

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



A Needs-Based Analysis and Evaluation of the ESP Course
Presented to Students of Second Year Pharmacy,
University of Algiers 1

A Dissertation Submitted in Partial Fulfilment of the Requirements for the
Master degree in Didactics

Presented by:

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Supervised by:

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Supervisor: Salma BOUHALI

Examiner: Fouzia BENNACER

Chairperson: Sabrina HADJI

Academic year: 2019 - 2020

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Dedication

This humble work is dedicated to my beloved mother, my aunt,
my whole family, and to whom I call friends.

Moncef.

Acknowledgements

I would like to express my thanks and gratitude to **Mrs. Salma BOUHALI** who accepted to supervise this humble work and provided me with the necessary feedback and guidance to conduct this research. I would also like to thank **Dr. Fouzia BENNACER** and **Mrs. Sabrina HADJI** for dedicating their time to examine my dissertation. Special thanks also goes to **Amel MEZIANE** and to all students of second year pharmacy in University of Algiers 1 who accepted to take part in this study and provided valuable intel on the course.

Abstract

English for Specific Purposes (ESP) is a branch of English Language Teaching (ELT) that is concerned with teaching English to a specific group of learners with special occupational or academic needs. Those needs are identified by a process called Needs Analysis (NA). The current study aims to investigate the needs of second year pharmacy students at the faculty of medicine, University of Algiers 1, and evaluate their course of English based on that analysis. In light of the recent decisions made by the Ministry of Higher Education and Scientific Research in Algeria, which promoted the use of English in universities, this research comes as an attempt to identify the shortcomings of the ESP course presented to students of second year pharmacy and offer corrective feedback based on ESP criteria. In order to conduct this descriptive research, an online questionnaire was administered to 500 students in order to examine certain course aspects and identify students' desires and expectations. Based on the data that was obtained from 125 students, it was revealed that the course does not conform neither to ESP standards nor to modern ELT principles. It is therefore recommended to reform the English syllabus of second year pharmacy and create more comprehensive programme that prioritises group work, productivity, and active engagement in the course. It is also recommended to introduce content of higher difficulty and present learners with articles and scientific papers relevant to their speciality to utilise them as educational material.

Key words: English for Specific Purposes, Needs Analysis, Course Evaluation, Pharmacy field

List of Abbreviations

EAP: English for Academic Purposes

ELT: English Language Teaching

EMP: English for Medical Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

NA: Needs Analysis

PSA: Present Situation Analysis

SET: Student Evaluation of Teaching

TSA: Target Situation Analysis

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General Introduction

1. Background of the Study

Since the late 1950's and early 1960's, English for Specific Purposes (ESP) has grown to be a major area of study in the field of English Language Teaching (ELT). The expansion of this field is echoed in the growing number of courses offered to cover the particular needs of learners. It is also reflected in the increasing amount of studies conducted in this field. The growth of ESP can be described as exponential, it is rapidly growing due to the academic cooperation among research institutions which resulted from globalisation and the spread of information technology.

The accelerated growth of ESP has resulted in various reconstructions of educational methods and the emergence of varying teaching approaches. Research in ESP has also witnessed substantial shifts, becoming increasingly consistent and more reliable in its application. In this regard, educational practitioners have become naturally more aware of the prominent value of research and its importance in enhancing classroom practices and thus learners' outcomes.

The works of Hutchinson and Waters (1987) and Dudley-Evans and St. John (1998) are considered two of the fundamental works in ESP. Contemporary research is also loaded with names of academics who made significant contributions in this field. Paltridge & Starfield (2013) were the chief editors of *The Handbook of English for Specific Purposes* which is still perceived as an inclusive summary of ESP teaching and research until today. Topical and timely studies in ESP however are distinct from how

they have been conventionally carried out, by means of being more pragmatic and data driven, straying from the rather old fashioned theorization and abstraction.

Nowadays, English has become the dominant language of the world and it is acknowledged as the international language for communication. Learning this global language has become essential in order to achieve professional and academic success. As a result, people everywhere have shown a higher interest in studying English either for professional or academic purposes.

In this regard, a new branch in English language teaching emerged. It is called English for Specific Purposes (ESP) and it is based on an analysis called Needs Analysis (NA). This latter is a process used to identify learners' specific needs and aims behind learning English. It provides course designers with a substantive foundation for their work which will enable them to make language courses more relevant to learners.

2. Statement of the Problem

Many universities and institutions around the world have adopted the teaching of ESP due to its effectiveness in teaching learners aspects of language that are most useful in their specialty. In this respect, ESP has become a widespread teaching approach in Algerian universities as English is included in almost every curriculum.

In the faculty of Medicine at the University of Algiers 1, students in the department of pharmacy are taught an ESP course in their second year. However, it is not clear whether or not the course corresponds to their needs and to what extent it is

effective. Therefore, it will be of good benefit to investigate and review the content of the course in order to ensure its effectiveness.

Recently, I interacted with a number of students who study in the Faculty of Medicine at the University of Algiers 1. After an extensive exchange of knowledge about our domains, I managed to collect some information concerning the state of English language teaching for medical students. It has come to my attention that students in second year pharmacy at the faculty of medicine, University of Algiers 1, experience various obstacles and problems with regards to learning English in their course.

In view of their problems and due to the lack of practical examinations of their English course, I opted to carry out this research in order to investigate some of the flaws in their syllabus. Therefore, the goal of this research is to propose a set of suggestions and corrective feedback which would offer guidance to language instruction authorities regarding the English language syllabus for second year pharmacy.

3. Aim of the study

The general aim of this research is to investigate the effectiveness of the English course currently presented to second year students of pharmacy in the faculty of medicine, University of Algiers 1. Precisely, this case study aims to evaluate the course's suitability to learners' needs on the basis of a set of evaluative criteria, and also to investigate its appropriateness with regards to standards of ESP course design.

4. Significance of the Study

The findings of this study would enable the ESP teachers to adapt the English course presented to students more appropriately to their needs. Furthermore, based on the research findings, the study would provide guiding principles for designing an English course that genuinely identifies and fulfils the needs of second year pharmacy students.

5. Research Questions

The current study aims to answer the following research questions:

- 1- Is the English course presented to students of second year pharmacy at the University of Algiers 1 effective?
- 2- Does it reflect students' needs?
- 3- Is it designed in accordance with ESP principles?

6. Research Methodology

In order to conduct a descriptive study and examine the English course, a questionnaire was assigned to 500 students of second year pharmacy in the faculty of medicine, University of Algiers 1. The questionnaire was divided into two sections; the first section aimed to collect students' feedback on the course while the second one inquired about their personal preferences and aspirations for future changes. The questionnaire was also conducted online using Google Forms and was statistically analysed by the same service provider. The response rate was relatively large whereas

125 students answered, which represents a quarter of the total population. This research is of both qualitative and quantitative nature whereas it provides both accurate statistical measurements of the target situation and also an interpretation of that data.

7. Structure of the study

The current study is divided into parts: The theoretical part and the practical part. The first two chapters are dedicated to the theoretical part whereas the third chapter is dedicated to the practical part and followed by the general conclusion of this research.

The first chapter of this study consists of two sections, the first one is dedicated to ESP; it explains its origins, development, branches, and the role of the practitioner in it. The second section of the first chapter is dedicated to NA; it explains the concept of NA, the types of needs, as well as its approaches, procedures, and importance

The second chapter is concerned with course design and course evaluation in ESP. It explains the process of course design, its various approaches, and the factors which influence it. It also deals with course evaluation and its approaches, in addition to online course evaluation which is the method applied in this research.

This third chapter which represents the practical part introduces the research setting, population, sample, in addition to the data collection tools and procedures. Furthermore, it includes the data analysis and interpretation along with a list of recommendations. Lastly, the chapter attaches the research limitations and suggestions for further research.

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Chapter One: English for Specific Purposes and Needs Analysis

Introduction

The current chapter is divided into two main sections. The first section reviews literature on the origins of English for Specific Purposes (ESP), its definition, development, its branches with a specific focus on English for Science and Technology, and sheds light on the role of the ESP practitioner. The second section is concerned with Needs Analysis (NA), its types, approaches, steps, and its importance in ESP.

Section One: English for Specific Purposes

Introduction

English for Specific Purposes (ESP) is an increasingly growing field centred on teaching specialised courses of English to a pre-specified category of learners. It encompasses a variety of concepts and principles, which will be introduced in this section.

1.1.1. Definition of English for Specific Purposes

Providing a single comprehensive definition of ESP is not an easy task. In essence, the term can be self-explanatory; it is the teaching of English for any purpose that could be specified. However, it can be defined from multiple other perspectives.

Hutchinson & Waters (1987, p. 19) stated that ESP is a discipline of English Language Teaching in which all decisions concerning the content and method are grounded on the learners' purpose for learning. That is to say that students' objective

behind learning the language is the cornerstone of the course, and it should not deviate from that objective. Paltridge & Starfield (2013, p. 2) characterised it as “the teaching and learning of English as a second or foreign language where the goal of learners is to use English in a particular domain”. Another definition which was provided by Johns (2013, p. 6) is: “... ESP has been, at its core, a practitioners' movement, devoted to establishing, through careful research, the needs and relevant discourse features for a targeted group of students.” In general terms, ESP can be referred to as the process of preparing learners to use English within restricted academic, professional or vocational environments.

1.1.2. Origins of English for Specific Purposes

The establishment of ESP as an independent branch of English Language Teaching was the result of various changes and developments. According to Hutchinson and Waters (1987), ESP emerged as a direct consequence of three essential factors; they are the requirements of the modern world, a revolution in linguistics, and the focus on the learner.

1.1.2.1. The Requirements of the Modern World

After the Second World War, the world witnessed an exceptional growth in all domains especially in the economic and scientific fields. In addition to that, there was a large scale immigration that took place at the end of the twentieth century, and an increasing number of multinational corporations. As those corporations expanded, there

was an increasing need to have an international language of communication to facilitate the processes of job recruitment, marketing, negotiating...etc.

That role was fulfilled by English, and as the latter became the international language for science and commerce, a new category of learners appeared who wanted to learn the English language for its utility and “not for the pleasure or prestige of knowing the language” (Hutchinson & Waters, 1987, p. 6). Therefore, it can be said that the expansion of industry and globalisation that was witnessed after the Second World War had significantly contributed to the growth of ESP.

1.1.2.2. A Revolution in Linguistics

Traditionally, the objective of linguistics had always been to unravel the rules of the language to its user. However, there had been a shift towards a more practical approach. Since learners in ESP courses need English for clearly defined purposes that serve a particular domain, and since each domain has unique characteristics and implements language differently, the aim of linguistics became to reveal the features of language use that are specific to the target context. (Hutchinson & Waters, 1987, p. 7)

Following the recognition of the distinctive qualities of English language use in a specific domain, the identified qualities such as functions and forms would be regarded as the essential components of the course presented to the learners. This pragmatic shift in focus promoted the growth of ESP and significantly contributed to its rise.

1.1.2.3. Focus on the Learner

Developments in educational psychology promoted a student-centred approach in which learners attitudes, needs, and interests are of central importance. Acknowledging the diversity of learning styles and strategies led to new developments in language course design which further endorsed the idea of specialised courses. In the same vein, empowering the students and examining their individual differences “lent support to the development of courses in which ‘relevance’ to the learners’ needs and interests was paramount” (Hutchinson & Waters, 1987, p. 8).

The previously mentioned factors were greatly significant in establishing a specialised approach in English language teaching. The growth of ESP, then, is the direct consequence of an accumulation of circumstances which paved the way for its emergence.

1.1.3. The Development of English for Specific Purposes

It is worth noting that ESP has undergone different stages in its development. As with all sciences, it has encountered various shifts in perspective as a form of adaptation. Developments in

Hutchinson & Waters (1987) provided a division of ESP development that consists of five different phases. The stages are as follows: The concept of special language: register analysis, beyond the sentence: rhetorical or discourse analysis, target situation analysis, skills and strategies, and lastly a learning-centred approach.

1.1.3.1. The Concept of Special Language: Register Analysis

This concept departed from the principle that language form in a specific field of science differs from that of another field. In this sense, Hutchinson and Waters (1987) mentioned: “The aim was to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they would not meet.” (p.10). For example, the scientific texts and articles from medical journals would be analysed in terms of sentence structure and lexical frequency and the ESP course for medical students would be predicated on the results of that analysis.

Despite being relatively successful in teaching field-specific terminology, this approach did not reveal any unique distinctions of scientific English beyond prioritising certain forms such as the present simple tense and the passive form (Hutchinson and Waters, 1987). Multiple reforms have been conducted to overcome the shortcomings of this approach, as it would be unfolded in the subsequent stages.

1.1.3.2. Beyond the Sentence: Rhetorical or Discourse Analysis

The emerging field of discourse or rhetorical analysis had made its influence on ESP and led to a new phase which focused beyond the sentence level. In this regard, Allen and Widdowson (1974, as cited by Hutchinson & Waters, 1987, p. 10) stated:

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 needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts.

Therefore, this approach was concerned with how sentence combinations can produce meaning instead of how syntactic structures are organised in a given mode of discourse. The aim “was to identify the organisational patterns in texts and to specify the linguistic means by which these patterns are signalled. These patterns would then form the syllabus of the ESP course” (Hutchinson and Waters, 1987, p. 11).

1.1.3.3. Target Situational Analysis

Target Situational Analysis (TSA) is an analytical approach that examines the linguistic features of the context in which learners will use the language they are learning. Investigating students’ motivation behind learning a foreign language is a process usually known Needs Analysis. However, Chambers’ (1980) term “Target Situation Analysis” is considered more accurate in describing the process concerned.

