive.
Method	Results: past.
Discussion/ Conclusion	Comments: present.

2.3.2. Voice

There have been many misconceptions about the use of the active and the passive voice in ESP. Dudley-Evans and St.Jhon (1998) stated that “the idea that academic or scientific writing uses the passive voice more frequently than the active is a myth; what is true is that such writing uses the passive voice more frequently than any other types of writing” (p. 76). Writers tend to use the “*we form*” active voice when describing their own procedural choices; however, they use the passive when describing standard procedures. Similarly, Tarone et al. (1981) suggested that when researchers compare their works with other previous works in the same field, they use the active voice to describe their own works and the passive to describe the previous ones (as cited in Dudley-Evans & St.Jhon, 1998, p. 76).

2.3.3. Modals

Modals, such as *may*, *might*, *could*, *would* are used to indicate the writer’s degree of certainty, this phenomenon is known as *hedging*. On the other hand, using reporting verbs such as *suggest*, *claim seem to ...etc.* is another means of expressing hedging. Learners have to be familiar with the role of hedging in academic genres and to be able to manipulate its actual linguistic devices. They also need to understand why the writer is using these hedging devices (Dudley-Evans & St.Jhon, 1998, p. 76).

2.3.4. Articles

Articles are of a particular importance in ESP such as the absence of articles in general statements with an uncountable noun, and the use of “*the*” with named graphs, cycles, procedures and other concepts. These areas seem to cause particular difficulties to non-native speakers, but they can be taught by making the rules of usage specific (Dudley-Evans & St.Jhon, 1998, p. 77).

2.3.5. Nominalization

Masson (1990) stated that “ nominalization that is the use of verbal nouns usually ending with the suffixes *-ation, -ition, -ity, -ment*; or *-ness* is a major feature of the abstract language favoured by academic writers” (Cited in Dudley-Evans & St.Jhon, 1998, p. 77). The use of nominalization enables to gather complex information into a simple phrase. Students who have considerable experiences of reading and writing in their native language will be familiar with the use of abstract language in their mother tongue. As a result, they will only need to adjust to the way it is used in English. However, students with no or little experience of abstract language use in their mother tongue will need to get used of the whole concept (Dudley-Evans & St.Jhon, 1998, p. 78).

2.3.6. Logical Connectors

The use of connectors such as *moreover, therefore, however*, has always been considered as an important aspect in the teaching of ESP, in the sense that; these connectors have been seen as over-emphasized in ESP materials. Accordingly, some students tend to over-use these connectors which may interfere with communication rather than help with it (Dudley-Evans & St.Jhon, 1998, p. 78-79).

2.4. Students' Inadequacy in the Language Specialist Subject

According to Jordan (1997), a student may not have a problem with the language only, but he/she may have a problem with the subject of specialism itself. In other words, if he/she cannot manipulate the subject of specialism in the first place, it would be very difficult for him/her to understand it in English. It may be due to the “inadequate background in the subject, or the level at which it was previously studied may be too low to cope with the demands of higher education” (Jordan, 1997, p. 250). In this respect, Jordan (1997) suggested that advising the student to consult his/her subject tutor concerning these difficulties, would be better for the ESP teacher than trying to teach the subject itself. It may be possible also for

the ESP teacher to discuss the issue with the administration and recommend a reconsideration of the student's branch of study (Jordan, 1997, p. 251).

2.5. The ESP Teacher and the Subject Specialism

Strevens (1977) mentioned some issues that ESP teachers may encounter. They may find themselves required to meet the needs of scientific students without having understanding or experiencing what these needs are. Moreover, the subject of specialism may be unfamiliar and incomprehensible to ESP teachers to the degree that the needed teaching texts would be "meaningless" and challenging to them (Strevens, 1977) (as cited in Jordan, 1997, p. 251). This situation may cause a lack in the ESP teachers' self-confidence (Jordan, 1997). According to Spack (1988), ESP teachers face the uncomfortable situation of being inferior to their students who can manipulate better the content of specialism. Thus, it is dangerous for these teachers to base writing courses on specialized disciplines which they do not master (as cited in Jordan, 1997, p. 251). In this respect, it might seem that the language teachers should focus on EGP rather than ESP; however, researches has disconfirmed this idea by means of genre analysis and other approaches, content-specific courses has proven to be the most beneficial and motivating for the students (Jordan, 1997, p. 252).

Conclusion

As a conclusion to this chapter, it is worth noting that skills are the founding stone of language and languages are usually assessed in terms of the four skills. Language teachers tend to deal with the skills in isolation; however, an integrated approach is important to achieve an effective language teaching/ learning process. In addition, this chapter introduced the several language issues that have been raised in the teaching of ESP.

Chapter Three: Research Methodology

Introduction

3.1.The Students' Questionnaire

3.1.1. The Description and Administration of the Questionnaire

3.1.2. The Population

3.1.3. The Analysis of the Questionnaire

3.2.The Teachers' Interviews

3.2.1. The Description of the Interviews

3.2.2. The Population

3.2.3. The Analysis of the interviews

3.3.Discussion of the Results

3.4. Pedagogical Recommendations

3.4.1. ESP Teachers' Training

3.4.2. Conducting a Needs Analysis

3.4.3. Designing an Official Syllabus

3.4.4. Teachers' Collaboration

3.4.5. The Effective Teaching of the Four Skills

3.5.Limitations of the Study

Conclusion

General Conclusion

Introduction

This chapter deals with the analysis of both the questionnaire administered to students of MS in Jijel University and the teacher's interview, as well as discussion of the results and recommendations. First of all, the sample population is introduced and both students' questionnaire and the teacher's interview are described and analyzed. Then, the results obtained are discussed and some pedagogical recommendations are suggested.

3.1. Students' Questionnaire

3.1.1. Population

The participants in this study are first year students at the Matter Sciences Department at the University of Jijel. The reason behind our choice is, first, our interest in scientific streams; and second, because first year students are not yet specialized. The whole population of the study is presented by total number of 100 out of 300 students who were chosen randomly.

3.1.2. Description and Administration of the Questionnaire

The students' questionnaire consists of 25 questions. It is divided into three main sections. The first section is untitled *general information* which group questions from (Q01- Q7). The second section untitled *students language needs*, gather questions from (Q8- Q23) and collects Data about the students' language needs and their perception of the importance of the language skills. The third section includes two questions; it is concerned with *the students' other needs* (Q24) and students' suggestions and additional information (Q25). The questionnaire was translated into Arabic to avoid the problem of students misunderstanding of the questions.

The questionnaire was handed during the academic year 2016/2017 on the 16th/ 17th of April at the university of Jijel. It was administered to students during their regular sessions of physics. The respondents of the questionnaire were given equal and sufficient time to answer all the questions carefully. The questionnaire was completed under our supervision in order to

provide any necessary explanations for students who were free to ask for further explanations about any ambiguities they may have encountered while answering.

3.1.3. Analysis of the Questionnaire

Section One: General Information

Q1) Do you consider learning English important for you?

- a- Yes b- No

Table 3.1: *The Importance of English*

Options	Frequency	Percentage
A	96	96%
B	4	4%

This question attempted to investigate first year MS students' perceptions of the importance of learning English. Table 3.1 showed that 96% of the students consider that learning the English is important for them, while only 4% of students stated that English is not important for them. This result is may be due to the status of English as international language.

Q2) For which purposes do you study English?

- a- Academic purposes b- Professional purposes c- General purposes
d- All of them

Table 3.2: *Students' Purposes of Studying English*

Options	Frequency	Percentage
A	21	21%
B	5	5%
C	72	72%
D	2	2%

This question aimed at checking whether the students realize the importance of learning English for academic purposes, as well as determining exactly for what purposes they are learning English. Table 3.2 showed that 72% of the students are learning English for general purposes, 21% for academic purposes, 5% for professional purposes, while only 2% are learning it for all of the previously mentioned purposes. These results show that students do not perceive English as essential for their academic and professional orientations.

Q3) a/ Do you think that the English course is relevant to your academic studies?

a- Relevant c- Not relevant

Table 3.3: *English Course's Relevance to the Students' Study Field*

Options	Frequency	Percentage
A	28	28%
B	72	72%

Concerning this question which aimed at investigating the English course's relevance to MS studies, table 3.3 revealed that 72% of students consider it irrelevant to their academic studies. However, only 28% of students think that the English course is relevant to their academic studies. These perceptions may be due to the ignorance of students' academic needs in the design of the course.

b/ If the course is not relevant, please identify some of its negative aspects.

Many of those who provided answers stressed that they are mainly learning grammar rules. Among their responses:

“The lessons have no relation to our study field but rather focus on grammar and non-scientific texts”.

“No new items are introduced; we are repeating what we had been studying in middle school and high school”.

“There are no TD sessions and no cooperation between the students and the teachers”.

