

People Democratic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Kheider University of Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Section of English



**ENGLISH FOR COMMUNICATION PURPOSES: A
PRELIMINARY COURSE DESIGN**

**The Case of: Third Year Learners of Communication at
Biskra University**

Dissertation submitted to the Department of Foreign Languages as a partial fulfilment of the requirements for the degree of Master in Sciences of Languages

Submitted by:

HECINI Manel

Supervised by:

Dr. ASSASSI Tarek

Board of Examiners:

Dr. HOADJLI Ahmed Chaouki

MCA

Chairperson

Dr. ASSASSI Tarek

MCB

Supervisor

Ms. MERGHMI Kenza

MAB

Examiner

Ms. ZAGHDOUD Meriem

MAB

Examiner

Academic Year:2019/2020

Declaration

I, **HECINI Manel**, do hereby declare that this submitted work is my own work and has not previously been submitted for any institution or university for a degree. and it has been read and approved by my supervisor **Dr. ASSASSI Tarek**.

This work was carried out and completed at Mohamed KHEIDER University of BISKRA,
ALGERIA

Certified:

Miss: HECINI Manel

Master Students, Section of English.

Dedication

Every challenging work, needs guidance of elders specially those who were close to our heart.

My humble effort is dedicated to:

- ❖ My father for his unconditioned support and encouragement he has always given me.
- ❖ My dear mother for her love and prayers that helped me succeed.
- ❖ To my future husband, who has been a constant source of support and. I am truly thankful for having you in my life.
- ❖ To my sister “Sara”, and her husband “Tedjani” and my cute nieces “Ilina” and “Noursine”
- ❖ To my sisters “Aya” and “Ikram”, and brothers “Taher” and “Okba”.
- ❖ To my friends Ferial, Insaf, Worod, Djihane, Salsabil, Khaoula, Imane, Nerjes, Asma, Miyada, Maya.

Acknowledgments

I would like to express first my gratitude to my supervisor Dr. ASSASSI Tarek who guided me during the whole year to obtain this work, as he advised and motivated me. I would like to thank him a lot for all what he did for me in my research work.

I would like to thank the members of the jury Dr. HOADJLI Ahmed Chaouki, Ms. MERGHMI Kenza and Ms. ZAGHDOUD Meriem for devoting their time to read and examine my dissertation.

I would like to thank the teachers: Dr. MEDDOUR Mostafa and Dr. OUARNIKI Ouafa for their assistance.

Special thanks go to Ms. HAMADA Soundous Marwa for her great help, support and encouragement for many years. I am grateful for everything you have done.

I would like to express my gratitude to Mr. DOUIDA Brahim for his help.

I would like to thank my sincere friend Ms. LAKSOURI Khaoula for her continuous guidance.

My thanks go also to Mr. KHABZAOUI Abd-el-krim for his collaboration.

Genuine and sincere thanks go to the teaching staff of the department of human sciences at Biskra University. Who helped me a great deal in the realization of this work among whom: Mr. SOUIRI Salah, Ms. BEN-CHAABAN Fairouz, Ms. MESSAOUDA Talha, Ms. Aoun Manel, Ms. Djeffal Samia, Ms. Hafidi Nahla.

I would like to thank third-year learners of communication for their help and collaboration to accomplish the work.

Thank You.

Abstract

Although ESP courses are offered in many Algerian universities, many deficiencies are noticed most notably in the content and the method in which these courses are presented. These issues were noticed in different departments; however, the study takes place at the Faculty of Human Sciences at Biskra University. Despite the importance of English for communication, learners who need English in their studies and more specifically in their future careers, there is less focus of their needs which hurdles their progress and learning development in general. The ESP teacher should consider some elements before designing Any ESP course. Therefore, we hypothesized that designing an effective course should be based on learners' needs to help them actively be involved in the learning process. This research seeks to identify the needs, wants and lacks third-year learners of communication to shed light on the obstacles surrounding the teaching of English in the department of human sciences at the University of Biskra and to provide some solutions through the design of a tentative appropriate course. This research is a case study covering three tolls to gather the required data: a classroom observation, a questionnaire addressed to learners and an interview arranged with both ESP and subject specialist teachers. The data were qualitatively analyzed. The findings obtained displayed that the learners under investigation need specific English i.e. English for communication purposes to fulfil their educational tasks. The outcomes also proved that these learners need to improve their productive skills. The researchers found that English is an essential factor for these learners who are required to use it in their academic studies as well as n their professional careers. This study also provided a clear idea about the teaching and learning situation of learners of communication in the department of human sciences. In the end, it is highly recommended for teacher to conduct Needs Analysis before designing courses for communication learners to develop effective ESP courses that meets learners' needs.

Keywords: English for communication purposes, Needs Analysis, course design

List of Abbreviations and Acronyms

ELT: English Language Teaching

ESP: English for Specific Purposes

GE: General English

WWII: World War Two

RA: Register Analysis

DA: Discourse Analysis

TSA: Target Situation Analysis

EAOP: English for Academic and Occupational Purposes

EAP: English for Academic Purposes

EOP: English for Occupational Purposes

EST: English for Science and Technology

EBE: English for Business and Economics

ESS: English for Social Sciences

ESL: English as a Second Language

EFL: English as a Foreign Language

EMT: English as a Mother Tongue

EGP: English for General Purpose

NA: Needs Analysis

CLT: Communicative Language Teaching

PSA: Present Situation Analysis

TSA: Target Situation Analysis

DA: Deficiency Analysis

SA: Strategy Analysis

MA: Means Analysis

CSD: Communicative Syllabus Design

LMD: License Master Doctorate

GTM: Grammar Translation Method

&: and

i. e.: Id est

ICT: Information and Communication Technology

CV : Curriculum Vitae

PR : Public Relations

List of Appendices

Appendix 01: Observation Checklist: Pilot stage

Appendix 02: Observation Grid

Appendix 03: Learners' Needs Analysis Questionnaire: Pilot stage

Appendix 04: Learners' Needs Analysis Questionnaire

Appendix 05: ESP Teachers' Interview: Pilot stage

Appendix 06: ESP Teachers' Interview

Appendix 07: Subject Specialists Interview: Pilot stage

Appendix 08: Subject Specialists Interview

List of Tables

Table 1.1 The Distinctive Features of ESP and EGP	16
Table 3. 1 Respondents Gender Distribution	59
Table 3. 2 The Learners' Opinions about English Importance	60
Table 3. 3 Participants' Level in English.....	61
Table 3. 4 Compatibility between Courses Given and the Needs of Learners of Communication.....	62
Table 3. 5 Learners' Opinion on the Sufficiency of the Time of English Courses	63
Table 3. 6 Areas of Language Difficulties of Learners of Communication	64
Table 3. 7 Classification of the Skills According to Learners' Discipline.....	65
Table 3. 8 The Needed Class Type for English Studies.....	66
Table 3. 9 Learners' Preferred Kind of Class-work.....	67
Table 3. 10 Learners of Communications' Occupational Needs	68
Table 3. 11 The Need for Reading Texts that Reflect Learners' Field of Study	69
Table 3. 12 The Assistance of English Lectures in Helping in Mass media Translation...	70
Table 3. 13 The Assistance of English Lectures that Focus on Marketing and Improve Advertising Writing	71
Table 3. 14 The Assistance of English Lectures that Improve Communicative Competence	72
Table 3. 15 The Assistance of English Courses to Listen to Journalistic Skills.....	73
Table 3. 16 The Assistance of English Courses that Help Learners to Read News Reporting.....	74
Table 3. 17 Topics Needed to be Studied in ESP Course for Communication Learners...	75
Table 3. 18 Listening Skill Needed by Learners of Communication.....	76
Table 3. 19 Speaking Skill Needed by Learners of Communication	77
Table 3. 20 Writing Skill Needed by Learners of Communication	78
Table 3. 21 Reading Skill Needed by Learners of Communication.....	79
Table 3. 22 Teacher's Experience in Teaching English	81
Table 3. 23 Teachers' Prior Training before Teaching ESP	82
Table 3. 24 The Type of Vocabulary Teachers Taught.....	84
Table 3. 25 The Objectives of the Courses to be Realized Later on	84
Table 3. 26 Whether the Objectives have Reached.....	85

Table 3. 27 The Use of Texts Related to Learner's Specialty.....85

List of Figures

Figure 1. 1	The Common Reasons to the Emergence of ESP.....	9
Figure 1. 2	The Major Historical Development of ESP.....	10
Figure 1. 3	Carter's Classification of ESP Types.....	12
Figure 1. 4	Tree of ELT.....	14
Figure 1. 5	Dudley-Evans and St. John Classification of ESP.....	15
Figure 2. 1	Hutchinson and Waters Classification of NA.....	26
Figure 2. 2	Hutchinson and Waters TSA Framework.....	28
Figure 2. 3	Stages of ESP Process.....	32
Figure 2. 4	Stages in the ESP Process: Theory.....	33
Figure 2. 5	Stages in the ESP Process: Reality.....	33
Figure 2. 6	Factors Affecting ESP Course Design.....	37
Figure 2. 7	The Course Content Proposed in the Canvas.....	39

List of Graphs

Graph 3.1 Respondents Gender Distribution.....	59
Graph 3.2 The Learners' Opinions about English Importance	60
Graph 3.3 Participants' Level in English	61
Graph 3.4 Compatibility between Courses Given and the Needs of Learners of Communication.....	62
Graph 3.5 Learners' Opinion on the Sufficiency of the Time of English Courses.....	63
Graph 3.6 Areas of Language Difficulties of Learners of Communication	64
Graph 3.7 Classification of the Skills According to Learners' Discipline	65
Graph 3.8 The Needed Class Type for English Studies	66
Graph 3.9 Learners' Preferred Kind of Class-work	67
Graph 3.10 Learners of Communications' Occupational Needs	68
Graph 3.11 The Need for Reading Texts that Reflect Learners' Field of Study	69
Graph 3.12 The Assistance of English Lectures in Helping in Mass media Translation ..	70
Graph 3.13 The Assistance of English Lectures that Focus on Marketing and Improve Advertising Writing	71
Graph 3.14 The Assistance of English Lectures that Improve Communicative Competence	72
Graph 3.15 The Assistance of English Courses to Listen to Journalistic Skills.....	73
Graph 3.16 The Assistance of English Courses that Help Learners to Read News Reporting	74
Graph 3.17 Listening Skill Needed by Learners of Communication	76
Graph 3.18 Speaking Skill Needed by Learners of Communication	77
Graph 3.19 Writing Skill Needed by Learners of Communication.....	78
Graph 3.20 Reading Skill Needed by Learners of Communication.....	79

Table of Contents

Declaration.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviations and Acronyms.....	V
List of Appendices.....	VI
List of Tables.....	VII
List of Figures.....	IX
List of Graphs.....	X

General Introduction

1 -Study Background.....	1
2-Statement of the Problem.....	1
3-Research Questions.....	1
4-Research Hypothesis.....	1
5-Aims of the Study.....	2
6-Research Methodology.....	2
7- Population and Sample.....	3
8-Sampling Techniques.....	4
9-Significance of the Study.....	4
10-Structure of the Study.....	4

CHAPTER ONE: ENGLISH FOR SPECIFIC PURPOSES

Introduction.....	7
1.1 ESP Definitions.....	7
Absolute characteristics.....	7
Variable Characteristics.....	8
1.2 The Origin of ESP.....	8
1.2.1 The Demands of a New Brave World.....	9
1.2.2 A Revolution in Linguistics.....	9
1.2.3 Focus on the Learner.....	10
1.3 The Development of ESP.....	10

1.3.1 Register Analysis (RA).....	10
1.3.2 Discourse Analysis (DA).....	10
1.3.3 Target Situation Analysis (TSA).....	11
1.3.4 Skills and Strategies.....	11
1.3.5 A learning-Centred Approach.....	11
1.4 Types of ESP.....	12
1.4.1 David Carter (1983) Classification.....	12
1.4.1.1 English as a Restricted Language.....	12
1.4.1.2 English for Academic and Occupational Purposes (EAOP).....	13
1.4.1.3 English with Specific Topics.....	13
1.4.2 Hutchinson and Waters (1987) Classification.....	13
1.4.3 Dudley-Evans and St. John (1998) Classification.....	14
1.5 The Difference between ESP and English for General Purpose (EGP).....	15
1.6 Language Issues in ESP.....	16
1.6.1 Grammar in ESP.....	16
1.6.2 Vocabulary in ESP.....	16
1.6.2.1 Technical Vocabulary (Jargon).....	17
1.6.2.2 Semi-Technical Vocabulary.....	17
1.6.3 Types of Content in ESP.....	17
1.6.3.1 Carrier Content.....	17
1.6.3.2 Real Content.....	17
1.7 Required Skills for Teaching ESP.....	17
1.7.1 Professional Competence.....	18
1.8 Teaching Communicative Competence Through ESP Courses.....	19
1.8.1 Developing Communicative Competence as a Primary Focus of ESP Teaching...20	
Conclusion.....	20

CHAPTER TWO :ENGLISH FOR COMMUNICATION PURPOSES COURSE DESIGN

Introduction.....	25
2.1 Section One: Needs Analysis.....	25
2.1.1 Needs Analysis Definitions.....	25
2.1.2 Types of Needs Analysis.....	26
2.1.2.1 Target Needs.....	27

2.1.2.2 Learning Needs.....	27
2.1.3 Models of Needs Analysis.....	27
2.1.3.1 Target Situation Analysis (TSA).....	28
2.1.3.2 Present Situation Analysis (PSA).....	29
2.1.3.3 Deficiency Analysis (DA).....	29
2.1.3.4 Strategy Analysis (SA).....	30
2.1.3.5 Means Analysis (MA).....	30
2.1.4 The Importance of Conducting Needs Analysis.....	31
2.2 Section Two: Course Design.....	32
2.2.1 Stages in The ESP Process.....	32
2.2.1.1 Needs Identification.....	33
2.2.1.2 Course Design.....	33
2.2.1.3 Materials Selection /Production.....	34
2.2.1.4 ESP Teaching.....	34
2.2.1.5 Assessment / Evaluation.....	35
2.2.2 Approaches to Course Design.....	35
2.2.2.1 Language-Centred Approach.....	35
2.2.2.2 Skill- Centred Approach.....	36
2.2.2.3 Learning- Centred Approach/ Learner-Centred Approach.....	36
2.2.3 Factors Affecting ESP Course Design.....	37
2.2.4 Current Situation Analysis of English Courses at the Department of Human Sciences, Field of Communication.....	38
2.2.4.1 Teaching Load.....	38
2.2.4.2 Lecturers' Profile.....	38
2.2.4.3 Course Objectives.....	39
2.2.4.4 Teaching Materials.....	39
2.2.4.5 Learning Context.....	39
2.2.4.6 Learners Testing.....	40
Conclusion.....	40

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction.....	44
3.1 Research Methodology.....	44
3.1.1 Research Approach.....	44

3.1.2 Research Strategy (ies)/ Design(s).....	45
3.1.3 Data Collection Methods.....	45
3.1.3.1 Classroom Observation.....	46
❖ Aim(s).....	46
❖ Structure and Content.....	46
❖ Piloting and Validation.....	48
❖ Administration.....	49
3.1.3.2 Questionnaire.....	49
❖ Aim(s).....	50
❖ Structure and Content.....	50
❖ Piloting and Validation.....	51
❖ Administration.....	51
3.1.3.3 Interview.....	52
ESP Teachers.....	52
Subject Specialists.....	52
❖ Aim(s).....	52
❖ Structure and Content.....	52
❖ Piloting and Validation.....	53
❖ Administration.....	53
3.1.4 Purposive Sampling Technique.....	53
3.1.5 Population and Sampling.....	54
3.1.6 Data Analysis and Procedures.....	54
3.2 Results.....	54
3.2.1 Analysis and Interpretation of the Classroom Observation.....	54
3.2.2 Interpretation of the Observations' Results.....	58
3.2.3 Analysis and Interpretation of learners' Questionnaire.....	59
3.2.4 Interpretation of the Questionnaires' Results.....	80
3.2.5 Analysis and Interpretation of The ESP Teachers' Interview.....	81
3.2.6 Discussion and Interpretation of the Interview Results.....	89
3.2.7 Analysis and Interpretation of the Subject Specialists Interview.....	90
3.2.8 Discussion and Interpretation of the Interview Results.....	91
3.2.9 Summary of the Results.....	92
3.2.10 Synthesis of the Findings.....	93

3.3 Course Design.....	94
3.3.1 Aims of the Course.....	94
3.3.2 Goals and Objectives.....	94
3.3.3 Course Organization.....	95
3.3.4 Course Content.....	95
3.4 Sample Course.....	98
3.4.1. Unit 2 : Sample Lesson.....	98
3.4.2. Unit4 : Sample Lesson.....	103
3.4.3. Unit5: Sample Lesson.....	108
3.4.4. Unit6: Sample Lesson.....	113
Conclusion.....	117
3.5 Pedagogical Implications.....	117
3.6 Limitations of the Study.....	117
General Conclusion.....	120
References.....	123
List of Appendices.....	131
الملخص.....	159

General introduction

1-Study Background

The English language is considered as lingua franca, the paramount importance of that language leads to its expansion. This latter does not comprise only communication, but as a language taught in different fields. The initial appearance of English for Specific purposes (ESP) was in the late '60s and the early '70s. Nowadays ESP becomes one of the most active branches of Applied Linguistics, and of Teaching English as a Foreign Language (TEFL) in particular. Algeria has introduced English into their syllabuses at the university level to fulfill occupational or academic purposes. The process of teaching English in a different department at Biskra University is not based on the criteria that would improve the proficiency of learners and their expectations. This research is planned to conduct learners needs and to design an effective course.

2-Statement of the Problem

From personal experience, it is observed that the English Language Teaching (ELT) at different departments at Biskra University such as Architecture, Biology and human sciences is purely General English (GE) which they taught under the umbrella term of English for Academic Purposes (EAP).

The need of learners at the university level is significantly important. In fact, when we teach ESP Needs Analysis (NA) must exist. In other words, there are crucial parameters that must be taken into consideration when designing syllabi such as the nature of language to be taught, the learner's personal interests and the objectives to be realized.

3-Research Questions

This research seeks to answer the following research questions:

RQ1: What are the elements that ESP teachers lack?

RQ2: How should the course of English for communication be ideally designed?

4-Research Hypothesis

Based on the above research questions, we propose the following research hypotheses:

RH1: Pre-set objectives must be defined by ESP teachers and learners' needs must be taken into consideration.

RH2: Designing an effective course should be based on learners' needs to make them actively involved in the learning process.

5-Aims of the Study

-General aims:

The general purpose of the study is to shed light on the importance of conducting NA and pre-setting objectives in facilitating the process of designing an effective course that would fit learners needs.

-More specifically this study aims to:

1. To investigate the current situation of English at the department of human sciences.
2. To highlight the effectiveness of learners' participation in determining their needs to improve their motivation.
3. To design an effective course based on learners needs.

6-Research Methodology

Research Approach

To achieve the research objectives, the researcher uses a descriptive design; because it aims to describe the state of ESP in the department of human sciences at Biskra University. To answer the research questions, the researcher follows the qualitative method; because it is more suitable for the nature of our research.

Research Design(s) / strategy(ies)

In conducting our research, we have opted for a case study (small case study) because the results will not be generalized. The research design is based on a classroom observation to evaluate the current situation of English and a questionnaire for learners to get their opinions and to conduct their needs , then the obtained results will be taken into consideration to design an effective course ;in addition, we use an interview for both ESP teachers and subject specialists to gather more information.

Data Collection Methods / Tools

In this study, we would use three data gathering tools.

Observation

In this study, classroom observation takes place during the course of English, the researcher describes the methodology of teaching / learning ESP courses at the department of human sciences.

Questionnaire

In this study, a structured questionnaire is used to investigate learners' opinions about the ESP course and to conduct their needs. This tool contains a variety of close-ended and multiple-choice questions to gather quick responses.

Interview

In this study, unstructured interview would be conducted with the ESP teachers and the subject specialists at the faculty of human sciences to examine the process of teaching English and to get insight the field of communication.

Data Collection Procedures

To accomplish the research objectives, the researcher follows the following procedures: As a first step, the researcher makes a classroom observation in order to investigate the method of teaching and learning English at the department of human sciences at Biskra University. The second step, is to distribute a structured questionnaire which comprises close-ended and multiple-choice questions for third-year learners of communication to collect their needs and opinions. In the final step, the researcher conducts unstructured interview with both ESP teachers, and the subject specialists; the content of the interview is about teaching ESP and the field of communication.

Data Analysis and Procedures

After counting the obtained results, the researcher analyzes the data gathered through percentages and counts by using descriptive analysis with the interviews and statistics with the questionnaire to see the opinions, attitudes and perceptions of learners and their teachers about the course contents.

7- Population and Sample

For this study, the populations are 3rd- year learners of communication at Mohamed Kheider University of Biskra. The researcher chooses those learners for several reasons. First of all, because they are adults, they know exactly what they need English for. Secondly, the availability of the participants. More importantly, we observed that ESP teachers at this faculty ignore the learners' interests. Rather, they focus on the teaching of glossaries and grammatical aspects of the English language in isolation. The researcher worked with (n = 47) learners to get their opinions and expectations from ESP courses. In which the sample was non-randomly chosen. In addition, from a population of five ESP (n=5) teachers, the researcher works with two teachers. Moreover, our sample consists of two (n=2) subject specialists to enrich this research with various perspectives towards English for communication purposes.

8-Sampling Techniques

In our study, the researcher uses purposive sampling techniques because the researcher selected a non-random sample based on the objective of the study and the criteria of the population.

9-Significance of the Study

This study will be a beneficial contribution for ESP teachers of communication at Mohamed Kheider University because it would focus on:

1. The importance of conducting NA, which is a fundamental process for successful ESP courses.
2. Designing an ESP course that meets the learner's needs.
3. Improve the quality of teaching English in the department of human sciences.

10-Structure of the Study

This study is divided into two main parts. The first part is devoted to the literature review about ESP, and the second parts is devoted to the field work, conducting NA and planning a course design.

❖ Chapter One

This chapter deals with ESP. We tackled its definitions, origin, developments in addition to its types. This section also shed light on the difference between ESP and GE. and represents language issues. Moreover, it tackled the required skills for teaching ESP and teaching communicative competence through ESP courses.

❖ Chapter Two

This chapter is divided into two main sections. the first section represents the definition of NA, its types and models in addition to the importance of conducting needs analysis. While the second sections tackled stages in the ESP process and approaches to course design. Also, this chapter highlights factors affecting ESP course design, it provides current situation analysis of English courses at the department of human sciences, field of communication.

❖ Chapter Three

The third chapter is devoted to the analysis of data gathering tools results. On one hand, description and analysis of the learners' questionnaire and teachers' interviews. On the other hand, descriptions of the detailed classroom observation and analysis of learners needs. More importantly designing an effective course. In the end, the researcher checks the truthfulness of the hypotheses.

CHAPTER ONE
ENGLISH FOR
SPECIFIC
PURPOSES

CHAPTER ONE: ENGLISH FOR SPECIFIC PURPOSES

Introduction

1.1 ESP Definitions

1.2 The Origin of ESP

1.2.1 The Demands of a New Brave World

1.2.2 A Revolution in Linguistics

1.2.3 Focus on The Learner

1.3 The Development of ESP

1.3.1 Register Analysis

1.3.2 Discourse Analysis

1.3.3 Target Situation Analysis

1.3.4 Skills and Strategies

1.3.5A Learning Centred Approach

1.4 Types of ESP

1.4.1 David Carter (1983) Classification

1.4.2 Hutchinson and Waters (1987) Classification

1.4.3 Dudley-Evans and St. John (1998) Classification

1.5 The Difference Between ESP and English for General Purposes

1.6 Language Issues in ESP

1.6.1 Grammar in ESP

1.6.2 Vocabulary in ESP

1.6.2.1 Technical Vocabulary

1.6.2.2 Semi Technical Vocabulary

1.6.3 Types of Content in ESP

1.6.3.1 Carrier Content

1.6.3.2 Real Content

1.7 Required Skills for Teaching ESP

1.7.1 Professional Competence

1.8 Teaching Communicative Competence Through ESP Courses

1.8.1 Developing Communicative Competence as a Primary Focus of ESP Teaching

Conclusion

Introduction

In the 1960's, a new trend in ELT namely ESP has emerged. Accordingly, ESP courses offered to meet learners' needs. This chapter spots light on the definitions of ESP, trace its origins and developments. The researcher will also attempt to compare ESP to GE, provide its types. Furthermore, the researcher will tackle language issues in ESP; in addition to teaching communicative competence through ESP courses.

1.1 ESP Definitions

The acronym ESP stands for English for Specific Purposes. Many scholars attempted to define it. First, Mackay and Mountford (1978) described ESP as “a special language that takes place in specific settings by certain participants”. They mentioned that those participants are usually adults because adults are highly conscious of the reasons to achieve English proficiency in a defined field of specialization. Mackay and Mountford (1978) described also ESP as the teaching of English for a “clearly utilitarian purpose” (p. 2). For them, this purpose is defined by the needs of the learners, which could be either academic, occupational, or scientific. These latter contribute in the determination of the content of the ESP curriculum to be taught and learned. Second, Hutchinson and Waters (1987, p.19) asserted that:

ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need. The foundation of all ESP is the simple question: why does this learner need to learn a foreign language? ESP then, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

They consider ESP as a branch of ELT. The essential factor in ESP according to them, is learner's needs. Third, Strevens (1988) defines ESP as comprising absolute and variable characteristics. Absolute characteristics of ESP includes ELT which is designed to meet specific needs of the learner; related in content to particular disciplines. However, the variable characteristics may be restricted to the learning skills to be learned (for example, writing only); and may not be taught according to any pre-defined methodology.

Fourth, Dudley-Evans and St. John (1998, pp.4-5) have improved a comprehensive definition of ESP which has revised the weaknesses of the preceding scholars and used absolute and variable characteristics in the definition as follows:

Absolute characteristics

- ❖ ESP is designed to meet specific needs of the learner;

- ❖ ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ❖ ESP is centred on the language, grammar, lexis, register, skills, discourse and genres appropriate to these activities.

Variable Characteristics

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

Fifth, Basturkmen (2010, p. 4) viewed ESP as a narrow scope of GE that focuses on learners' purpose of learning then the courses are designed to meet their needs in their study or job situations. She declares:

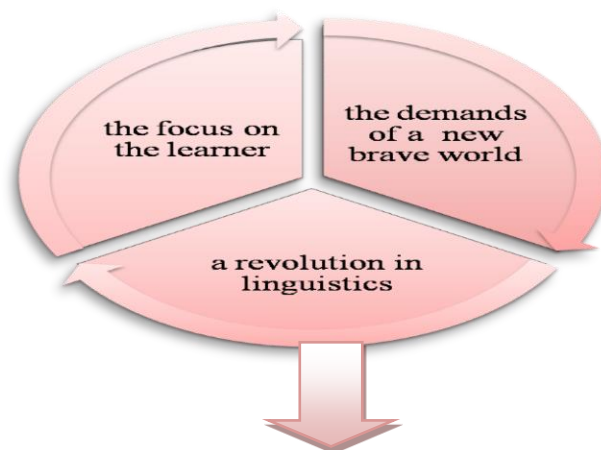
ESP courses are narrower in focus than general ELT courses because they center on the analysis of learners' needs. The statements show that ESP views learners in terms of their work or study roles and that ESP courses focus on work- or study-related needs, not personal needs or general interests.

It is noted that ESP tends to explain the practicality of learning that contributes learners to realize their purposes within the restrictions of the study or job needs.

To conclude, most ESP definitions agreed upon three essential topics: The nature of language to be taught and learned, the learners and the settings where the teaching and the learning process would occur.

1.2 The Origin of ESP

The history of ESP can be traced back to the early 1960s, where there was a creation of a new generation of learners who need to learn English in a particular domain. Hutchinson and Waters (1987) state that there are three common reasons for the emergence of ESP: The demands of a new brave world, a revolution in linguistics and focus on the learner, they are shown in the following figure:



English for Specific Purposes

Figure1. 1 The Common Reasons to the Emergence of ESP

(Hutchinson&Waters,1987, pp 6,7,8)

To sum up, ESP is a phenomenon that was originated from a number of converging directions. These directions have formed in a variety of ways around the world, but as mentioned earlier, the main three common reasons to the emergence of all ESP.

1.2.1 The Demands of a New Brave World

Two fundamental factors that breathed life into ESP were formed by Hutchinson and Waters (1987). First, after World War Two (WWII), the new world signals “an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. For various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English” (p.6).

Second, the oil crises of the early 1970’s that ended with western finance and a massive flow of funds into oil-rich countries. For this reason, a need for effective courses with a defined goal, and English now became a subject to the wishes, needs and demands of people (Hutchinson &Waters, 1987, p. 7). That is to say, English was the key to international currencies of commerce and technology.

1.2.2 A Revolution in Linguistics

The second cause on the emergence of ESP was a revolution in linguistics. Some linguists began to focus on how language is used in real communication. Therefore, in the late 1960’s and early 1970’s, there were many attempts to describe English for Science and Technology (EST), which was carried out by many researchers, For instance: Swales (1971) and Selinker and Trimble (1976) and others. Hutchinson and Waters point out that spoken and written language varies according to the context. In short, the statement of “tell me what you need

English for and I will tell you the English that you need “became the guiding principle of ESP (p. 8).

1.2.3 Focus on the Learner

The final cause cited by Hutchinson and Waters (1987) was a focus on the learner. There was a shifted focus on how learners acquire language rather than focus on the method of language instructions. The authors argue that the courses must be linked to the learner’s needs and interests.

1.3 The Development of ESP

Since its appearance in 1960's, it has developed at several speeds in many countries. According to Hutchinson and Waters (1987), there are fifth phases of development of ESP: Register analysis, discourse analysis, target-situation analysis, skills and strategies and a learning-centered approach. which are represented in the following figure:



Figure1. 2 The Major historical Development of ESP (Hutchinson & Waters,1987)

1.3.1 Register Analysis (RA)

During the 1960’s and early 1970’s, based on research conducted by Peter Strevens (Halliday, McIntosh, Strevens, 1964), Jack Ewert (Ewert and Latorre, 1969) and John Swales (1971), the trend in ESP shifted towards the study of RA. In this phase, ESP had focused on language at the sentence level which is based on the proposition that, for instance, the language of biology is different from that of architecture. Lee (1976) mentioned two aspects during the study of register. The first aspect was the lexical analysis of the language, which focuses on the appearance of items and their presence or absence in the language used for specific purposes in specific settings. The second aspect was the syntactic analysis of the language.

1.3.2 Discourse Analysis (DA)

In the second phase of development, the attention shifted toward understanding how sentences were in discourse to produce meaning. Therefore, ESP became closely involved

with the emerging field of discourse or rhetorical analysis (Hutchinson & Waters, 1987). DA is described by Jordan (1997, cited in Meddour, 2015) as follows:

Discourse Analysis is concerned with describing the language and its structures that is used in speech or text that is longer than the sentence, e.g. conversations, paragraphs, complete texts. It examines the communicative context that affect language use...It looks at how, for example, the choice of verb tenses or other grammatical features affect the structure of the discourse. The analysis also looks at the relationships between utterances, for example, aspects of cohesion, and the discourse markers or cohesive devices that are employed (p. 229).

1.3.3 Target Situation Analysis (TSA)

In the third phase, ESP focused the attention to target situations due to the shift to a more communicative approach to Foreign Language Teaching (FLT). The purpose of this phase is to take the current knowledge and set it on a more scientific basis, by establishing methods for relating language analysis more closely to learner's reasons for learning. Communicative Syllabus Design (CSD) formed by John Munby (1978) is one of the popular examples of TSA. Besides, the purpose of ESP course that promotes this form is to enable learners to function in situations where they will use the language they are learning. Moreover, the ESP course design process should proceed by recognizing the target situation, carrying out the precise analysis of the linguistic parts of that situation, it will form the syllabus of the ESP course. This method is called NA.

1.3.4 Skills and Strategies

The notion of study skills refers to those strategies and techniques that are used during the course activities, e.g., speaking, listening, writing, or reading (Richards, Schmidt, Kendrick, & Kim, 2002, p. 521). The central principle of study skills is to relate language use methods with teaching language forms in order to enhance the performance of the task (Dudley-Evans & St. John 1998). For Hutchinson and Waters (1987) interpreting and reasoning processes are underlying in all types of language use. Furthermore, those processes enable people to extract meaning from the discourse. For instance, guessing the meaning of words from the context in which it is presented.

1.3.5 A learning-Centred Approach

Learning needs is based on a precise framework that covers a collection of questions in terms of learning process and learner's needs, Hutchinson and Waters (1987, p .62) suggest the following questions for analyzing learning needs:

- ❖ Why are the learners taking the course?
- ❖ How do the learners learn?

- ❖ What resources are available?
- ❖ Who are the learners?
- ❖ Where and when does the ESP course take place?

This phase takes into account several factors to achieve the ultimate goal of learners, for instance, the learning process, learners' motivation and learners' needs (Meddour, 2015). Dudley-Evans and St John (1998, p. 26) is a valid illustration of learning-centered approach:

Even though students may only need to read textbooks and articles in their field, it may be that oral practice will help them reach that end. Similarly, in reading a passage it may help students understand the text if the teacher reads aloud to them while they follow..., but the process of following a text read aloud clearly by a native speaker often helps students understand the main ideas.

The main idea in ESP is, the teachers should know exactly how the learners intend to use the language to determine their needs then to achieve their learning objectives.

