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Investigating the Reading Needs in English for Specific Purposes

**The Case of First Year Master Students of Political Sciences
at Mohammed Seddik Ben Yahia- JIJEL University.**

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

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

We would like to give our undeniable thanks to the most graceful and the entirely compassionate Allah the almighty, without his blessing, this research would have never existed, thank you Allah with every breath we take.

I dedicate this research to the most loving people surrounding me:

To the ones who are enlightening my path: -My lovely mom **NADIA BOUKHCHEM** (the light of my eyes)

-My soulful dad **MESSAOUD** (the light of my life)

-My precious husband **MOHAMMED BEGHIDJA** (the light of my heart)

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-My second lovely mum **DJAMILA BOUDJNIBE** (my husband's mom)

-My aunt **RAZIKA BEGHIDJA** (my husband's aunt)

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-My dear brothers: **MOHAMMED, ISLAM**, and **MOUAD** (my shining stars)

To the ones who are colouring my life: -My princesses **HAYAT, FOUZAIA**, and **HABIBA BEGHIDJA** (my husbands' sisters)

To the ones who are still teaching me the real meaning of friendship:-My best of them all **ABIR KEHAL** and **SELMA**

BENNINI (my twins) and to my little aunt whom I do respect a lot **WAFI BOULKHODRA**

To all my uncles and aunts whom I do love so

May Allah bless you all and protect you always and forever

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Abstract

The current study which is a descriptive one aims at identifying the reading needs of first year Master students of Political Sciences at the University of Mohammed Seddik Ben Yahia – Jijel. It has been hypothesized that if both teachers and students are aware of the reading needs and take them into consideration in the reading teaching process, students will develop their reading abilities in both English and Political Sciences. The dissertation is divided into three chapters. The first two chapters are devoted to the theoretical part and present the relevant literature review related to English for Specific Purposes, needs analysis, and the reading skill. The third chapter is devoted to the practical part. To answer the research questions and uncover the reading needs of Master one students at the department of Political Sciences, a questionnaire was addressed to five teachers of English and another one was displayed to fifty-five students out of ninety five chosen randomly at the department of Political Sciences at Jijel University. The results of both questionnaires revealed that teachers and students hold positive attitudes towards reading in particular and English in general. The findings also evoked many problems encountered by teachers and students. That is, teachers are not aware of their students' needs and do not take them into consideration in the teaching of the reading skill. Moreover, English for Specific Purposes is not well practised in the department of political sciences. All these negative aspects affected students' progress in learning both English and Political Sciences. Finally, some solutions are suggested to improve the teaching of the reading skill under the implication of English for Specific Purposes at the previously mentioned department.

List of Abbreviations and Symbols

%: Percentage

BA : Bachelor of Arts.

CNP: Communicative Needs Processor

EAP : English for Academic Purposes

EBE: English for Business and Economics

EFL: English as a Foreign Language

EGP: English for General Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Studies

EST: English for Science and Technology

FL: Foreign Language

GE: General English

LSP: Language for Specific Purposes

NA: Needs Analysis

SD: Syllabus Design

TALO: Text as Linguistic Object

TAVI: Text as Vehicle for Information.

TEFL: Teaching English as a Foreign Language

TSA: Target Situation Analysis

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General Introduction

1. Rationale of the Study

Learning a foreign language (FL) is a very substantial matter for the individual. Educational systems give a big importance to the process of learning a foreign language. This led to the addition to new languages to the learning curriculum. After the end of the Second World War, and because of the globalization, teaching and learning English language has become one of the urgent needs.

English has become an international language; it has become extensive approximately all over the world, since it is used in business and education. In the past, learning English was thoroughly a matter of focusing on its linguistic structures that is, mastering its grammar rules. After that, a shift has been taken place. The emphasis has become on the function and demonstration of the communicative abilities. During the 1960s, changes in the world's markets resulted in the rising of learning English for various purposes. According to Hutchinson and Waters (1987) "ESP emerged due to the development of the world's economy, which entailed the progress of technology, the economic power of oil-rich countries, and the increasing amount of overseas students in English-speaking countries" (p. 6-7). English has taken a part in all educational specifications, it is now taught for economic, scientific and political purposes. Hence, this led to the emergence of English for Specific Purposes (ESP) as a discipline.

ESP is a discipline that emerged in the early 1960 and blossomed as an important sphere in Applied Linguistics. It is mostly concerned with the learner's needs of English in a specific field. When needs are determined, learning objectives and aims can be defined in terms of the specific purposes for which the language will be used. This can be done through conducting a needs analysis.

Needs analysis attempts to collect as much information as possible in order to establish a comprehensive understanding of the learners' needs for a variety of purposes; it involved giving the learners some tasks and activities, to find out what their learning needs are, it includes the study of the previous, present needs and abilities, and even the unrecognized needs. A good understanding of these needs can contribute to successful course planning. The result is that, teaching will be seen as effective, and the learner begins to demonstrate communicative abilities in required domains.

After the end of the Second World War, the United States of America has become the most powerful country in the world, the one which leads and controls political matters of the other weakest countries, and since its official language is English, there has been an urgent demand for teaching and learning this language for political purposes. In response, political sciences has become one of the main specializations where ESP has been applied. So, courses whose aim is the use of the English language for political purposes are becoming more common in the departments of Politics, at universities all around the world.

As reading is the most important skills in the English courses, it is very necessary for Master students to master it for their academic purposes and professional careers; they will be able to read in different styles, and to use the reading strategies which go with their reading aims and goals...etc. The development of this skill makes students improve their English language and progress in their fields of study.

2. Statement of the Problem

At the department of Political Sciences in “Mohammed Seddik Ben Yahia” –JIJEL University, teaching English for specific purposes has become very important in the Political sciences department. Reading is the most required skill in the field as the teachers of English at this department believe, in order to be able to comprehend political written articles, to gain

over a deep eye on the domain. However, what has been noticed is that students find difficulties in studying the English course, also they face some problems that prevent their reading progress. Teachers in the previously mentioned department are not trained to teach more specific English; according to the students' declaration their teachers have never conducted a needs analysis to know about their students' needs. Moreover, they do not rely on an official syllabus in their teaching. The result is the students' failure in the acquisition of knowledge in the English language which is required in Political Sciences. The present research work attempts to answer the following questions:

- Are both teachers and students aware of their Reading needs?
- What problems do both teachers and students encounter in the teaching learning process?
- What are the reading needs of first year master students in the department of political sciences?

3. Aim of the Study

The present study sheds light on the teaching of the English language at the department of Political Sciences at Jijel University. It aims to identify the reading needs of first year Master students and explores the encountered difficulties by the students in reading texts in the English language and to come up with their reading needs.

4. Hypothesis

If both teachers and students are aware of the reading needs and if these needs are taken into consideration in the teaching/learning process, students will develop their reading abilities in English and progress in Political Sciences.

5. Research Instruments

This study is an analysis of the reading needs of political sciences first year Master students at the department of Political Sciences at Jijel University. It is a descriptive one in which data is collected through the administration of two questionnaires ; one for teachers and the other for students. The teachers' questionnaire was administered to five teachers teaching at the previously mentioned department and the students' questionnaire was given to a sample of fifty five first year Master students of Political Sciences. In order to determine the problems faced by teachers and students in the reading teaching/learning process, and to investigate the reading needs through introducing a comparison between the two questionnaires.

6. Structure of the Dissertation

This dissertation consists of three chapters: the first two chapters devoted to the theoretical framework of the study, while the third one is devoted to the methodology used and the analysis ,interpretation of the questionnaires' results and a comparison between the questionnaires.

The first chapter highlights the concepts of ESP and Needs Analysis, it is divided into two parts ; The first part intends to define and explain the concept of ESP through looking at its origins, development, types, and characteristics in each decade since its beginning in the 1960s, a comparison between ESP and EGP, the role of the ESP teacher. The second part is an overview about Needs analysis, its definition, types, importance, practice and needs analysis in ESP.

The second chapter sheds light on the reading skill and its teaching ; the definition of reading skill, its importance, the reading strategies, the principles of the foreign language skill, reading in ESP then, passing through syllabus design, lesson planning, the importance

course design in teaching reading, determining course content in relation to needs analysis, developing materials, and planning units of work.

The third chapter is devoted to the methodology used and the analysis ,interpretation of the questionnaires' results and a comparision between the questionnaires to know whether it shares the agreement with the hypothesis or not.

Introduction

The English language started to be widely taught and learnt all over the world in the last decades. In the last few years, globalization and the growth of the internet have made English a common language for business, aviation and even diplomacy. For example, Most of the large multination companies use English to ensure communication between all their offices in different countries. This growth led to the development of English to be described as the first universal language, the dominant international language, and the lingua franca of the world. According to Hutchinson & Waters (1987, p. 6) the effect was to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. In other words, learners have become interested in learning English specific purposes: either for their study or for their professional careers. This arising interest in learning of (ESP) has become an innovation practice within the sphere of English language teaching. The first part of this chapter intends to give an overview of the origins, and the definition of ESP through looking at its development, types, and characteristics, a comparison between ESP and EGP, the role of the ESP teacher. The second part is an overview about Needs analysis, its definition, types, importance, practice of needs analysis and needs analysis in ESP.

1.1. Section One: English for specific purposes

1.1.1. Definition of ESP

We can count as much definitions of ESP as the number of the linguists who have defined it. Some of them have described ESP as the teaching of English for any purpose that can be specified, some others opted to be more precise and describe it as the teaching of English language for academic studies or for occupational or vocational purposes. According to Dudley (1977):” ESP is delineating to encounter the distinct needs of the learners.ESP

emphasis on the language appropriateness and its semantic and Morphological meaning not on the lexical or syntactic meaning of the language.” (cited in USESSAYS, 2015)

Hutchinson & Waters (1987, p. 19) stated that “ESP is an approach of teaching a language having proper command on syllabus, Methods and the activities used for learning a language on the basis of the needs of the learners and for the antecedent of their learning”. So, Hutchinson & Waters defined ESP as an “Approach” rather than “a product”, neither related to any specific language or methodology nor material. They gave a broader definition to ESP as follow “ESP should properly be seen not as any particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning.”

According to Dudley- Evans & John (1998, p.1) “Nowadays, ESP has been shifted from modals to general ELT still it has reserved its focus on the practicalities of the results”. ESP is always been concerned with needs analysis so with the help of knowing the needs we can see and also enhance the ability of the learners so that they can communicate effectively in their work and study with the help of defined task.

Munby (1978, p. 2) gave a comprehensive definition of ESP; he stated that in ESP courses, prior analysis of the learners’ communication needs determines the syllabus and the teaching materials. As Mackay & Mountford (1978, p.2) said “Language for special purposes...is generally used to refer to the teaching of English for clearly utilitarian purpose. This purpose is usually defined with reference to some occupational requirement..., or vocational training programmes..., or some academic or professional study.”

To conclude, the student and his needs are the focus of ESP. Any particular language curriculum must be preceded by an analysis and a survey of students needs. The teachers of

ESP teach very specific grammar in addition to the general grammar the general one, because this latter is a stage that is supposed to have been digested before.

1.1.2. The Origins of ESP

The teaching of a language for specific purposes dates back to the sixteenth century through producing specialised vocabulary and phrase books for tourists and science students, and “German for Science Students” was an example of ancient Language for Specific Purposes (LSP) materials as mentioned by (Ticco, 1976 cf. Romo, 2006) (as cited in Choudahary, 2013, p. 143). On the other hand, there was not a complete agreement about the historical growth of English for specific purposes. General studies and researches concluded that 1960 was the dawn of this approach in English Language Teaching. McDonough (1984, p. 4) said “Beginning in the early 1960s, there were many reports from around the world of a growing dissatisfaction with the language teaching practice then current, where all learners were served up with literature regardless of their aims, needs, or interests”. Some other studies stated that ESP saw light much before the period mentioned above, Hutchinson and Waters (1987) traced back the beginning of ESP to the publication of a book written for tourists in 1576 (cited in Choudahary, 2013, p. 143).

Undoubtedly, ESP as an approach started to develop after the Second World War and has shown continued growth and steady expansion since then, both theoretically and practically. Thus, teaching and learning English for specific purposes has emerged to be a fruitful field over the last decades.

There were several factors that led to the emergence of ESP, Hutchinson and Waters (1987, p. 6) confirmed that “ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of convening trends”.

Hutchinson & Waters (1987, p.6) saw that the emergence of ESP was led by three main reasons: the demand of a Brave New World, a revolution in linguistics, and the focus on the learner.

a. The Demand of a Brave New World

The first reason was the consequence of the two key historical periods which breathed life into ESP: the end of the Second World War and the Oil Crisis of the early 1970s. The concept of the demand of a Brave New World after the Second World War, was caused by the huge development in science and technology (new inventions and discoveries took place), as well as economy the world witnessed. This progression required the adoption of a common language among nations that contributes to its continuation and prosperity, and to ensure that language will not be a hindrance to technology, and commerce which were the main dominant powers in the world. It is a truth universally acknowledged that after the British colonization of North America, the English language became the dominant language in the United States whose economic and cultural growth encompassed the entire world since the 1945; (European countries, and Japan were suffering from an economic destruction, at the time when the United States of America was the strongest economically, because it was not much affected by the war. So, it acted quickly and took care of the axis of the economy), that was the greatest reason for the rapid adoption of English as a common language around the globe.

As Hutchinson & Waters said:

“The end of the Second World War was in 1945 heralded an age of enormous and unprecedented in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces -Technology and commerce – which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English.” (1987, p.6)

Hutchinson and Waters (1987, p.7) noted that the Oil Crisis of the early 1970s involved a massive flow of funds and Western expertise into the oil-rich countries. This was another cause of the accelerated expansion of the ESP movement. On the other side, commercial pressures began to exert an influence in the acquisition of this language. Time and money constraints created a need for cost effective courses with accurately and clearly defined goals. Hutchinson and Waters (1987, p.7) said that “The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goals.”

b. A Revolution in Linguistics

The second reason that led to the emergence of ESP was a revolution in linguistics. Communicative and situational language teaching began in Britain in the 1960s as a replacement to the earlier structural method. In the early 1950s, Chomsky challenged previous assumptions about language structure and language learning methodologies of the Grammar Translation Method and the Audiolingual Approach (habit formation as a mode). He believed that there was a set of rules and instructions governing the language system. This began as a study of syntactic structures in linguistics. However, this study was without reference to meaning, and the sentences which were generated from this study could easily be senseless. Linguistic theory needed to be incorporated into a broader view of communication and culture, because grammatical sentences cannot be used in the same circumstances. So, many pioneers in linguistics argued that language teaching should move away from an emphasis on the ‘form’ of sentences to a concern for the ‘usage’ of sentence in context. Authentic and meaningful communication should be the goal of classroom activities. Hutchinson and Waters (1987, p. 7) pointed out that one significant discovery was in the ways that spoken and written English vary. In other words, the particular context in which English is used will change the variant of English. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific

contexts is possible as well. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology (EST).

c. The Focus on The Learner

Hutchinson and Waters (1987, p.8) said “Tell me what you need English for and I will tell you the English that you need”. The third reason of the emergence of ESP that Hutchinson and Waters noted has everything to do with psychology and less with linguistics. More attention was given to the ways in which learners acquire a language and the different ways in which it is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different and interests needs. Therefore, the focus on the learner's needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking.