Q4) How often does your teacher of English consult you concerning the content of the course?

a- Always b- Sometimes c- Never

Table 3.4: *Teacher’s Consideration of Students’ Language Needs*

Options	Frequency	Percentage
A	00	00%
B	17	17%
C	83	83%

This question was addressed to find out how often the teacher of English consults the students about their needs. Table 3.4 showed that the majority of the students (83%) asserted that their teacher of English has never consulted them concerning their needs while the remaining (17%) of the students claimed that the teacher does consult them sometimes. These results may reflect their teacher’s unawareness of the importance of conducting a needs analysis.

Q5) How important to you that your teacher consults you concerning your needs?

a- Very important b- Somewhat important c- Not important

Table 3.5: *Students’ Perception of the Importance of Consulting their Needs by their Teacher*

Options	Frequency	Percentage
A	68	68%
B	29	29%
C	03	03%

This question attempted to measure the students' awareness of the importance of needs analysis. Table 3.5 showed that the majority of the students (68%) consider conducting needs analysis as important and 29% consider it as somewhat important, while only 3% of students consider it as not important. This may reflect that the majority of the students are aware of the importance of consulting them concerning their needs.

Q6) a/ If your needs are taken into consideration, do you think that your level of English will be improved?

a- Agree

b- Disagree

Table 3.6: *Students' Perceptions of the Importance of Considering their Needs in Improving their Language Performance*

Options	Frequency	Percentage
A	84	84%
B	16	16%

Concerning this question which served the same aim as the previous one, table 3.6 revealed that the majority of the students (86%) believe that their level of English will improve if their needs are taken into account while only 16% of the students do not agree. This indicates that the current course being presented to the students is not compatible with their needs, and this may be one of the reasons why their level of English is not good.

b/ If you agree, please suggest how the teacher could take your needs into consideration?

Some students answered this question while others did not. Among their answers:

“The teacher may ask us, directly about what do we need to learn regularly from time to time”.

“The teacher may use questionnaires to identify our needs”.

Q7) What are the difficulties facing you in learning the English language in your department?

- a- Lack of motivation
- b- Insufficient time allocated to teaching English
- c- Studying in large classes
- d- The absence of an official set syllabus
- e- Others, please specify

Table 3.7: *Students' Difficulties in Learning English*

Options	Frequency	Percentage
A	59	59%
B	60	60%
C	45	45%
D	77	77%

This question was asked to identify the students' difficulties in learning English. The students were allowed to pick more than one suggestion. In this respect, table 3.7 showed that the major difficulty facing first year students at MS department in learning English is the absence of an official set syllabus as reported by 77% of the students. Insufficient time allocated to teaching English as well as a lack of motivation are classified second and third major reasons for learning difficulties as reported by the students (60% and 59% respectively). Additionally, 45% of the students consider studying in large classes an obstacle in their learning. Other reasons were provided as follows:

"In spite of the importance of the English language, both teachers and students neglect it because it is not a fundamental subject".

"Teachers of other modules often teach their specialty in the time allocated to the English sessions".

Section two: Students Language Needs

Q8) How good are you in the following language skills?

Table 3.8: *Students' self Evaluation of the Four Skills*

Options	Very Good		Good		Average		Weak		Very Weak	
Listening	12	12%	66	66%	16	16%	06	06%	00	00%
Speaking	02	02%	08	08%	20	20%	57	57%	13	13%
Reading	08	08%	30	30%	48	48%	12	12%	02	02%
Writing	07	07%	11	11%	30	30%	36	36%	16	16%

This question was designed to check the students' self evaluation of their competency in the four skills. Table 3.8 showed that the students perceive their level of English as good in the listening skill (66%) while they consider themselves as weak speakers (57%) and writers (36%). However, the students perceive their level as average in the reading (46%) skill. These results indicate that the majority of the students are passive learners; in other words, they are receivers of input rather than producers of the output. This is may be due to the lack of motivation.

Q9) 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-Listening b- Speaking c- Reading d-Writing

Table 3.9: *Students' Perception of the Importance of the Four Skills*

Options	1		2		3		4	
Listening	21	21%	18	18%	29	29%	32	32%
Speaking	47	47%	29	29%	22	22%	02	02%
Reading	56	56%	22	22%	20	20%	08	08%
Writing	24	24%	28	28%	32	32%	16	16%

This question aimed at investigating the students' perception of the importance of the four skills. Table 3.9 illustrated that the majority of students ranked the reading (56%) and the speaking (47%) skills at the first and second positions successively. The students' third choice was the writing skill since 24% of them selected it as the most important. Lastly, 21% of students selected the listening skill to be the most important, what place it in the fourth position.

Q10) Among the following tasks, choose the ones you need to perform in English in your study field? Tick (√) the suitable box.

	A lot	Somewhat	A little	Not at all
a-Reading specialized books and on line articles related to your specialty (physics, chemistry... etc)				
b-Writing compositions related to Matter sciences studies (Experimentations, scientific reports...).				
c-Speaking about scientific related topics.				
d-Listening to scientific lectures, seminars ...				
e-Translating scientific related material from Arabic or French to English and vice-versa.				
f- Passing the English language examination				
g-Writing job applications, CVs and emails in English.				

Table 3.10: *Students' Most Needed Tasks*

Options	A lot		Somewhat		Little		Not at all	
Tasks								
A	37	37%	29	29%	17	17%	17	17%
B	25	25%	34	34%	21	21%	20	20%
C	23	23%	39	39%	20	20%	18	18%
D	11	11%	14	14%	38	38%	37	37%
E	06	06%	24	24%	30	30%	40	40%
F	97	97%	03	03%	00	00%	00	00%
G	00	00%	10	10%	36	36%	54	54%

This question attempted to know which tasks students need to perform in English. As table 3.10 showed, the majority of students reported that passing the English language examination is the most needed task with 97%. The remaining 3% considered it as somewhat needed, and no one denied its necessity.

Task (a) reading specialized books and on line articles related to the students' specialty was selected to be the second needed task since 37% and 29% of them said that it is a lot or somewhat needed respectively. However, 17% of the students consider this task little important to their academic studies while the other 17% consider it as not.

The third most needed task according to the students' responses is task (c) speaking about scientific related topics since 39% of the students reported that it is somewhat needed while 23% reported it to be needed a lot. Whereas, 20% of the students consider this task to be a little needed and the remaining 18% denied its necessity.

The next most needed task according to the students is task (b) writing compositions related to Matter sciences studies (Experimentations, scientific reports...) with 34%

considering it somewhat needed, 25% considering it needed a lot, and 21% considering it of little necessity. However, 20% of the students do not consider task needed at all.

For task (d) listening to scientific lectures, seminars etc., 38% of the students consider it little needed for their academic studies while 37% others deny its necessity. However, 14% of the students reported that this task is somewhat needed and the remaining 11% consider it as needed a lot.

As far as task (e) is concerned, the majority of the students 40% reported that translating scientific related material from Arabic or French to English and vice-versa is not needed at all for their academic studies while 30% others consider it of little necessity. Moreover, 24% of the students consider this task somewhat needed and only 6% consider it to be needed a lot.

Regarding task (g), writing job applications, CVs and emails in English, the majority of students 54% reported that it is not at all needed while other 36% reported it to be of little necessity. Only 10% of the students consider this task to be somewhat needed.

A) The Listening Skill

Q11) Do you listen to materials related to your studies in English?

a- Yes b-No

Table 3.11: *Students' Listening Practices in English*

Options	Frequency	Percentage
A	18	18%
B	82	82%

This question revolved around determining the students' listening practices in English. As table 3.11 showed, 82% of the students reported that they do not listen to materials related to their academic studies while 18% of students do not listen to materials to their study field.

Q12) How do you consider the importance of the listening skill in terms of accomplishing the following tasks? Rate them using the relevant number from the box below

1= important	2= less important	3= not important
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Listening to:

- a- The radio
- b- TV programs
- c- Lectures and presentations in class
- d- Others, please specify

Table 3.12: *Students' Evaluation of the Importance of the Listening Skill in Terms of Accomplishing Listening Tasks*

Options	1		2		3	
Tasks						
A	03	03%	11	11%	86	86%
B	05	05%	47	47%	46	46%
C	68	68%	24	24%	08	08%

This question queried students to indicate the importance of the listening skill in terms of accomplishing some listening tasks. Table 3.12 showed that the majority of MS students (68%) consider task (c), listening to lectures and presentations as important to their academic studies while 24% consider it less important and the remaining 8% deny its significance.

For task (b), listening to TV programs, 47% of the students consider it less important while 46% others consider it not important at all. However, only 5% of the students view this task significant to their academic studies.

As far as task (a) is concerned, the majority of students (86%) reported listening to the radio to be insignificant to their academic studies while only 11% considered it less important and 3% reported it as important.

B) The Speaking Skill

Q13) a/ How often do you speak in English?

a- Always b-sometimes d-never

Table 3.13: *Student's Use of English*

Options	Frequency	Percentage
A	02	02%
B	82	82%
C	16	16%

This question was designed to check students' use of English when speaking. Table 3.13 showed that the majority of students (82%) sometimes speak English while 16% do not speak it at all. However, 2% reported that they do all the time.

b/ If you answered a or b, where do you speak in English?