In a sense, TSA did not add anything new to the range of knowledge about ESP, however, it systematised what had been previously done in a disorderly way. The practices following the introduction of TSA, however, had proven the latter to be a “false dawn” as Hutchinson & Waters’ (1987) stated, because it was based on an oversimplified form of needs analysis.

1.1.3.4. Skills and Strategies

This phase of ESP sought to overcome the weaknesses of the previous stages that focused on the surface forms of language in one way or another. According to Hutchinson and Waters (1987), this approach was predicated on the assumption that all forms of language use are based on common reasoning and interpreting processes. The focus here, then, is placed on the underlying interpretive strategies which enable the learner to comprehend the meaning.

This approach generally focused on reading and listening strategies, in which the learner deduces how meaning is produced and retrieved from spoken or written discourse. In order to achieve that, learners were asked to introspect and verbalise their interpretive process and on the basis of that reflection, their misconceptions of the language use would be identified and treated. (Hutchinson & Waters 1987, p. 13-14).

1.1.3.5. A Learning-Centred Approach

The common feature among the previous phases of ESP development is that they all focused more or less on language function and language use. The focus was on “How” and “What for” language was used, which helped in selecting and designing the course material. This approach, however, was not based on language use but rather on the analysis of language learning processes.

The learner here takes a key role in determining all aspects of the course. The scope of analyses is extended further to encompass learners’ views about learning and

the most convenient ways for information delivery. In a sense, one could claim that this approach is the most comprehensive one of them all.

1.1.4. Branches of English for Specific Purposes

Brunton (2009, p. 22) stated: “ESP is today more vibrant than ever with a bewildering number of terms created to fit the increasing range of occupations that have taken shelter under the ESP umbrella”. From the original quote, it can be inferred that ESP, as it currently stands, encompasses an abundant amount of terms that are used to describe the multiple varieties of professions that endorsed ESP teaching.

The two most prominent divisions of ESP, which will be covered in this section, are introduced by Hutchinson and Waters (1987). They are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Lastly, there would be a particular coverage of English for Science and Technology (EST) with special focus on English for Medical Purposes (EMP).

1.1.4.1. English for Academic Purposes

English for Academic Purposes (EAP) refers to any teaching of English that aims to fulfil certain academic needs such as how to read a textbook, write an article, or make a report. EAP has made an exceptional growth in the past twenty years which is a clear indicator of the increasingly internationalised higher education curricula around the world. Charles (2013, p. 137) stated in this regard:

EAP has thus become a major research field in its own right, responding to the demands of a widening circle of users by providing increasingly sophisticated accounts of academic discourse and translating these insights into pedagogically valid methods and materials.

In view of this, it can be concluded, then, that EAP is a manifestation of English language teaching with regards to particular academic needs. It seeks to develop learners' competencies in relation to their academic training, which requires mastery of certain modes and forms of discourse.

1.1.4.2. English for Occupational Purposes

Nowadays, English language mastery is becoming an essential skill in the job market. According to Robinson (1991, p. 21), "EOP (English for Occupational Purposes) involves work-related needs and training". Hence, it aims at training learners on how to communicate effectively in the specific context of their work environment.

In an increasingly globalised world, it is more important than ever to have a vehicular language to facilitate professional interactions. Hence, the purpose of EOP is to equip specialised personnel with the required communicative skills in order have successful communication in the workspace

1.1.4.3. English for Science and Technology

The field of English for Science and Technology (EST) is often regarded as the most prestigious field of ESP, and for a good reason. As previously mentioned, the rapid expansion in the scientific field was one of the prime causes behind ESP emergence. Hence, there was, and still is, a large amount of investment poured into teaching EST. It has been a matter of debate whether the latter belongs to the branch of EAP or EOP.

Taking English for Medical Purposes (EMP) which is a subfield of EST as an example, Dudley-Evans and St John (1998) noted that it can refer to the needs of students who are studying medicine (EAP), as well as the needs of doctors who are practicing their job (EOP). While students need to write essays and read articles, practitioners have to interact with patients and make presentations in conferences.

1.1.5. The Role of the Practitioner in English for Specific Purposes

As the design and content of the English course change, the role of the teacher has to change accordingly. Since the role of the ESP instructor is not limited to teaching, and involves different tasks ranging from course design to course evaluation, Dudley-Evans and St. John (1998) suggested that the term “ESP Practitioner” is more appropriate. Moreover, they introduced a number of roles that the ESP practitioner fulfils, those being a teacher, course designer and material provider, researcher, collaborator, and course and material evaluator.

1.1.5.1. A Teacher

Since ESP is concerned with delivering content that is designed to a special category of learners, then the deliverer of that content must acknowledge and accept the specifics of his duty as an ESP teacher. Due to the fact that the teacher is not necessarily a specialist in the field to which his learners belong, it is up to learners to manifest aspects of their speciality which require special coverage in the language course.

In other words, the teacher is responsible for generating communication in the classroom and creating an environment that facilitates and enables the learners to express their needs, interests and expectations.

1.1.5.2. A Course Designer and Material Provider

Because of the special nature of the ESP course, the practitioner must often take the responsibility of both designing the course and selecting the appropriate material. The material could be either pre-existing or self-produced by the practitioner. It can also be adapted to fit with the specific needs of the learners by performing a few modifications to pre-existent materials.

Reforming pre-existing material is an in-depth process that could exhaust the teacher's resources. In addition to that, the instructor has to correspond to the educational system's standards and work within the limitations of that system, which means that the material provided has to match not only with the students' potential but more importantly it has to fall within the institutions' principles, norms and conditions.

1.1.5.3. A Researcher

Research is an essential process which enables the ESP practitioner to remain updated on the latest findings in the field of ESP. It allows instructors to establish a firm foundation of learners' needs, on the basis of which they will orient the content and method of the language course.

In this sense, teachers are considered as researchers as they are required to ask questions and investigate learners' needs on a regular basis. Since ESP is roughly a learner-focused movement, teachers have to stay constantly updated with the discourses and contexts that are relevant to the student population.

1.1.5.4. A Collaborator

The ESP practitioner must be vigilant of the different factors and conditions surrounding the learning process. Hence, it is emphasised that the ESP practitioner must ally with subject specialists, stakeholders, and all the relevant parties involved in the teaching/learning process in order to deliver a syllabus that properly reflects learners' needs and interests.

The level at which the practitioner can collaborate with external parties that do not directly engage in the teaching process corresponds to their relative degree of potential influence on that process. To clarify my point, Students' Parents Association for example is an external party that does not directly engage in the teaching process but has an indirect influence on how it is carried out. Therefore, the practitioner must work in collaboration with that party.

The level at which the practitioner can collaborate with external parties also depends on the extent to which learners have to comply with that party's measures and standards for future arrangements with them. As an example, if a particular teaching institution aims at preparing their students to study abroad, students have to comply with certain standards, and the language instructor has to collaborate with the foreign institution to clarify and specify the standards and conditions that students have to fulfil.

1.1.5.5. A Course and Material Evaluator

The distinctiveness of ESP courses extend further to evaluation. In addition to evaluating students' progress and performance, the course itself and teaching materials are subject to constant investigation in terms of their effectiveness and suitability. That investigation is conducted through data collection measures that are selected with regard to the specific context of the investigation

It is important to collect feedback from various sources about the course components, especially from the learners, as the fundamental objective of ESP is to meet their needs and demands. Nevertheless, other parties can assist in the process of evaluation such as the independent consultants, employment agencies...etc. Course and material evaluation should not be an isolated procedure that takes place only once, but rather a sustained and continuous process marked by an effective data collection and analysis

Conclusion

In conclusion and as a brief summary of this section, ESP is an extension of ELT (English Language Teaching) which emerged as the result of various factors. The development of ESP is not conclusive, as it is still witnessing changes and shifts in perspective. This section also presented the different branches of ESP in addition to the various roles that the ESP practitioner plays.

Section Two: Needs Analysis

Introduction

Needs Analysis (NA) is an analytical and descriptive procedure that assembles all the necessary information about a particular class of people as a prelude to the construction of a large scale developmental programme. In education, it refers to the identification of learners' needs. This section is dedicated to discovering the different aspects of NA, such as its definition, types, approaches, procedures, and importance.

1.2.1. Definition of Needs Analysis

Recognizing learners' objectives behind learning a foreign language is a crucial step in designing an ESP syllabus. The process of investigating learners' needs in order to select the appropriate pedagogical material is called Needs Analysis. It is an essential procedure which distinguishes ESP from EGP. Dudley-Evans and St. John (1998) described it as the "cornerstone" of ESP.

Bachman and Palmer (1996, p.102) described NA as “the systematic gathering of specific information about the language needs of learners and the analysis of this information for purposes of language syllabus design”. It usually forgoes the language course as it provides the practitioner with a comprehensive overview of what should be covered in the specialised language course. In other words, it is a preparatory phase in which learners’ needs are identified, on the basis of which the syllabus is going to be designed, the relevant material would be selected, and the appropriate teaching methods would be followed.

1.2.2. Types of Needs

Hutchinson & Waters (1987) distinguished between two types of needs, target needs and learning needs, these types are as follows:

1.2.2.1. Target Needs

According to Hutchinson and Water (1987), target needs refer to what the learner needs in the target situation; this concept involves three main aspects which are necessities, lacks and wants. Necessities are what the learner needs to do in the target situation with regards to language skills. Lacks are the difference between a learners’ initial competency in language and their target level of proficiency, whereas wants are what learners wish to learn, which may or may not directly reflect their actual and personal needs.

It is important to be well informed about all previously mentioned elements as they each one represents a significant portion of data that could be crucial in identifying

learners' needs. In the event that one or more of those elements is neglected, the language course would be lacking in terms of content and learners could feel alienated from it.

1.2.2.2. Learning Needs

Learning needs were defined by Xiao (2006, p. 75) as “a cover term for all the factors connected to the process of learning like attitude, motivation, awareness, personality, learning styles and strategies, social background ...etc.”. Much of what has been achieved in the field of ESP has been done through monitoring, analysing, and working in agreement with the environmental and psychological factors which affect the learners such as the ones previously stated.

This concept is not exclusive by any means to the domain of language teaching. It is applicable across multiple other domains. Every environment that requires certain individuals to perform particular tasks, being vocational or educational, has to investigate the background of those individuals and the circumstances under which they would operate. In other words, any hierarchical structure that aims to assess and improve the performance of its individuals in the future has to confront their past experience and current setting.

1.2.3. Approaches to Needs Analysis

Generally, NA can be conducted using multiple approaches depending on the type of data that is sought after. The approach that is used for NA is parallel to that of the learning and teaching approach in the course; it is either product focused or process

oriented. In this respect, the most prominent approaches for NA are Target Situation Analysis (TSA) and Present Situation Analysis (PSA).

1.2.3.1. Target Situation Analysis

Target situation Analysis (TSA) is the process of analysing the target linguistic performance of the learners within their specified domain. In a sense, it is related to analysing the “necessities” previously mentioned in this section, as it clarifies how the learner should perform in certain circumstances from an objective point of view. TSA was pioneered by Munby in 1978 when he famously introduced Communication Needs Processor (CNP). This last refers to a model of broad-range criterion and parameters that illustrate the target language needs of a particular group.

Conducting TSA properly can be extremely time intensive and highly consuming both in funds and in efforts. That is due to the wide range of settings and situations that have to be accurately identified and analysed. The results of TSA are used to set the objectives of the course and design the language competency framework that the learners are required to comply with.

1.2.3.2. Present Situation Analysis

Present Situation Analysis (PSA) is the process of examining the learners’ existing knowledge of the language and exposing the gap between that and the target competence. In a sense, it is related to analysing the “Lacks” previously mentioned in this section, as it works on contrasting between what is present and what is required.

Richterich and Chancerel (1980, as cited in Li, 2014) contributed significantly to the development of this approach. They proclaimed that besides analysing learners' current knowledge, PSA could also expand to include information regarding the status of students, the circumstances under which the language teaching institution operates, and the selective criteria of future potential employers that is referred to as the "user-institution". The data that is collected would identify the starting ground of the course and help establish an effective basis for the language program.

1.2.4. Procedures of Needs Analysis

The process of needs analysis can be realised in multiple ways, and each way would naturally influence the type of information acquired (Richards, 2001, p.59). Broadly speaking, the application of NA follows a linear model; it follows a list of procedures one after another. Schutz and Derwing (1981, as cited in Li, 2014) presented eight steps for needs analysis which are detailed stages on how to conduct this process. These stages are:

- Defining the purpose of and the desired outcome of the study in order to clarify the conditions of its success.
- Specifying the target population in order to make appropriate decisions regarding the study's time limit, placement, and funding.
- Outlining the limitations of the study in order to raise its effectiveness and reliability.

- Selecting the appropriate methods and instruments for data collection, with respect to the circumstances and conditions affecting the study.
- Collecting data using distinctive kinds of tools such as questionnaires, interviews, or observations...etc. This is also called methodological triangulation.
- Analysing the collected data. This process can be carried using computer-assisted analysis which is considered more convenient in terms of time and effort, or it can be handled using first hand observations and interpretations which demand an extended period of time in addition to a greater amount of contact with the target study situation
- Interpreting the results. This generally means translating the data that was analysed into suggestions regarding the target situation's language teaching policy.
- Criticising the research with regards to its limitations and providing suggestions for further studies.

Naturally, this is not the only possible technique to conduct a needs assessment. However, this method is widely used and is regarded by many practitioners as a safe and efficient way to investigate learners' needs.