1.1.3. The Development of ESP

Throughout its history ESP has developed at different speeds. Hutchinson & Waters (1987, p. 9-14) described five stages: Register Analysis, Discourse Analysis, Target Situation Analysis, Skills and Strategies, and a learning-Centered Approach.

1.1.3.1. The Concept of Special Language: Register Analysis

This stage took place in the 1960s and early 1970s and was associated in particular with the work of Peter Strevens (Halliday Melcintosh and Stevens, 1964), Jack Ewer (Ewer and Lattore, (1969) and John Swales (1971)(cited in Hutchinson & waters, 1987, p. 9).

According to Hutchinson and Waters (1987, p. 9) “Operating on the basic principle that the English of, say, electrical engineering constituted as specific register differ from that of, say, biology or of general English, the aim of the analysis was to identify the grammatical and

lexical features of these registers”(1987, p. 9). Syllabuses are designed on the basis of these linguistic features.

1.1.3.2. Beyond the Sentence: Rhetorical or Discourse Analysis

ESP had focused on language at the sentence level, the second phase of development shifted attention to the level about the sentence, as ESP become closely involved with the emerging field of discourse or rhetorical analysis. Allen & Widdonson (1974) expressed the basic hypothesis of this stage as Hutchinson’s & Waters stated (1987, p. 10-11):

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

1.1.3.3. Target Situation Analysis

The stage that we come to consider now did not really add anything new to the range of knowledge about ESP. What it aimed to do was to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analyzing more closely to learners’ reasons for learning. Given that the purpose, of an ESP course is to enable learners to function adequately in a target situation, that is, the situation in which learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course. This process is usually known as need analysis. However, we prefer to take Chambers’ (1980) term of target situation analysis, since it is a more accurate description of the process concerned. The most thought explanation of target situation analysis is the system set out by John Munby in his book entitled (communicative Syllabus Design (1978).

1.1.3.4. Skills and Strategies

The fourth stage of ESP has seen as an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use. There is no dominant figure in this movement. The principal idea behind the skills centered approach is that underlying all language use there are common reasoning interpreting processes, which, regardless of surface forms, enable us to extract meaning from discourse. There is, therefore, no need to focus closely to the surface forms of the language. The focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms; for example, guessing the meaning of words from context, using visual layout to determine the type of text, exploiting cognates (i.e. words which are similar in the mother tongue and the target language) etc. A focus on specific subject registers is unnecessary in this approach, because the underlying processes are not specific to any subject registers.

1.1.3.5. A Learning-Centered Approach

According to Hutchinson & Waters (1987, p. 14) “our concern is with language learning”. We cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it. A truly valid approach to ESP must be based on an understanding of the processes of language learning, the importance and the implications of the distinction that we have made between language use and language learning.

1.1.4. Types of ESP

As indicated by Gatehouse, (2001): Carter (1983) identified three types of ESP:

- English as a Restricted Language
- English for Academic and Occupational Purposes
- English with Specific Topics.

The language used by air traffic controllers or by waiters are examples of English as a restricted language. Mackay and Mountford (1978, p. 4-5) clearly illustrated the difference between restricted language and language with this statement:

The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment(1978, p. 4-5).

The second type of ESP and the most prominent two branches of ESP identified by Carter (1983; cited in Gatehouse, 2001) are: “EAP” English for Academic Purpose and “EOP” English for occupational purposes.

1.1.4.1. English for Academic Purposes:

English for Academic Purposes (EAO) is concerned with the study of the English skills which are required for study purposes in formal education systems; it is to say that it is the teaching of English in Academic contexts, at schools, colleges and universities in order to fulfill Academic Purposes.

1.1.4.2. English for Occupational Purposes:

this type of teaching ESP takes place in situations where learners need to use English as part of their job or profession. In other words, EOP refers to English which is not for academic purposes; it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre-study work.

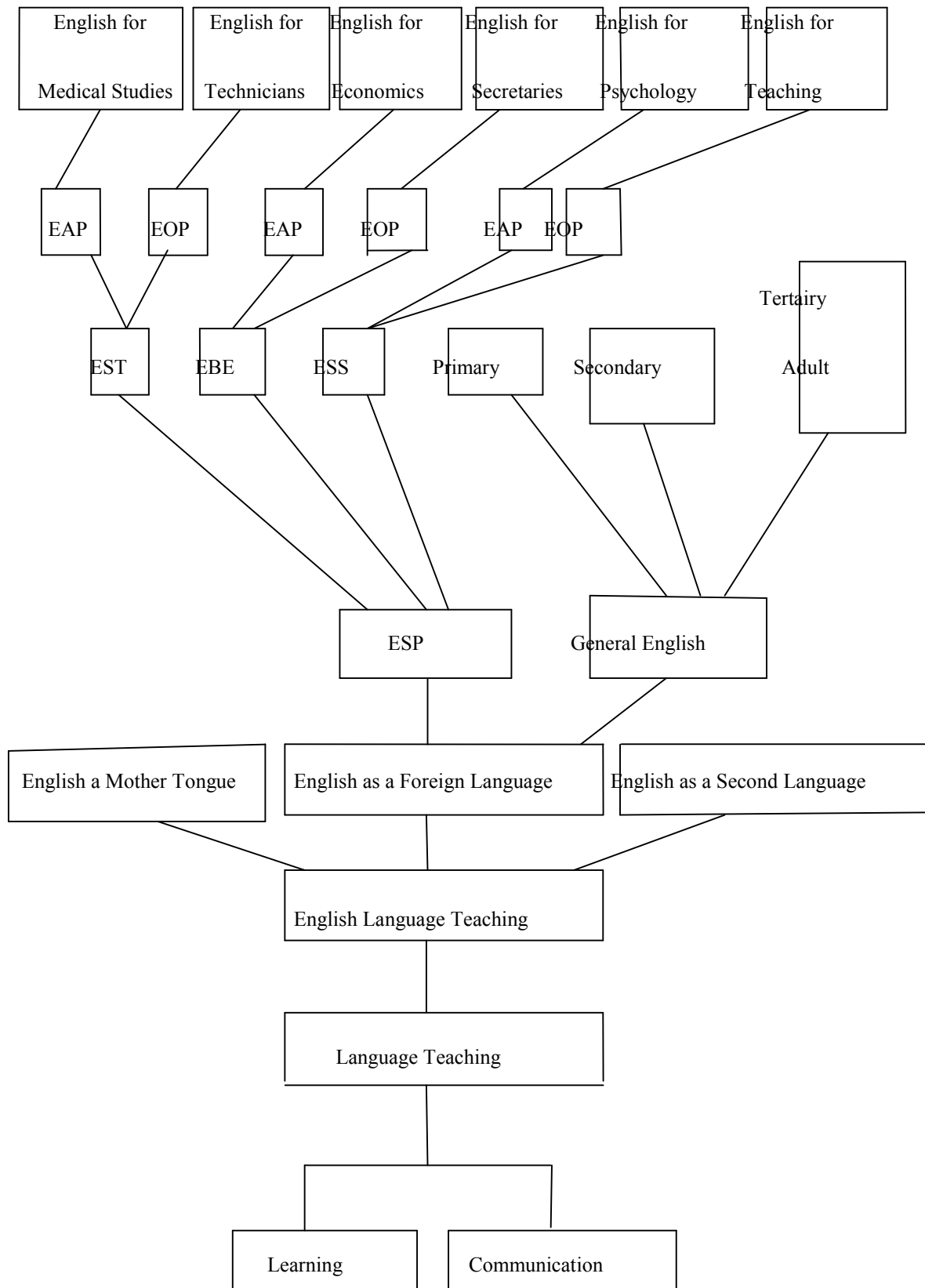


Figure 1.1 : The Tree of ELT (Hutchinson & Waters 1987, p. 17)

In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is broken down into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'.

Hutchinson and Waters (1987, p. 16) noted that there is no clear-cut distinction between EAP and EOP since " people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job."

The third and final type of ESP identified by Carter (1983; cited in Gatehouse, 2001) is English with Specific Topics. Carter (1983) noted that it is only in this type, the emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions.

1.1.5. English for Political Purposes

Language is a key factor in politics. A good politician is the one who can and influence people's thoughts through the good use of the language. For example; the politician should have what it's called 'Rhetoric' in other words, « The Language of Persuasion ».

ESP in political sciences prepares the learner to be an informed, ethical actor in relation to ranges of issues in international politics and culture. English language prepares the learner to continue his education in a range of Master degrees – from degrees focusing on

international culture and communications to degrees focusing on development, international relations and regional studies.

The focus of the Political English Courses is on the use and development of English language skills in a political context, which will include lectures, presentations, discussions, problem solving, and reading about governments and countries. The Political English topics available include: the international relations, political strategies, international cooperation, local groups. So by the end of the course, the learner will be able to do some activities like reading and interpreting specialized political texts.

Teaching political English has included writing, special reading and pronunciation. Vocabulary programs are very useful for reviewing, consolidating, and improving the general, basic language knowledge. In addition, specialized materials for politics are can be used. It could be dictionaries; either monolingual or bilingual. Specialized dictionaries for politics can be used in addition to atlases and encyclopedia. The materials used should cover all the language skills (listening, speaking, reading and writing), they should be offered to the learners according to their level of language knowledge (beginners, intermediates, advanced). The teacher must offer texts, articles, books, to improve the reading skill, and refresh the useful vocabulary for political learners (cited in Boulfrakh (2011, p. 17).

1.1.6. The characteristics of ESP

It should be recognised that the teaching of the specific language entirely depends on the educational situation. Strevens (1988) referred to some of the characteristics of a specific language course, and in turn, divided it into two parts: absolute and variable characteristics.

- Absolute characteristics:
 - ESP is defined to meet the specific needs of the learner.

- The content of the material is relevant to a particular science, occupation or activity.
- It revolves around the specific language of a branch of knowledge or life in terms of structure, vocabulary, and the meaning of words...
- It differs from the teaching of general language.
- Variable characteristics :
 - Does not adhere to the teaching of a particular skill of language.
 - It is not taught based on pre-established methods (cited in Bojović, 2007, p. 488).

Dudley-Evans and St John (1998) has influenced by the definition of Stevens which emphasized the description of the characteristics of ESP. the notion of 'absolute' addresses the common features of all ESP contexts, while the notion of 'variables' explains the situational features of ESP context. They defined these characteristics as follow:

1. Absolute characteristics:

- a) ESP is designed to meet specific needs of the learner.
- b) ESP makes use of the underlying methodology and activities of the disciplines it serves.
- c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

2. Variable characteristics:

- a) ESP may be related or designed for specific disciplines.
- b) ESP may use, in specific teaching situations, a different methodology from that of general English.
- c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level.
- d) ESP is generally designed for intermediate or advanced learners.
- e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

1.1.7. ESP vs EGP

As it could be noticed, ESP is a part of the broader professional framework of ELT. It implies the design of tailor-made syllabi and materials as well as their presentation and their evaluation. But, English for general purpose (EGP) refers to contexts such as school where needs cannot readily be specified. It is usefully considered as providing a broad foundation rather a thorough and selective specification of goals like ESP. According to Hutchinson and Waters (1987, p. 53) "What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need".

Hutchinson & Waters (1987, p. 53) stated the difference between ESP & EGP quite simply: "in theory nothing, in practice a great deal". The last statement was quite true during the 1980's. In fact when ESP appeared, teachers of GE courses, rarely conduct a Needs Analysis to find out what was essential to actually undertake with their learners who had specific needs. Teachers at the present time seem much conscious of the significance of

NA, and certainly materials writers concerned with ESP handbooks design, they think very carefully about the goals of the learners. Probably, this demonstrates the influence that the ESP approach has had on English teaching in general. Clearly the line between where GE courses stop and ESP courses start has become very vague.

To set a clear distinction, Widdowson (1983) attributed some features to both ESP and EGP. The following table sums up the most important ones:

Table 1.1: Features of ESP and EGP (cited in Mohseni, 2008, p. 4)

ESP	EGP
-The focus is on training.	-Generally the focus is on education.
-As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier.	-Course content is more difficult to select since the future English needs of the learners are hard to predict.
-Thus, the aim of an EVP syllabus may only be to build a restricted English competence.	- As a consequence to the above point, it is important for the content in the syllabus to have high surrender value

To sum up, there is no valid reason to say that one programme or approach is more important than the other, because both of them help in the holistic development of the learner's communicative and linguistic skills. The EGP builds the foundation of language knowledge, and enables learners to connect it to their future study. ESP as well, develops the needed skills to be used by students as they work with their respective professions.

1.1.8. The Roles of the ESP Teacher

In ESP, courses varied depending on the learners' specific field or profession they are concerned with. As a result, teachers who tend to teach these courses need to play different roles and acquire a specialized knowledge. Since ESP teaching is extremely varied Dudley-Evans and St. John (1998, p.13) use the label 'practitioner' rather than 'teacher', "to emphasis that ESP work involve much more than teaching." According to Robinson (1991, p. 79) "the role of the ESP teacher is a controversial issue" since "there is no single ideal role description." Hence, playing a different role in each stage of the ESP program starting from data collection and needs analysis, moving to the design of materials, to structuring the classroom and preparing the learning environments, ending with evaluating the learners' achievements the teaching materials as well as; one may say that ESP practitioners have to play various roles. In this regard, Dudley-Evans St. John (1998, p.13) distinguished the following key roles of ESP practitioner:

1. A Teacher:

The first role as 'teacher' is synonymous with that of the 'General English' teacher. The methodology changes as the teaching becomes more specific. In the case of ESP classes, the teacher is no longer a "primary knower". The teacher's main role is to create real, authentic communication in the classroom based on the learners' knowledge

2. A Course Designer and Materials Provider:

The second role as a course designer and materials provider, teacher's role is planning the course and providing materials. Provision of materials does not only mean choosing materials and making a suitable number of copies for the class; the teacher's task also includes adapting material when published materials are unsuitable or writing his own materials. One of the main controversies in the field of ESP is how specific the materials

should be, Hutchinson & Waters (1987, p. 165) support materials that cover a wide range of fields, arguing that the grammatical structures, functions, discourse structures, skills, and strategies of different disciplines are identical.