- a- In class
- b- Outside the class
- c- When using social media
- d- Others, please specify

Table 3.14: *Students' Speaking Applications*

Options	Frequency	Percentage
A	12	14.28%
B	73	86.9%
C	54	64.28%

In this question, students were allowed to tick more than one suggestion for the aimed of determining their speaking applications. Table 3.14 revealed that the majority of students (73%) speak English when they use social media, 54% of them speak English outside the class, whereas only 12% of them speak English in class.

Q14) How do you consider the importance of the speaking skill in terms of accomplishing the following tasks? Rate them using the relevant number from the box below

1= important	2= less important	3= not important
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Speaking in:

- a- Class discussion and participation
- b- Oral presentations
- c- Seminars and conferences
- d- Others, please specify

Table 3.15: *Students' Evaluation of the Importance of the Speaking Skill in Terms of Accomplishing Speaking Tasks*

Options	1		2		3	
Tasks						
A	47	47%	38	37%	15	15%
B	51	51%	40	40%	09	09%
C	39	39%	41	41%	20	20%

No student provided extra answers.

This question queried students to indicate the importance of the speaking skill in terms of accomplishing some speaking tasks. Table 3.15 showed that (51%) of the informants consider task (b) speaking at presentations as important to their academic studies while (40%) think that it is less important, and only (09%) consider it as not important at all. This may show the students' positive attitudes and motivation toward taking part in oral presentations.

For task (a) speaking in class discussions (47%) consider it as an important task to be accomplished, while (38%) consider it as less important and the remaining (15%) think that is not important at all.

As far as task (c) is concerned (41%) of students reported that speaking with the scientific community is of less importance to their academic studies, while (39%) think that is an important task to be done and finally (20%) reported that it is not important at all. This situation can be justified by the fact that students lack motivation to achieve higher levels of education

The Reading Skill

Q15) a/ Do you read in English materials related to your study field?

a- Yes b- No

Table 3.16: *Students' Reading Practices in English*

Options	Frequency	Percentage
A	53	53%
B	47	47%

This question was asked to find out about the students' use of the reading skill. Table 3.16 showed that 53% of the students do read in English materials related to their study field, while 47% do not. This is may be due to the abundance of scientific topics written in English.

b/ If yes, what kind of materials do you usually read?

- a- Printed books
- b- On-line articles
- c- Newspapers, magazines
- d- Others, please specify

Table 3.17: *Students' Kinds of Reading Materials*

Options	Frequency	Percentage
A	39	73.58%
B	42	79.24%
C	9	16.98%

This question was addressed to discover the kinds of materials that students favour. Those students who answered this question (53 student) were allowed to tick more than one answer. Table 3.17 showed that the majority of students (79.24%) tend to read on-line articles. This may be due to the huge technological development and the use of the internet as the primary source of information. Reading printed books came at the second position after being selected by (73.58%) of students. Finally, reading news papers and magazines came at the third place

by a low percentage of (16.98%), which reflects that students are not aware of the usefulness of such materials. Only two students provided extra answers; they both said that they sometimes read short stories.

Q16) How do you consider the importance of the reading skill in terms of accomplishing the following tasks? Rate them using the relevant number from the box below

1= important	2= less important	3= not important
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Reading:

- a- Academic texts
- b- Lecture handouts
- c- books
- d- Others, please specify

Table 3.18: *Student's Evaluation of the Importance of the Reading Skill in Terms of Accomplishing Reading Tasks*

Options	1		2		3	
Tasks						
A	46	46%	35	35%	19	19%
B	75	75%	18	18%	07	07%
C	30	30%	28	28%	42	42%

This question queried students to indicate the importance of the reading skill in terms of accomplishing some reading tasks. Table 3.18 showed that (75%) of the respondents consider task (b) reading lectures handouts as important to their academic studies while (18%) think that it is less important, however only (07%) consider it as not important at all. Reading academic texts came at the second position selected by the sum (46%) and (35%) of students

considering it as being an important and less important task successively. Finally, reading books got a percentage of (30%) of students considering it as important and (28%) as less important and (42%) of students reported it is not important at all.

Vocabulary

Q17) What kind of vocabulary do you want to learn?

- a- Vocabulary used in everyday life situations
- b- Scientific vocabulary
- c- Both of them

Table 3.19: *Students' Needed Vocabulary*

Options	Frequency	Percentage
A	39	39%
B	13	13%
C	48	48%

This question aimed at investigating the students' perception of the type of vocabulary they need to learn. Table 3.19 reported that 48% of the students give importance to both kinds of vocabulary, 39% of them want to learn vocabulary needed in everyday situations, whereas only 13% of the students need to learn scientific vocabulary. This may reflect the importance of vocabulary for the MS students' academic studies.

Q18) Do you think that gaining as much scientific related vocabulary as possible is an important aspect in learning the English language?

- a- Agree
- b- Disagree

Table 3.20: *Students' Perception of the Importance of Gaining Considerable Scientific Vocabulary*

Options	Frequency	Percentage
A	89	89%
B	11	11%

This question revolved around investigating the students' perception of the importance of gaining considerable scientific vocabulary. Table 3.20 showed that 89% of the students agree on the importance of scientific vocabulary in learning the English language; however, only 11% do not.

Q19) a / Do you find any difficulties in learning vocabulary?

a- Yes

b- No

Table 3.21: *Students' Difficulties of Learning Scientific Vocabulary*

Options	Frequency	Percentage
A	52	52%
B	48	48%

This question was designed to find out whether the students face difficulties when learning scientific vocabulary. Accordingly, the results from table 3.21 reported that 52% of MS students do not find any difficulties in learning scientific vocabulary, while 48% of them do find some difficulties. This may be justified by the different level of each student.

b/ If yes, please specify what are these difficulties.

This question was designed to explore the difficulties students face when learning scientific vocabulary. Among those students who answered this question, some said that they find difficulties in pronouncing and memorizing voc items.

Few students said that it is difficult for them to remember the spelling of words because the teacher does not write them on the board.

Others said: “we do not know how to employ new words in writing”.

C) The Writing Skill

Q20) Do you write in English?

- a- Yes b- No

Table 3.22: *Students’ Use of English in Writing*

Options	Frequency	Percentage
A	36	36%
B	64	64%

This question was asked to investigate the students’ use of English for writing. Table 3.22 showed that the majority of students (64%) do not use English when they write; however, 36% of them do write in English. This may be due to the students’ low level of English.

Q21) What kind of writings do you often write?

- a- Class assignments/ reports/ exposés
 b- Examination answers
 c- Others, please specify

Table 3.23: *Students’ Writing Applications in English*

Options	Frequency	Percentage
A	27	27%
B	100	100%

This question in which students were allowed to tick more than one suggestion aimed at discovering the students’ writing applications in English. Table 3.23 revealed that all the

students use English during examination (100%). Moreover, 27% of them use English to do class assignments or to write their reports and exposés as well. This might be due to the fact that the students may not need to write in other situations outside the classroom. Others said:

“I write in English in my own diary”.

“I write in English when chatting on Facebook”.

Q22) How do you consider the importance of the writing skill in terms of accomplishing the following tasks? Rank them using the relevant number from the box below

1= important	2= less important	3= not important
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- a- Writing reports
- b- Taking notes in class
- c- Writing course assignments
- d- Writing exam answers
- e- Others, please specify

Table 3.24: *Students Evaluation of the Importance of the Writing Skill in Terms of Accomplishing Writing Tasks*

Options	1		2		3	
Tasks						
A	29	29%	21	21%	50	50%
B	26	26%	34	34%	40	40%
C	60	60%	28	28%	12	12%
D	87	87%	13	13%	00	00%

This question queried students to indicate the importance of the writing skill in terms of accomplishing some writing tasks. Table 3.24 showed that most MS students (87%) consider

task (d) writing in the English examination as the most important writing task for them and (13%) of them consider it as less important, however none of the selected population denied the significance of the task. writing course assignments as the most important writing task.

For task (c) writing course assignment (60%) consider it as important and (28%) think that is less important while (12%) consider the task as not important at all.

As far as task (a) is concerned (50%) of students think that writing reports is not important at all for their academic studies and (29%) consider it as important while (21%) think that the task is less important.

Regarding task (b) (40%) of the target population think that taking notes is a task of no importance, while (34%) consider it as less important task and (26%) think that is not important for their academic studies at all.

Grammar

Q23) a/ Do you think that learning grammar is important for your academic studies?

a- Yes b- No

Table 3.25: *The Importance of Grammar*

Options	Frequency	Percentage
A	79	79%
B	21	21%

This question was asked to consider the students' perception of the importance of learning grammar. Table 3.25 illustrated that 79% of the students reported learning grammar is important for their academic studies, while only 21% consider learning grammar as not important.

b/ If yes, please specify why it is important?

Most of the students who answered this question stressed the importance of grammar to communicate and write appropriately.

Others said: “Grammar is important to produce meaningful answers in the English examinations”.