1.2.5. The Importance of Needs Analysis in English for Specific Purposes

Needs analysis is a core procedure in ESP. It sets the foundation of the course and enables the teacher to recognize learners' needs and desires. In case of any

insufficiencies in the process of NA, the whole course would be at risk of diverging from its essential goal and providing poor or irrelevant content. Failure to conduct a correct and comprehensive needs analysis could lead to pivotal mistakes in course design.

It is recommended, then, that universities and institutions conduct an extensive analysis of learners' needs in order to avoid any deficiencies in the course presented. The person or authority conducting the process of NA should collect information not only as much as it is possible but more importantly as much as it is necessary. In other words, complacency during the procedure of NA is a very common and crucial mistake that should be avoided at all times.

Conclusion

In summary of this section, NA can be defined as the preliminary phase that precedes any type of course design. It investigates both the objective and subjective needs of the learners and sets forth the aims of the course. It is important to conduct it accurately and extensively to ensure a wide coverage of learners' needs and thus a more comprehensive design for the language course.

Chapter Two: Course Design and Evaluation in English for Specific Purposes

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Chapter Two: Course Design and Evaluation in English for Specific Purposes

Introduction

Course design is more or less a self-explanatory term that features multiple aspects to it. This chapter is dedicated to presenting those various aspects such as its definition, approaches, influencing factors, and lastly course evaluation, its approaches, in addition to online course evaluation.

2.1. Definition of Course Design

Course design refers to the process of planning, structuring and organizing the course in order to realise the desired goals. This process is the result of different parameters: needs analysis, methodology, and collected materials (Robinson, 1991, p. 115).

Since it comprises of multiple procedures, course design can be fairly taxing in terms of time and effort. In addition to that, it does not result in a perpetually flawless outcome, the final result may have to be readjusted multiple times in order to adapt to the changing circumstances of the teaching and learning environment.

2.2. Approaches to Course Design in English for Specific Purposes

According to ESP researchers Hutchinson and Waters (1987, p. 65), the data that is obtained from NA is purely raw information and needs to be reprocessed. Although the procedures of analysing and utilizing that information can vary, there are broadly

three main approaches for designing an ESP course: A language-centred approach, a skills-centred approach, and a learning centred approach.

2.2.1. Language-Centred Approach

Hutchinson and Waters (1987) described the language-centred approach as the most simple, direct, and familiar approach to ESP practitioners. It involves analysing students' needs in the target situation and using that analysis as a baseline to establish a firm foundation for the course. In other words, the course aims at delivering content that reflects the performative tasks that characterise the target situation.

In view of the fact that this approach takes into account learners' needs, it could be mistaken for being learner-centred, but learners are only involved in this approach insofar as their needs are identified. After successfully identifying their needs in the target situation, learners are not involved in other stages of course design such as material selection, methodology of teaching...etc. This design also fails to recognise the multiple extraneous variables that can intervene in the learning process, i.e. it only takes into account the target needs and neglects the learning needs.

2.2.2. Skills-Centred Approach

This approach aims at developing learners' cognitive and linguistic skills and strategies which help them to acquire the language during and after the ESP course. Since the language course is restrained by time and resources, it is considered more practical to equip learners with the necessary tools that enable them of inducing rules and language regularities on their own. In Hutchinson and Waters' (1987, p. 70) words:

“Its aim is not to provide a specified corpus of linguistic knowledge but to make the learners into better processors of information”.

In view of the fact that this approach aims to develop learners’ autonomy and not restrain them to the course content, the purpose of NA then becomes not only to determine the characteristics of the target situation, but also to unravel learners’ competencies, potential, and prospective growth. In other words, it does not aim at designating a linear path for learners, but rather at developing their ability to evolve and extend their language competencies autonomously

2.2.3. Learning-Centred Approach

The learning-based approach is unique in terms that it is the only approach that recognises the learner as the centre of the learning process. In contrast with the previous approach, the teacher in this approach has substantially less obligations towards the student. Although learners’ needs are still submitted and regarded as a crucial aspect of the course foundation just like in previous approaches, the role of students does not end there. Since learners assume greater responsibility, they are granted more influence in return.

The learning-centred approach tries to overcome the shortcomings of the two previous approaches. It grants the students some rights that were exclusive to course planners and language instructors. It involves students more in the process of course design, their involvement is extended to aspects like material selection, methodology of

teaching...etc. It is therefore seen as the most appropriate approach because of how comprehensive it is.

2.3. Factors Affecting Course Design in English for Specific Purposes

Researchers Hutchinson & Waters (1987) highlighted three main factors which influence ESP course design. They are Language Descriptions, Theories of Learning, and Needs Analysis.

2.3.1. Language Descriptions

ESP course design is surely influenced by the changes in language theorisation. Assumptions about the language may have various degrees of pedagogical implications on the course, but it is inevitable that there would be some sort of influence of language theory over course planning.

Examples of language concepts which had an influence over ESP course design include Classical or Traditional Grammar, Structural Linguistics, Transformational Generative Grammar, Functional or Notional Grammar, Language Variations and Register Analysis, etc. Those concepts led to the innovation of new syllabus planning techniques such as the structural syllabus, the notional/functional syllabus, the situational syllabus...etc.

2.3.2. Theories of Learning

Another factor which influences language learning and course design in general is the theories of learning. This element is concerned with how the learner is considered to

learn most effectively. Examples of the major learning theories which had an impact on language course design are behaviourism, constructivism, social learning or interactionist theory ...etc. Those learning theories suggested their unique learning techniques such as the use of positive and negative reinforcement, learning through interaction ...etc.

It is important to note as Hutchinson & Waters (1987) mentioned that no course should be based completely on a single learning theory, instead, it should be grounded on diverse approaches and implement the most adequate practices from each theory. In other words, it should be eclectic.

2.3.3. Needs Analysis

Needs Analysis is arguably the most influential factor of the three. It has been described by Bachman and Palmer (1996, p.102) as “the systematic gathering of specific information about the language needs of learners and the analysis of this information for purposes of language syllabus design”. In other terms, it refers to the process of gathering data for the purpose of clearly defining the contents and materials employed in the course. It also serves as a benchmark for the course’s adequacy in terms of its convenience to learners.

Since NA is concerned more with the practicality of course design, it could require intensive investment, both in terms of time and funds. The results of NA are later used to draft a preliminary framework of the course and arrange the necessary resources for its

success. It is not uncommon amongst institutions and authorities to conduct NA on a regular basis in order to assure the validity of the course across time.

2.4. Course Evaluation in English for Specific Purposes

Course evaluation is especially more significant in the case of ESP. As Hutchinson and Waters (1987, p. 56) stated, “Evaluation helps to assess how well the needs that have created the demand for a course are being served”. It provides the teacher and the institution with feedback on whether and to what extent the objectives that were assigned following the needs analysis have been attained.

Course evaluation can be conducted in reliance on multiple forms of evidence, including learners’ performance and their feedback, teacher self-reflection, as well as it can be evaluated from other relevant parties such as independent organisations that are specialized in education policies and consultation. It is important to use diverse sources of information in order to have multiple perspectives on the course.

2.5. Approaches to Course Evaluation in English for Specific purposes

Course evaluation can be conducted in multiple ways depending on the time and resources that are available. Although there is no standard form of course evaluation, it could be said in general, as mentioned in Nyabero (2016), that there are three different approaches to it: Diagnostic, formative, and summative approaches. The following would be an adaptation of those approaches and how they could be applied in the field of ESP.

2.5.1. Diagnostic Course Evaluation

Before commencing the ESP course, diagnostic evaluation can be conducted in order to assess learners, categorise them, and adapt the material to their specific needs. It is different than the procedure of NA; the latter is concerned with investigating the needs of a specific group of learners collectively, whereas diagnostic course evaluation is concerned with the students' needs at an individual level. Another difference between NA and diagnostic evaluation is that the former takes place prior to course design whereas the latter is conducted after designing the course.

Diagnostic course evaluation can be considered as a predictive procedure in which learners who are expected to face more difficulties are pre-identified and given special treatment. In a sense, it is analogous to vaccinating people who are predisposed to certain illnesses. A good example of diagnostic course evaluation is when students take diagnostic or placement tests in which certain individuals will inevitably perform below the standard, and therefore they would be given special language courses in order to equalise their level with the rest.

2.5.2. Formative Course Evaluation

Formative course assessment is a process that takes place during the course in which the language practitioner assesses the effectiveness of the course's content, materials, and methodology. Formative evaluation aims at redressing issues that were not identified and prepared for in advance. Some issues are not self-evident and will

remain undetected unless they are clearly expressed, observed, and highlighted during the course.

Formative evaluation comes as an adaptive procedure in which the unplanned circumstances of the course are contained and adapted with through a series of small modifications. It is generally conducted in reliance on multiple sources of information such as the results obtained from periodic tests, students' feedback, or peer review among the language practitioners. These different data sources are complementary and each one offers a unique perspective into the course, they reinforce each other and reassure the reliability of the formative evaluation.

2.5.3. Summative Course Evaluation

Summative evaluation, as opposed to diagnostic evaluation, comes at the opposite end of the course. It is conducted after the completion of the course in order to assess its effectiveness with regards to fulfilling students' communicative needs. It aims at measuring whether the objectives that have been assigned at the beginning of the course had been achieved or not, and how well they had been achieved.

In a sense, summative course assessment is a conclusive analysis of the course components. It measures how well the material has been used and how effective the programme was in increasing learners' performance in order to make amendments on the course structure. As opposed to formative assessment, summative assessment is likely to suggest large-scale modifications such as increasing the time allocated to the course, requesting more funding, or a total reform of the programme.

2.6. Online Course Evaluation

It has been previously cited that course evaluation can be conducted in reliance on multiple forms of data, amongst which is students' feedback. Student Evaluation of Teaching (SET) is one of the means of course evaluation. It is becoming increasingly digitalised, as opposed to the traditional printed evaluation forms. Web-based SET is mainly characterised by a few advantages and disadvantages.

The advantages of online SET are clear in the fact that there is a wider reach of students on online platforms. As it will be later demonstrated, this research in particular suffers from the inherent difficulty of gathering data directly from the target population due to their frequent absences in the course and the also because of the Coronavirus pandemic. However, online surveying facilitated the process of reaching students. Moreover, students generally regard online course evaluation surveys easier and faster to complete than their counterpart, in addition to providing a higher anonymity (Cummings and Ballantyne, 2000). Online surveys are also very economic in terms of their monetary cost, as they can be conducted totally free of any charge, which is the case in this research.

The disadvantages of online SET are not unique to this particular form of data collection, but rather generalised across all forms of course evaluation means. Students generally regard their feedback as ineffective in changing the teaching/learning process. Researchers Spencer and Schmelkin (2002) stated that students lack trust in their faculty boards and generally do not think that their feedback is taken seriously. In this regard, Spooren et al. (2013) explained that faculties' susceptibility of students' course

evaluation results is due to concerns about the validity and reliability of student opinions. Effective teaching techniques are perceived differently among students and teachers, and it is not clear whose principles are most appropriate in practice. Thus, course evaluation officials usually opted to underrate students' feedback in favour of teachers' self-evaluation and peer-assessment.

Despite the controversy concerning SET, it remains a useful source of information regarding the effectiveness of the course especially in the case of ESP. Although students are not particularly qualified to make judgements on instruction procedures, they remain the prime beneficiaries of the course and they are privileged to have an opinion on how it should be conducted.

Conclusion

In conclusion, and as a brief summary of this chapter, course design can be defined as a set of complementary procedures that define the characteristics of the course that will be taught. Approaches to ESP course design can vary, ranging from being language-centred, skills-centred, or learning-centred. Course design can also be influenced by multiple factors such as language descriptions, learning theories, and the extent to which the needs analysis has been conducted. Since no work is perfect, a regular investigation should be conducted in order to monitor and evaluate the effectiveness of the course. That investigation can take place at multiple points of the course, at the beginning, middle, or at the end. Evaluation can be based on multiple forms of data including students who can participate in the process of course evaluation by giving their feedback online.

Chapter Three: Research Methodology, Data Analysis, and Data Interpretation

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Chapter Three: Data Collection, Analysis, and Interpretation

Introduction

The two previous chapters were devoted to the theoretical part of this research. The current one, however, will present the practical part. It will illustrate various aspects of the research such as the research paradigm, setting, the target population and sample from which the data was obtained, in addition to the research tools and data collection procedures. Lastly, there would be a thorough analysis of the data that was gathered and an overall interpretation of it.

3.1. Research Paradigm

This research aims at investigating the effectiveness of the ESP course presented to students of second year pharmacy in the faculty of medicine, University of Algiers 1. In order to lead this investigation, a descriptive study has to be conducted in which the needs of the learners are explored and the contents of the course are put into examination.

For that purpose, a mixed approach was implemented in which both quantitative and qualitative data analyses were applied. The implementation of both approaches comes as an attempt to provide a more comprehensive understanding of the study environment, i.e. the use of both approaches would offer both accurate measurements of the target situation, as well as a sophisticated insight into it.

3.1.1. Research Setting

It is important to understand the environment in which this research takes place. It is concerned with the teaching of English for pharmacy students in the faculty of medicine in University of Algiers 1. The department of pharmacy has 2068 students who graduate after submitting a dissertation in their sixth year. English courses are only presented to students in the second year of the diploma, which makes for a total of 500 students in the second year receiving instruction in English for Specific Purposes.

