

PEOPLE'S DEMOCRATIC/ REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

BRANCH OF ENGLISH

MASTER THESIS



**The Role of Learner-Centered Approach to ESP
Course Design at the Tertiary Level**

**The Case of First Year Master Students at the Department of
Architecture University of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of the Language**

Candidate:

BOUADJADJA Lilia

Supervisor:

Dr. SEGUENI Lamri

BOARD OF EXAMINERS

Mr. BECHAR Maamar	(Chairman)	University of Biskra
Dr. SEGUENI Lamri	(Supervisor)	University of Biskra
Mr. AMRAOUI Khaled	(Examiner)	University of Biskra
Dr. AMRATE Moustafa	(Examiner)	University of Biskra

2020/2021

Declaration

I, BOUADJADJA Lilia, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER

University of Biskra. Algeria.

Certified:

Miss. BOUADJADJA Lilia

Master Student, Section of English

Dedications

This work is dedicated to:

My parents with tons of love

My brothers Mouhamed and Imad and my sister Amira

My gift from Allah my niece Sirena

Acknowledgements

First of all, I would like to thank Allah for giving me the power and capacity to complete
this work.

I would like to express my deep gratitude to my supervisor Dr. SEGUENI Lamri for his
invaluable guidance, patience and precious time he devoted for the preparation of the
research

I would also thank all the members of the board of examiners: Mr. BECHAR Maamar,
Mr. AMRAOUI Khaled, and Dr. AMMRAT Mustafa for accepting to evaluate and refine
this work.

I would like to express my enormous thanks to Mr. BELAKHAL Azzeddine for his
collaboration and help.

Many thanks go to Mr. Brahim Douida for his motivating words and for providing me with
invaluable references.

A huge thank goes to HAMIDI Kaouther and ZEGADI Chaima for their help,
encouragements and invaluable advice.

Thank you all

Abstract

English for specific purposes since its inception has been developed and widespread locally and globally. The need for English as professional language in the tertiary level in now days and the role of course design in enhancing the students' communication skills are the main reason beyond the choice of Learner-Centred Approach as a teaching method to ESP courses design. The present research study investigates the significance role of Learner-Centred Approach to design ESP course; thus, we hypothesized that if teachers use Learner-Centred Approach to design ESP course, the students' communication skills will be enhanced. To test this hypothesis, two data collection tools were selected. A questionnaire was designed and distributed to Master Architecture students at Biskra University. To seek responses for the research questions and to gain the students the students' attitude toward the English course and their needs, lacks, and wants when learning English. In addition, a classroom observation was conducted to explore the teaching/ learning environment of the English course in the Architecture department, from the finding obtained out of the data gathering tools, it is possible to deduce that, using the traditional teaching method is behind the exemption of the learner when designing the course. The finding of the research confirm the validity of the hypothesis stated before which shows that Learner-Centred Approach has a positive impact in the learning process. Supplementally, at the end of this study, some recommendations were suggested based on the research finding.

Key words: ESP, Syllabus design, Learner-Centred Approach.

List of Acronyms and Abbreviations

- ESP:** English for Specific Purposes
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- EST:** English for Science and Technology
- EBE:** English for Business and Economics
- ESS :** English for Social Studies
- EAP:** English for Academic Purposes.
- EOP:** English for Occupational Purposes
- GEP:** English for General Purposes
- GE:** General English
- LCA:** Learner-Centred Approach
- EOP:** English for Education Purposes
- EVP:** English for Vocational Purposes
- VESL:** Vocational English as a Second Language
- NA:** Needs Analysis
- ICTs:** Information and Communication Technology
- LCTA:** Learner-Centred Teaching Approach
- LCL:** Learner-Centred Learning
- SCL:** Student-Centred Learning
- APA:** American Psychological Association
- EFLE:** English as a Foreign Language Education
- CLT:** Communicative Language Teaching

List of Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Classroom Observation Checklist

List of Figures

Figure 1.1 ESP Historical Movements (Hutchinson & Waters, 1987).....	10
Figure 1.2 The tree of ELT (Hutchinson & Waters, 1987)	16
Figure 1.3 Carters Characteristics of ESP Course (1983)	18
Figure 1.4 Types of Needs (Hutchinson and Waters 1987)	21
Figure 1.5 The role of ESP practitioner, Dudley-Evans & St. John (1998).....	26
Figure 2.1 Factors affecting ESP course design (Hutchinson & Waters, 1987).....	38
Figure 2.2 Graves' Model of Syllabus Design (2000) cited in Haddam (2015)	39
Figure 2.3 Language-centered approach to course design (Hutchinson & Waters, 1987). 41	
Figure 2.4 skills-centered approach to course design (Hutchinson & Waters, 1987)	42
Figure 2.5: learning-centered approach to course design (Hutchinson & Waters, 1987) 43	
Figure 2.6 McCombs, B. & Whisler, J. (1997). The learner-centered classroom: Strategies for increasing student motivation and achievement. San Francisco, CA: Jossey-Bass. (p. 5-6) cited in Diane (2016).....	47-48
Figure 3.1 Students' specialty	56
Figure 3.2 The importance of English for Architecture students study and future work ..	58
Figure 3.3 The nature of the course of English language	60
Figure 3.4 Students' preferences about what they lean in the English language course	60
Figure 3.5 Students' opinions about who should be responsible for teaching English to architecture students	63
Figure 3.6 The role(s) of an English language teacher from students' point of view	64
Figure 3.7 Frequency of students' attendance to the course of English language.....	65

Figure 3.8 The frequency of students' participation in the class tasks.....	66
Figure 3.9 Students' description of themselves during the classroom tasks	67
Figure 3.10 Students' responses about who do most of the work in the English language class	67
Figure 3.11 Students' evaluation of their interaction in the English language classroom	68
Figure 3.12 Students' preferable way of working in the classroom tasks	69
Figure 3.13 The skills that students are weak in and they would like to improve	70
Figure 3.14 Students' listening difficulties.....	71
Figure 3.15 Students' reading difficulties	73
Figure 3.16 Students' speaking difficulties	74
Figure 3.17 Students' writing difficulties.....	75
Figure 3.18 The main reasons behind Architecture students' difficulties in learning English from students' point of view.....	76
Figure 3.19 The main aspects that students expected to be included in the course of English, but they did not find them	78
Figure 3.20 Students' responses about what they want from their teachers to help them overcome their difficulties and to improve their ability in using English.....	79

List of Tables

Table 3.1 Gender distribution	55
Table 3.2 Students' specialty	56
Table 3.3 Students' responses about whether English is required in their specialty or not	57
Table 3.4 The importance of English for Architecture students study and future work.....	57
Table 3.5 Students' level in English language.....	58
Table 3.6 Students responses about whether they have a course of English or not.....	59
Table 3.6.1 The nature of the course of English language	59
Table 3.7 Students' preferences about what they lean in the English language course.....	60
Table 3.8 Students' satisfaction about the content of the English course.....	61
Table 3.9 Students' responses about whether the content of the English courses reflect their language needs or not.....	62
Table 3.10 Students' opinions about who should be responsible for teaching English to architecture students	63
Table 3.11 The role(s) of an English language teacher from students' point of view	64
Table 3.12 Frequency of students' attendance to the course of English language	65
Table 3.13 The frequency of students' participation in the class tasks	66
Table 3.14 Students' description of themselves during the classroom tasks.....	66
Table 3.15 Students' responses about who do most of the work in the English language	67

Table 3.16 Students' evaluation of their interaction in the English language classroom ..	68
Table 3.17 Students' preferable way of working in the classroom tasks	69
Table 3.18 The skills that students are weak in and they would like to improve	70
Table 3.19 Students' listening difficulties	71
Table 3.20 Students' reading difficulties	72
Table 3.21 Students' speaking difficulties.....	74
Table 3.22 Students' writing difficulties	75
Table 3.23 The main reasons behind Architecture students' difficulties in learning English from students' point of view	76
Table 3.24 The main aspects that students expected to be included in the course of English, but they did not find them	77
Table 3.25 Students' responses about what they want from their teachers to help them overcome their difficulties and to improve their ability in using English.....	79
Table 3.26 Students' use of information communication technologies to learn English ...	80
Table 3.27 The importance of attending face-to-face courses	80
Table 3.28 The usefulness of distance learning for Architecture students	81

Table of content

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

General Introduction

1. Background of the study	1
2. Statement of the problem	1
3. Research questions	2
4. Research Hypothesis	2
5. Aims of the study	3
6. Research Methodology	3
7. Population and Sampling	3
8. Significance of the study	3
9. Structure of the thesis	3

Chapter one: General overview of ESP

Introduction	7
1.1. Definition of English for Specific Purposes (ESP)	7
1.2. The Origins of ESP	9
1.2.1. The demands of a “Brave New World”	10
1.2.2. A revolution in linguistics	10
1.2.3. Focus on the learners	10
1.3. The Development of ESP	11
1.3.1. The concept of special language: Register analysis	11
1.3.2. Rhetorical or discourse analysis	11
1.3.3. Target situation analysis	12
1.3.4. Skills and strategies	13
1.3.5. Learning-centered approach	13
1.4. English for specific Purposes and English for General Purposes	14
1.5. Branches of ESP	15
1.5.1. English as a Restricted Language	17
1.5.2. English for Academic and Occupational Purposes	17
1.5.3. English with Specific Topic	18
1.6. Characteristic of ESP	18
1.6.1. Authentic material	18
1.6.2. Purpose-related orientation	19

1.6.3.	Self-direction.....	19
1.7.	Needs Analysis in ESP.....	20
1.7.1.	Definition of needs analysis.....	20
1.7.2.	Types of needs	21
1.7.2.1	Target needs.....	22
1.7.2.2	Learning needs.....	22
1.8.	The roles of the ESP teacher.....	23
1.8.1.	As a teacher.....	24
1.8.2.	As Course designer and material provider.....	24
1.8.3.	As Researcher	24
1.8.4.	As Collaborator.....	25
1.8.5.	As Evaluator.....	25
	Conclusion.....	26

Table of Contents

Chapter Two: Learner-centered Approach to ESP Course Design

	Introduction.....	30
2.1	ESP Syllabus Design.....	30
2.1.1	Course.....	30
2.1.2	Syllabus	31

2.2	Types of Language Syllabus Design	31
2.2.1	Product oriented syllabus	32
2.2.1.1	Structural syllabus	32
2.2.1.2	Situational syllabus	33
2.2.1.3	Notional-functional syllabus	34
2.2.2	Process oriented syllabus	35
2.2.2.1	Task-based syllabus	35
2.2.2.2	Skill-based syllabus	36
2.2.2.3	Content-based syllabus	36
2.6	Factors Affecting ESP Course Design	37
2.4	Steps in Designing ESP Course	39
2.5	Approaches to ESP Courses Design	40
2.5.1	Language-centered approach	40
2.5.2	Skill-centered approach	41
2.5.3	Learning-centered approach	42
2.6	Learner-centered approach	44
2.6.1	Definition	44
2.6.2	Learner-centered principles	46
2.6.3	Learner-Centered teaching methods	49
2.6.4	ICTs and learner-centered approach	49
	Conclusion	50

Table of Contents

Chapter Three: Field Work: Data Analysis

Introduction	54
3.1 Rational of the Study	54
3.2 Sample and Population	54
3.3 Student's Questionnaire	55
3.3.1 Description of the Student's questionnaire	55
3.3.2 Administration of Student's questionnaire	55
3.3.3 Analysis of students' questionnaire	55
3.4 Classroom Observation	81
3.4.1 Description and procedures of the classroom observation.....	81
3.4.2 Analysis of classroom observation	82
3.5 Discussion of the Main Result	86
Conclusion.....	87
General Conclusion	88
References	92
Appendices	99
الملخص	113

General Introduction

1. Background of the study

In the last centuries , the focus was on the development of the world especially after the second world war which is a global war including the great powers, and regardless of their languages , English took its place as one of the world's predominant forms of communication and due to globalization English become the first international language and its spread all over the world was because of the development in technology and science and the needs of the people to a universal language to communicate several issues in different domains.

English has been taught as a foreign language over the world and the Algerian government is fully aware of the importance of teaching English as a foreign language and encourage the use of English especially at the tertiary level that why it takes the decision to design a specific English courses to meet the needs of the students at the university

English for a specific purposes is the teaching and learning process of English as a foreign or second language for very specific goals by the expanding group of people how recognize the importance of English as an international language, and they are forced to use it for practical purpose and specific field, such as science, technology, medicine, business, economics, and academic learning. The main feature that distinguish ESP is it designed to meet specific needs of the learner and focuses on developing communicative skills in specific discipline, and ESP determines which language skills are most need by the students

In ESP the learner needs and goals are the important elements in the teaching process, however the learner who is usually adult and already has knowledge of the English language and he learn it in order to communicate a set of professional skills; he

must be dynamic to achieve their objectives. ESP aims more on language in context than grammar and language structures.

2. Statement of the problem

The architects need English for all reasons to be able to discuss architectural subjects and issues in their career, analyses plans, explain designed shames; in other words need to communicate using the right terms in English when they go abroad. English for architects is a complicated kind of ESP; for that, the teachers design ESP courses to meet the needs of the learners; however, there are three main approaches to course design and the appropriate one that could lead the learner to his needs and goals, is learner- centered approach.

3. Research questions

The present research sets out to answer the following research questions:

RQ1: How to give the architects their language needs?

RQ2: What is the role of needs analysis? Moreover, what is its impact in course design?

RQ3: How could the learner-centered approach enhance the performance of the learner?

4. Research Hypothesis

Based on the abovementioned research questions, we propose the following hypothesis:

RH: If the ESP teacher uses the Learner-Centered Approach, the performance of the learner can be improved and their communication skills will be enhanced.

5. Aims of the study

The present study aims to investigate the effectiveness of the Learner-Centered Approach to design ESP course for Architecture students at the University of Biskra. Also to explore the students' needs for an appropriate syllabus.

6. Research Methodology an Tools

The choice of the qualitative research approach is due the nature of the research in which the researcher observe and investigate if the Learner-Centered Approach is used in the English language courses at the department of Architecture at Biskra University and how it could be efficient to designing ESP courses. The tools designed are a questionnaire for the students, and a classroom observation for collecting the necessary information.

7. Population and Sampling

The population of the present study will be the Master one student of architecture at Biskra University.

8. Significance of the study

This dissertation seeks to an explanatory and descriptive study about the role of Learner-Centered Approach to ESP course design and observation are undertaken with the master one students of architecture at Biskra University.

9. Structure of the thesis

This dissertation will be divided into two main parts. The theoretical part: contains two chapters; the first will deal with a general overview about ESP, and learners' needs; the second chapter will deal with syllabus design and the learner-Centered Approach. The fieldwork: this part consists of the field that will be devoted to the discussion of the results obtained and the analyses of data gathered.

Chapter One

General overview of ESP

Table of content

Chapter one: General overview of ESP

Introduction	7
1.1. Definition of English for Specific Purposes (ESP)	7
1.2. The Origins of ESP	9
1.2.1. The demands of a “Brave New World”	10
1.2.2. A revolution in linguistics	10
1.2.3. Focus on the learners	10
1.3. The Development of ESP	11
1.3.1. The concept of special language: Register analysis	11
1.3.2. Rhetorical or discourse analysis	11
1.3.3. Target situation analysis	12
1.3.4. Skills and strategies	13
1.3.5. Learning-centered approach	13
1.4. English for specific Purposes and English for General Purposes	14
1.5. Branches of ESP	15
1.5.1. English as a Restricted Language	17
1.5.2. English for Academic and Occupational Purposes	17
1.5.3. English with Specific Topic	18
1.6. Characteristic of ESP	18
1.6.1. Authentic material	18

1.6.2.	Purpose-related orientation	19
1.6.3.	Self-direction	19
1.7.	Needs Analysis in ESP	20
1.7.1.	Definition of needs analysis	20
1.7.2.	Types of needs.....	21
1.7.2.1	Target needs	22
1.7.2.2	Learning needs	22
1.8.	The roles of the ESP teacher	23
1.8.1.	As a teacher	24
1.8.2.	As Course designer and material provider	24
1.8.3.	As Researcher.....	24
1.8.4.	As Collaborator	25
1.8.5.	As Evaluator.....	25
	Conclusion.....	26

Introduction

English for Specific Purposes (ESP) is considered as a branch of English Language Teaching (ELT) and the current chapter offers a brief review of the literature relevant to English for Specific Purposes. In this chapter, the focus is on a noteworthy part. The first part discusses several definition of “ESP”. The second part and the third part expose rather a discussion of ESP origins and how it has developed over time ,the fourth part distinguishes ESP from General English , the fifth part deals with different branches of ESP , the sixth part, however, regards with the typical characteristics of the ESP course. Finally, the last part sheds light on the Needs Analysis, its definition and the various types of needs.

1.1. Definition of English for Specific Purposes (ESP)

ESP definitions’ is so problematic since many researchers could not produce simple definition for it and others consider it as a not easy task (Strevens 1988, p.109). Through time, many scholars provide different definition of ESP. Hutchinson and Waters (1987, p.19) define ESP as: “an approach to language teaching in which all decision as to content and method are based on the learner’s reason for learning”. Obviously, this means that ESP is an approach to language teaching based on learner’s needs for learning a language.