Section Three: Other Needs

Q24) Do you need to learn how to interpret graphs, symbols, charts...etc. in English?

a- Yes b- No

Table 3.26: *Students’ Perception of their Need to Interpret Graphs/Symbols/Charts...etc. in English*

Options	Frequency	Percentage
A	84	84%
B	16	16%

This question aimed at investigating the students’ perception of their need to interpret graphs, symbols, charts...etc. Results from the table 3.26 reported that 84% of MS students need to learn how to interpret graphs, symbols, charts...etc. in English, while 16% of them do not.

Q25) Would you please provide some suggestions to improve the English course?

Among the suggestions that were frequent among students’ answers:

“Adding extra time and TD sessions”

“Developing an English textbook related to our study field”

“Increasing motivation and encouraging students to speak and share ideas”

“Integrating ICT tools in the teaching-learning process”

“Increasing the coefficient of the module”

“Making the English sessions more entertaining to enable us to enjoy and relax since the other modules like physics and chemistry require a high level of concentration and seriousness”

“Devoting some English sessions to teach communication and pronunciation”

“Both teachers of English and the administration should value the language”

3.2. Teachers’ Interview

3.2.1. Description of the Interview

The second data collection tool used in this study is a structured interview which consists of 26 questions divided into two sections. The first section (from Q1-Q7) is devoted to background information while the second section (from Q8-Q26) is about first year MS students’ language needs. The teachers were previously informed about the topic and had a glance about the questions; accordingly, appointments for the interviews were programmed fifteen days before they took place. To ensure credibility, two interviews were recorded; however, one teacher refused to. The interviews were conducted in May the 14th and June the 12th and the 13th, 2017; each of which lasted for about 30 minutes.

3.2.2. Population

The interviews were conducted with the three teachers of English at MS department who have experienced teaching first year students. It is worth noting that the current teacher of first year students is referred to as “teacher A”.

3.2.3. Analysis of the Interview

Question 1: What is your professional qualification?

Teacher A: I have a license degree (LMD).

Teacher B: I have a license degree.

Teacher C: I have a master degree.

Interpretation

This question aimed at determining the level of teachers of English at MS Department. Both teacher A and teacher B reported that they have a license degree (LMD) unlike teacher C who reported that he has a master degree.

Question 2: What is your status as a teacher? Fully-pledged /part-time teacher?

Teacher A: I am a part-time teacher.

Teacher B: I am a part-time teacher.

Teacher C: I am a part-time teacher.

Interpretation

All the teachers reported that they are part-time teachers.

Question 3: How long have been teaching English?

Teacher A: I have been teaching English for about a year now; my first experience is teaching MS students. I teach them three hours a week.

Teacher B: I have been teaching English for four years; two years in middle school and two years at the university.

Teacher C: this is my second year of teaching English.

Interpretation

This question was asked to determine how experienced the teachers of English at MS department are. Teacher A reported that she has a one year experience in teaching English while teacher B stated that he taught English for four years and teacher C reported that he taught English for 2 years.

Question 4: a/ Have you been trained to teach ESP?

Teacher A: No, I have never been trained to teach ESP; I studied it as a module only.

Teacher B: No, I have never been trained to teach ESP.

Teacher C: No I have never been trained to.

Interpretation

All teachers reported that they have never been trained to teach ESP.

b/ If yes, please indicate kind(s) of training and institution.

This question was skipped.

Question 5: What do you think about your students' level? Is it good, average, or low?

Teacher A: I can say that some of the students have an average level while the others are weak.

Teacher B: Honestly, I think they have a low level; there are some exceptions of course.

Teacher C: I think first year MS students have a better level of those of second year; however, it is not a good one. I can say that they are average students.

Interpretation

This question attempted to find out about the teachers' perception of first year MS students' level of English. The teachers reported that the students have an average or low level. The teacher B, however, acknowledged the existence of some good students.

Question 6: Is it difficult for you to generate materials used in your teaching since there is no official syllabus?

Teacher A: yes it is very difficult and time consuming because I have to decide what to teach and how. Selecting the lectures and organizing them is not easy because I do not know what my students need to learn.

Teacher B: Of course! It is difficult to manage what to teach them since I have no idea about what they might need to learn.

Teacher C: Yes it is. I cannot decide what is useful for them and what is not.

Interpretation

All the teachers admitted the difficulty faced when generating materials used for teaching MS students. As reported, the major cause is the ignorance of MS students needs.

Question 7: a/ Are you using a particular course book?

Teacher A: No I am not using any course book; I have never done.

Teacher B: No I am not. I don't think there is a course book that suits MS students.

Teacher C: No I am not, I select my own lectures.

Interpretation

As reported by the teachers, there is no particular course book used in teaching MS students.

b/ If yes, please indicate the title.

This question was skipped.

Section Two: English Language Needs Analysis of MS Students

Question 8: Why is learning English important for MS students?

Teacher A: for non-native English users, English is very important because it is widely spoken all around the world, knowing English allows people to enjoy their lives and jobs where ever they are. For MS students, mastering English is very important, not only for their academic studies but also for their prospective careers. MS students should be competent in the English language that is because most of the scientific papers and journals are written in English as well as important scientific references.

Teacher B: Since they are scientific students, I think that they need to learn English because it became the language of science.

Teacher C: They need to learn it because there is a huge amount of knowledge available only in English; so, the students need to know the language in order to be able to purchase some of it.

Interpretation

Teacher A reported that MS students need to learn English because they need it for their professional careers and for the abundance of scientific literature written in English; an idea that was also reported by teacher C. However, teacher B stated that students need to learn English because it became the language of science.

Question 9: Does the space allocated to English sessions suit the number of students?

Teacher A: Yes, it does.

Teacher B: yes it does. Most of the students skip the English class anyway so the amphitheater is often half empty.

Teacher C: Sure it does! The amphitheater is very large.

Interpretation

Concerning the space allocated to the teaching of English, all the teachers reported that it is not problematic. In this respect, teacher B reported that the majority of MS students skip the English classes.

Question 10: Is time allocated to English sessions sufficient to enhance students' level of English?

Teacher A: Somehow... in my opinion, it is enough for proficient students or those who have good control over their language; however, it is not at all sufficient for weak students because they need special attention and hard work in longer periods of time.

Teacher B: not at all! It is impossible to enhance the students' poor level during this small available period of time. Such a purpose requires long hours and hard work.

Teacher C: I do not think so especially with vacations and holidays... the time available to teach English is too short to achieve remarkable improvement in the students' level.

Interpretation

Concerning the time allocated to the teaching of English, teacher A considers it as sufficient only for good students. Moreover, teachers B and C reported that the time allocated to teach English to first year MS students is not sufficient at all because improving the students' level requires a longer time.

Question 11: Does the timing of English sessions affect students' motivation, either positively or negatively?

Teacher A: Yes it does. Actually it affects them negatively because the English session is programmed at the end of the day from (15:30h to 17:00h) so students come tired and unmotivated.

Teacher B: No, I do not see any relation between the timing of the English sessions and the students' motivation.

Teacher C: Actually, it does to some extent. When English sessions are timed from 15:30 to 17:00, the students come exhausted; they come just to avoid being excluded. While when the sessions are scheduled in the early morning, most students seem to be motivated and full of energy.

Interpretation

Concerning this question, both teachers A and C agreed that when the English sessions are scheduled from 15:30 to 17:00; students come demotivated. However, teacher B reported that there is no relation between the timing of the English sessions and the students' motivation.

Question 12: Have you ever tried to conduct a needs analysis about your students' needs?

Teacher A: No, actually I have never thought about it; I have asked them orally once at the first session what do you want to learn and they gave me no clear answer.

Teacher B: no, I have not.

Teacher C: no, I have not. I decide on my own.

Interpretation

As far as the twelfth question is concerned, all teachers reported that they have never conducted needs analysis to identify first year MS students except for one oral consultation done by teacher A.

Question 13: Do you meet teachers of MS department to discuss the content according to the program of specialty? Yes/no

Teacher A: No I do not meet them.

Teacher B: I have never done that.

Teacher C: no, I have never attempted to do so.

Interpretation

Concerning question 13, all teachers reported that they have never met with subject teachers at the MS department.

Question 14: is the course being presented to the students relevant to their study field?

Teacher A: No, I admit that they are not relevant.

Teacher B: honestly it is not, I do try to bring scientific texts to be analysed but I select them randomly without any reference to the students' specialty

Teacher C: no, it is not relevant.

Interpretation

This question attempted to check the relevance of the English course presented to first year MS students. All teachers admitted that the English course provided to MS students is not relevant to their study field.

Question 15: Is there any attempt from the part of the Ministry of Higher Education to design an official syllabus for first year MS students?

Teacher A: No I do not think so; I have not heard about such a thing.

Teacher B: absolutely not. In fact, no one cares about what they are studying especially because English is not an essential module in the MS department.

Teacher C: it is unlikely to happen; it would be the last concern of the Ministry of Higher education to design an official syllabus for MS students.

Interpretation

From the answers above, it is clear that all teachers agreed that there is no attempt from the part of the Ministry of higher Education to design a syllabus for first year MS students, especially because English is not an essential module as reported by teacher B.