Students have a weekly course of two hours in which attendance is optional. They study English for 12 weeks per trimester, which makes a total of 24 hours per trimester. Considering that English is taught in two out of three trimesters, it makes a total of 48 hours of instruction throughout the entire year. In addition to that, the number of teachers responsible for teaching English is limited to one. Said teacher is not specialised in ESP but rather in pharmacy and has been granted a scholarship to study in the U.K, which could explain why she is in such position.

After taking into account the course details, it is important to note that this research took place during the Coronavirus pandemic. At the time of writing this, and in the course of 7 months, coronavirus spread to over 31 million people and lead to almost a million deaths worldwide according to the World Health Organisation. There are over 50 thousand cases in Algeria and near 1700 reported deaths. This research took place under extreme restrictions where all public institutions were shut down including libraries and universities.

3.1.2. Population and Sample

The population of this research includes 500 students who study second year pharmacy in the faculty of medicine at the University of Algiers 1. The rationale behind choosing this category of students is due to the fact that English courses are only presented in that particular year. In addition to that, students in the second year are of young age and are expected to have high aptitude and quickness of apprehension in regards to foreign language learning. The sampling procedure relied on convenience whereas the questionnaire was published in an exclusive online social media group that includes all 500 students and they were asked to fill in the questionnaire. Relying on online surveying allows the researcher to reach a large amount of respondents in a short period of time with little effort.

3.1.3. Data Collection Tools

This work was conducted in reliance on a single tool of data collection tool which is a questionnaire that was directed to second year pharmacy students. A second research tool was prepared, which was an interview with the teacher, but unfortunately the teacher did not answer my request to participate in the study.

The questionnaire is composed of a series of questions that aim at two main purposes: The first purpose is to get feedback on the English course, and the second purpose is to discover students' attitude towards English and inquire about their interests. These two points are each represented in a separate section. The first section that concerns the English course includes 11 questions that are close ended. Meanwhile,

the second section that concerns investigating students' attitude towards the English language includes 13 close ended questions and one open ended question for closure. That makes a total of 25 questions asked for students.

3.1.4. Data Collection Procedures

After designing the questionnaire using a Google Forms sheet, it was published in a Facebook group that was exclusive to the target population. Therefore, the possibility of an intruding element participating in the study is almost non-existent. Students were asked to fill in the questionnaire and in the course of 4 days, the researcher managed to collect 125 answers which represent a quarter of the population.

3.2. Data Analysis and Interpretation

The data that was collected using the Google Forms sheet was automatically analysed and statistically presented in the form of charts and figures by the same service provider. Modern technology has facilitated the process of quantifying data which makes it easier to detect eminent variables and interpret the results. The following would be a thorough analysis of the data collected:

Analysis of the Students' Questionnaire

Section one: Course Reflections

Question 1: *How interested are you in your English course at university?*

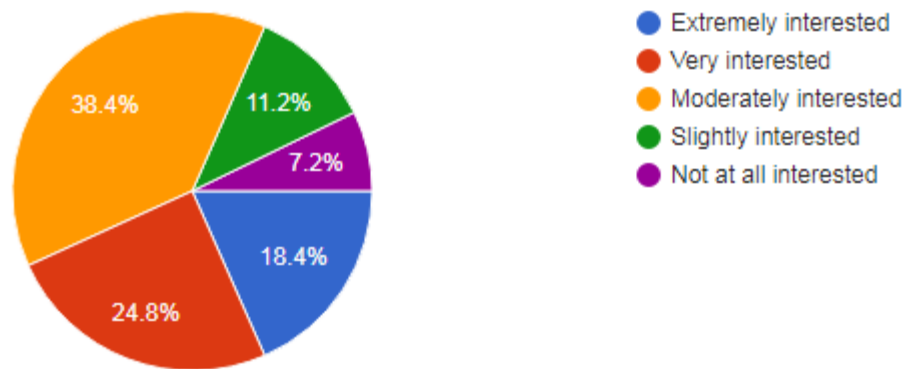


Figure 1: Students' interest in their English course.

Figure 1 aims to investigate the rate of students' interest in their English course. The results clearly signify that the majority of students are on the positive spectrum of the results. Forty eight students reported that they are moderately interested in the course, representing 34.4% of the overall sample, while 31 students (24.8%) reported that they are very interested. The "extremely interested" answer was chosen by 23 students, harvesting 18.4% of the sample. Only 11.2% and 7.2% expressed slight and non-interest in the course respectively.

The results are a clear indicator that students are to some degree aware of the importance of learning English and are interested in having a course dedicated for that purpose. The fact that students are already interested in the course is a positive sign and an advantage both for syllabus designers and language instructors.

Question 2: *How often did you attend your English courses in the first trimester?*

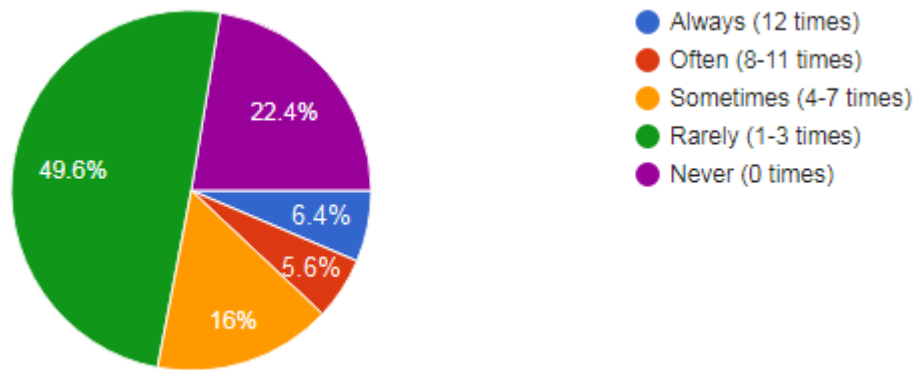


Figure 2: Students' frequency of attendance in their English course.

Shockingly, and in contrast with the results gotten from the first question, the rate of students' attendance in their English course does not at all reflect their interest. 62 students, which represent nearly half the sample, reported that they attended only one to three times out of a total of twelve sessions. 28 students (22.4%) reported that they never attended their English course. 7 students (5.6%) attended most of their sessions and only 8 students (6.4%) had perfect attendance.

These results ring an alarm that course itself, although being interesting in nature, is failing to achieve high attendance rates. The average student attends only 3.172 sessions out of 12, which represents nearly a quarter of the total number of sessions. This is an issue that should be treated with urgency. A thorough and large scale investigation should be conducted by the educational authorities in order to examine the situation and identify the complications that drop the rate of attendance.

Question 3: *If you skipped classes, what could be your reason for not attending your English course at university?*

Table 1

Student's Reason for Skipping English Course

Answer	Number of answers	Percentage
Lack of interest in the course	11	9.1%
The timing is inconvenient	28	23.1%
I can study English individually	70	57.9%
I prefer to study other subjects	21	17.4%
Other	9	7.2%

In this question, students were asked to check the boxes that represent the causes for skipping their English course and add further justifications if there are any. The most frequent answer which was chosen by 70 (57.9%) of the population was their belief that they could learn English individually. Although it is a positive aspect that students are confident in their ability to learn on their own, it implies that the course itself is not offering anything that they could not learn by themselves. This suggests that the content of the course and the manner it is explained are both severely inconvenient to students' level.

Other notable answers that were chosen involve 23.1% of students saying that the timing of the course is inconvenient, and 17.4% saying that they prefer to study other subjects instead. It should be pointed that students in pharmacy could be overwhelmed by the complexity of their curriculum, but that should not come at the cost of their English course. Therefore, it is recommended for the scientific board of pharmacy department to conduct an overall review of the curriculum in which outdated courses are readjusted, reduced or totally removed in order allow students to concentrate on all their subjects equally. That would not only affect students' investment in their English course but it is estimated to raise their performance in all other subjects.

When asked to provide further justifications for absenting in the English course, students provided several answers. Most of them revolved around the teacher, criticizing her pronunciation or teaching style. Other answers mentioned that they did not skip English in particular, but rather all courses that were not mandatory.

Question 4: *How challenging is the content you are studying in your English course?*

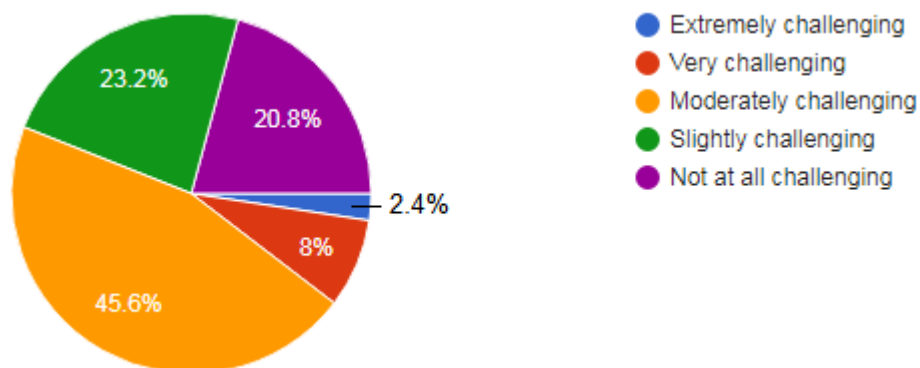


Figure 3: The degree of content difficulty in the English course.

This question aims to reveal whether and to what degree the content that is being presented is sufficiently challenging to attract and maintain students' interest. Results clearly indicate an obvious tilt towards the negative spectrum. While 57 students (45.6%) stated that the content is moderately challenging which is a decent result, 20.8% and 23.2% of students stated that the content is either slightly or not at all challenging respectively. When combined together, it makes a total of 55 students (44%) who think the content is not challenging enough for their level. Moreover, 8% and 2.4% thought that the content is either very or extremely challenging.

The Soviet psychologist Vygotsky (1978) argued that cognitive development requires presenting learners with items within their proximal zone of development, i.e. the content that is being taught should neither be already mastered by learners nor inconveniently difficult to learn. The results of this question clearly indicate that the majority of students are being pushed out of the course due to the unsuitability of the its content. In addition to that, there is an obvious dichotomy with regards to student's opinion of course difficulty, while some students find it sufficiently challenging (45.6%), others do not find it challenging enough (44%). The distinction between these two groups is equally significant, therefore, it is recommended that students take a pre-test at the beginning of the year to determine their level, and assign them separate English courses according to their performance in that test.

Question 5: *What type of material does the teacher use in classroom?*

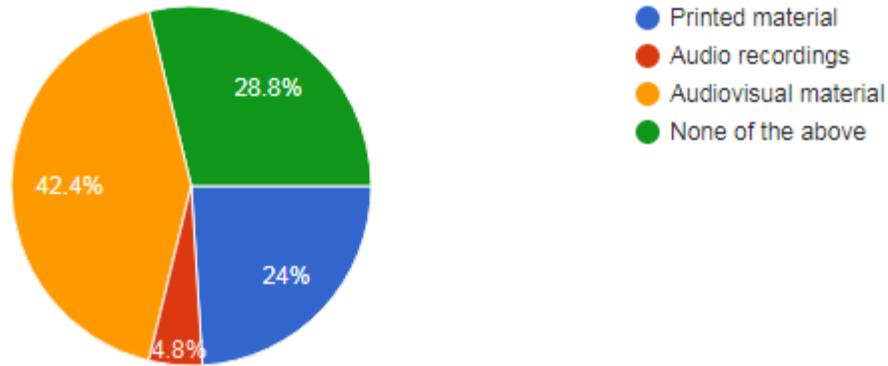


Figure 4: The material used in classroom.

In this particular question, the aim was to reveal the most frequently used material in classroom. The data reveals that the most used materials are audio-visual and printed materials, receiving 42.4% and 24% of the results respectively. Little emphasis was put on audio material, as they achieved only 4.8%. Thirty six students, transcribing into 28.8% of the sample, claimed that no material was used at all. This variance in results shows a clear imbalance in type of material being used.

Students are said to have different learning styles. Some learn better through visual stimuli, others learn acoustically, while another category of learners prefers to learn through reading and writing. The data that is displayed clearly shows favouritism towards audio-visual and printed material, almost entirely discarding the auditory type. Moreover, nearly third of the sample answered that none of that material is used; this could mean that certain lessons were delivered completely in reliance on direct transfer of information with no facilitating materials.

It is important to use various teaching materials for several reasons. Using different teaching materials will attract, maintain and renew students' interest in the course. It would also enable students with different learning styles to learn and develop their language skills more equally. Moreover, the use of facilitating material would help instil the information in learners' memory in a better way.

Question 6: *What is the most frequent activity you have in your English course?*

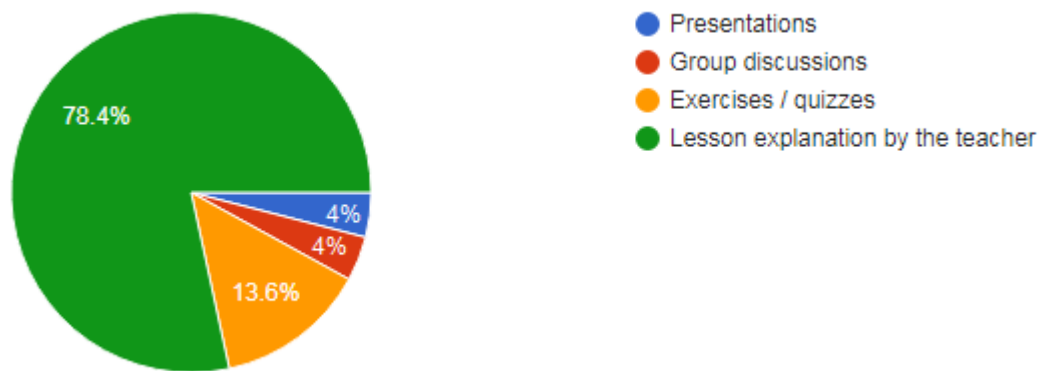


Figure 5: Activities implemented in the English course.