Many scholars argue that defining ESP is not easy (García Mayo 2000) because it depends on the student’s needs and the situation applied. Streven’s (1987) as cited by (Chatsungnon, 2015, p.15) distinguishes four absolute characteristics and two variable characteristics to defined ESP, Chatsungnon (2015) explains:

Regarding the absolute characteristics ,Strevens described that ESP in contrast to general English because it is designed to meet specified learner’s needs, related in content to specific discipline , and centered on language appropriate

to syntax , lexis, discourse , and semantics and analysis of the discourse , regarding the variable characteristics ESP maybe restricted to the learning skills to be learned (for example writing only) , and may not be thought according to any pre-ordination methodology. P.15

Dudley- Evans and ST John (1998) argued that Strevens definition that ESP is always and necessarily related to the subject content but it should always reflect the underlying concepts and activities of the broad discipline. In addition, “homogenous classes” are mentioned by Robinson(1991) as characteristics of ESP may head to the same conclusion.” However, all the definitions seem to have weaknesses, Dudley-Evans and ST John (1998) have developed a complete definition by modifying Streven’s original definition of ESP and use absolute and variable characteristics as following:

1.1.1. Absolute characteristics of ESP

- ESP is designed to meet specific needs of the learners.
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language appropriate to these activities in term of grammar, lexis, register, study skills, Discourse and genre.

1.1.2. Variable characteristics of ESP

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations, a different methodology from that of General English;
- ESP is likely to be designed for adult learners, either at a tertiary level in situation or in a professional work situation. It could, however, be for learners at secondary school level.

- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginner. (1998, p.p.4-5).

Dudley-Evans and St John (1998) provide three definitions. First, they claim that ESP teaching methodology should differ from that used in English for general purposes. Second, they also assert that ESP is not necessarily related to a specific discipline. Third, although ESP is taught to adult learners, it could be taught to young adults in a secondary school. It is worth noting that these three basic aspects are worrying in most scholars' definitions to ESP. to establish and teach a unique and professional English, the language to be taught and the teaching process closely link the environment in which it takes place.

Basturkmen (2010) assert that ESP courses are designed not for the personal needs and general interest but work-or study-related needs , because she considers ESP as more specific tendency than to General English that focuses on learner's needs .and she clarifies:

ESP courses are narrower in focus than general ELT courses because they center on 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 (p. 4).

Shortly, ESP can be defined as the use of a particular variety of English in specific setting of use, which is justified towards the learner's needs.

1.2.The Origins of ESP

ESP has emerged, as a single field in the 1960's as a result of three major historical reasons influenced to the emergence of all ESP according to Hutchinson and Waters (1987):

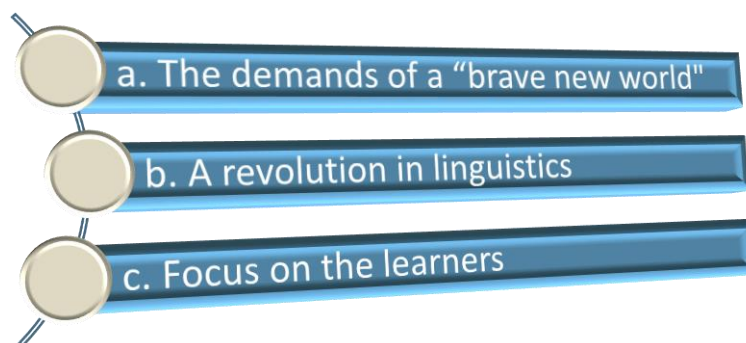


Figure 1.1: ESP Historical Movements (Hutchinson & Waters, 1987)

1.2.1. The demands of a “Brave New World”

There are two key historical moments in the first factor: Second World War 1945 and the Oil Crises of the early 1970’s. A scientific and technological revolution has taken place in the United States, English is a valuable currency for selling its products because of the need for communication, the U.S seeks to train English teacher experts to provide learners in Oil-rich countries with the English language they need. This gives language power and so American’s economy has led to political prominence. (Hutchinson and Waters, 1987,p.6).

1.2.2. A revolution in linguistics

While traditional linguistics began to describe the characteristics of language, revolutionary pioneer’s linguistics began to focus on the way of using language in actual communication(widdowson, 1987), Hutchinson and Waters (1987) pointe that giving the particular content in which English is used, the variants of English will change.

1.2.3. Focus on the learners

The last reason according to Hutchinson and Waters (1987) is the focus on the needs of the learners, that is, learner’s centrality the development of educational

psychology focuses on learners' various learning styles and preferences interests and motivations. The idea is that teachers built ESP courses according to the learner's needs and the content is based on their specific areas of interest. (Hutchinson and Waters, 1987)

1.3. The Development of ESP

Hutchinson and waters (1987) stated that there are five phases of ESP emergence and English for Science and Technology (EST) is the important area of activity in the ESP development. They are as following:

1.3.1. The concept of special language: Register analysis

The first stage of ESP development has dealt with Register Analysis, it has been associated with grammar and vocabulary of the language. A register is a language variety, which is based on the user and related to the social context. The aim of the register analysis is to identify the grammatical and lexical features and then to generate an outline that gives priority to the language forms that students will meet in their learning, and gives low priority to the forms they will not meet (Hutchinson and Waters 1987). this stage was used to design ESP courses and A Course in Basic Scientific English compiled by Ewar and Latorre (1969) is a typical example of an ESP syllabus because, the work of register analysis focused on the scientific and technical English. (Hutchinson and Waters, 1987)

1.3.2. Rhetorical or discourse analysis

The main proponents of this movement were Henry Widdowson in Britain and the so-called Washington School of Larry Selinker, John Lackstrom and Mary Todd-Trimble in

the United State. A Discourse Approach by Louis Trimble (1985) is also representative of this approach. (Hutchinson and Waters, 1987)

To explain the fundamental assumption of discourse analysis Allen and Widdowson (1974) said that "...the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use..." (as quoted in Hutchinson and Waters 1987, p10); Hutchinson and Waters (1987) believe that in order to meet the needs of learners, ESP course must be mainly based on knowledge about how sentences are combined and used to generate different types of communication since the rhetorical patterns of text organization are different from one field to another. The aim, therefore, "was to identify organizational patterns in texts and specify the linguistic means by which the patterns are signaled, it is these patterns that will form ESP syllabus of the ESP course"(Widdowson, 1978)

Hutchinson and water (1987) insist that text-diagraming exercises constitute a mean for teaching students to recognize textual patterns and discourse markers. However, The English in Focus Series (OUP) is a good example of the above approach.

1.3.3. Target situation analysis

"Target Situation Analysis" is Chambers' (1980) term since the process is usually known as "Needs Analysis". In this stage of development, the aim is to take the present knowledge and make it in a more scientific foundation, that is mean, learner's reasons for learning in relating to the language analysis for the establishment of the communication needs and language skulls. Thus, the learners are capable to perform successfully in the target situation using knowledge that they gained from the ESP courses.

The system set out by John Mumby in "Communicative Syllabus Design" (1978) explained the target situation analysis as Hutchinson and Waters (1987) cited; and he analyzed the learner's needs in terms of communication purposes, communicative setting, the means of communication, language skills, functions, and structures.

Due to the emphasis on the target situation as a mode of Needs Analysis linguistic competence was involved and referred to the ability to use language fluently and accurately; furthermore, based on this description, linguistic competence mode of sub-competences, then it is related to the meaning of language ability in the context of specific use.

1.3.4. Skills and strategies

Hutchinson and Waters (1987) state that "the fourth stage of ESP has seen an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use", This stage focuses on the development of techniques and abilities (reading and listening) that learners will need to learn a foreign language.

Skills-centered approach mainly tend that there are common reasons and interpreting processes underlying all language use which gives as the permission to deduce meaning from discourse neglected the surface forms, and more focus should be driven to the interpretive strategies and do not concentrate on the specific subject registers.

1.3.5. Learning-centered approach

García Mayo (1999) tended to Hutchinson and Waters (1987) explanation of Learning-Centered Approach

Hutchinson and Waters' (1987) book *English for Specific Purposes: A Learning-Centered Approach* ushered in what they thought would be a new approach to ESP. essentially; this amounted to a reinstatement of the

psychological/educational bases of ESP, that is to say, the primacy of methodology, of learning process, rather than the linguistic basis. p.220

In addition, she added that all the approaches are based on the description of language use (García Mayo, 1999, p.221). Hutchinson and Waters (1987) believe that LCA depends on the previous skills and knowledge of the learner that he/she already has and his/her ability to use it in the target situation.

Dudley-Evans and St John (1998, p. 26, as cited in Meddour, 201, p. 25) is a valid explanation of learning-centered analysis:

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.

At this stage of development of ESP, however, the ESP learner alongside the process of needs analysis became the main substance of the learning-centered approach, and the ESP practitioner have to involve the learner from the beginning to realize their learning needs and learning styles and to achieve their learning objectives.

1.4. English for specific Purposes and English for General Purposes

Hutchison and Waters (1987, p 53) “What distinguishes ESP from GE is not the existence of a need as much but rather an awareness of the need.” rather than just recognize the needs or assuming that language learners have the same standard needs, ESP practitioners insist on meeting specific needs , nevertheless the learning process occurs when there are needs to the General English or ESP courses.

The ESP learners usually have background knowledge of the English language and they seek to learn English to achieve particular purposes. Thus, the ESP learners are aware of their needs.

Otherwise, Strevens (1971, p 7) explains: "...The rules for sentence construction are the rules of languages as a whole and do not vary as between scientific and non-scientific discourse, they nevertheless have very little similarity of context and circumstances of use of language are quite different". Indeed, both "Scientific English." and "General English." share part of the lexis of the language as Segueni (2012) cited. He mentioned also that the scientific prose that is accustomed by the use of function words, modals and a wide distribution of nouns and adjectives, wide the syntactic, stylistic and discorsal peculiarities of the scientific texts differs it from GE; About the differences between GE and ESP, many scholars distinguish that ESP builds on the learner's background in GE and confuse when GE ends and when ESP starts. (Segueni, 2012)

The use of English for General Purposes EGP interchangeably with GE does not help to make the distinction since this term bears so many considerations, for that reason Strevens tended to use the term EEP (English for Educational Purposes) instead of using GE

1.5. Branches of ESP

In the tree of ELT (Hutchison and Waters (1987). ESP is one of the two main branches of English as a foreign language (EFL) which is stem of English Language Teaching (ELT) and the root of this last one go to learning and communication.

ESP is divided into three large categories: according to Hutchison and Waters (1987)

- ✓ English for Science and Technology (EST)
- ✓ English for Business and Economics (EBE)
- ✓ English for Social Studies (ESS)

Each of these subject areas is divided into two main types: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (EOP is also known as (EVP) English for Vocational Purposes and (VESL) Vocational English as a Second Language).

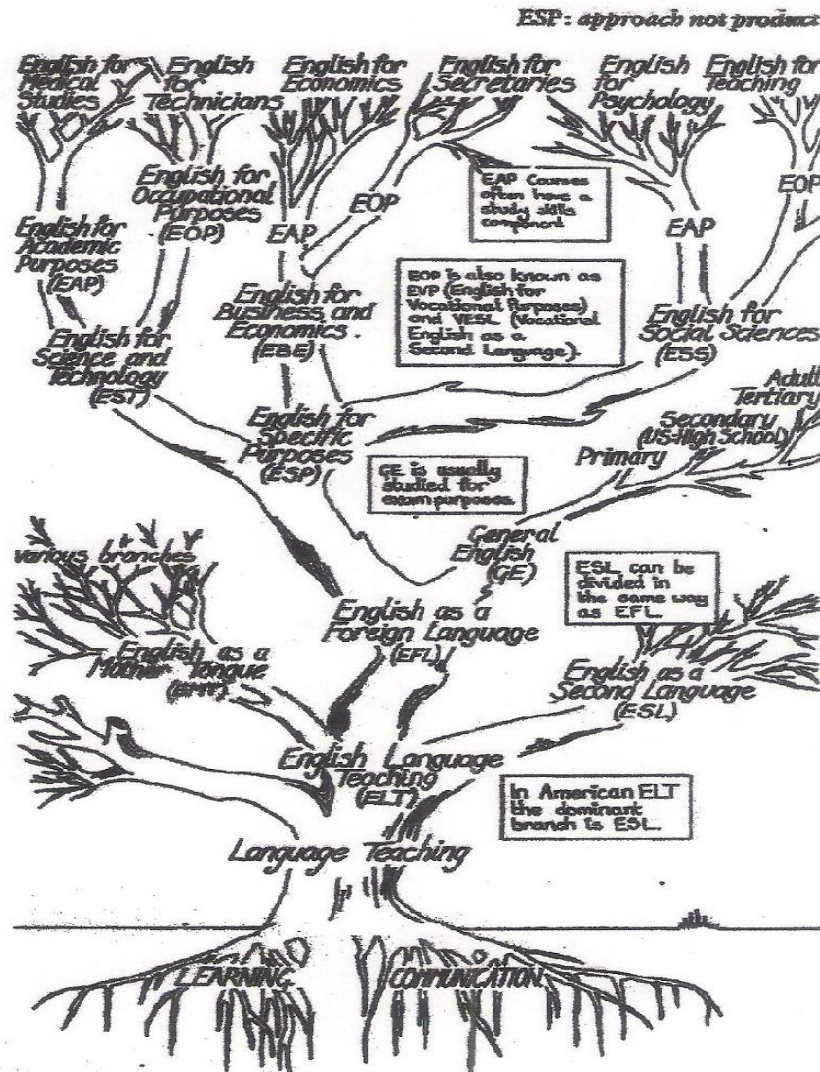


Figure 1.2: The tree of ELT (Hutchinson & Waters, 1987)

Carter (1983) suggests the following classification of ESP:

1.5.1. English as a Restricted Language

Mackay and Mountford (1978, p. 4-5) illustrate the difference between restricted language and language is:

The language of international air-traffic control could be regarded as ‘special’, in the sense that 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 language, just as a tourist phrase book is not grammar. Knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situation, or in context outside the vocational environment (Mackay and Mountford 1978, p. 4-5).

For them, the languages used by air-traffic controllers or by waiters are examples of English as restricted language because it is only used for specific contexts and it may not be used to communicate outside that particular context.

1.5.2.English for Academic and Occupational Purposes

Hutchinson and waters (1987) noted that there is no distinction between EAP and EOP “...people can work and study simultaneously; it is also likely that in many cases the language learned for immediate use in a study environment will be used later when the student takes up, or returns to, a job” (p.16). In addition, this might be a Carter’s consideration in categorizing EAP and EOP under the same type of ESP and the main purpose of both EAP and EOP are one in the same: employment. (Hutchinson and waters, 1987)

1.5.3. English with Specific Topic

English with Specific Topic is the final type of ESP. Carter(1983) identified it as an integrate component of ESP courses or programs which focus on situational language that has been determined based on the interpretation of results from needs analysis of authentic language used in target work place setting. The emphasis is on the shift from purpose to topic. (Carter 1983)

1.6. Characteristics of ESP

Carter (1983) illustrates the characteristics of ESP courses by identifying three common features. The following figure sums up these characteristics:

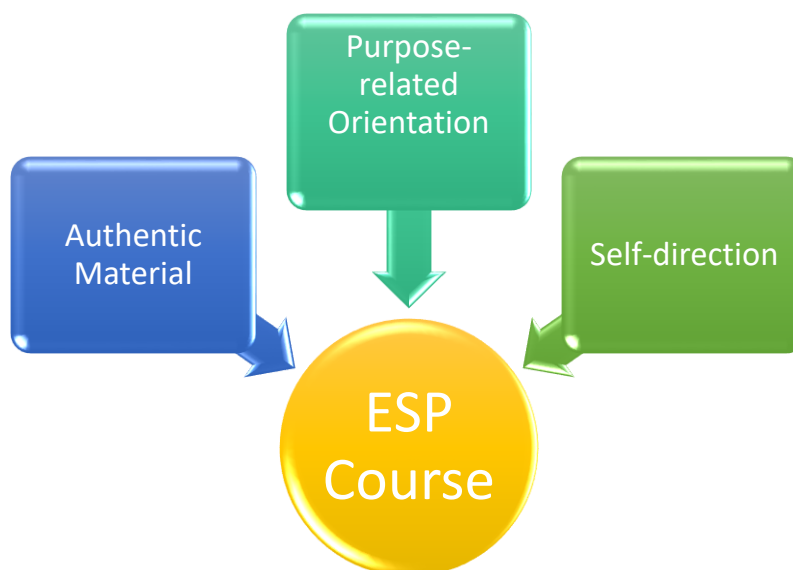


Figure 1.3. Carters Characteristics of ESP Course (1983)

1.6.1. Authentic material

Dudley-Evans et al (1998, p.28) define authenticity as following:

Authenticity lies in the nature of the interaction between the reader or hearer and the text. Part of the process of needs analysis is finding out exactly how learners

use different sources so that activities in the ESP class can reflect what happens in real life (p.28)

Gatehouse (2001) notes that the use of authentic material is a common feature of the ESP courses particularly in self-direction study and research tasks. This would be an appropriate choice for intermediate or advanced adult learners and they already have a background in English and seek to learn English to meet specific target needs. Thus, it may include books, charts, graphs, and other different forms, which may depend on the requirement of the teaching process.