Question 16: Which skills do you rely on most in your course, Listening/ Speaking/ Reading/ Writing?

Teacher A: I focus on the writing skill, and sometimes I teach reading. Each session I try to teach two to three skills.

Teacher B: I do not focus on a specific skill. I try to teach them all because all the language skills are of the same importance.

Teacher C: I do emphasis writing because the students need it in examination.... All what matters for them is getting good marks.

Interpretation

Concerning this question, which attempted to identify the skills emphasized by the teachers of English, teacher A and teacher C reported that they emphasize the writing skill while teacher B said that he focuses on the four language skills.

Question 17: What aspects of language do you think MS students need to improve? Specific vocabulary/ pronunciation/ reading comprehension/ listening and conversations/ grammar/ translation/ if others, please specify.

Teacher A: I think they need to improve all of them; they are all important.

Teacher B: I think that the students need to improve their vocabulary.

Teacher C: I believe that grammar is the most important aspect that should be mastered.

Interpretation

The seventeenth question aimed at the determination of the teachers' perceptions of the most important language aspects that first year MS students need to improve. In this respect, the data obtained from this question showed that teacher A considers all aspects of language as important and need to be improved, while teacher B prioritized enriching the students' vocabulary over the other aspects; however, teacher C stresses the importance of grammar.

Question 18: Do you teach more often general English, English related to science in general, or English more specifically related to MS?

Teacher A: I often teach general English; however, sometimes I try to bring scientific related topics but not exactly related to MS studies.

Teacher B: I teach general English, but I do provide students sometimes with scientific texts.

Teacher C: I teach only general English because, to be honest, I have poor knowledge about science and I have never been trained to teach scientific English.

Interpretation

The aim behind this question is to find out what type of English is taught at MS classes. In this regard, all teachers admitted that they teach general English. Teachers A and B added that they provide their students with texts related to science in general.

Question 19 a/ Do you provide your students with auditory material such as audios or videos?

Teacher A: no, I never did.

Teacher B: no, I think they are not very important.

Teacher C: no, I have never used them.

Interpretation

Concerning the 19th question which attempted to investigate the use of auditory materials when teaching the listening skill to first MS students, all teachers reported that they do not use them at all.

b/ If yes, how do they respond? I.e. are they interested in the listening skill?

This question was skipped.

Question 20 a/ Do you give your students the opportunity to speak in English and discuss or debate some particular issues?

Teacher A: No, because they do not like such activities.

Teacher B: no, I do not.

Teacher C: no I do not the majority of MS students are introvert students.

Interpretation

This question aimed at considering the practice of the speaking skill in first year MS classes. In this regard, teachers reported that they do not give their students the opportunity to

speak or debate issues in the classroom. Teacher A justifies the neglect of the speaking skill by the students' dislike of speaking activities while teacher C stated that the majority of students are introvert students.

b/ If yes, do students respond positively to this kind of oral activities; i.e. do they participate?

This question was skipped.

Question 21: Do you encourage your students to read in English materials related to their study field?

Teacher A: Yes I do.

Teacher B: yes, sometimes I do.

Teacher C: no, I do not.

Interpretation

Concerning this question, teacher A and teacher B reported that they do encourage their students to read in English materials related to their study field, whereas, teacher C do not.

Question 22: Do you teach your students reading strategies such as skimming and scanning?

Teacher A: No I do not.

Teacher B: no, I do not. I do not think they need such techniques.

Teacher C: no, I do not.

Interpretation

The answers provided by teachers revealed that the reading strategies are not considered as important, since they are not taught.

Question 23: Do you teach your students writing techniques, for example how to write essays, types of essays, etc?

Teacher A: Yes, I taught them some lessons about writing techniques.

Teacher B: yes, I do.

Teacher C: yes, I do. I think it is important for them to learn how to write.

Interpretation

Concerning the teaching of the writing techniques, teachers reported that they do teach these techniques because, as reported by teacher C, “it is important for students to learn how to write”

Question 24: Do students welcome activities related to the writing skill such as writing assignments?

Teacher A: Some students do while others do not.

Teacher B: no, they do not. Students hate doing activities, only few of them do.

Teacher C: not at all, only few of them do the activities.

Interpretation

This question attempted to investigate the students’ attitudes towards the writing activities. In this respect, teacher A and teacher C reported that few of MS students welcome such activities while teacher B asserted that his students hate doing them.

Question 25: Do you teach grammar to your students?

Teacher A: Yes, I do. It is about passive and active voice, reported speech, models, prepositions, time and place, expressing wishes etc.

Teacher B: of course I do.

Teacher C: yes, I do teach them grammar because it is necessary in writing.

Interpretation

Concerning the teaching of grammar, all teachers asserted that they do teach it because, as reported by teacher C, “it is necessary in writing”.

Question 26: Do you have anything to add? Any final comments?

Teacher A: MS students like the English language but they do not make much effort to learn it. They like to study English in general; for communication only. Actually the efforts they make are just to get good marks in the English examinations.

Teacher B: At the MS department, English should be taken more seriously because probably in the next few years; English will dominate all sciences, and if we want to cope with the world's development, then we should teach adequate English to our future generations.

Teacher C: MS students do not realise the importance of English especially because of the dominance of the French language in their study field; hence I think they should be sensitized About how much English is needed in the scientific fields. Moreover, teachers of English really need an official syllabus to rely on when teaching, because the random selection of lectures is not beneficial for students.

Interpretation

Concerning this question, teachers provided different point of views. Firstly, teacher A asserted that even though MS students like the English language, they are making effort just to get good marks. Secondly, teacher B suggested that more attention should be **paid** to the adequate teaching of English at the different Algerian universities. Lastly, teacher C claimed that the dominance of French over MS studies is the reason why English is neglected. Furthermore, he asserted the importance of developing an official syllabus for first year MS students.

3.1. Discussion of the Questionnaire

The analysis of the questionnaire reveals that the majority of first year MS students reported that English is important for their academic studies. This reflects the fact that they aware of the status English has gained especially in the field of scientific research. However,

most of the students are learning the English language for general purposes while just few of them are leaning it for academic purposes.

Regarding the question dealing with the students self-evaluation of the four skills, the results obtained show that the students consider themselves good listeners and readers but weak speakers and writers. Their low level in productive skills (speaking and writing) reflects the inadequate teaching of the language at MS faculty. However, in terms of the students' perceptions of the four skills' importance, they maintain the significance of improving the reading then the speaking skills while they deemphasized the importance of the writing and listening skills. The students ranking may be seen as logical since the English language is considered as the language of science and contain unlimited useful literature related to MS studies.

In terms of the English course relevance to MS studies, only few students think that it is relevant while the majority do not. This is can be justified by the absence of collaboration between the teacher of English and the other subject teachers, moreover, the teacher has no prior knowledge about the students' field of study and thus their linguistic needs. In this respect, some students stated some negative aspects of the course.

Concerning the teacher's consideration of the students needs, the results of the question reveals that the teacher does not take her students' needs into account. This situation needs more attention from the part of the teacher because she has little knowledge about MS study field and consulting the students about their needs can be of great use in helping her to have better understanding of such a specialty. On the other hand, the majority of the students are aware of the importance of what they need to learn in English and think that if their needs are taken into consideration their level of English would improve. Accordingly, considering the needs of learners is a crucial aspect in language teaching because any language course should be designed to meet the needs of learners and not only teaching grammar and vocabulary

related to the students' specialty. In this regard, students have provided some suggestions about how do they want the teacher to investigate their needs.

Regarding the question dealing with the most needed tasks for MS students' academic studies, results reveal that reading specialized books and online article is paramount then comes speaking about scientific related topics. Writing and listening are less needed as reported by the students. These results are compatible with the students' ranking of the four skills in terms of importance to their academic studies. Moreover, this question shows that translation is not a highly needed task. Based on this, the teacher should focus on enhancing the reading and the speaking skills of her students to enable them to perform their needed tasks successfully; however, this does not mean that she neglects the writing and the listening skills.

As far as the learning difficulties that face first year MS students are concerned, the absence of an official syllabus is reported to be the major issue. Students, because of this, find themselves restudying the same old lessons of grammar in the traditional ways. Furthermore, the students consider the insufficient time allocated to teaching English and lack of motivation as significant contributors as well, in addition to studying in large classes. In this respect, some students gave extra answers listing other obstacles in their learning process.

Speaking about the listening skill, the students' answers reveal that this skill is neglected. This is compatible with the results obtained from question 4 dealing with the importance of the four skills in which the listening skill was ranked the least. The students ignore this skill may be because they consider themselves good listeners and unneedy to improve their level as results of question 3 suggest. However, they consider listening to lectures and presentations as important.

As far as the speaking skill is concerned, the majority of the students speak English mainly in the social media and outside the classroom. In other words, the students do speak English

yet not in academic setting. However, they do recognize the importance of speaking at classroom presentations and discussions which reflect a need to improve their speaking skill especially for academic purposes as to communicate with scientific communities.