3. A Collaborator:

The third role as collaborator, in order to meet the specific needs of the learners and adopt the methodology and activities of the target discipline, the ESP Practitioner must first work closely with field specialists. This collaboration, however, does not have to end at the development stage and can extend as far as teach teaching.

4. A Researcher:

An ESP teacher should also be a researcher to fulfill the learners' needs. First of all, he should research their aims in what they really want to achieve. Then, the research is necessary to design a course, to write teaching materials, and to find out the ESP students' particular interest.

5. An Evaluator :

The final role as 'evaluator', and evaluation is present in General classes also but in case of ESP, this role seems to be very important. All teachers should be involved in various types of evaluation and the most popular one is testing students. Tests are conducted to evaluate the students' progress and teaching effectiveness. However, in ESP classes an additional kind of testing should take place, which is the evaluation of course and teaching materials. As ESP courses are often well-adjusted, their evaluation is crucial. General English courses are well-studied and improved by a group of methodology specialists. On the other hand, ESP courses are unique, as it is not possible to create one ESP course that would satisfy all ESP students, therefore, the evaluation is a must.

1.2. Section Two: Needs Analysis

Recently ,as a result of globalization and shrinking of resources there was a great demand for a foreign language . Learners, teachers, and sponsors felt dissatisfied with lessons, materials ,and methodology followed in foreign language classes . then there was an urgent demand of the concept of needs to take place in the foreign language classes.

1.2.1. The Definition of Needs

According to Oxford Wordpower dictionary (2015, p. 526) needs are the things that one must have. The idea of needs was first introduced by Michael West in a survey report published in (1926) when he shed light on the learners and what they would do with the foreign language (FL) (cited in Alshumaimeri , 2009). In other words, the idea of needs was introduced to foreign language classes to satisfy the needs of a group of learners. So, sponsors and course designers put much emphasis on learners' needs that will change the situation of teaching the foreign language classes to the more focus way of teaching the FL for a particular need. As appeared in Long (2005, p.20), "it will be the analyst's job to identify needs, administer tests, and generally complete the diagnosis ".

The concept of needs appears more to a practical purpose in the field of ESP. According to Hutchinson and Waters (1987, p.21) ESP is an approach to language teaching which aims at identifying needs for a specific group of learners.

More precisely, in language-centered approach, the answer of the question "what do we mean by needs" according to Hutchinson and Waters (1987, p.54) would be "the ability to comprehend and/or produce the linguistic features of the target situation"

1.2.2. Types of Needs

The purpose of learning the FL will precise particularly the type of needs that should be used. Hutchinson and Waters (1987, p.55) have noticed that needs analysis falls into two categories, target needs and learning needs. According to Hutchinson and Waters (1987, p.55) "target needs is something of an umbrella term, which in practice hides a number of important distinctions". It is more useful to look at the target situation in terms of necessities, lacks, and wants according to them "necessities" are types of needs determined by the demands of target situation i.e., the target situation is very important related to the needs of the learners in order to function effectively there. They use also the term "lacks" to determine what are the necessities that the learner lacks in the target situation, so as to match the target proficiency with the existing proficiency of the learners. Then the term "wants" means that learners play an active role in which they have the view to what their needs are and to know why they want to learn. Richterich (1984, p.29) commented that "...a needs does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment" (cited in Hutchinson and Waters (1987, p. 56).

Learning needs, on the other hand, goes with the question: "what the learner needs to do in order to learn?". According to Hutchinson and Waters (1987, p.72) "learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information". Both target needs and learning needs must be taken into consideration, analysis of target needs is concerned with language use and how learners can use the language effectively in the target situation, whereas, in learning needs learners need to know how people learn to use the language efficiently.

According to Brindley (1984, p. 31) needs analysis is divided into two categories, subjective needs and objective needs of the learner. Subjective needs refer to affective and

cognitive factors; learners' wants learners' personality, desires, expectations, and attitudes. Objective needs, however, refer to the different needs observable about learners such as their language, situation, and proficiency (cited in Robinson (1991, p.8). According to Nunan (1999, p. 149) objective needs are the needs that can be "diagnosed" by the teacher on the basis of personal data of the learners. And subjective needs are derived from the learners themselves and can influence the teaching methodology of the syllabus (cited in Boulafrakh, 2012 ,p. 19). According to (Petrova, 2008; Nation and Macalister, 2010) target needs are objective needs and learning needs are subjective needs in which the former deals with language used in context i.e., when learners use the language so that they can cope with the target situation effectively. And the latter is derived from the learners themselves and influences the learner's expectations towards the organization of courses (cited in Menulis, 2013).

1.2.3. The Definition of Needs Analysis

The term needs analysis refers to the systematic process of identifying the standards of skills, knowledge, and attitudes. According to Altschuid & Witkin (2000, p. 7) Needs Analysis is considered as a gap between "what is "and "what should be ". Also Reviere (1996, p.5) stated that NA is "a gap between real and ideal that is both acknowledged by community values and potentially amenable to change ".

Another definition suggested by Mckillip (1987, p. 16) NA holds the terms of "wants" or "demands" i.e., "Something people are willing to pay for "or "something people are willing to march for"(cited in Dorner et al (2005, p. 7). Mckillip (1987, p.10) gave another definition of NA in which he said that "needs are value judgments: That a target group has problems that can be solved "(cited in Dorner et al (2005, p. 8). So NA is a process of identifying and evaluating the problems and solutions identified by learners

Needs analysis is the process of collecting and analyzing information about learners' needs; it examines what learners already know and what they need to know. Robinson (1991, p. 12) believes that NA might collect information from different sources due to the diversity of the views for an ESP course.

According to Dudley – Evans and St-John (1991, p.1) NA is an important and fundamental part of ESP, it is “the corner stone of ESP and leads to a very focused course”. i.e., NA is as a corner stone of ESP and that course designers must carry out needs analysis in a systematic way when designing any course. It is Needs analysis that determines the effectiveness of the course and if it met the learners' needs or not. So thought a needs analysis course designers may have an overview about what are the learner's needs and what should be included in the course. More precisely, according to Nunan (1999, p.148) “rather than fitting students to courses , courses should be designed to fit students” i.e., the curriculum must fit the learners needs and not vice versa (cited in Boulafrakh, 2012, p. 18).

1.2.4. The Importance of Needs Analysis

Needs analysis has a crucial role for learners, sponsors, teachers, and course designers. The importance of NA falls: First, in the idea of organizing, sequencing, assessing, and evaluating learners' needs. As stated by García (1992, p. 135) “the idea of focusing on learners' needs originated in 1970s resulting from the interest in the design of language courses that could satisfy individual and social needs”. As the case for task proposed by Long (2005, p. 22) as a unit of analysis that should be compatible with the syllabus, methodology, materials, and assessment, that allow coherence in course design. Mckillip (1987) provides three models of needs analysis; discrepancy model is the most widely used particularly in education which involves three phases which are: Goal setting, performance, measurement, and discrepancy identification. The second model is marketing model which defines needs

analysis as a feedback process used by organizations, it has three components: Selection of the target population, choice of competitive position, and development of an effective marketing mix. The third phase is decision-making model which an adaptation of multi-attribute utility analysis to problems of modeling and synthesis in applied research, it has three stages: Problem modeling, quantification, and synthesis (cited in Woolls & Sheldon 2001, p.174).

Second, we put much emphasis on NA with the work of John Munby's communicative syllabus design in 1978. He brought a systematic set of procedures to determine the target situation needs. This procedure is known as "the communicative needs processor" (CNP) which is the basis of Munby's approach to needs analysis. Resulting from Munby's work different terms introduced to the notion of NA that makes it as important as possible such as the term target situation analysis (TSA) which was first used by chambers (1980). The purpose of Munby's model according to Hutchinson and Waters (1987, P.54-63) "what the learner needs to know to function effectively in the target situation." Munby (1978) stated that the design of syllabus should take place after identifying the learners' needs according to Hutchinson and Waters (1987) learning needs is what learners need to do in order to learn.

1.2.5. The Practice of Needs Analysis

There are a number of tools for collecting the information in needs analysis. Long (2005 ,p.31) said that ".....,the new approaches to second and foreign language instruction require needs analysis to be conducted using units of analysis that are compatible with the ensuring syllabus specification ,methodology , materials and assessment, and all approaches to needs analysis , new or old , could benefit from some serious work on issues of reliability or validity ".

- **The Use of Multiple Measures:** A multiple sources will increase the quality of information gathered. Long (2005, p. 33) “in particular, carefully sequenced use of two or more procedures can be expected to produce better quality information”.

- **Interviews:** are of great importance for needs analysis. Long (2005, p. 36) stated that” interviews are more open to bias and inconsistency of various sorts than questionnaires” i.e., through interviews, both, teacher and learner communicate their issues, attitudes, and problems.

- **Questionnaires:** Questionnaires are among the most widely used procedure in needs analysis. As Braine (1988, 2001) and Horowitz (1986) have pointed out that “the rapid and extensive coverage achievable through questionnaires can lead analysts to overlook potentially serious issues of validity “(cited in Long (2005, p. 39).

- **Participant Observation:** Both participant and non-participant observation are part of needs analysis .Long (2005, p. 42) stated that: “ participant and non-participant observation have the advantage of allowing direct ,in-depth ,contextualized study of what participants actually do , of the activities of interest in their natural environment “.

-**Sampling:** Is one tool used by many needs analysts, in fact there are many types of sampling as mentioned by Long (2005, p. 34-35)

“...a convenience sample, i.e., informants available and willing to participate, who may or may not be representative of the target population. A purposive sample, i.e., a group selected by analyst as supposedly typical, is only as good as the criteria for judging typically,... random sample, where each member of the population had an equal chance of being selected,... systematic random sample, involving selection of every nth person from the sampling frame,... Such problems can be solved through use of stratified random sample, i.e., a random, but proportionate, cluster sample, i.e., a random sample drawn from the sub-groups for which the sampling frame can be determined” (p. 34-35).

1.2.6. Needs Analysis in ESP

The most common contribution to ESP has been its development through needs analysis, and the most widely known work in NA was that of Munby (1978) which was a turning point in the development of ESP. According to Hutchinson and Waters (1987, p. 53): “it is often argued that the needs of general English learner ,for example the school child ,are not specifiable .in fact ,this is the weakest of all arguments ,because it is always possible to specify needs ,even if it is only the need to pass the exam at the end of the school yearwhat distinguishes ESP from general English is not the existence of a need as such but rather an awareness of the need”.

Different approaches to course design have emphasised the strong relationship between ESP and NA. In a language –centered course design, according to Hutchinson and Waters (1987, p. 65-66), “the language-centered course design process aims to draw as direct a connection as possible between the analysis of the target situation and the content of ESP”.

Conclusion

To conclude that Needs Analysis is the process of collecting and analysing information about learners’ needs these latter either target or learning; the first is concerned with language use and how learners can use the language effectively in the target situation, while in the second , learners need to know how people learn to use language efficiently. In order to collect the information in needs analysis many tools can be used such as: The use of multiple measures, interviews, questionnaires, participant observation and sampling. Needs analysis helps identifying the students’ prospective Professional needs, the students’ needs in terms of language skills and the students’ deficiencies in the area of language skills. It can be possible to select a material that meets the needs of the students, only after analyzing the students’ needs and determining the objectives of the ESP course. Thus, needs analysis is the

foundation on which we can develop curriculum contents, teaching materials and methods that can lead to increase the learners 'motivation and success.

Chapter Two: The Reading Skill

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Introduction

Reading is considered as an important element of the English language learning in that it is the most important one to be mastered by EFL learners in the sense that the language of sharing thoughts and ideas. It is viewed as an interactive process between the reader and the writer in which the reader has to understand the reading passage and then decode it. Moreover, the reading skill is considered as a complex process that must be mastered by learners in order to read effectively. Then, reading has become one of the basic language skills which aims to teach the learner how to establish the necessary components in the reading process which are accuracy, fluency, and comprehension. This chapter is divided into two sections: the first section is concerned with the definition of reading skill, its importance, the reading strategies, the principles of the foreign language skill and also deals with reading in ESP. The second section is concerned with the course design passing through syllabus design, lesson planning, then the importance of course design in teaching reading, determining course content in relation to needs analysis, developing materials, and planning units of work.

2.1. Section One: The Reading Skill

2.1.1. Definition of the Reading Skill

Generally reading is considered as a means of communication in which thoughts and opinions are expressed. It is an active process in which readers worked intensively, interacting with the text and try to elicit the meaning from it.

According to Oxford Wordpower (2015, p.644) reading the process of looking at words and understanding them.

According to Widdowson (1979) reading is the process of eliciting information through print materials (cited in Hamidur, 2007, p. 9). Urquhart and Weir (1998, p. 22) supported Widdowson's idea; they stated that reading "is the process of receiving and interpreting information encoded in language from via the medium of print". Moreover, reading is a communicative activity in the sense that both the writer and the reader interact through the text (cited in Hamidur, 2007, p. 10). According to Ransom (1978, p. 14-15) reading is a 'conversation' between the writer and the reader and the writer tries to convey a message to the reader. In addition, the reading skill requires frequent practice and exercise meaning that it is not a passive skill (cited in Hamidur, 2007, p. 9). According to Rauch and Weinstein (1968) "reading improvement is possible and probable-provided you work at it. There are no shortcuts, gimmicks, or panaceas that will cure all reading problems. Frankly, reading improvement is hard work". i.e., the more you practice reading, the more you become a better reader (cited in Hamidur, 2007, p. 10).

2.1.2. The Importance of Reading

According to Sweeney (1993, p. 2) "There are three reasons for ensuring that reading has a prominent position in the design of a foreign language teaching programme. These concern reading techniques, language acquisition and motivation." (cited in Authentically English, 1993, p. 2). Rliberni, 2009 said "The more you read, the faster you improve your vocabulary and use of language in both speaking and writing then. "Inputs (listening and reading) drive outputs (speaking and writing)". Reading is a very accessible and relaxing way to boost language skills and learn about other things as well. The importance of teaching the reading skill can be determined in few points (TEFL Express, 2014):

First, reading is very important and essential while looking for a job. You will not be able to perform your duties without the ability to read the expected task on hand. If you have a

bad range of vocabulary and you lack the ability of understanding written words, you will not be able to achieve your desire accomplishments in the workplace. Second, through reading, the learner will be able to understand the language, to identify the sight words, understand spelling and have the ability to read phonetic symbols and translate them simply by sounding them out. Third, education and information are the power. The best way to learn and get information is through reading, by which learners can find answers for their questions. Schools and teachers will not give you everything. With reading, you don't have to rely on what others tell you. Fourth, many researches and statistics show that reading develops the brain. Keeping the brain stimulated makes it strengthened, and keeps it sharp and fast. Reading for the brain is just like gym for your muscles, the latter gets stronger and bigger by lifting a lot of weights on a regular basis; curl after curl, day after day. And in order to keep the mind strong and keep it growing, just keep reading everyday. Finally, one of the biggest attractions to reading is the way it heightens our creativity. Reading a book is just like having a lift in a car, the writer is the driver who directs your thoughts and mind. By reading a lot you will be familiar with all the expressions, vocabulary and styles of writing and speaking, and be able to create your own style, in other words you will be familiar with all directions and discover new ones by yourself with no need for a driver to show you the way, you have become creative.