This question aims to reveal the degree of students' engagement in the course, and the rate at which they are required to practice the language they are learning. It is clear from the data shown above that the teacher occupies a significant portion of the course. The overwhelming majority, with 98 students, reported that the teacher takes an active role and dominates the course for the majority of the time. It becomes clear then, that students are not participating sufficiently in the course and are not being required to implement the knowledge they are learning.

Exercises and quizzes come in the 2nd place with 13.6% of the votes while group discussions and presentations obtained 4% each. These proportions are insufficient and only reflect how little students engage in the course. In the case that the course remains predominantly teacher centred, students' progression and rate of learning are expected to be suboptimal. Therefore, it is recommended to empower students and encourage them to engage in the course more often as that would significantly improve their rate of learning. It is also recommended to increase the rate of group discussions in the course to encourage peer learning.

Question 7: *What is the most focused language skill that is taught in your English course?*

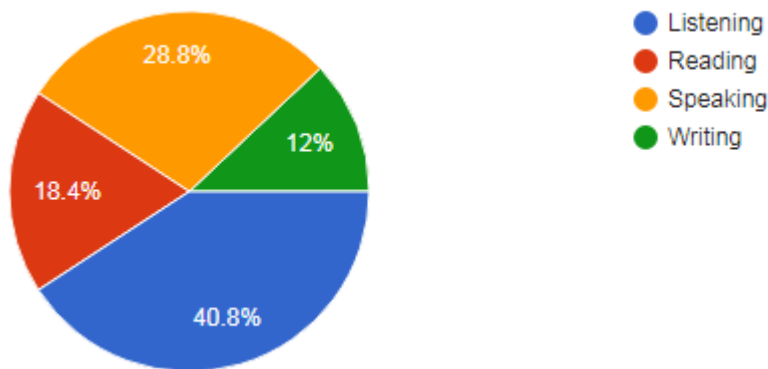


Figure 6: Most focused skill in the English course.

The purpose of this question is to discover which skills are emphasised on the most. It is obvious from the figure above that oral skills receive the largest amount of attention, with 40.8% for listening and 28.8% for speaking. Reading and writing skills receive a limited amount of attention with only 18.4% and 12% respectively.

It is undeniable that both oral and written skills are important for students, but there is no clear evidence that oral skills should be prioritised over reading and writing in this particular context. It can be argued that writing and reading should be given priority over oral skills, especially since students are required to read a lot of documents in their studies and are expected to be able to write academically.

It can also be noticed in the figure above that the listening skill in the course is considered paramount. The latter is a receptive skill that is often associated with being passive, as opposed to speaking which is a productive skill that is associated with being active. Language courses that are overwhelmingly passive could be significantly frustrating for students, which could impede their progression.

It is recommended, therefore, to focus more on writing and reading, as they are assumed to have more significant impact on students' academic career. It is also recommended that students practice more their productive skills, especially speaking. In order to validate this claim, question 18 in this questionnaire investigates the skills that students want to improve the most.

Question 8: *What difficulties do you face in your English course?*

Table 2

Difficulties Students Face in their English Course

Answer	Number of Answers	Percentage
Lack of motivation	30	24%

Lack of Practice	39	31.2%
Inadequate teaching style	31	24.8%
Lack of interest in the program	38	30.4%
Poor background in English	16	12.8%
Other	8	6.4%

The purpose of this question is to investigate the elements which hinder students' progression. Students were asked to check the answers which represent the difficulties they face in their English course. As the table above indicates, there is no shortage of problems that students face.

The most prominent answer, which is represented by 39 (31.2%) of the sample, is lack of practice. It is one of the leading challenges that students face, and this point further solidifies my claim from question 6 and 7 which stated that students suffer from lack of engagement in the course and lack of practice with regards to productive skills.

Other notable answers were lack of interest in the program and inadequate teaching style, represented by 30.4% and 24.8% respectively. It is commonly known that the basic constituents of a lesson are three: the learners, teacher, and the content. Nearly third of the students expressed that discontent with the content being taught and to a lesser degree their dissatisfaction with the teacher. These results are not insignificant and they do call for an immediate intervention from the responsible authorities to repair the program of the English course and amend the teaching style currently employed.

Only 16 students (12.8%) attributed the difficulties they face in the course to having a poor background in English. Although this result challenges the preconception that English teaching in high and middle school are of bad quality, there is no evidence that the participants in this study have acquired their background in English solely from formal education institutions. It could be that they have a good background in English because they had extra courses, private tutors, or other reasons.

Eight students (6.4%) chose “other” as their answer, amongst which 7 that said they do not face any difficulties at all. It is interesting and noteworthy to have this many individuals stating that the course is difficulty-free. A further investigation should be conducted with those individuals in order to validate their claim and if possible, promote their learning techniques to other students so the benefits would prevail.

Question 9: *How comfortable do you feel expressing your opinion in classroom?*

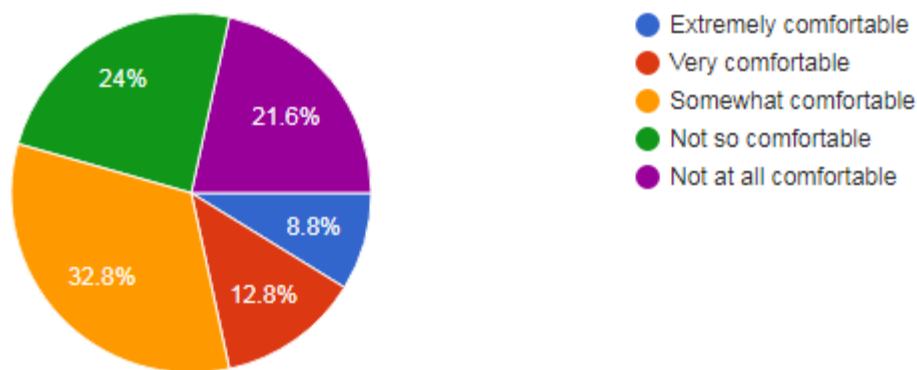


Figure 7: Students' comfort in expressing their opinion in class.

This question aims to investigate the degree of students' comfort and openness with their teacher of English. As the results above indicate, there is a clear inclination towards the negative spectrum. Although the largest fragment, comprised of 41 students (32.8%) falls within the moderate category, the next two largest groups with 30 students (24%) and 27 students (21.6%) are not so comfortable and not at all comfortable respectively. It has been previously instated in question 6 that the course is largely dominated by the teacher. Consequently, it could only result in students' discomfort in expressing their opinion. It is not clear whether that is the only cause, but the teacher is arguably the only factor that could increase or decrease students' comfort and willingness to express their opinion.

It is important to establish for learners a safe and secure environment that enables them to express their opinion and give feedback concerning the course they are receiving. Receiving students' feedback is of crucial importance as it reassures the institution and the instructor on whether or not the course is reaching its objective.

Question 10: *Is the time you spend in your English course at university sufficient to improve your level?*

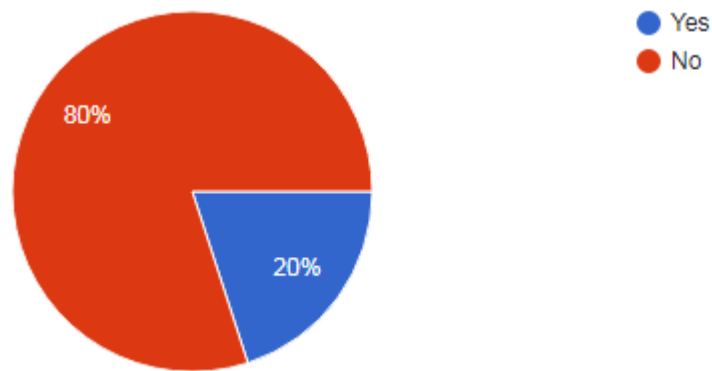


Figure 8: Sufficiency of the English course duration in improving students' performance.

There is little argument that could be made regarding this question. As stated previously, students have a weekly course of 2 hours a week for two out of three trimesters. This question aims to investigate whether students are satisfied with the duration of the course or not. 100 students (80%) stated that they are not satisfied and they do not think it is sufficient to learn English for that limited duration. Only 25 students (20%) stated that the duration is sufficient.

A possible interpretation of the results is that the 20% category of students is already competent enough in the language and does not see any benefit in spending more than two hours a week studying English, whereas the 80% category is not satisfied with its level and seeks to spend more time studying English.

It has been already recommended to have a pre-test in order to determine students' level and put them in separate classes according to their level. Based on the results of

this question, it is then recommended to add an extra session for students who wish to study English further and improve their level.

Question 11: *Do you think having an English course at university for one year is sufficient to become academically and professionally competent in the language?*

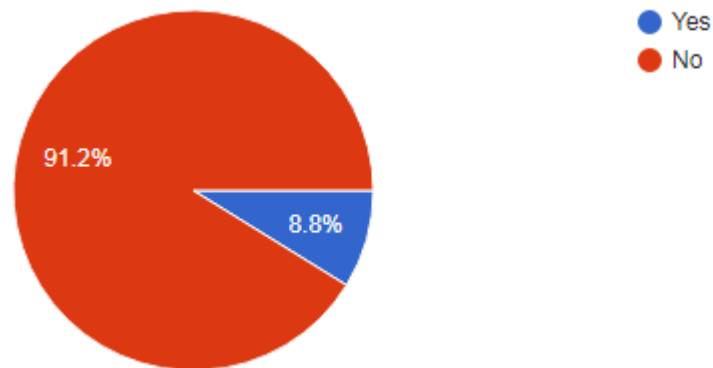


Figure 9: The effectiveness of a one-year English course in improving students' performance.

As mentioned earlier, students in pharmacy department are only presented with an English course in their second year. In line with the previous question, this inquiry investigates whether the period of that course is sufficient and satisfactory for students.

It is clear from the results that the overwhelming majority of students (91.2%) find the limited period of one year insufficient to learn English for pharmaceutical purposes. Private conversations with multiple students have revealed that many of them wish to continue studying English after the second year, and perhaps even start studying it in the first year.

It is therefore recommended to integrate English in the curriculum of all years in the department of pharmacy, as the majority of students agrees on its necessity. There is no argument about the utility of English as a lingua franca, and it has become indispensable especially for scientific practitioners such as those of pharmacy.

Section two: Personal Reflections

Question 12: *How do you rate your level of English?*

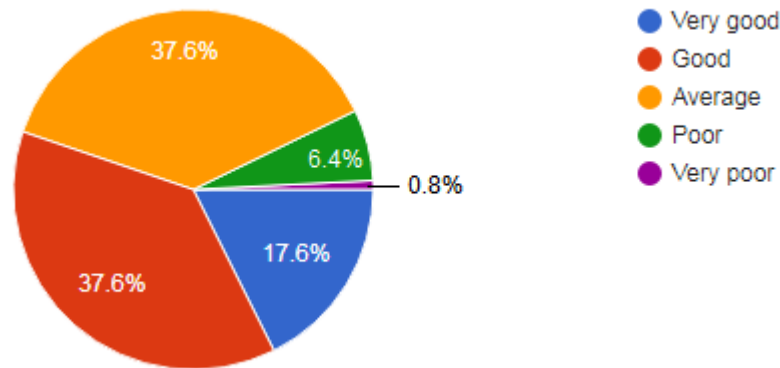


Figure 10: Student's assumed level of English.

This question aims at discovering students' self-assessed level of English. It is remarkable that most results fall within the positive spectrum. 47 students (37.6%) stated that they have an average level of English while an equal amount of students specified that they consider themselves good. 17.6% claim to have a very good level, leaving only 6.4% and 0.8% describing their English level as poor or very poor respectively.

It was assumed based on the results obtained from questions 3 and 4 that students have a high self-esteem with regards to their English language competency. The result of

this inquiry confirm that theory and solidifies my claim. It should be noted that the result obtained from this question does not necessarily reflect the objective truth about students' level, but rather it reflects their perception of it.

It is recommended to assess students' level and classify them according to that measurement. Each category of students should receive a tailored treatment that suits its needs. This goes in line with the recommendation presented in the interpretation of question 10 that states that students should have an additional session for students whose level is below standard. At a certain point, the level of all categories of students should be equalized and the groups of students would be combined in order to have a unified programme.

Question 13: *How satisfied are you with your level of English?*

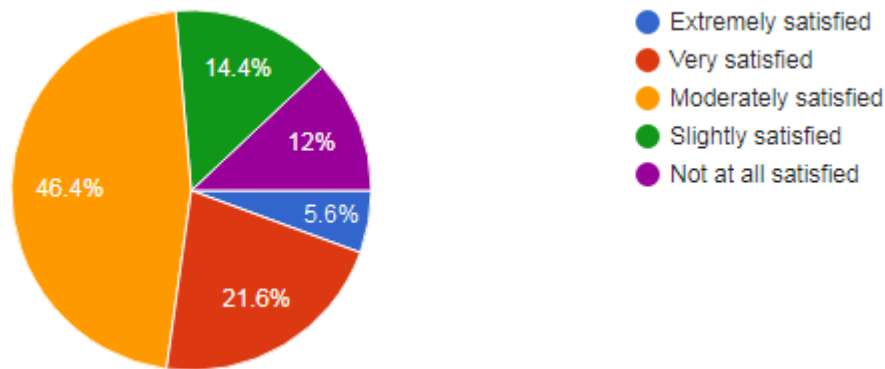


Figure 11: Students' satisfaction of their level of English.