Regarding the reading skill, more than half of students read in English materials related to their academic studies. They read mainly online articles and printed books available to them. This consolidates their perception of the reading skill to be the most important; however, they prioritize reading lectures handouts. One possible cause of valuing the reading skill is the status of English as the language of science which entails the availability of valuable scientific resources.

The majority of the students admit the importance of learning both general and scientific vocabulary. Moreover, they recognize learning as much scientific related vocabulary as possible as an important aspect of learning English in their department. However, approximately half of the students asserted having difficulties in acquiring new vocabulary because, as some stated, the pronunciation as well as the spelling of scientific words is somewhat difficult.

Results of question 25 reveal that the writing skill is not well practiced by the students, in fact, they write mainly in the English examinations as they are obliged to do so. This suggests the students' lack of knowledge as well as practice of the writing techniques; moreover, it reflects the students' poverty in terms of vocabulary. However, writing appropriately and meaningfully, besides communicating successfully, is the reason why most of the students consider learning grammar as important.

Regarding data related to MS studies, the majority of the students assured having difficulties in the interpretation of scientific graphs and diagrams. As stated by some students, this is due to the teacher's neglect of introducing such scientific tasks. The domination of the French language over MS studies is also one factor causing the inattention to adequate

English teaching. Lastly, the students' suggestions to improve the English course are valuable and worth careful consideration.

3.2. Discussion of the interview

The teacher's answers about the first four questions reveals that she has little experience as she stated that she is a part-time teacher, it is her first year of teaching, and she has never been trained in ESP. Furthermore, her answers about questions 7 and 8 reveals that she had a hard time selecting the courses to be taught since there are neither an official syllabus nor a useful course book that she can rely on. According to the teacher, the English language is very important to MS students because most of the scientific references are written in English. Moreover, the teacher asserted that the space allocated to teaching English suit the number of students while the time allocated to English courses is not sufficient for all the students to improve their level. The teacher does not only think that the timing of English sessions is not suitable for students but rather consider it as a demotivating factor.

Concerning the questions 14, 15, and 16, the teacher's answers are contradicting. On the one hand, she said that she had neither attempted to conduct NA nor to collaborate with subject teachers to select more suitable courses to meet her students' needs. On the other hand, when asked about course relevance, the teacher asserted that her courses are highly relevant to the students' study field. This is impossible because without having prior knowledge about MS studies and the students' needs, the course cannot be adequate. Moreover, the students' answers about the same question contradict the one provided by their teacher. The majority of the students asserted that the English courses being presented to them are not relevant to their academic studies but rather a repetition of grammar courses being studied at high school.

Concerning the skills emphasized by the teacher, listening and writing are primary while reading is postponed and speaking is totally neglected. This completely contradicts the

students' perception of the importance of the four skills since they emphasize reading and speaking over writing and listening successively. However, the teacher thinks that MS students need to improve their level in writing, reading, listening, conversing, grammar, translation, and specific vocabulary. The teacher also stated that she often teaches GE and occasionally brings scientific related topics "but not exactly related to MS studies". This answer is also a clear contradiction to the one concerning course relevance.

As a response to questions 21 and 23, the teacher asserted that she had never used auditory materials in the classroom, and she does not encourage the students to speak because, as she said, they do not like such activities. However, she does encourage her students to read in English yet without teaching them the reading techniques. Writing techniques on the other hand are not entirely ignored by the teacher as she said, although not all the students welcome such activities.

In terms of grammar, the teacher asserted that she does teach it to her students. Passive and active voice, reported speech, models etc. were examples given by the teacher about grammar lessons she presents. On the other hand, in terms of vocabulary, the teacher claimed that she teaches vocab items related to MS studies. However, this is again a contradiction to her earlier statements where she admitted that she does not meet MS subject teachers to discuss the content of English courses according to the program of specialty.

Finally, the teacher commented that first year MS students are merely making efforts to get good marks in the English examinations besides their desire to be good speakers. This is compatible with the students' responses considering the most needed tasks to be done in English, in which almost all the students reported passing the English examination to be paramount.

Conclusion

To sum up, this chapter devoted to investigating first year MS students language needs and their teacher's perception towards these needs resulted that the courses being presented are not compatible with the students' needs and interests. These results were obtained by means of a questionnaire submitted to 100 students and a teacher's interview which were analyzed and discussed later. The results obtained in this chapter answered the research questions and stimulated a set of recommendations.

Pedagogical Recommendations

To overcome the issues of language teaching and learning of first year MS students and based on the results obtained from this research in hand, the following pedagogical recommendations are made:

1. Training Teachers in ESP

In Algeria, almost all universities integrate the teaching of the English language in their departments; however, the language teachers' training in ESP is not a fundamental measurement in their assignment. This laxity in selecting competent teachers causes a failure in meeting the students' needs as in the case of first year MS students at Jijel University. In this respect, the ministry of higher education should, first, consider expanding ESP training institutions all over the country and, second, make teachers' training a compulsory term in assigning English teachers at universities.

2. Setting an Official Syllabus

One major issue faced by the English teachers in a subject of specialism is the absence of an official syllabus. This put the teachers in the difficult situation of selecting courses on an unclear basis, what usually leads them to choose grammar lessons. Therefore, there should be syllabus designers assigned to solve this problem by carefully designing needs-based

syllabuses that are relevant to each academic discipline with reference to its subjects of specialism.

3. Teachers' Collaboration

It is worth noting that collation between subject specialists and ESP teachers is paramount. This collaboration involves the integration of both the students' studies or activities of specialism and the language. Dudley-Evans and St.Johns (1998) introduced the team-teaching classes' technique, where the subject specialist and the ESP teacher teach simultaneously. This technique demonstrates to the students how much their subject teachers are taking the ESP courses seriously, what may help the students to develop positive attitudes towards these ESP courses. Another possibility of teachers' collaboration is the interaction with native ESP teachers who tend to better manipulate the subject of specialism since it is taught using their mother tongue. Although teachers' collaboration might be time consuming, it is advantageable for both the teachers and the students.

4. Integrating Information and Communication Technologies in teaching ESP

In modern language teaching, a motivating learning situation is where the ICTs (Information and Communication Technologies) are integrated. The latter refer to all technological devices that enable interaction in the digital world. Traditional classes fail to generate the students' interest and raise their motivation, what makes the majority of them skip the language classes. Thus, ICTs are the appropriate solution to overcome these issues since it enables teachers to create interactive and enjoyable classes, and to ensure the students' comprehension. For these reasons, the integration of ICT tools in ESP teaching should be considered.

General Conclusion

Over time, TEFL/TESL developed rapidly due to the status of English as a global language. It overwhelmed large fields of study and became necessary in many vocations and proficiencies; however, GE was not satisfactory to all learners especially those who need specific English what urged the birth of ESP. The latter stood as an independent branch in English language teaching and grasped the attention of linguists who developed NA as an approach to set needs-based syllabuses for ESP students. Accordingly, NA proved its efficiency in meeting the students' needs and became; therefore, fundamental to ESP course design.

Despite the centrality on NA in ESP teaching, many ESP practitioners skip conducting it and teachers of English at the Algerian universities, precisely in Jijel, are no exception. This issue is what stimulated our interest to carry out this piece of research at MS department particularly with first year students. In this respect, this study attempted to identify first year MS students' language needs and to raise the teachers' awareness of the importance of conducting NA. The research in hand is divided into two theoretical chapters and a practical one. In this regard, we hypothesized that if first year MS students' language needs are identified, their English level can be improved. To confirm this hypothesis, two research tools were used: a students' questionnaire which aimed mainly at identifying their language needs as well as their perceptions regarding those needs; and an interview with the teachers of English at MS department which aimed at discovering their perceptions regarding the language needs of their students as well as exploring their teaching practices.

The present study resulted in several findings that answered the previously set questions. We concluded that, on the one hand, first year MS students prioritize the reading and the speaking skills, successively, over the writing and the listening skills. On the other hand, the

teachers of English neglect those two skills. Furthermore, they do not teach ESP but rather they teach GE; what makes the English course irrelevant to the students' needs. Consequently, we provided some pedagogical recommendations that can be applicable to the teaching of ESP at MS department.

While carrying out this piece of research, we faced some limitations. The students were uncooperative and hard to manage what obliged us to seek the help of their teacher of physics since they all attend his lecture. Moreover, it was difficult to meet the teachers of English at that department to make appointments for the interviews because of their recurrent absences.

Finally, this piece of research constitutes an example for similar researches in other fields of specialism and the findings obtained can form a basis for designing a syllabus for first year MS students. Additionally, the study contribute at sensitizing teachers of English about the importance of identifying their students' language needs and helps in making the content presented to students more relevant.

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List of Appendices

Appendix A: The Students' Questionnaire

Appendix B: The Students' Questionnaire Translated into Arabic

Appendix C: The Teachers' interview

Appendix A

Students' Questionnaire:

Dear Student,

This questionnaire is a part of a Master dissertation. It attempts to identify the language needs of first year Matter Sciences students at the University of Mohamed Seddik Ben Yahia in Jijel. Your answers will help in the determination of the students' language needs at this department. Be assured that all the answers you provide will remain confidential.