2.1.3. Reading Strategies and Styles

Teachers of foreign language reading considered reading strategies as the most important way they use to know whether readers process the text effectively or not and if they overcome the obstacles they face while reading. Some examples of Reading strategies:

- Skimming: Nuttall (1996, p. 49) has defined skimming as: "Glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is

relevant to our own work.... Or to keep ourselves superficially informed about matter that are not of great importance to us.” (cited in Hamidur, 2007, p. 39)

Skimming helps people by saving their times when reading too many books rather than spending their day reading, so skimming is the key to gain a general idea as quickly as possible.

Rayner and Pollatsek (1989, p. 447) have given considerable importance on skimming. They emphasized the idea that skimming is the most useful way for people to save their times when reading texts, but those who are “unable to skim material would find [that] they spend their entire day reading.” (cited in Hamidur, 2007, p. 39).

- Scanning: It is one of the most employed techniques readers use while learning texts. It is a rapid process characterized by looking at particular words, phrases, names, or dates to stick specific information. According to Nuttall as cited in Hamidur, 2007, p. 40), Scanning is “ glancing rapidly through a text either to search for a specific piece of information (eg; a name, a date) or to get an initial impression of whether the text is suitable for given purpose”.
- Browsing: Like scanning, browsing is a rapid technique involves looking through a text or any printed material without reading every word. According to Urquhart and Weir (1998, p. 10) browsing is “sort of reading where goals are not well defined, parts of a text may be shipped fairly randomly, and there is a little attempt to integrate the information into a macrostructure.” (cited in Hamidur, 2007, p. 41).
- Searchreading: Another valuable technique that is crucially used when readers get stuck is search reading strategy. It seeks to provide readers with information to answer set questions. According to Urquhart et al (1998, p. 103) search reading “is guided by

predetermined topic.” i.e., it is the most appropriate type of reading forreaders to answer set of questions (cited in Hamidur, 2007, p. 41).

- Inferencing: It is the process of concluding certain information by the reader himself. Grellet (1996, p. 14) has defined inferencing as “... making use of syntactic, logical and cultural clues to discover the meaning of unknown elements.”(cited in Hamidur, 2007, p. 44).

And it can make the text more enjoyable because according to Nuttall (1996, p. 114) “Its problem solving character appeals to most people and it challenges students to make use of their intelligence”, (cited in Hamidur, 2007, p. 44).

2.1.4. General Principles of FL Reading Skill

To teach reading in an effective way, it is important for teachers to regularly take stock of their perception of the nature of the reading process itself, relevant reading activities, and appropriate classroom management. The ‘top ten’ principles for teaching reading indicated by Williams (1986, P. 42- 45) are the following:

- In the absence of interesting texts, very little is possible:

One principle of reading is the use of interesting texts, foremost to the learner, but preferably interesting also to the teacher, first, to increase learners’ motivation which is a significant factor in developing reading, and second to make the process of teaching effective; selecting interesting texts to the teacher increases the effectiveness of the teaching process and makes it more successful. So in order to know what the learners are interested in reading in English, the teacher should ask them what they like reading in their mother tongue, ask them what they like reading in their own language, ask the school librarian what the learners

borrow most, spend a few minutes in the local bookshop; then find texts in English, of an appropriate level, on similar topics (Williams 1986, p. 42).

- The primary activity of a reading lesson should be learners reading texts:

Most of the teachers teaching reading skill forget the primary goal of reading instruction which is simply 'Reading'. They combine reading activity with other equally important activities such as an associated writing task, or discussing the content. The emphasis on the primacy of learners reading in a single-skill 'reading only' lesson is to stress that the central activity of learners reading must not be allowed to become submerged in a welter of peripheral supportive activities. Learners learn to read by reading: there is no other way (Williams 1986, p. 42-43).

- Growth in language ability is an essential part of the development of reading ability. There has become an emphasis on teaching appropriate skills and strategies. This is welcome; but the best skills and strategies in the world will have little effect unless learners are simultaneously expanding their 'sight' vocabulary, and their recognition knowledge of commonly occurring sentence patterns and rhetorical patternings in text. In fact, Alderson (1984, p. 1-27) having reviewed the relevant literature, suggests that a minimum language threshold is necessary before reading skills and strategies (including their transfer from the mother tongue) can successfully operate (cited in Williams 1986, p. 43).

- Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading. A psycholinguistic model of the reading process (e.g. Goodman 1967; as cited in Williams, 1986) holds that the reader is actively engaged in striving to reconstruct the author's message. He participates in an internal dialogue in which hypotheses are formed, predictions made, doubts expressed, uncertainties subsequently clarified, new information grafted on to old, old views modified by new, etc. Reading is thus interactive as well as active. Interactivity

which is an intrinsic part of efficient, real reading can be fostered in the reading classroom through classroom procedures involving pairwork and groupwork in which inter-learner discussion of the text and associated tasks is permitted and more required. In particular, interactivity should also encourage learners to make use of what they have read (Williams 1986, p. 43).

- Teachers must learn to be quiet:

All too often, teachers dominate the reading process and talk a lot during the reading course, things which hinder the reading development among learners, although it can and should be fostered by collaborative groupwork instead. Like swimming or playing the piano, reading is an individual skill. It has to be practised under guidance, encouragement and carefully determined aims. So the teacher must play the role of /classroom organizer/trouble-shooter/consultant/personnel manager/catalyst and less than information-giver/text-explainer; the first role is a far more professional one more demanding, than the second one of straightforward text-explainer/question-asker. Many teachers can not become a learning-manager rather than a teacher because they find it difficult to abandon their customary centre-stage role. The truth is that, there is an enormous satisfaction to be gained from assisting groups of learners with their own particular difficulties, seeing them progress at their optimum rate, and observing the pleasure that learners derive from understanding and enjoying a text when more of the responsibility for learning is placed on their shoulders where it properly and supposedly belongs (Williams 1986, p. 44).

- Exercise-types should, as far as possible, approximate to cognitive reality:

Since the purpose of teaching reading is to make the learner a more efficient reader, it follows that we need to identify the strategies, skills, and objectives of the efficient reader during the process of real reading and then help the learner to acquire them. In other words we

need to identify just what the efficient reader does (by examining our own cognitive processes, perhaps). Investigations of the reading process (self-report, self-observation, and think-aloud), focusing on individual case-studies, are giving a clear image for what readers do during the process of reading (see e.g. van Parreren and Schouten-van Parreren 1981; Cohen 1984; Hosenfeld 1984). We must now apply the result of this growing body of knowledge to the creation of more appropriate exercise-types (Williams 1986, p. 44).

- One other principle is the practice of extensive reading; it is to say that a learner will not become a proficient reader simply by attending a reading course or working through a reading textbook. So, for every hour of intensive reading, a learner should be doing at least another hour of extensive reading by means of a graded reader system, a collection of carefully-chosen texts, simple paperbacks, etc. learners read in extensive reading is not a matter at all as long as they enjoy doing it. A system of graded readers is one of the most effective ways of promoting extensive reading. Nuttall (1982, p. 174.82; as cited in 'Top Ten' Principles for Teaching Reading by Williams, 1986) gives excellent advice concerning setting up and administering such a scheme (Williams 1986, p. 44).

- Unlike shopping at a supermarket, Reading is not simply a matter of taking out (information, opinion, enjoyment, etc.), it also involves contributing (attitudes, experience, prior knowledge, etc.), so the reader contributes meaning to a text. Teachers of EFL reading must encourage this process which is natural characteristic of real reading. This can be done by including questions or tasks which require readers to combine what is in their heads with what is in the text (Williams 1986, p. 44).

- Progress in reading requires learners to use their ears, as well as their eyes. Research (e.g. Pegolo 1985; as cited in 'Top Ten' Principles for Teaching Reading by Williams, 1986) suggests that the more accurate the reader's internal prosody, the greater the degree of

comprehension. Therefore, learners should be encouraged also to listen to texts, such as tapes accompanying graded readers, specially recorded tapes, the teacher reading to the class, older learners reading to younger learners, and better readers reading to weaker readers in their group (Williams 1986, p. 44-45).

- Using a text does not necessarily equal teaching reading.

Texts can be used for many different reasons. For example, it is perfectly sensible to use a text to demonstrate a certain grammatical or functional point in context. But it would be a mistake to think that one was thereby teaching reading. Johns and Davies (1983) make the distinction between what they call TALO (text as linguistic object) and TAVI (text as vehicle for information). In TALO, the text is a tool for the teaching of language; grammar, vocabulary, etc. This is a perfectly justifiable use of text as a way of teaching language: but it contributes very little to the development of learners' reading skills. In contrast, using a text for the purposes of developing reading skills (what Johns and Davies call the TAVI approach) uses a carefully chosen text for the development of appropriate cognitive strategies which lead to the learner reconstructing the author's original message. Such a use of text has as its objective the development of generalizable, transferable strategies of meaning-reconstruction, which the learner can eventually employ outside the classroom, without the assistance of the teacher or a course in reading. And this is what every teacher seeks (Williams 1986, p. 45).

2.1.5. Reading in ESP

Robinson (1991, p. 102) stated that “reading is probably the most generally needed skill in EAP worldwide”. Learners always read for a purpose, and teaching reading is used under the implementation of ESP provides students by the main source of knowledge and information, it also facilitates discussion of the topics within their own field of study. Anthony (1997)

argued that reading is relevant because it provides learners with the vocabulary and knowledge that; accordingly, many educational institutions have adopted ESP reading materials as the basis of their curricula (cited in Gladis (2014), p. 205). John & Davies (1983) suggested that in EAP (and in ESP generally), texts are ‘vehicles for information’, not linguistic objects. So, the purpose of reading is to obtain the information a person needs for specific or personal purposes; therefore, reading comprehension involves understanding, decoding, and constructing the meaning of texts (cited in Robinson, 1991). Teachers go generally through three steps to design and teach reading courses in ESP: choosing the suitable texts, using the information that has been gathered, then extracting and recording information (Dudley-Evans & St. John (1998, p. 95). The texts can be given by the administration or chosen by the teacher himself; he can also select the appropriate materials to be used and design the activities and tasks of the course.

There are two types of reading tasks : Intensive and Extensive. According to Yildirim (2014, p. 4) Intensive Reading is close analysis of a short passage and can be used to develop vocabulary, grammar skills, and comprehension. While Extensive Reading is faster reading of longer passages to develop understanding of writers' organizational strategies, to improve reading speed, and to focus on main ideas.

“Fluent reading depends primarily on knowledge of vocabulary and subject matter, and secondarily on knowledge of grammatical structure and familiarity with the ways that writers organize texts in English” (Ouarniki (2011, p. 46). Vocabulary development, then, is a vital aspect of reading development. Learners will need to develop a good vocabulary in English in order to be efficient readers. The teacher probably find that they already know quite a lot of technical vocabulary in English in their fields. He help them to expand their technical vocabulary and develop the additional vocabulary they need for further study.

Vocabulary should be taught only in context, never in word lists to be memorized with dictionary definitions. Teachers use real objects or pictures whenever possible to introduce new words. The vocabulary they teach should be words which are useful for the learners in the situations in which they encounter English.

Grammar is best taught in connection with writing, but exercises related to the reading passages can also help the students to increase their reading comprehension. Teachers should help students focus on grammatical structures which appear in reading texts, such as verb forms, possessives, adjectives and adverbs, and comparative forms.

Higher level cognitive skills are necessary for good reading depending on knowledge of the subject matter of the texts and knowledge of the way that information is organized in writing. ESP students already bring their knowledge of the subject matter to the reading task, and their backgrounds in their fields will help make the reading materials more comprehensible to them.

In order to make the teaching of the Reading skill effective, teachers set some objectives for teaching reading. According to Ouarniki (2011, p. 49) :

1. Learners will demonstrate their understanding of authentic material in their content area, including stating the main points of the text and giving the author's point of view.
2. Learners will be able to scan a passage quickly to find specific information.
3. Learners will use an increasing large vocabulary in the subject area and in general academic language.

Teachers also provide some activities for better development of the Reading Skill. According to Ouarniki (2011, p. 49):

1. Using fill-in-the-blank vocabulary exercises.
2. Vocabulary can also be developed through instruction about prefixes and suffixes that carry meaning in English. These include:
 - a) prefixes which convey negative meaning, such as un-; in-; non-; a-; dis-; anti-; de-; counter-; contra-; mis-; under-; over-.
 - b) Noun-agent suffixes such as -er; -or; -ent; -ant; -mist; -ian.
 - c) Verb-forming suffixes such as -ize; -ify; -ate.
 - d) Noun-forming suffixes such as -ration; -cation; -tion. Examples: organization, specification.
3. making the students use what they read in order to perform a task.
4. Encouraging students to read extensively by asking them to report on material they have read outside of the class which is relevant to the topic under consideration.
5. Incorporating some time for silent reading into the instructional program.

Section Two: Course Design

2.2.1. Syllabus Design and Lesson Planning

The syllabus, in ESP, is the determiner of the course, i. e., it has a crucial influence on what the course is about. Then, through every stage of the course design learners must be taken into account. The syllabus design includes integration of skills, the types of exercises, the degree of recycling, and revision. It is a selection of the curriculum content that gives support to the teacher and learner so as to make the language learning task appear manageable. According to Hutchinson and Waters (1987, p. 84) who gave a broader definition to syllabus "the syllabus can be seen as a statement of project routes ,so that

teacher and learner do not only have an idea of where they are going , but how they might get there". The syllabus design is an umbrella term that includes language skills , strategies...etc , it is randomly used based on certain criteria . as stated by Swan (1985) " the real issue is not which syllabus to put first :it is how to integrate eight or so syllabuses (functional, notional , situational, topic , phonological, lexical, structural, skills) into a sensible teaching programme"(cited in Hutchinson and Waters, 1987, p. 89). Furthermore, syllabus design according to Hutchinson and Waters (1987, p. 94)" is a working document that should be used flexibly and appropriately to maximize the aims and processes of learning ". Another definition given by Harmer (2004, p. 295) who said that syllabus design "concerns the selection of items to be learnt and the grading of those items into an appropriate sequence"(cited in Boulafrakh, 2012, p. 34). Hyland (2003, p. 54.) defined a Syllabus design as "a syllabus is a coherent plan for a course of study, providing a map for both teachers and learners which specifies the work to be accomplished by students based on explicit objectives". He gave an example of a writing syllabus (Hyland, 2003, p. 55) in which according to him a syllabus is affected by three factors:

- 1-It should begin with the needs of the learner.
- 2-It should take account of wider curricular goals, both within and outside language learning.
- 3-It will reflect the teacher's philosophy of writing, including a view of language and learning.