1.4 Types of ESP

Many researchers have different studies about the types of ESP; First, Carter (1983) has classified ESP into three principal types: 1. English as a restricted language, 2. English for Academic and Occupational Purposes (EAOP) and 3. English with specific topics. Second Hutchinson and Waters (1987) have divided ESP into two major types: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Third, Dudley-Evans and St. John (1998) suggested another classification, where each of EAP and EOP is divided into two branches.

1.4.1 David Carter (1983) Classification

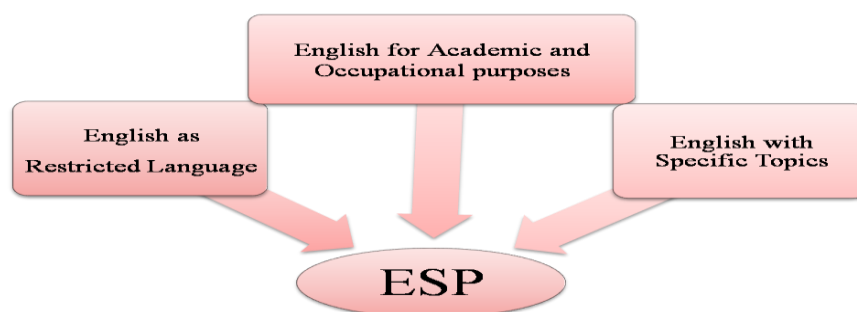


Figure1. 3 Carter's Classification of ESP ypes

1.4.1.1 English as a Restricted Language

The first type Carter (1983) identified was explained by Mackay and Mountford (1978)

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

This type assumes that learners learn the language in a restricted way. Hence, they are expected to use what they have been trained for in a specific situation. As stated earlier by Mackay and Mountford (1978), the language of international air traffic controllers or by waiters are examples of what “English as a restricted language” is all about.

1.4.1.2 English for Academic and Occupational Purposes (EAOP)

The second type of ESP defined by Carter (1983) is English for Academic and Occupational Purposes. In the 'Tree of ELT' (Hutchinson & Waters, 1987), ESP is divided into three branches: 1. English for Science and Technology (EST), 2. English for Business and Economics (EBE), and 3. English for Social Studies (ESS). Moreover, each of these branches is broken into two categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

1.4.1.3 English with Specific Topics

The third type of ESP identified by Carter is English with specific topics. The focus in this type of ESP is on the topic, it is concerned with anticipating the future needs of learners. For instance, scientists wanting English for working in foreign institutions.

1.4.2 Hutchinson and Waters (1987) Classification

The figure in the bottom represents some divisions offered in ELT. The highest level of the tree presents ESP subject area. These latter are classified into two principal types of ESP, changed according to whether the learner wants EAP or EOP. According to Hutchinson and Waters (1987) there is no clear difference between EAP and EOP, they claimed that: “people can work and study simultaneously; since in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”. (p.16)

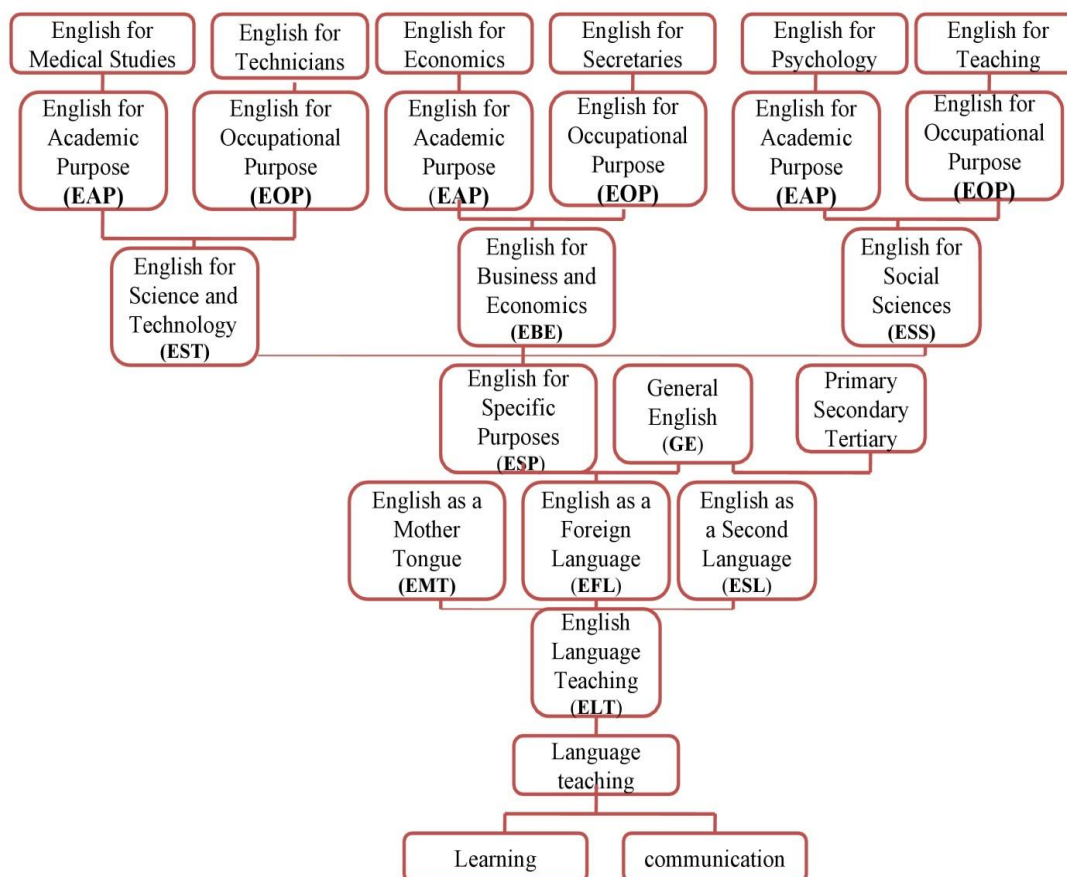


Figure1. 4 Tree of ELT, (Hutchinson & Waters,1987,p.17)

1.4.3 Dudley-Evans and St. John (1998) Classification

Dudley-Evans and St. John (1998) suggested a classification of ESP where EAP and EOP are covered in their work as types of ESP. First, EAP is divided into two branches: as a school subject which can be either integrated or independent and EOP which are: pre-study, in-study and post-study. Second, EOP is divided into Pre-experience, simultaneous in service and post-experience.



Figure1. 5 Dudley-Evans and St. John Classification of ESP

1.5 The Difference between ESP and English for General Purpose (EGP)

The principal features that make ESP different from GE can be summarised as follows:

- ❖ ESP teaching method is learner-centred, where learners needs and purposes of learning are the most important value. Whereas GE teaching method is language-centred, the emphasis is on learning language from a general perception covering all the language skills.
- ❖ The learner in ESP classes are adults, they have some degree of awareness about their language needs. While the age of learners in GE classes varies from children to adults, they are learning English as a mandatory subject at schools to succeed in their exams (Hutchinson & Waters 1987).
- ❖ In ESP classes, NA determines which language skills are most needed. However, In EGP classes, there is a focus on teaching language structures and grammar in isolation (Lorenzo, 2005).

The following are opinions about ESP and EGP:

First, Robinson (1980, p.9) adds the factor of time into ESP and distinguishes between long-term period of learning English in EGP classes and short-term period in ESP. According to him "The very concept of special purposes implies that foreign language study in a subsidiary contribution to another main interest, and there will normally be pressure to achieve the required level of linguistic competence in the minimum of time". Second, Widdowson (1983) determines distinctive features of ESP and EGP; These are the most important EGP feature:

Table 1.1 The Distinctive Features of ESP and EGP

EGP	ESP
<ul style="list-style-type: none"> ❖ The focus is on education. ❖ As the future needs of the student's are impossible to predict, course content is more difficult to select. 	<ul style="list-style-type: none"> ❖ The focus is on training. ❖ As the English is intended to be used in specific vocational contexts, selection of appropriate content is easier.

Third, Hutchinson and Waters (1987) declare that there is no difference between the two in theory; however, there is a great deal of difference in practice. According to them, the difference between ESP and GE is not the existence of specific need, but rather an awareness of the need.

Finally, Harding (2007, pp.8-9) suggested another difference. He asserts that the type of ESP learners who come to ESP are often demotivated by courses of GE. To sum up, the main differences between ESP and GE are the needs, objectives of the courses, the type of learners, the period of learning and the teaching method.

1.6 Language Issues in ESP

Teaching ESP can be a challenging task for new or less experienced teachers. Therefore, they should be trained to decide which aspects of language fits their learner's expectations. Besides, ESP teacher has to consider all the following features to handle the process of teaching in ESP classes.

1.6.1 Grammar in ESP

There are misunderstanding conception about the teaching of grammar in ESP setting. Grammar is not a separate item that needs to be memorised, but it should be observed within the context of language use (Ouarniki, 2012). Dudley-Evans and St. John (1998) mentioned some specific grammar points: Voice, articles, verb tense-aspect, nominalizations and logical connectors (Discourse markers).

1.6.2 Vocabulary in ESP

In the process of teaching and learning vocabulary, it is crucial to differentiate between different types of vocabulary that requires a different focus.

1.6.2.1 Technical Vocabulary (Jargon)

It is the special vocabulary that is used by a specific occupational class or group, often it can not be understood by others. For example, the specific vocabulary of Architecture “Enfilade” (a suite of rooms) and in mathematics “Canonical” (natural basis). Dudley-Evans and St John (1998) stated “it is important that both the teacher and the learners appreciate that the vocabulary is acting as carrier content for an exercise and it is not the real content of the exercise” (p.81). The over-emphasis on teaching technical vocabulary is not the intention of ESP teachers. However, there are some conditions in which they should offer help, for instance, when the learner find some difficulty in pronouncing technical words when reading a text.

1.6.2.2 Semi-Technical Vocabulary

The term semi-technical vocabulary includes a variety of items that are neither specific to a special field of study nor general to be used in every day language, such as, items that represent concepts common to all or some specialized disciplines like strategy, process and function (Notion, 2001, p .199).

1.6.3 Types of Content in ESP

In the book of Dudley Evans and St John (1998) ,a significant distinction is made between different types of content. There are two different contents in ESP which are carrier content and real content.

1.6.3.1 Carrier Content

An aspect that is used to assist the real content, it refers to the subject matter of an exercise (Dudley Evans & St John, 1998). The carrier content is used as a vehicle to carry the real content, for instance, using a text from speciality to motivate the learner and make the learning process easier.

1.6.3.2 Real Content

It is the linguistic content and the main purpose of the course. Dudley-Evans and St. John (1998) distinguish between real content and carrier content: “In ESP, any teaching activity, whether its aim is to teach language or skills, is presented in a context” (p. 11).

1.7 Required Skills for Teaching ESP

The ESP teacher should possess particular skills to improve the process of teaching and to avoid experiencing those difficulties they encounter during the course. For this reason, different scholars have explained that there are special skills should be acquired by the ESP teacher (Maleki, 2008, p.9) .They should possess:

1. English language knowledge because many of them are subject specialist who ignores many aspects of language. " Whether the text is one of a general or specific kind, the main academic objective is to enhance the students' ability and proficiency in handling English rather than providing them with jargons since they are already familiar with such jargons"(Carreon, 1996 ,p.5);
2. Thorough command of course design to be able to decide the content of the course based on the need of their learner;
3. To be flexible. According to Robinson (1991), flexibility means being able to change from a teacher of general English to a teacher of ESP;
4. The teacher should be able to think within the discipline to which their learners belong (Carreon 1996, p.4);
5. The teacher should also be able to make "NA, syllabus design, material selection and evaluation"(Venkatraman & Prema, 2007, p.1);
6. The teacher should receive an adequate training in ESP teaching. (Venkatraman &Prema,2007, pp2-3).

To conclude, teaching ESP burdens many teachers with obstacles. Therefore, all the above skills should be considered by the ESP teachers to improve the process of teaching-learning in an ESP enterprise.

1.7.1 Professional Competence

The concept of professional competence refers to the various activities that teachers follow to improve learning, which depends on the teacher's experience. According to Nunan and Lamb (1996, p.1), professional competence is the ability to be effective in managing teaching in a second or foreign language classroom. This means, creating a positive pedagogical environment. Arechaga (2001, pp 2-3) suggest the following qualities to promote the professional competence of the ESP teachers:

1. The teacher needs to be up to date as far as his profession requires. For instance, by attending seminars and workshops to enlightening teachers on modern developments in the domain of education.
2. The teacher should collaborate with other teachers in practice and shows experience.
3. The teacher should be able to choose suitable materials and various lessons that fit the learning process.
4. The teacher should have the interest to improve professionally. ESP teacher is advised to develop their professional competence through specialization in a certain

discipline or profession or experiencing further training or carrying out research besides their teaching (Tabatabaei ,2007, p.8).

5. ESP teachers must be able to operate effectively within the environment in which they find themselves. For example, the teacher be able to cope with different obstacles in the classroom situation (Freirmuth ,2001, p.858).
6. The teacher should be able to identify the needs of their learner, to design the appropriate course that satisfies their needs. For example, in teaching English for commerce purposes, the learner needs are to know how to write business letters.

1.8 Teaching Communicative Competence Through ESP Courses

Nowadays, teaching and learning technique has undergone a tremendous change. There has been a remarkable shift from a language-based approach towards a learner-centred approach. Besides, ESP is characterized as a learner-centred approach to teaching and learning English, emphasizing on promoting communicative competence in specific fields. In ESP context, communicative competence is the ability of learners to communicate using registers relevant to their field of study in a given situation (Dudley-Evans & St. John, 1998).

To achieve communicative language approach in ESP classroom, teachers should be able to promote students' learning through real-like meaningful communication by rising language input and expecting students to deliver more output (Huang & Liu, 2000, as cited in Larsari, 2011).

Gaur (2008) indicates that to teach communication skills, the traditional ELT methods are not sufficient. The author suggested the following procedures to enhance the communicative competence of the learner:

First, the use of technology makes the process of teaching more productive in terms of improvement. For example, using audio, visual aids. Thus, it is crucial for ESP teachers to be aware of the latest equipment and to have adequate knowledge of what is available. Second, developing language skills with precise orientation and practice. To this end, the curriculum should cover tasks that strengthen the achievement of generic skills, group work, critical thinking and effective communication skills. Third, competent teachers, teachers proficiency in managing such communicative courses would rely on the adjustment they gain from experts. "Teachers need to practice differentiated instruction to suit varying learning styles of students"(Tomlison, 2001). The teachers should be trained to design suitable lessons, tasks which would improve learner achievement.

1.8.1 Developing Communicative Competence as a Primary Focus of ESP Teaching

Communicative competence has become the main objective for teaching and learning English in ESP classes. First, Brown (1994) states that Communicative Language Teaching (CLT) should be adopted as an approach of teaching, he describes four underlying characteristics in defining CLT, which is summarized as follows:

1. The focus in a classroom should be on all of the components of communicative competence of which grammatical or linguistic competence is a part.
2. Classroom activities should be planned to include learners in the pragmatic, authentic, and functional use of language for specific purposes.
3. Both fluency and accuracy should be considered, they are complementary.
4. Students have to use their target language, productively and receptively (p. 266).

Second, Thabet (2018) declares that developing communicative competence is based on numerous factors related to teachers, learners, environment, syllabi and teaching situation. The author suggests the following activities to enhance learner's communicative competence:

- ❖ Oral conversation and dialogue in pairs or groups, to help learners in building their confidence and releasing language anxiety (Krashen,1981).
- ❖ Teacher–student interaction, teachers should create a positive environment in the classroom to motivate their learners to interact (Wang & Castro, 2010).
- ❖ Computer-Assisted Classroom Activities, the use of technology in teaching is an effective procedure to promote learner's communicative competence (Chun 1994).

To sum up, CLT aims to improve learners communicative competence, which includes both the knowledge about the target language and how to use this language appropriately in communicative situations (Jing, 2006).Moreover, communicative competence is a core of NA ,where the principal purpose of language learning procedure is to be able to communicate using that language in a practical context (Yalden , 2012).

Conclusion

In this chapter, it is remarked that commerce and technology were the main reasons for the emergence of ESP. Moreover, ESP was defined from several viewpoints, traced its origin and historical development. Besides, various characteristics of ESP were offered, which are classified into two concepts: absolute and variable characteristics. The next element was devoted to describing the types of ESP based on the purpose that is supposed to achieve. First, Carter (1983) has classified ESP into three types, second, Hutchinson and Waters

(1987) have discovered a “Tree of ELT” in which ESP is divided into three branches. Third, Dudley-Evans and St. John (1998) suggested a classification of ESP where each of EAP and EOP is divided into two branches. Furthermore, the current chapter shed light on the difference between ESP and GE, then it has examined language issues in ESP. The chapter also tackles the essential skills ESP teachers need to be qualified to teach ESP courses. Finally, the researcher described the process of teaching communicative competence through ESP courses.

CHAPTER TWO
ENGLISH FOR
COMMUNICATION
PURPOSES
COURSE DESIGN

CHAPTER TWO: ENGLISH FOR COMMUNICATION PURPOSES COURSE DESIGN

Introduction

2.1 Section One: Needs Analysis

2.1.1 Definitions of Needs Analysis

2.1.2 Types of Needs Analysis

2.1.2.1 Target Needs

2.1.2.2 Learning Needs

2.1.3 Models of Needs Analysis

2.1.3.1 Target Situation Analysis

2.1.3.2 Present Situation Analysis

2.1.3.3 Deficiency Analysis

2.1.3.4 Strategy Analysis

2.1.3.5 Means Analysis

2.1.4 The Importance of Conducting Needs Analysis

2.2 Section Two: Course Design

2.2.1 Stages in the ESP Process

2.2.1.1 Needs Identification

2.2.1.2 Course Design

2.2.1.3 Materials Selection /Production

2.2.1.4 ESP Teaching

2.2.1.5 Assessment / Evaluation

2.2.2 Approaches to Course Design

2.2.2.1 Language-Centred Approach

2.2.2.2 Skill- Centred Approach

2.2.2.3 Learning- Centred approach

2.2.3 Factors Affecting ESP Course Design

2.2.4 Current Situation Analysis of English Courses at the Department of Human Sciences,

Field of Communication

2.2.4.1 Teaching Load

2.2.4.2 Lecturers' Profile

2.2.4.3 Course Objectives

2.2.4.4 Teaching Materials

2.2.4.5 Learning Context

2.2.4.6 Learners Testing

Conclusion

Introduction

The process of teaching in an ESP context should be covered by conducting NA, then designing an appropriate course. The current chapter is divided into two sections; the first section addresses NA definitions, types, and models. Also, it highlights the importance of conducting NA. The second section sheds light on issues related to ESP course design. This includes the stages in ESP Process, consider the major approaches to course design, and offer some factors affecting ESP course design. Furthermore, researchers will be mainly analyzing the current situation of English courses at the department of human sciences.

2.1 Section One: Needs Analysis

Conducting NA in an ESP teaching and learning context is an essential procedure to carry out any course design. Accordingly, the content of the course to be taught is based on learners needs. Thus, this will have a positive influence on learner's performance since it improves their proficiency and motivates them to learn.

2.1.1 Needs Analysis Definitions

In the field of ELT, NA has been defined by many scholars as to the cornerstone of ESP (e.g. Munby 1978; Hutchinson & Waters1987; Robinson 1991; Johns 1991; Dudley-Evans and St. John, 1998). It has an essential role in the process of carrying out any language course. In this vein, Iwai et al (1999) defined NA as the tasks that are covered in gathering information; which will serve as the base for producing a curriculum that will suit the needs of learners. Moreover, John (1991) claims that in order to have a valid and suitable course design for all the subsequent exercises, NA ought to be the initial step. Similarly, it had been defined by Brown (1995) as:

The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (p. 36).

To clarify, NA is a process; used by course designers. It is used to collect subjective information such as; factual information about learners and their use of language in real life, objective information which refers to cognitive and unobservable facts to produce a course that satisfies; administrations teachers and students. Therefore, NA is the essential process forming a curriculum which fits the needs of the learners in a specific field. Furthermore, according to Witkin and Altschuld (1995) NA is “a systematic set of procedures undertaken

for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources” (P. 4). According to this definition, NA should fit the needs of the learners in their actual state of affairs and the aspired state of affairs. In addition, Widdowson (1981) explained NA in two distinctive ways:

On the one hand, it can refer to what learner needs to learn to do with language once he or she has learned it. This is goal-oriented definition of needs and relates to terminal behaviour, the ends of learning. On the other hand, the expression can refer to what the learner needs to do actually to acquire the language. This is a process-oriented definition of needs to transitional behaviour, the means of learning (p.2).

To sum up, NA describes what and how of a course. In other words, it decides the content of the course to be adopted and behaviour of learners towards the language. Furthermore, it indicates what learners have to do in order to acquire the language in a special context.

2.1.2 Types of Needs Analysis

The concept needs are usually applied as an umbrella term comprising various interpretations (Richterich,1983). Nevertheless, many ESP specialists (Hutchinson &Waters 1987, Robinson 1991, West 1993) agree on the existence of two types of needs, namely, target needs and learning needs. This agreement is also described by Senhadje (1993) who asserts “we analyze the learner's needs by distinguishing target needs and learning needs”. The following figure shows the classification of Needs according to Hutchinson and Waters (1987):



Figure2. 2 Hutchinson and Waters Classification of NA (1987,pp.55-56)

As mentioned previously in the above figure, there are two types of needs : first, target needs which include, necessities, lacks and wants. Second learning needs.

2.1.2.1 Target Needs

NA is a complicated procedure that has to consider what Hutchinson and Waters (1987) explain as 'target needs', "what the learner needs to do in the target situation" (p, 54). That is to say, what language elements needed to accomplish a definite communicative goal. In this regard, Hutchinson and Waters suggest further subcomponents of target needs which are: Necessities, lack, and wants.

❖ Necessities

They refer to learners academic or occupational demands of the target situation. In other words, what they have to know in order to perform efficiently in the target situation (Hutchinson and Waters,1987, p. 55). Hence, needs "are perhaps more appropriately described as objectives to be reached" (Robinson, 1991, p. 7).

❖ Lacks

Are the learner's weakness in the target situation. That is to say, lacks reveal the gap between the current proficiency level of the learner and the expected level of proficiency. (Hutchinson and Waters,1987).

❖ Wants

They represent the learner's personal aims which they want to acquire from the language course. Accordingly, they are called also 'subjective needs' because they seem to be very personal, and they may contradict with the necessities (West,1993). Thus, means must be determined to assist them.

2.1.2.2 Learning Needs

The concept of learning needs refers to the "Factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background" (Xiao, 2007, p. 2). Moreover, according to Robinson (1991) learning needs are "...what the learner needs to do to actually acquire the language." (p. 7). In other words, it outlines the way between the opening point "lacks" and the target point "necessities".

2.1.3 Models of Needs Analysis

There have been various studies about the distinctive models of NA in EFL. Jordan (1997) offers five main models as follows: Target-Situation Analysis (TSA), Present Situation Analysis (PSA), Deficiency Analysis (DA), Strategy Analysis (SA) and Means Analysis (MA).

2.1.3.1 Target Situation Analysis (TSA)

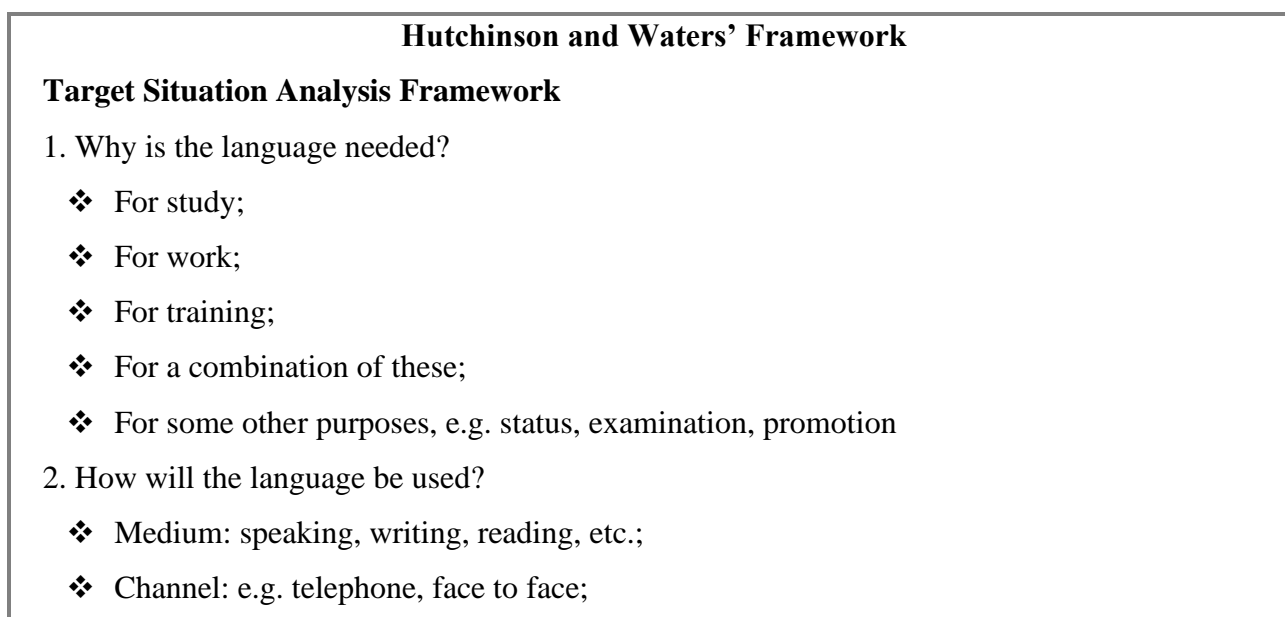
Learners employ the target language in several situations according to the practical demands of the context. Accordingly, Richards et al (2002, p. 539) assert that, TSA is:

The situation or setting in which the student will have to use the target language. This may be a study or work situation or any context in which the learner needs to use the language. Analysis of the communicative and linguistic demands of the target situation is an essential phase in needs analysis.

This designates that the learning situation requirements determine the learners' needs in the target situation and therefore the syllabus to be executed. TSA was introduced by Chambers (1980) as "communication in the target situation". which emphasizes on recognizing the learners' language demand in the academic or occupational situation they are being prepared for (West, 1994). Dudley-Evans and St-John (1998, p .125) explain TSA as: "Tasks and activities that learners are/will be using English for target situation". Further, according to them (1998, p .124) "TSA includes objectives, perceived and product-oriented needs." They illustrate that the objective and perceived needs are originated by outsiders from evidence and what is known and can be checked. Moreover,

Hutchinson and Waters (1987, p. 59) consider that TSA "involves asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process". They proposed the following framework that describes the type of information that course designers need to collect from the analysis of target needs:

Figure 2. 3 Hutchinson and Waters TSA Framework (1987, p .59)



❖ Types of text or discourse: e.g. academic text, lectures, catalogues, etc.

3. What will the content areas be?

❖ Subjects: e.g. medicine, biology, commerce, shipping, etc.;

❖ Level: technician, craftsman, postgraduate, etc.

4. Where will the language be used?

❖ Physical setting: e.g. office, lecture theater, hotel, workshop, library;

❖ Human context: alone, meetings, demonstrations, on telephone;

Linguistic context: e.g. in own country, abroad

5. When will the language be used?

❖ Concurrently with the ESP course or subsequently;

❖ Frequently, seldom, in small amounts, in large chunks.

To sum up, TSA is usually represented in terms of target needs, which are expressed earlier in terms of necessities, lacks and wants. Also, TSA examines the productive skills in many situations that will be used later as the base of courses design. Nevertheless, it was criticized by many scholars and this what paved the way for the emergence of another model namely “Present Situation Analysis”.

2.1.3.2 Present Situation Analysis (PSA)

The term Present Situation Analysis (PSA) was suggested by Richterich and Chancerel (1980) and it was considered as a complement to TSA (Jordan,1997). According to Robinson (1991, p. 8), PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses.” That is to say, PSA tries to recognize the learners at the start of the language course. For Jordan (1997) the students, the teaching enterprise, and the work situation compose the principal sources of knowledge in PSA model. Which means that, the role of course designer is to collect information from them about several teaching techniques, level of potential, and their attitude towards language teaching and learning. Besides, Songhori (2008) remarks that valid NA has to mix both TSA and PSA in order to fit the needs of learners and fulfil the desired objectives.

2.1.3.3 Deficiency Analysis (DA)

According to Jordan (1997, p. 26) the term Deficiency Analysis (DA) refers to the necessities that the learner lacks. Besides, it bridges the gap between the actual language

level of learners and the proficiency level that they would attain (Dudley-Evans and St. John, 1998). Moreover, According to Allwright (1982, cited in West, 1994), NA models that was formed to focus on the existing needs or wants of the learner are called analysis of learners' deficiencies. Therefore, this DA is the way to cover beginning from the immediate situation to the target situation, taking the learners needs into consideration.

2.1.3.4 Strategy Analysis (SA)

Strategy analysis (SA) also known as learning NA, it deals with the strategies used by the learners in their learning of different language. According to West (1998), it is not associated with what learners need to learn but how they prefer to learn. Also, Jordan (1997) affirms that unsuitable teaching approach to SA is the teacher-centred approach because learners must choose learning strategies that are identified by their teachers.

2.1.3.5 Means Analysis (MA)

The term Means Analysis (MA) was founded by Holliday and Cook (1982) as a trial to assist language course to limited situations. That is to say, MA presents to us "the information about the environment in which the course will be run" (Dudley-Evans and St. John, 1998, p. 125). MA seeks to study those factors that Munby eliminates, that are mainly related to the feasibility of the language course. Accordingly, MA is recommended to establish a workable course design" (Dudley-Evans and St. John, 1998). Swales (1989, p. 89) have elaborated the scope of MA more by proposing five factors which need to be respected by the course designer if they want to produce a successful curriculum, these factors are:

- ❖ Classroom culture;
- ❖ EAP staff;
- ❖ Pilot target situation analysis;
- ❖ Status of service operations;
- ❖ Study of change agents.

To conclude, several scholars consider that NA is a mixture of TSA and PSA models that work together to collect information. Nevertheless, to in addition to the above-mentioned models, additional models of NA were offered by Robinson (1991): Register analysis (which examines vocabulary and grammar of), discourse analysis (reviews how sentences link into discourse), and genre analysis (concentrates on regularities of structure that distinguishes texts).

2.1.4 The Importance of Conducting Needs Analysis

The studies about the importance of NA emphasizes on its functions either as starting point or as a guide for course design, materials selection, classroom activities or even assessment. Besides, it was considered as the pillar of any course design (Richerich and Chancerel,1987). Therefore, it is suggested that NA should be continuously conducted because "students become more involved with the course, their attitudes and approach may change" (Robinson, 1991, p. 15).In the same vein, Ouakrime (1997) mentioned that "an ongoing system of evaluation, aiming to provide information on how the program itself can be improved through the introduction of changes that is deemed necessary"(p. 16).That is to say, NA should be regarded as ongoing process because it is not restricted to the start of designing courses; however, it can be used at the beginning to know the potential of learners, at the middle to decide whether to go forward or stop to revise objectives and at end of each unit or session to assess learners progress. Burnaby (1989) also says that "the curriculum content and learning experience to take place in class should be negotiated between learners, teacher, and coordinator at the beginning and renegotiated repeatedly" (p. 20). Moreover, according to Dudley-Evans St. John (1998) "Needs leads to a very focused course" (p. 122). Which means, NA associates learners' needs to the ESP course goal, which varies according to the nature of the discipline. Furthermore, NA has an essential role in the process of carrying out a course in an ESP setting as it clarifies by Basturkmen (2006) who affirms that "the task of the ESP course developer is to identify the needs of the learner and design a course around them" (p. 18). Thus, Dudley Evans and John (1998) demonstrated that NA in ESP is a useful tool to determine the subsequent information:

- ❖ Professional information about the learners: the learning tasks that are/will be using English for-target situation analysis.
- ❖ Personal information about the learners: Agents which may influence the way they learn such as cultural information.
- ❖ English language information about the learner: What their skills and language use in the present situation.
- ❖ The learners lack: It represents the gap between PST and TSA.
- ❖ Language learning information: useful ways of learning the skills.
- ❖ Professional communication information about learners: Knowledge of how language and skills are employed in the target situation.
- ❖ Information about the environment in which the course will be held (p. 125).

To sum up, the goal of ESP teachers as a course designer is to carefully analyze learner's needs to improve the quality of teaching and learning in an ESP context. Hence, learners have a major role in the elaboration of courses when are involved actively in the process of learning.

2.2 Section Two: Course Design

Course design is a process of gathering data to form productive exercises, and to formulate an appropriate context for ESP learners to achieve their aims. Accordingly, the process of carrying out any course design should be given more attention from ESP teachers to provide effective courses that would fit their learner's expectations.