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

Remarque: you can tick (✓) more than one answer if necessary.

Thank you in advance for your cooperation.

Section one: General Information

Q1) Do you consider learning English important for you?

a- yes b- No

Q2) For which purposes do you study English?

a- Academic purposes b- Professional purposes
c- General purposes d- All of them

Q3) a/ Do you think that the English course is relevant to your academic studies?

a- relevant c- not relevant

b/ If the course is not relevant, please identify some of its negative aspects.

.....
.....

Q4) How often does your teacher of English consult you concerning the content of the course?

- a- Always b- sometimes c- never

Q5) How important to you that your teacher consults you concerning your needs?

- a- Very important b- somewhat important c- not important

Q6) a/ If your needs are taken into consideration, do you think that your level of English will be improved?

- a- agree b- disagree

b/ If you agree, please suggest how the teacher could take your needs into consideration?

.....
.....

Q7) What are the difficulties facing you in learning the English language in your department?

- a- Lack of motivation
b- Insufficient time allocated to teaching English
c- Studying in large classes
d- The absence of an official set syllabus
e- Others please specify

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

Section two: Students Language Needs

Q8) How good are you in the following language skills?

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

Q9) 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-Listening b- Speaking c- Reading d-Writing

Q10) Among the following tasks, choose the ones you need to perform in English in your study field? Tick (√) the suitable box.

	A lot	Somewhat	A little	Not at all
a-Reading specialized books and on line articles related to your specialty (physics, chemistry... etc)				
b-Writing compositions related to Matter sciences studies (Experimentations, scientific reports...).				
c-Speaking about scientific related topics.				
d-Listening to scientific lectures, seminars ...				
e-Translating scientific related material from				

Arabic or French to English and vice-versa.				
f- Passing the English language examination				
g- Writing job applications, CVs and emails in English.				

A) The Listening Skill

Q11) Do you listen to materials related to your studies in English?

a- Yes b-No

Q12) How do you consider the importance of the listening skill in terms of accomplishing the following tasks? Rate them using the relevant number from the box below

1= important	2= less important	3= not important
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Listening to:

a- The radio

b- TV programs

c- Lectures and presentations in class

d- Others, please specify

.....

B) The Speaking Skill

Q13) a/ How often do you speak in English?

a- Always b- sometimes c- never

b/ If you answered “a” or “b” Where do you speak in English?

a- In class

b- Outside class

c- When using social media

d- Others, please specify.....

.....

Q14) How do you consider the importance of the speaking skill in terms of accomplishing the following tasks? Rate them using the relevant number from the box below

1= important	2= less important	3= not important
--------------	-------------------	------------------

Speaking in:

a- Class discussion and participation

b- Oral presentations

c- Seminars and conferences

d- Others, please specify

.....

.....

C) The Reading Skill

Q15) a/ Do you read in English materials related to your study field?

a- Yes b- No

b/ If yes, what kind of materials do you usually read?

a- Printed books

b- On-line articles

c- Newspapers, magazines

d- Others, please specify

.....

.....

Q16) How do you consider the importance of the reading skill in terms of accomplishing the following tasks? Rate them using the relevant number from the box below

1= important	2= less important	3= not important
--------------	-------------------	------------------

Reading:

a- Academic texts

b- Lecture handouts

c- books

d- Others, please specify

.....
.....

• **Vocabulary**

Q17) What kind of vocabulary do you want to learn?

a- Vocabulary used in everyday life situations

b- Scientific vocabulary

c- Both of them

Q18) Do you think that gaining as much scientific related vocabulary as possible is an important aspect in learning the English language?

a- Agree b- disagree

Q19)a/ Do you find any difficulties in learning vocabulary?

a- Yes b- No

b/ If yes, please specify

.....
.....

D) The Writing Skill

Q20) Do you write in English?

- a- Yes b- No

Q21) What kind of writings do you often write?

- a- Class assignments
b- Examination answers
c- Others, please specify

.....
.....

Q22) How do you consider the importance of the writing skill in terms of accomplishing the following tasks? Rank them using the relevant number from the box below

1= important	2= less important	3= not important
--------------	-------------------	------------------

- a- Writing reports
b- Taking notes
c- Writing course assignments
d- Exam answers
e- Others, please specify

.....
.....

• **Grammar**

Q23) a/ Do you think that learning grammar is important for your academic studies?

- a- Yes b- No

b/ If yes, please specify why it is important?

.....
.....

Section Three: Other Needs

Q24) Do you need to learn how to interpret graphs, symbols, charts...etc. in English?

a- Yes b- No

Q25) Would you please provide some suggestions to improve the English course?

.....
.....

Appendix B

The students' questionnaire translated into Arabic

إستبيان

عزيزي الطالب،

إنّ هذا الإستبيان هو جزء من مذكرة الماجستير، وهو يسعى لتحديد احتياجات طلبة السنة الأولى لعلوم المادة في جامعة محمد الصديق بن يحي بجيجل و ذلك فيما يخص اللغة الإنجليزية. إنّ أجوبتكم ستساعدنا في تحديد هذه الإحتياجات اللغوية. كونوا متأكدين ان أجوبتكم ستظل سرية.

من فضلكم خذوا الوقت الكافي لملء هذا الإستبيان و أجبوا على كل الأسئلة بأكبر قدر ممكن من الدقة.

ملاحظة: إذا تطلب الأمر يمكنك اختيار أكثر من إجابة.

شكرا مسبقا على تعاونكم.

الفرع الأول: معلومات عامة

س(1) هل تعتبر أنّ تعلم اللغة الإنجليزية مهم لك ؟

أ- نعم ب- لا

س(2) لماذا تتعلم اللغة الإنجليزية؟

أ- لأسباب أكاديمية ب- لأسباب مهنية ج- لأسباب عامة د- كل ما سبق

س(3) أ/ هل ترى أنّ برنامج اللغة الإنجليزية مرتبط لميدانك الدراسي؟

أ- مرتبط ب- غير مرتبط

ب/ إذا كان البرنامج غير مرتبط، من فضلك حدد بعضاً من جوانبه السلبية

.....
.....

س4) كم مرة يقوم أستاذك في اللغة الإنجليزية باستشارتك فيما يخص مضمون البرنامج؟

أ- دائماً ب- أحيانا ج- لا يستشيرنا أبدا

س5) إلى أي مدى من المهم لك أن يقوم أستاذك باستشارتك فيما يخص احتياجاتك اللغوية؟

أ- مهم جداً ب- مهم قليلاً ج- ليس مهماً

س6) أ/ هل توافق أنّ مستواك في اللغة الإنجليزية سيتحسن لو أخذت احتياجاتك اللغوية بعين الإعتبار؟

أ- نعم ب- لا أوافق

ب/ إذا كنت توافق، من فضلك قَدِّم اقتراحات تبيّن كيف يمكن لأستاذك أن يأخذ احتياجاتك بعين الإعتبار.

.....
.....

س7) ما هي الصعوبات التي تواجهك في تعلم اللغة الإنجليزية في كليتك؟

أ- عدم وجود حافز

ب- الوقت المخصص لتدريس اللغة الإنجليزية غير كافٍ

ج- الدراسة في أقسام مكتظة

د- عدم وجود منهاج دراسي رسمي

هـ- أسباب أخرى من فضلك أذكرها

.....
.....

الفرع الثاني: الإحتياجات اللغوية للطلبة

س8) ما نسبة تمكنك من المهارات التالية؟ ضع العلامة (√) في الخانة المناسبة

جيد جدًا	جيد	متوسط	ضعيف	ضعيف جدًا	
					الإستماع
					التكلم
					القراءة
					الكتابة

س9) رتب مهارات اللغة الإنجليزية التالية حسب أهميتها لدراساتك الأكاديمية. استعمل الأرقام من 1 إلى 4 حيث 1 يمثل الأكثر أهمية و 4 يمثل الأقل أهمية.

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

س10) اختر من بين المهام التالية تلك التي تحتاج إلى تأديتها باللغة الإنجليزية في ميدان دراستك وذلك بوضع العلامة (√) في الخانة المناسبة.

كثيرا	نوعا ما	قليلا	إطلاقا	
				أ/ قراءة كتب و مقالات عبر الانترنت لها صلة باختصاصك (فيزياء، كيمياء... إلخ)
				ب/ كتابة إنشاءات متعلقة بدراسات علوم المادة (تجارب، تقارير علمية... إلخ)
				ج/ الحديث عن مواضيع علمية
				د/ الإستماع إلى محاضرات علمية، ندوات ... إلخ

				ه/ ترجمة مواد علمية من وإلى اللغة الإنجليزية
				و/ إجراء امتحان اللغة الإنجليزية
				ز/ كتابة طلبات العمل، السيرة الذاتية، رسائل البريد الإلكتروني...إلخ

أ) مهارة الإستماع

س11) هل تستمع إلى مواد باللغة الإنجليزية لها علاقة بدراستك؟

أ- نعم ب- لا

س12) كيف تقيم أهمية مهارة القراءة بالنسبة لانجاز المهام التالية، استعمل في تقييمك الرقم المناسب حيث:

3=ليس مهما	2=أقل أهمية	1=مهم
------------	-------------	-------

الإستماع إلى:

أ- الإذاعة

ب- البرامج التلفزيونية

ج- المحاضرات و العروض في القسم

د- أشياء أخرى، من فضلك حددها

.....