Hyland (2003, p. 56) illustrated a course design process using a chart. This chart represents what he selected and sequenced for learners to be included in a Course in which he selected the methods of teaching, the materials used, and activities . He deduced that "an ongoing evaluation ensures a continuous review , encouraging reflection on each stage of planning by assessing the effectiveness of the tasks , the appropriateness of the content ,and

the adequacy of the resources in light of the course objectives". According to Okai (2010, as cited Maxwell C. C. Musngafi et al, p. 57) defined the syllabus as " an outline or list of topics students are supposed study in a given year or specified period of learning".

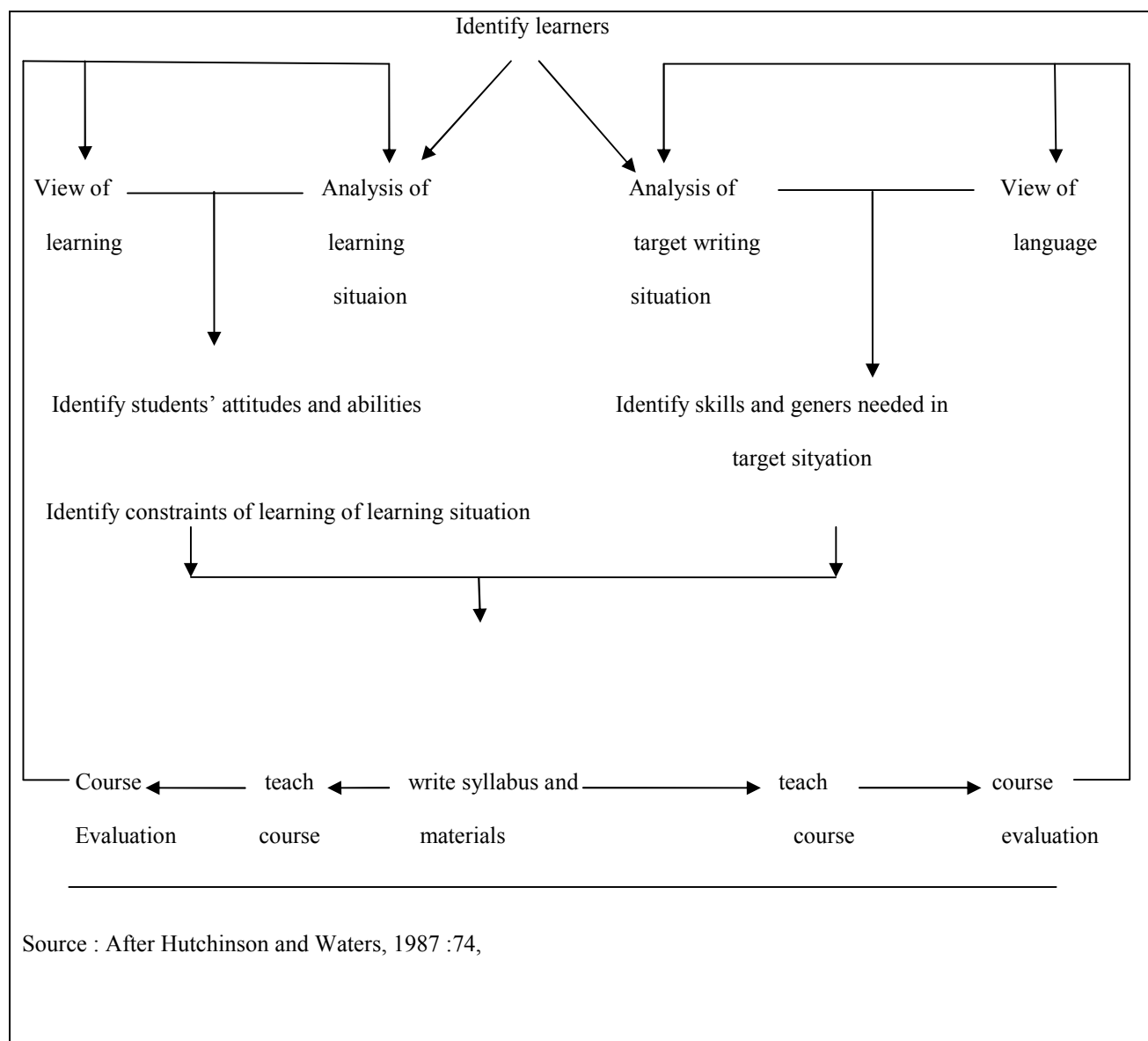


Figure 2.1 : The course design process (Hyland (2003, P. 56))

Chapter Three: Methodology, Analysis and Discussion

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Introduction

The aim of this study is to investigate the reading needs of first year Master students at Sedik Ben Yahia Jijel University. In order to find out the needs of students, a needs analysis has been conducted. Exploring the problems students face while reading such as the inappropriate use of materials, unawareness of the reading strategies, and the absence of trained teachers. So the identification of students' reading needs would provide their English reading class with support and development so as to match their real specific English reading language needs.

3.1. Methodology

This research is a quantitative one in which the data is given numerically and statistically. The systematic investigation of the quantitative research goes under the use of many tools such as : questionnaires, interviews, classroom observation. To conduct this study, we have chosen the questionnaire. The main questions used in this questionnaire are closed-ended questions which are followed by response options. According to Michael H. Long (2005, p. 39) "Administration of a questionnaire is among the most widely used procedures in NA ". To achieve the aims of this study, two questionnaires have been administered by the researchers: a teachers' questionnaire and a students' questionnaire. The former was administered to teachers of Political Sciences Department and the latter was given to first year Master students.

3.1.1. Setting and Participants of the Study

This study was conducted at the department of Political Sciences at Jijel University. In this department, students take English as a course for one hour and a half each week. The participants of this study are also teachers of English in the same department. The teachers' questionnaire was administered to five teachers who work as full time and part time teachers.

The students' questionnaire, however, was administered to fifty five first year master students who have been selected randomly.

3.1.2. Instruments and data Collection Procedure

The instruments used in data collection have been designed and constructed according to the necessity and purpose of the study. This study was conducted via two questionnaires. The first one was administered to teachers of English at the Political Sciences Department and the second one to first year Political Sciences Master students. First, we have submitted the questionnaire to students of different specializations of political sciences, the students' questionnaire was in the English language and the researchers provided help when necessary, while teachers' questionnaire has been submitted hand in hand to five teachers, some of them answered immediately, while others were collected three days after and they were all given back.

3.2. Analysis and Discussion

3.2.1. Teachers' Questionnaire

The questionnaire had been given of teachers of English language in the department of Political Sciences. To come with actual possible problems and the reading needs, the answers provided good explanations that impede the process of teaching the reading skill.. Five teachers have participated in answering the questionnaire by the end of the academic year.

3.2.1.1 Description of the Questionnaire

The questionnaire contains twenty two questions. Some are closed questions and some others are multiple choice questions, in addition to some open questions for personal points of view. The first questions seek to gather information about the teachers, and addressed to illicit

information to different perspectives while, the remaining ones, relate to methodology of teaching adopted by the teacher in the English course.

Q1. How long have been teaching English?

Table 3.1: Teachers Experience in Teaching the English Language

Years	Number of teachers	Percentage %
Less than one year	1	20
1 year	0	00
2 years	3	60
3 years	0	00
4years	1	20
Total	5	100

The majority of teachers have been teaching English for 2 years (60%), only one teacher has been teaching English for 4 years (20%), and the other one for less than one year (20%).

Q2. Which Degree do you hold?

- a. BA (licence)
- b. MA (Master/ Magister)
- c. PHD (Doctorate)

Table 3.2: Teachers' Degrees

Options	Number of teachers	Percentage %
Licence	1	20
Master/Magister	4	80
Doctorate	0	0
Total	8	100

What is your field of Specialization?**Table 3.3:** Specializations

Options	Number of teachers	Percentage%
English	1	20
Political sciences	4	80
Total	5	100

Among the 5 teachers, only one (20%) held a licence degree of English (linguistics). The rest of teachers (80%) held a master/ magister degree in Political Sciences yet, they are teachng English.

Q3. Do you view learning English as an important requirement to succeed in studying political sciences?

- a. Yes

- b. No

Table 3.4: Teachers' View of the Importance of English in Political Sciences

Options	Number of teachers	Percentage%
Yes	5	100
No	0	0
Total	5	100

All teachers (100%) assented to English language is very important and required to succeed in studying Political Sciences.

Q4. Have you taught English for political purposes before?

- a. Yes
b. No

Table 3.5: Teachers' Experience in Teaching English for Political Sciences

Options	Number of teachers	Percentage %
Yes	3	60
No	2	40
Total	5	100

Table 3.5 showed that 3 teachers (60%) have taught English for political purposes before, while 2 (40%) of them declared that they have never done so. The majority of teachers have an experience in teaching English for political sciences.

Q5. Have you ever had any specific training in English for specific purposes?

- a. Yes
- b. No

Table 3.6: Teachers' Training in ESP

Options	Number of Teachers	Percentage%
Yes	0	0
No	5	100
Total	5	100

The table 3.6 indicated that the teachers of English in the department of political science have never been trained to teach ESP. as mentioned above, the majority of teachers (80%) hold a master/ magister degree in political sciences in other words they are not specialized in any of the English disciplines. In fact, some of the teachers we have met are not familiar with the concept of English for specific purposes (ESP) and so with training in ESP which is very important.

Q6. Is the English module in the Political Sciences taught as:

- a. Cours (Theoretical)
- b. TD (Practical)

Table 3.7: The Nature of the English Class

Options	Number of teachers	Percentage%
cours	1	20
TD	4	80
Total	5	100

The table 3.7, maintained that only one teacher considered the English course to be ‘Cours’ i.e., a lesson. The remaining 4 teachers stated that the English course took the form of a ‘TD’; in other words, it is a collection of activities and tasks.

Q7. What is your overall objective from teaching the English language?

- a. To develop your students’ reading abilities in English
- b. To develop your students’ knowledge of Political sciences
- c. To help your students pass examinations
- d. To make your students able to write dissertation

Others (please specify).....

Table 3.8: Objectives of the Course

Options	Number of the teachers	Percentage%
a	1	20
b	1	20
c	0	0
d	0	0
ab	1	20
abd	1	20
bc & others	1	20
Total	5	100

The table above confirmed that the teachers have different views of their objectives of the English course. From the five teachers, only one considered the objective of the English course to develop the students' reading abilities in English. Another one said that the objective of the English course is to develop his students' knowledge of Political sciences. While another thought that the objectives are to be both. A teacher argued the previous view with an addition to a third objective which is making students able to write dissertation. Only one teacher said that the objectives are to develop his students' knowledge of Political sciences and to help them pass examinations, and he added another objective which is to make the student able to use the specific political terms whenever they go abroad.

Q8. Do you make your students participate in choosing the content of their courses?

- a. Yes
- b. No

Table 3.9: Students' Participation in Choosing the Content of the Course

Option	Number of teachers	Percentage%
Yes	0	0
No	5	100
Total	5	100

The 5 teachers assented that they do not make their students participate in choosing the content of the English course.

Q9. Do you ask your students about their areas of difficulties in the English course?

- a. Yes
- b. No

Table 3.10: Teachers' Consideration of Their Students' Difficulties

Options	Number of teachers	Percentage%
Yes	4	80
No	1	10
Total	5	100

4 out of 5 teachers stated that they do ask their students about their areas of difficulties, they set two main reasons for so doing; the first is to know what are the students' needs and interests, and the second is to make them participate and interact. Only one teacher declared that he does not ask his students about their difficulties giving the reason that they cannot help him very much in the process of teaching.

Q10. Do you ask your students to read books in English?

- a. Yes
- b. No

Table 3.11: Students' Reading of Books in English

Options	Number of teachers	Percentage%
Yes	3	60
No	2	40
Total	5	100

Three teachers (60%) said that they asked their students to read books in English, each teacher has his reason; one teacher said because political sciences is "an Anglophone science" and all researches are in English language, another stated that students need to read more books in English to get information about the subject they are studying, the last one said in order to memorize words and statements in English. The remaining teachers (40%) declared that they do not ask their students to read any books in the English language, they gave two different reasons; one saw that reading books in English is not an easy matter, and the other said because the most important deal for the political sciences students is just to know the political terms in English, so they thought that reading books in English is not important.

Q11. What is the reason behind teaching reading?

- a. For pleasure
- b. Reading texts, passages, paragraphs...etc
- c. To read in the class room

- d. To read political essays, article, and books...etc

Table 3.12: The Reason behind Teaching Reading

Options	Number of teachers	Percentage%
a	0	0
b	0	0
c	2	40
d	1	20
bef	2	40
Total	5	100

The table above 3.12 clarified the teachers' different opinions about the reasons behind teaching reading. Out of 5 teachers, two teachers said that they taught their students reading to make them able to read texts, passages, and paragraphs...etc. While the majority of teachers (80%) viewed teaching reading for reading in the classroom, and among 5 teachers, 3 teachers stated that they taught reading to help students read political essays, articles, and books...etc.

Q12. Is the time devoted for reading in the classroom enough to improve your students' reading skill?

- a. Yes
- b. No

Table 3.13: The Teachers' View about the Sufficiency of the Time Devoted for Reading in the Classroom

Options	Number of teachers	Percentage%
Yes	2	40
No	3	60
Total	5	100

Among the 5 teachers, 2 teachers (40%) saw that the time devoted for reading in the classroom is enough to improve their students' reading skill. Whereas, the remaining teachers (60%) saw the opposite, they stated that the time devoted for the reading in the classroom is not sufficient to improve their students' reading skill. The 3 teachers claimed that reading skill needs much more time be developed, students need to read a lot about a specific topic in politics, and since there is no enough time to do so, they will not be able to improve their reading abilities.