2.2.1 Stages in The ESP Process

In ESP teaching, some fundamental components have to be taken into consideration in order to achieve the desired objectives. These components were suggested by Dudley-Evans and Johns (1998, p .121) “The key stages in ESP are needs analysis, course and (syllabus) design, materials selection (and production), teaching and learning, and evaluation”. The stages of the ESP process are summarized in the following figure:

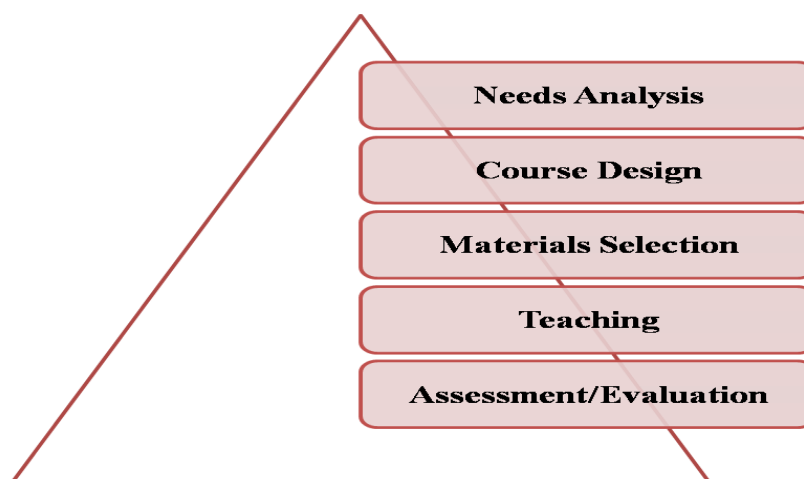


Figure 2. 4 Stages of ESP Process (Dudley-Evans and St. John1998, p.121)

Dudley-Evans and St. Johns (1998, p. 121) show the theory and the reality of the stages in ESP process by these cyclical representations:

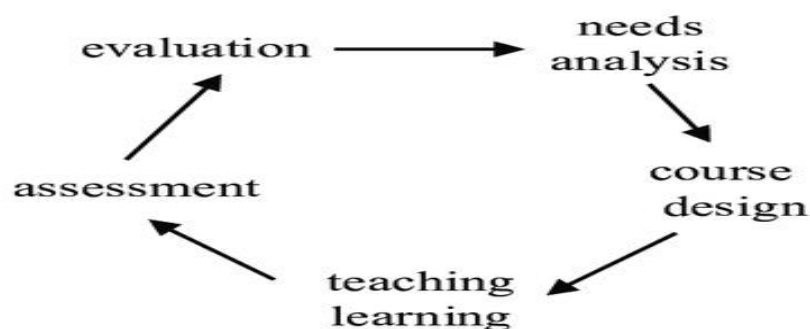


Figure 2. 5 Stages in the ESP Process: Theory

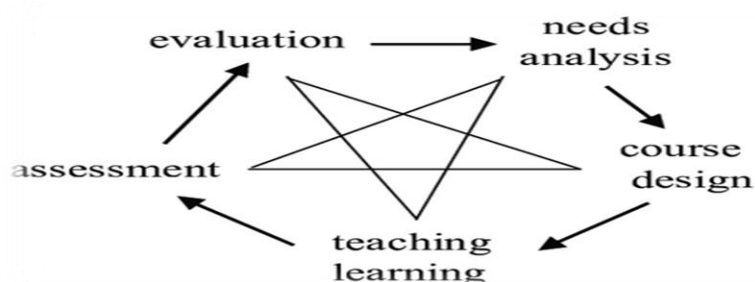


Figure 2. 6 Stages in the ESP Process: Reality

For them,” ESP course design is the product of a dynamic interaction between these elements which “...are not separated, linearly-related activities, rather, they represent phases which overlap and are interdependent” (p. 121). That is to say, these components draw aspects which are interdependent.

2.2.1.1 Needs Identification

The first stage in ESP process is the identification of need , Senhadje (1993) affirms "If you define the needs, you define the content of the course" .In other words, ESP is distinguished by its content (architecture, biology, communication) but more importantly by the identification the need of a specific group of the learner. Moreover, Robinson (1980) declares that “...an ESP course is purposeful and is aimed at the successful performance of occupational or educational roles. Is based on rigorous analysis of students’ need and should be tailor made” (p .13).

2.2.1.2 Course Design

ESP course design is the process of gathering data to develop effective tasks and to create a suitable learning context for ESP learners. Many scholars attempted to define it. First, Munby (1978, p. 2) asserts that ESP courses are “Those where the syllabus and the materials

are determined by the prior analysis of the communication needs of the learner.” That is to say, the first step through designing an ESP course is analyzing learners’ needs. Second, according to Hutchinson and Waters (1987, p. 65), a course is “An integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge”. So, course design is the preparation and planning of a course to attain the desired goals. Third, Robinson (1991) states that the ESP course is the outcomes of three elements: The result of NA, the course designer's approach to syllabus and methodology, and the authentic materials. which means that, the subject area of the learners as well as the semantic, lexical and structural features of the language characteristics of the specific field are important in the ESP course. To sum up, the objective of the ESP courses is to provide the learners with special skills and vocabulary needed in their domain in order to be able to communicate effectively in the target situation. To fulfill these objectives, there are crucial parameters that should be taken into consideration such as: The identification of learners needs, syllabus design, materials production and evaluation and assessment.

2.2.1.3 Materials Selection /Production

In ESP context, the selection of the suitable materials is not an easy task for ESP teachers because most of the time they are not available. This view is supported by Hutchinson and Waters (1987) who asserts that “It is likely that a course tailored to the needs of specific group of learners will not be available” (p.106). According to Meads (1978) who states that, “The efficiency of ESP materials should be measured by the degree to which the student recognizes the relevance of the content to his immediate needs” (p .2). That is to say, the ESP teachers have to innovate materials which present useful area of the language so that learners can comprehend the direct connection between their needs and the content.

2.2.1.4 ESP Teaching

The ESP teachers need to be flexible which is the essential characteristic needed to deal with various groups of learners (Robinson,1991). In the same view, Hutchinson and Waters (1987) clarify that “ESP teachers do not need to learn specialist knowledge. They need three things: A positive attitude towards the ESP content, knowledge of basic principles of the subject area, an awareness of how much they already know”(p. 163). That is to say, ESP teachers should have the capacity to perform in any situations.

2.2.1.5 Assessment / Evaluation

Evaluation is a step that provides information for adjustments and re-planning goals. the evaluation step is crucial in ESP because it aims to evaluate and assess how these goals have been reached. According to Dudley -Evans and ST. John assessment encompasses benefits such as reinforcements, confidence-building, involvement and building on strengths.

Hutchinson and Waters (1987, p. 144) propose two interrelated levels of assessment:

- ❖ Learner assessment: To measure the learner's achievement and level of proficiency.
- ❖ Course evaluation: Evaluating the ESP course to identify whether the purposes were accomplished or not (p .144).

2.2.2 Approaches to Course Design

Researchers affirm the understanding of the different approaches to course design before designing any course. These approaches vary according to the purpose of the course and learners' needs. Hutchinson and Waters (1987) propose three main approaches: language-centred, skills-centred and learning-centred.

2.2.2.1 Language-Centred Approach

The first approach is a general approach which links the ESP course content to the learners' target situation. Therefore, this approach is a feasible procedure because it begins with recognizing the learners' target situation needs to the design of relevant materials and then to the evaluation processes (Hutchinson &Waters, 1987, p. 65).

. In other words, it improves the linguistic proficiency of learners that is needed in the learning context. However, this approach seems to have some weaknesses. Hutchinson and Waters (1987) established the weaknesses of this approach as follows:

- ❖ This approach does not consider the learner at all stages of the design process, they consider it as learner restricted.
- ❖ They saw this approach as a static and inflexible procedure, because it does not give a time for feedback in case of sudden situations.
- ❖ It does not show precisely the competence that conceal behind the performance.
- ❖ It does not acknowledge the factors which are essential in the design of the course.

For example, types of texts taken to be included in the course are irrelevant to the discipline of the students (p. 68). The drawbacks of language-centred approach breathed life into another major approach in ESP course design, namely skill-centred approach.

2.2.2.2 Skill- Centred Approach

This approach is based on two major principles: theoretical and pragmatic (Hutchinson & Waters, 1987). The theoretical principle implies that any language behavior incorporates receptive and productive skills that learners should operate to produce or comprehend any spoken or written discourse. The pragmatic principle is derived from the idea that ESP learners' goals is to promote particular skills and strategies that may be used in the target situation will help them at the end of the course (p. 69). That is to say, it considers learners as language users not as language learners and it examines the competence that reinforces their performance. Holmes (1982, cited in Hutchinson & waters,1987, p. 70) proves clearly the principles of this approach when he declares that:

[...] is at least realistic in concentrating on strategies and processes of making students aware of their own abilities and potentials, and motivating them to tackle target texts on their own after the end of the course, so they can continue to improve.

Thus, the procedure of skills-centred approach emphasizes on:

- ❖ Identification of the target situation
- ❖ Setting the theoretical views of language and learning
- ❖ Analyzing of the skills required to cope with target situation
- ❖ Writing a syllabus
- ❖ Selecting texts and write exercises to focus on skills and strategies in syllabus
- ❖ Establishing evaluation procedures which require the use of skills and strategies in syllabus (p. 71).

To conclude, it is marked that this approach highlights the role of the learner as an essential factor; nevertheless, it considers him as a language user; not as a language learner (Hutchinson & Waters, 1987). Additionally, it is a beneficial means for the teacher to attain potentials and abilities learners convey to the classroom.

2.2.2.3 Learning- Centred Approach/ Learner-Centred Approach

The essential element in this approach is the learner, as Hutchinson and Waters (1987, p. 72) state “the learner-centred approach is based on the principle that learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new”. Learner- centred approach differ from the other approaches, because it considers the learner at all stages of course design. Thus, the learner is viewed as an opening point when examining the target context, designing syllabus and then select appropriate

materials. That is to say, the learner is a vital factor in the learning process, which has two meaning. First, course design is a negotiation procedure where the ESP learning situation as well as the target situation have an impact on the nature of the syllabus, materials, methodology and evaluation process. Second, course design in a dynamic procedure where needs and resources vary depends on time (Hutchinson & waters,1987, p. 74).

To sum up, as an ESP teacher, it is not easy to select the best approach to design an ESP course. Accordingly, Robinson (1991, p. 40) declares that there is no unique model for an ESP course, since all approaches should be used as being simultaneously accessible and each approach needs to be adapted to a precise situation.

2.2.3 Factors Affecting ESP Course Design

Designing an ESP course is not an easy task, since it may burden the course designer at any stage. According to Hutchinson and Waters (1987), three factors influence the process of designing an ESP course: language description, theories of learning and NA. First, language descriptions refer to “the way in which the language system is broken down and described for the purposes of learning”; that is to say, what knowledge is appropriate to be included in the syllabus. Second, theories of learning, are explained in terms of the classical of traditional grammar, structural linguistics, transformational generative grammar, language variation and register analysis, functional or notional grammar and rhetorical analysis, in other words, it is about the methodology to be adopted. Third, NA which depends on the nature of a particular target and learning situation. The following figure is an illustrative representation of those factors:

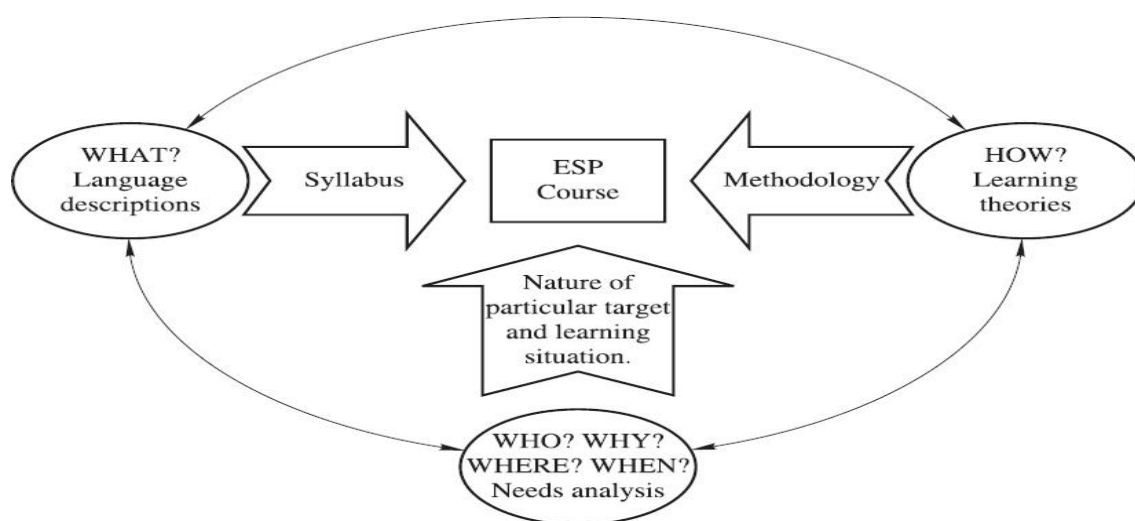


Figure 2. 7 Factors Affecting ESP Course Design (Hutchinson&Waters,1987, p.22)

To conclude, the process of designing an ESP course is a matter of asking various questions (Hutchinson and Waters,1987), they listed the above questions under three principal categories: Language descriptions that are concerned with the adapted syllabus to be taught, theories of learning which refers to the methodology, and NA which is the identification of language and skills to determine content for the ESP course.

2.2.4 Current Situation Analysis of English Courses at the Department of Human Sciences, Field of Communication

The department of human sciences is part of the Faculty of human and social sciences. The License Master Doctorate (LMD) system at the faculty of human sciences is one year of common core of human sciences, and then the second year for specialty there is a directive configuration where the student has to choose specialty, they want to study such as History, librarianship, media and communication. At the third year of graduation, the student is in front of professional configuration where they can choose one of the following fields: Information and technology documentation, communication, general history and media. English is taught as an E.S.P course for those who choose to study English. That is to say, other students in the same range do not study English rather they choose to study French. Additionally, the period allotted for teaching English is one hour and a half per week. Besides, the credit and coefficient of English in this faculty are only one. Furthermore, students are taught either glossary related to their discipline or grammar aspect in isolation.

2.2.4.1 Teaching Load

Time is one of the major characteristics in the teaching setting. The time assigned to the teaching of English for all levels in the faculty of human sciences is one hour and a half per week; which is not sufficient to reach the desired objective. Also, the English courses begin after three weeks from the official fixed date, which have a great impact on teachers' performance. Moreover, the number of English teachers in the department of human sciences is six; four of them have experienced teaching English for communication purposes.

2.2.4.2 Lecturers' Profile

Most of ESP teachers in the department of human sciences are language specialists; all working in various departments such as social sciences, law and political science. The ESP teacher of communication that we are working with; has a master's degree in English and has graduated last year. That is to say, she had no training, and the courses that she was

delivering is proposed from the canvas. Furthermore, in this department, there is no collaboration between the language specialist and subject specialist.

2.2.4.3 Course Objectives

The various objectives are set by the administration; the teachers have received their program on the canvas. At the end of the year, learners of communication are supposed to be able to translate words or even paragraphs in English. As stated by the head of the department, the English language will improve learners' educational and professional chances in a communication profession, because they are encountered with many situations where they have to communicate for this reason, the language system has to be obtained to accomplish a communicative goal.

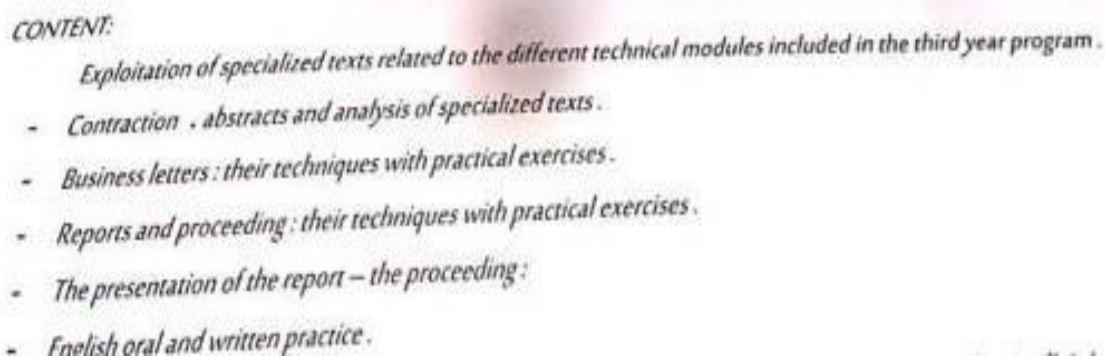


Figure 2. 8 The Course Content Proposed in the Canvas

2.2.4.4 Teaching Materials

Concerning the teaching materials, there is a specific syllabus in the department of human sciences; the teaching materials chosen by the teachers are courses found in the canvas, they have not been updated for six years. Also, most of the books about communication are available in Arabic and English at the library. Teachers also prepare some additional materials such as activities to translate technical terms into Arabic. In addition, teaching learner's grammar aspect in isolation and sometimes role plays activities. in which each pair makes a presentation and explains why they admire this particular brand; it should include some branding vocabulary that is suggested by their teachers.

2.2.4.5 Learning Context

Learning methodology used for third-year learners of communication. First, the learners are taught texts or passages in books related to their field of study. Second, they are asked to summarize the main ideas and to write a list of glossaries. Finally, they are exposed either to prepare an advertising and marketing for a specific product from their own choice; for

instance, choosing a brand of particular perfume then explaining its advantages over the other types and why they should try it, or reading a book and translate any passage from English into Arabic.

2.2.4.6 Learners Testing

The English course is officially included in the program in the department of human sciences. Third year learners of communication are tested through two or three tests during the semester, plus a tutorial mark at the end of each semester during the year to evaluate the learners who are supposed to have earned some basic rules in English, special terminology used in communication. The content of the test covers a text about gap-filling activities to evaluate their level in English and some questions about the text, and technical terms are also included. An important part of the exam is also given to translation. The content of the tutorial is also considered a crucial step to assess the learners' competence in reading and writing skills. It consists of the reading article in their discipline and to translate it from Arabic into English.

Conclusion

This chapter introduces NA as a crucial process to carry out any course design to improve learners' proficiency in ESP classrooms. It was divided into two sections; through the first section, we attempted to present an overview of NA definition, types, models; in addition, the importance of conducting NA. The second section, tackled some issues related to ESP course design, which covers stages in the ESP process, approaches to course design, and factors affecting ESP course design. Moreover, it spots light on the current situation analysis of English courses at the department of human sciences, field of communication.

CHAPTER THREE
FIELDWORK AND
DATA ANALYSIS

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

Introduction

3.1 Research Methodology

3.1.1 Research Approach

3.1.2 Research Strategy (ies)/ Design(s)

3.1.3 Data Collection Methods

3.1.3.1 Classroom Observation

- ❖ Aim(s)
- ❖ Structure and Content
- ❖ Piloting and Validation
- ❖ Administration

3.1.3.2 Questionnaire

- ❖ Aim(s)
- ❖ Structure and Content
- ❖ Piloting and Validation
- ❖ Administration

3.1.3.3 Interview

- ❖ Aim(s)
- ❖ Structure and Content
- ❖ Piloting and Validation
- ❖ Administration

3.1.4 Purposive Sampling Technique

3.1.5 Population and Sampling

3.1.6 Data Analysis and Procedures

3.2 Results

3.2.1 Analysis and the Interpretation of the Classroom Observation

3.2.2 Interpretation of the Observations' Results

3.2.3 Analysis and Interpretation of learners' Questionnaire

3.2.4 Interpretation of the Questionnaires' Results

3.2.5 Analysis and Interpretation of the ESP Teachers' Interview

3.2.6 Discussion and Interpretation of the Interview Results

3.2.7 Analysis and Interpretation of the Subject Specialist Interview

3.2.8 Discussion and Interpretation of the Interview Results

3.2.9 Summary of the Results

3.2.10 Synthesis of the Findings

3.3 Course Design

3.3.1 Aims of the Course

3.3.2 Goals and Objectives

3.3.3 Course Organization

3.3.4 Course Content

3.4 Sample Course

3.4.1. Unit2 : Sample Lesson

3.4.2 Unit4 : Sample Lesson

3.4.3 Unit5 : Sample lesson

3.4.4 Unit6 : Sample Lesson

Conclusion

3.5 Pedagogical Implications

3.6 Limitations of the Study

General Conclusion

References

Appendices

المخلص

Introduction

After presenting the literature review in previous chapters concerning ESP and English for communication purposes course design, this chapter deals with the fieldwork of the study and the collected data analysis. First, it offers the theoretical background of the research methodology that this research is based on. This chapter attempts to explain the research approach, the adopted research strategy, and the data collection methods that are used in testing the hypotheses that are suggested in this research. Besides, the main interest lies in designing a course for communication learners that would best respond to the needs of their field. For this reason, NA is conducted to gather the data required. Furthermore, it presents detailed analysis and interpretation of the gathered data; also, discussing and synthesizing the results in an attempt to check the validity of the research hypothesis.

3.1 Research Methodology

Every study requires a special research methodology that the researcher goes through while carrying his/ her study. In meaning, research methodology signals the multiple ways and tools applied to collect information about a specific issue.

3.1.1 Research Approach

In a broad sense, research approach can be interpreted as the theoretical framework of a research that a researcher selects depending on the nature of his/ her research. Accordingly, many scholars such as (Dornyei ,2007; Creswell ,2014; Gliner, Morgan, & Leech, 2017) claimed that the general approaches to conducting research are a qualitative approach, a quantitative approach, and a mixed method approach. First, the qualitative approach regarded as an unstructured approach. It covers the social sciences and other disciplines. Dornyei (2007, p. 24) declares:

...it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non- statistical methods. Typical example: interview research, with the transcribed recordings analyzed by qualitative content analysis.

That is to say, the qualitative approach manages with the non-numerical data, that its findings are open-ended. The qualitative approach relates to the description of the data. Second, Creswell (2014) states “the qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human people”. In other words, this type of research approach tends to describe, explore, or understand a particular phenomenon. Third, according to (Gliner, Morgan, & Leech, 2017) the qualitative approaches based on the social, behavioural, and health science fields such as

(phenomenological, grounded theory, ethnographic, narrative and case study (p. 115). Accordingly, the selection of each type of this approach is based on the researchers' needs.

❖ **Research Approach for this Study**

This research work as a descriptive-study, in which the researcher attempts at diagnosing the English language courses at the department of human sciences. Since the aim of this study is to conduct third- year learners of communication needs and to design a course that fits their expectations, this study adopted the qualitative method approach. For the reason that it is suitable for the nature of the present study, it helps to get more detailed and credible responses about the methodology of teaching and learning English in the department of human sciences at Biskra University. More importantly, it allows recognizing teachers' attitudes and learners' opinions towards ESP courses.

3.1.2 Research Strategy (ies)/ Design(s)

The researcher should adapt his/ her research design carefully because it is crucial for the research organization. Gorard describes the research design (2013, p. 8) as follows:

Research design in the social sciences is a way or organizing research project or program from its inception in order to maximizing the likelihood of generating evidence that provides a convincing answer to the research questions for a given level of resources.

That is to say, the research design is a process of arranging the research; from the initial to the final step to gather reliable results. According to Henry (1977) "research design not only anticipates and specifies the seemingly countless decisions connected with carrying out data collection, processing and analysis but it presents a logical basis for these decisions". In other words, it is a prediction and a valid plan for all decisions a researcher may rely on.

❖ **Research Strategy (ies)/ Design(s) for this Study**

In the present study, the researcher conducted the research with a case study (small - scale study), The main reason behind picking this research design is as it listed by Dornyei (2007, p. 155) "The case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context". Therefore, the case study affords the researcher with a chance to understand in-depth the phenomenon under study.

3.1.3 Data Collection Methods

Data collection methods are the processes that a researcher employ to collect data. It was defined by Walliman (2006, p.83) as "raw materials" that any researcher needs when producing his/ her study, depending on the research problem and the methods employed by the researcher. Thus, as Pandey and Pandey (2015) assert, "Tools may vary in

complexity, interpretations, design and administration. Each tool is appropriate for the collection of particular type of information". Hence, the selection of appropriate data collection methods based on the research questions, design, and sample. The adopted method should collect adequate information that helps the researcher in answering the research questions.

The data collection method that is conducted in the present study is the qualitative method of data collection. It consists of the unstructured observation, the structured questionnaire to collect data from third-year learners of communication, and the unstructured interview to gather data from both ESP teachers and subject specialists.

3.1.3.1 Classroom Observation

Dornyei (2007, p. 178) asserts that classroom observation provides direct information. In addition, Dornyei (2007, p179) suggest that there are two dichotomies to observe either as participant or non-participant. Cohen et al (2007) indicate that "It offers an investigator the opportunity to gather live data from naturally occurring social situations". Accordingly, the observation affords the researcher to understand the situation and it grants the researcher with direct information about a particular behaviour.

In the present study, the researcher adopts the observation as a data collection method, using an observation grid. The researcher planned to use the observation in order to collect information about the authentic situation while teaching and learning English in an ESP setting.

❖ Aim(s)

The first tool that the researcher used was a classroom observation, which aimed to be close to the natural environment understudy, to explore more the field and to gather more data about the methodology of teaching and learning English in an ESP context.

The researcher planned to use the observation to gather live data. Furthermore, the chosen data collection method allows evaluating many aspects at the same time. For example, content organization, interaction, materials and environment. In addition, it helps the researcher to observe the performance of the ESP teacher and the reaction of learners.

❖ Structure and Content

To fulfill the objective of this study, the researcher conducts a classroom observation with third-year learners of communication for six sessions as a non-participant observer using an observation grid. It takes the form of unstructured observation grid. The observation grid

formed as a table divided into two columns, the first column consists of the aspects adopted while the second column designated for the comments.

The observation grid composed of five aspects and twenty-nine sub-aspects. Each aspect used to identify either the ESP teacher performance about a particular aspect or the reaction of learners towards the delivered course. To start with, the first aspect concerned with the content organization in terms of whether the new lesson is linked to the previous one, if the overview presentation of the lesson is specific for the discipline, whether the objectives are communicated clearly at the start of the lesson. Also, whether the teacher uses examples to explain content. Further, if grammar rules are taught in isolation. Finally, to check if the lesson is reviewed at the end. Additionally, the second aspect devoted to evaluate content data and relevance in terms of whether the teacher uses technical terms, if the presented lesson improves learner's usage of the language in their discipline as well as to check if learner's needs are appropriately related to the lesson, and if there is structure of the lesson. Besides to examine if the teacher makes statements that are accurate according to the standards of the field. At the end, to discover if the teacher uses both languages.

Furthermore, the third aspect dealt with the teacher and learners' interaction. First, to investigate if third-year learners show curiosity in the subject, second, whether the teacher provides satisfying answers, third, if learners attention is directed to the relationship between the course and their discipline. Fourth, whether learners are praised regularly for their achievement, fifth, if the teacher involves all the learners, listen to them and respond appropriately. Besides, to check if the teacher provides opportunities and time for learners to practice. Finally, whether the teacher treats learner as individuals.

In addition, the fourth aspect arranged to evaluate the used materials and environment such as if the lesson is supported with examples from learners' discipline, if the teacher uses variety of classroom activities, whether the teacher integrated Information and Communication Technology (ICT) devises in the lesson, and if the instructional materials were appropriate for the lesson. Moreover, whether mistakes and misconceptions are recognized and used constructively to facilitate learning. Additionally, to know the number of learners who participate.

Finally, the fifth aspect handled the classroom management such as if teacher waits for class attention before speaking, whether the teachers motivate and engage learners actively in developing knowledge, and if the teacher provides clear and appropriate instructions, in addition to investigate whether the ESP teacher moves systematically around room.

❖ **Piloting and Validation**

In the present study, the researcher before undertook the classroom observation they piloted the observation grid (Appendix 01) were pre-applied to validate the content to get the required information. Accordingly, the main objective of the piloting stage was to examine the content of the observation grid. Additionally, the piloting stage intended to validate the inquiry of the research.

In the piloting phase, the researcher attended two sessions to pilot the observation checklist. The researcher undertook the piloting stage in a comfortable environment. the researcher observed the aspects that are scheduled in the observation checklist and they found that these learners had challenges in pronunciation. In addition to the overuse of translation into Arabic, and they had a common mistake in the use of tenses.

As far as the content organization is concerned, the new lesson is linked well to the previous one, and the objectives of the lesson are not clearly communicated at the beginning of the lesson. In addition, the teacher uses many examples to explain content. However, the grammar rules are taught in isolation. Moreover, the overview presentation of the lesson is specific for the discipline; the learners are asked to bring more than 10 words related to their field of specialism and translate it into English; Additionally, the lesson is not reviewed at the end.

As far as the content data and relevance aspect, the language used is highly technical, Furthermore, the lesson presented improves learner's usage of the language in their discipline; for example, they select words that are specific for communication and they try to spell these words and make list of glossaries. Moreover, the teachers make statements that are accurate according to the standards of the field.

As far as the interaction between the ESP teacher and learners, the researcher observed that the teacher involved the majority of the learners, listen to them and responds appropriately. Besides, satisfying answers are provided to learners. Also, teacher treats learner as individuals; for example, she uses learners' names. Furthermore, learners are praised regularly for their achievement which is a crucial step that may improve their motivation.

As far as the materials and environment is concerned, the teacher did not integrate any ICT devises in the lesson. In addition, the majority of learner's mistakes and misconceptions are well recognized and corrected. However, there is no varieties of classroom activities, the

ESP teacher stick only to one activity which is the translation of words from Arabic into English.

As far as the classroom management aspect, the ESP teacher waits for class attention before speaking. Also, she provides a clear and appropriate instructions for learners. Moreover, the teacher moves systematically around room and tries to motivate learners to participate.

After tackled the piloting stage, the researcher designs the final observation grid (Appendix 02) after making some modifications on it from what they had received from the pilot study. As far as the validation, the supervisor made some helpful remarks about the observation checklist. He suggested keeping the spaces open to write all the information observed while observing and to use freewriting because we will need this during reporting data. Accordingly, the researcher makes some changes and transform the observation checklist into an observation grid to write all the information.

❖ Administration

The classroom observation had been started first: from 08th, December, 2019 and 15th December, then from 2nd February to 23th February 2020. It conducted with one class from the third-year learners of communication at the department of Human sciences at Biskra University. It lasted six weeks in which the researcher attends six sessions as non-participant observer. The observation was done directly by observing the methodology of teaching and learning through following the aspects of the observation grid (Appendix 02).

Every observation's session took one hour and a half. During this time, the researcher set at the end of the classroom to observe all the classroom events, without interfering in the teaching and learning activities. Besides, the handled observation was direct; the researcher has not used any record devices. Furthermore, researchers relied on personal observation.

3.1.3.2 Questionnaire

According to Brown (2001, p. 6) a questionnaire is "any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers" (cited in Dornyei, 2007, p. 102). Therefore, the questionnaire is a tool used in gathering data about a phenomenon to distinguish the respondents' views and attitudes.

In the present study, the researcher adopts the questionnaire as a data collection method, in order to obtain learners' opinions concerning the way of teaching and learning English in

their department, and to know their needs to carry out an effective course that would fits their expectations.

❖ **Aim(s)**

The purpose of the under-investigated questionnaire was to gather data from third-year learners of communication at Biskra University. It was used as a tool for the study to investigate learners' opinions about the methodology of teaching and learning English. In addition, it aimed to conduct learners needs. Furthermore, the researcher attempted to design a course for those learners based on their needs.

❖ **Structure and Content**

The present questionnaire, three sections were proposed to the respondents. Each section designed to gather data about one aspect of the study under-investigation. These were introduction, personal information, learners' perception towards the English language needs, and English for communication. In the end, the researcher thanks the respondents for their collaboration. Basically, the first section contains three (3) questions while the second and the third sections include six (6) questions. Moreover, the questionnaire was a close-ended question either by ticking yes/no answer, multiple choices or ranking scale to obtain direct responses. It submitted hand to hand to the sample of third- year learners of communication in an ordinary session. Accompanying with the design of this questionnaire, another section was devoted to the respondents in the piloting stage (see Appendix01). This division comprises four (04) questions; it was the space for learners where they could give their opinions and recommendations about the layout and the content of questions.

Section one: Personal information (from item 1 to item 3)

This section composed of three questions. It designed to recognize the respondents' gender (Q.1), their opinions about the importance English language (Q.2), and their level in English (Q.3). This section provides personal information about the respondents.

Section two: Learners' perception towards the English language needs (from item 1 to item 6)

The present section composed of six questions. It attempted to investigate respondents' perceptions whether the English courses at their department reflect their needs (Q.1), then (Q.2) aimed to know if one hour and a half session per week is sufficient to learn English. Moreover, they requested to identify the difficulties they encounter in the English language (Q.3). Then, in (Q.4) the respondents asked to rank the skills according to their importance in their discipline. Besides, in (Q.5) they are requested about the way they need the ESP

course to be delivered. In the final question in this section, the respondents asked about the kind of class work they need more (Q.6).

Section three: English and communication (from item 1 to item 6)

In this section, the respondents asked to indicate how much they agree or disagree with multiple statements (Q.1). Then, they asked about topics they need to study in ESP course (Q.2). Moreover, the respondents requested to indicate which listening skill they want to improve (Q.3). In addition, they are asked to specify the speaking skill they want to promote (Q.4), and which writing skill they want to enhance (Q.5). In the last question, respondents requested to determine the reading skill they want to develop (Q.6).

❖ Piloting and Validation

Before the administration phase, the learners' questionnaire was pre-used to verify its content in order to get the needed data. Fundamentally, the principal goal behind the piloting stage was to check out the understandability of the questions, vagueness, to examine if there were repeated questions, and to validate the attractiveness of the layout. In the piloting stage, which taken place on 23th, February, 2020, the questionnaire distributed to five (05) learners from the population of third year learners of communication at Biskra University as a pilot phase (see Appendix 01). It is important to note that the questionnaire collected in the same session. Furthermore, the learners took ten (10) minutes to answer the questions. Additionally, all learners agreed that the questions were understood, there was no vagueness, there were no repetition, and the layout was attractive.