1.6.2. Purpose-related orientation

The second feature of the ESP course as mentioned by Carter (1983) is “Purpose-related Orientation”. Gatehouse (2001) demonstrates that it refers to the simulation of communicative tasks required the target setting, and the main aim of the ESP courses is to enable learners to become communicatively competent in target situation through note-taking, conducting research and presenting oral tasks as cited by Mbitil (2015).

1.6.3. Self-direction

Self-direction is “...turning learners into users...” this definition by Carter (1983, p.134) states that Self-direction in ESP course is concerned with training students to be users of English language more than learners, Mbitil (2015) explained:

It is crucial for the ESP practitioners to base his course on a need analysis procedure at the first step, while in the second step he is invited to encourage his students to decide what, when and how to study, that is, displaying a certain level of autonomy or freedom (p.36).

1.7. Needs Analysis in ESP

1.7.1. Definition of needs analysis

As cited by Chamnankit (2015) the concept of Needs Analysis has been argued by various scholars with several point of view. Nunan (1988, p.43) point out that the appearance of needs analysis in the 1970's was within the field of language teaching and learning.

Richards (1984) cited in Nunan (1988, p. 43) indicate that in the development of language curriculum needs analysis has three main proposes:

- It provides a means of obtaining wider input into the content, design and implementation of a language programme.
- It can be used in developing goals, objectives and content
- It can provide data for reviewing and evaluation an existing programme.

Richards (2001) specifies that with regard to language teaching the purposes of needs analysis is needed:

- To find the skills that the learner will need in order to perform a particular role: job positions as a tourist guide or sales manager as well as a university student.
- To see if students will need training in particular languages
- In order to find a gap between students that are willing to learn and what they need in order to learn.
- To collect information about the problems people face when learning English.

Dudley-Evans and St John (1998, p.122) define needs analysis as “the corner stone of ESP and leads to a very focused course”. ESP teacher and course designers have to

analyze the needs to design efficient courses that meet students' needs as Cunningsworth (1983, p.154) suggests:

Needs analysis has had the beneficial effect of reminding teachers and syllabus designers that the final objective in language teaching is to enable the learner to communicate. Needs analysis has also helped to emphasize the range and variety of uses to which the language is put. Generally, the outcome has been a greater sensitivity to students' needs seen in terms of a profile consisting of a number of variables and interrelated features including stylistic appropriateness, level of attainment, receptive/productive abilities, medium (speech/writing). Units of meaning and forms of English(p.154).

“To summarize, needs analysis is used to gather detailed information on the needs of learners this tool helps to focus on the state and desires of the learners, which is crucial because this it will help people design courses suitable for different people.”(Chamnankit 2015, p.9)

1.7.2. Types of needs

Hutchinson and Waters identify two types of needs as identified in the figure below:

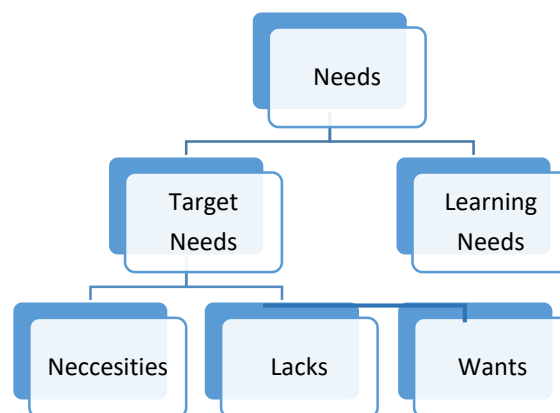


Figure 1.4. Types of Needs (Hutchinson and Waters 1987)

1.7.2.1 Target needs

Hutchinson and Waters (1987) illustrate that target needs are related to “what the learners need to do in the target situation”. ESP teachers have so to gather information about learners “ necessities, lacks and wants” to fulfill the students’ needs.

- **Necessities:** “Are the academic or occupational requirements of the target situation, that is, what the learner has to know in order to function effectively in the target situation. Accordingly, needs “are perhaps more appropriately described as objectives” to be achieved. (Robinson, 1991, p.7)” (Lamri, Haddam and Bensafa, n.d, p.2)
- **Lacks:** “Are what the learners already know and what they are deficient in, i.e., what they ignore or cannot perform in English. Subsequently, lacks are the gaps between the initial or actual situation of the learners in terms of language proficiency or aptitudes, and the one that is required after the accomplishment of the language training” (Lamri, Haddam and Bensafa, n.d, p.2)
- **Wants:** “Are learners personal expectations and hopes towards acquiring English, i.e. what they would like to gain from the language course. Usually these needs are very personal; therefore, they are sometimes called 'subjective'. In fact, these wants are very real, and may conflict with the necessities as perceived by the employer. Thus, ways must be found to accommodate them” (Lamri, Haddam and Bensafa, n.d, p.2)

1.7.2.2 Learning needs

Learning needs show how the students will be able to move from the starting point (lacks) to the final destination (necessities). Hutchinson and Waters (1987) say that it is

unethical to design a course solely on the basis of the intended objectives, and that the learning situation must also be considered. They added that the target situation alone is not credible indicator, and that the conditions of the learning situation, the learners' knowledge, skills, strategies, motivation for learning, the setting and the time load are of prime importance. The concept of "learning needs" put forward by Hutchinson & Waters and their analysis of "learning needs" have been proved to be fairly useful in practice because learning needs clarify the means through which learners proceed to achieve their target needs starting with defining their lacks. Additionally, Robinson (1991) claims that learning needs are "...what the learner needs to do to actually acquire the language" (p. 7). Learning needs takes into regard the learner's cultural awareness, proficiency level in English, the available materials and all potential information that help the practitioner to transfer an appropriate knowledge to the learners.

1.8. The roles of the ESP teacher:

It is hard to identify where a GE teacher's role ends, and where the ESP teacher's role starts. Courses in ESP differed depending on the scientific field or profession with which the students were concerned. As a result, teachers who resort to teach those courses required to play various roles and develop a specialized knowledge. Since the ESP education is so diverse, Dudley-Evans and St John (1998) and other scholars prefer to use the term "Practitioner" rather than Teacher "to emphasize that ESP works involve much more than teaching"p.3.

For Robinson point of view (1991) "the role of the ESP teacher is a controversial issue" since "there is no single ideal role description" p.79. Moreover, teaching the English language is very challenging, because, it encloses teaching English for special students who may be dissatisfied and they do not meet their needs and wants. Hence, the ESP practitioners have to play different roles through the stages of the ESP course.

The use of the word “practitioner” is due to the many roles of the ESP teacher as Dudley-Evans and St John (1998) claim “the ESP practitioner has five key roles: Teacher, Course designer and material provider, Collaborator, Researcher, and Evaluator” p.13.

1.8.1. As a teacher:

it is possible that teaching ESP is not that deferent from teaching GE Dudley-Evans and St John (1998, p.13), but in this case, the teaching methodology differ, as the teaching process become more specific and the ESP teacher’s role also. In ESP courses, the learners themselves are frequently the primary knowers of the material and carrier content, the teachers are no longer “primary knowers” regarding the nature of ESP classes, which require specific understanding of the target situation. The main role of the “teacher” in the ESP course is to generate authentic communication based on the prior learner’s knowledge.

1.8.2. As Course designer and material provider:

Dudley-Evans and St John (1998, Pp.14-15) account that the issue it is true that finding a reliable textbook for an ESP course that cover all of the learners’ requests communicative and linguistic needs in the appropriate environment is challenging. Consequently, one of the ESP practitioner’s roles is providing the material and planning the course in relation to the student’s target outcomes and learning context, and determining the effectiveness of the materials at the beginning and the end of the course. thus, the ESP practitioner entails more than just collecting and selecting material, but choosing the material from different sources, adopting or even writing his/her own material when the published materials are unsuitable or unavailable.

1.8.3. As Researcher:

When dealing with the teaching process in the ESP courses, the ESP teacher must explore the field of teaching, and the strategies and the methodologies used, that is the reason

behind fulfilling the learners' needs and interests. The role of a researcher is complementary to the other ESP practitioner's roles, and it is obligatory to make a research before designing a course, writing the teaching material, to achieve the teaching aims and objectives.

1.8.4. As Collaborator:

Dudley-Evans and St John (1998, P.16) see the ESP practitioner as a collaborator (mean cooperating) with subject specialists. Since the ESP practitioner lack knowledge in the student's subject matter, he/she advocated to cooperate with the specialist teacher to promote his/her pedagogical knowledge in language. The collaboration could be simple collaboration when the ESP practitioner acquire information about the subject syllabus; specific collaboration, when the subject syllabus gives to the ESP practitioners an idea about the content of the subject course to develop activities based on it ; or fullest collaboration when an ESP practitioner and subject specialist work together.(cited by Telmami 2020)

1.8.5. As Evaluator:

To be an evaluator of the students' progress is not a new function, but this role seems to be considerable when evaluating the teaching effectiveness such as the case of ESP courses. Dudley-Evans and St John (1998) illustrate that "an ESP practitioner should not only evaluate the linguistic knowledge and skills of students but also the course and materials he himself devised". In EGP, the teachers use tests and exams usually to evaluate their students; however, in the ESP classes the ESP practitioners should evaluate the course and teaching material; the ESP courses are "tailor-made", thus, the evaluation is crucial (cited by Malouki2016).

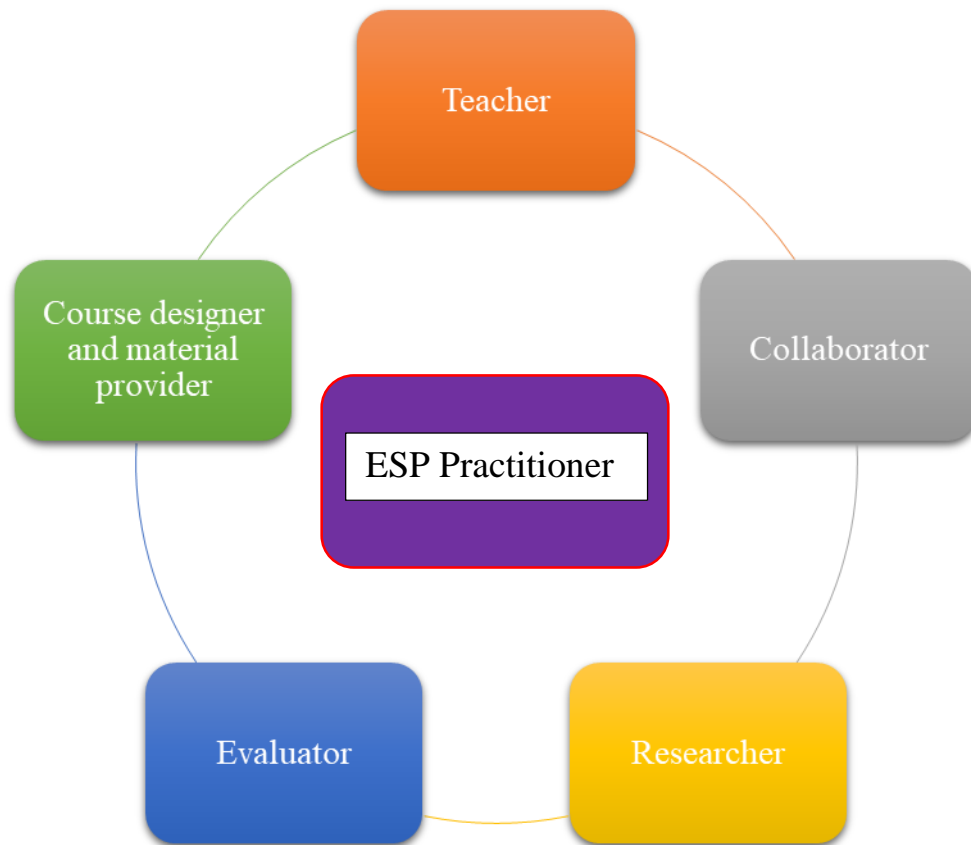


Figure 1.5 : The role of ESP practitioner, Dudley-Evans & St. John (1998)

Conclusion

As far as this chapter is concerned, the historical development of ESP has been thoroughly covered, the difference between ESP and GE has been outlined, it also provides insight into the characteristics of ESP, so that, there is no ambiguity about Carter's work. By discussing the different classification and branches of ESP, the types of ESP were allocated according to Hutchinson and Water's Tree of ELT and in the last an overview about needs analysis.

Chapter Two:

Learner-centered Approach to ESP Course Design

Table of Contents

Chapter Two: Learner-centered Approach to ESP Course Design

Introduction	30
2.1 ESP Syllabus Design	30
2.1.1 Course.....	30
2.1.2 Syllabus.....	31
2.2 Types of Language Syllabus Design	31
2.2.1 Product oriented syllabus	32
2.2.1.1 Structural syllabus	32
2.2.1.2 Situational syllabus.....	33
2.2.1.3 Notional-functional syllabus	34
2.2.2 Process oriented syllabus	35
2.2.2.1 Task-based syllabus	35
2.2.2.2 Skill-based syllabus	36
2.2.2.3 Content-based syllabus	36
2.6 Factors Affecting ESP Course Design	37
2.4 Steps in Designing ESP Course.....	39
2.5 Approaches to ESP Courses Design.....	40
2.5.1 Language-centered approach.....	40

2.5.2	Skill-centered approach	41
2.5.3	Learning-centered approach.....	42
2.6	Learner-centered approach	44
2.6.1	Definition	44
2.6.2	Learner-centered principles.....	46
2.6.3	Learner-Centered teaching methods.....	49
2.6.4	ICTs and learner-centered approach	49
	Conclusion.....	50

Introduction

Course design is a major issue in ESP and an area of study and research for many ESP scholars to cover this issue and all its surrounding area. This chapter will be devoted to the discussion of some definitions in the content of syllabus design. It is divided into two parts. First, we will deal with the aspects related to the teaching of ESP and designing ESP courses, and strive to shed light on the approaches to ESP courses and types of language syllabus. The second part of this chapter will put emphasis on the different concepts underlying the new approach in language teaching. Thus, the literature review explores the theory and research on the development of learner-centered approach to English as a foreign language education in the context of tertiary level teaching and learning, and the use of ICTs in learner-centered classrooms.

2.1. ESP Syllabus Design

Syllabus design is an aspect of curriculum development that emerged in the 1960's due to the urgent need to the elaboration of programs for second and foreign language learners who come to learn English rarely for General purposes (ESP). In other words, a language curriculum refers to what and how students and teachers interact in the learning and teaching process (Richards, 2001). In terms of designing courses in ESP, it seems to us to be familiar with the definitions of the following key concepts.

2.1.1 Course

A course is “An integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular state knowledge (Hutchinson and Waters 1987, p. 65). Consequently, a course is a kind of teaching unit, usually lasts one semester, led by one or more practitioners, and has a fixed list of students; a course is usually a separate subject.

2.1.2 Syllabus

Ur (2012, p 185) defines syllabus as: “a document which presents information on what topics or content are to be covered in a course of study”. Lee (1980) states that “Syllabus is essentially a statement of what should be taught, year by year- through language , syllabus often also contain points about the method of teaching and the time to be taken”(p.108). Richards and Rodgers (1995, p. 21) clarified that the syllabus is “the first component of the level of design “and the other components deal with the use of the syllabus. In the system by the learners and teachers as they interact with the instructional material”. Ur (2012, p 186) describes some characteristics of syllabus as follows:

- ✓ Consists of a comprehensive list of content items or process items.
- ✓ Is ordered (easier, more essential items first).
- ✓ Has explicit objectives (usually expressed in the introduction).
- ✓ Is a public document, and therefore accountable.
- ✓ May indicate a time schedule.
- ✓ May indicate a preferred methodology or approach.
- ✓ May recommend materials.

2.2. Types of Language Syllabus Design

A number of different kinds of syllabus are used in English language teaching, and the choice of the appropriate syllabus is a prime decision in language teaching. while it should be made as consciously and with as much information as possible and the course designers should carefully in plan the content to comprise that it includes what learners needs and excludes what the learners do not need. Krahnke (1987) suggest 6 types' syllabus and Wilinks (1976) divided them into tow: Product oriented syllabus that focus on what the

learners will know based on the instruction and they usually enumerate the choices of graded items to be learned by the learners, and, Process oriented syllabus that focus on the pedagogic process and the ways the outcomes of the teaching and learning process can be achieved (Long and Crookes, 1992; Long and Robinson, 1998 cited in Sabbah, 2018).