Q13. What are the different materials that you use in order to help your students practice reading in the classroom?

- a. Printed materials
- b. Online materials

Table 3.14: The Materials Used in Practicing Reading

Options	Number of teachers	Percentage%
a	4	80
b	0	0
ab	1	20
Total	5	100

The majority of teachers (80%) declared that they used printed materials such as; papers, books, articles, magazines as materials in order to help their students practicing their reading skill. There is only one teacher who added that he used online materials in addition to the printed ones; audiovisual aids (computer, data-show).

Q14. What is the rank of the Reading skill in relation to the time devoted to it ?

- 1
- 2
- 3
- 4

Table 3.15: The Rank of the Reading Skill in Relation to the Time Devoted to it

Options	Number of teachers	Percentage%
1	2	40
2	2	40
3	1	20
4	0	0
Total	5	100

The table 3.15 reflects the teachers' attitudes toward the Reading skills of the language; clarifying the rank of the Reading skill in relation to the time devoted to it. The results show that the first and the second ranks has received equal percentage which is (40%), where as the third rank has received (20%), and the fourth has received (0%).

Q15. Do you often modify any activities in response to your students' demands or needs?

- a. Yes
- b. No

Table 3.16: Teachers' Modification of Activities in Response to Their Students' Demands or Needs

Options	Number of teachers	Percentage%
Yes	3	60
No	2	40
Total	5	100

Among 5 teachers 3 (60%) declared that they often modify some activities in response to their students demands or needs, they stated that they take their students' level and capacities into consideration when doing tasks, by doing so, teachers made students motivated, and figure out their interests. The 2 remaining teachers (40%) said that they did not introduce any modifications into the activities given in their teaching of English, they settled for explaining the task and doing their best to simplify it but they never modify it.

Q16. Do you make your students aware of the importance of using strategies to help them in reading?

- a. Yes
- b. No

Table 3.17: teachers' role in enhancing their learners' Awareness about the value of the Reading Strategies

Options	Number of teachers	Percentage%
Yes	3	60
No	2	40
Total	5	100

Among the 5 teachers, 3 teachers (60%) said that they made their students aware of the importance of using strategies to help them studying reading. In fact, there are different strategies for reading; people choose the suitable strategies, or ones that go in hand with the purpose they are reading for. The remaining teachers (40%), declared that they did not make their students aware of the importance of such strategies, thinking that they do not need them, and that this would be a waste of time no more.

Q17.What is the most useful reading strategy for your students? You can stick more than one answer

- a. Quickly running one's eyes over a text to get a gist of it. (Skimming)
- b. Quickly going through a text to find a particular piece of information.(Scanning)
- c. Sort of reading where no well defined goals. (Browsing)
- d. Using logic and intelligence to come up with a conclusion to discover the meaning of unknown elements.(Inferencing)

Table 3.18: The Most Useful Reading Strategies for Students

Options	Number of teachers	Percentage%
Skimming	0	0
Scanning	0	0
Browsing	0	0
Inferencing	1	20
Skimming, Scanning, and Inferencing	1	20
Scanning and Inferencing	1	20
Browsing and Inferencing	1	20
Total	5	80

Teachers show different points of view about the most useful reading strategies for their students. Only one teacher (20%) stated that his students do not need any reading strategy. A teacher looked at Inferencing as a sufficient reading strategy for political sciences first year master students; he saw that students in this level should use their logic and their

intelligence to come up with a conclusion which is not directly given by the writer. One other teacher (20%) stated that in addition to the Inferencing strategy, Skimming and Scanning are also useful for his students to perform better the reading skills. A teacher (20%) said that the most used reading strategies for his students are both Inferencing and Scanning. The remaining teacher (20%) stated that Browsing and Inferencing are the most useful reading strategies for the students to perform their reading skills.

Q18. Have your students achieved the expected level of the Reading skill?

- a. Yes
- b. No

Table 3.19: Students' Achievement of the Expected Level of the Reading Skill

Options	Number of teachers	Percentage%
Yes	4	80
No	1	20
Total	5	100

The majority of the teachers (80%) saw that their students have achieved the level they expected in reading skill, they said that reading is not an easy skill but the students did their best to reach a significant level. On the other hand, only one teacher declared that his students did not achieve the expected level of reading skill, and that they have to work more in order to reach that level.

Q19. Do you rely on different sources to design your lesson plan?

- a. Yes
- b. No

Table 3.20: Teachers' Reliance on Different Sources in Material Design.

Options	Number of teachers	Percentage%
Yes	3	60
No	2	40
Total	5	100

From 5 teachers, 3 (60%) stated that they did rely on different sources of texts, political and economic books, and materials to design their lesson plans, giving lists of these sources; books, newspapers, magazine, articles, dictionaries, internet and conferences said by famous politicians. The remaining teachers (40%) said that they did not rely on different sources in designing their lesson plans.

Q20. What are the problems you face in your teaching of the reading skill for first year master students?

When we ask about the problems faced by the 5 teachers in their teaching of the reading skill, 4 out of them showed their dissatisfaction and stated the difficulties they face; all teachers complained about the absence of a syllabus to be followed. One teacher says that his students did not understand the English language in the classroom, and that the communication between them and the teacher is only 10%. Another teacher declared that his students have big difficulties in terms of pronunciation and understanding the language as well. A teacher stated a very interesting point that he saw as a big problem, which is the gap between the lowest levels and the highest levels of the students i.e., students of lowest levels cannot follow the highest ones, so this gap builds an obstacle that hampers the process of teaching the reading skill and prevents them from progression. And a teacher said that the

problems he faces are the following: First, the students' use of both French and English, and the second is that they do not use the language in their lives (lack of extensive reading). Beside all these view points, only one teacher declares that he does not face big problems in teaching the reading skill.

Q21. Do you think that the English course you are giving to your students meets their needs or you need to add some items to better develop their reading proficiency in English?

Teachers had different viewpoints about this matter, 2 out of 5 saw that the English course they are giving to their students meets their real needs and develops their reading proficiency. The rest of the teachers (3) saw totally the opposite; the English course they are giving does not meet their students' real needs. One of them saw that it is better to give more importance to some other skills that play a big role in developing the students' reading proficiency, giving the example of the necessity to add some courses of grammar. Another teacher stated that he still has many problems in the acquisition of the reading skill in English language, while a teacher said that they must relate the theoretical and practical course, by making students practice more, in order to develop their reading proficiency in English.

Q22. What are your suggestions to improving the teaching of reading in the English course you are giving?

We ended this questionnaire with some suggestions given by the 5 teachers that may help improving the teaching of reading in the English course. One teacher suggested making students read more. Another teacher proposed giving a mark for reading something that may raise the degree of the students' motivation. One other teacher saw that he suggested adding more hours for teaching reading, and choosing the most important topics to teach. A teacher also suggested teaching interesting topics because they motivate them also the use of

authentic materials. The remaining teacher stated that there are no suggestions to be put because the problem is made by the students' misunderstanding of the language and that they understand about 50% of it.

3.2.2. The Students' Questionnaire

Among the students of political sciences department (the number of students is 95 students), a group of 55 first year master students have been selected randomly to answer the questionnaire which was designed to investigate their reading needs.

3.2.2.1. Description of the Questionnaire

The students' questionnaire seeks to gather information about the level of students in English language, their opinions towards the importance of the English language, the present situation of the English course, their objectives from the course. Also, it seeks to gather the information about the reading skill, their attitudes towards reading, their goals behind reading, the time allocated to reading in the classroom, the materials used in reading course. It investigates the time allocated to the reading skills, the role of the teacher, the different strategies they use while reading, their problems , and the different solutions they think should be suggested to their English course to better develop their reading proficiency.

The questionnaire consists of twenty two questions; Question one seeks to investigate the duration of studying the English language. Question two and question three seek to investigate students' level in the English language and the importance of studying the English language in political sciences department for political students. The fourth, fifth and sixth questions seek to investigate whether there is a difference between the present English course and other previous English language classes and what their objectives and benefits from attending the English course are. Questions number seven and eight seek to investigate the role of the teacher; whether he makes the students participate in choosing the content of

the course or not and if he cares about their areas of difficulties. Question nine to question number fourteen seek to investigate the importance of reading, if students read books in English, and how often they read, how they find reading in the English course, if they read about their specialization in the English language, and what is their goals behind reading. Question number fifteen seeks to investigate the time allocated to reading in classroom. Question number sixteen aims at finding the different materials used in classroom that help students practise reading. Question seventeen seeks to investigate the time allocated to the four skills in classroom. Question eighteen seeks to investigate the role of the teacher, i.e., if he takes the students demands and needs into consideration or not. Question nineteen and twenty aim to find the different strategies students use while reading. Questions twenty one and twenty two devoted to the problems students face while reading and the different solutions they need to add to the English course to help developing their reading proficiency in English.

3.2.2.2. Analysis and Interpretation of the Questionnaire Result

Q 1: How would you estimate your overall level in English?

- a. Exceleent
- b. Very good
- c. Good
- d. Average
- e. Low

Table 3.22: Students' Estimation of their Level in English.

Options	Number of students	%
a	4	7,27
b	2	3,63
c	15	27,27
d	22	40
e	12	21
Total	55	100

From the table 3.22 we can notice that the majority of students (40%) have answered that their level in English is average, while (27,27 %) said that they have a good level in English. (21,81%) of the respondents chose the option ' low', then (7,27 %) of them chose the option excellent. The remaining (3,63%) of students chose the answer ' very good'.

Q 3: Do you view learning English as an important requirement to succeed in studying political sciences? (Yes /No)

Table 3.23: Students' Views of the Importance of Learning English to Succeed in Studying Political Sciences

Options	Number of students	%
Yes	51	92,72
No	4	7,27
Total	55	100

Table 3.23 illustrates that (92,72 %) of students saw that the English language as an important requirement to succeed in studying political sciences while (7,27%) of them saw the opposite.

Q 4: Is the present English course different from other English language classes you had had in secondary school? (Yes /No)

Table 3.24: Students' Views about the Present English Course in Comparison to Previous Courses.

Option	Number of students	%
Yes	38	69,09
No	17	30,90
Total	55	100

From the table above table 3.24 we could saw that (69,09 %) of students saw the present English course different from other English language classes they had had in secondary schools, whereas a small percentage of students (30,90%) saw that it is the same.

Q 5: What is your overall objective of attending the English course?

- To develop your reading abilities in English
- To develop your knowledge of political sciences
- To pass the examination
- To write your dissertation

Others

Table 3.25: The Objective from attending the English course

Options	Number of students	%
A	25	45,45
B	34	61,81
C	11	20
D	4	7,27

Table 3.25 Illustrated that (61,81%) of students' objectives from attending the English course is to develop their knowledge of political sciences , (45,45%) of students had the objective of developing their reading abilities in English, (20 %) of students had the objective of passing the examination, while a small proportion (7,27%) of students had the objective of writing their dissertation. The students did not list any other objectives.

Q 6: Does the English course help you to improve your? : (you can tick more than one answer)

- A. Reading
- B. Writing
- C. Speaking
- D. Listening
- E. Grammar
- F. Vocabulary

Others

Table3.26: The Role of the English Course in Improving Language Skills.

Options	Number of students	%
A	32	58,18
B	20	36,36
C	37	67,27
D	26	47,27
E	14	25,45
F	12	21,81

The table above shows that speaking comes as the first skill (67,27 %), reading is the second (58,18 %) , listening comes the third (47,27 %) , and writing comes (36,36 %) , then grammar (25,45 %) , and the last one is vocabulary (21,81 %) . And no other skills have been emphasized.

Q 7: Does your teacher make you participate in choosing the content of your course?

- a. Yes
- b. No

Table 3.27: Students' Participation in Choosing the Content of the Course.

Options	Number of students	%
Yes	16	29,09
No	39	70,90
Total	55	100

Table above shows that the majority of students (70, 90%) said that the teacher does not make them participate in choosing the content of the course whereas (29, 09 %) of students said that the teacher does.

Q 08: Does your teacher ask you about your areas of difficulties and needs in the English course? (Yes/No)

Table 3.28: Teachers' Consideration of Students Needs in the English Course.

Options	Number of students	%
Yes	23	41,81
No	32	58,18
Total	55	100

The table above demonstrates that more than half of students (58,18 %) said that the teacher does not ask them about their areas of difficulties and needs in the English course , whereas (41,81 %) of them said that the teacher does.

Q 09: Do you view reading as an important skill for you?

- a. Yes
- b. No

Table 3.29: Students' Views about the Importance of the Reading Skill

Options	Number of students	%
Yes	50	90,90
No	5	9,09
Total	55	100

From the table we can deduce that the majority of students (90, 90%) viewed reading as an important skill, whereas the others who form a small proportion(9,09 %) of the whole population saw that the reading skill is not important.

Q 10: Does your teacher ask you to read books in English?

- a. Yes
- b. No

Table 3.30: Students' Reading of Books in English.

Options	Number of students	%
Yes	29	52,72
No	26	47,27
Total	55	100

It is clear from the table above that (52,72 %) of students said that their teacher asks them to read books in English while (47,27 %) of them said he does not.

Q 11: If yes, how often do you read in English?

- a) Always
- b) Sometimes
- c) Rarely

Table 3.31: Frequency of Students' Reading in English.

Options	Number of students	%
a	03	5,45
b	12	21,81
c	14	25,45

Students' answers presented in the table above indicated that the students who read books in English do it with different frequencies. (25, 45 %) of the population rarely read in English (21,81 %) do it sometimes. (5, 45 %) of the students said they always read.

Q 12: How do you find reading in English in the English course?

- Interesting
- Not bad
- Boring

Table 3.32: The Students' Views about Reading in the English Course.

Options	Number of students	%
a	36	65,45
b	11	20
c	08	14,54
Total	55	100

The table above demonstrated that (65,45%) of students find reading in English interesting whereas (20 %) of students find it not bad , and the remaining proportion (14,54 %) find it boring.

Q 13: Do you read about your specialization in the English language?

- a. Yes
- b. No

Table 3.33: Students' Reading about their Specializations.

Options	Number of students	%
Yes	33	60
No	22	40
Total	55	100

The table shows that (60 %) of students read about their specialization in English language whereas (40 %) of the students did not read about their specialization in the English language.

Q 14: What is your goal behind reading?

- Pleasure
- Looking for information
- To be competent in reading passages / to satisfy your reading needs in seminars, conferences, etc.

Table 3.34: Students' Goals behind Reading.

Options	Number of students	%
a	16	29,09
B	45	81,81
C	14	25,45

Students' answers presented in the table above indicated that (81,81 %) of students read for pleasure, (29,09%) of students read for looking for information , and (25,45 %) of students read for being competent in reading passages and to satisfy their reading needs in seminars and conferences etc.