The supervisor made some valuable remarks concerning the questionnaire; he suggested to change the options in the first section (Q.3) from very low to beginner, from low to intermediate, and from good to advanced. For more details, the supervisor proposed to give the options in the second section (Q.4); he mentioned that we should give what each option stand for.

❖ Administration

In the administration phase, the questionnaire was designed for third-year learners of communication at the department of human sciences at Biskra University (see Appendix 02). The researcher decided to distribute the questionnaire online due to the quarantine. In fact, we collected 30 responses in three days from 14 to 17 April 2020. Additionally, it was a beneficial and helped process to receive complete and quick results.

3.1.3.3 Interview

The third tool that the researcher used for her research were unstructured interview with both ESP teachers and the subject specialists. It aimed to gather ESP teachers' as well as the subject specialist's as an expert in the field to reveal the methodology of teaching English in the department of human sciences and to obtain more information about the need of communication learners to the English language.

❖ **ESP Teachers**

The researcher has conducted unstructured interview with two ESP teachers both of them are part-time teachers at the department of human sciences at Biskra University. Both teachers hold a master degree in English studies; the one we are working with has one has no experience in teaching, while the second one has 3-years' experience teaching at university. The interview aims at revealing learners' needs and lacks because the English teacher can give data about their domain for development in English. Moreover, the interview attempts to explore the current teaching procedure and content in the department of human sciences to consider them when carrying out a course design.

❖ **Subject Specialists**

Two subject specialists, one who teach public relations and the other communication, were selected from the Department of human sciences at Biskra University to take part in the interview. It was created to highlight the importance of English, cover learners' necessities in the communication field, that is, to determine the learning needs. It comprises of 13 questions.

❖ **Aim(s)**

The under-investigated research interviews were planned for ESP teachers and subject specialists at the University of Biskra. The main objective from the ESP teachers' interview is to have more details about their methodology of teaching in the department. Additionally, the objective behind conducting the subject specialists' interview is to have a detailed and advocate perception of their learners' needs and lacks since these teachers are experts in the field and are best placed to identify the needs of their learners from the delivered language course.

❖ **Structure and Content**

The interviews are designed to gather data from teachers as well as the subject specialist teachers in the department of human sciences at Biskra University. On one hand, the ESP teachers' interview; is a telephone unstructured interview contains twenty-one (21) questions (open-ended and close-ended questions). From the designed interview, we aimed

to know where they get the course content and how they organize it, and spotted the light on where do they get the materials for their courses. More importantly, to know why NA is neglected by most ESP teachers. On the other hand, we designed another telephone unstructured interview with subject specialists that consist of thirteen (13) questions (open-ended, close-ended questions and multiple-choice questions)

❖ **Piloting and Validation**

Before the final administration, the researcher decided to choose one teacher and do the piloting stage concerning the interview of the subject specialist, and two teachers concerning the interview of the ESP teachers. Actually, the piloting stage aimed to investigate if the interviews' questions were understandable, repeated, vague. Nevertheless, the main purpose behind the piloting stage was for collecting teachers' feedback and comments to consider them when designing a course.

The piloting stage of the subject specialist took place in February 2020; it took one week because teacher was not available. Also, it was face-to-face and recorded interviews. Moreover, the researcher observed that the teacher was collaborator. The subject specialist did not find any difficulty in answering our questions. As far as the ESP teachers' interview is concerned, the piloting phase was a telephone interview. Overall, the results were positive because they did not find any vague or repeated questions.

❖ **Administration**

For the administration stage, the interviews were designed as a telephone unstructured interviews administrated to both ESP and subject specialist teachers in the department of human sciences at Mohamed Kheider University of Biskra. In fact, the interviews were administrated to two teachers of ESP and two subject specialists' teachers (n=4); they were a telephone interview with all of them. In addition, the interviews were done in the same day Juin13, 2020. Moreover, the ESP teachers' interviews took 30 minute and the subject specialists interviews took between 15 to 20 minute and all teachers gave valuable information.

3.1.4 Purposive Sampling Technique

In purposive sampling, the sample is addressed possessing an earlier purpose in mind (Alvi, 2016, p. 30). Accordingly, purposive sampling technique is a non-probability sampling process in which the researcher depends on his/her own judgment in selecting the participants of the sample who will cooperate in the study. In this study, the researcher opted

for the purposive sampling techniques because they selected nonrandom sample based on the objective of the study and the criteria of the population.

3.1.5 Population and Sampling

To test the truthfulness of the hypothesis and collect some information which helps to solve some research question, the researcher dealt with ESP teachers, subject specialists, and learners to gather their opinions to fill the study.

The population of this study was the third-year learners of communication at Biskra University. Various reasons for choosing this population. First, third-year learners are adults they know exactly what they need English for. Second, they are available. More importantly, the researcher observed that ESP teacher at the department of human sciences neglects learners' needs. Rather, they stick on the teaching of glossaries and grammatical aspects of the English language in isolation.

From a population 240 learners of the third-year learners of communication, the researcher worked with 47 learners as a sample selected non-randomly. Furthermore, our sample consists of five teachers, four of them have experienced teaching English for communication.

3.1.6 Data Analysis and Procedures

After collecting the data, the next stage is to analyze it by counts, and percentages through using statistics with the questionnaire and descriptive analysis with both the classroom observation to describe the methodology of teaching and learning English and the interviews to see teachers' opinions and attitudes towards teaching ESP.

3.2 Results

This section is concerned with the analysis of data resulting from the classroom observation, the students' questionnaire and the teacher's interview.

3.2.1 Analysis and Interpretation of the Classroom Observation

Classroom observation is the first tool for collecting data that researchers opted for. The goal behind adopting the classroom observation is to get insight into the actual situation, by observing the learners' behavior and the teacher's performance during the course. The researchers observed forty-seven (47) participants as sample. Learners have every Sunday session from 11:20 to 1:10. The teacher does not have any experience in teaching, after she got her master degree last year, she worked directly as an ESP teacher in the department of human sciences.

After discussion with the supervisor, the researcher modified the observation checklist into an observation grid. It includes the most essential information needed to achieve the the research objectives as it shows next:

The Observation Grid

Content Organization

- The new lesson is linked to the previous one.
- The overview presentation of the lesson is specific for the discipline.
- The objectives are communicated clearly at the start of the lesson.
- The teacher uses examples to explain content.
- The lesson is reviewed at the end.

Content data and Relevance

- The use of technical terms.
- The lesson presented improves learner's usage of the language in their discipline.
- Learners needs are appropriately related to the lesson.
- There is structure of the lesson.
- The teacher makes statements that are accurate according to the standards of the field.
- The teacher uses both languages.

Interaction

- Learners show curiosity in the subject.
- Satisfying answers are provided to learners.
- Learners attention is directed to the relationship between the course and their discipline.
- Learners are praised regularly for their achievement.
- The teacher involves all the learners, listen to them and responds appropriately.
- The teacher provides opportunities and time for students to practice.
- The teacher treats learner as individuals.

Materials and Environment

- The lesson is supported with examples from learners' discipline.
- The use of different classroom activities.
- The teacher integrated ICT devise in the lesson
- The instructional material used capture the interest of the learners.
- The instructional materials were appropriate for the lesson.

-Mistakes and misconceptions are recognized and used constructively to facilitate learning.

-The number of learners who participate.

Classroom Management

-The teacher waits for class attention before speaking.

- The teacher motivates and engages learners actively in developing knowledge.

-The teacher provides clear and appropriate instructions.

-The teacher moves systematically around room

During the classroom observation, researcher tried to write everything happened in the classroom. Accordingly, researcher have focused on many aspects, such as content organization, content data and relevance, interaction, materials and environment, and classroom management

❖ Content Organization

At the beginning of each session, the lesson's objectives are not communicated clearly, learners are not prepared for what is going to be covered. Moreover, the teacher did not use examples to explain the content. She begins directly by explaining the topic. During all the conducted observation sessions, researchers observed that there is a link between the new lesson and the previous one. For example, in the first session, the teacher presented a lesson about the techniques to write a business letter, then she asked them to write in pairs a business letter and bring it next session to present it orally. Moreover, the overview presentation of the lesson is specific for the discipline; because learners are taught how to write a business letter then they present it orally. Besides, in the third session, the teacher has read an abstract related to their specialty, then she asked them to translate it into English. Furthermore, in the fourth session, the teacher has read 3 texts related to their discipline, and she translate them and asked them to design a list of glossaries written in English and Arabic related to communication and public relations. However, in the fifth and the six sessions, the overview presentation of the lesson was not specific for the discipline, because storytelling is one of the important techniques that is used to promote proficiency language level ; however, the problem was the over use of the mother tongue which makes it an Arabic language session instead of an English. Additionally, the teacher taught grammar rules in isolation; first she provides them with the rules then she asked them to do the practices on the board. Lastly, all lessons are never reviewed at the end.

❖ **Content data and Relevance**

The content of the English course is chosen by the head of the department, without any convention neither with the teacher nor with learners. First of all, the teacher selects different books that are available in the library that have a relationship with communication topics. Then, they choose passages, texts from those books. In all observed sessions, we observed that technical terms are well used. Additionally, the majority of the presented lessons improve learner's usage of the language in their discipline, since the main aim of the lessons was to use language as means of expression. Also, in the four first sessions; learners needs are appropriately related to the lesson; however, in the last two sessions, they were about narration of stories that contain lessons. In addition, the researcher observed that there is not structure to the lesson. Besides, sometimes when the teacher makes statements that are accurate according to the standards of the field. Consequently, we observed that learners feel motivated and they keep asking questions. Finally, teacher uses both languages but there is the overuse of the mother tongue.

❖ **Interaction**

What was observed in the six sessions was not approximately the same. In the four first sessions, it is remarked that the English class is characterized by high students-students interaction; that is to say, they show a great interest in the subject. Moreover, the ESP teacher offered them many opportunities and time to practice because she divided them into pairs or groups, then she starts moving and providing them with answers for questions. Consequently, learners, attention is directed to the relationship between the course and their discipline since she keeps reminds them with the purpose of learning that course which is the practical use of English language as a tool for self-information; English is taught as a means of expression. Furthermore, we noticed that the ESP teacher praised them for their achievement to motivate them to keep the good work. While, in the last two sessions, the class is too noisy and they are not motivated to listen to their classmates while narrating. As a consequence, the teacher did not involve all the learners, listen to them and responds appropriately. Furthermore, she did provide opportunities and time for learners to practice. However, she treats learner as individuals; for example, she uses learners' names.

❖ **Materials and Environment**

According to what was observed by the researcher, learners of communication always have the English class in the same classroom where all groups of all levels have their lectures. In fact, they show great interest in the subject since the majority of them attends

the English classes. Before they enter the classroom, they seem motivated to learn. The teacher usually presents her lecture in one hour. Furthermore, all learners who are sitting in the front and participating are females. They were about ten (10). Besides, we observed that the teacher attempts to concentrate on subjects which have a human science dimension. She provides them questions connected to their domain to make them interact. The teacher works with the majority of learners and tries to motivate and involve them in the learning process. We noticed that the lesson is well supported with examples from learners' discipline. Additionally, the teacher uses varieties of classroom activities; for examples, making summaries, glossaries, oral presentation and translation of short texts. However, she did not integrate any ICT device in the lesson; she used only the board. Also, the instructional material used were not always appropriate for the lesson and did not capture learners' interest; For instance, in the lesson of presentation of the report because she only uses handouts. The researcher noticed that all mistakes and misconceptions are recognized and corrected immediately then used constructively to facilitate learning.

❖ **Classroom management**

The researcher noticed that the ESP teacher always wait for class attention before speaking especially when they enter the class. She usually motivates and engages them in developing knowledge. Moreover, she provides clear and appropriate instructions; for instance, when she gives them homework to prepare for the next session, she keeps repeating what they should do and what is not allowed. Furthermore, in all the observed sessions she passes around the room and tries to engage learners who are sitting in the back.

3.2.2 Interpretation of the Observations' Results

The observation helped the researcher to create a comprehensive idea about the way of teaching ESP for third-year learners of communication. The researcher observed that learners had a limit of knowledge concerning, vocabulary, grammar and pronunciation; so, they need to enrich their vocabulary and learn how to use the grammar rules appropriately while they are speaking, then learn how to pronounce well especially the technical vocabulary that are related to their specialty.

Moreover, it is also permitted the researcher to observe that they are unable to construct a meaningful sentence in English; due to the negative influence of the Arabic language in all the observed sessions. In fact, learners are highly motivated to learn even though, the classes are overcrowded, but they show a great curiosity to the subject. Additionally, there is a good relation between the ESP teacher and learners; which create an engaging and

positive learning environment for both of them. Notably, the non-availability of the teaching materials, and the frequent use of the board is a problem facing learners of communication in learning English.

In conclusion, immediate correction of errors by the teacher is a beneficial technique, because it always gives learners the opportunity to progress and better achievements. Besides, the collaboration between ESP teacher and the subject specialists is needed to guarantee better results now and later on in their future career.

3.2.3 Analysis and Interpretation of learners' Questionnaire

This questionnaire aims to conduct learners' needs and to design an effective course that fits their expectations. It addressed to third-year learners of communications at Biskra University. Each question will be analyzed individually. Researchers analyze thirty (30) questionnaire items.

Section One: Personal Information

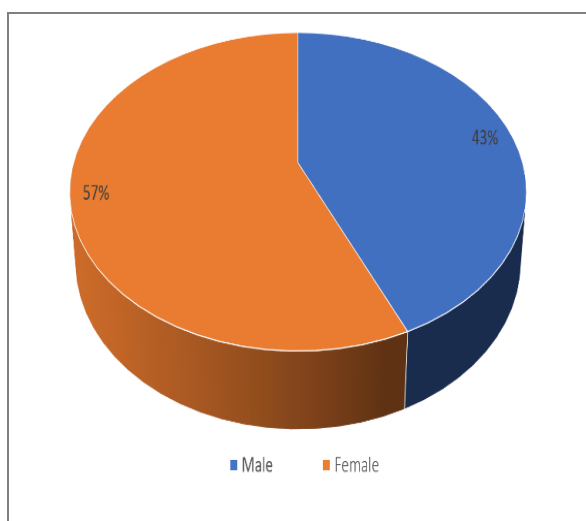
This rubric, aimed to gather information about the respondents' gender. Moreover, if they consider English important in their studies, and their level in English.

Item 01: Participants' Gender

- ❖ Male
- ❖ Female

This question displayed the respondents' gender.

Graph 3. 1 Respondents Gender Distribution



Option	Frequency	Percentage
Male	13	43%
Female	17	57%
Total	30	100%

Table 3. 1 Respondents Gender Distribution

The preceding table presents the number of males and females as well as the percentage. This figure shows that out of 17 respondents (57%) were females, and 13 respondents (43%) were males.

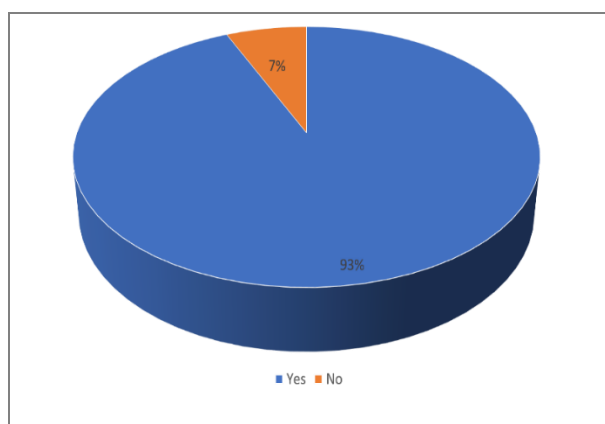
This explains that the prevailing category of our sample are females, and most of the time they get the highest grades in various exams and tests.

Item 02: Do you consider English important for your studies?

- ❖ Yes
- ❖ No

This question sought to determine whether the English language is important for our respondents.

Graph 3. 2 The Learners' Opinions about English Importance



Option	Frequency	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

Table 3. 2 The Learners' Opinions about English Importance

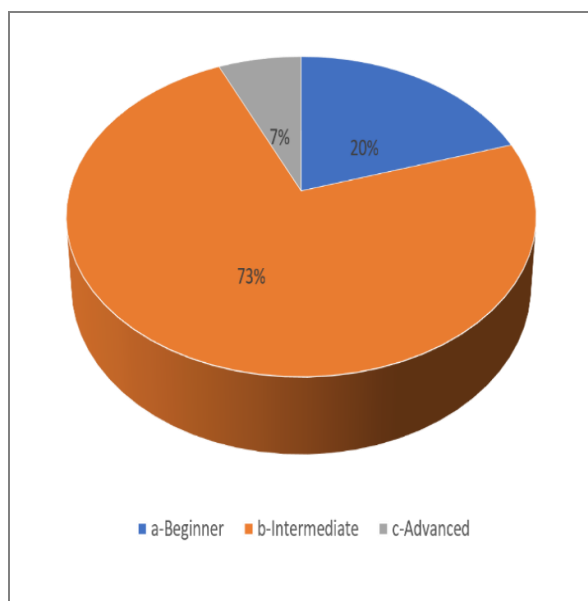
As the table indicated, the majority the respondents 28 (93%) have considered English important for their study. Whereas, only 2 (7%) who thought that English language is not important for their studies.

Accordingly, this means that third- year learners of communication have chosen to learn English instead of French since they believe it is an important subject that will help them in their future career.

Item 03: How do you consider your level in English?

- ❖ Beginner
- ❖ Intermediate
- ❖ Advanced

This question tried to recognize the respondents' evaluation of their level in the English language.



Level	Frequency	Percentage
a-Beginner	06	20%
b-Intermediate	22	73%
c-Advanced	02	7%
Total	30	100%

Table 3. 3 Participants' Level in English

Graph 3. 3 Participants' Level in English

This question demands the learners to assess their level in English. As it is clearly observed from the graph and the table, the majority 22 (73%) of respondents viewed their level in the English language as intermediate; which means that they still have some difficulties in English language. Additionally, 6 (20%) respondents declared that their level in English is beginner; this percentage displays those learners will have many deficiencies in the majority of the English language aspects such as (culture, writing, grammar, vocabulary and pronunciation). However, 2 (7%) respondents regarded that their level in English language is an advanced, those learners who have an excellent level of proficiency, which permits them to speak and use the English language with accuracy and fluency.

Section Two: Learners' Perception Towards the English Language Needs

This section includes six (06) questions, it designed to focus more on learners' perceptions towards the English language needs. Moreover, it attempts to explore whether the English courses in their department reflect their language needs; also, whether they think that one hour and a half session per week is sufficient to learn English. Besides, the difficulties that encounters them while learning English. Furthermore, it aims to distinguish the methodology they prefer the ESP course to be delivered in. Additionally, this section, intend to identify the kind of classwork the respondents most need.

Item 01: Do English courses in your department reflect your language needs?

- ❖ Yes

- ❖ No
- ❖ To some extent

This question was designed to determine the respondents' opinion about the English courses in their department whether it reflects their language needs.

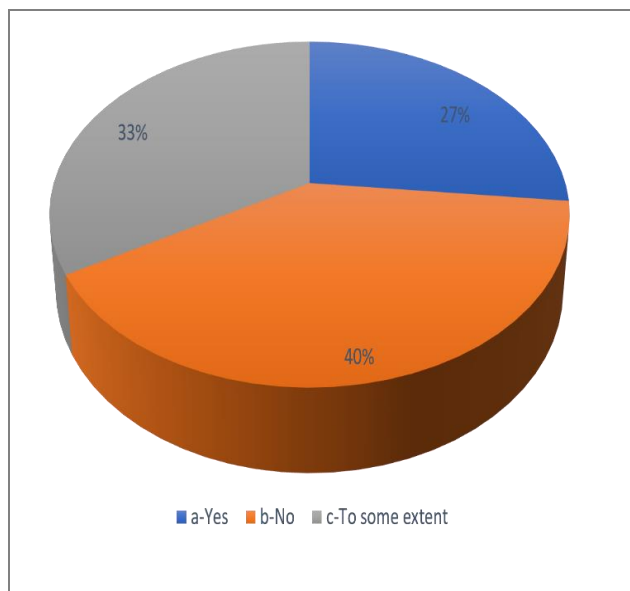


Table 3. 4 Compatibility between Courses Given and the Needs of Learners of Communication

Option	Frequency	Percentage
a-Yes	08	27%
b-No	12	40%
c-To some extent	10	33%
Total	30	100%

Graph 3. 4 Compatibility between Courses Given and the Needs of Learners of Communication

As it is shown on the table, a variety of answers were given by students. For example, 12 (40%) of respondents affirmed that English courses in their departments did not meet what they opted for, maybe some times they did not find the course interesting or the methodology adopted by their teacher did not fit their language needs. Moreover, 10 (33%) of respondents deemed that English courses met to some extent their needs. However, only 8 (27%) of respondents claimed that the English courses delivered in their departments reflect their language needs. This category represents those who are satisfied with the types of chosen courses and the methodology that ESP teacher follows.

Item 02: Do you think one hour and a half session per week is sufficient to learn English?

- ❖ Yes
- ❖ No

By this question, researchers aimed to know whether the time allocated to learn English is sufficient for learners.

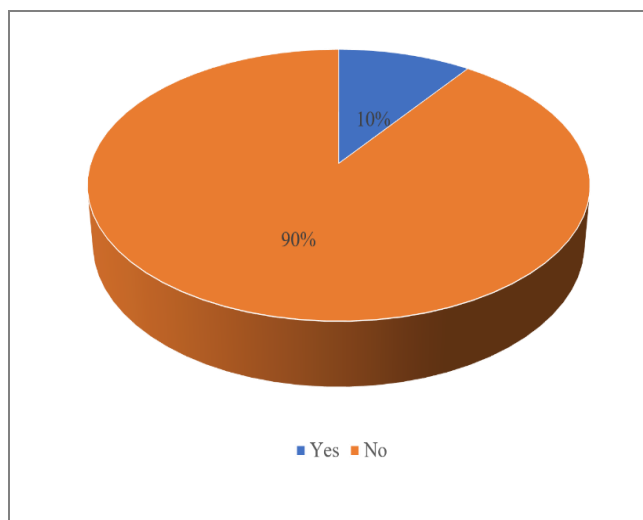


Table 3. 5 Learners' Opinion on the Sufficiency of the Time of English Courses

Option	Frequency	Percentage
Yes	03	10%
No	27	90%
Total	30	100%

Graph 3. 5 Learners' Opinion on the Sufficiency of the Time of English Courses

The figure illustrates that the majority of respondents, 27 (90%) think that one hour and a half session per week is not enough to learn English. Therefore, students want more sessions to have more opportunities to enhance their levels in English. While only 3 (10%) of respondents noted that one hour and a half session is convenient to learn English, this minority is shown that they want only to learn what is needed to pass and succeed in the examination.

Respondents' justifications

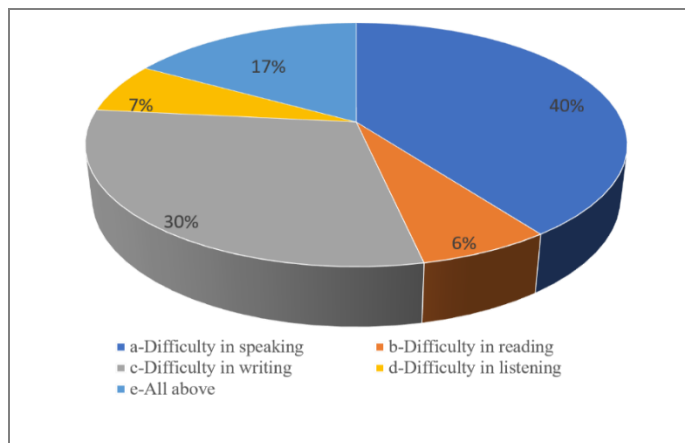
This sub-question used to distinguish the respondents' thoughts about the number of sessions they think is sufficient to learn the English language.

The respondents who said that one hour and half session per week is not enough to learn English language; they clarified their responses by saying that 2 sessions per week is suitable for them to promote their levels in English. It helps them to put what they have been learnt into an application in this additional session.

Item 03: What are the difficulties you encounter in English language?

- ❖ Difficulty in speaking
- ❖ Difficulty in reading
- ❖ Difficulty in writing
- ❖ Difficulty in listening
- ❖ All above

This question intended to identify the difficulties the respondents encounter in the English language.



Graph 3. 6 Areas of Language Difficulties of Learners of Communication

Skills	Frequency	Percentage
a-Difficulty in speaking	12	40%
b-Difficulty in reading	02	7%
c-Difficulty in writing	09	30%
d-Difficulty in listening	02	7%
e-All the above	05	16%
Total	30	100%

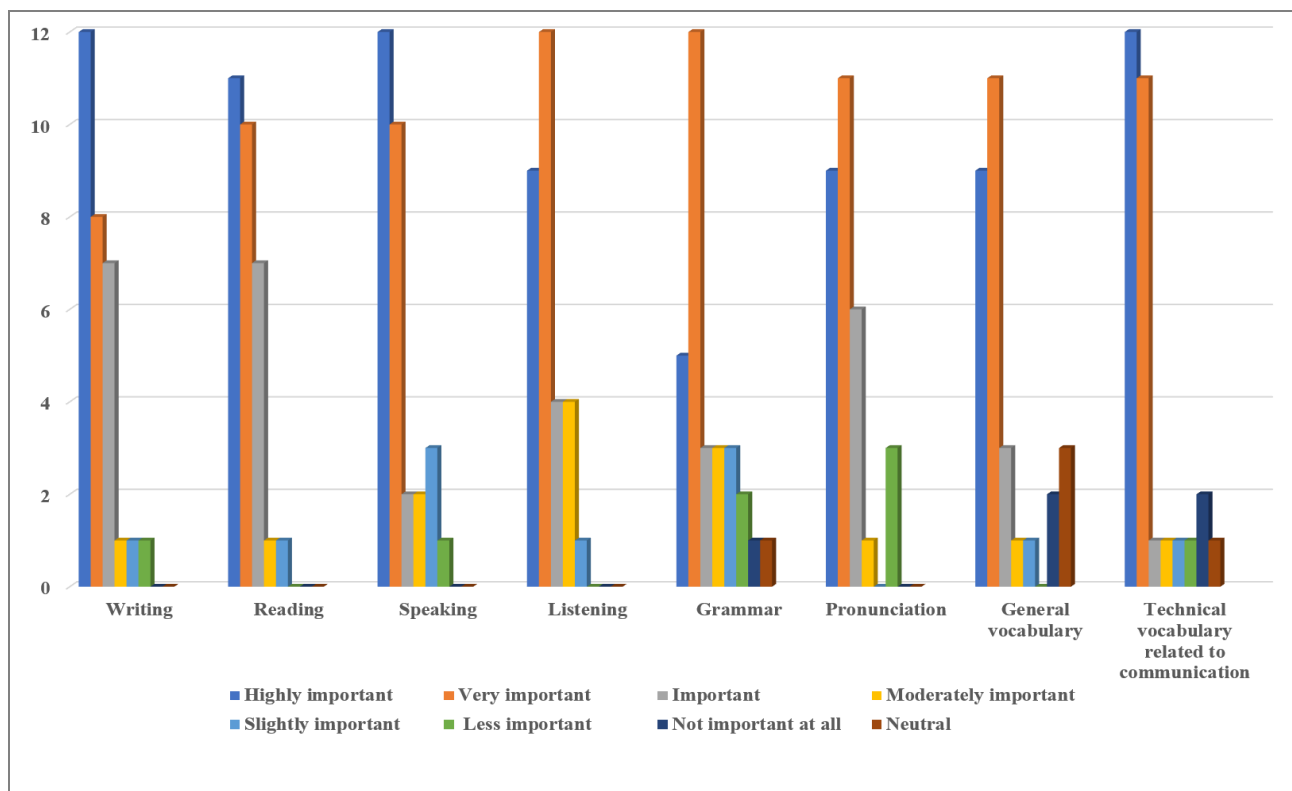
Table 3. 6 Areas of Language Difficulties of Learners of Communication

As the figure shows, the majority of respondents 12 (40%) find difficulty in speaking; those learners fail in expressing their opinions during classroom interaction. While speaking they should have an adequate vocabulary, correct grammar rules, and a proper pronunciation. All these parameters obstruct them when speaking. Notably, 9 (30%) of respondents claimed that writing is the difficulty they encounter in English language. On the other hand, an equal percentage of (7%) of those who have chosen reading and listening as the difficulties that burden them in the English language. Whereas, 5 (16%) of respondents find difficulty in all of the aforementioned options together.

Item 04: Rank from 1 to 8 the following skills according to their importance in your discipline

1. Highly important
2. Very important
3. Important
4. Moderately important
5. Slightly important
6. Less important
7. Not important at all
8. Neutral

This question seeks to identify the most needed skills according to the respondents' discipline.



Graph 3. 7 Classification of the Skills According to Learners' Discipline

Option	Rank 1	Rank 2	Rank 3	Rank4	Rank5	Rank6	Rank7	Rank8	Total
Writing	12	08	07	01	01	01	0	0	30
	40%	27%	23%	3%	3%	3%	0%	0%	100%
Reading	11	10	07	01	01	00	0	0	30
	37%	33%	23%	3%	3%	0%	0%	0%	100%
Speaking	12	10	02	02	03	01	0	0	30
	40%	33%	7%	7%	10%	3%	0%	0%	100%
Listening	09	12	04	04	01	0	0	0	30
	30%	40%	13%	13%	3%	0%	0%	0%	100%
Grammar	05	12	03	03	03	02	01	01	30
	17%	40%	10%	10%	10%	7%	3%	3%	100%
Pronunciation	09	11	06	01	00	03	0	0	30
	30%	37%	20%	3%	00%	10%	0%	0%	100%
General vocabulary	09	11	03	01	01	0	02	03	30
	30%	37%	10%	3%	3%	00%	7%	10%	100%
Technical vocabulary related to communication	12	11	01	01	01	01	02	01	30
	40%	37%	3%	3%	3%	3%	7%	3%	100%

Table 3. 7 Classification of the Skills According to Learners' Discipline

In table., it is reported that writing, speaking and technical vocabulary related to communication are ranked in the first place in terms of importance in learners 'discipline. Then, reading is ranked second. Additionally, listening, pronunciation and general vocabulary are the third. In fact, having both skills (writing and speaking) as productive skills at the top of the rank table shows their communicative value. writing is the medium that associates many forms of communication. Also, speaking is the skill by which learners can communicate their feelings and opinions. Moreover, they are thirst to acquire new words related to their field and use them later when communicating.

Item 05: As a communication learner, do you need the ESP course to be delivered in:

- ❖ Traditional way
- ❖ Supported by using visual aids, videos

This question aims to identify the most suitable strategy of ESP courses for learners of communication.

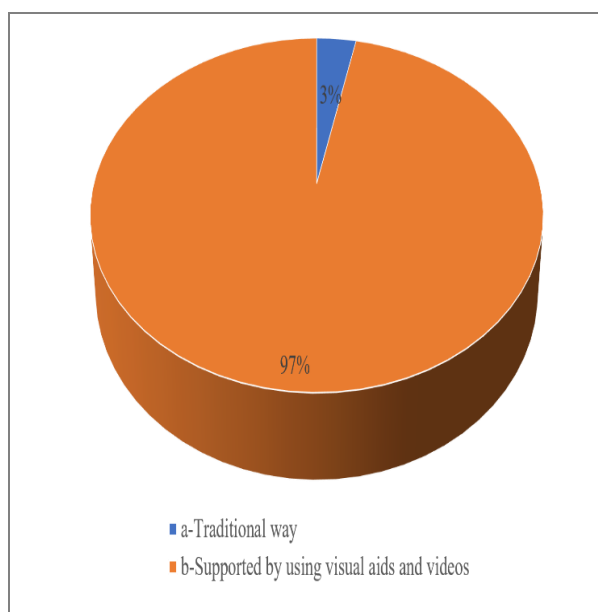


Table 3. 8 The Needed Class Type for English Studies

Option	Frequency	Percentage
a-Traditional way	01	3%
b-Supported by using visual aids and videos	29	97%
Total	30	100%

Graph 3. 8 The Needed Class Type for English Studies

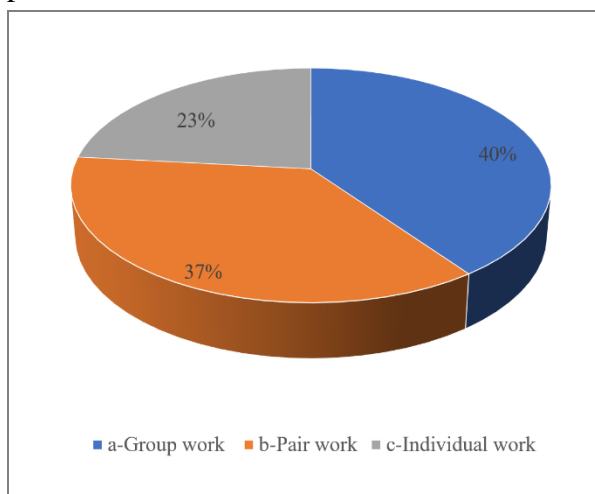
As the figure illustrates that the majority of respondents 29 (97%) want the English courses to be supported by visual aids and videos. integrating ICT devices in teaching English will motivate learners and make them actively involved in the learning process. Audiovisual materials are necessary because they are learners of communication. Whereas, only 1(3%) of respondent want the English courses to be presented traditionally.

Item 06: What kind of class work do you need?