2.2.1 Product oriented syllabus

Nunan (1988, p.27) states that product-oriented syllabuses are those in which the focus is on the knowledge and skills that learners have the gain as result of the instruction (the product or the end). According to British Council(n.d), “product-oriented syllabus focuses on things learnt at the end of the learning process (outcomes) rather than the process itself”. The structural, situational, and notional-functional syllabus are product-oriented as they focus on grammatical, functional, and situational outcomes.

2.2.1.1 Structural syllabus

It is also known as grammatical syllabus Ur (2012, p 186) noted that structural syllabus based on a list of grammatical structure and items. It is the most traditional and common syllabuses and to this day, we can still see the content pages of many course books listed according to grammatical items that organized according to such criteria as structural complexity difficulty, regularity, utility and frequency. The structures are normally presented one by one, in opposing pairs, such as the simple present versus the simple past or singular nouns versus plural nouns, but this is not always the case. (Long and Crookes, 1992; Wilkins, 1976 as cited in Baleglizadch, 2012), defines this kind of approach to syllabus design as:

A synthetic language teaching strategy is one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual

accumulation of the part until the whole structure of the language has been built up (Sabbah, 2018).

Wilkins (1976) in this definition shows that the grammatical syllabus proposes structures that are graded according to grammatical complexity; these structures are internalized by learners one by one before proceeding to the next items:

- ✓ The notions or concepts the learners need to talk about,
- ✓ The functional purposes for which language is used,
- ✓ The situations in which language would be used,
- ✓ The roles the learners might possibly play.

Ellis (1993) mentions that this type of syllabus “has been criticized by some on the assumption that it is likely to lead to an over-emphasis on accuracy at the expense of meaningful communication”. In other words, “it is perfectly compatible with an overall communicative approach” (cited in Ur, 2012, p. 187).

2.2.1.2 Situational syllabus

Richards (2001) defines the situational syllabus as “One that is organized around the language needed for different situations such as “the airport”, at “a hotel”. A situation is a setting, which particular communicative acts typically occur”; this means that, it is another type of syllabus in which the language items are organized in terms of different learning situations. Ur (2012, p. 188) adds that this type “takes real-life contexts of language use as its basis; sections are headed by names of situations or locations” and Yalden (1983) appends situational syllabus to the semantic syllabus in which its “linguistic underpinning is that language is always used in context, never in isolation” (p. 35) otherwise, according to Yalden (1987, p. 35):

The situation model will comprise units indicating specific situations, such as ‘At the Post Office’, ‘Buying an Airline Ticket’, or ‘The Job Interview’. The topical or thematic syllabus is similar, but generally employs the procedure of grouping modules or lessons around a topic, something like barnacles clinging to the hull.

Usually at the beginning of the course, the topic setting and participants in the situation can be infinitely changed, and the dialogue is the most common way of presenting the situation Sabbah (2018, p.131).

Johnson (2002, pp.179-180 as cited in Sabbah, 2018, p.131) sets three types of situational syllabus differentiated by their informational content and linguistic content:

- ✓ Limbo: specific setting of the situations of little or no importance. What is important is the particular language focus involved.
- ✓ Concrete: situations are enacted to specific setting and the language associated with it.
- ✓ Mythical: situations depend on a fictional cast of characters in a fictional place.

2.2.1.3 Notional-functional syllabus

“Notions are concepts that language can describe, general notions may include things like number, time, place and colors. Specific notions look more like vocabulary items; man, woman, afternoon, functions, in contrast, are things you can do with language; purposes or outcomes of a specific language use; examples include identifying, denying, promising” Ur (2012, p.188). In general, the functional-notional syllabus is organized around communicative function.

Richards (2001) describes the functional syllabus as commonly regarded as the essential component of the communicative syllabus. Robinson (1991) claims that in ESP, a

notional functional syllabus was constructed based on concepts, while in EAP courses, a notional functional syllabus was developed based on functions.. Wilkins(1972, p.260) states that it must take into consideration a set of: first semantico-grammatical categories: there are six of these categories: Time, Quantity, space, matter, Case, and Deixis; second communicative function categories: Modality, Moral evaluation and discipline, Suasion, Argument, Rational enquiry and exposition, Personal emotions, Emotional relations, and Interpersonal relations in order to construct a national syllabus.

2.2.2 Process oriented syllabus

Nunan (1988) says, “In the process-oriented syllabus, however, the focus shifts from the outcomes of instruction to the processes through which knowledge and skills might be gained” (p. 40). Breen and Littlejohn (2000) arrange three plains of definition of process-oriented syllabus: “personal (which is mental, as one reads a passage or listens to discourse), interactive (as one interacts with an individual), and procedural (when parties attempt to reach agreement.) Cited by Baghbaderani (2015, p.61).

2.2.2.1 Task-based syllabus

Nunan (1988, p159) defines a task as “unit of planning teaching containing language data and an activity or sequence of activities to be carried out by the learner on the data”. Nunan (1989) adds “a piece of classroom work which involve learners in comprehending, manipulation, producing or interacting in the target language while their attention is principally focused on meaning rather than form.” He also mentioned, “The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.”

According to Robinson (1991), the task syllabus predicate of a set of tasks or activities arranged according to cognitive difficulty and he indicates that “class time is

devoted to performance of tasks and attention is only consciously directed to language if this is necessary for completion of the task. The task-based content combine a series of activities that the learner have to do outside the classroom and the content provided by the learners. “Tasks require the students to apply cognitive processes or higher-order thinking skills, such as evaluation, selection, combination, or supplementation to a combination of new and old information” Sabbah (2018, p.135).

However, two types of tasks have been proposed to specify syllabus design. According to Nunan (1988): Real-world tasks that involve learners in problem solving assignments such as using the telephone and improve their language by practicing in real life; the second is Pedagogical tasks, this kind of task are designed to stimulate the learning process such as information gap tasks .

2.2.2.2 Skill-based syllabus

Richards (2001) defines skill-based syllabus as “One that is organized around the different underlying abilities that are involved in using a language for purposes such as reading, writing, listening or speaking”.The collection of the four language skills are the most important things that the learners have to know, and be competent in, to improve their language; because the language skills are the content of the language teaching. Many ESP pioneers are supporting the idea that if an ESP courses do not focus on developing the language skills, the ESP learners do not meet their needs. Robinson (1991,p.38) states “ Another set of skills which may form the focus for an ESP course are termed professional or communication skills.”

2.2.2.3 Content-based syllabus

Bazyar, Dastpak, and Taghinezhed (2015, p.163) states that the content-based syllabus is “not really a syllabus. It is organized around different themes, topics and other

units of content.” Sabbah (2018, p136) adds, «The content based syllabus is the teaching of content or information with little effort to teach the language itself separately from the content being taught” According to Stollés (2002) cited in Jalibzadech and Tahmasib (2014, p. 224):

In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials, which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter (as cited in Sabbah, 2018, pp. 136-137).

Actually , many scholars such as Brinston, Snow and Wesche (1989,p3) claim that “Even though learners language needs and interests may not always coincide , the use of information content which is perceived as relevant by the learner is assumed by many to increase motivation in the language course ...”.

2.3. Factors Affecting ESP Course Design

Kipling’s honest serving men are used by Hutchinson and Waters (1987, p.21) to outline the basic questions that we need to know before designing a course in order to provide

a reasoned basis for the syllabus design , materials writing classroom teaching and evolution as follows:

- Why does the student need to learn?
- Who is going to be involved in the process?
- Where does the learning take place?
- When does the learning take place?
- What does the student need to learn?
- How will the learning achieved?

Hutchinson and Water (1987) identified factors affecting ESP course design based on the above questions namely: language descriptions, needs analysis and theories of learning as description in the following figure:

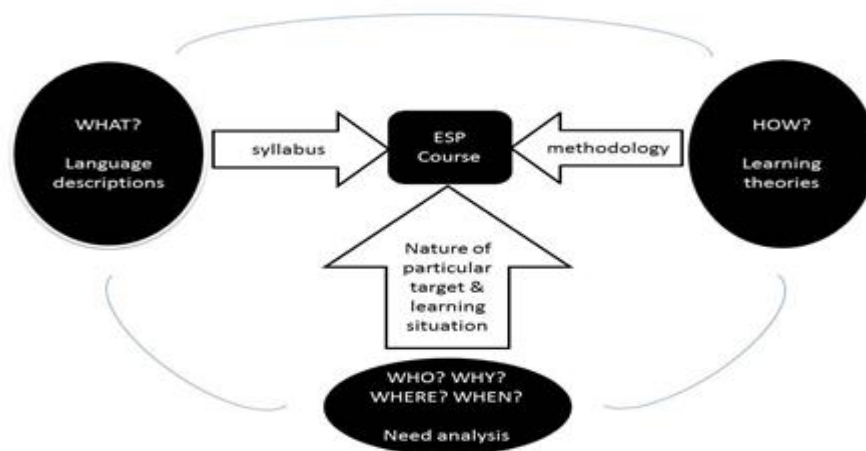


Figure 2.1: Factors affecting ESP course design (Hutchinson & Waters, 1987)

According to the figure, there are three main points affecting ESP course design. The answer of the question “what?” is the first factor; Language description is the language knowledge needed by the learners. The second factor is learning theories and how the

learners learn a language. The third factor is needs analysis (the nature of particular target and learning situation).

2.4. Steps in Designing ESP Course

Course design is a process that consists of steps, Graves (2000 as cited in Haddam, 2015) suggests a systematic course design consisting of six steps that are:

- Conducting needs assessment and needs analysis
- Determining the goals and objectives of the course
- Conceptualizing the content
- Selecting and developing materials and activities
- Organizing the content and activities
- Evaluation

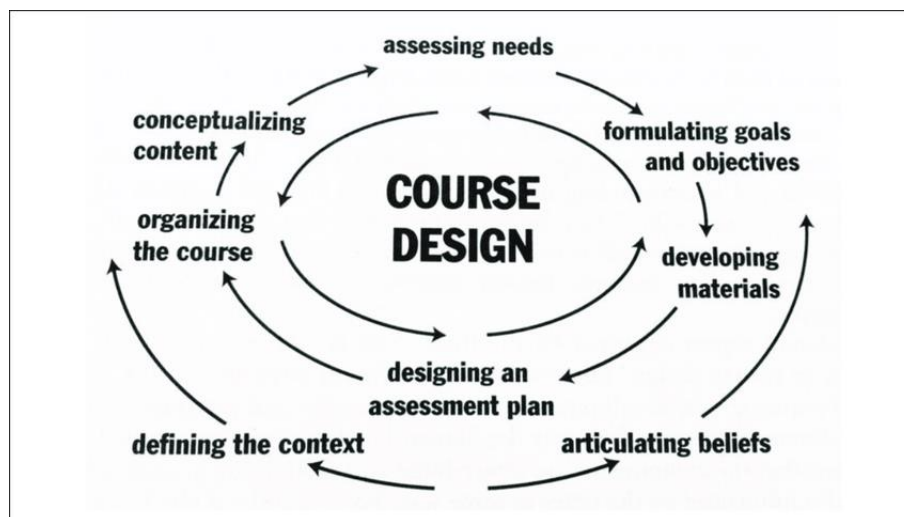


Figure 2.2: Graves' Model of Syllabus Design (2000 as cited in Haddam, 2015)

Regarding course design process, Graves (2000, p. 15) state, that it is not necessarily to precede any steps over others "... There is no hierarchy in the processes and no sequences in their accomplishment. As a course designer, you can being anywhere in the frame work; so long as it makes sense to you to begin where you do" ("Learner's Centred approaches", n.d).

2.5. Approaches to ESP Courses Design

The learner's needs and the aims of the course are the two main elements that ESP course designers take into consideration while designing a course, in addition, the approach nominated by the ESP designers very according to both of them. Hutchinson and Waters (1987) believe that "there are probably as many different approaches to ESP course design, as there are course designers" (p.65), this they suggest three main approached to ESP course design which are: Language-centered approach, Skill-centered approach and Learning-centered approach.

2.5.1 Language-centered approach

It is the most familiar form of course designs. Hutchinson and Waters (1987), mention that the aim of this approach is to draw a link between the analysis of the target situation, and the continent of the ESP course. It is summarize as follows:

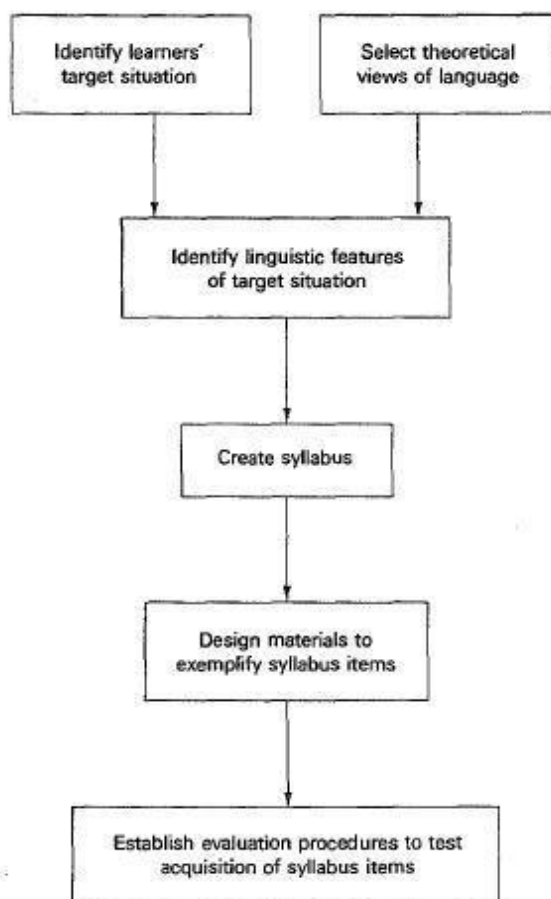


Figure 2.3 : Language-centered approach to course design (Hutchinson & Waters, 1987)

Although this procedure seems logical starting with identifying learner's target situation needs with selecting the appropriate language theory as using them to identify linguistic feature of the target situation that lead to create syllabus them to material in use in the classroom and finally to the evaluation of the syllabus items. Hutchinson and Waters (1987) argue that this approach somehow still has weakness and they state that "It fails to recognize the fact that, learners being people, learning is not a straightforward, logical process" (p.68).

2.5.2 Skill-centered approach

Skill-centered approach is based on two significant principles: The theoretical and the pragmatic (Hutchinson and Waters 1987). The first one is the Theoretical principle

proposes that any language behavior include receptive and productive skills and strategies that learners have employ to produce or comprehend any discourse. The second is Pragmatic principle is inferred from the concept that ESP learners seek to ameliorate particular strategies, and skills that will help them to exhaust any target discourse in the real life outside the classroom.

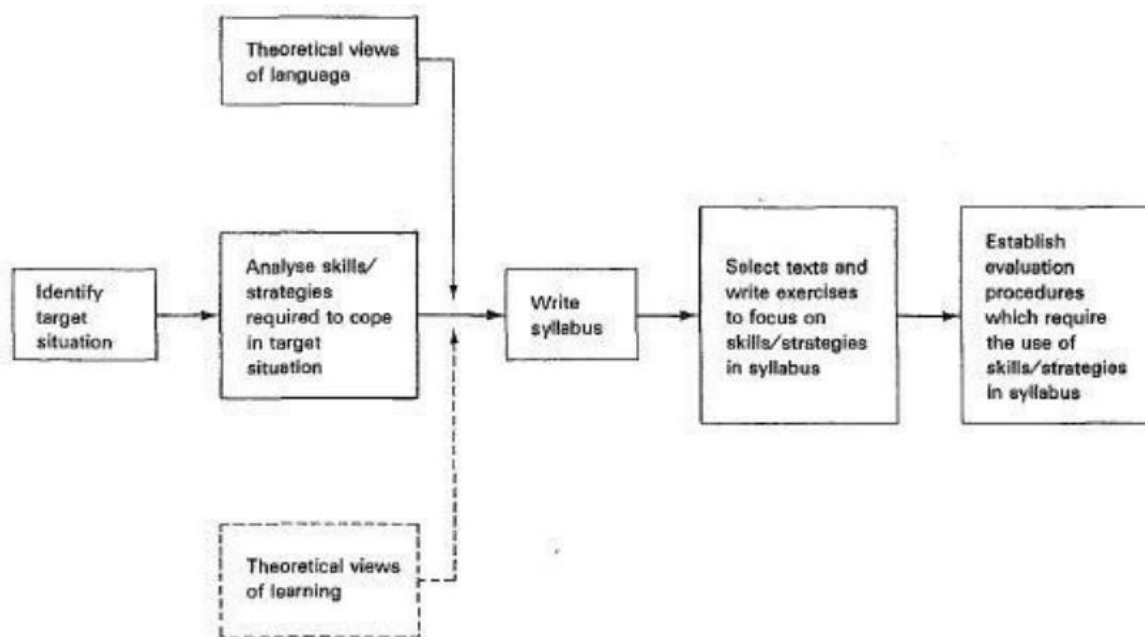


Figure 2.4: skills-centered approach to course design (Hutchinson & Waters, 1987)

This model deal with the learners as language users rather than language learners, and focuses more on the process of langue use not language learning. (Hutchinson and Waters 1987).