This question aims at discovering the rate of students' satisfaction with regards to their level of English, and implicitly measures their willingness to work on improving it. The results above reveal a close distribution between all answers.

5.6% and 21.6% described themselves as extremely satisfied and very satisfied respectively. These two answers represent the extreme ends of the satisfaction scale on the positive spectrum, and when combined they represent a total of 27.2%.

14.4% and 12% of the sample described themselves as either slightly satisfied or not at all satisfied respectively. These two answers represent the extreme ends of the satisfaction scale on the negative spectrum, and when combined they represent a total of 26.4%.

It is apparent then, that the results on both extremes of the scale are virtually equal, i.e. the amount of students who are more satisfied than average is equal to those whose level of satisfaction is below the standard. The largest category of answers however was all intermediary, 58 students (46.4%), which is nearly half the sample, stated that they are moderately satisfied.

Based on these results, it is presumed that students are ready and willing to study English and become more competent in it. This goes in line with the assumptions made from the analysis of question 1. Furthermore, it is clear that although students think highly of their level of English, as reflected in question 12, they still maintain a level of humility that leads them to seek further improvement. This desire to learn more is an advantage that should be exploited otherwise students' potential would be wasted.

Question 14: *What do you think about your English language skill development during your study at university?*

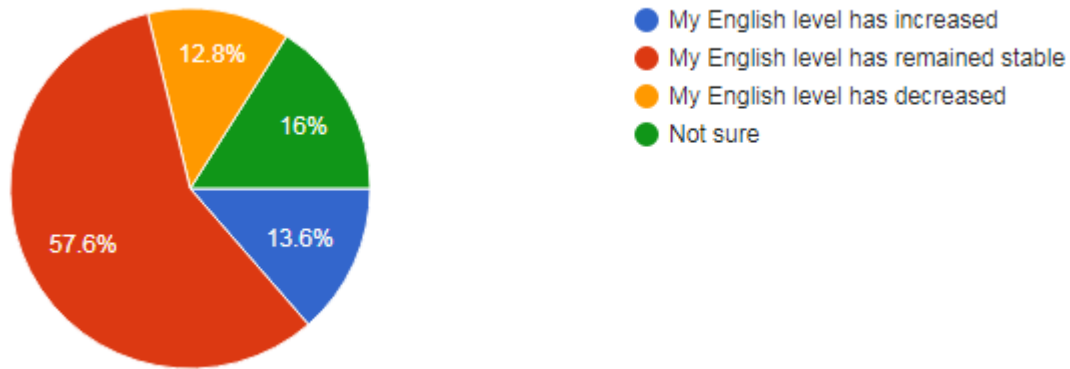


Figure 12: Students' English skill development during their English course.

This question is an indirect attempt to evaluate the effectiveness of the English course by measuring the rate of students' improvement during it. In other words, the purpose of this question is to investigate students' perspective of their improvement during the course, on the basis of which the course itself is going to be evaluated.

It is clear at first glance that the majority of students did not notice any significant improvement in their level of English. 72 students (57.6%) answered that their level has remained stable during and after the course. Moreover, a shocking percentage of 12.8% of students claim to have become worse at the language. Only 13.6% claim to have advanced in English and have become more competent, while 16% chose to give a neutral answer.

Although the results are based only on students' perspective only, it cannot be denied that they represent a relevant form of evidence that the English course, as it currently stands, is of subpar quality and delivers content that does not suit the level of students. This conclusion goes in line with the interpretation of question 4 which stated that students are not sufficiently challenged by the programme and it offers them content that merely recycles their preliminary knowledge.

Question 15: *How interested are you in improving your level of English?*

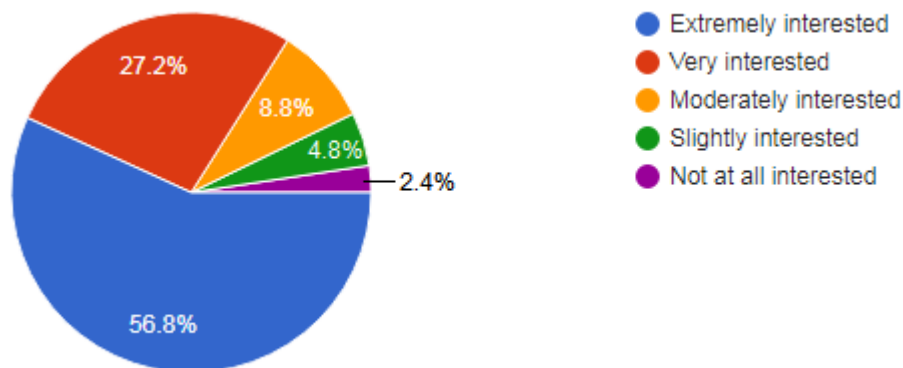


Figure 13: Students' interest in improving their English level.

As opposed to question 13, this question is a direct and explicit inquiry about students' willingness to improve their English language competence. The results of this question are consistent and approve those results from question 13 as well.

As the figure above indicates, students have an exceedingly high interest in improving their level of English. 71 students (56.8%) identified as being extremely

interested in improving their level, while 27.2% said they are very interested which makes a total of 84% who are positively interested in improving their level of English.

It is notable that this outcome was highly predictable. The utility of English is evident and clearly manifested in multiple aspects of life. Therefore, it is only natural for students to have this much interest in the language. Language learning is highly reliant on students' interest. This latter increases their attention, productivity, and the rate of engagement in the course. Under any normal conditions, high interest can be sufficient to amend for multiple deficiencies in the course. If the course is failing, as it was previously demonstrated, despite having an intensely engrossed group of learners, it is a mark that the course is in need of radical changes and not just a few amendments.

Question 16: *What is your main objective behind learning/studying English?*

Table 3

Students' Objective Behind Learning English

Answer	Number of answers	Percentage
To improve my general language skills	54	43.2%
To increase my job opportunities	19	15.2%
To study my speciality better (Pharmacy)	21	16.8%
To interact with others	12	9.6%
To go abroad	12	9.6%
Other	7	5.6%

This question is an attempt to identify the main objective which orients students' motivation to learn the language. It is important to identify the main goals of learners in order to clearly identify their "wants" and integrate them in the language programme.

A significant portion of the sample which comprises 43.2% answered that their main objective is to increase their general language skills. It is an inclusive answer that refutes the proposition that students of pharmacy only and particularly want to learn English that relates to their speciality.

When investigating whether students want to learn English for vocational purposes or for academia, only 15.2% and 16.8% respectively said that their main goal was to improve their job opportunities or enhance their academic performance. Casual interactions and travelling abroad generated less interest than the previous options with 9.6% each. When given the option to add other answers. The remaining 5.6% of the sample answered with either "all of the above" or no objective at all.

Based in the results of this inquiry, it is therefore recommended to include content that is not exclusively specific for pharmacy, as the majority of students voiced that their main objective is to become competent in the language as a whole and not just specific aspects of it. Nevertheless, it is still important to maintain pharmacy-specific language components that are focused both on the vocational and academic aspects. This proposition could be regarded as inapplicable under current circumstances due to the short duration of the course, but provided that its period is extended as previously

recommended, it would become possible for a long-term course to attain all of the previously assigned objectives.

Question 17: *How important to you is the English course in comparison to other subjects?*

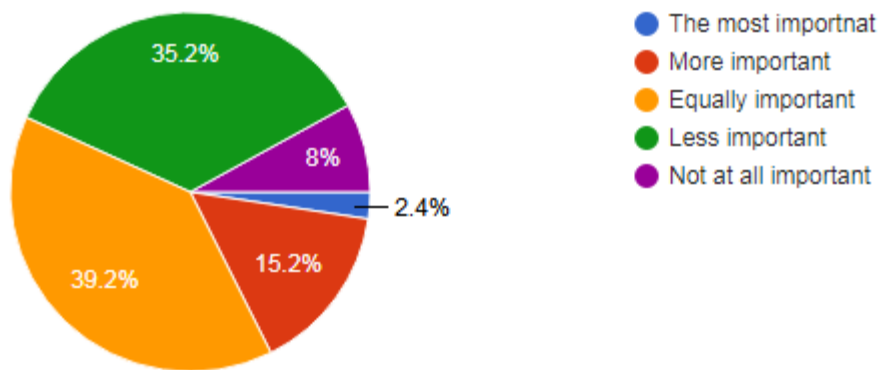


Figure 14: Importance of the English course in comparison with other subjects.

This question is aimed at estimating the relative degree of importance that is given to the English course by students in relation with other subjects. As the figure above indicates, the course is mostly considered as equally or less important by 39.2% and 35.2% of the students respectively. Moreover, 8% of students considered it not at all important.

Answers on the negative spectrum of the scale overwhelm the rest and clearly signal that students' interest in the language and in the course is not being effectively

exploited. Students previously deemed the course unchallenging, as demonstrated in question 4, and less interesting than other subjects as this particular question indicates.

The outcome of this analysis is a further motif to reform the English language syllabus presented of students of second year pharmacy. Students' interest and appreciation of the English language is not being translated into practical engagement due to the course's deficiencies. It is important to diagnose the course, identify those deficiencies and repair them.

Question 18: *What language skills do you need to improve the most?*

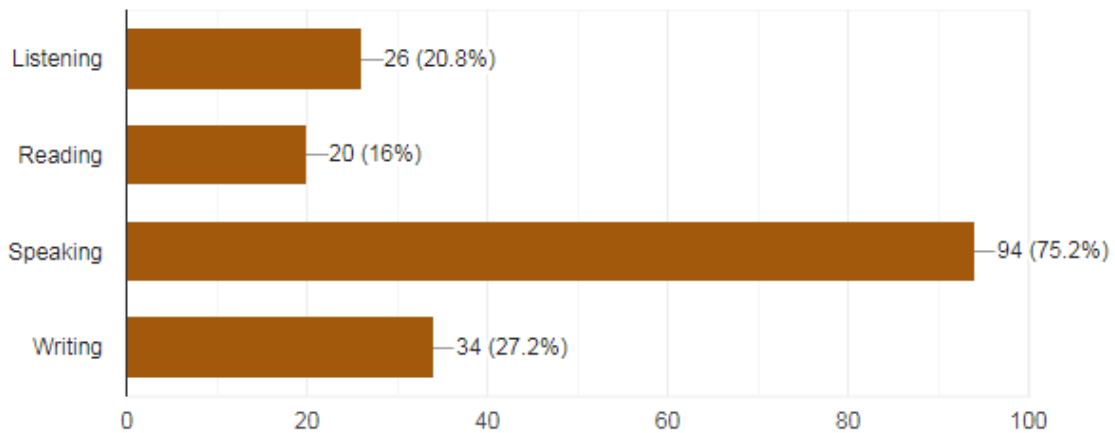


Figure 15: Skills that students need to improve.

Figure 15 demonstrates students' interests concerning the skills they think they need to improve the most. The results clearly reflect students' high interest in speaking as it was chosen by the leading majority which is 75.2%. The second highest result was writing, that garnered 27.2% of the votes.

Listening and reading attracted less interest with 20.8% and 16% respectively, these results correspond with the previously made assumptions that students are more interested in productive skills than in receptive ones. It is also notable that speaking and listening each had a significant advantage over the other set of skills that is writing and listening, which proves that students prioritise oral interaction over written discourse.

It is therefore advised, and in line with the previous recommendations, to emphasise on productive skills as they garner more attention and students themselves announced their desire to practice them. It is also recommended that students receive additional instruction with regards to oral discourse as the results clearly state that listening and speaking are significantly more demanded than their counterpart.

Question 19: *Which aspects of language do you face difficulties in?*

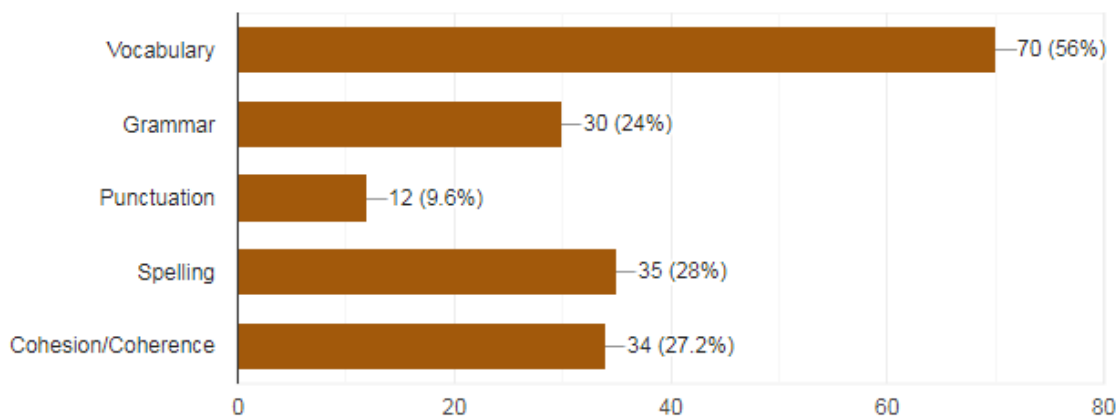


Figure 16: Difficult language aspects for students.

This question aims at discovering the language aspects in which students face difficulties. Students were given the ability to select multiple choices as their struggles could expand to various domains.

As the figure above indicates, vocabulary is the most problematic language aspect as 56% of students stated. Grammar, spelling, cohesion and coherence had comparable results with 24%, 28%, and 27.2% respectively. Punctuation was the least problematic aspect with only 9.6%. It is attributed to the fact that English has similar punctuation rules to French, which is the language of instruction in the department of pharmacy, and therefore the shared rules of punctuation are applicable across both languages.