- ❖ Group work
- ❖ Pair work

❖ Individual work

By this question, researchers will know which kind of class-work learners mostly preferred



Option	Frequency	Percentage
a-Group work	12	40%
b-Pair work	11	37%
c-Individual work	07	23%
Total	30	100%

Table 3. 9 Learners' Preferred Kind of Class-work

Graph 3. 9 Learners' Preferred Kind of Class-work

This question asks the learners to choose the kind of class-work they need. The respondents varied in choosing the preferred kind of class-work. Starting with the highest percentage, 12 (40%) of respondents claimed that they prefer group work to improve their communication skills, plan and control time provided by their teacher. Moreover, 11 (37%) of respondents declared that they like pair work, it is useful for learners who prefer interpersonal learning setting because it gives them the chance to work with and from their peers. Additionally, 7 (23%) of respondents choose individual work, because they thought when working alone it is easy to focus.

Section three: English and Communication

Through this section, we spotlight on English and communication. First of all; it aimed to discover learners' opinions about the delivered English courses. In addition, it attempted to know the different topics they want to learn through the ESP course. Moreover, it estimated to shed light on the kind of listening skill they want to promote. Furthermore, it sought to distinguish which speaking skill they need to develop more. As well as, this rubric explores the kind of writing skill they want to enhance. Finally, it tries to know the type of reading skill they want to improve.

Item01: For this question, please choose a number from 1-5 to indicate how much you agree or disagree with the following statements:

- ❖ Strongly disagree
- ❖ Disagree

- ❖ Neither agree nor disagree
- ❖ Agree
- ❖ Strongly agree

Through this question, researchers will know the aim behind learning ESP courses.

Item 01.a: I need to use English to have more opportunities in my future career.

Through this question, researchers will know if the use of English help the respondents to get more job opportunities.

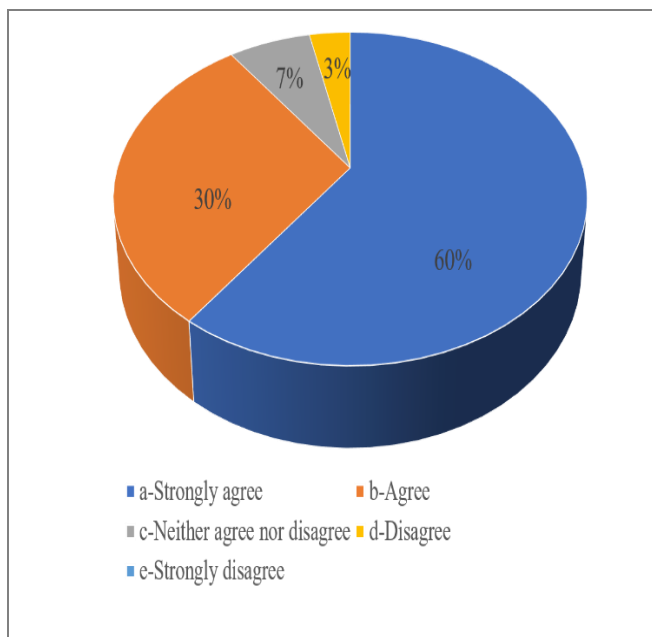


Table 3. 10 Learners of Communications' Occupational Needs

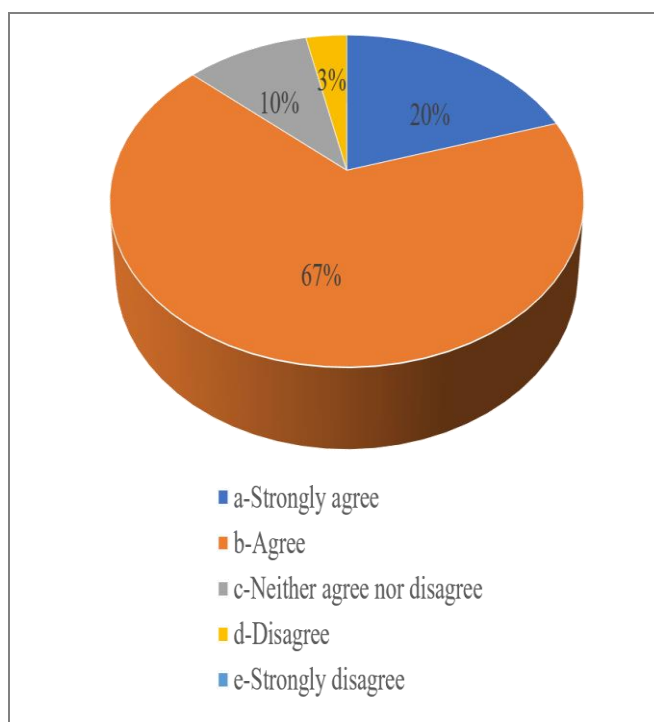
Option	Frequency	Percentage
a-Strongly agree	18	60%
b-Agree	09	30%
c-Neither agree nor disagree	2	7%
d-Disagree	01	3%
e-Strongly disagree	0	0%
Total	30	100%

Graph 3. 10 Learners of Communications' Occupational Needs

This figure shows that the majority of respondents 18 (60%) strongly agrees that they need to use English to have more opportunities in their future career. They think that through learning English, they can boost their career prospects; for example, it gives a good impression while doing a job interview. In addition, 9 (30%) of respondents agree with this view; they claimed that learning English, enables them to get higher chances in the desired job position. Additionally, 2 (7%) of the respondents chose neither agree nor disagree. However, none of the respondents chose strongly disagree. Nevertheless, 1(3%) of the respondents deny that the English language will help them in their future career; for them, it is not considered as an advantage but as an additional skill.

Item01.b: I need to read texts that reflect my field of study.

Through this question, researchers will know if the respondents need to read texts that reflect their field of study.

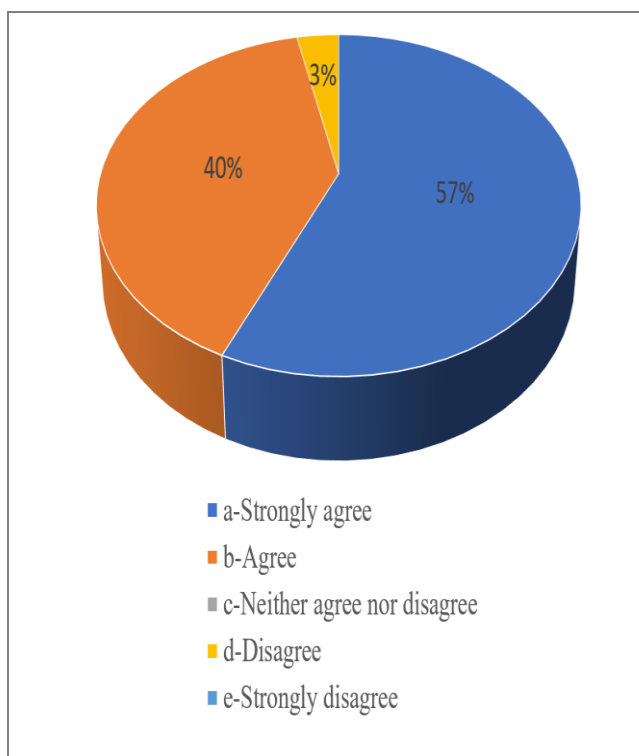
Table 3. 11 The Need for Reading Texts that Reflect Learners' Field of Study

Option	Frequency	Percentage
a-Strongly agree	06	20%
b-Agree	20	67%
c-Neither agree nor disagree	03	10%
d-Disagree	01	03%
e-Strongly disagree	0	0%
Total	30	100%

Graph 3. 11 The Need for Reading Texts that Reflect Learners' Field of Study

As it is clearly observed in this figure, the majority of the respondents 20 (67%) are agreeing that they need to read texts that reflect their field of study. They think that it helps them to become more motivated and engaged in the learning process. Additionally, 6 (20%) of respondents are strongly agreed, they claimed that reading texts that are related to their discipline encourages them to use English in everyday situations. Thus, it enhances them to communicate efficiently. In addition, 3 (10%) of the respondents were neutral in their answers. However, none of the respondents opted for strongly disagree. Nevertheless, only 1 (3%) of the respondent was disagree with the preceding view.

Accordingly, using carrier content as a vehicle to carry out the real content make the process of learning easier; because learners become more interested and motivated to learn. For example, when you are teaching learners of architecture, how to know and use the passive; using a text that reflects their field of study such as “modernity and tradition in Dubai architecture”.

Item01.c: I need the English that help me in mass media translation.

Option	Frequency	Percentage
a-Strongly agree	17	57%
b-Agree	12	40%
c-Neither agree nor disagree	0	0%
d-Disagree	1	3%
e-Strongly disagree	0	0%
Total	30	100%

Table 3. 12 The Assistance of English Lectures in Helping in Mass Media Translation

Graph 3. 12 The Assistance of English Lectures in Helping in Mass media Translation

As far as statement (c) is concerned, the current table indicates the answers provided by learners of communication. The majority of respondents 17 (57%) are strongly agreed that they need English to help them in mass media translation; they claimed that the English language is the international language of the economic, scientific and political life of the world. In addition, 12(40%) of respondents expressed a positive answer denoting that providing accurate translation helps them in sharing important news in the world. On the contrary, only 1(3%) who was against this statement. Additionally, none of the respondents opted for neither agree nor disagree or strongly disagree.

Item01.d: I need English language lectures that focus on marketing and improve advertising writing.

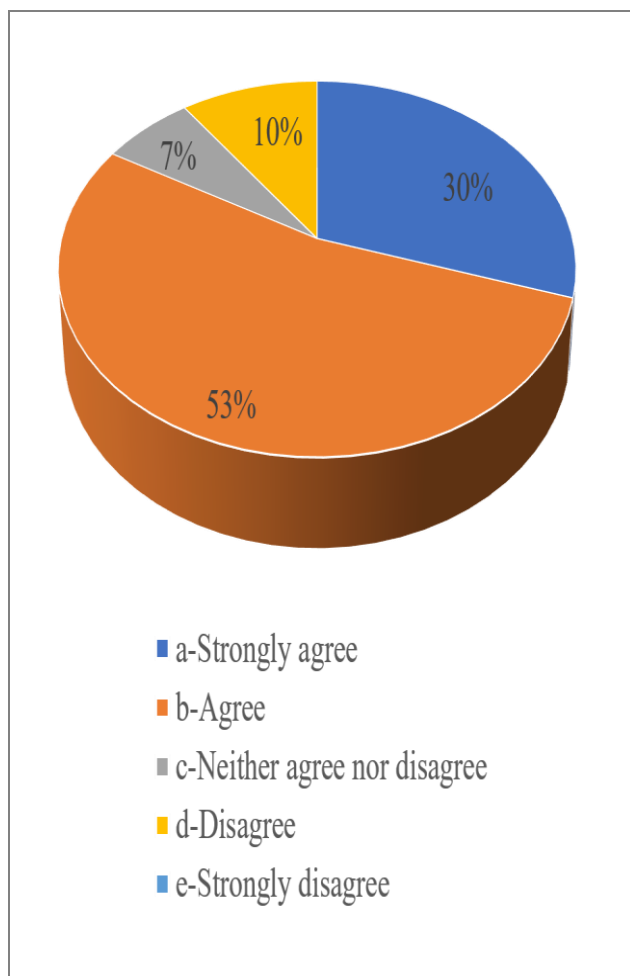
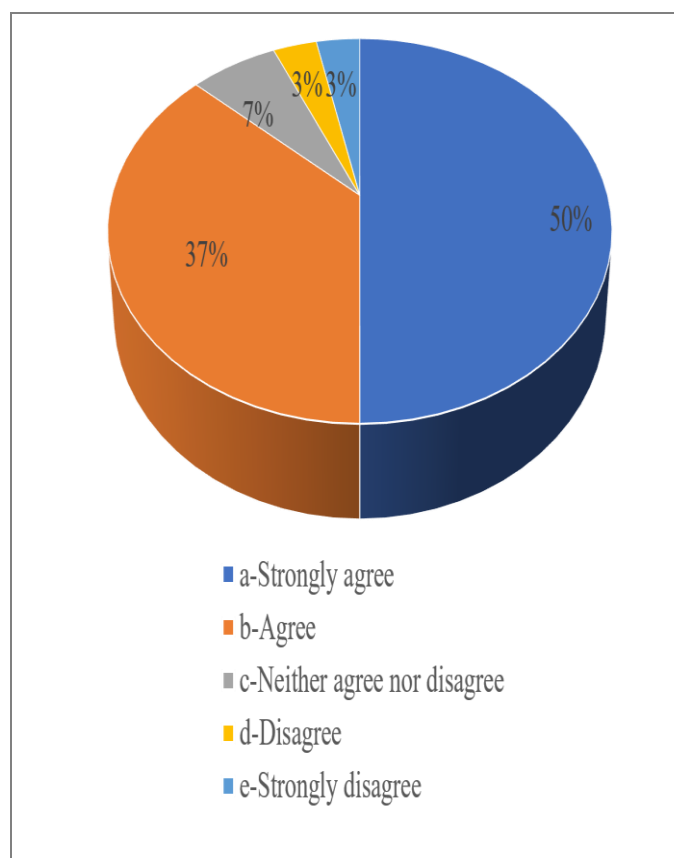


Table 3. 13 The Assistance of English Lectures that Focus on Marketing and Improve Advertising Writing

Option	Frequency	Percentage
a-Strongly agree	09	30%
b-Agree	16	53%
c-Neither agree nor disagree	02	7%
d-Disagree	03	10%
e-Strongly disagree	0	0%
Total	30	100%

Graph 3. 13 The Assistance of English Lectures that Focus on Marketing and Improve Advertising Writing

As it can be noticed in the above figure, the majority 16 (53%) of the respondents agreed that they want for their English courses to emphasizes on marketing, and to enhance their writing of advertisement; they think that advertising is a form of communication that is designed to help the sale of a product. Moreover,9 (30%) of the respondents are strongly agree that they have to learn English courses which focus on advertising writing; because it promotes their communicative skills. Additionally, none of the respondents opted for strongly disagree. However,3(10%) of the respondents disagree with this view. While 2 (7%) of the respondents have a neutral view.

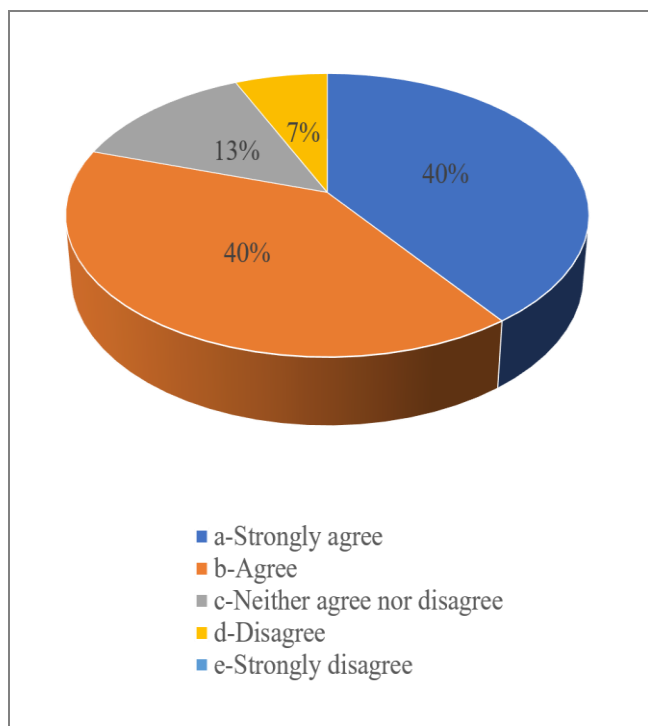
Item01.e: I need English lectures that improve my communicative competence.

Graph 3. 14 The Assistance of English Lectures that Improve Communicative Competence

Table 3. 14 The Assistance of English Lectures that Improve Communicative Competence

Option	Frequency	Percentage
a-Strongly agree	15	50%
b-Agree	11	37%
c-Neither agree nor disagree	02	7%
d-Disagree	1	3%
e-Strongly disagree	1	3%
Total	30	100%

A quick look at this figure will reveal that a half proportion 15 (50%) of respondents has opted for “strongly agree” which refers that the majority of learners think that communicating effectively should be the main purpose for delivering English lectures. Additionally, 11(37%) of respondents are agree, they claimed that it provides them with the opportunity to talk and share their ideas and emotions in a comfortable atmosphere. However, 2 (7%) of respondents have a neutral view concerning this statement. Moreover, only 1(3%) of respondent opted for disagree. Furthermore, an equal percentage of (3%) of respondents strongly disagreed that they need English lectures that enhance their communicative competence.

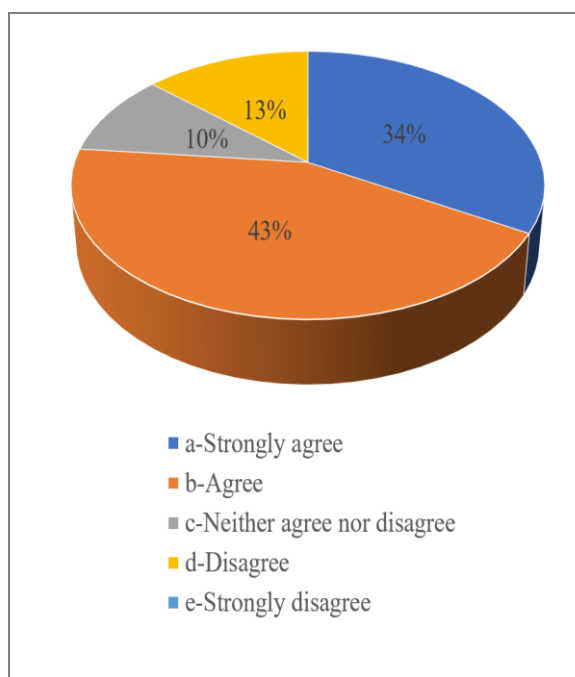
Item01.f: I need English courses to listen to journalistic skills in the English language.**Table 3. 15 The Assistance of English Courses to Listen to Journalistic Skills**

Option	Frequency	Percentage
a-Strongly agree	12	40%
b-Agree	12	40%
c-Neither agree nor disagree	04	13%
d-Disagree	02	7%
e-Strongly disagree	0	0%
Total	30	100%

Graph 3. 15 The Assistance of English Courses to Listen to Journalistic Skills

As far as statement (f) is concerned, the current table denotes the answers provided by learners of communication. 12(40%) of the respondents expressed satisfaction with the statement; they believe that English lectures would help them in listening to journalistic skills. An equal percentage of (40%) of respondents provides a very positive answer. In addition, 4(13%) of respondents have a neutral position to the idea presented in this statement. Furthermore, a minority of 2(7%) disagreed with the current statement. Finally, none opted for strongly disagree.

Item01.g: I need English courses that help me to read news reporting easily.



Graph 3. 16 The Assistance of English Courses that Help Learners to Read News Reporting

Table 3. 16 The Assistance of English Courses that Help Learners to Read News Reporting

Option	Frequency	Percentage
a-Strongly agree	10	34%
b-Agree	13	43%
c-Neither agree nor disagree	03	10%
d-Disagree	04	13%
e-Strongly disagree	0	0%
Total	30	100%

From this figure, we observed that the majority of the respondents 13(43%) are agreed that they need English courses that help them to read news reporting easily. They think that through reading they can build new vocabulary related to their field of study. Moreover, 10(33%) of the respondents are strongly agree that they need the English courses that will help them in reading news reporting. In addition, 3(10%) of the respondents have a neutral view. However, 4(13%) of the respondent denied this view, they thought that is not their interest. Nevertheless, none of the respondents opted for strongly disagree.

Item 02: What topics do you need to study in ESP course? you can choose more than one.

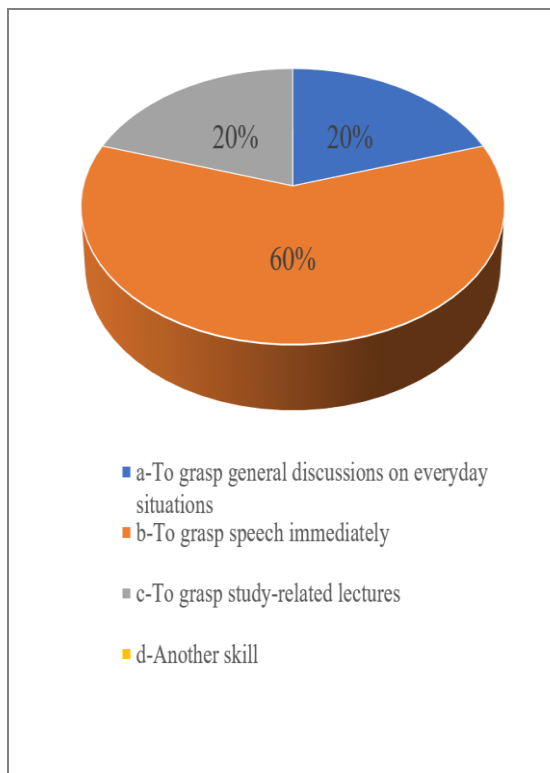
Table 3. 17 Topics Needed to be Studied in ESP Course for Communication Learners

Topics	Frequency	Percentage
a- Ethics of journalism and media work	06	20%
b- Advertising industry	03	10%
c-Media planning	02	7%
d- Communication	18	60%
e- Public relations	17	57%
f- Electronic media	13	43%
g-Research methods in communication	02	7%
h- Mass media translation	11	37%
i- Management of mass media institutions	10	33%
Total	30	100%

As mentioned previously, ESP is related in content to the learners' discipline. Communication is a field that incorporates a wide range of topics that vary in their interest from one learner to another. Table (3.17) shows that top five needed topics to be implemented in ESP course for communication are sequentially communication (60%), public relations (57%), electronic media (43%), mass media translations (37%), management of mass media institutions (33%). While the bottom four topics in terms of importance are: media planning (7%), research methods in communication (7%), advertising industry (10%) and ethics of journalism and media work (20%). It seems that communication topic is the most needed to be dealt with due to the nature of their discipline.

Item03: What listening skill do you want to improve?

Through this question, researchers will know which listening skill the respondents want to improve.



Graph 3. 17 Listening Skill Needed by Learners of Communication

Table 3. 18 Listening Skill Needed by Learners of Communication

Option	Frequency	Percentage
a-To grasp general discussions on everyday situations	06	20%
b-To grasp speech immediately	18	60%
c-To grasp study -related lectures	06	20%
d-Another skill	0	0%
Total	30	100%

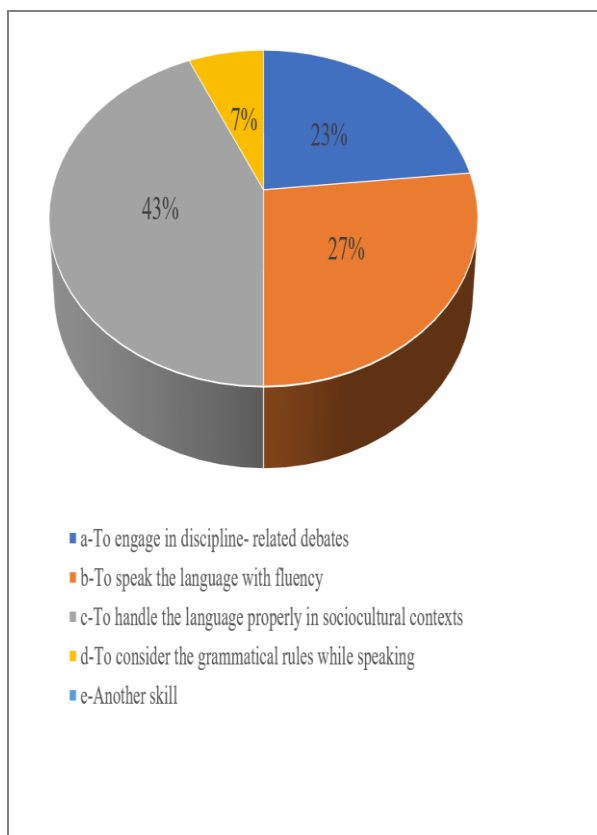
As far as listening skill is concerned, the majority of the respondents, with a percentage of (60%), need to grasp speech immediately; they stated that comprehensive listening which is the ability to understand the messages provided by their teacher is the most needed skill. Moreover, (20%) of the answers revolved on the skills needed to grasp general discussions on everyday situations; they declared that are repeated, anticipated situations that supply many opportunities for them to use that language in a comfortable situation. Additionally, an equal percentage of (20%) of respondents opted for the skill that enable them to grasp study- related lectures. However, none provide another skill.

Listening is the ability to recognize and understand what the speaker is stating through understanding his, pronunciation, accent, vocabulary, grammar and perceiving his meaning. Thus, all of these components should be covered by the teacher to improve their learners listening skill.

Item04: What speaking skill do you want to promote?

This question sought to identify which speaking skill the respondents want to promote.

Graph 3. 18 Speaking Skill Needed by Learners of Communication



Option	Frequency	Percentage
a-To engage in discipline-related debates	07	23%
b-To speak the language with fluency	08	27%
c-To handle the language properly in sociocultural contexts	13	43%
d-To consider the grammatical rules while speaking	02	7%
e-Another skill	0	0%
Total	30	100%

Table 3. 19 Speaking Skill Needed by Learners of Communication

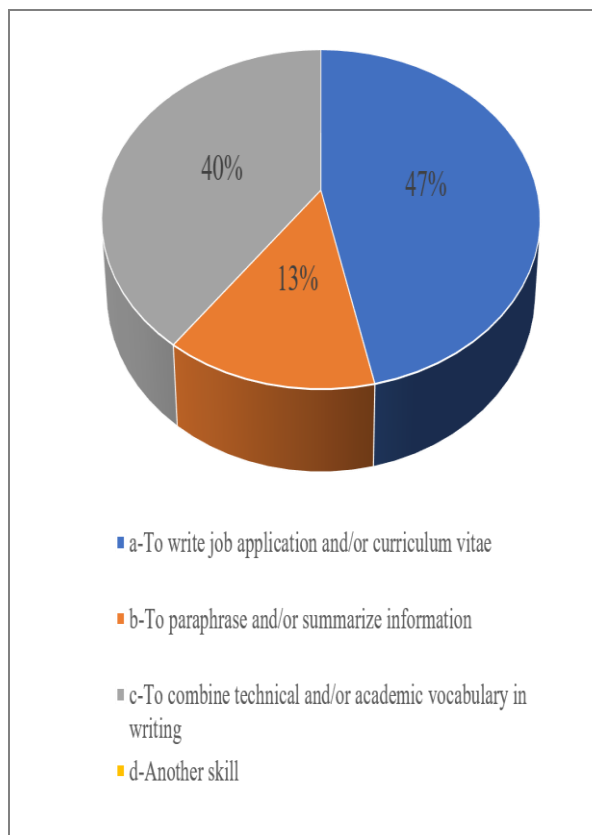
As indicated in table (3.19), a variety of options have been chosen by learners of communication. The highest percentage of (43%) of the answers was devoted to improving the skills to handle the language properly in sociocultural contexts. Furthermore, speaking the language with fluency was selected by 8(27%) of respondents. While,7(23%) of the respondents claimed that engaging in discipline-related debates is the most needed skills to be promoted in speaking. Whereas,2(7%) of the respondents reported that they need to consider the grammatical rules while speaking. However, none of the respondents another skill.

Consequently, researchers conclude that the English language should be learnt through the society and culture in which it is used. That is to say, the teacher should take into account the socio-cultural context in which this language is used.

Item05: What writing skill do you want to enhance?

This question was designed to determine which writing skill the respondents want to enhance.

Graph 3. 19 Writing Skill Needed by Learners of Communication



Option	Frequency	Percentage
a-To write job application and/or curriculum vitae	14	47%
b-To paraphrase and/or summarize information	04	13%
c-To combine technical and/or academic vocabulary in writing	13	40%
d-Another skill	0	0%
Total	30	100%

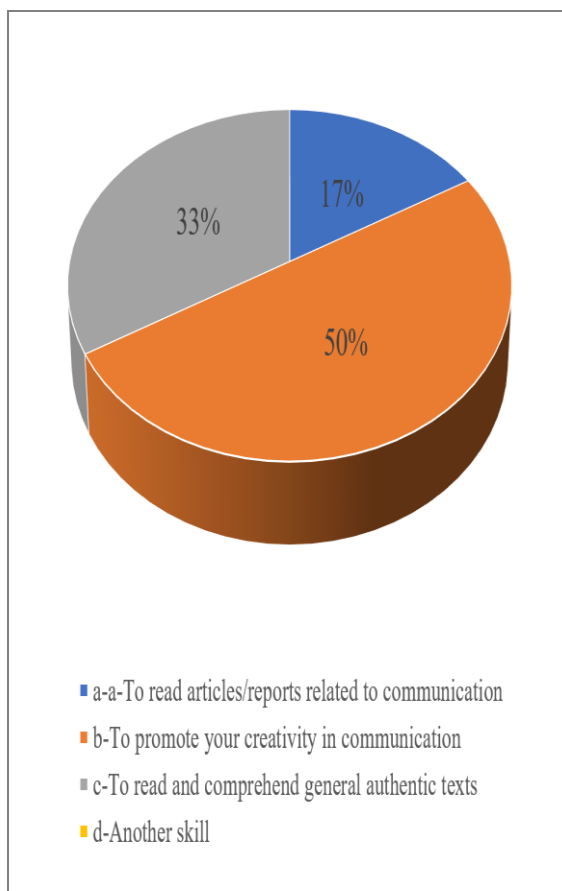
Table 3. 20 Writing Skill Needed by Learners of Communication

To summarize the yielded data, the highest percentage of (47%) represents those who have agreed that writing job application and or/curriculum vitae is the most needed writing skill; they think that are essential because they are our first and maybe only a direct connection with a potential employer. Additionally, 13(40%) of respondents agreed that combining technical and academic vocabulary helps in developing their ideas and enrich their creativity in writing in English. However, only 4(13%) of respondents want to enhance their writing skill by paraphrasing and/or summarizing information; they thought they give them the opportunity to restate or summarize some essential points of information either written or oral. None opted for another skill.

Writing skill is an essential part of the communication process. In fact, having good writing skill permit us to communicate our message effectively. Thus, correct spelling, punctuation and grammar are the key features for written communication.

Item06: What reading skill do you want to develop?

By this question, researchers aimed to know the which reading skill the respondents want to develop.



Graph 3. 20 Reading Skill Needed by Learners of Communication

Table 3. 21 Reading Skill Needed by Learners of Communication

Option	Frequency	Percentage
a-To read articles/reports related to communication	05	17%
b-To promote your creativity in communication	15	50%
c-To read and comprehend general authentic texts	10	33%
d-Another skill	0	0%
Total	30	100%

According to the data provided in table (3.21), a half portion 15 (50%) of respondents want to promote their creativity in communication; they thought that the essence of communication with others depends on the kind of messages you transmit so that creativity facilitates better comprehension of these messages. Moreover, 10 (33%) of respondents opted for reading and comprehend general authentic texts, they claimed that it exposes them to real language and can be up to date and topical. Furthermore, 5 (17%) of respondents need to read articles or reports related to communication, because it enriches their knowledge in the English language. However, none mentioned another skill.

Consequently, researcher noticed that reading skill plays a significant role in constructing a good self-image because it assists our minds, imaginations and our creative side as well as it helps to develop (spelling and vocabulary) communication both oral and written.

3.2.4 Interpretation of the Questionnaires' Results

The research relies on a sample from third-year learners of communication, in which the majority of them are females that denotes the females' interest in learning the English language than males, and they probably need it for their future career. Moreover, the results show that the majority of learners consider English important for their studies, since it is the dominant language in the world. Furthermore, a great number of them consider their level in English as intermediate level; thus, it is evident that they have a deficiency in speaking and writing.

Besides, the obtained results revealed a big number of learners think that the English courses in their department did not reflect their language needs; the main goal for choosing English instead of French is to communicate, but their teacher did not fulfil this objective. In addition, the majority of learners think that one hour and a half session per week is not sufficient to learn English; they clarified that having an additional session will promote their level of proficiency in the English language. However, learners encounter many obstacles in English language; such as difficulty in speaking, writing. Additionally, when we asked them to rank the skills according to their importance in their discipline; they sequentially rank writing, speaking and technical vocabulary related to communication as the most important skills. Furthermore, the majority of learners prefer the ESP courses to be supported by using visual aids, videos; so, they are motivated to learn by using ICT devices. Also, group work is the most preferred kind of class-work.

Learners strongly agree that they need to use English to have more opportunities in their future career, to help them in mass media translation and to improve their communicative competence. Also, they agree that they should have English lectures that focus on marketing and improve advertising writing, to listen to journalistic skills in English language and to help to read news reporting easily.

In fact, the topics they want to tackle in ESP courses are communication, public relations, electronic media and mass media translation this due to the nature of their discipline. More importantly, when we asked learners to select the most effective skill such as: (To grasp general discussions on everyday situations, to grasp study-related lectures) that can improve their listening skill; most of them choose to grasp speech immediately that enables them to recognize what is said by their teacher easily. Therefore, teacher should improve learners listening skill to become an attentive listener.

In addition, respondents agreed upon that handling the language properly in sociocultural contexts will promote their speaking skill; therefore, the teacher should raise the learner's knowledge of socio-cultural contexts of the target language such as: (people's way of life, beliefs, and attitudes). Also, they asserted that writing job application and /or curriculum vitae as well as combining technical and /or academic vocabulary in writing are the most useful to enhance their writing skill. Finally, In the same path, learner' responses highlighted that promoted their creativity in communication are highly required for developing their reading skill, because the main aim behind learning a language is to communicate.