2.5.3 Learning-centered approach

Hutchinson and Waters (1987) state that “Learning is seem as a process in which the learners use what knowledge or skills they in order to make sense of the flow information” (p.72). In this approach, the learner is the most important part in the procedure of the course design and he/she is the one who determines the learning process through the knowledge and skills he/she has to acquire new information. The learning-centered approach focuses

more on the learner in upgrading to course and seeking the integration between, the component of the course and both target situation and learning situation. Since the language-centered and skills centered approach focus, more on the analysis of the target needs in order to identify the learning process. Hutchinson and Waters (1987) claim that the course design is a dynamic process in which feedback channels are opening and allowed to receive any unexpected situation, and enabling the development of the course.

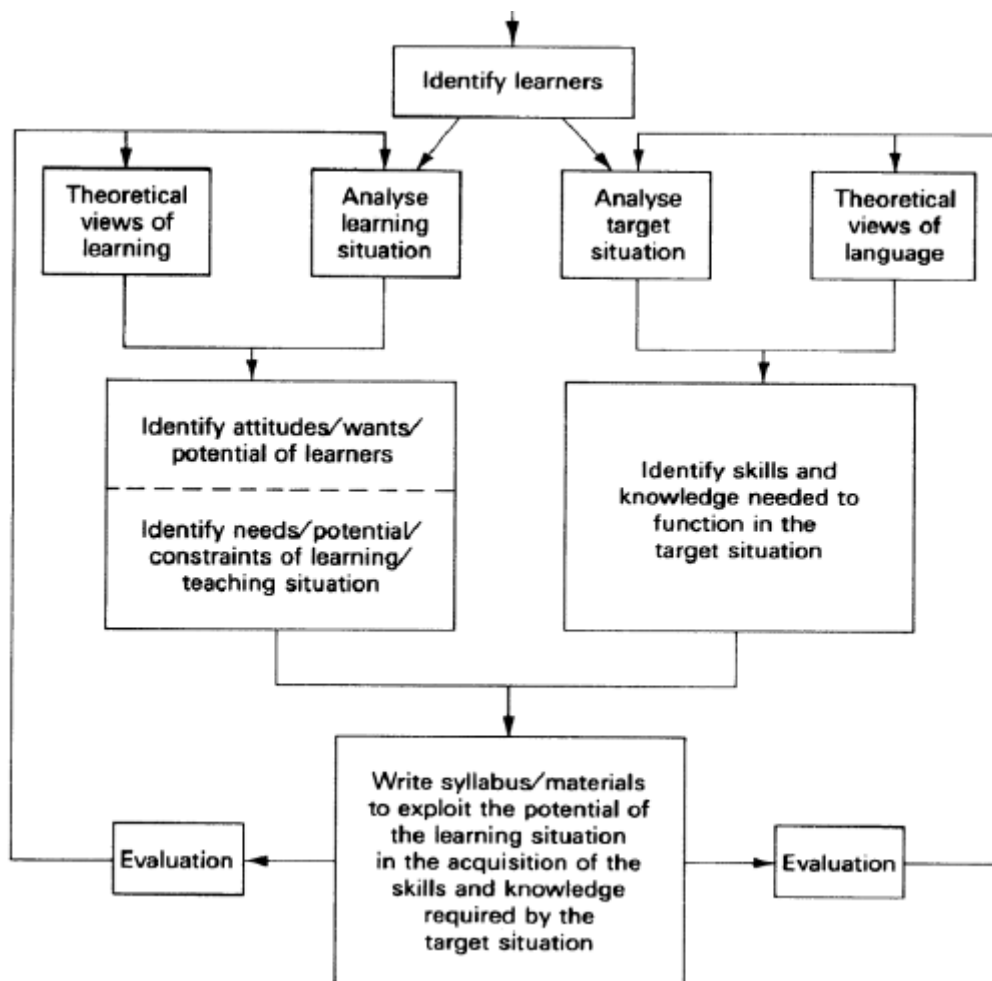


Figure 2.5: learning-centered approach to course design (Hutchinson & Waters, 1987)

2.6. Learner-centered approach

2.6.1 Definition

The expression “student-centered learning” was redact first by Carl Rogers (1970), in which it is taken from his theory of “Therapy, Personality and Interpersonal relationship” in 1959as cited by Boudehane (2015, p. 40); in his theory according to Sweat-Gay and Buzzetto-More (2007) Rogers “provides a basic hypothesis underlying person-centered teaching/learning as a constructivism tendency characterized by realness-acceptance, and emphatic understanding” (p.117).

The approach also known as learner-centered approach to education is involved in Western philosophy as a modern counteractive to teacher- centered approach; the traditional approach which have been credible in nature. As Barr and Tagg (1995) indicate, the move from teacher-centered to learner-centered shifts the focus from teaching to learning and the power moves from the teacher to the learner on account of the passive lecture-discussion formats, in which the learner learn is antithesis to the optimal setting. In addition, the use of teacher-focused formats make the students passive, apathetic, and bored (Rogers, 1983) cited by (Vo, 2007). The theory of Regors was influenced by the constructivist learning approach which handle the social skills and personal experiences of the learner ; however, Piaget(1970) and Vygotsky’s (1978) works on constructivism affect on the learner-centered teaching in which it is a prominent education theory (Weimer, 2002 cites in Boudehane, 2015, p. 40).

The learner-centered teaching approach is advocated by many scholars who convey the importance of the learners in the teaching and learning process. McCombs and Whisler’s (1997) pandemic definition of student-centered is:

The perspective that couples a focus on individual learners(their heredity, experience, perspectives, backgrounds, talents ,interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning and achievement for all learners (p. 9).

The basic point according to them is that education systems exist to serve the learner's needs. Kember (1997, p. 264) explanation of S.C.L demonstrate that the focus is on the student learning outcomes rather than defining content, thus, teachers “do have responsibility toward students learning” and “teaching becomes a process of helping students toward desirable outcomes” cites by Vo (2007, p. 8) . Connon and Newble (2000) consider L.C.L as:

Ways of thinking and learning that emphasise student responsibility and activity in learning rather than what the teacher are doing. Essentially SCL (student-centered learning) has student responsibility and activity at its heart, in contrast to a strong emphasis on teacher control and coverage of academic content in much conventional, didactic teaching (p. 16).quoted in Vo (2007)

Furthermore, Brandes and Ginnis (2001, p.6) state “student-centered learning is not a bag of trucks; it is about attitudes and relationships” Cited by Boudehane (2015, p. 39); and moving to the L.C.T.A requires a precise knowledge of the basic principles that make up an active learning environment where the central point in the classroom in which they have to engaged actively in the learning process (Boudehane, 2015, p. 39).

In relation to English as a foreign language education EFLE, learner-centered approach arises in connection to the development of communicative approaches to language teaching (Savignon, 1997 cited by Vo 2007). Nunan and Lanb (1996) assert that moving to C.L.T changes the perspective from traditional teacher- centered to learner-centered approaches to

language teaching (cited in Vo 2007). Thus, Tudor (1996) mentions that learner-centered in English language teaching is considered as: “ language teaching will be more effective if teaching structures are made more responsive to the needs, characteristics and expectations of the learners and if learners are encouraged to an active role in shaping their study programme” (p. 1)

Nunan (1991, p. 178) also claims:

A learner-centered approach is based on a belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these beliefs and attitudes need to be taken into consideration in selection of content and learning experience.

2.6.2 Learner-centered principles

The American Psychological Association’s presidential take force (APA) represented fourteen operational principles for education systems, which are become known as Learner-Centered Psychological Principles (1997) that establish within five factors. McCombs and Whisler (1997) describe them as following:

Learner-Centered Psychological Principles

LCP Factor	LCP Principle	Description
Metacognitive and Cognitive Factors	<i>Principle 1: The nature of the learning process</i>	Learning is a natural process that is personal, active, and constructed from the learner's unique perspectives, thoughts, and feelings
	<i>Principle 2: Goals of the learning process</i>	The learner seeks meaningful learning that makes sense from the data available.
	<i>Principle 3: The construction of knowledge</i>	The learner will link new learning with previous learning in meaningful ways.
	<i>Principle 4: Higher-order thinking</i>	Meta-cognitive strategies assist with the development of creative and critical thinking abilities.
Affective Factors	<i>Principle 5: Motivational influences on learning</i>	Motivation has a direct impact on learning and is affected by multiples factors such as beliefs, efficacy, values, and emotions.
	<i>Principle 6: Intrinsic motivation to learn</i>	Individuals are naturally curious and enjoy learning but negative circumstances thwart the desire to learn.

Personal and Social Factors	<i>Principle 9: Social and cultural diversity</i>	Learning is facilitated by social interactions and communication with others.
	<i>Principle 10: Social acceptance, self-esteem, and learning</i>	Respectful and caring relationships foster learning and self-esteem.
	<i>Principle 7: Characteristics of motivation enhancing learning tasks</i>	Authentic learning opportunities spark curiosity, creativity, and higher-order thinking.
Developmental Factors	<i>Principle 8: Developmental constraints and opportunities</i>	Individuals progress through stages of physical, intellectual, emotional, and social development.
Individual Differences	<i>Principle 11: Individual differences in learning</i>	Learners have different abilities and learning styles and modes for learning often a result of environment.
	<i>Principle 12: Cognitive filters</i>	Learners construct their realities from their own beliefs and experiences.
	<i>Principle 13: Learning and diversity</i>	Learning improves when individual differences are respected, accommodated, and valued in the learning environment.
	<i>Principle 14: Standards and assessment</i>	Learning improves when high standards are expected and a variety of assessment strategies including self-assessment are utilized in the learning environment.

McCombs, B. & Whisler, J. (1997). *The learner-centered classroom: Strategies for increasing student motivation and achievement*. San Francisco, CA: Jossey-Bass. (p. 5-6).

Figure 2.6: McCombs, B. & Whisler, J. (1997). The learner-centered classroom: Strategies for increasing student motivation and achievement. San Francisco, CA: Jossey-Bass. (p. 5-6) cited in Neal (2016).

Brades and Ginnis (2001, p. 6) illustrate “when the fundamental principles of a student- centered approach have been internalized by the teacher, each day in school can be fresh and new and unpredictable”. What makes the classroom a perfect context is the interaction of the principles. (Boudehane, 2015)

2.6.3 Learner-Centered teaching methods

The learner-centered teaching approach does not include a single teaching method but a variety of methods that shift the role of teacher to a facilitator of students learning process. These methods are explained in "ESP course design "(n.d) as follows:

- **Cooperative learning:** in which students solve problems and projects as a team while ensuring active interdependence and personal responsibility.
- **Active learning:** in which students solve problems, answer questions, ask their own questions, discuss, explain, debate or brainstorm in class.
- **Inductive teaching and learning:** in which students first face a challenge (questions or problems) and learn the course material in the context of coping with the challenge.

2.6.4 ICT’s and learner-centered approach

It is to be noted that the world now days is a result of constant changes. Those changes since decades affect all domains of life and ways of living. In recent years, the emergence of new technologies in our daily lives has made it possible for the use of information and communication technologies (ICT) in education to increase significantly. Cartlli (2006, p. 6) quoted in Allouche (2012, p.40) states:

We all are persuaded that ICTs are strongly influencing our lives and are changing our way of thinking. Since their first appearance in everyday life, many scholars have tried to find possible explanations for the effects they could have on mankind. They

have also drafted possible scenarios for the evolution of human activities and ways of living under the influence of these new instruments (p.6)

Most teachers in the tertiary level in particular are aware about the impact of ICTs on student learning, become digitally literate, and understand how to integrate it into the syllabus. The existence of ICTs in education provides new learning methods for students and teachers. E-learning or online learning is becoming more popular with various unprecedented events in our lives, this does not only provides schools with an opportunity to ensure that students have access to course materials in the classroom, but also enables them to ensure that student outside the classroom such as at home.

Seufert (2000, p. 135) cited in Hafizoah and Zuraina (2007, p. 16) state that students are given tools “...which enable them to plan their learning process, carry them out, and evaluate and improve them” whether in face-to-face meeting or through ICT. Moreover in the explanation of McCombs (2003) the teacher also are engaged in the learning process with technology, not only to take the role of facilitating the use of ICTs appropriately, but E-learning improves teachers to “... find ways to build meaning, purpose, connections and relationships...”(p.6) cited in Hafizoah and Zuraina (2007, p.17) .

Conclusion

The present chapter has shown that the learner is the pivot of interest in ESP. It is for that purpose that ESP is a learner-centered approach. The chapter has also tried to draw a clear constricton about the significance of ESP learner-centered language teaching approach and as a conclusion to this chapter dedication to ESP course design the learner-centered approach is based on the principle that all learning is on the learner. As in many investigations, the review of literature is always supported by an account of the situation and

population studied as well as a description of the tools of the data gathering and the elaboration of the finding this will be the task of the next chapter.

Chapter Three

Field Work: Data Analysis

Table of Contents

Chapter Three: Field Work: Data Analysis

Introduction	54
3.1 Rational of the Study	54
3.2 Sample and Population	54
3.3 Student's Questionnaire.....	55
3.3.1 Description of the Student's questionnaire	55
3.3.2 Administration of Student's questionnaire.....	55
3.3.3 Analysis of students' questionnaire.....	55
3.4 Classroom Observation	81
3.4.1 Description and procedures of the classroom observation.....	81
3.4.2 Analysis of classroom observation.....	82
3.5 Discussion of the Main Result.....	86
Conclusion.....	87

Introduction

The current practice part starts with the rationale for data collection tools, sample and population, the description of tools, and eventually to the analysis and elaboration of the findings. In order to enrich this study with adequate data, a questionnaire was designed to masters architecture students at the tertiary level, supplementally, for the sake to fulfilling the objectives of this research, a session of English for Architecture has been attended to, as classroom observation. In addition, the interpretation and discussion of the finding will be presented to answer the research questions and to test the hypothesis suggested in the research. In the end, a general conclusion will be provided in addition to implications for both students and teachers as well a recommendation based on the literature review and the results.

3.1. Rational of the Study

The present research is a case study, which used the qualitative approach to collect data for the aim of describing and interpreting the estimation of the students about the use of learner-centered as an approach to English language teaching and its role to designing ESP courses. The tool used was questionnaire for students together statistical and descriptive data concerning the student's opinions about their attitudes difficulties, and needs in the English course, and classroom observation was selected as another data collection tool for this study in order to observe students and teacher's attitudes.

3.2. Sample and Population

The population of this study are master one students of Architecture at Mohamed Kheider University of Biskra. The sample is composed of 20 students selected in order to know about the challenges they faced during the English course and their language needs. The sampling method chosen was voluntary.

3.3. Student's Questionnaire

3.3.1 Description of the Student's questionnaire

This questionnaire is mainly conceptualized on the basics of what was deal within the theoretical part of the recent research. The questionnaire is designed for Master one Architecture students, it contains twenty five (25) questions. Most of questions are closed-ended questions and the rest questions are open-ended questions. The questionnaire is divided into four sections; each one of which is either directly or indirectly related to research and such questions allow as obtaining thorough and much clear responses.

3.3.2 Administration of Student's questionnaire

The questionnaire was administrated online and shared in the Facebook group of the students. Because it is the only solution at that time on account of the pandemic covid 19 and their schedule is overloaded, this Questionnaire was collected in a week, as it is mentioned before, because the sampling method chosen is voluntary response sampling and it was not easy to find students to answer at that time.

3.3.3 Analysis of students' questionnaire

Section One: General Information

Item 1. Would you specify your gender, please?

Table 3.1 Gender distribution

Option	Number	Percentage
a) Female	15	75%
b) Male	5	25%
Total	20	100%

As shown in the table above, the majority of students participating in the questionnaire survey are females that represent 75 % (15), and the other participants are males represent 25 % (5). The explanation for this huge difference maybe that females are more keen to answer and learn about subjects than men whose do not caring at all or answer only when the questionnaire is short.

Item 2. What is your specialty?