In line with the results obtained from this inquiry, it is therefore recommended to have a syllabus that puts emphasis on vocabulary acquisition more than other aspects. Grammar, spelling, cohesion and coherence are all aspects that were already covered and practiced in high school which makes studying them a mere act of recycling. Vocabulary, however, is different in terms that the discourse existing in university is greatly more sophisticated and contains more complex terminology; it is especially the case in scientific domains such as pharmacy.

Question 20: *How often do you watch or read online content that is related to your specialty in English?*

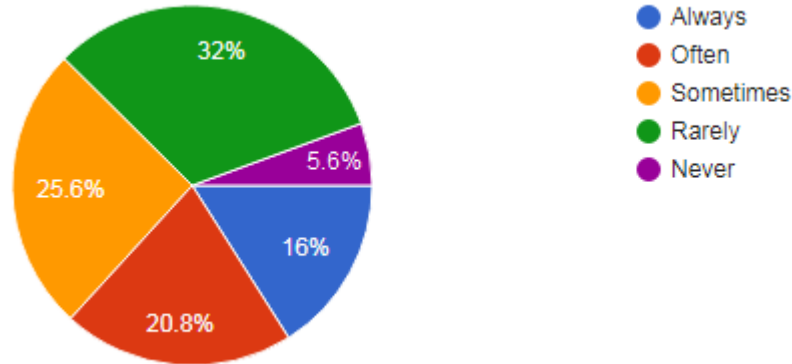


Figure 17: Frequency of consumption of online pharmaceutical content.

This question aims at investigating the degree to which learners are willing to learn about their speciality in English. It is another dynamic of measuring their interest and commitment to learning the language. It also measures the extent to which they are comfortable using it.

As the figure above indicates, it is extremely likely for students to watch or read online material that is related to their speciality in English. 32% of the sample answered with “rarely” whereas 25.6% and 32% answered by “sometimes” and “often” respectively. In regards to the extreme ends of the spectrum, only 5.6% said they never browse online pharmaceutical material in English as opposed to 16% who claimed they always do.

It is obvious from these results that students are feeling confident enough in their ability to comprehend English and they implement their language skills effectively in order to learn about pharmacy. More so, it mirrors their extremely high interest to learn English for academia. This goes in line with the previous assumptions that students are

well aware of the importance of English and its ability to influence and contribute in their academic success.

Question 21: *What is your preferred activity in the course?*

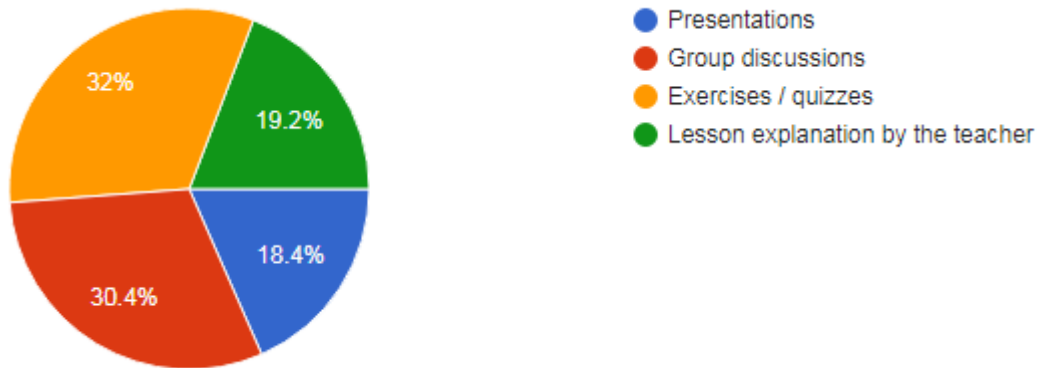


Figure 18: Students' preferred activity in the course.

This question mirrors question 6 which asked about the most frequent activity in the English course. In contrast with question 6, this inquiry seeks to reveal students' most preferred activity.

As the figure above indicates there is a close distribution of answers between group discussions and exercises/quizzes, as each one obtained 30.4% and 32% respectively. This approves the previous assumptions that students want to have a more active role in the course and wish to practice their productive skills. Presentations and lesson explanation by the teacher had 18.4% and 19.2% respectively. They are both similar in nature whereas it requires only one person, or a few people, to take an active role in the classroom while the rest have to receive information passively. It is therefore

recommended to integrate more activities and discussions in the course as it allows all students to participate and engage actively with each other.

Question 22: *How do you prefer to perform classroom activities?*

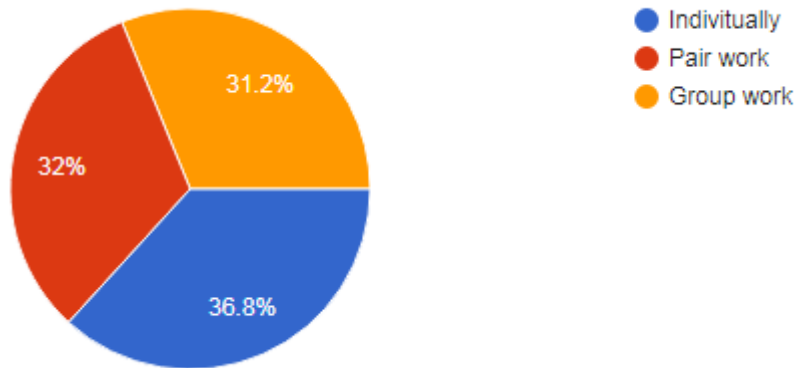


Figure 19: Students' preferred way to perform classroom activities.

In line with the previous question, this inquiry investigates students' preferred mode of performing classroom activities. As the figure above indicates, there is a close distribution of answers among all available choices.

Each choice attracted approximately a third of the population. Most people, represented by 36.8%, preferred to work individually where 32% and 31.2% preferred to work either with a pair or in group. The slight deviation towards individual work could be attributed to the competitive nature of pharmacy students. On the other hand, pair work and group work collected more results which could be explained by the nature of the subject. English is a communicative tool that is acquired better through interaction.

It is therefore recommended to integrate both individual exercises, as well pair and group activities. The integration of group work would allow students to practice their oral skills, which was previously recommended in question 18, whereas individual activities would maintain students' competitiveness and develop their autonomy.

Question 23: *What form of writing do you think you need the most?*

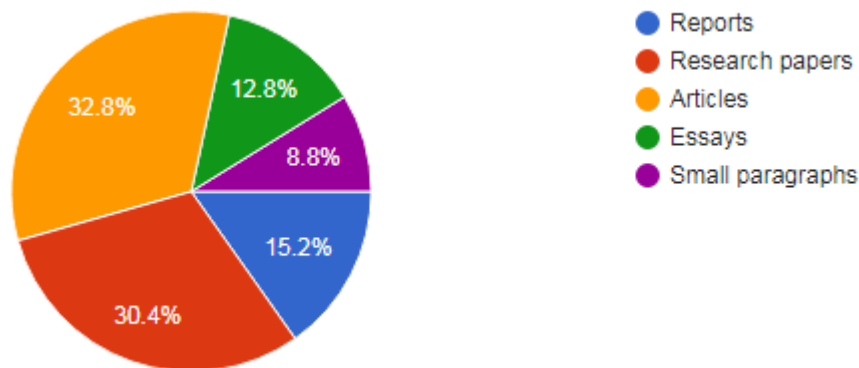


Figure 20: Students needs in writing.

This question looks to detail on the form of writing that students think they need the most. It is important to investigate this inquiry in order to determine what students prioritise so that it can be effectively presented to them.

As the figure above indicates, the most prominent answers were in favour of articles and research papers with 32.8% and 30.4% respectively. As mentioned before, students in the department of pharmacy are required to submit a dissertation in their graduation year which could be the reason behind their interest in academic writing. Furthermore, the results of this inquiry approve the previously made assumptions that

students are highly interested in English as an academic tool. Another reason why students could be more interested in articles and research papers is because those are the two most common forms of discourse they consume when they study about pharmacy online. Other answers which included reports, essays, and small paragraphs had lower results with 15.2%, 12.8%, and 8.8% respectively.

It is therefore recommended for articles and research papers to receive more coverage in the course. It has been previously demonstrated that the majority of students have a good level of English so it is assumed that articles and research papers would make a great addition to the course and make it more challenging. Furthermore, the introduction of these two forms would introduce another means for students to acquire vocabulary, which is extremely important as explained in question 19.

Question 24: *What mode of speech do you think you need the most?*

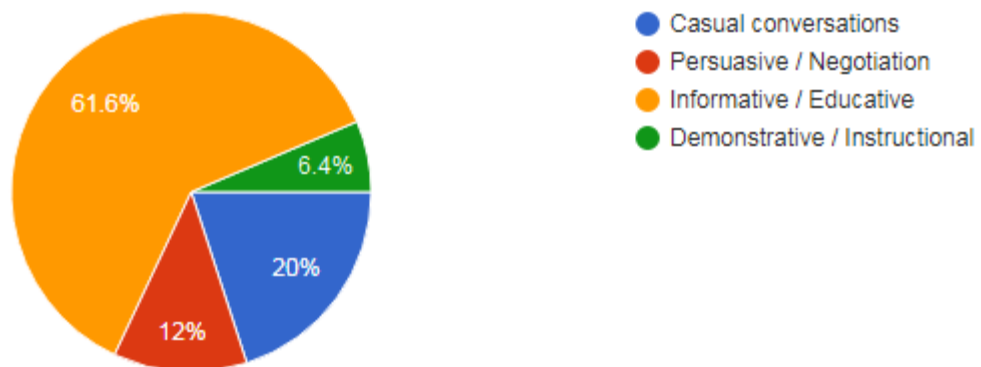


Figure 21: Students needs in speech.

In parallel with the previous question, this inquiry aims to investigate students' needs with regards to the mode of speech they value the most. As the figure above

indicates, 61.6%, which is nearly two thirds of the sample, were in favour of the informative / educative genre. Students have a high tendency to use English for educational purposes as illustrated in question 20, which could explain their inclination toward this mode.

20% of students were in favour of “casual conversations” whereas 12% and 6.4% were in favour of persuasive and demonstrative genres respectively. The data that was obtained indicates a clear advantage of the informative / educational genre over the remaining ones.

These results prove students’ awareness of the potential contribution of English in their academic career. It is recommended to emphasise more on the aspects that enable students to develop their autonomy and learn by themselves. It has been already demonstrated that learners are willing to take the initiative and learn online using English but they have to be enabled and well equipped in order to do that more effectively.

Question 25: *What would you recommend to make the course more interesting and useful to you?*

When asked to voice their opinion about the English course and how it could become more interesting and useful, students provided a total of 48 answers. The following are the most prominent and repeated suggestions by students:

- To study English for a longer period of time throughout the year.
- To study English for more than one year.

- To have more group-based activities such as presentations and group discussions.
- To read articles and study about the contemporary findings in the field of pharmacy.
- To radically change the program and include more interactive exercises.

These suggestions fall in with the previously made propositions that were induced from students' answers. Students have implicitly and explicitly expressed their needs by answering the previously discussed inquiries in addition to proposing their own recommendations. It is therefore clear that learners are keen to improve their English. They are aware of its importance and the suggestions cited above should be taken into consideration.

3.3. General Analysis and Interpretation

The data that was obtained through the questionnaire clearly highlights some interesting facts about the ESP course of second year pharmacy. It reveals some positive and some negative aspects about the course. It also sheds light on some of learners' personal needs which directly reflect their aspirations for future changes.

First, the positive aspects about the course are represented by students themselves. The previously analysed statistical evidence suggests that students are indeed very confident about their level and claim they have a decent mastery of the English language. In addition to that, they are interested in improving their English and also interested in having a specialised course for that purpose. Furthermore, they seem to be

autonomous and initiative in a sense that they both willing to study English individually and also willing to study about their speciality in English. Lastly students in second year pharmacy seem to be extremely aware of the importance of English in their academic and professional career, which is reflected in their desire to study EAP and EOP.

There is absolutely no shortage of deficiencies in the ESP course of second year pharmacy. The negatives aspects of the course concern both the content and the methodology. The content is considered unchallenging for students and therefore no advancement had been noticed in their level. Furthermore, the course is too teacher-centred and does not provide learners with an opportunity to practice their productive skills. The last point also led students to develop a passive behaviour which meant ultimately losing interest in their ESP programme, and feeling morally obliged to skip the English course due to its uselessness. Another handicap of the course is that the time allocated to it is very limited, both in terms of hours per semester and in terms of how many years ESP is taught.

Based on the data that was collected, it appears quite evidently that students of second year pharmacy strongly wish for their ESP programme to be reformed whereby it reflects their needs and expectations. It appears necessary to increase the course's difficulty in such way that attracts more attention and focus from students. Students also expressed their desire to practice productive activities in the course, through engaging in active interactions with each other, by using group discussions, presentations, group exercises...etc. It is also notable that students highly focus on the speaking skill in addition to vocabulary acquisition, as both seem extremely important for them.

Furthermore, students clearly stated their desire to study scientific articles and research papers in the course as they provide an authentic source of language use in the scientific domain. Using authentic material also familiarises students with the academic style of writing they are expected to provide in their scientific research. Last but not least, it appears that students are highly interested in increasing the course's duration and include ESP in the curriculum of other years of pharmacy which confirms their awareness of the importance of ESP and their interest in learning in.