Consequently, the results of learner' questionnaire showed that the learning ESP at the University of Biskra needs some adjustments beginning with the types of courses provided in canvas, to the methodology of delivering these courses. Also, the ESP teacher as a course designer should be aware that conducting NA before designing any course is one of the key stages for successful courses.

The obtained data from teacher's interview have given us a wide range of substantial information that is valuable to answer some of our research questions that are designed to be investigated.

3.2.5 Analysis and Interpretation of The ESP Teachers' Interview

As a third tool to gather data from teachers, these interviews are designed to collect information, views from teachers that will be analyzed, interpreted, then used to consolidate our research.

Item 01: Teachers' Experience in Teaching English

From this item, we wanted to have an idea about how long have teachers been teaching English at university by giving them choices (1-3years,4 to 7years,8-10 years, or more than 10years).

Option	Number
a-1 to 3 years	2
b-4 to 7 years	0
c- 8 to 10 years	0
d-More than 10 years	0
Total	2

Table 3. 22 Teacher's Experience in Teaching English

Teachers' responses designate that their English teaching careers are approximately the same. Both teachers (n=2) teach English from 1-3 years; which guarantees that the next

responses will be gathered from teachers nearly with the same experiences in teaching English at the university level.

Item 02: Teachers' Prior Training before Teaching ESP

From this item, we estimated to know whether teachers have trained before teaching ESP.

Option	Number
a-Yes	0
b-No	2
Total	2

Table 3. 23 Teachers' Prior Training before Teaching ESP

The above answers illustrated, that both interviewed teachers (2) answered with “no”, which means that they did not take any prior training before teaching ESP at university. In fact, an ESP teacher should be trained to master the pedagogical skills to teach different learners with different needs since NA in a necessity to guarantee an effective teaching-learning process.

Item 03: Teachers' methods of teaching ESP

From teachers' responses, it is observed that they adopt different methods of teaching.

Teacher 01: manipulate methods such as the communicative approach, adopting authentic passages and ask learners to translate them, in addition to Grammar Translation Method (GTM) which is beneficial because it does not consume time to finish the syllabus.

Teacher 02: The discussion method, for a variety of collaborative exchange of ideas among a teacher and learners or among learners for the purpose of furthering learners thinking and their learning.

The aforementioned responses showed the importance of developing language proficiency in communicative activities; when the teacher acts only as facilitator to create an effective interaction in the classroom.

Item 04: The most suitable methods according to teachers

Through this question, we aimed to have an idea about the most suitable method of teaching for ESP teachers.

Teacher 01: Adopting authentic videos or audios, presenting the lectures using data show, and the communicative method.

Teacher 02: The investigatory method; that is based on giving a chance for learners to participating in the classroom activity and expressing their opinions and ideas. By using this

method, we learn more about their knowledge and abilities by eliciting information from them rather than telling things to them.

From teachers' thoughts, we figured out both teachers choose methods that can promote learner's creativity in communication due to the nature of their domain.

Item 05: The source of course content and the way of organizing it

The purpose of this item is to check the kind of sources the ESP teachers select and the way of organizing them.

Teacher 01: When preparing lectures, the teacher collects information either from specialized books (translating them when it is needed, YouTube and Oxford (mini book) for grammar. Concerning the organization of the lecture, through questioning the learners about the lecture (as a formative assessment to check learners' familiarity with the lecture). Then writing some examples or hints. Next, stating the rule followed by activities if the lecture is about grammar. If the lecture is about translation or debate it is enough to write the topic or the passage.

Teacher 02: From books. The teacher organizes them by choosing what is needed and fits their level in English.

From what the interviewed teachers demonstrated above, both teachers used books as the first source for the course content. Furthermore, teacher (01) pointed that it contains great educational sections, where you can access thousands educational videos for free.

Item 06: The way of teaching grammar for learners

This designed item sought to know which way of teaching grammar the ESP teachers follow.

Teacher 01: It is an inductive approach; learners explore the grammar rules by themselves through using authentic texts in order to show how the items are used in real communication.

Teacher 02: It is a deductive approach; learners are taught grammar rules in isolation then they see the examples provides by their teachers. At the end they are asked to produce their own examples.

From teachers' responses, we extract that the diversity in teachers' methods in teaching grammar reflects their knowledge about teaching grammar in ESP. Accordingly, grammar should not be taught in isolation rather it should be taught within the texts in which it is used.

Item 07: The type of vocabulary they taught for learners

We estimated from this item, we aimed to check which type of vocabulary the ESP teachers taught for their learners (General vocabulary, semi technical vocabulary, technical vocabulary).

Option	Number
a-General vocabulary	0
b-Semi technical vocabulary	0
c-Technical vocabulary	02
Total	02

Table 3. 24 The Type of Vocabulary Teachers Taught

As it is illustrated above, both teachers claimed that they taught technical vocabulary since the administration told them that they should teach their learners technical vocabulary that are related to communication. Teaching vocabulary should not be restricted to technical vocabulary because learners are the primary knower of their technical vocabulary; however, the teachers can provide occasionally help when it is needed such as in pronouncing, when dealing with specialized texts with a great number of technical vocabulary; the teachers may explain their meaning and pronounce them to avoid the bad memorizing of these words.

Item 08: The objectives of the courses to be realized later on

The purpose of this item is to check whether the ESP teachers set the objectives to be realized later on.

Option	Number
a-Yes	02
b-No	00
Total	02

Table 3. 25 The Objectives of the Courses to be Realized Later on

The above answers illustrated, that the total number of interviewed teachers (2) answered with “yes”, which means that setting the goals and the objectives to be achieved at the end of their course instruction. These objectives will reflect what the teachers wish for the learners to be able to do with English at the end of your course.

Item 09: Whether the objectives have reached

The purpose of this item is to check whether the ESP teachers feel that they have reached objectives or not recently.

Option	Number
a-Yes	02
b-No	00
Total	02

Table 3. 26 Whether the Objectives have Reached

It is clearly observed that both teachers confirmed that they have reached the objectives from the delivered courses after hard work since those learners have a low level in all the linguistic aspect of the language. Thus, it is not easy to achieve the desired objective.

Item10: Skills that teachers tend to put more focus on

From this item, we aimed to find out the language skills that receive much emphasis.

Teacher01: All the skills because the level of learners is very weak.

Teacher02: Speaking and reading.

As it is illustrated above, the teacher (1) confirmed that the four skills should be stressed equally. However, the teacher (2) claimed that speaking and reading are the most needed skills, by implementing activities for speaking such as: group discussion, role play and debates, and activities for reading comprising reading comprehension to acquire new technical vocabulary related to communication.

Item11: The use of texts related to learner's specialty

This question intends to know if the teachers use texts related to learners' field of study.

Option	Number
a-Yes	02
b-No	00
Total	02

Table 3. 27 The Use of Texts Related to Learner's Specialty

As far as this question is concerned, both ESP teachers affirmed that they use texts that are related to learner's domain to increase their comprehension and promote their motivation. They insisted on the role of those texts in encouraging learners to become active in the classroom.

Item12: The most used source of information

Through this item, we demand from ESP teachers to provide us with the most used source of information they get the course content from in their teaching.

Teacher01: Specialized books, YouTube, and dictionaries.

Teacher 01: Books, websites sometimes.

When this question was asked, different opinions were given by the ESP teachers. One teacher, answered by using dictionaries and books that have relation to communication and public relation which are available in the library in both language either Arabic or English. While, the second teacher, stated that relying on some books and sometimes educational websites are reliable sources.

Item13: The obstacles that ESP teachers encounter when designing an ESP course

We estimated from this item to collect teachers' opinions about the obstacles they encounter when designing an ESP course.

Teacher 01: Looking for easy information to make the lecture understandable for all learners. The unavailability of materials which enable us to manipulate lectures to teach speaking and listening.

Teacher 02: lack of materials.

Both interviewed teachers stated that the administration did not provide them with any materials which burden them many times when designing many activities. Hence, all teachers' responses indicate that integrating ICT devices is needed due to the nature of learner's discipline. However, materials are always unavailable.

Item14: The used materials by ESP teachers

To know what materials are used by ESP teachers we asked this question to collect ideas from teachers.

Teacher 01: Only the handouts, there are no available other materials.

Teacher 02: Handouts.

From teachers' thoughts, we figured out that both of them used only handouts because they did not find other materials. Accordingly, lack of material hinders effective teaching of learners at the department of human sciences.

Item15: The existence of the materials and the way of organizing them

This designed item sought to know where the ESP teachers get the materials for their courses and how they organize them.

Teacher 01: I spend a few days to look for information.

Teacher 02: I already have an experience in teaching learners of communication last year. They are organized according to the canvas.

The teacher (1) who claimed that; she prepares them days before because she has no experience in teaching. Furthermore, she added that she organizes them based on the given

subject area. While the teacher (2) stated that all materials are prepared previously because she has experience in teaching learners of communication, and she organizes them according to what is proposed in the canvas.

Item16: the types of activities and tasks they give to their learners

The purpose of this item is to know which activities and tasks they give to their learners.

Teacher 01: Debates, passages to translate, or games (as guessing the terminology from its definition).

Teacher 02: I concentrate on task-based activities.

From teachers' thoughts, we figured out that the teacher (1) use debates to enhance learners speaking skill and passages written in English and asked them to translate into Arabic. Additionally, the teacher (2) replied that she follows the task-based activities in delivering her lessons to communication learners, she teaches them how to negotiate, how to ask questions. The process of teaching begins with a pre-test activity; to prepare them for what is expected from them. Then, the actual task cycle; where learners complete their task in pairs. Moreover, classroom work ends with the post-task activity (by presenting their work in front of their colleagues). Finally, by giving them a homework assignment to prepare.

Item17: The course timing, teaching environment and equipment provided

This item was for checking ESP teachers' thoughts about the course timing, teaching environment and equipment provided.

Teacher 01: The time is more than enough; however, the environment is not very good like the overcrowded classrooms and it needs equipment (even the data show is not available).

Teacher 02: They are not sufficient.

Both ESP teachers agreed that the administration did not provide them with any teaching equipment. Furthermore, the teacher (1) declared that it is hard to provide feedback on learner's assignment in an overcrowded class. The teacher (2) stated that she was not satisfied with the time allocated to the course and lack of equipment is serious problem that must be solved.

Item18: The received feedback

The researcher used this question to seek ESP teacher's viewpoint on the received feedback.

Teacher 01: Yes, the teacher (1) have received both positive feedback such as (your lectures and the way you teach is good and understood, you made English easy for us, the way of assessing is fair and new) and for the negative feedback some of the learners complained about the oral test ; they have said that we do not know how to spell words and they ca not speak in front of their classmates, so they have said that oral test is not unfair even though it is out of 5.

Teacher 02: Yes, I received positive feedback from learners.

Item19: The ignorance of conducting NA by most ESP teachers in the department of human sciences.

Through this item, we estimated to know the reason for neglecting the need of learners by most ESP teachers in the department of human sciences.

Teacher 01: Because they told us that knowing some terminologies is enough for learners.

Teacher 02: Because of the lack of time.

This item was for discovering the main reasons for ignoring the needs of learners in this department. The researcher has asked both ESP teachers if they conduct NA before designing their lectures; their responses were negative, they stated that the courses were proposed in the canvas, and their role was only for selecting the suitable material and making some changes when it is necessary.

Item20: Teachers' evaluation of their courses

Through this item, we aimed to collect teachers' thoughts about the way of evaluating their courses.

Teacher 01: By making learners produce. To clarify, doing 3 tests: a research paper (make them write about anything related to their specialty). The second test is an oral test (by suggesting topics for those who do not have topics to talk about) the oral test can be an interview, a role play, a debate. Besides, there are other activities which the teacher adopts for evaluation as exercises at the end of grammar lectures to check if they have understood the lecture or the teacher should boost efforts for full understanding.

The above-mentioned tests (written and oral) are beneficial for them as communication learners because they help them to be creative as an activity and as a way of evaluating.

Teacher 02: At the end of each lecture, by asking learners some questions about it to check if they have understood.

Teachers' responses proved that each teacher adopts a different strategy of evaluation such as: doing tests, questioning learners at the end of each session. Therefore, evaluating is a crucial element in assisting ESP teachers to achieve their objectives.

Item21: Suggestion for improving learners' motivation

Through this item, we demand from teachers to tell us what they do to improve their learner's motivation.

Teacher 01: Using some learners' names to give an example which is related to the lecture, moving around the classroom, and giving them the chance to speak whatever they know about the lecture. More importantly, using visual aids, tape video.

Teacher 02: It is necessary to ask the administration to provide you with the necessary materials.

Through the above responses, teachers showed the importance of making the classroom a comfortable atmosphere as well as giving the chance for learners to freely express their thoughts. More importantly, making sure that all materials are available.

3.2.6 Discussion and Interpretation of the Interview Results

The obtained data from the ESP teachers' interview have provided us with substantial information that is beneficial for our research.

According to the interviewees, there is a pre-determined syllabus proposed from the canvas they must follow. The lack of materials was also proclaimed by both teachers because they rely either on books or handouts. Nevertheless, the library is equipped with unlimited specialized references and they rely on those books as the most used source for their courses.

In addition, both teachers were not satisfied with the overcrowded classes. Furthermore, there is no agreement among both participants concerning the skills they tend to put more emphasis. Within the interview, both ESP teachers were asked about the types of activities and tasks they provide to their learners; in that point, they focus on the activities that promote learner's fluency and accuracy in communication.

Both participants claimed that they evaluate their courses through questioning their learners then deciding whether they have grasped the intended objectives from the delivered courses or they have to boost their efforts. Besides, the participants reported that the most suitable methods according to them when adopting authentic videos or audios, giving a chance for learners to expressing their opinions and ideas in the classroom. However, they declared that the unavailability of materials burdens them many times while teaching.

The final question was dedicated to further suggestions to improve learner's motivation; the main hindrance provided by ESP teachers is the unavailability of materials since it was stated that the lack of materials is the main obstacle that hinders the process of teaching/learning in this department. So, they suggest to provide them with visual aids videos to make their learners actively engaged while learning.

3.2.7 Analysis and Interpretation of the Subject Specialists Interview

The second structured interview has been organized with two subject specialists' teachers. Subject specialists' teachers' answers are to be analyzed in this section.

This interview was conducted to have a further perception of the target learners' needs.

Question 1 to 4: Teachers' qualification and experience

Both of them are full-time teachers, holders of a Doctorate degree in the field of communication studies. They have about six years' experience of teaching at the department of human sciences. They have an intermediate level in English language. They stated that they sometimes use English in the conferences specially when they talking about some technical terminology.

Question 5 to 7: English within the field of communication

Subject specialists reported that English is extremely important for learners of communication, not only to understand lectures and succeed in subject matter but also, they are in need of English in other modules because all sciences are in English such as references, books, as well as the latest articles, are published in English. Furthermore, they added that it is useful in research and scientific communication since they encounter many situations when English must be used; for example, when communicating with people outside Algeria, Formation and workshops.

Question 8: Teachers opinion about learners Reason for learning English

The teacher highlighted the importance of teaching technical vocabulary to learners of communication. He added that it is necessary to make learners improve their capacity in acquiring scientific terms since this plays a major role in reading comprehension and written/oral production as well as it serves as a pedagogical tool meant to develop communication skills in English when attending in international conferences.

Question 9 and 10: Teaching technique and material

Subject specialists claim that their learners need materials which permit exposure to the target language such as visual aids, dialogues, they are springboards for learning sentence

structure and leads to improved conversation ability. They suggest reading texts that are related to the field of communication to acquire communication terminology.

Question 11: Choice of the adequate ESP syllabus.

Concerning the choice of the appropriate syllabus for communication learners, the subject specialists are for the involvement of a syllabus that covers and gives an equal focus on the four language skills. They also reported that their learners are in need of a syllabus which intended to develop and encourages both accuracy and fluency. Therefore, they opt for the Task-Based syllabus claiming that their learners are in need of a syllabus which provides them with the target language and the scientific context as well. Moreover, they need to enhance their competence in communication where the four skills are balanced.

Question 12: Learners' necessities

Subject specialists' teachers report that their learners always need English. First, in research because English is the most used language online. Second, tourism because travelling becomes easier with a good knowledge of English, when attending international conferences. Finally, in their future career; mastering a language can increase their chances to get a good job.

Question 13: Suggestion

As a conclusion, this question was designed for collecting subject specialists' comments and suggestions. First, they were not satisfied with the time allocated to the teaching of English and they suggest to add another session for more practices. Furthermore, they recommend integrating the use of English in all disciplines. Additionally, one subject specialist suggests to make learning English compulsory for all learners at all levels, and not a matter of choice (either English or French) as well as encouraging learners to present their works in English in all modules because English is the language of science and technology.

3.2.8 Discussion and Interpretation of the Interview Results

The analysis of subject specialists' teachers' interview revealed that English is very important for teachers because they face many situations when it is necessary to master this language and for learners because a great number of sources are published in that language. Moreover, it is useful in research because it is considered as the language of science and technology. Subject specialists contributed in this research are the design of a Task-Based syllabus claiming that this kind of syllabus permits the integration of all language skills and boosts both fluency and accuracy. They agreed upon the fact that using visual aids and dialogues permits exposure to the target language. They also recommended using texts

related to their specialism to increase their interest in the subject. Furthermore, they spotlight on the importance of teaching technical vocabulary for learners since it plays a role in reading and oral production. Subject specialists asserted that learners need English in research because it is considered and the language of science and technology, oral discussions when communicating with foreigners when participating in international conferences, and in their future career.

3.2.9 Summary of the Results

Since the main aim of this research is to conduct learners needs to design an effective course that fit learner's expectations. Thus, to have reliable research findings the researcher dealt with various tools to collect feedback that feed the research which are: a classroom observation, a questionnaire to third-year learners of communication and two versions of interviews one for the ESP teachers and the second for the subject specialists.

On one hand, the classroom observation showed that there is a great need for the teaching materials to provide learners with new learning experiences and enhance their listening and speaking skill. Also, there is a lacuna in teaching English for communication purposes which is the overuse of the mother tongue which affect negatively the learning environment. Additionally, those learners are unable to construct a comprehensive sentence in English because they habitual think and express their thoughts in Arabic.

In the same vein, the conducted classroom observation showed that learner's needs are not communicated, the English courses are planned in the canvas. Moreover, these courses are not specific for learners of communication, since they are the same used for other specialties of third -year in the same department. That is to say, the type of courses delivered are adopted as a model for the same level of learners in different specialties in the department.

One the other hand, learner's questionnaire results agreed upon the idea that the English courses delivered in their department did not fulfill their objectives, because the main purposes for choosing English is to communicate. In other words, implementing task-based syllabus to promote learner's performance in speaking skill. Moreover, the obtained data highlighted the importance of English courses that help in their academic as well as the professional career. In addition, they pointed that group work is the most needed activity in the classroom.

Furthermore, the gathered results showed that learners need to improve their listening skill to grasp speech immediately. Also, they want to promote their speaking skill in order

to handle the language properly in sociocultural contexts. As far as writing skill is concerned, they need to write job application and/or curriculum vitae in addition to combining technical and /or academic vocabulary in writing. Moreover, they pointed that they want to develop their reading skill to promote their creativity in communication.

Regarding the ESP teachers, the obtained results illustrate the unavailability of materials affect the way of presenting their lectures, since they are imposed to use only either handouts or the board. Besides, the results proved that ignoring learners needs due to lack of time and they were informed that teaching some terminologies is enough. Also, they used the books that are available in the library in both languages (English and Arabic) as the most used sources of information. This latter raised their awareness and knowledge about the field of communication and public relations.

Moreover, results of the subject specialists' interview detect that it is necessary to select a readymade syllabus that covers and gives an equal focus on the four language skills. Besides, they report that their learners always need English such as in research, travelling, when attending international conferences, and in their future career. Also, they suggest to integrate English in all discipline because it is the language of science and technology.

Classroom observation, learners' questionnaire and teachers' interviews enabled the researcher to gather a considerable amount of data concerning the process of teaching as well as learning English in the department of human sciences specifically third-year learners of communication. More importantly, data aimed at identifying learners' needs from the English course, considering their lacks in learning English. The outcomes helped to lay the foundation for the design of an adequate course.

3.2.10 Synthesis of the Findings

The obtained findings from three data gathering tools lead to the progression of this synthesis. Each method provided substantial results that help to answer the research questions and validate the hypothesis about designing an effective course that is based on learners' needs to make them actively involved in the learning process.

All methods confirmed the validity of the research hypotheses. First, pre- defining objectives and conducting learners' needs were neglected by most ESP teachers in the department of human sciences. According to them, the main goal is to achieve what is proposed by the head of the department. Second, the questionnaire permitted the researcher to form a comprehensive idea about learners lacks, wants from the English language to take

them into account to design an effective course that will motivate learners and make them actively involved in the learning process.

To conclude, the present research provides answers to the two various research questions. Additionally, this research accomplished the intended aims. Besides, the research tools confirmed the research hypothesis. First, presetting objectives and defining learners' needs are essential steps to be considered by ESP teachers. Second, conducting NA to make learners actively involved in the learning process. In short, it is essential to conduct learners needs before carrying an ESP course since it motivates them to learn and prepare them for what they are going to tackle during the semester.

3.3 Course Design

The specific NA of a particular group of learners acts as a preface to design an ESP course since it helps to discover what and how to teach.

The conducted NA in this study highlights the various aspects needed in designing a course that suits the needs of the learners of communication in the human sciences department at the University of Biskra.

3.3.1 Aims of the Course

There are several purposes that third-year learners of communication in the department of human sciences need English for:

- ❖ To have more opportunities in their future career.
- ❖ To read texts that reflect their field of specialism
- ❖ To help them in mass media translation
- ❖ To improve marketing and advertising writing
- ❖ To improve their communicative competence
- ❖ To listen to journalistic skills in the English language
- ❖ To read news reporting easily

3.3.2 Goals and Objectives

The ultimate goal of the course is to provide the learners with the essential skills and linguistic knowledge they need in order to be able to communicate effectively in academic and professional settings. NA results stipulate that learners need to promote their speaking and writing skills as well as to develop technical vocabulary related to their specialism. Communicative activities were emphasized to meet these ends. The ESP course was designed accordingly, the objectives concerning each skill are as follows:

- a. Listening

- ❖ To grasp speech immediately.

b. Speaking

- ❖ To handle the language properly in socio-cultural contexts.
- ❖ To speak the language with fluency.

c. Writing

- ❖ To write job application and /or curriculum vitae.
- ❖ To combine technical and /or academic vocabulary in writing.

d. Reading

- ❖ To promote learner's creativity in communication.

3.3.3 Course Organization

The course will last one academic semester; during 14 weeks and one and half an hour per week. Thus, the whole number of hours is 21 hours, the target learners are third-year learners of communication at the department of human sciences. The total number of learners is forty-seven; however, the number of learners who are seeming to be present is between thirty-two and thirty-six.

3.3.4 Course Content

Since the results of NA revealed that two of the prominent language skills are speaking and writing, a series of activities are presented to enhance learner's proficiency in both competences. In this course there are 7 units, each unit comprises of two lessons.

Units	Topics	Aims/Functions	Language points	Activities
Unit1	The Importance of Electronic Media in Communication	-Reading -Understanding scientific texts	-Sentence connectors -Synonyms and opposites -Technical and academic vocabulary - Adjectives and adverbs -Writing techniques	-Scanning and skimming -Discussion -Dictation exercise -Activities of reading -News reporting

Unit2	Tim & Carla's Conversation	<ul style="list-style-type: none"> -Listening -Understanding -Taking notes -Speaking 	<ul style="list-style-type: none"> -Collocations -Prefixes and suffixes -Technical and academic vocabulary -Yes/no questions 	<ul style="list-style-type: none"> -Activity that include using listening (it helps much in improving the speaking skill) -Orally testing Learners' Comprehension -Reordering sentences -Matching -Discussion -Oral presentation -Group work -Fill in the gaps
Unit3	Making an Adequate Presentation and Developing Communicative Competence	<ul style="list-style-type: none"> -Creating an oral presentation -Designing a power point slides -Delivering an oral presentation -Being able to engage in communication with native speakers 	<ul style="list-style-type: none"> -Verbs/adjectives -Technical and academic vocabulary -Pronunciation -Summarizing techniques -Fluency -Accuracy 	<ul style="list-style-type: none"> -Role plays -Oral presentation using audio-visual aids -Oral presentation techniques
Unit4	Curriculum Vitae (CV)	<ul style="list-style-type: none"> -Listening -Comprehension -Speaking -Writing 	<ul style="list-style-type: none"> -Adjectives sentence structures -Used to -Writing a coherent CV - Spelling 	<ul style="list-style-type: none"> - Constructing sentences -Giving learners practice in conversation management

			punctuation or conception mistakes	- Job interview/Pair work -Complete the CV -Miming game/group work -Correct the CV
Unit5	A letter of Application	- Jobs guessing game -Job interview -Writing	-Present and past simple -writing an application letter	-Completing the letter -Writing a letter of application -Oral practice -Group work -Pair work -Create customized letter
Unit6	Advertising and Marketing	-Vocabulary -Speaking -Writing -Reading	-Terminology -Persuasive adjectives -Comparison with like -Superlative	-Summarizing -Product advertising -Branding a project -Oral presentation -Group work -Fill in the blank -Discussion -Matching
Unit7	Mass Media Translation	-Listening -Speaking -Pronunciation -Writing -Translating	-Nouns vs verbs -Active and passive verbs -Technical and academic vocabulary - Journalistic skills	-Activities that involve using audio visual aids -Orally testing learner's comprehension -Discussion groups -Writing techniques -Audio tapes and even video tapes

3.4 Sample Course

3.4.1. Unit 2 : Sample Lesson

Tim & Carla's Conversation

- Listen to a conversation about Public Relations (PR) between Tim, a business studies student who is working as an intern in the marketing department of a large chocolate manufacturing company, and Carla, the marketing manager. As you listen, make notes on Carla's explanation of the role of the PR department.

Carla: Tim, I have arranged for you to spend time in our PR department.

Tim: Great. What sort of things are they responsible for?

Carla: Well, they have the Press Office, which manages our company's communication with the media: newspapers, magazines, TV and radio. Also, these days, they get involved in new media as well: our company website, internet articles about the company and blogs that refer to the company.

Tim: So, do you mean they deal with advertisements for the company's products in the media?

Carla: No, advertising is handled by marketing. The PR department does play a role in marketing. For example, as well as traditional advertising, sometimes we can create publicity for our products by staging or sponsoring events and we invite journalists to attend. But the Press Office is more concerned with managing news about the company as a whole than just the products we make.

Tim: In what ways?

Carla: Well, you remember last year we had to close one of our factories in the UK. Obviously, this caused a lot of negative publicity for the company. The PR department had to monitor press and broadcast coverage of the story and, wherever possible, give the company's point of view.

Tim: How do they do that?

Carla: As well as monitoring coverage, they answer enquiries from journalists. But they don't just react to the news, they have to create it as well. In other words, they have to be proactive as well as reactive.

Tim: But how can they get the journalists' attention?

Carla: Well, there are various ways. They write press releases and news articles. And they arrange press conferences, news briefings and media interviews. But they also make sure they have lots of regular personal contact with journalists. So, they liaise with the press and broadcast media on an everyday basis via telephone, email and networking. Most of the people in the department used to be journalists, so they have a lot of personal contacts.

Tim: Ok. I understand why you need to have a PR department to deal with a big issue like the factory closures last year. But surely that kind of crisis does not happen very often.

Carla: Well, fortunately no; you are right, it doesn't. But when a big problem or crisis does happen, it is essential that the company has the resources within the Press Office to manage it. That's why crisis management – or 'issues management' as it's sometimes called – is so important. Think of all the things that could go wrong for a company like ours.

Tim: You mean things like when there is a problem with a chocolate product because something has gone wrong with the manufacturing process, and you have to recall it?

Carla: Yes, exactly. When that sort of thing happens, it can be extremely damaging for a company's reputation, so the PR department has to act fast and manage how the product recall is made public. But there are all sorts of other things that can go wrong.

Tim: For example?

Carla: Well, we might have a problem that will affect our shareholders. For example, we could have a strike in one of our factories. Or another company might try to take us over. Or our profits might not be as high as our forecast. In these cases, we have to communicate with our shareholders, as well as our employees and the general public. In fact, this is so important that the department has a separate team who manage investor relations. And then there are more general publicity issues that affect our customers and sometimes the government. We call this 'issues management'.

Tim: What sort of general issues?

Carla: Well, you know that there is a lot of public concern about obesity and poor health in children. This has led to various organizations campaigning to restrict the selling and marketing of confectionery. For instance, they want to stop us from displaying our chocolate

bars next to the checkout tills in supermarkets. So, we have to try to put our point of view in a positive way and create a responsible image.

Tim: How can you do that?

Carla: There are different ways. We sponsor campaigns for children to do more sport and generally be more active. And we have publicity which presents our chocolate products as an occasional treat rather than something you have a lot of every day. If we do this, the government may be less likely to impose restrictions on us.

Adapted from <https://www.onestopenglish.com/>

Activity One

1-Decide whether these statements are true (T) or false (F).

-The PR department must always be ready to deal with a major crisis, even though they do not happen very often.

-If there is a problem that affects shareholders, it is dealt with by a separate investor relations team within the PR department so that employees and the general public do not get to hear about it.

- Some health campaign groups want to prohibit the selling and marketing of confectionery (e.g. chocolate) to children.

- Carla's company has a publicity campaign which says that its products can help children to do more sport.

2-Reorder the following sentences.

- The-office - work – does- traditional-and-broadcast-print-media-with-not-just-not.

-The-new-marketing-role-has-PR-no-department-in-products.

-The-publicity-factory-their-closure-of-british-following-carla's-negative-to-had-counteract-office-press-company's.

- ex-journalists-people-in-PR-are-departments-working-often.

Activity Two:

-Here are some expressions from the conversation between Carla and Tim. Match the verbs on the left (1-9) with the nouns and noun phrases (a-i) on the right.

- | | |
|---------------|-----------------------|
| 1. to play | a. enquiries |
| 2. to stage | b. negative publicity |
| 3. to cause | c. a big issue |
| 4. to monitor | d. a role |
| 5. to answer | e. restrictions |

- | | |
|-----------------|---------------------|
| 6. to deal with | f. a faulty product |
| 7. to recall | g. an event |
| 8. to put | h. a point of view |
| 9. to impose | i. media coverage |

Activity Three: Discussion groups

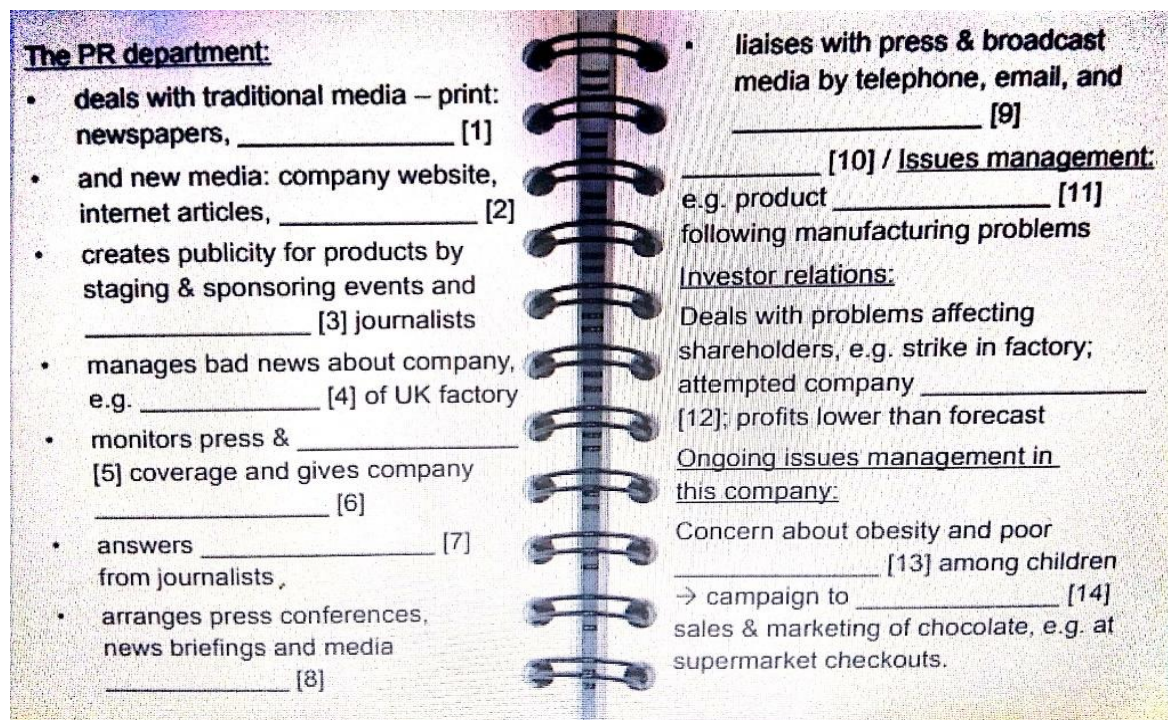
We sponsor campaigns for children to do more sport and generally be more active. And we have publicity which presents our chocolate products as an occasional treat rather than something you have a lot of every day. If we do this, the government may be less likely to impose restrictions on us.

-Imagine you are in charge of marketing a product or service that some people or groups think is undesirable (perhaps because it is unhealthy, dangerous or it damages the environment). Choose a specific product or service, then work out a PR strategy to respond to the arguments against it.