Table 3.2 Students' specialty

Option	Number	Percentage
a) Architecture	12	60%
b) Architecture and town planning	1	5%
c) Architecture and environment	3	15%
d) Urbanism	3	15%
e) Technology and environment	1	5%
Total	20	100%

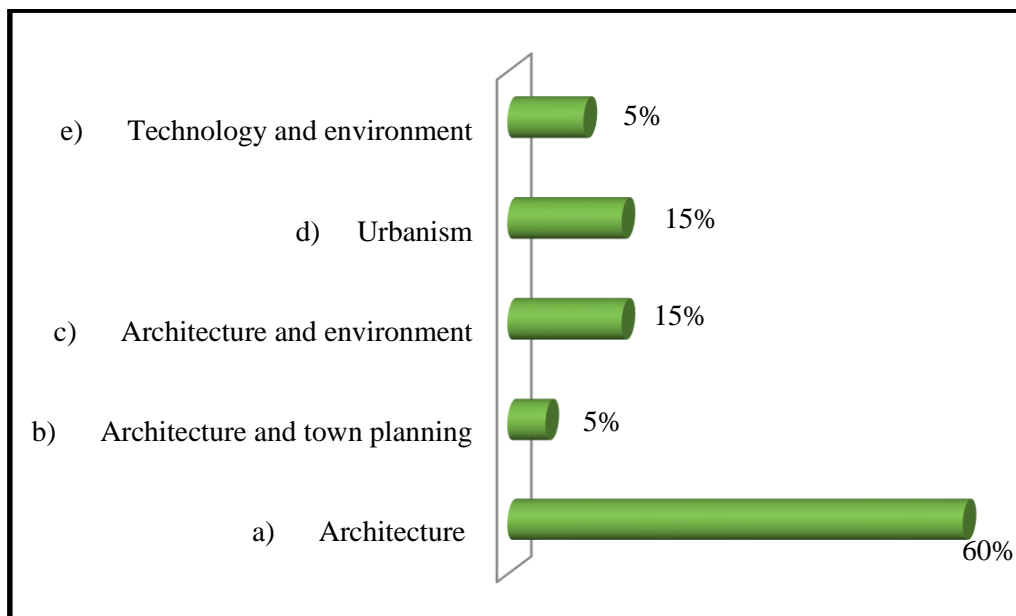


Figure 3.1 Students' specialty

This question seeks to gain more information about the specialty of the students the results presented in the table above and the figure 60 % (12) their specialty is Architecture, 5(1) Architecture and town planning, 15% (3) Architecture and environment, 15% (3) Urbanism , and technology and environment is presented in just 5% (1).

Item 3. Is English required in your specialty?

Table 3.3 Students’ responses about whether English is required in their specialty or not

Option	Number	Percentage
a) Yes	17	83%
b) No	3	7%
Total	20	100%

According to the results illustrated on the table above the higher rate (83%) goes to students who are aware that English is required now days in all specialties and domains not only for students and they are the thinking about their future career.

Section Two: Students' Attitudes towards the Course of the English Language

Item 4. For you as an Architecture student, to what extent do you think English is important to your study or for your future career?

Table 3.4 The importance of English for Architecture students study and future work

Option	Number	Percentage
a) Very important	15	75%
b) Important	5	25%
c) Somehow important	0	0%
d) Not important at all	0	0%
Total	20	100%

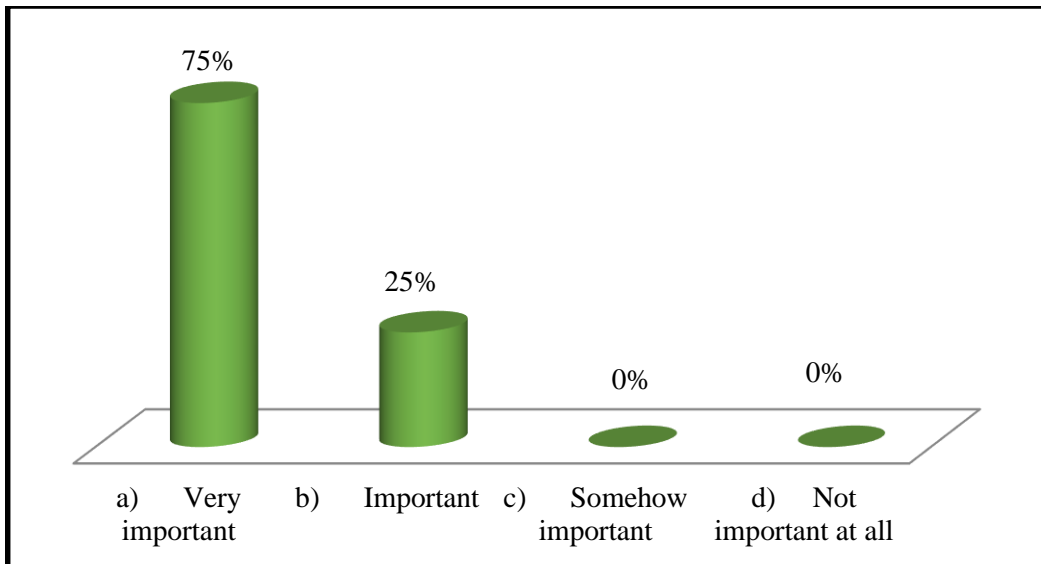


Figure 3.2 The importance of English for Architecture students study and future work

As the above table and the figure reveal no one said that English is not important at all architecture or even important to somehow, 75% (15) of the students are agree that English is very important for their studies and their motivation remains higher

Students' justifications

The majority of the students focus on the fact that English is important because it is a universal language as one said, “English is a passport to the entire world”. Others say that they use English to communicate with foreigners. Some of them state that the majority of resources and research materials are in English others add that they need English for job interviews with international conferences.

Item 5. How do you evaluate your level in English language?

Table 3.5 Students' level in English language

Option	Number	Percentage
a) Beginner	0	0%
b) Intermediate	16	80%
c) Advanced	4	20%
Total	20	100%

As indicated in the table above, 80% (16) of the students describes their level as “intermediate”. In addition, 20% (4) of the students pointed out that they have advanced level in English language.

Item 6. Do you have a course of the English language?

Table 3.6 Students responses about whether they have a course of English or not

Option	Number	Percentage
a) Yes	17	83%
b) No	3	7%
Total	20	100%

The table above indicates that 83% (17) of the student responses with yes about whether they have a course of English or not, as it has been noticed 7% answered with “No”, and their response is not logical. In relation to their answer to the other question, probably they did not understand the questions.

If yes, what is the nature of this course?

Table 3.6.1 The nature of the course of English language

Option	Number	Percentage
a) General English	6	30%
b) Specialized English	8	40%
c) A combination of both	6	30%
Total	20	100%

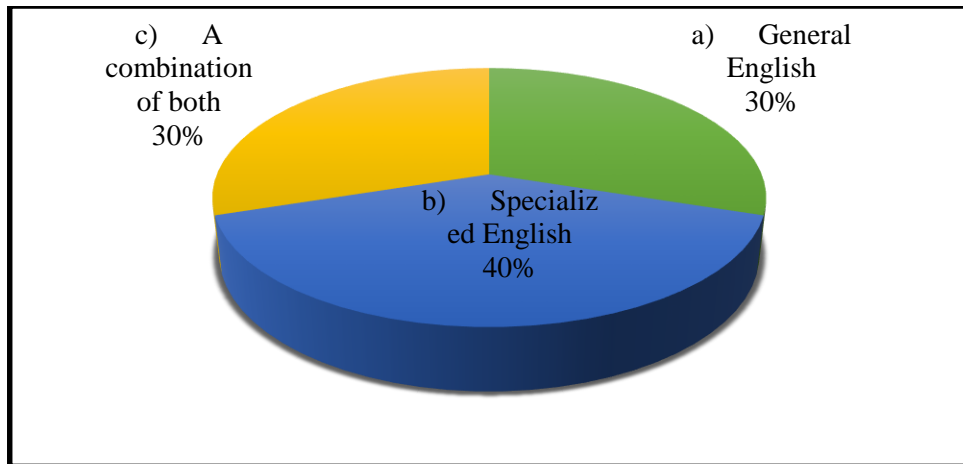


Figure 3.3 The nature of the course of English language

The nature of course : As is mentioned before most of students answered with “Yes” a percentage 30% state that there English course is a general English a similar percentage for the combination of both and 40% (8) assume that English course in ESP course.

Item 7. As an Architecture student, do you prefer?

Table 3.7 Students’ preferences about what they lean in the English language course

Option	Number	Percentage
a) Learning about the language itself	7	35%
b) Learning how to use the language in context	13	65%
Total	20	100%

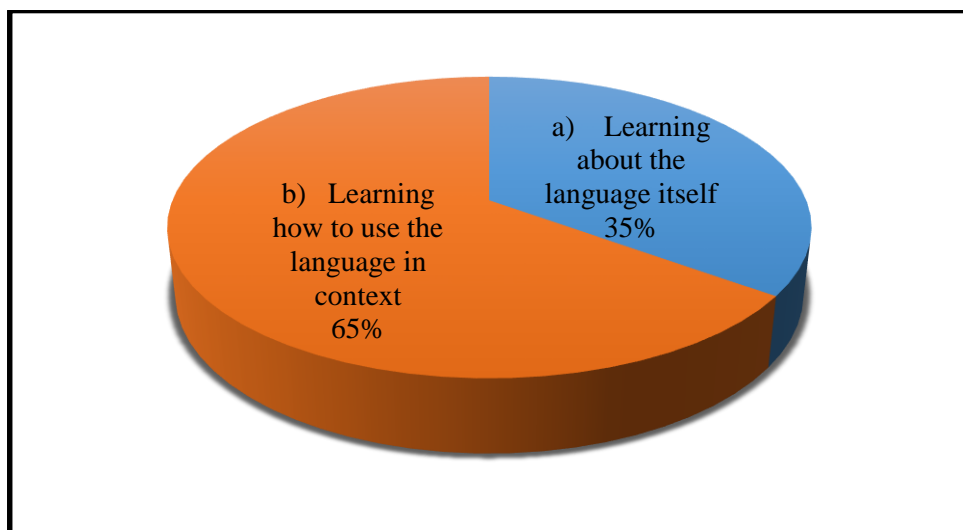


Figure 3.4 Students’ preferences about what they lean in the English language course

The results illustrated on the table above and the figure reveal that, 65% (13) of the students answers were “learning how to use language in context”. which means that, the students of architecture tend to be more interested in learning how to use English language in the context, possibly, ESP students are adults and aware of their language needs and wants.

Item 8. Are you satisfied with the content of the English course?

Table 3.8 Students’ satisfaction about the content of the English course

Option	Number	Percentage
a) Yes	8	40%
b) No	12	60%
Total	20	100%

The table above illustrates the student’s satisfaction or dissatisfaction with the content of the English course. The majority of the students (60%) 12 expressed dissatisfaction and some of them (40%) 8 pointed out that they are satisfied with the content of the English course.

•Justification

Students provided the areas of dissatisfaction that the content is poor “it is not enough” for them and “the amount of hours is not enough” one noticed, “English course are so limited in teaching technical language”. Some want to learn about the English culture. Whatever the students answer with “Yes”, clarify that, the content of the English course helped them to use technical words they need in the right context and, offered them the different ways to practice English, improve their language skills and to communicate successfully.

Item 9. Does the content of the English courses reflect your language needs?

Table 3.9 Students’ responses about whether the content of the English courses reflect their language needs or not

Option	Number	Percentage
a) Yes	6	30%
b) No	9	45%
c) To some extent	5	25%
Total	20	100%

The table above reflects the views of students of Architecture towards their language needs. The percentage that answered with “No” was 45% (9). 25% (5) of the students chose the option “to some extent” and 30% (6) said, “Yes” the content of the English courses, reflect their English needs.

•Justification

For the option “Yes” student’s indicated that as architects, they need to present their works and write reports for that reason the content helps them to their studies and researches. For students’ who answered “No”, they clarified that the course is a general English course not ESP course and the teachers use traditional teaching methods and focus on teaching grammar and vocabulary more than communication. One illustrate that he/she want to practice the English language. The students responded with “Some extent” shared the same point of views with the students whose answers with “No”. One of the students indicates that one hour per a week is not sufficient to learn English.

Item 10. Who do you think should be responsible for teaching English to architecture students?

Table 3.10 Students' opinions about who should be responsible for teaching English to architecture students

Option	Number	Percentage
a) A teacher of general English language	3	15%
b) A specialized teacher	17	85%
Total	20	100%

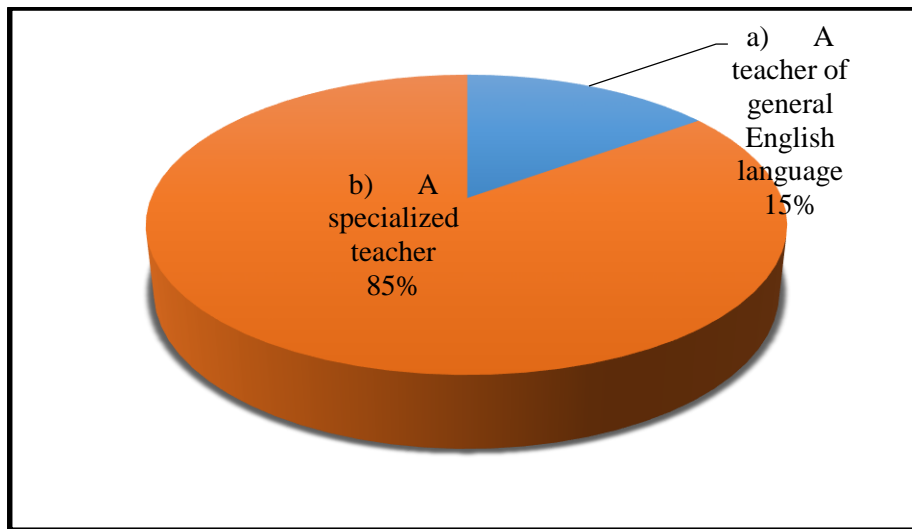


Figure 3.5 Students' opinions about who should be responsible for teaching English to architecture students

The data provided in the table and figure represent the students opinions about who should be responsible for teaching English to architecture students. All the students agree that a specialized teacher should be responsible for teaching English to them as architecture students with percentage of 85% (17).

Item 11. In your opinion, what is/are the role(s) of an English language teacher? You may choose more than one option.

Table 3.11 The role(s) of an English language teacher from students' point of view

Option	Number	Percentage
a) Controller	2	10%
b) Organizer	0	0%
c) Assessor	0	0%
d) Participant	0	0%
e) Resource	2	10%
f) All of them	6	30%
g) More than one role	10	50%
Total	20	100%

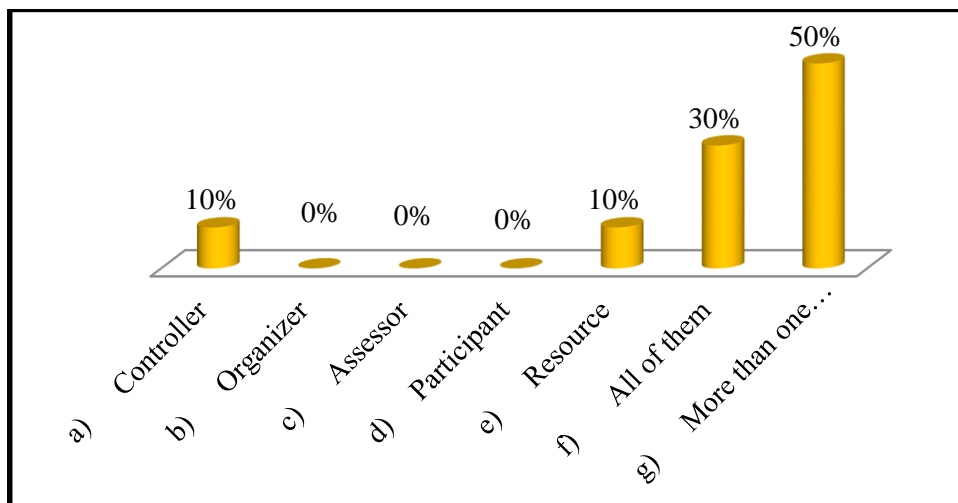


Figure 3.6 The role(s) of an English language teacher from students' point of view

The answers to the current statement provided by students of Architecture are summarized in the table above. 50% (10) of the participants strongly believed that the English teacher should have more than one role and 30% (6) stated that the teacher should play all the roles.

If others, please specify

- Stimulator
- I said the role as a controller might be the most common role of a teacher, control not only what the student do, but also when they speak and what the language

they use , the character of every student , the way of leading the class and content of English course

Item 12. How often do you attend the course of English language?

Table 3.12 Frequency of students' attendance to the course of English language

Option	Number	Percentage
a) Always	5	25%
b) Sometimes	12	60%
c) Rarely	2	10%
d) Never	1	5%
Total	20	100%

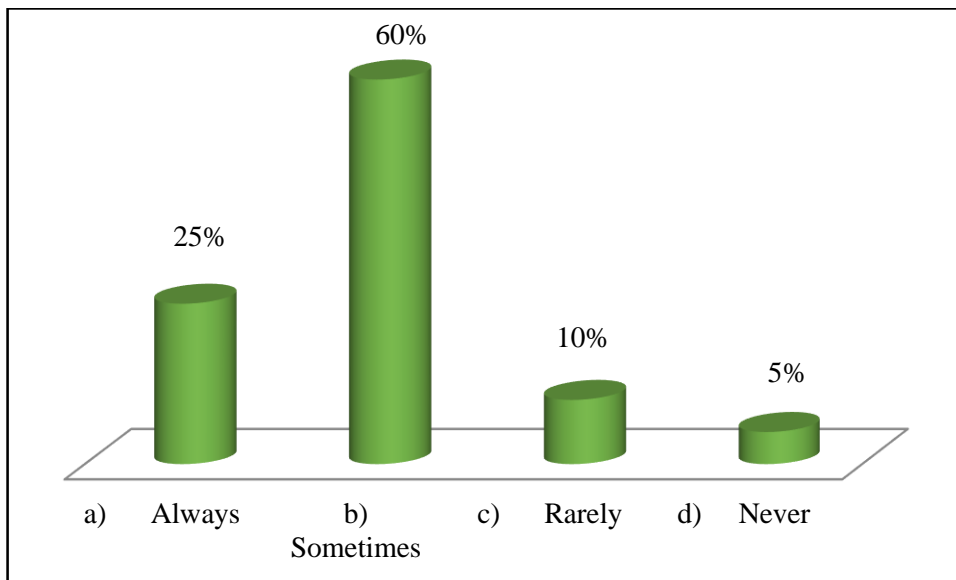


Figure 3.7 Frequency of students' attendance to the course of English language

As indicated in the table above. The majority of the students 60% (12) sometimes attend the English course. 25% (5) indicated that they always attend the course of English. 10 % (2) rarely attend and just 5% (1) never attend the course at all, the explanation of their closes is that they are not satisfied with the content of the course as it was mentioned before.