ب) مهارة التكلم

س13)أ/ كم مرة تتكلم اللغة الإنجليزية؟

أ- دائما ب- أحيانا ج- لا أتكلم الإنجليزية إطلاقا

ب/ إذا كانت إجابتك أ أو ب، أين تتكلم اللغة الإنجليزية؟

أ- في القسم

ب- خارج القسم

ج- عند استعمال مواقع التواصل الاجتماعي

د- مواقع أخرى، من فضلك أذكرها

.....
.....

س14) كيف تقيم أهمية مهارة القراءة بالنسبة لانجاز المهام التالية، استعمل في تقييمك الرقم المناسب حيث:

3=ليس مهما	2=أقل أهمية	1=مهم
------------	-------------	-------

التكلم

أ - في المناقشة و المشاركة في الصف

ب - في العروض الشفهية

ت - الملتقيات و المنتديات العلمية

د - مواقع أخرى، من فضلك أذكرها

.....
.....

ت) مهارة القراءة

س15) أ / هل تقرأ الوثائق المكتوبة بالانجليزية؟

أ- نعم ب- لا

ب/ إذا كانت إجابتك بنعم 'فما نوع الوثائق التي تقرأها ؟

أ- كتب

ب- وثائق الكترونية

ج- جرائد ومجلات

د- مواقع أخرى، من فضلك أذكرها

.....
.....

س(16) كيف تقيم أهمية مهارة القراءة بالنسبة لانجاز المهام التالية، استعمل في تقييمك الرقم المناسب حيث:

3=ليس مهما	2=أقل أهمية	1=مهم
------------	-------------	-------

قراءة :

أ- النصوص الأكاديمية

ب- محاضرة نسخ

ج- كتب

د- مواقع أخرى، من فضلك أذكرها

.....
.....

-المفردات

س(17) ما هو نوع المفردات التي تريد أن تتعلمها؟

أ- المفردات التي تحتاجها في حياتك اليومية

ب - المفردات العلمية التي لها علاقة بتخصص علوم المادة

ج - الاثنان معا

س18) هل تعتقد أنّ اكتساب المفردات العلمية ذات صلة بشعبتكم قدر الإمكان هو جانب هام في تعلم اللغة الإنجليزية؟

أ - نعم ب - لا

س19) أ/ هل تجد أي صعوبة عند تعلم المفردات المعنية بشعبتكم؟

أ - نعم ب - لا

ب/ إذا كانت إجابتك بنعم 'ما هي هذه الصعوبات؟

.....
.....

د) مهارة الكتابة

س20) هل تكتب بالانجليزية؟

أ - نعم ب - لا

س21) ما هي الحالات التي تكتب فيها بالانجليزية؟

أ- في القسم (تقارير 'بحوث)

ب- في الامتحانات

ت- أخرى (حدد من فضلك)

.....
.....

س22) كيف تقيم أهمية مهارة القراءة بالنسبة لانجاز المهام التالية، استعمل في تقييمك الرقم المناسب حيث:

3=ليس مهما	2=أقل أهمية	1=مهم
------------	-------------	-------

- أ- كتابة التقارير في القسم
- ب- تدوين الملاحظات
- ج- كتابة الواجبات
- د- كتابة أجوبة الامتحانات
- ه- أخرى (حدد من فضلك)

.....

.....

- قواعد اللغة

س23) أ/ هل تعتقد أن تعلم قواعد اللغة مهم للدراسات الأكاديمية الخاصة بك

- أ- نعم
- ب- لا

ب/ إذا أجبت بنعم، لماذا هو مهم؟

.....

.....

الفرع الثالث: احتياجات أخرى

س24) هل تحتاج إلى تعلم

- أ- نعم
- ب- لا

س25) هل لديك اقتراحات أو احتياجات أخرى تريد إضافتها لتحسين درس اللغة الانجليزية؟

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

Appendix C

Teachers' interview

Section One : Background information

1. What is your professional qualification?
2. What is your status as a teacher? Fully-pledged /part-time teacher
3. How long have been teaching English?
4. a/ Have you been trained to teach ESP?
b/ If yes, please indicate kind(s) of training and institution.
5. What do you think about you students level? Is it good, average, or low?
6. Is it difficult for you to generate materials used in your teaching since there is no official syllabus?
7. a/ Are you using a particular course book?
b/ If yes, please indicate the title.

Section Two: English Language Needs Analysis of MS Students

8. Why is learning English important for MS students?
9. Does the space allocated to English sessions suit the number of students?
10. Is time allocated to English sessions sufficient to enhance students' level of English?
11. Does the timing of English sessions affect students' motivation, either positively or negatively?
12. Have you ever tried to conduct a needs analysis about your students' needs?
13. Do you meet teachers of MS department to discuss the content according to the program of specialty? Yes/no
14. Is the course being presented to the students relevant to their study field?

15. Is there any attempt from the part of the Ministry of Higher Education to design and official syllabus for first year MS students?
16. Which skills do you rely on most in your course? Listening/ Speaking/ Reading/ Writing
17. What aspects of language do you think MS students need to improve? Specific vocabulary/ pronunciation/ reading comprehension/ listening and conversations/ grammar/ translation/ if others, please specify.
18. Do you teach more often general English, English related to science in general, or English more specifically related to MS?
19. a/Do you provide your students with auditory material such as audios or videos?
b/If yes, how do they respond? I.e. are they interested in the listening skill?
20. a/Do you give your students the opportunity to speak in English and discuss or debate some particular issues?
b/ If yes, do students respond positively to this kind of oral activities; i.e. do they participate?
21. Do you encourage your students to read in English materials related to their study field?
22. Do you teach your students reading strategies such as skimming and scanning?
23. Do students welcome activities related to the writing skill such as writing assignments?
24. Do students welcome activities related to the writing skill such as writing assignments?
25. Do you teach grammar to your students?
26. Do you have anything to add? Any final comments?

Résumé

Le but de cette étude est de définir les besoins linguistiques des étudiants de première année Science de la Matière à l'université de Jijel. Cette étude est basée sur l'hypothèse que si les besoins linguistiques des étudiants sont identifiés, leur niveau d'anglais pourra être amélioré. Afin d'examiner cette hypothèse, un questionnaire et une interview ont été utilisés. Le questionnaire a été distribué sur 100 étudiants de première année dans le but d'identifier leur besoins linguistiques, ainsi que de déterminer leurs perceptions concernant ces besoins. L'interview a été réalisée avec les trois seuls enseignants d'anglais dans le même département et vise à découvrir leurs perceptions concernant les besoins de leurs étudiants ainsi que d'explorer leurs pratiques d'enseignement. Cette thèse se compose de trois chapitres; le premier traite l'anglais de spécialité et l'analyse des besoins, le deuxième est consacré aux compétences linguistiques et les problèmes linguistiques en anglais de spécialité. Le dernier chapitre porte sur la méthodologie de recherche. Les résultats obtenus montrent que tandis que les étudiants donnent la priorité aux compétences de lecture et de l'expression orale, leurs enseignants se concentrent sur les compétences de l'écriture et de l'écoute. Sur ce, des recommandations pédagogiques sont proposées.

ملخص

تهدف هذه الدراسة إلى تحديد الاحتياجات اللغوية لطلبة السنة الأولى قسم علوم المادة في جامعة جيجل، وقد بنيت على فرضية إمكانية تحسين مستوى الطلبة في اللغة الانجليزية في حالة تحديد احتياجاتهم اللغوية. لتحري هذه الفرضية تم اعتماد وسيلتي بحث و هما الاستبيان و المقابلة الشفهية، حيث وزع الاستبيان على 100 طالب قصد تحديد احتياجاتهم اللغوية واستطلاع آرائهم حول هذه الاحتياجات، أما المقابلة فأجريت مع الأساتذة الثلاث المعنيين بتدريس اللغة الانجليزية في هذا القسم بغية معرفة آرائهم حول احتياجات طلبتهم واستكشاف نشاطاتهم التعليمية. المذكرة تنقسم إلى ثلاث فصول، يتناول الفصل الأول موضوع اللغة الانجليزية للأهداف الخاصة و تحليل الاحتياجات، أما الفصل الثاني فيتمحور حول المهارات اللغوية الأربعة و المشاكل اللغوية في تدريس اللغة الانجليزية للأهداف الخاصة، بينما يدور الفصل الثالث حول منهجية البحث. النتائج المحصلة تظهر أن الطلبة يؤثرون مهارتي القراءة و التكلم غير أن الأساتذة يركزون على مهارتي الكتابة و الاستماع. بناء على هذا قدمت بعض الاقتراحات البيداغوجية.