Q 15: Is the time devoted for reading in classroom enough to improve your reading skill?
(Yes /No)

Table 3.35: Students' Views about the Time Devoted to Reading in Classroom.

Options	Number of students	%
Yes	20	36,36
No	35	63,63
Total	55	100

The results in table 3.35 shows that (63,63 %) of students have answered that the time devoted for reading in classroom is not enough to improve their reading skill, while only (36,36 %) of the students have answered that the time devoted to reading in classroom is enough to improve their reading skill.

Q 16: What are the different materials that your teacher uses in order to help practice reading in classroom?

a. Printed materials

b. online materials

Others (specify)

Table 3.36: The Different Materials the Teacher Uses in the Classroom.

Options	Number of students	%
a	50	90,90
b	5	9,09
Total	55	100

From the table, we can notice that the majority of students (90,90 %) answered that the materials that the teacher uses in classroom are printed materials such as; papers, books, articles, magazines, while (9,09 %) of students said that the teacher uses online materials. And no other materials are specified by the students.

Q 17: What is the rank the Reading skill according to the time devoted it ?

• 1

• 2

- 3
- 4

Table 3.37: Ranks of the Reading Skill in Relation to the Time Devoted to it.

Ranks of reading	Number of students	%
1	21	38,18
2	21	38,18
3	08	14,54
4	05	9,09
Total	55	100

The table 3.37 shows the results gathered for the reading skill. It indicated that the reading skill appears in the first and the second ranks with the same highest percentage (38,18 %), while the third and the fourth ranks have reached the least percentages (14,54 %) and (9,09 %).

Q 18: Does your teacher often modify any activities in response to your demands or needs?

- a. Yes
- b. No

Table 3.41: Teacher's Consideration of Students' Needs.

Options	Number of students	%
Yes	20	36,36
No	35	63,63
Total	55	100

From the table above we could see that (36, 36 %) of students said that their teacher often modified the activities in response to their needs and demands whereas (63,63 %) said that they did not.

Q 19: When you are stuck while reading a passage/text, do you use some strategies that help you continue your reading?

- a. Yes
- b. No

Table 3.42: Students' Reading Strategies.

Options	Number of students	%
Yes	32	58,18
No	23	41,81
Total	55	100

It is clear from the table that (58, 18 %) of students used some strategies to help them continue their reading, while others who form the percentage (41,81 %) did not use any strategy.

Q 20: What are the most useful strategies for you?

- Quickly running one's eyes over a text to get a gist of it. (skimming)
- Quickly going through a text to find a particular piece of information. (scanning)
- Sort of reading where no well defined goals. (browsing)
- Using logic and intelligence to come up with a conclusion to discover the meaning of unknown elements. (inferencing)

Table 3.43: The Most Useful Strategies Used by Students.

Options	Number of students	%
A	18	32,72
B	19	34,54
C	12	21,81
D	14	25,45

Table 3.43 shows that the first and the most useful strategy for students is scanning with the highest percentage (34,54%), then skimming came with a little difference to scanning with the percentage (32,72 %) , whereas inferencing has classified before the last rank with the percentage (25,45 %) followed by browsing with the least percentage (21,81%).

Q 21: What are the problems that prevent you from improving your level in reading in English?

This question was asked to give students the chance to express their opinions and list the different problems that prevent them from improving their level in reading in English. According to students' answers, we can see that the majority of their answers (45 students' answer) were almost the same. The most important problems illustrated by them were the insufficiency of the time provided for English class so the time devoted for reading is not enough. The second problem is the lack of materials that facilitate reading in classroom. The third problem is the lack of good trained teachers. The fourth problem is the lack of practicing conversations and discussions that enhance their pronunciation so as to make them read fluently. Also, there is no emphasis on phonetics. Finally, a student has commented by saying that "the problem is that the teacher never sees our needs".

Q 22: What do you think you really need to add to the English course you are taking to better develop your reading proficiency in English?

This question was designed to give students the chance to express their opinions and views about their needs in order to improve their reading proficiency in English. The most important suggestions students provided are that to bring new specialized materials to cover the students reading needs in the political field, providing well trained teachers with enough background and knowledge of English for political purposes, extending the time of the English session, especially in the reading course to develop their abilities and skills in reading. They also focus on studying conversations and practicing the language inside the classroom. They suggest also to study phonetics to be aware of how words are pronounced. Also, they see that learning, searching are the most useful ways to improve their reading skill.

3.2.2.3. Findings and Discussion

The questionnaire aims at gathering information about the students' needs concerning the reading skill. Our findings and discussions are illustrated below:

The first question is about the overall level of students in English. This question enables us to say that the majority of students considered themselves as average in English. So, they are aware of their levels in English. The second question is about the students' view of the importance of learning English in studying political sciences. It indicates that the majority of students see that learning English is important in order to be successful in political sciences. So, we can deduce that they are aware of the importance of the English language in their, field and it is not a matter of just learning a foreign language; it is the language that makes them successful in their future career. In third question, the majority of students see that their present English course is different from other English language classes they have had in secondary school. So we can deduce that the students are learning something new

which has relation with their field of study and they have become more focused such as in studying political terms. The fourth question is about the students' objectives from attending the English course. We can see that the majority of students have the objective of developing their knowledge of political sciences. So we can deduce that the students are aware of their objectives from attending the English course, but their objectives of developing their reading abilities in English come the second so we can deduce that they gave the priority to political knowledge rather than reading abilities. In question number five the majority of students said that the English course helps them to improve first their speaking skill. So we can synthesise that they do not practice enough the reading skill in classroom. In question number six and seven which are about the role of the teacher in considering his students' needs. We saw in question number six that the majority of students declared that their teachers never made them participate in choosing the content of the course, and in the question number seven, we can see that the majority of students said that their teacher never asked them about their areas of difficulties. So, we can deduce from the results that the teacher never did needs analysis with his students and he is not aware of their needs. He just covers the course without paying attention to the importance of their needs. The question number eight is about the importance of the reading skill. We can see that the majority of students said that reading is important, so we can deduce that the students are aware of the importance of the reading skill in studying Politics. The question number nine illustrates the teacher' advice to his students. We can see that the majority of students said that the teacher asks them to read books in English, so we can deduce that the teacher is aware of the importance of students' needs of reading books in English. The question number ten is about the frequency of reading books in English. It is obvious from the table that the majority of students read rarely, so we can deduce that they do not give much importance to extensive reading in English. The question eleven is about the students' opinions about reading in the English course. It is clear from the table that the

majority of students said that reading is interesting. We can deduce that students are aware that reading is important in studying political sciences. It is the question number twelve that the majority of students read about their specialization in the English language, we can deduce that they are aware of their needs of reading in their specialization and they know what they need exactly in order to have a background knowledge related to their field. In question number thirteen we can see that the majority of students are aware of their needs. They think that they need English first for looking for information, then for pleasure, in addition to be competent in reading passages and to satisfy their reading needs in seminars, conferences, etc. The question number fourteen is about the time devoted for reading in classroom. The political sciences first year master students said that the time devoted to reading in classroom is not enough to improve their reading skill, so students are aware of the importance of time devoted to reading. The question number fifteen is about the teaching materials that help teaching reading in classroom. The majority of students are aware of the situation of materials at this department. We can see that materials used are not adequate to their field and we can deduce that there are no tools that facilitate reading, and they need more adequate materials that help them practice reading more effectively. The question sixteen is about the time devoted to the four skills. The political master students think that the most of time devoted is to reading at first, so this can clarify that reading is given much time in the classroom even if it is not enough. The question seventeen is about the teacher and learners' demands. We can see that the majority of students said that the teacher never modify any activities in response to their demands and needs, so we can deduce that the teacher is not aware of their demands and needs and he never did a needs analysis. The questions number eighteen and the twentieth are about the reading strategies. It is obvious from the table that the majority of students said that they use some strategies that help them continue their reading. Also, we can see that scanning is the most useful strategy for students with a slight difference

in the proportion with skimming. We can say that students are aware of the strategy is that most useful for them in order to be used. The question number nineteen is about the problems students face in improving their level in reading. According to students' responses, they have illustrated some problems that should be taken into consideration. It is obvious that the majority of them are aware of the problems they face; the main ones are insufficiency of the time devoted to reading in classroom, the lack of teaching materials, and the lack of well trained teachers. In question number twenty one the students are asked to give valuable suggestions about what they really need to add to the English course. It is clear that they are aware of their needs and they gave some suggestions such as the use of new specialized materials, training teachers in the field of English for Specific Purposes, extending the time devoted to reading in the classroom, focusing more on phonetics to enhance their reading.

Discussion and interpretation of the questionnaires' results

After looking at the questionnaires of both teachers and students, and by comparing the results from the analysis, it has been noticed that they are-to some extent- contradictory in some points. Owing to these results, there are some important points that should be mentioned.

First, both teachers and students argued that the English language is very important, and reading skill is viewed as being of crucial value, and a requirement to succeed in studying political sciences. So, both, teachers and students, hold positive attitudes towards English. This will have a positive influence on both teachers and students and will make the task easier .

Second, students claim that the English course they are having is different from the English course they had before. This makes it clear that they are studying something new and different from general English. However, teachers acknowledge that they are not specialised

in teaching English ; their field of specialisation is rather Political Sciences. They have never received any training in ESP, or any syllabus to teach English in the department. This can create a gap between teachers and students. Teachers who are not trained in ESP, should have some support (syllabus in hand) from the institution so as to make their job easier.

Third, both teachers and students see that the time devoted to teaching English is not sufficient, especially, for teaching reading; this latter is viewed as the most important skill in both teachers and students. As a result, the majority of the course time is devoted to it. Still, students really find difficulties in learning reading in English. Students state that the most improved skill is rather speaking not reading. This may point to the fact that they are not studying reading the way it should be, or that the teachers lack knowledge about ESP teaching.

Fourth, students declare that their teachers never give them the opportunity to participate in choosing the course content; teachers on the other hand, agree with their students and affirm that they do not. They rather ask them about their areas of difficulties and needs in the English course but do not take these into consideration. This explains teachers' unawareness of their students' needs and interests.

Fifth, even though teachers rely on different sources of materials in teaching English and reading skill, they do not use the appropriate ones to their students' needs; they rely on traditional materials which are boring and less effective in teaching English. Teachers should even make their students participate in choosing or bringing materials to classrooms. That way, they will be motivated to learn because they are involved in that process.

Last and not least, it is clear that both teachers and students are aware of the reading strategies. Yet, they give more emphasis to one strategy rather than another, i.e., they do not give equal importance to the other strategies. This affects negatively the process of

teaching/learning English. Even if students view reading in English as an interesting activity, but the use of one reading strategy at the expense of the others causes difficulties in the reading skill. These difficulties will undoubtedly be the reason behind the students' poor performances in the ESP course in general. So, teachers should encourage their students to use different reading strategies to motivate them (through variety) and to help them learn and practise ESP through reading, so as to succeed in studying political sciences.

3.2.4. The ESP Students Reading Needs

After the investigating the Reading needs in English for Specific Purposes through studying the case of first year Master students at the department of Political Sciences, Jijel University we came up with the ESP learners Reading needs that will improve their ability to read in English about their specific purposes :

- Two types of reading tasks are needed: intensive and extensive reading.
- Learners need to use an increasing large vocabulary which is useful for them in the subject area and in general academic language i.e., they need to develop a good vocabulary in English in order to be efficient readers , they need also to expand technical vocabulary, and develop the additional vocabulary they need for further study. They need also to learn vocabulary only in context, never in word lists to be memorized with dictionary definitions.
- learners need to focus on grammatical structures which appear in reading texts, such as verb forms, possessives, adjectives and adverbs, and comparative forms in order to improve their reading abilities.
- Learners need to be given information about the texts they are asked to read, and by teaching them to preview texts before beginning to read. This should take students only a few minutes, and will enhance their reading comprehension.

- learners need to receive practice in reading for political purposes, such as finding main ideas, highlighting specific information, or discovering the author's point of view.
- learners need to have a clear idea of the purpose of their reading before they begin. Background information is very helpful in understanding texts. Knowing the purpose of their reading will help them get the most from their reading effort. They need for different texts for practising different reading tasks.
- learners need practice with long blocks of text which they read for main ideas as well as intensive work with paragraphs and short passages. Long articles can be read outside of the class to provide background for the work that will be done during the class period.
- learners need to demonstrate their understanding of authentic material in their content area, including stating the main points of the text and giving the author's point of view.
- learners need to practice the different reading strategies in order to perform their reading skills in an effective way.

Conclusion

The designed questionnaires were very useful in determining the reading needs of the first year master students in political sciences. They played a major role in identifying the reading needs of first year Master students of Political Sciences, and exploring the encountered difficulties by students in reading texts in English language. After the analysis and discussion, we found that our hypothesis is confirmed because it goes with the results obtained.

Pedagogical Recommendations

After the analysis and the interpretation of the results shown previously, many problems and weaknesses have appeared in the process of teaching ESP in general, and the reading skill in particular for first year Master students in the department of Political Sciences.

According to the results obtained, teachers of English in the department of political sciences are specialised in Political Sciences rather than English. They also showed a clear misunderstanding of the concept of ESP and this is a great problem.

1. In Need for Training Teachers

a. Training Teachers in ESP :

- Teachers must be aware and capable to teach the English language skills under the concept of ESP, teachers who are aware of the differences between ESP and EGP. There is then an urgent demand for training teachers, which is very important for ESP courses because they should be well prepared and trained to take their students' needs into consideration. Teaching ESP, then, requires the use of a learner-centered approach which is considered the most appropriate approach in ESP teaching. Teachers have to be able to identify the different needs in a given learning situation.
- Teachers also should have knowledge about syllabus design and lesson planning; things that help them progress well, and be good managers of time. They have to be creative, flexible, able to deal with the different obstacles they may face during ESP courses, and ready to find alternative solutions that go hand in hand with the students demands. To put it differently, teachers of ESP must play their required role as counselors, syllabus designers, materials providers, educators, needs analysts, researchers, innovators, and classroom managers.

b. Training Teachers in Teaching the Reading in ESP :

- Teachers should focus on the different types reading and raise learners awareness about them , for example, intensive and extensive reading, silent and aloud reading.
- Enriching the learners vocabulary through reading. Vocabulary should be taught only in context, never in word lists to be memorized with dictionary definitions. It should be words which are useful for the learners in the situations in which they encounter English. Teachers should avoid long lists of words; instead, focus on useful words that are present in the reading and passages students are working with.
- Teachers should help the learners focus on grammatical structures giving them information about the texts they are asked to read.
- The use of different texts for different reading tasks.
- Giving more importance to teaching the different reading strategies.
- learners will appreciate hearing the teacher reads aloud; it is one way to accustom themselves to the sound patterns of English.
- Encourage them to use the context of the passage to understand it, rather than reaching for the dictionary every time they do not recognize a word.