Item 13. How often do you participate in the class tasks?

Table 3.13 The frequency of students' participation in the class tasks

Option	Number	Percentage
a) Always	10	50%
b) Sometimes	8	40%
c) Rarely	2	10%
d) Never	0	0%
Total	20	100%

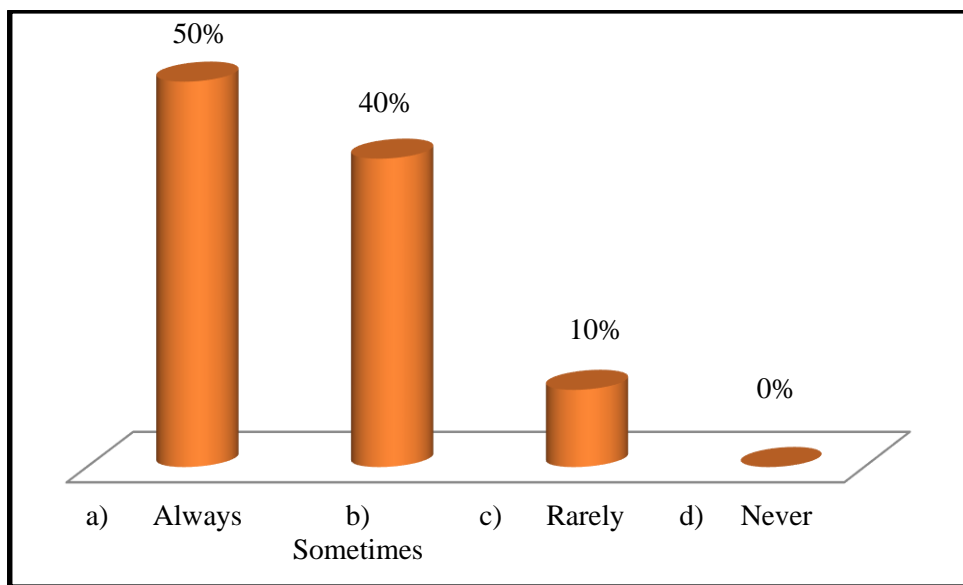


Figure 3.8 The frequency of students' participation in the class tasks

The table and the figure show that 50% (10) of the total students always participate in the class tasks. 40% (8) said that they sometimes participate in the class tasks. While just 10% (2) rarely participate.

Item 14. How do you describe yourself during the classroom tasks?

Table 3.14 Students' description of themselves during the classroom tasks

Option	Number	Percentage
a) Active	17	85%
b) Passive	3	15%
Total	20	100%

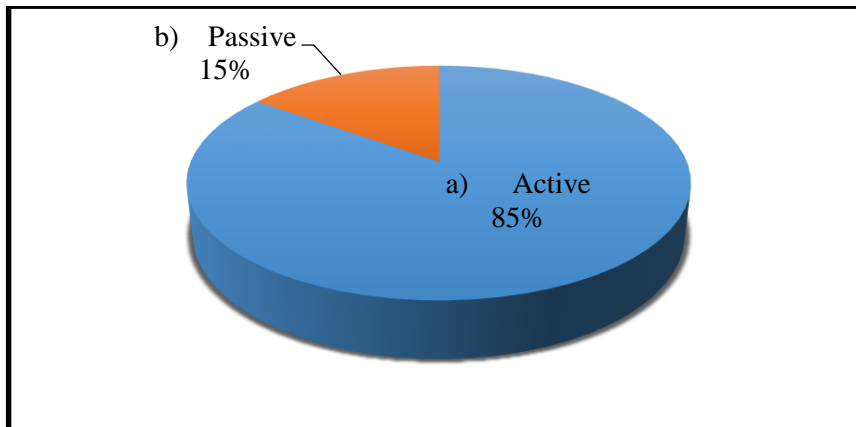


Figure 3.9 Students' description of themselves during the classroom tasks

The following table and figure illustrate that the majority of the students 85 % (17) described themselves as active students during the classroom tasks in the English courses.

Item 15. Who do most of the work in the English language class?

Table 3.15 Students' responses about who do most of the work in the English language class

Option	Number	Percentage
a) The teacher	10	50%
b) The students	10	50%
Total	20	100%

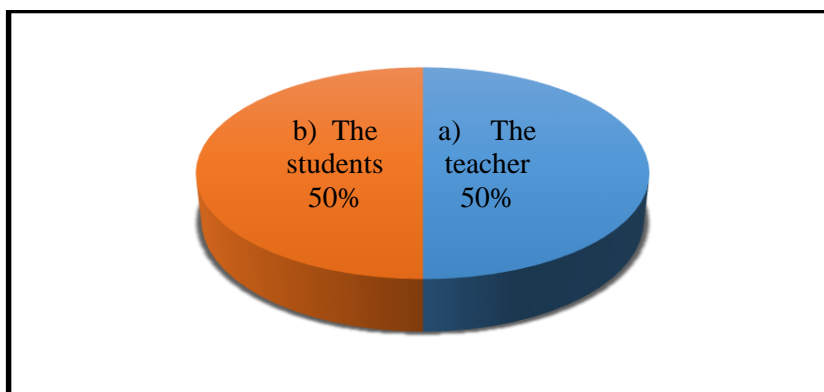


Figure 3.10 Students' responses about who do most of the work in the English language class

The table and the figure represent students' responses about who do the most of the work in the English language class; the rate is balanced 50% (10) to the teachers and 50 % (10) for the students.

Item 16. How would you rate your interaction?

Table 3.16 Students' evaluation of their interaction in the English language classroom

Interaction	25%	50%	75%	100%
a) With your teacher	2	7	9	2
b) With your colleagues	7	7	5	1

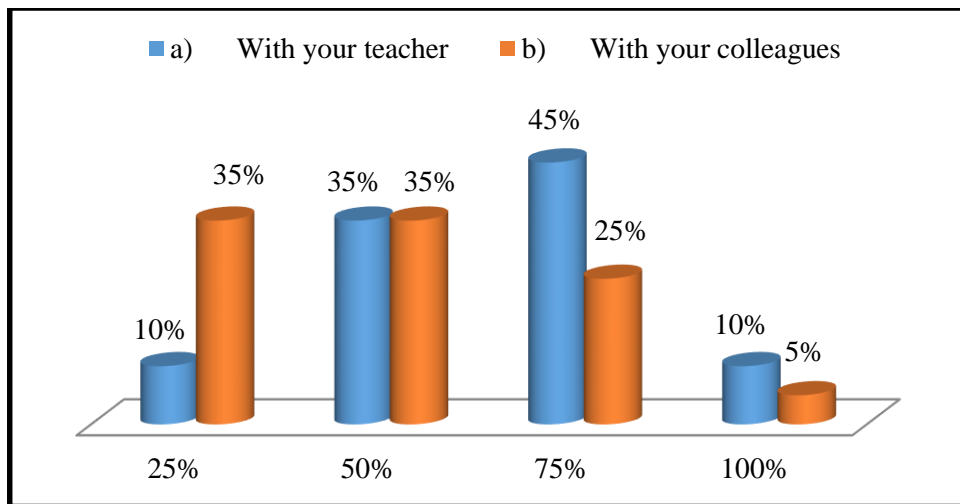


Figure 3.11 Students' evaluation of their interaction in the English language classroom

In this question, students were asked to rate their interaction during the English language class, with the teacher: 45 % (9) indicated that their interaction with the teacher was 75 %. 35 % (7) believed that their interaction has to be 50 %. With their colleagues: 35 % (7) chose 50 % as a rate to their interaction with their colleagues , an equal number of students believed that the interaction could be 25 % , 75 % (5) responded with 75 %.

Item 17. During classroom tasks, do you prefer to work?

Table 3.17 Students' preferable way of working in the classroom tasks

Option	Number	Percentage
a) Individually	9	45%
b) In pairs	3	15%
c) In groups	8	40%
Total	20	100%

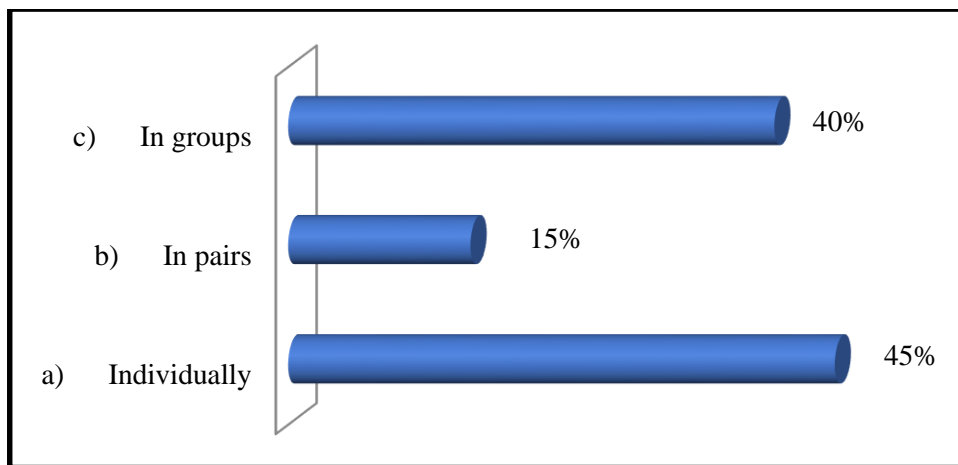


Figure 3.12 Students' preferable way of working in the classroom tasks

Nine out of twenty students of a rate of (45 %) preferred to work individually. While 40 % (8) preferred to work in groups during classroom English language tasks. Only 15 % (3) chose working in pairs. It could be because they do not feel confident and comfortable when working in pairs or groups.

Section Three: Students' Difficulties in English Language

Item 18. Which of the following language skills you are weak in and you would like to improve? You may choose more than one skill.

Table 3.18 The skills that students are weak in and they would like to improve

Option	Number	Percentage
a) Listening	2	10%
b) Reading	2	10%
c) Speaking	3	15%
d) Writing	1	5%
e) More than one skill	9	45%
f) All of them	3	15%
Total	20	100%

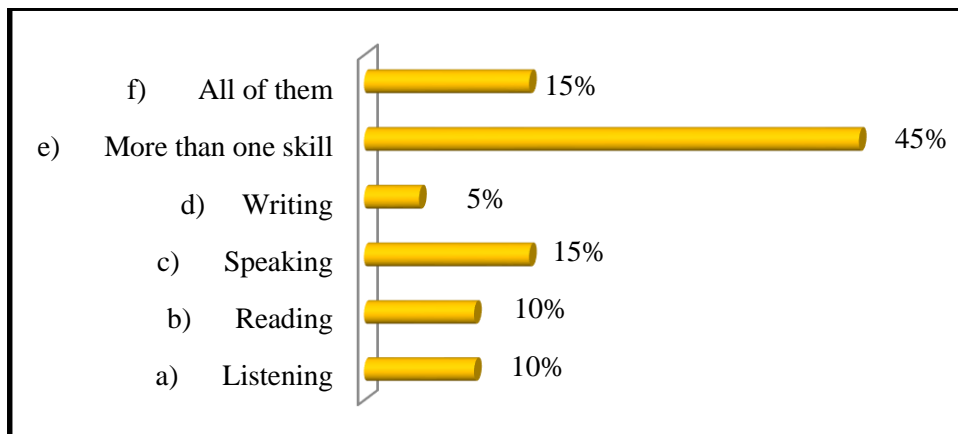


Figure 3.13 The skills that students are weak in and they would like to improve

45 % (9) of the information indicated that they are weak in more than one skill and they would to improve. While 15 % (3) started that, they are weak in all of them. As shown in the table figure above.

Item 19. In the case of listening, do you find difficulties in:

Table 3.19 Students' listening difficulties

Option	Number	Percentage
a) Understanding the subject matter	1	5%
b) In understanding customers' wants (opinions, comments and/complaints)	1	5%
c) Listening to conversations by phone	1	5%
d) Understanding lectures	2	10%
e) Understanding native speakers	5	25%
f) Understanding technical vocabulary and scientific discourse	7	35%
g) All of them	3	15%
Total	20	100%

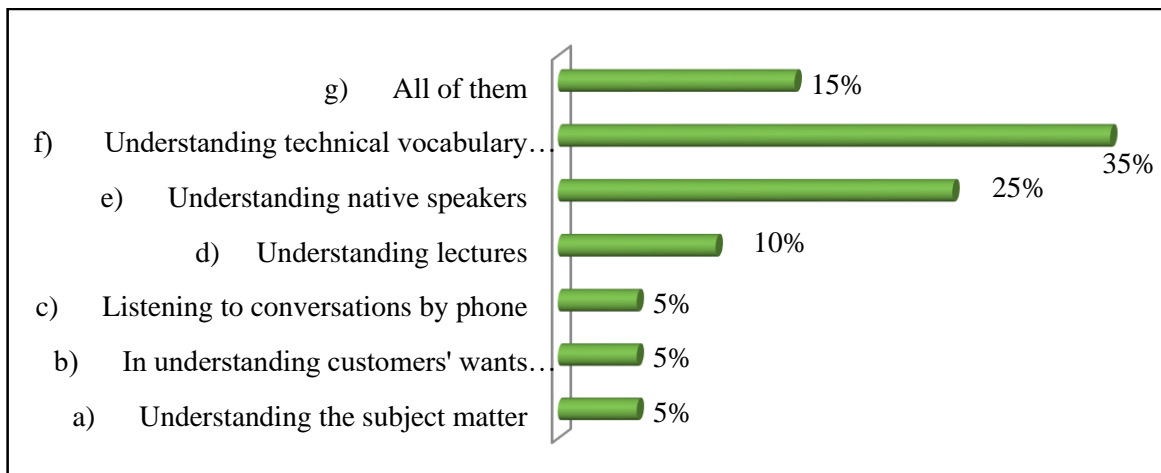


Figure 3.14 Students' listening difficulties

The table above represent the student listing difficulties, 15 % (3) said that have difficulties in all of the option provided, the majority of 35 % (7) mentioned that their difficulties is in understanding technical vocabulary and scientific discourse, while 25 % (5) could not understand the native speakers is their difficult. The students commented for if there others difficulties that they were through with the different accent and cultures, unfamiliar vocabulary and understanding native speakers are their listing problems they faced.

If others, please specify

- Technical words may be difficult to get since they're new words to me
- Understanding foreigners speaking with their accent
- My biggest problem with listening comprehension is that i'm not able to control how quickly speakers talk , the major problems that i face with understanding lecture is the quality of recorded material, the different accent and cultures , unfamiliar vocabulary and the speed of speech .
- sometimes i can't concentrate with the speaker's words
- If it's very speed
- Difficulties in understanding Native speakers
- Understanding some tenses

Item 20. When reading, do you find difficulty in:

Table 3.20Students' reading difficulties

Option	Number	Percentage
a) Reading the text to get the general idea and to understand the details	1	5%
b) Reading the text quickly to locate specific information	2	10%
c) Guessing unknown words in the text and understanding the technical vocabulary	6	30%
d) Reading annuals, instructions and product descriptions	0	0%
e) Reading signs, rules, notices and regulations	1	5%
f) Understanding scientific discourse	7	35%
g) All of them	3	15%
Total	20	100%

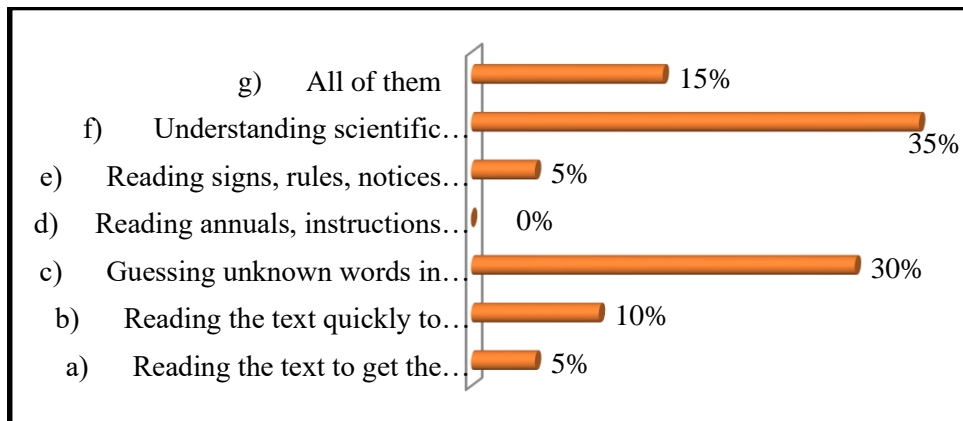


Figure 3.15 Students' reading difficulties

Students reading difficulties is represented in the table; the percentage of 35 % (7) indicated that their reacting difficulties are in understanding scientific discourse, 30 % (6) had difficulties in guessing unknown words in the text and understanding the technical vocabulary. All of the reading difficulties represented in the table were chosen by 15 % (3). Architecture students agree that their reading issue is vocabulary.