Activity Four

-Fill in the gaps in Tim's notes using the words in the box

blogs broadcast closure point of view enquiries recalls health
 interviews magazines networking takeovers crisis restrict
 inviting



Adapted from <https://www.onestopenglish.com/>

Activity Five

1-Ask and answer yes/no questions containing words that use prefixes (un, post, re, pre, anti, im, mis, pro, ever, extra, dis, non).

- used to behave when they were younger.
- heard an interesting conversation recently.
- likes to read fiction books.
- would like to study for a _____ graduate degree.
- _____ like drinking coffee.
- _____ views what they learn in class.
- has taken _____ biotics recently.
- often gets _____ patient when they have to wait.
- was _____ able to come to class last month.

2-Match suffixes to words to make abstract nouns. Then classify them into their different types.

Ance	bore	hood	child	dom	educat
------	------	------	-------	-----	--------

Ion	content	age	marri	ment	pleas
Ure	indiffer	ance	toler	ence	nervous
Ion	motivat	ty	certain	ness	confid
Ry	brave	ness	forgive	ence	wis
Ment	improve	ness	loneli	dom	loyal
Age	pilgrim	y	honest	ty	parent
Ship	friend	hood	amaze	ment	persever

-Classification:

Feelings/Emotions	States/Attributes	Ideas/Concepts/Ideals	Movements/Events

Adapted from <https://www.teach-this.com/images/resources/suffix-dominoes>

3.4.2. Unit 4: Sample Lesson

A Curriculum Vitae (CV)

Activity One:

1-Listening to the conversation and answer the questions:

- ❖ What is the first objective for an applicant?
- ❖ What should you include in your CV?
- ❖ What should appear at the top of CV?
- ❖ What kind of mistakes should be avoided in a CV?
- ❖ Who gets interviews?

2-Listen again and fill in the missing words.

Student: Should we write about ourin the CV?

Lecturer: That Certainly emphasize your specialboth in the workplace and outside, such as any.....you speak .Also mention and relevant hobbies such assports and voluntaryyou do. This helps to give an idea about of yourTo conclude then, I want to remind you that thewho get the interviews are not the ones with the bestbut those whothe best CVs!

Activity Two:

1-Fill in the answers to all these questions. Your sentences **MUST** be **COMPLETE**.

What is your name?	
Where're you from?	
When is your birthday?	
How old are you now?	
What do you do?	
What do you like best?	
Where do you live?	
What is your phone number?	
What is your nationality?	
What are your hobbies?	
What is your village like?	

2- These are some famous people who majored in communication.

- ❖ introduce the lesson by giving learners some examples about what these people “**used to**” do in their childhood.
- ❖ Write these sample examples on the board tom make learners explore the rule of” **used to**”.



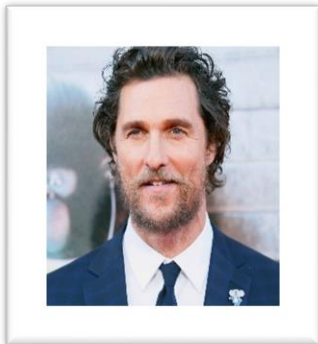
Spike Lee



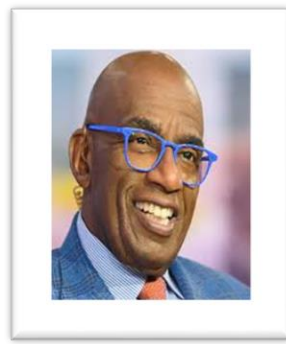
Ellen DeGeneres



Jerry Seinfeld



Matthew McConaughey

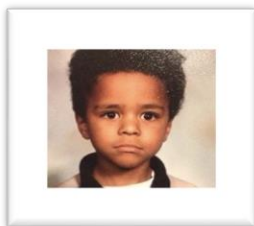


Al Roker



Oprah Winfrey

3- In groups of four, listen to your teacher then make sentences by looking at the pictures of the following famous people from and their childhood by using “**used to**”.



Jermaine Cole



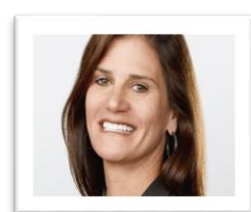
Chris Farley



James Gandolfini



Katie Cotton



Activity Three:

-In pairs prepare a job interview using the information below:

(Student A): You are the manager of the company. Now you are interviewing a possible candidate:

- ❖ Greet the candidate and ask him/her to take a seat;
- ❖ Ask for the reasons for wishing to get the job;
- ❖ Ask about the qualifications of the candidate;
- ❖ Inform about the possibilities to raise qualifications in this company;
- ❖ Enquire about the job experience;
- ❖ Inform about the working conditions and the salary;
- ❖ Promise to inform about your decision in a week time;
- ❖ Thank
- ❖ for coming. (you start the conversation)

(Student B): You are a candidate applying for a job. Now you are being interviewed by a manager of the company:

- ❖ React to the greeting and introduce yourself;
- ❖ Explain why you would like to get the job;
- ❖ Give information about your qualifications;
- ❖ Ask about the possibilities to raise qualifications in this company;
- ❖ Inform about your job experience;
- ❖ Ask about work conditions;
- ❖ Thank for the time.

Activity Four:

1-Complete the CV using the information on the right

1-Surname:.....

2-First names:.....

3-Address:.....

4-Mobile N°:.....

5-Email:.....

6-Date of birth:.....

Education: -Lycée St, Exupery
 - Business school, Nice

7-Qualifications: -

.....



- ❖ +33142589620
- ❖ 20 November 1990
- ❖ Dupont
- ❖ Jean.dupont@yahoo.com
- ❖ Baccaureat Professionnelle;
BEP certificate in tourism
- ❖ Sociable, conscientious, quick
worker & reliable
- ❖ Jean Pascal
- ❖ 55 rue de France, 83600 Fréjus.
- ❖ G. O. (Gentil Organisateur) Club
Med Ibis
Front office -Hilton London-2
Years

2-Use the above CV as a model, write your own. Invent if you have no qualifications or job experience.

Activity Five: “Miming game”

- One player from each group takes a mime card and reads out the introduction on the card, which tells his/her group what information they are looking for. Then he/she performs the mime on the card. They have two minutes to guess the information they are looking for. At the end of the 7 game, the group with the most points wins.

<p>You are looking for a place and two phrasal verbs.</p> <p style="text-align: center;">Mime</p> <p>You are in <u>bed</u>. You <u>wake up</u> and <u>turn off</u> alarm clock.</p>	<p>You are looking for a place and a phrasal verb.</p> <p style="text-align: center;">Mime</p> <p>You are <u>checking in</u> at an <u>airport</u>.</p>	<p>You are looking for a place and a phrasal verb.</p> <p style="text-align: center;">Mime</p> <p>You are standing at a <u>bus stop</u> <u>waiting for</u> a bus.</p>
<p>You are looking for a place and two phrasal verbs.</p> <p style="text-align: center;">Mime</p> <p>You are at a <u>restaurant</u>. You <u>sit down</u> and <u>look at</u> the menu.</p>	<p>You are looking for a king of food and a phrasal verb.</p> <p style="text-align: center;">Mime</p> <p>It is your birthday! and <u>Blow out</u> the candles on your <u>birthday cake</u>.</p>	<p>You are looking for a place and two phrasal verbs.</p> <p style="text-align: center;">Mime</p> <p>You are at a <u>petrol station</u>. You <u>fill up</u> your car and <u>drive off</u> without paying.</p>
<p>This mime is for two people. You are looking for a place and two phrasal verbs.</p> <p style="text-align: center;">Mime</p> <p>You go into a <u>cafe</u> and see a friend sitting at one of the tables. Your friend looks sad. <u>Go over</u> and try to <u>cheer</u> him or her up.</p>	<p>This mime is for two people. You are looking for a place and two phrasal verbs.</p> <p style="text-align: center;">Mime</p> <p>You are working at a checkout in a <u>supermarket</u>. The barcode scanner <u>breaks down</u>. The customers get really angry. You try to <u>calm</u> them <u>down</u>.</p>	<p>You are looking for two objects and two phrasal verbs.</p> <p style="text-align: center;">Mime</p> <p>You are on a <u>park bench</u>. It starts to rain. <u>Do up</u> your coat and <u>put up</u> your <u>umbrella</u>.</p>

You are looking for an object and two phrasal verbs.	This mime is for two people. You are looking for a place and one phrasal verb.	This mime is for two people. You are looking for a place and two phrasal verbs.
Mime	Mime	Mime
You are reading a <u>newspaper</u> when you see a picture of your favourite film star. <u>Cut</u> the picture <u>out</u> and <u>put it up</u> on the wall.	You are in a <u>clothes shop</u> and you <u>bump into</u> an old friend.	You are at a <u>train station</u> , <u>seeing</u> your friend <u>off</u> . Your friend <u>gets on</u> the train and you wave goodbye.

Adapted from <https://www.teach-this.com/>

Activity Six

-Look at the following CV. There are 18 spelling, punctuation or conception mistakes in it. Find them!

Curriculum Vitae	
Personnal Details	
Name:	Diana Saster
Date of Birth:	29 th February 1995
Adress:	13, Hapless Road,London sw 102ju
Telephone:	081 123 45 67
Email Address:	jojo185@hotmail.com
Sex:	Female
Nationality:	British
Education	
2007-2011	Hapless Secondary School
2011-2014	Hapless Road High School: GCSEs, A levels-Economics

2014- to date	ENILBio National School of Dairy Industry, Poligny,France,
Work History	
2008-2013	Paper Round for ABC Newsagents Delivered newspaper for 50 people
2013-to date	Assistant Supermarket Manager for the Pink Flamingo, Anytown I became familiar with the full range of products supplied In the supermarket and enjoyed striking up a rapport with customers. (Left after disagreement with the manager)
Additional Skills	
	Conversational French,Engilsh and Spanish Word procesing skills (70 words per minute) First Aid Certaficat. Driving License (7points)
Extracurricular Activities	
	Captain of the University Women’s Hockey Team
References	
	Dr jones,Any University Head,Anytown Mr Derek Saster,13 Hapless Road,London

3.4.3. Unit5: Sample Lesson

A Letter of Application

Activity One:

-Write the phrases from the box into the most appropriate section below

As you can see from my cv,...

I have five years experience in this sector.

Currently,I am working as...

I look forward to hearing from you .

Iam in charge of ...

I will be available for interview from...

Iam particulary interested in this position ...

I would be more than happy to discuss...

I am very keen to use my English...

Please do not hesitate to contact me for ...

I am writing in reply to your advertisement

With reference to your advertisement in...

Opening

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

Experience and Qualifications

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

Reasons for Applying

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

Closing the Letter

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

Adapted from <http://www.autoenglish.org/>

Activity Two:

-Think of a job vacancy that would interest you and try to write a letter of application.

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

.....

Adapted from: www.autoenglish.org Written by Bob Wilson

©Robert Clifford McNair Wilson 2019

Activity Three: Jobs guessing game

-Describe past and present job duties using the past simple and present simple. Each group four should take a set of white cards and a set of grey cards. The learners shuffle both sets of cards and place them face down on the desk in two piles. They take it in turns to pick up a white card and a grey card from each pile, without showing the cards to anyone. The white card shows the first job they did when they were young. The grey card shows the job they do now. The learner then describes their first job in the past simple. At the end, the learner with the most cards at the end of the game wins.

Lifeguard	Car washer	Cashier	Cleaner	Baby sitter
Waiter/waitress	Paperboy	Pizza delivery boy	Artist	Taxi driver
Gardner	Dog walker	Soldier	Shop assistant	Receptionist
Telemarketer	Window cleaner	Dish washer	Wedding singer	Content writer

Accountant	Airline pilot	Chef	Financial advisor	Event planner
Editor	Lawyer	Farmer	Nurse	Teacher
Fitness trainer	Graphic designer	Web developer	Computer programmer	Photographer
Veterinarian	Pharmacist	Paramedic	Firefighter	Clothes designer

Activity Four: Job interview

-Part1: Read the questions carefully and answer them about yourself.

- ❖ Tell me about yourself. Describe your personality.
- ❖ What are your strengths? best skills?
- ❖ What is your major weakness?
- ❖ What are your career goals? future plans?
- ❖ What things are most important to you in a work situation?
- ❖ What would be your dream job? why?
- ❖ What do you think, is the worst job in the world?
- ❖ Would you describe yourself as a workaholic?
- ❖ Where do you see yourself being in five years? ten years?
- ❖ When you were a child, what job did you want to have when you were older? why?
- ❖ What jobs in your country are considered to be good jobs? why?
- ❖ If you had a choice, would you prefer to work alone or as part of a team? why?
- ❖ What are your hobbies?
- ❖ What salary you are expecting?

-Part2: After you have answered the questions about you, interview a partner. When you have finished the oral practice, write a short paragraph about his/her answers on the interview.

Activity Five:

-The following letter format example covers the information you need to include in the letter you submit with you resume when applying for a job. Use the application as a guideline to create customized letter to send to employers with your resume.

Applying for a job: Letter format example

George Gilhooley
XYZ Company
87 Delaware Road
Hatfield, CA 08065

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the *Times Union*. As requested, I am enclosing a completed job application, my certification, my resume and three references.

The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position. The key strengths that I possess for success in this position include:

- I have successfully designed, developed, and supported live use applications
- I strive for continued excellence
- I provide exceptional contributions to customer service for all customers

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technologies as needed.

Please see my resume for additional information on my experience.

I can be reached anytime via email at john.donaldson@gmail.com or my cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

John Donaldson



iSLCollective.com

Adapted from <https://en.islcollective.com/>

3.4.4. Unit6: Sample Lesson

Advertising and Marketing

Activity One

1-Match the words below with their meaning.

- Artwork -a little drawing that represents the company
- Body copy -a word or short sentence that gives the main idea of the advert
- Slogan -a photo or drawing
- Logo -words that are in smaller letter that give more information about what is being advertised
- Headline - a short phrase that is easy to remember and represents the company

2-Look at the advertisement below and label the diagram using the vocabulary in the previous exercise.

Activity Two

-Look at the advertisements samples and it is slogans. Then, promote a product, create a mini campaign, and invent a slogan for one of the following brand products using at least five persuasive adjectives used in advertisement.

2- Present it to the class orally using visual aids.

Choose a brand or product from here:

Examples:



-The most popular adjectives used in advertisement:

New, good (better, best), free, fresh, delicious, full(fully), sure, clean, wonderful, special, crisp, fine, great, real, easy, bright, extra, safe, rich, big.

- ❖ You can change the form of the adjectives to make it also a comparative or superlative.

Activity Three

1-Put in the correct verb: smells, tastes, feel, drive, shine, being.

- 1.KFC's new coke chicken dish like what your mother used to make!
- 2.Our new chair will make you like an emperor.
- 3.This diamond necklace will make you like a star.
- 4.BMW's like a dream.
- 5.This orange juice like it was just picked off a tree.
- 6.Eating at McDonalds is like in New York city.

2- Change the adjectives to a superlative and put it in the right space: fresh, luxury, big, safe, shiny, clean, tasty, healthy, high.

- 1.Buy Libby's juice! Our juice is the !
- 2.BMW cars are both the cars in an accident while feeling the most !

3. Buy high line apartments! Our apartments are 900sqm, the _____ in the city and the quality!

4. Buy pine washing liquid will make your house the _____ and the _____ smelling in town!

5. Buy green tea, it is the _____ choice for your body!

Activity Four

1-As a group of 3, you have the opportunity to create your own brand of sports or entertainment products. It could be sporting equipment, a sneaker or athletic attire. Your brand will be presented to the class in the form of a poster along with an oral presentation.

Your poster (s) must include:

- ❖ Unique and recognizable brand mark (should include your brand name and explain function and of product)
- ❖ Trade character (which relates to the image of your brand and used the colors of your brand mark)
- ❖ Product label.

Activity Five

-Summarize the following passages:

Passage (A):

Advertising is a form of communication aimed directly at consumers. The overall objective of advertising is to increase the consumption of a product or service, improve the image of a brand, or reposition it within the mind of the consumer to make them buy this product. Often, this is done by showing people how much easier their lives would be if they bought the product. Thus, adverts aim to show a product's usefulness.

Advertisement is also used to maintain existing demand. As well as creating new customers, adverts try to ensure that existing customers stay interested in the products. Advertisement thus also aims to inspire trust and loyalty. They can be fun and entertaining to watch. But they also have a pragmatic purpose; to get the general public interested in parting with their money.

Passage (B):

Marketing refers to activities a company undertakes to promote the buying or selling of a product or service. Marketing includes advertising, selling, and delivering products to consumers or other businesses. Some marketing is done by affiliates on behalf of a company. Professionals who work in a corporation's marketing and promotion departments seek to get

the attention of key potential audiences through advertising. Promotions are targeted to certain audiences and may involve celebrity endorsements, catchy phrases or slogans, memorable packaging or graphic designs and overall media exposure.

Activity Six

-Choose two of the four photos beneath and discuss what they have in common and how they are different. Then reflect on the following questions:

1. What do you think about advertisements? How do you relate to them emotionally?
2. Would you say advertisements have any effect (s) on you? Explain.
3. In what ways you are fine/dissatisfied with the amount of advertisements you are exposed to?
4. In a world without advertising, what advantage and disadvantage would we have?



Activity Seven:

-Match these phrases/words to their definitions: Slogan, premium brand, banner, brand loyalty, viral marketing, jingle, target market, product endorsement,

1. The _____ of a product or service is the group of people it is aimed at.
2. _____ a short song or melody that helps sell a product through visual or audio media.
3. _____ an elongated poster used to promote a product. Today, people see them in print form on buildings or on the top of a company websites.
4. _____ means a celebrity or other well-known person publicity supporting the product and appearing in its advertising.

5.A is a range of products that sells for a much higher price than other similar products because of its higher quality or better brand image e.g. Louis Vuitton.

6. a special saying made from a few words that helps identify the company or brand.

7. a common expression that is used in today's technological age to help market a product across the internet.

8. means customers always buying from the same company because they like it more than its competitors.

Conclusion

This chapter has dealt with the fieldwork of the research that comprised of two parts. The first part concentrated on the theoretical background of the research methodology of the study. While in the second part, the researcher tried to analyze and interpret the results drawn from classroom observation, students' questionnaire, ESP teachers' and subject specialists' interviews. In addition to that, the researcher has attempted to identify learners needs and design the suitable course that caters for the needs of communication and public relations learners.

3.5 Pedagogical Implications

According to the data obtained from both learners and teachers in this research, a set of suggestions is given for a better improvement of ESP instruction in communication context:

- ❖ The ESP courses should be updated according to the needs of the learners.
- ❖ The teacher should focus on the learner's interaction rather than lecturing and overwhelming the course with an exhaustive list of glossaries and isolated grammar lessons.
- ❖ The ESP classes are overcrowded with various learning styles and strategies. Therefore, the teacher has to integrate modern technologies and audiovisual aids to motivate them.

❖ There should be a variety of exercises such as oral presentations, role-play and writing expressions.

3.6 Limitations of the Study

The researcher encounters some difficulties that obstruct the research process progress. Initially, the administration in the department of human sciences was not collaborative to provide us with data needed to finish our work. Furthermore, the unavailability of both learners and teachers. Concerning learners, they have not any group on Facebook to post our

questionnaire, and for teachers, we could not contact them. Although all the above-mentioned limitations, the researcher finished her work.

- ❖ The time allocated to ESP courses should be increased so that English becomes a fundamental course for all learners.
- ❖ When the ESP courses are designed, much concentration should be given to both productive skills.
- ❖ The administration should provide teachers with different teaching materials such as technological equipment including data show, for an effective teaching environment.
- ❖ NA can be conducted before designing the courses to select what is suitable to be included in the course, at the middle (after 2 or 3 sessions) to revise objectives or making some adjustments and at the end of the semester to assess learners progress.

General Conclusion

General Conclusion

General Conclusion

This study is a survey that deals with the analysis of the process of English teaching and learning in the department of human sciences at the University of Biskra, the case of third-year learners of communication. More importantly, it is basically concerned with the learners' needs of the English language and then carrying out a suitable course that suits their aspects of interest.

The research includes three chapters, the two first chapters were devoted to the theoretical part of the research; while, the third chapter highlights the research framework. Firstly, the first chapter devoted to shed light all the principles of ESP. To be precise, it dealt with multiple definitions of ESP, origin, development and types. Moreover, it presented the required skills for teaching ESP; furthermore, it shed light on teaching communicative competence through ESP courses.

Secondly, the second chapter comprises of two sections that dealt with NA and course design. The initial section provided the fundamental elements of NA; definitions of NA, types, models and its importance. Whereas, the second section focused on course design, it provided the approaches to course design, factors affecting ESP course design, and the current situation analysis of English courses at the department of human sciences, field of communication.

Thirdly, the third chapter is concerned with the research framework. Initially, this chapter dealt with the practical part of the research that presented a literature review about the research methodology (research approach, research design, data collection methods, purposive sampling technique, population and sampling). Moreover, it covered the data analysis and interpretation; furthermore, it presented the discussions and summary of the research findings.

To fulfill the research aim, investigator dealt with qualitative method. To collect data the researcher based her research on three data collection methods; a classroom observation, and a questionnaire, which has been administrated to third-year learners of communication. In addition to an interview, which has been administrated to both ESP teachers and subject specialists. Both teachers and learners were from the faculty of human sciences at Biskra University. The sample of the research included four teachers and twenty-five learners, the same learners who were observed by the researcher.

General Conclusion

Accordingly, the gained results collected from the classroom observation, questionnaire, and the interviews proved that teachers and learners are required to cope with the proposed courses in the canvas. In other words, conducting NA is neglected by those teachers since the courses were planned six years ago and no one makes an effort to know what are the needs of his/her learners. Moreover, teachers are required to teach glossaries as the most needed area to be dealt with. In addition, they suffer from the lack of teaching materials and their learners' weak level. Furthermore, the gained results showed that the type of courses chosen by the head of the departments are not only specific for learners of communication. Furthermore, the obtained results showed that learners are highly motivated toward the study of English language, which they believe, can help them in their academic and professional setting. In addition, they were not satisfied from the offered English courses in their department since it does not reflect their needs.

To conclude, conducting learners' needs is an essential step before carrying an ESP course. This step can be used to give them the opportunity to mention their linguistic lack and their expectation from the English courses. More importantly, it helps in avoiding the traditional methods of teaching ESP that is based on memorizing of glossaries. Furthermore, it helps learners promote their proficiency level in the target language and permit teachers to realize their goals successfully. In this respect, well-conducted needs, presetting objectives will lay the foundation of comprehensive lessons that suit learners needs. Thus, will lead to providing learners with the confidence to speak and write. Also, it will be beneficial for their future career.

References

References

References

- Allen, J. P. B., & Widdowson, H. G. (1974). Teaching the communicative use of English. *International Review of Applied Linguistics*. XII(I).
- Alvi, M. H. (2016). A Manual for Selecting Sampling Techniques in Research. Retrieved from <https://mpira.ub.uni-muenchen.de/70218/1/>
- Barkane, R. (2017) The Role of Needs Analysis in ESP Course Design. Case of master one student of Finance and International Trade Year Students at Biskra University. Retrieved from <https://pdfs.semanticscholar.org/a747/952b0a6b0f4b4749e6950853536f805bb0e5e3.pdf>.
- Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. London and New jersey: ESL and Applied Linguistic Professional Series: Eli Hinkel, Edition.
- Basturkmen, H. (2010). Developing courses in English for specific purposes. Palgrave: Macmillon.
- Brown, H. D. (1994a). Principles of language learning and teaching. New Jersey: Prentice Hall Regents.
- Brown JD. (1995). The elements of language curriculum: A systematic approach to program development. Boston: Heinle and Heinle.
- Brown, H. D. (2001). Teaching by principals: An interactive approach to language pedagogy (2nd ed). Francisco: Pearson Education.
- Burnaby, B. (1989): Parameters for Projects under the Settlement Language Training Programme. Toronto, Ontario: TESL Canada Federation.47.
- Carreon, Edwina S., (1996). "Preparing ESP Practitioners for the Unfamiliar." A paper Presented at the Annual Meeting of the Teachers of English to Speakers of other Languages, TESOL Convention, Chicago.
- Carter, D. (1983). Some Propositions about ESP. *The ESP journal*, 2,131-137.
- Chambers, F. (1980). A re-evaluation of needs analysis. *English for Specific Purposes*.

References

- Chun, Dorothy M. (1994). "Using computer networking to facilitate the acquisition of interactive competence."
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London. Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approach* (4th ed.). Thousand Oaks, CA: SAGE.
- De Arechaga, Graciela Miller, (2001). "Teacher Development, Awareness, and Sharing." *ELT Newsletter*, 69, August.
- Dornyei, Z. (2007). *Research methods in applied linguistics*. New York, NY: Oxford University press.
- Dudley-Evans, T. and St John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: Cambridge University Press.
- Freirmuth, Mark R. (2001). "Influences of Content Based Instruction in the ESP Classroom." PAC at JALT Conference Proceedings.
- Gaur, R. (2008). *Developing an interdisciplinary approach in ELT: The case of India*. *TESL EJ*. Vol. 12, No. 3.
- Gliner, J, A., Morgan, G, A., & Leech, N, L. (2017). *Research methods in applied setting* (3rded). New York, NY: Routledge.
- Gorard, S. (2013). *Research design: Creating robust approaches for the social sciences*. Thousand Oaks, CA: SAGE.
- Graves, K. (1996). *Teachers as Course Developers*. Cambridge, England: Cambridge University Press.
- Henry, M. (1977), *Sociological Research: Philosophy and Methods*, Illinois: The Dorsey Press.
- Harding, K. (2007). *English for Specific Purposes*. Oxford, OUP.

References

- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes*. Cambridge, England: Cambridge University Press.
- Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., and Brown, J. D. (1999). Japanese language needs analysis. Available at: <http://www.nflrc.hawaii.edu/Networks/NW13/NW13.pdf>
- Jing, W.U. (2006). Integrating skills for teaching EFL—Activity design for the communicative classroom. *Sino-US English Teaching*, 3(12).
- Johns, A. M. (1991). *English for Specific Purposes: its history and contributions*. In M. Celce Murcia (Ed.) *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Jordan, R.R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Krashen, Stephen D. *Second language acquisition and second language learning*. Oxford University Press, 1981.
- Lamri, C.E. (2016). *An Introduction to English for Specific Purposes (ESP)*. Retrieved from <https://faclettre.univ-tlemcen.dz/assets/uploads/DOCUMENTS/cours%20en%20ligne/An%20Introduction%20to%20ESP%20LAMRI.pdf>
- Larsari, V. N. (2011). Learners communicative competence in English as a foreign language (EFL). *International Journal of English and Literature*, 2(7), 161-165. Retrieved from <http://www.academicjournals.org/journal/IJEL/article-full-text-pdf/7C380B61342>
- Lorenzo, F. (2005). *Teaching English for specific purposes*. UsingEnglish.com. Retrieved March 2, 2009 from <http://www.usingenglish.com/teachers/articles/teaching-english-forspecific-purposes-esp.html>.
- Mackay, R & Mountford, A. (1978). *English for Specific Purposes A Case Study*

References

- Approach. London: Longman Group Ltd.
- Maleki, Ataollah. (2008). "ESP Teaching: A Matter of Controversy." *ESP World*, 7, 1(17). Pages (1-21).
- Meads. (1978). Students' Needs and the Authenticity of ESP Materials. *ESP MASL Journal*.
- Meddour, M. (2014). Integrating Web-based Teaching in ESP: A case study of computer science students at Biskra University (Doctoral dissertation). Retrieved from <http://thesis.univ-biskra.dz/id/eprint/1338>
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Nation, I.S.P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nunan, D., and Lamb g., (1996). *The Self-Directed Teacher: Managing the Learning Process*, Cambridge: CUP.
- Ouarniki, W. (2012). The Current Situation of English for Specific Purposes Courses at University Level: Analysis, Evaluation and Perspectives. The case of: Fourth year classic students of architecture at Biskra University. Retrieved from <http://archives.univ-biskra.dz/handle/123456789/4542>
- Pandey, P., & Pandey, M, M. (2015). *Research Methodology: Tools and Techniques*. Romania: European Union: Bridge center.
- Paltridge, B., & Starfield, S. (2014). *The Handbook of English for Specific Purposes*. Hoboken, NJ: John Wiley & Sons.
- Richards.J.C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., Schmidt, R., Kendricks, H., & Kim, K. (2002). *Longman dictionary of language teaching and applied linguistics*. England: Pearson Education Limited.

References

- Richterich, R. (1983). *Introduction to Case Studies in Identifying Language Needs*. Oxford: Pergamoun Press.
- Richterich R.& J.J. Chancerel. (1987). *Identifying the needs of adults learning a foreign language*. Oxford: Pergamon Press.
- Robinson, P. (1980). *ESP (English for Specific Purposes): the present position*. Oxford: Pergamon Press.
- Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- Selinker and Trimble (1976). *Scientific and Technical Writing: The Choice of Tense in English Teaching Form*, 14, 4.
- Senhadje, J. (1993). *Needs Analysis and Approaches to Syllabus Design*. The ESP Maghreb Conference. The British Council, London.
- Songhori, M. H. (2008). *Introduction to needs analysis*. *ESP world*, 4, 1-25.
- Strevens, P. "ESP after twenty years: A re-appraisal". In M. Tickoo (Ed.), *ESP: State of the art*, pp. 1-13. SEAMEO Regional Language Centre, 1988.
- Tabatabaei, Omid. (2007). "Who Qualifies to Monitor on ESP Course: a Content Teacher or a Language Teacher?" *Indian journal of Applied Linguistics*.
- Thabet, A. S. (2018). *Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development*. *The Creative Launcher [Yemen]*, p. 11.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Venkatraman, G., and P. Prema. (2007). "Developing a Set of Competencies for Teachers of English in Engineering Colleges".
- Wang, Qiaoying, and Carolyn D. Castro. "Classroom interaction and language output. "English language teaching 3.2 (2010): 175.

References

- West, R. (1993). Needs Analysis in Language Teaching. *Language Teaching*:1-15.
- West, R. (1994). Needs analysis in language learning. *Language Teaching*, 27, 1: 1-19.
- Widdowson, H. G. (1981). "English for specific purposes: criteria for course design". In Selinker, L., E. Tarone & V. Hanzeli (eds.), *English for Academic and Technical Purposes: Studies in Honour of Louis Trimble*. Rowley, MA: Newbury House.
- Widdowson, H.G. (1983). *Learning Purpose and Language Use*. Oxford: Oxford University Press.
- Walliman, N. (2006). *Social research methods*. Thousand Oaks, CA: SAGE.
- Witkin, B. R., & Altschuld, J. W. (1995). *Planning and Conducting Needs Assessments: A Practical Guide*. Thousand Oaks, CA: SAGE.
- Xiao, Lixin. (2007). "What Can We Learn from a Learning Needs Analysis of Chinese English Majors in A University Context?" *Asian EFL*, 8(4). Pages (1-2).
- Yalden, J. (2012). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.

Electronic Sources

- Malika, R (2014). The role of materials. Retrieved from <https://www.slideshare.net/Melikarj/the-role-of-materials-dudly>
- Novita ,A Putri, L & Thalita, A(2014).The origins of ESP .Retrieved from <https://www.slideshare.net/putrikakuhito/the-origins-of-esp>
- Dudley-Evans & St. John's. (1998) Classification of ESP. Retrieved from https://www.academia.edu/8519119/English_for_Specific_Purposes_Its_Definition_Characteristics_Scope_and_Purpose
- A(n.d.). Language in everyday situations. Retrieved from <https://www.education.vic.gov.au/childhood/professionals/learning/ecliteracy/interactingwithothers/Pages/languageineverydaysituations.aspx>

References

- Adele, K.(n.d). Why reading is important. Retrieved from <https://www.worksheetcloud.com/blog/why-is-reading-important/>
- Bob, W& Robert, C (2010). A letter of Application Exercises. Retrieved from <https://www.autoenglish.org/writing/application.pdf>
- Grammar, adjectives, job interview& writing application letter.(n.d.).Retrieved from <https://en.islcollective.com/english-esl-worksheets/grammar/adjectives/world-work-job-interview-and-writing-application-letter/85918>
- Miming and speaking activity (2017).Retrieved from <https://www.teach-this.com/images/resources/acting-out.pdf>
- Dany, O (2019). Marketing and advertising. Retrieved from <https://www.cyberclick.es/numericalblogen/marketing-and-advertising-whats-the-difference>
- Prefixes and yes/no questions (2018).Retrieved from <https://www.teach-this.com/images/resources/find-someone-who-prefixes.pdf>
- Suffix dominoes (2018).Retrieved from <https://www.teach-this.com/images/resources/suffix-dominoes.pdf>
- Tim's and Carla's Conversation. Retrieved from <https://www.onestopenglish.com/>

Appendices

Appendices

List of Appendices

Appendix 01: Observation Checklist: Pilot stage

Appendix 02 : Observation Grid

Appendix 03 : Learners' Questionnaire : Pilot stage

Appendix 04 : Learners' Questionnaire

Appendix 05: ESP Teachers' Interview: Pilot stage

Appendix 06: ESP Teachers' Interview

Appendix 07: Subject Specialists Interview: Pilot stage

Appendix 08: Subject Specialists Interview

Appendices

Appendix 01

Observation Checklist: Pilot stage

1. Content Organization	Well Observed	Fairly Observed	Not Observed
<ul style="list-style-type: none"> -The new lesson is linked to the previous one. -The overview presentation of the lesson is specific for the discipline. - The objectives are communicated clearly at the start of the lesson. -The teacher uses examples to explain content. -The lesson is reviewed at the end. 			
2. Content data & Relevance	Well Observed	Fairly Observed	Not Observed
<ul style="list-style-type: none"> -The use of technical terms. -The lesson presented improves learner's usage of the language in their discipline. -Learners needs are appropriately related to the lesson. -There is structure of the lesson. -The teacher makes statements that are accurate according to the standards of the field. -The teacher uses both languages. 			
3. Interaction	Well Observed	Fairly Observed	Not Observed
<ul style="list-style-type: none"> -Learners show curiosity in the subject. -Satisfying answers are provided to learners. -Learners attention is directed to the relationship between the course and their discipline. 			