2. In Needs for Appropriate Reading Materials

- Reading materials should be selected according to students' needs, helping the teacher in organizing the course, and supporting the process of teaching/learning. They should be based on various interesting texts and activities covering varied skills. One piece of material can serve for developing more than one skill.
- Reading materials should also function as a link between the already learnt (previous knowledge) and the new information.

- Texts can be a source for new vocabulary, or reading skills. To make working with a text as much effective as possible, it is preferred to combine working with printed text with use of other technological means which suit the given activities.
- The use of real objects or pictures whenever possible to introduce new words.
- The use of long articles as well as short passages. teachers can make long passages more accessible to students by dividing the text into sections and adding appropriate sub-headings.
- Concerning ESP reading activities, it is necessary to keep in mind the context that should be consistent with political sciences. Learners' need for reading exercises, their performance leads to the teachers' creation of more appropriate exercise-types to affirm the reading improvement.

3. Creating a learning environmen

- To achieve course objectives and goals, teachers have to create an appropriate environment and a motivating learning atmosphere in the classroom. It makes teaching and learning reading more pleasant for both teachers and learners and can positively affect their reading performance; it determines their success or failure. A good environment also can decrease students' negative attitudes towards English as a target language, and reading as a mean of success.
- Motivation is a power that encourages learners to do their best to achieve a satisfactory reading goals. learners should be motivated as much as possible to enjoy the process of learning rading and to achieve its real objectives.
- Giving learners the chance to participate in selecting the content of the English course.

4. In Need for the Support of the Pedagogical Institutions

Pedagogical institutions must take part of the responsibility, by providing syllabus, materials, and tools for better practice of ESP reading teaching, and selecting specialized and qualified teachers trained in teaching reading under the concept of ESP.

Limitations of the Study

Because of the time constraints, it has been so difficult to deal with a larger sample of both students and teachers; we could cover only 55 students and 5 teachers. Some students avoided answering all the questions especially questions which need for justifications. We also intended to conduct a classroom observation to enrich the study, but time was unfavorable to do it.

It would have been better to design a unit of the syllabus. However, the use of questionnaires as the only research instrument made it difficult to rely on the results to design the part of syllabus.

General Conclusion

Generally, and before teaching any subject, the very first step is to find out the learners' needs. When the learners' needs are clear, the teaching/learning objectives are clear and goals too. The teaching of the reading skill teaching as well, succumbs to this basic rule. Needs analysis is the best way to discover the learners' reading needs.

We have sought throughout this piece of research to study reading needs English for Specific Purposes of first year Master students at the department of political Sciences at Jijel university. This research tries to confirm that if both teachers and students are aware of the reading needs and take them into consideration in the learning/ teaching process, students will develop their reading abilities in both English and political sciences.

After gathering relevant literature about the discipline of ESP and needs analysis, we dealt with reading skill theories and syllabus design. These features were worth mentioning in order to make the study clear and they are a preparation for the practical part. The practical part of the investigation consists of two questionnaires. The first one was given to 55 students of master degree in the previously mentioned department, and the second was given to their teachers (5 teachers). Both questionnaires were beneficial, and the responses of both teachers and students affirm our hypothesis; we found out that students are aware of their reading needs in political sciences, for example, the need for more specific topics in the field of their study, and the need of the acquisition of the different types and strategies of the reading skill. whereas teachers are not aware of the learners' reading needs since they are not well trained teachers, and do not conduct any analysis of their reading needs ; as a result the reading skill is not improved.

Many problems are faced by both teachers and students within the process of teaching/learning English, time and the absence of a syllabus to be followed are the most

important ones. In order to decrease the problems that a teacher of English in the department of political sciences faces, we set some recommendations that can possibly be applied.

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Appendices

Appendix A: Teachers' Questionnaire

Appendix B: Students' Questionnaire

Appendix A

Teachers' Questionnaire

An Analysis of the Reading Needs of Political Sciences First Year Master Students

Dear teachers,

This questionnaire is a part of a research work on reading needs in ESP. It aims at analysing the reading needs of master 1 students of Political Sciences in the English course.

Please, tick (✓) the appropriate answer or make a full statement when necessary.

Thank You

1. How long have you been teaching English?

.....
.....

2. Which Degree do you hold?

a. BA (licence)

☐

b. MA (Master/ Magister)

☐

c. PHD (Doctorate)

☐

What is your field of Specialization?

.....

3. Do you view learning English as an important requirement to succeed in studying Political sciences?

a. Yes ☐

b. No ☐

4. Have you taught English for Political Purposes before?

a. Yes ☐

b. No ☐

If yes, for how many years?

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

5. Have you ever had any specific training in English for specific Purposes?

a. Yes ☐

b. No ☐

6. Is the English module in the Political Sciences taught as

a. Course (theoretical) ☐

b. TD (practical) ☐

7. What is your overall objective from teaching the English language?

a. To develop your students' reading abilities in English ☐

b. To develop your students' knowledge of Political sciences ☐

c. To help your students pass examinations ☐

d. To make your students able to write dissertation ☐

Others (please

specify.....

.....

8. Do you make your students participate in choosing the content of their courses?

a. Yes ☐

b. No ☐

9. Do you ask your students about their areas of difficulties and needs in the English course?

a. Yes ☐

b. No ☐

-

Why?.....

.....

10. Do you ask your students to read books in English?

a. Yes ☐

b. No ☐

Why?.....

.....

11. What is the reason behind teaching reading?

a. reading texts, passages, paragraphs...etc ☐

b. to read in the classroom ☐

c. to read political essays, articles, books.....etc ☐

12. Is the time devoted for reading in the classroom enough to improve your students' reading skill?

a. Yes ☐

b. No ☐

-If No, why?

.....
.....

13. What are the different materials that you use in order to help your students practice reading in the classroom?

a. -Papers, books, articles, magazines ☐

b. -Audiovisual aids (computer, data-show) ☐

Others (specify)

14. What is the rank of the Reading skill in relation to the time devoted to it ?

• 1 ☐

• 2 ☐

• 3 ☐

• 4 ☐

14. Do you often modify any activities in response to your students' demands or needs?

a. Yes ☐

b. No ☐

15. Do you make your students aware of the importance of using strategies to help study reading?

a. Yes ☐

b. No ☐

16. What is the reading strategy which is the most useful for your students? You can stick more than one answer

a. Quickly running one's eyes over a text to get a gist of it. ☐
(Skimming)

b. Quickly going through a text to find a particular piece of information.(Scanning) ☐

c. Sort of reading where no well defined goals. (Browsing) ☐

d. Using logic and intelligence to come up with a conclusion to discover the meaning of unknown elements.(Inferencing) ☐

17. Have your students achieved the expected level of reading?

a. Yes ☐

b. No ☐

18. Do you rely on different sources to design your lesson plan?

a. Yes ☐

b. No ☐

If yes, list them

.....

.....

.....

19. What are the problems you face in your teaching of reading skill for master students?

.....

.....

.....

.....

20. Do you think that the English course you are giving to your students meets their real needs or you really need to add some items to better develop their reading proficiency in English?

.....

.....

.....

.....

21. What are your suggestions as to improving the teaching of reading in the English course you are giving?

.....

.....

.....

Thank You

Appendix B

Students' Questionnaire

An Analysis of the Reading Needs of Political Sciences First Year Master Students

Dear Students,

This questionnaire is a part of a research work on reading needs in ESP. It aims at analysing the reading needs of master 1 students of Political Sciences in the English course.

Please, tick (✓) the appropriate answer or make a full statement when necessary.

Thank You

1. How long have you been studying English?

.....

2. How would you estimate your overall level in English?

a. Excellent

☐

b. Very good

☐

c. Good

☐

d. Average

☐

e. Low

☐

3. Do you view learning English as an important requirement to succeed in studying Political sciences?

a. Yes ☐

b. No ☐

4. Is the present English course different from other English language classes you have had in secondary school?

a. Yes ☐

b. No ☐

-If yes,
how?.....

5. What is your overall objective from attending the English course?

e. To develop your reading abilities in English ☐

f. To develop your knowledge of Political sciences ☐

g. To pass examinations ☐

h. To write your dissertation ☐

Others (please specify)

.....

.....

....

6. Does the English course help you to improve your? (you can tick more than one answer)

a. -Reading? ☐

b. -Writing? ☐

c. -Speaking? ☐

d. -Listening? ☐

e. -Grammar? ☐

f. -Vocabulary? ☐

Others

.....

.....

7. Does your teacher make you participate in choosing the content of your courses?

c. Yes ☐

d. No ☐

8. Does your teacher ask you about your areas of difficulties and needs in the English course?

c. Yes ☐

d. No ☐

9. Do you view reading as an important skill for you?

a. Yes ☐

b. No ☐

10. Does your teacher ask you to read books in English?

a. Yes ☐

b. No ☐

11. If yes, how often do you read in English?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

12. How do you find reading in English in the English course?

a. Interesting ☐

b. Not bad ☐

c. Boring ☐

13. Do you read about your specialization in the English language?

a. Yes ☐

b. No ☐

Why?

.....
.....

14. What is your goal behind reading in English?

a. For pleasure ☐

b. For looking for information ☐

c. To be competent in reading passages / to satisfy your reading needs in

seminars, conferences, etc ☐

15. Is the time devoted for reading in the classroom enough to improve your reading skill?

c. Yes ☐

d. No ☐

-If no, why? ?

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

16. What are the different materials that your teacher uses in order to help practice reading in the classroom?

a. Printed materials ☐

b. Online materials ☐

Others (specify)

17 . What is the rank of the Reading skill in relation to the time devoted to it ?

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐

18. Does your teacher often modify any activities in response to your demands or needs?

- c. Yes ☐
- d. No ☐

19. When you are stuck while reading a passage / text, do you use some strategies that help you continue your reading?

- a. Yes ☐
- b. No ☐

20. What are the most useful reading strategies for you? You can stick more than one answer

- e. -Quickly running one's eyes over a text to get a gist of it.
(Skimming) ☐
- f. Quickly going through a text to find a particular piece of
information.(Scanning) ☐
- g. reading with no well defined goals. (Browsing) ☐
- h. - Using logic and intelligence to come up with a conclusion to
discover the meaning of unknown elements.(Inferencing) ☐

21. What are the problems that prevent you from improving your level in reading in English?

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

22. What do you think you really need to add to the English course you are taking to better develop your reading proficiency in English?

.....
.....

Thank you for your help

Résumé

Cette étude est descriptive, vise à identifier les besoins en lecture des étudiants de première année de Master Science Politiques à l'université de Mohammed Siddik Ben Yahya –Jijel-. Elle adopte la thèse qui stipule que la prise de conscience des enseignants, des étudiants et de leurs besoins et la prise en considération de ces besoins dans le processus de l'enseignement et l'apprentissage de l'anglais contribuera efficacement au développement des capacités en lecture des étudiants. Cette étude est divisée en trois chapitres principaux: les premiers deux chapitres sont théorique, l'examen des révises de littérature les plus importantes et en rapport avec l'anglais à des fins spécifique, l'analyse des besoins, et les compétences en lecture. Le troisième chapitre est pratique pour répondre aux questions de l'étude qui ont révélé les besoins en lecture des étudiants de Master du Département des Sciences Politiques, deux questionnaires ont été distribués : l'un pour cinq professeurs d'anglais de la Faculté des sciences politiques, l'autre pour cinquante-cinq étudiants qui ont été choisis au hasard. Les résultats des questionnaires ont montré que les enseignants et les étudiants ont une attitude positive envers la lecture en particulier et en anglais en général. Les résultats ont également soulevé de nombreux problèmes auxquels sont confrontés aussi bien les enseignants et les étudiants. Les résultats ont montré que les enseignants ne sont pas familiers avec les besoins de leurs étudiants et ne les prennent pas en compte dans l'enseignement d'Anglais à des fins spéciales. De plus, l'Anglais à des fins spéciales ne sont pas bien pratiqués au Département de science politique. Tout cela a un impact négatif sur le progrès du niveau des étudiants dans l'apprentissage de la langue anglaise et la science politique nous a conduit à proposer des solutions pour améliorer la pratique de l'Anglais à des fins spéciales à la Faculté des Sciences Politiques.

ملخص

الدراسة الحالية وصفية، وتهدف إلى التعرف على احتياجات القراءة لدى طلاب السنة الأولى ماستر في العلوم السياسية في جامعة محمد صديق بن يحيى - جيجل . فهي تتبنى الأطروحة التي تنص على أن وعي كل من الأساتذة والطلاب بهذه الاحتياجات وأخذها بعين الاعتبار في عملية تدريس وتعلم اللغة الإنجليزية سوف يسهم بشكل فعال في تطوير قدرات القراءة الخاصة بالطلاب . وتنقسم هذه الدراسة إلى ثلاثة فصول رئيسية: الفصلان الأولان خاصان بالجزء النظري؛ تم فيهما استعراض أهم المفاهيم والمراجع الأدبية ذات صلة باللغة الإنجليزية لأغراض خاصة ، تحليل الاحتياجات ، ومهارات القراءة . أما الفصل الثالث فهو خاص بالجزء العملي. وللإجابة على أسئلة الدراسة وكشف احتياجات القراءة لطلبة الماستر في قسم العلوم السياسية، تم انجاز استبيانين وتقديم احدهما لخمسة من أساتذة اللغة الانجليزية في كلية العلوم السياسية، والآخر لخمسة وخمسين طالبا تم اختيارهم عشوائيا . وكشفت نتائج الاستبيانين أن الأساتذة والطلاب يحملون مواقف إيجابية تجاه القراءة بشكل خاص والإنجليزية بشكل عام . كما أثارت النتائج أيضا العديد من المشاكل التي تواجه الأساتذة والطلاب على حد سواء. فقد أظهرت النتائج أن الأساتذة ليسوا على دراية باحتياجات طلابهم ولا يأخذونها بعين الاعتبار في تدريس الانجليزية لأغراض خاص(علاوة على ذلك، فإن الإنجليزية لأغراض خاصة لا تمارس بشكل جيد في قسم العلوم السياسية. كل ذلك أثر سلبا على تقدم الطلاب في تعلم اللغة الإنجليزية والعلوم السياسية ما دفعنا لاقتراح بعض الحلول لتحسين ممارسة تدريس الانجليزية لأغراض محددة في الكلية السالفة الذكر.