3.4. Pedagogical Recommendations

The outcome of this study has led to a few recommendations that aim at improving the overall quality of the ESP course presented to students of second year pharmacy at the faculty of medicine, University of Algiers 1. The following would be a list of suggestions based on the findings of this research:

- **Hire a specialised language instructor:** Teaching a language is a very difficult and complex job that requires special knowledge and training. Despite the fact that the current teacher has knowledge about the context and the subject matter (pharmacy), it is not sufficient as another type of knowledge is missing, namely knowledge about language pedagogy.
- **Increase content difficulty:** Students' interest and passion for English are being diminished by the dull and recurrent content that is being presented. It should be noted that a slight elevation in difficulty would draw more attention to the course and possibly increase the number of attendees in the ESP session.

- **Divide, guide, and unite students:** Students' level should be evaluated at the beginning of the course so that the handful of students who face more difficulties are given a special treatment. It should work towards equalising their level with the rest of students, and then the two groups would be joined and given a unified course.
- **Add more sessions to the course:** Students do not spend nearly enough time studying English as they should. It is necessary to add extra sessions in order to fully develop their competency to the required academic level.
- **Study English in other years:** It is not sufficient to study English for one year at university, especially considering the fact that students need to submit a dissertation in their graduation year. They need a longer period of instruction in order to develop their language and reach a decent academic level.
- **Focus on productive skills:** Language requires mastery of both productive and receptive skills. The course, as it currently stands, does not provide a fair opportunity for students to practice their productive skills, especially speaking. It is therefore recommended to integrate more activities that encourage students to talk and express their ideas.
- **Do more language exercises:** Practice makes perfect. Students are currently not practicing enough and the course is too passive. It is recommended to have more practical exercises in which students are required to engage in problem-solving activities and implement the knowledge they have acquired.

- **Include more interactive activities:** Interaction and communication are the essence of language. Peer learning can become an essential tool that not only facilitates the teacher's job but also increases learners' motivation to learn.
- **Include non-pharmacy specific content:** Occasionally, the course should work on developing learners' general communication skills. The course should not offer knowledge that is exclusively restricted to pharmacy based topics
- **Focus on vocabulary:** Vocabulary is extremely important especially when studying specialised language courses. It is recommended to present vocabulary items gradually from the least difficult words to the most difficult.
- **Use authentic material:** The use of research papers and articles will put the learners in the context of a real academic environment. It will elevate difficulty, introduce new vocabulary, and accustom students to the academic style of writing.
- **Collect feedback from students:** It is important to establish measures for students to give feedback regarding the ESP course they are receiving and take that feedback into consideration. Collecting feedback periodically will allow the detection of other shortcomings of the course and therefore it would be further improved.

The ESP course is fundamentally built on the promise that it would satisfy the needs of a specific category of students. The success of the course, then, depends not only on the planning and investment put into it, but also on the teacher's ability to create and adopt strategies that fulfil the specific communicative needs of students. Hence, the recommendations I have listed above are not the "panacea" of the ESP course presented

to students of pharmacy, i.e. those suggestions are not going to fix all the problems of the course altogether, but rather they represent a list of guidelines that if applied correctly, they would contribute to course's improvement.

3.5. Limitations of the Study

This research was conducted under extreme restrictions that were imposed by the novel Covid-19 virus which spread throughout the world in 2020. All public and private institutions were under lockdown, including libraries and universities, which inhibited access to valuable sources of information. A state of emergency has been declared and no gatherings were allowed which meant that the mere possibility of conducting classroom observations or interviews has been eliminated.

The research tools available were limited to online surveying and online interviewing. Despite successfully conducting an online survey, the interview with the teacher was not possible. As mentioned previously, the teacher responsible for teaching English is specialised in pharmacy and it is assumed that she was preoccupied with her duties in the laboratory and at the hospital, which is why the interview could not be scheduled.

3.6. Suggestions for Further Research

Based on the results and the limitations of the current study, it is therefore recommended for further researchers to tackle the issue of ESP teaching with regards to different scientific domains such as biology, chemistry, or veterinary. It is not clear that the case of ESP teaching in those specialities is any better than that of pharmacy,

therefore it would be of good benefit to conduct an investigation in those fields. It is also recommended to use multiple tools for data collection, insofar as possible. It is important to gather data from multiple sources to avoid any sort of bias in interpretation. Last but not least, I recommend further researchers to take risks and not be afraid of trying new things. Conducting a research can be as wonderful an experience as you are willing to make it.

“You cannot discover new oceans unless you have the courage to lose sight of the shore.” - André Gide.

Conclusion

In summary of this chapter, this research is of a descriptive nature. It seeks to examine multiple aspects of the English course presented to students of second year pharmacy in the faculty of medicine, University of Algiers 1, and in order to do that, an online survey had been conducted. Students expressed their opinion with regards to the English course and they conveyed some of their learning preferences. By the end, a list of recommendations was presented that aims at overcoming the course's shortcomings. Lastly, the research limitations were listed and suggestions for further research were provided.

General Conclusion

As a general conclusion of this dissertation, ESP can be considered as a sub domain of ELT that is focused on teaching specific aspects of language which are employed in certain academic or vocational contexts. This research is concerned with the ESP course presented to students of second year pharmacy at the faculty of medicine, University of Algiers 1. It aims to investigate the effectiveness of the English course and evaluate its suitability to learners' needs.

This dissertation consists of 3 main chapters. The first chapter is concerned with ESP and NA. The first section that is devoted to ESP discusses the development of that field, its various branches, in addition the roles of the ESP practitioner. The second section that is concerned with NA presents its types, approaches, procedures, and lastly its importance. The second chapter of this research involves course design; its definition, approaches, influencing factors, in addition to course evaluation and its approaches. The third and last chapter is devoted to the practical part in which students submitted their feedback on the ESP course through an online survey.

After conducting this research using the only tool that was available, which is a questionnaire for students, several conclusions had been drawn from the analysis and interpretation of data. It was found that the ESP course presented to students of second year pharmacy is failing in multiple aspects. It is neither delivered by a trained language instructor nor designed in accordance with ESP principles. The duration of the course is insufficient and the content is not challenging enough. Furthermore, the course is too teacher-centred which frustrates students and prevents them from practicing their

productive skills, especially speaking. Additionally, the course did not meet students' aspirations and expectations. The previously mentioned shortcomings clearly answer the research questions previously specified. The course does not reflect students' needs, neither is it designed in line with ESP principles. Moreover, the improper organisation and implementation of the course make it mostly ineffective

Based on the previously cited elements, a list of recommendations was proposed in order to rectify the course. First of all, a certified and specialised language instructor should be appointed to take charge of the course. Furthermore, the course's duration should be extended and expanded over more than one year. The course should become learner-centred by developing learners' autonomy and encouraging them to actively engage in the course in the form of presentations and group discussions. The difficulty of the course should be elevated in view of the fact that it does not sufficiently challenge students' knowledge.

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Appendix

Questionnaire for Students

Dear students,

The following questionnaire is administered in order to gather data to examine the English course presented to students of second year pharmacy in the faculty of medicine, University of Algiers 1. Your contribution will be kindly appreciated. The results of this questionnaire will be used for research purposes only. All information you provide will be kept strictly confidential and your identity will not be revealed at any point. Receive in advance my sincere gratitude for your assistance.

Section one: Course Reflections

1- How interested are you in your English course at university?

Extremely interested

Very interested

Moderately interested

Slightly interested

Not at all interested

2- How often did you attend your English course in the first trimester?

Always (12 times)

Often (8-11 times)

Sometimes (4-7 times)

Rarely (1-3 times)

Never (0 times)

3- If you skipped classes, what could be your reason for not attending your English course at university?

Lack of interest in the course

The timing is inconvenient

I can study English individually

I prefer to study other subjects

Other:

4- How challenging is the content you are studying in your English course?

Extremely challenging

Very challenging

Moderately challenging

Slightly challenging

Not at all challenging

5- What type of material does the teacher use in classroom?

Printed material

Audio recordings

Audio-visual material

None of the above

6- What is the most frequent activity you have in your English course?

Presentations

Group discussions

Exercises / quizzes

Lesson explanation by the teacher

7- What is the most focused language skill that is taught in your English course?

Listening

Reading

Speaking

Writing

8- What difficulties do you face in your English course?

Lack of motivation

Lack of practice

Inadequate teaching style

Lack of interest in the program

Poor background in English

Other:

9- How comfortable do you feel expressing your opinion in classroom?

Extremely comfortable

Very comfortable

Somewhat comfortable

Not so comfortable

Not at all comfortable

10- Is the time you spend in your English course at university sufficient to improve your level?

Yes

No

11- Do you think having an English course at university for one year is sufficient to become academically and professionally competent in the language?

Yes

No

Section two: Personal Reflections

12- How do you rate your level of English?

Very good

Good

Average

Poor

Very poor

13- How satisfied are you with your level of English?

Extremely satisfied

Very satisfied

Moderately satisfied

Slightly satisfied

Not at all satisfied

14- What do you think about your English language skill development during your study at university?

My English level has increased

My English level has remained stable

My English level has decreased

Not sure

15- How interested are you in improving your level of English?

Extremely interested

Very interested

Moderately interested

Slightly interested

Not at all interested

16- What is your main objective behind learning/studying English?

To improve my general language skills

To increase my job opportunities

To study my speciality better (Pharmacy)

To interact with others

Other:

17- How important to you is the English course in comparison to other subjects?

The most important

More important

Equally important

Less important

Not at all important

18- What language skills do you need to improve the most?

Listening

Reading

Speaking

Writing

19- Which aspects of language do you face difficulties in?

Vocabulary

Grammar

Punctuation

Spelling

Cohesion/coherence

20- How often do you watch or read online content that is related to your specialty in English?

Always

Often

Sometimes

Rarely

Never

21- What is your preferred activity in the course?

Presentations

Group discussions

Exercises / quizzes

Lesson explanation by the teacher

22- How do you prefer to perform classroom activities?

Individually

Pair work

Group work

23- What form of writing do you think you need the most?

Reports

Research papers

Articles

Essays

Small paragraphs

24- What mode of speech do you think you need the most?

Casual conversations

Persuasive / Negotiation

Informative / Educative

Demonstrative / Instructional

25- What would you recommend to make the course more interesting and useful to you?

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Résumé

« English for Specific Purposes » (ESP) est une branche de « English Language Teaching » (ELT). Il s'agit d'enseigner l'anglais à un groupe spécifique d'apprenants qui ont des besoins professionnels ou académiques particuliers. Ces besoins sont identifiés par un processus appelé « Needs Analysis » (NA). L'objectif de la recherche actuelle est d'analyser les besoins des étudiants en deuxième année de pharmacie à la faculté de médecine de l'Université d'Alger 1, et à évaluer le cours d'ESP qui leur est présenté sur la base de cette enquête. À la lumière des récentes décisions prises par le ministère de l'enseignement supérieur et de la recherche scientifique en Algérie, qui a encouragé l'utilisation de l'anglais dans les universités, cette recherche vise à identifier les défauts du cours d'ESP présenté aux étudiants de deuxième année de pharmacie et à offrir un feedback correctif basé sur les critères de l'ESP. Pour la conduite de cette recherche descriptive, un questionnaire en ligne a été réalisé pour examiner certains aspects du cours et identifier les désirs et les attentes des étudiants. Les données obtenues ont révélé que le cours ne conforme pas aux normes de l'ESP ni aux principes modernes des ELT. Il est donc recommandé de réformer le programme anglais de deuxième année de pharmacie et de créer un programme plus compréhensif qui donne la priorité au travail en groupe, à la productivité et à l'engagement actif dans le cours. Il est également recommandé d'introduire un contenu de difficulté plus élevée et de présenter aux apprenants des articles et des documents scientifiques en relation avec leur spécialité.

ملخص

تدريس الإنجليزية لأهداف محددة (ESP) هي فرع من فروع تدريس اللغة الإنجليزية (ELT) و التي تتعلق بتدريس اللغة الإنجليزية لمجموعة معينة من المتعلمين الذين تربطهم احتياجات مهنية أو أكاديمية محددة. يتم تحديد تلك الاحتياجات من خلال عملية تسمى تحليل الاحتياجات (NA). إن الهدف من البحث الحالي هو تحليل احتياجات طلاب السنة الثانية صيدلة في كلية الطب بجامعة الجزائر 1 وتقييم دورة ESP المقدمة لهم بناءً على نتائج تحليل حاجياتهم. في ظل القرارات الأخيرة التي اتخذتها وزارة التعليم العالي والبحث العلمي في الجزائر والتي شجعت على استخدام اللغة الإنجليزية في الجامعات ، يسعى هذا البحث إلى تشخيص النقائص في دورة ESP المقدمة لطلاب السنة الثانية في كلية الصيدلة، و يسعى كذلك لتقديم بعض الملاحظات التي من شأنها تصحيح مسار الدورة. تم إجراء استبيان عبر الإنترنت للتقصي حول جوانب معينة من الدورة وكذلك لتحديد رغبات الطلبة و توقعاتهم. أظهرت البيانات المُتحصل عليها أن الدورة التدريبية لا تتوافق مع معايير ESP أو مبادئ ELT الحديثة. لذلك يوصى بإصلاح برنامج اللغة الإنجليزية في كلية الصيدلة و استحداث منهج أكثر شمولاً و يعكس تطلعات الطلبة و يعطي الأولوية للعمل الجماعي و الإبداع والمشاركة الفعالة في عملية التعلم. يوصى أيضاً بتقديم محتوى أكثر صعوبة و استخدام المقالات و الوثائق العلمية الحديثة كمحتوى تعليمي.