Appendices

<p>-Learners are praised regularly for their achievement.</p>			
<p>-The teacher involves all the learners, listen to them and responds appropriately.</p>			
<p>-The teacher provides opportunities and time for students to practice.</p>			
<p>-The teacher treats learner as individuals.</p>			
<p>4. Materials and Environment</p>	<p>Well Observed</p>	<p>Fairly Observed</p>	<p>Not Observed</p>
<p>-The lesson is supported with examples from learners' discipline.</p>			
<p>-The use of different classroom activities.</p>			
<p>-The teacher integrated ICT devise in the lesson</p>			
<p>-The instructional material used capture the interest of the learners.</p>			
<p>-The instructional materials were appropriate for the lesson.</p>			
<p>- Mistakes and misconceptions are recognized and used constructively to facilitate learning.</p>			
<p>-The number of learners who participate.</p>			
<p>5. Classroom management</p>	<p>Well Observed</p>	<p>Fairly Observed</p>	<p>Not Observed</p>
<p>-The teacher waits for class attention before speaking.</p>			

Appendices

- Teachers motivate and engages learners actively in developing knowledge.			
-Teachers provide clear and appropriate instructions. -Teachers move systematically around room			

Appendices

Appendix 02 Observation Grid

Content Organization

- The new lesson is linked to the previous one.
- The overview presentation of the lesson is specific for the discipline.
- The objectives are communicated clearly at the start of the lesson.
- The teacher uses examples to explain content.
- The lesson is reviewed at the end.

Content data and Relevance

- The use of technical terms.
- The lesson presented improves learner's usage of the language in their discipline.
- Learners needs are appropriately related to the lesson.
- There is structure of the lesson.
- The teacher makes statements that are accurate according to the standards of the field.
- The teachers use both languages.

Interaction

- Learners show curiosity in the subject.
- Satisfying answers are provided to learners.
- Learners attention is directed to the relationship between the course and their discipline.
- Learners are praised regularly for their achievement.
- The teacher involves all the learners, listen to them and responds appropriately.
- Teachers provide opportunities and time for students to practice.
- The teacher treats learner as individuals.

Materials and Environment

- The lesson is supported with examples from learners' discipline.
- The use of different classroom activities.
- The teacher integrated ICT devise in the lesson
- The instructional material used capture the interest of the learners.
- The instructional materials were appropriate for the lesson.
- Mistakes and misconceptions are recognized and used constructively to facilitate learning.

Appendices

-The number of learners who participate.

Classroom Management

-The teacher waits for class attention before speaking.

- The teacher motivates and engages learners actively in developing knowledge.

-The teacher provides clear and appropriate instructions.

-The teacher moves systematically around room

Appendix 03

Learners' Needs Analysis Questionnaire

استبيان حول احتياجات الطلبة

Dear Learner,

The present questionnaire is a part of a Master dissertation under the title "English for communication purposes a preliminary course design". The intended objective is to reveal communication learners' needs in order to develop an ESP course. I would like to ask you for your opinions on English teaching and learning at the Department of human sciences. Please, keep in mind the data you provide is completely anonymous and confidential. Thank you for your time and effort.

عزيزي الطالب ،

في إطار تحضير مذكرة الماستر في اللغة الانجليزية تحت عنوان تصميم دورة لتدريس اللغة الانجليزية لأغراض التواصل. الهدف المنشود هو كشف احتياجات طلبة الاتصال من اجل تصميم دورة خاصة بهم. يطيب لي أن اطرح عليكم مجموعة من الأسئلة لأخذ آرائكم حول طريقة تدريس و تعلم اللغة الانجليزية في قسم العلوم الإنسانية. نرجو التذكير بان المعلومات التي تقدم ستكون مجهولة و سرية،شكرا لك على وقتك و جهدك.

Please, answer the questions by putting a tick (√) in front of the most suitable answer for you.

أجب عن الأسئلة التالية بوضع علامة (√) أمام الإجابة الأنسب في نظرك.

Section one: Personal Information

معلومات شخصية

1-Gender (الجنس)

a- Male (ذكر)

b- Female (أنثى)

2-Do you consider English important for your studies? هل تعتبر اللغة الإنجليزية مهمة لدراساتك ؟

a- Yes (نعم)

b- No (لا)

3-How do you consider your level in English?

كيف تقيم مستواك في اللغة الانجليزية ؟

a- Very low (ضعيف جدا)

b- Low (ضعيف)

c- Average (متوسط)

d- Good (جيد)

e- Very good (جيد جدا)

Appendices

Section two: learners' perception towards the English language needs

تصور الطلاب تجاه احتياجات اللغة الانجليزية

1-Do English courses at your department reflect your language needs?

هل ترى ان دروس اللغة الانجليزية في قسمك تعكس احتياجاتك اللغوية ؟

- a- Yes (نعم)
- b- No (لا)
- c- To some extent, إلى حد معين,

2- Do you think one hour and a half session per week is sufficient to learn English?

هل تعتقد أن حصة واحدة لمدة ساعة ونصف في الأسبوع كافية لتعلم اللغة الانجليزية ؟

- a-Yes (نعم)
- b- No (لا)

❖ If no, how many sessions do you think is sufficient?

..... إذا كانت الإجابة لا ، ماهو عدد الحصص الكافية في رأيك؟

3-What are the difficulties you encounter in English language?

ما هي الصعوبات التي تواجهها في اللغة الإنجليزية

- a- Difficulty in speaking صعوبة في التحدث
- b- Difficulty in in reading صعوبة في القراءة
- c- Difficulty in writing صعوبة في الكتابة
- d- Difficulty in listening صعوبة في الاستماع
- e- All above كل ما ذكر أعلاه

4- Rank from 1 to 8 the following skills according to their importance in your discipline

رتب المهارات التالية حسب أهميتها في تخصصك من 1 إلى 8 حيث

(رأي محايد, Neutral, to 8.مهم للغاية, Highly important, 1)

Appendices

Language areas	مجالات اللغة	Rank ترتيب
Writing الكتابة		
Reading القراءة		
Speaking التحدث		
Listening الاستماع		
Grammar القواعد		
Pronunciation النطق		
General vocabulary مفردات عامة		
Technical vocabulary related to communication مفردات تقنية خاصة بالاتصال		

5- As a communication student, do you need the ESP course to be delivered in;

كطالب اتصال هل تريد من الدروس المقدمة باللغة الانجليزية أن تقدم

- a- Traditional way بطريقة تقليدية
- b- Supported by using visual aids, videos مدعومة باستخدام الوسائل البصرية ومقاطع الفيديو

6- What kind of class work do you need? أي نوع من الفصل الدراسي تحتاجه

- a- Group work العمل في مجموعات
- b- Pair work العمل الثنائي
- c- Individual work العمل الفردي

Section three: English and communication

اللغة الانجليزية و التواصل

1- For this question, please choose a number from 1-5 to indicate how much you agree or disagree with the following statements :

بالنسبة لهذا السؤال ، يرجى اختيار رقم من 1-5 للإشارة إلى أي مدى توافق أو لا توافق على العبارات التالية :

1	2	3	4	5
Strongly disagree أعارض بشدة	Disagree أعارض أعارض	Neither agree nor disagree رأي محايد	Agree أوافق	Strongly agree أوافق بشدة

- a- I need to use English to have more opportunities in my future career.

Appendices

أحتاج إلى استخدام اللغة الإنجليزية للحصول على المزيد من الفرص في حياتي المهنية المستقبلية

b-I need to read texts that reflect my field of study.

أحتاج إلى قراءة النصوص التي تعكس مجال دراستي.

c-I need the English that help me in mass media translation

أحتاج إلى الانجليزية التي تساعدني في الترجمة الإعلامية

d-I need English language lectures that focus on marketing and improve advertising writing

أحتاج إلى دروس اللغة الانجليزية التي تركز على التسويق و كتابة الاشهارات.

e-I need English lectures that improve my communicative competence

أحتاج إلى دروس اللغة الانجليزية التي تساعد في تحسين كفاءتي في التواصل .

f-.... I need English courses to listen to journalistic skills in English language

أحتاج إلى دورات اللغة الإنجليزية للاستماع إلى المهارات الصحفية باللغة الإنجليزية .

g-.....I need English courses that help me to read news reporting easily

أحتاج إلى دورات اللغة الإنجليزية التي تساعدني على قراءة التقارير الإخبارية بسهولة .

2- What topics do you need to study in ESP course? you can choose more than one.

ماهي المواضيع التي تريد التطرق إليها من خلال دورات اللغة الانجليزية (يمكنك اختيار أكثر من موضوع)

1. Ethics of journalism and media work أخلاقيات العمل الصحفي والإعلامي	
2. Advertising industry صناعة الإعلان	
3. Media planning التخطيط الإعلامي	
4. Communication التواصل	
5. Public relations العلاقات العامة	
6. Electronic media الإعلام الإلكتروني	
7. Research methods in communication مناهج البحث الإعلامي	
8. Mass media translation الترجمة الإعلامية	

Appendices

9.Management of mass media institutions إدارة المؤسسات الإعلامية	
---	--

3- What listening skill do you want to develop? ما المهارة التي ترغب في تطويرها في الاستماع

a-To grasp general discussions on everyday situations لفهم المناقشات العامة حول المواقف اليومية

b-To grasp speech immediately لفهم الكلام على الفور

c- To grasp study-related lectures لفهم الدروس المتعلقة بالدراسة

d- Another skill مهارة أخرى إذا اخترت مهارة أخرى ،
❖ If you select another skill, please designate: فيرجى تعيينها

4- What speaking skill do you want to develop? ما المهارة التي ترغب في تطويرها في التحدث

a- To engage in discipline-related debates للانخراط في المناقشات المتعلقة بمجال التخصص

b- To speak the language with fluency لتحدث اللغة بطلاقة

c- To handle the language properly in sociocultural contexts

للتعامل مع اللغة بشكل صحيح في السياقات الاجتماعية والثقافية

d- To consider the grammatical rules while speaking احترام القواعد النحوية أثناء التحدث

e-Another skill مهارة أخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،
فيرجى تعيينها

5- What writing skill do you want to develop? ما المهارة التي ترغب في تطويرها في الكتابة

a-To write job application and /or curriculum vitae لكتابة طلب عمل أو سيرة ذاتية

b-To paraphrase and/or summarize information لإعادة صياغة أو تلخيص المعلومات

c-To combine technical and /or academic vocabulary in writing

Appendices

دمج المصطلحات الخاصة و الأكاديمية في الكتابة

d- Another skill مهارة أخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،

فيرجى تعيينها

.....

6- What reading skill do you want to develop? ما المهارة التي ترغب في تطويرها في القراءة

a-To read articles/reports related to communication المتعلقة لقراءة المقالات / التقارير بالتواصل

b-To promote your creativity in communication لتعزيز إبداعك في التواصل

d-To read and comprehend general authentic texts لقراءة وفهم النصوص العامة

e-Another skill مهارة اخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،

فيرجى تعيينها

.....

Opinionnaire

1-Did you find difficulties in answering the questions? If yes, please explain why?

هل وجدت صعوبة في الإجابة على الأسئلة؟ إذا كانت الإجابة بنعم ، يرجى توضيح السبب

.....

2-Did you find repeated questions? If yes, please mention the number of the questions.

هل وجدت أسئلة متكررة؟ إذا كانت الإجابة بنعم ، يرجى ذكر عدد الأسئلة.

.....

3-Did you find the layout attractive? If no, what do you suggest?

هل وجدت التخطيط جذاب؟ إذا كانت الإجابة لا ، ماذا تقترح ؟

.....

4-Did you find questions which need reformulation? If yes, please state which questions?

هل وجدت أسئلة تحتاج إلى إعادة صياغة؟ إذا كانت الإجابة بنعم ، يرجى ذكر الأسئلة؟

.....

شكرا على تعاونك . Thank you for your collaboration.

HECINI Manel, master student

Appendices

Appendix 04

Learners' Needs Analysis Questionnaire

استبيان حول احتياجات الطلبة

Dear Learner,

The present questionnaire is a part of a Master dissertation under the title “English for communication purposes a preliminary course design”. The intended objective is to reveal communication learners' needs in order to develop an ESP course. I would like to ask you for your opinions on English teaching and learning at the Department of human sciences. Please, keep in mind the data you provide is completely anonymous and confidential. Thank you for your time and effort.

عزيزي الطالب ،

في إطار تحضير مذكرة الماستر في اللغة الانجليزية تحت عنوان تصميم دورة لتدريس اللغة الانجليزية لأغراض التواصل. الهدف المنشود هو كشف احتياجات طلبة الاتصال من اجل تصميم دورة خاصة بهم. يطيب لي أن اطرح عليكم مجموعة من الأسئلة لأخذ آرائكم حول طريقة تدريس و تعلم اللغة الانجليزية في قسم العلوم الإنسانية. نرجو التذكير بان المعلومات التي تقدم ستكون مجهولة و سرية ،شكرا لك على وقتك و جهدك.

Please, answer the questions by putting a tick (√) in front of the most suitable answer for you.

أجب عن الأسئلة بوضع علامة (√) أمام الإجابة الأنسب في نظرك.

Section one: Personal Information

معلومات شخصية

1-Gender (الجنس)

a- Male (ذكر)

b- Female (أنثى)

2-Do you consider English important for your studies? هل تعتبر اللغة الإنجليزية مهمة لدراستك ؟

a- Yes (نعم)

b- No (لا)

3-How do you consider your level in English?

كيف تقيم مستواك في اللغة الانجليزية ؟

a- Beginner (مبتدى)

b- Intermediate (متوسط)

c- Advanced (عال)

Appendices

Section two: Learners' Perception Towards the English Language Needs

تصور الطلاب تجاه احتياجات اللغة الانجليزية

1-Do English courses in your department reflect your language needs?

هل ترى أن دروس اللغة الانجليزية في قسمك تعكس احتياجاتك اللغوية ؟

- a- Yes (نعم)
- b- No (لا)
- c- To some extent, إلى حد معين,

2- Do you think one hour and a half session per week is sufficient to learn English?

هل تعتقد أن حصة واحدة لمدة ساعة ونصف في الأسبوع كافية لتعلم اللغة الانجليزية ؟

- a- Yes (نعم)
- b- No (لا)
- ❖ If no, how many sessions do you think is sufficient?

..... إذا كانت الإجابة لا ، ماهو عدد الحصص الكافية في رأيك؟

3-What are the difficulties you encounter in English language?

ما هي الصعوبات التي تواجهها في اللغة الإنجليزية

- a- Difficulty in speaking صعوبة في التحدث
- b- Difficulty in reading صعوبة في القراءة
- c- Difficulty in writing صعوبة في الكتابة
- d- Difficulty in listening صعوبة في الاستماع
- e- All above كل ما ذكر أعلاه

4- Rank from 1 to 8 the following skills according to their importance in your discipline

رتب المهارات التالية حسب أهميتها في تخصصك من 1 إلى 8 حيث

- (1. Highly important, مهم للغاية)
- (2. Very important, مهم جدا)
- (3. Important, مهم)
- (4. Moderately important, مهم إلى حد ما)
- (5. Slightly important, مهم قليلا)
- (6. Less important, أقل أهمية)

Appendices

(7. not important at all, ليس مهما على الإطلاق)

(8. Neutral, رأي محايد)

Language areas	مجالات اللغة	Rank ترتيب
Writing	الكتابة	
Reading	القراءة	
Speaking	التحدث	
Listening	الاستماع	
Grammar	القواعد	
Pronunciation	النطق	
General vocabulary	مفردات عامة	
Technical vocabulary related to communication	مفردات تقنية خاصة بالاتصال	

5- As a communication student, do you need the ESP course to be delivered in:

كطالب اتصال هل تريد من الدروس المقدمة باللغة الانجليزية أن تقدم

a- Traditional way بطريقة تقليدية

b- Supported by using visual aids, videos مدعومة باستخدام الوسائل البصرية ومقاطع الفيديو

6- What kind of classwork do you need?

أي نوع من الفصل الدراسي تحتاجه

a- Group work العمل في مجموعات

b- Pair work العمل الثنائي

c- Individual work العمل الفردي

Section three: English and Communication

اللغة الانجليزية و التواصل

1- For this question, please choose a number from 1-5 to indicate how much you agree or disagree with the following statements:

بالنسبة لهذا السؤال، يرجى اختيار رقم من 1-5 للإشارة إلى أي مدى توافق أو لا توافق على العبارات التالية :

Appendices

1	2	3	4	5
Strongly disagree أعارض بشدة	Disagree أعارض أعارض	Neither agree nor disagree رأي محايد	Agree أوافق	Strongly agree أوافق بشدة

- a- I need to use English to have more opportunities in my future career.
أحتاج إلى استخدام اللغة الإنجليزية للحصول على المزيد من الفرص في حياتي المهنية المستقبلية
- b-I need to read texts that reflect my field of study.
أحتاج إلى قراءة النصوص التي تعكس مجال دراستي.
- c- I need the English that help me in mass media translation
أحتاج إلى الانجليزية التي تساعدني في الترجمة الإعلامية
- d-I need English language lectures that focus on marketing and improve advertising writing
أحتاج إلى دروس اللغة الانجليزية التي تركز على التسويق و كتابة الاشهارات.
- e- I need English lectures that improve my communicative competence
أحتاج إلى دروس اللغة الانجليزية التي تساعد في تحسين كفاءتي في التواصل .
- f- I need English courses to listen to journalistic skills in English language
أحتاج إلى دورات اللغة الإنجليزية للاستماع إلى المهارات الصحفية باللغة الإنجليزية .
- g-I need English courses that help me to read news reporting easily.
أحتاج إلى دورات اللغة الإنجليزية التي تساعدني على قراءة التقارير الإخبارية بسهولة .

2- What topics do you need to study in ESP course? you can choose more than one.

(ماهي المواضيع التي تريد دراستها من خلال حصص اللغة كلغة تخصص (يمكنك اختيار أكثر من موضوع)

9. Ethics of journalism and media work أخلاقيات العمل الصحفي والإعلامي	
10. Advertising industry صناعة الإعلان	
11. Media planning التخطيط الإعلامي	

Appendices

12. Communication	التواصل	
13. Public relations	العلاقات العامة	
14. Electronic media	الإعلام الإلكتروني	
15. Research methods in communication	مناهج البحث الإعلامي	
16. Mass media translation	الترجمة الإعلامية	
17. Management of mass media institutions	إدارة المؤسسات الإعلامية	

3- What listening skill do you want to improve? ما المهارة التي ترغب في تطويرها في الاستماع

a-To grasp general discussions on everyday situations لفهم المناقشات العامة حول المواقف اليومية

b-To grasp speech immediately لفهم الكلام على الفور

c- To grasp study-related lectures لفهم الدروس المتعلقة بالدراسة

d- Another skill مهارة أخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،

فيرجى تعيينها

4- What speaking skill do you want to promote? ما المهارة التي ترغب في تطويرها في التحدث

a- To engage in discipline-related debates للانخراط في المناقشات المتعلقة بمجال التخصص

b- To speak the language with fluency لتحدث اللغة بطلاقة

c- To handle the language properly in sociocultural contexts

للتعامل مع اللغة بشكل صحيح في السياقات الاجتماعية والثقافية

d- To consider the grammatical rules while speaking احترام القواعد النحوية أثناء التحدث

e-Another skill مهارة أخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،

فيرجى تعيينها

Appendices

5- What writing skill do you want to enhance? ما المهارة التي ترغب في تطويرها في الكتابة

a-To write job application and /or curriculum vitae لكتابة طلب عمل أو سيرة ذاتية

b-To paraphrase and/or summarize information لإعادة صياغة أو تلخيص المعلومات

c-To combine technical and /or academic vocabulary in writing

لدمج المصطلحات الخاصة و الأكاديمية في الكتابة

d- Another skill مهارة أخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،

فيرجى تعيينها

.....

6- What reading skill do you want to develop? ما المهارة التي ترغب في تطويرها في القراءة

a-To read articles/reports related to communication المتعلقة لقراءة المقالات / التقارير بالتواصل

b-To promote your creativity in communication لتعزيز إبداعك في التواصل

d-To read and comprehend general authentic texts لقراءة وفهم النصوص العامة

e-Another skill مهارة أخرى

❖ If you select another skill, please designate: إذا اخترت مهارة أخرى ،

فيرجى تعيينها

.....

Thank you for your collaboration. شكرا على تعاونك

HECINI Manel, master student

Appendices

Appendix 05

The ESP teacher's interview

Dear teachers,

We would be very grateful if you could answer the following questions for the sake of gathering information to prepare a Master dissertation under the title of “English for Communication Purposes a Preliminary Course Design”.

Thank you in advance

Q1. How long have you been teaching English?

- a. From 1 to 3
- b. From 4 to 7
- c. From 8 to 10
- d. More than 10

Q2. Did you receive any prior training before teaching ESP?

- a. Yes
- b. No

Q3. How do you teach ESP? using which method?

Q4. What are the most suitable methods according to you?

Q5. Where you get your course content? and how you organize it?

Q6. How do you teach grammar to your learners?

Q7. which type of vocabulary you teach your learners?

- a-General vocabulary
- b-Semi technical vocabulary
- c-Technical vocabulary

Q8. Did you set the objectives to be realized later on?

- a. Yes
- b. No

Q9. Did you feel that you have reached them or not recently?

- a. Yes
- b. No

Q10. What are the skills do you tend to put more emphasis on?

Q11. Do you use texts related to the specialty of your learners?

Appendices

a. Yes

b. No

Q12.What are the most used sources of information you get the course content from in your teaching?

Q13.What are the obstacles you encounter when designing an ESP course?

Q14. What are the materials you have used?

Q15.Where do you get the materials for your courses? how do you organize them? (is it day to day or you designed a course before you start teaching).

Q16.What are the types of activities and tasks you give to your learners?

Q17.What do you think about the course timing, teaching environment and equipment provided?

Q18.Do you evaluate the courses? how exactly?

Q19. Have you received any positive or negative feedback from your learners at the end of the year or semester? how?

Q20.Why needs analysis is ignored by most ESP teachers in your department?

Q21. Finally, what do you do to improve your learner's motivation?

Appendices

Appendix 06

The ESP teacher's interview

Dear teachers,

We would be very grateful if you could answer the following questions for the sake of gathering information to prepare a Master dissertation under the title of “English for Communication Purposes a Preliminary Course Design”.

Thank you in advance

Q1. How long have you been teaching English?

e. From 1 to 3

f. From 4 to 7

g. From 8 to 10

h. More than 10

Q2. Did you receive any prior training before teaching ESP?

c. Yes

d. No

Q3. How do you teach ESP? using which method?

Q4. What are the most suitable methods according to you?

Q5. Where you get your course content? and how you organize it?

Q6. How do you teach grammar to your learners?

Q7. which type of vocabulary you teach your learners?

a-General vocabulary

b-Semi technical vocabulary

c-Technical vocabulary

Q8. Did you set the objectives to be realized later on?

c. Yes

d. No

Q9. Did you feel that you have reached them or not recently?

c. Yes

d. No

Q10. What are the skills do you tend to put more emphasis on?

Q11. Do you use texts related to the specialty of your learners?

Appendices

c. Yes

d. No

Q12.What are the most used sources of information you get the course content from in your teaching?

Q13.What are the obstacles you encounter when designing an ESP course?

Q14. What are the materials you have used?

Q15.Where do you get the materials for your courses? how do you organize them? (is it day to day or you designed a course before you start teaching).

Q16.What are the types of activities and tasks you give to your learners?

Q17.What do you think about the course timing, teaching environment and equipment provided?

Q18.Do you evaluate the courses? how exactly?

Q19. Have you received any positive or negative feedback from your learners at the end of the year or semester? how?

Q20.Why needs analysis is ignored by most ESP teachers in your department?

Q21. Finally, what do you do to improve your learner's motivation?

Appendices

Appendix 07

Subject Specialists Interview

Dear teacher,

This interview is part of a master dissertation, carried out to design a course for communication learners, which is going to match their language needs. So, would you please answer the following questions:

استاذي العزيز

هذه المقابلة جزء من أطروحة ماستر ، أجريت لتصميم دورة لطلبة الاتصال ، والتي سوف تتناسب مع احتياجاتهم اللغوية. لذا ، يرجى الإجابة على الأسئلة التالية:

Q1. How long have you been teaching communication?

كم هي مدة تدريسك للاتصالات

Q2. How do you evaluate your level in English?

كيف تقيم مستواك في اللغة الانجليزية

Q3. How often do you use the English language?

كم مرة تستخدم اللغة الإنجليزية

Q4. Where do you use the English language?

أين تستخدم اللغة الإنجليزية؟

Q5. To what extent do you find English language learning important for communication students?

إلى أي مدى تعتقد أن تعلم اللغة الانجليزية مهم لطلبة الاتصال

Q6. Is English important with regards to the module you teach?

هل اللغة الانجليزية مهمة بالنسبة للمادة التي تدرسها

a-Yes نعم

b-No لا

❖ If yes, how?

إذا كانت الإجابة نعم فكيف

Q7. In your working context, have you faced situations in which English language is used?

في سياق عملك ، هل واجهت مواقف تستخدم فيها اللغة الانجليزية

Appendices

a-Yes نعم

b-No لا

Q8. In your view, for which reason do your learners want to learn English?

في اعتقادك ما هو السبب الذي يدفع بطلابك إلى تعلم اللغة الانجليزية

Q9. What are the techniques you suggest to learners to help them to acquire communication terminology?

ما هي التقنيات التي تقترحها على الطلاب لمساعدتهم على اكتساب مصطلحات الاتصال

Q10. According to you, what kind of materials could help your learners better in the language learning?

وفقاً لك ، ما نوع المواد التي يمكن أن تساعد طلابك في التعلم بشكل أفضل

Q11. According to you, what kind of syllabus could better help your learners in learning English?

بالنسبة لك , ما هو نوع المنهج الذي يمكن أن يساعد الطلبة على التعلم بشكل أفضل

a. Structural syllabus that focuses on the target language aspect I.e. grammar.

المنهج الهيكلي الذي يركز على جانب القواعد في اللغة الانجليزية

b. Content-based syllabus that combines target language learning to the content.

منهج قائم على المحتوى الذي يجمع بين تعلم اللغة والمحتوى

c. Functional notional syllabus that combines meaning (notion) to communicative act (grammar).

منهج نظري وظيفي الذي يجمع بين المعنى (المفهوم) الى الفعل التواصل (القواعد)

d. Skill based syllabus that focuses on and intended to promote a specific skill e.g. speaking or writing...)

منهج يعتمد على المهارات الذي يركز ويهدف إلى تعزيز مهارة معينة مثل التحدث أو الكتابة

e. Situational syllabus that intended to teach the target language across different real or imaginary situations).

منهج الموقف الذي يهدف إلى تعليم اللغة الهدف عبر مواقف حقيقية أو خيالية مختلفة

Appendices

- f. Task based syllabus that intended to promote learners' communications in the target situation and allows the integration of all skills and encourages both accuracy and fluency.

منهج قائم على المهام الذي يهدف إلى تعزيز اتصالات المتعلمين في الوضع المستهدف ويسمح بدمج جميع المهارات ويشجع كل من الدقة والطلاقة

Q12. When and where do your learners need English now and later on?

متى وأين يحتاج طلابك إلى اللغة الإنجليزية الآن و لاحقاً؟

Q13. Do you have any other suggestions for making the English course for communication learners more effective and relevant to their field of study?

هل لديك أي اقتراحات أخرى لجعل دورة اللغة الإنجليزية للطلاب الاتصال أكثر فعالية وملائمة لمجال دراستهم؟

Thank you

Appendices

Appendix 08

Subject Specialists Interview

Dear teacher,

This interview is part of a master dissertation, carried out to design a course for communication learners, which is going to match their language needs. So, would you please answer the following questions:

استاذي العزيز

هذه المقابلة جزء من أطروحة ماستر ، أجريت لتصميم دورة لطلبة الاتصال ، والتي سوف تتناسب مع احتياجاتهم اللغوية. لذا ، يرجى الإجابة على الأسئلة التالية:

Q1. How long have you been teaching communication?

كم هي مدة تدريسيك للاتصالات

Q2. How do you evaluate your level in English?

كيف تقيم مستواك في اللغة الانجليزية

Q3. How often do you use the English language?

كم مرة تستخدم اللغة الإنجليزية

Q4. Where do you use the English language?

أين تستخدم اللغة الإنجليزية؟

Q5. To what extent do you find English language learning important for communication students?

إلى أي مدى تعتقد أن تعلم اللغة الانجليزية مهم لطلبة الاتصال

Q6. Is English important with regards to the module you teach?

هل اللغة الانجليزية مهمة بالنسبة للمادة التي تدرسها

a-Yes نعم

b-No لا

❖ If yes, how?

اذا كانت الإجابة نعم فكيف

Q7. In your working context, have you faced situations in which English language is used?

في سياق عملك ، هل واجهت مواقف تستخدم فيها اللغة الانجليزية

a-Yes نعم

b-No لا

Appendices

Q8. In your view, for which reason do your learners want to learn English?

في اعتقادك ما هو السبب الذي يدفع بطلابك إلى تعلم اللغة الانجليزية

Q9. What are the techniques you suggest to learners to help them to acquire communication terminology?

ما هي التقنيات التي تقترحها على الطلاب لمساعدتهم على اكتساب مصطلحات الاتصال

Q10. According to you, what kind of materials could help your learners better in the language learning?

وفقاً لك ، ما نوع المواد التي يمكن أن تساعد طلابك في التعلم بشكل أفضل

Q11. According to you, what kind of syllabus could better help your learners in learning English?

بالنسبة لك ، ما هو نوع المنهج الذي يمكن أن يساعد الطلبة على التعلم بشكل أفضل

a. Structural syllabus that focuses on the target language aspect I.e. grammar.

المنهج الهيكلي الذي يركز على جانب القواعد في اللغة الانجليزية

b. Content-based syllabus that combines target language learning to the content.

منهج قائم على المحتوى الذي يجمع بين تعلم اللغة والمحتوى

c. Functional notional syllabus that combines meaning (notion) to communicative act (grammar).

منهج نظري وظيفي الذي يجمع بين المعنى (المفهوم) الى الفعل التواصل (القواعد)

d. Skill based syllabus that focuses on and intended to promote a specific skill e.g. speaking or writing...)

منهج يعتمد على المهارات الذي يركز ويهدف إلى تعزيز مهارة معينة مثل التحدث أو الكتابة

e. Situational syllabus that intended to teach the target language across different real or imaginary situations).

منهج الموقف الذي يهدف إلى تعليم اللغة الهدف عبر مواقف حقيقية أو خيالية مختلفة

f. Task based syllabus that intended to promote learners' communications in the target situation and allows the integration of all skills and encourages both accuracy and fluency.

منهج قائم على المهام الذي يهدف إلى تعزيز اتصالات المتعلمين في الوضع المستهدف ويسمح بدمج جميع المهارات ويشجع كل من الدقة والطلاقة

Appendices

Q12. When and where do your learners need English now and later on?

متى وأين يحتاج طلابك إلى اللغة الإنجليزية الآن و لاحقاً؟

Q13. Do you have any other suggestions for making the English course for communication learners more effective and relevant to their field of study?

هل لديك أي اقتراحات أخرى لجعل دورة اللغة الإنجليزية للطلاب الاتصال أكثر فعالية وملائمة لمجال دراستهم؟

Thank you

المخلص

يتم تدريس اللغة الانجليزية لاغراض خاصة في مختلف الجامعات الجزائرية، لكنها لازالت تعاني العديد من النقائص نظرا لعدم وجود معايير منهجية لصياغة الدروس تحديدا على مستوى كلية العلوم الانسانية بجامعة محمد خيضر بسكرة. و منه فقد اقترحنا انه يجب تحديد الاهداف المرغوب تحقيقها اولا ثم تحليل احتياجات المتعلمين و اخذها بعين الاعتبار قبل تصميم الدورة. للتأكد من صحة هذه الفرضية اعتمدنا على المنهج الوصفي، و لجمع البيانات استعمل الباحث ثلاثة وسائل مختلفة حيث تمثلت الوسيلة الاولى في الملاحظة من خلال حضور عدد من الحصص لوصف طريقة تدريس و تعلم اللغة الانجليزية بالنسبة لطلبة الاتصال. اما الوسيلة الثانية تمثلت في الاستبيان الذي تم توزيعه على خمسة و عشرون طالبا(25) سنة ثلاثة تخصص اتصال بكلية العلوم الانسانية من اجل تحديد متطلباتهم و تصميم دورة تناسبهم . و اخيرا تم اجراء مقابلة مع (2) من اساتذة اللغة الانجليزية لاغراض خاصة وكذا (2) من اساتذة التخصص بغية اكتشاف طريقة التدريس المعتمدة . و فرت هذه الدراسة للباحث فكرة واضحة عن طريقة التدريس و التعلم بالنسبة لطلبة الاتصال بكلية العلوم الانسانية. في النهاية يوصى بضرورة اجراء تحليل احتياجات الطلبة من اجل تصميم دورات فعالة تلبي رغباتهم.