If others, please specify

- The scientific discourse often pose a number of new scientific words scientific discourse use lots unfamiliar terms , complex verbs
- Vocabulary
- Vocabulary
- Vocabulary

Item 21. When performing a speaking task, do you:

Table 3.21 Students' speaking difficulties

Option	Number	Percentage
a) Not know what to say (describing processes and procedures...)	1	5%
b) Have difficulty with the pronunciation of technical words	3	15%
c) Not know the best way to say something in English (describing a building, a tool or a process)	6	30%
d) Have difficulty in stating opinions or ideas about different topics during class activities and exams	1	5%
e) Have difficulty in asking and answering questions during the class activities	1	5%
f) Have difficulty in giving presentations and in speaking with foreigners	5	25%
g) All of them	3	15%
Total	20	100%

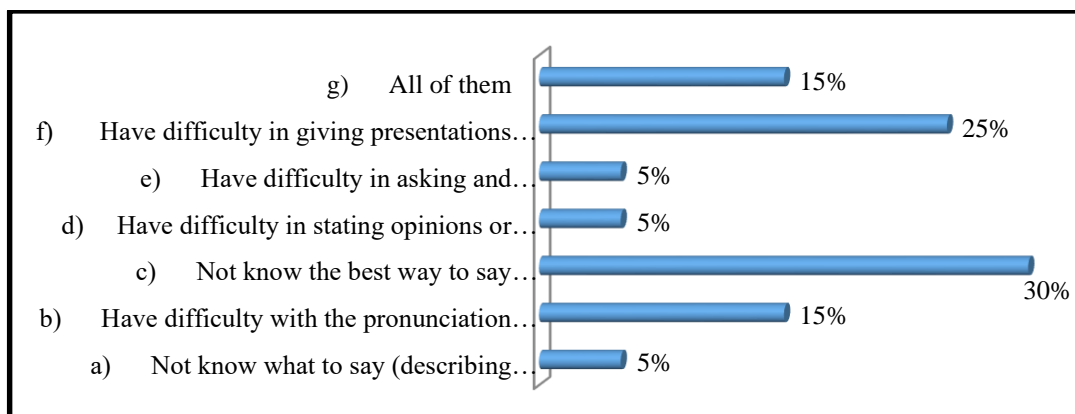


Figure 3.16 Students' speaking difficulties

Item 22. In case of writing, do you have difficulty in:

Table 3.22 Students' writing difficulties

Option	Number	Percentage
a) Using vocabulary and grammar correctly	6	30%
b) Structuring the sentences and expressing ideas appropriately	2	10%
c) Discussing the topics clearly	2	10%
d) Writing research papers, articles and reviews for scientific journals	5	25%
e) Describing processes and procedures	1	5%
f) Writing job application letters, CVs and e-mails	1	5%
g) All of them	3	15%
Total	20	100%

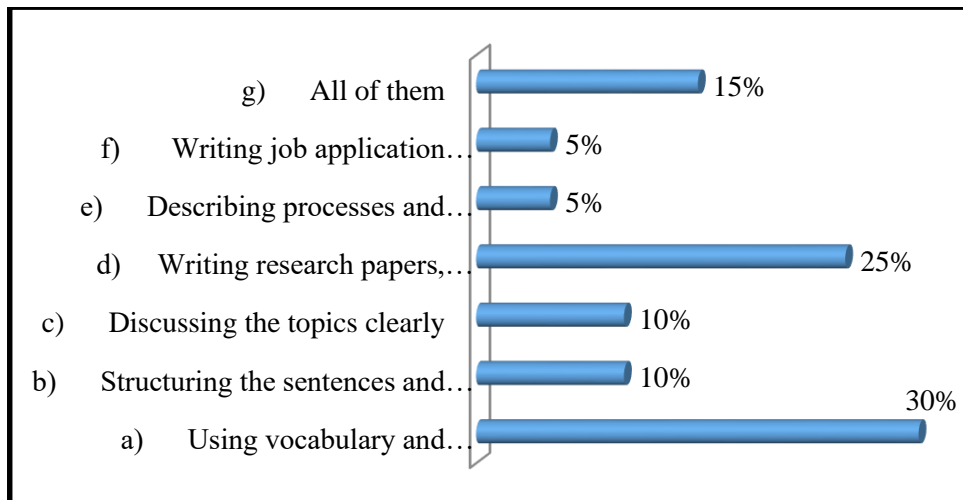


Figure 3.17 Students' writing difficulties

In case of writing, 30 % (6) of the students were confusing when using vocabulary and grammar correctly; writing research papers, articles and reviews for scientific journals was an issue for 25 % (5) of the students. 15 % (5) responded with all of them.

Item 23. According to you, what are the main reasons behind Architecture students' difficulties in learning English?

Table 3.23 The main reasons behind Architecture students' difficulties in learning English from students' point of view

Option	Number	Percentage
a) Lack of interest and motivation	2	10%
b) Teacher's competence	2	10%
c) The content is being taught	1	5%
d) The way the content is being taught and assessed	3	15%
e) The teaching tasks and materials	1	5%
f) The insufficient number of courses/lectures	2	10%
g) The inappropriate time of the course	2	10%
h) All of them	7	35%
Total	20	100%

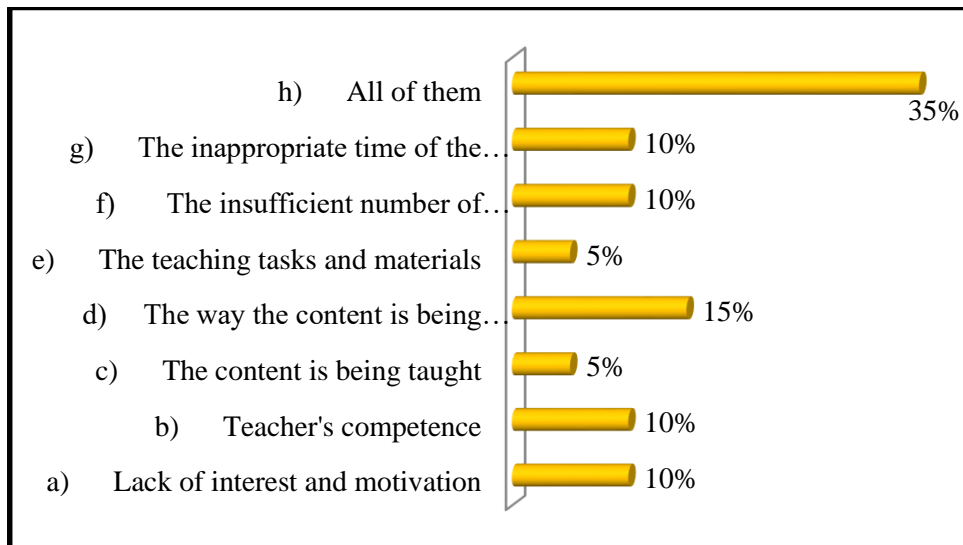


Figure 3.18 The main reasons behind Architecture students' difficulties in learning English from students' point of view

The results illustrated on the table reveal that for 35 % (7) all the reasons indicated in the table were behind architecture students' difficulties in learning English, the rate of 15 % (3) started that the way the student is being taught and assessed was the main reason. The

others options suggested in the table were considered as main reasons for the students with rates of 10 % for some and 5 % for others.

If others, please specify

- I would say definitely all of them, but why student are different? I think here the difference is "the Motivation"
- We don't know technical words of architecture

Section Four: Students' Target Needs

Item 24. What are the main aspects that you expected to be included in the course of English, but you did not find them?

Table 3.24 The main aspects that students expected to be included in the course of English, but they did not find them

Option	Number	Percentage
a) Content, vocabulary and grammar for general communication	5	25%
b) Content, vocabulary and Grammar structures frequently used in scientific discourse e.g. present participles, passives, conditionals, etc.	7	35%
c) Both of them	8	40%
Total	20	100%

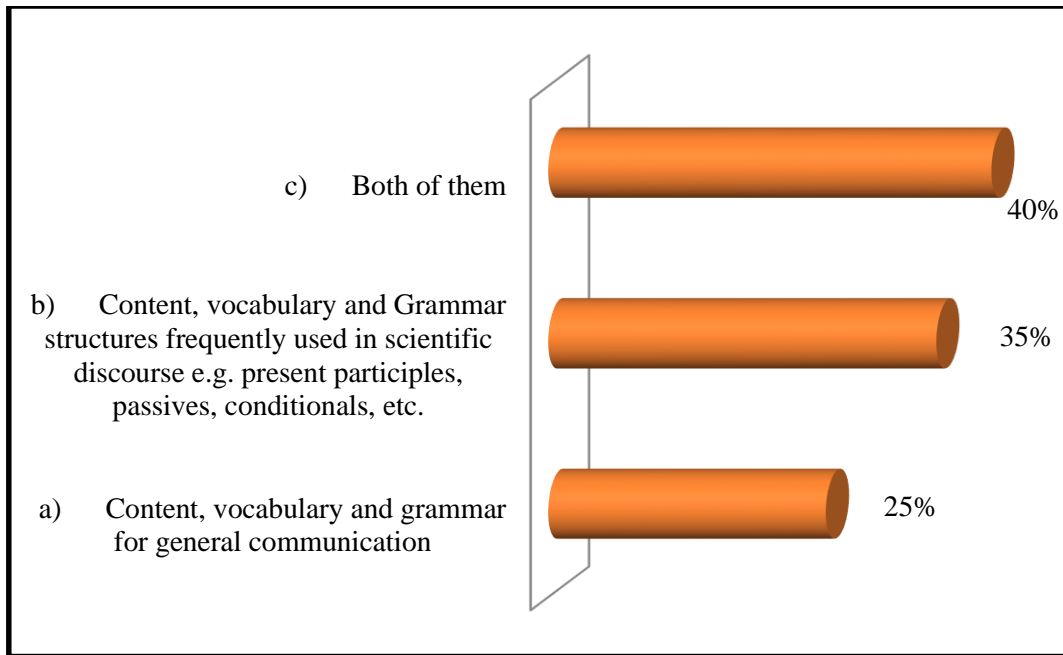


Figure 3.19 The main aspects that students expected to be included in the course of English, but they did not find them

As shown in the table, a percentage for 40 % (8) expected both of the options to be included in the course of English language. Seven students with the rate 35 % expected content, vocabulary and grammar structures frequently used in scientific discourse. However, they did not find them, 25 % (5) expected content, vocabulary and grammar for general communication.

If others, please specify

- I would add Culture aspect, because architecture is about learning culture and accepting others

Item 25. What do you want from your teacher to do help you overcome your difficulties and to improve your ability in using English?

Table 3.25 Students' responses about what they want from their teachers to help them overcome their difficulties and to improve their ability in using English

Option	Number	Percentage
a) The Teacher should take into consideration our level of English	7	35%
b) The Teacher should explain more and slowly	0	0%
c) The Teacher should start from the beginning	1	5%
d) The Teacher should write the lesson on the blackboard	2	10%
e) The Teacher should teach us English using Arabic	0	0%
f) The Teacher should enhance our presentation skills.	0	0%
g) The course should be based on developing our language learning skills especially speaking and writing	2	10%
h) The Teacher should provide technical words related to our specialty	0	0%
i) More time should be devoted to the English course, at least 2 or 3 lectures per week	2	10%
j) We have no English social and or linguistics environment to be exposed to	2	10%
k) The teacher should use different materials to help us develop the use of English in context	0	0%
l) The teacher should assign/design outdoor tasks/projects to help us develop the use of English in context	4	20%
Total	20	100%

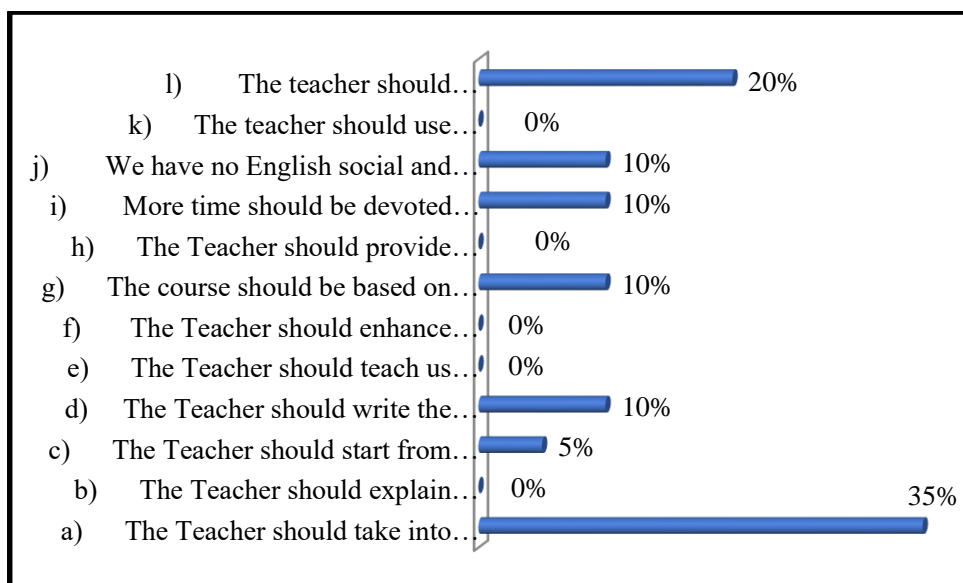


Figure 3.20 Students’ responses about what they want from their teachers to help them overcome their difficulties and to improve their ability in using English

The table above shows students responses about what they want from their teachers to help them overcome their difficulties and to improve their ability in using English. 35 % (7) stated that the teacher should take into consideration their English level. 20 % (4) clarified that the teacher should assign/ design outdoor tasks/ projects to help them develop the use of English in content while 10 % (2) said “ The course should be based on developing own language learning skills especially speaking and writing 10 % (2) asked for more time to the English course and more than one lecture peer week.

Item 26. Do you use Information Communication Technologies to learn English?

Table 3.26 Students’ use of information communication technologies to learn English

Option	Number	Percentage
a) Yes	17	85%
b) No	3	15%
Total	20	100%

From the twenty students, 85 % (17) used information communication technologies to learn English because of the nature of their studies as architecture students.

Item 27. When you learn English, is it important to attend face-to-face courses?

Table 3.27 The importance of attending face-to-face courses

Option	Number	Percentage
a) Yes	13	65%
b) No	7	35%
Total	20	100%

The table displays the results of when learning English is it important to attend face-to-face courses. 65 % (13) were with the importance of attending face-to-face courses and they justified their responses saying that the student would face his/ her fears and correct his/her mistakes with the direction of the teacher; the teacher could motivate the students and enhance their interaction with him and with their colleagues. They also added that face-to-face courses could be more effective because body language plays a role in teaching English language and promote the student to be active during the course. 35 % (7) said “No” and clarified that nowadays there are many ways to learn English language because of the emergence in using TCTs.

Item 28. Is distance learning useful when learning English?

Table 3.28 The usefulness of distance learning for Architecture students

Option	Number	Percentage
a) Yes	14	70%
b) No	6	30%
Total	20	100%

As indicated in the table 70 % (14) responded with “Yes” and considered distance learning as a useful tool to learn English for them as architecture students 30 % (6) did not think that distance learning is useful.

3.4. Classroom Observation

3.4.1 Description and procedures of the classroom observation

The observation took place during the second semester of the academic year (2020/2021) on May 26th, 2021 at the department of Architecture university of Biskra. One

session of one session was attended; the group being observed consist of 20 students. Furthermore, the observation is structured observation using an already prepared checklist.

The checklist is designed in the form of a table on which the observer ticks in the columns depending whether the items are observed or not observed. In the comments columns, the observer have the ability to add any comments. The researcher plays the role of the passive observer when both students and teacher are engaged in the English language class.

The checklist consists of five main sections: classroom environment, teacher's involvement/interaction in learner-centered classroom, students' involvement/interaction in learner-centered classroom, interactional strategies and methods in learner-centered classroom and learner-centered activities.

3.4.2 Analysis of classroom observation

Section one: Classroom environment

Quality	Indicators	Obs	N.Obs
Classroom Environment	<ul style="list-style-type: none"> Physical conditions such as: lighting, room size, seating arrangement, state of floor encourage effective learning. 	x	
	<ul style="list-style-type: none"> The class is overcrowded. 		x
	<ul style="list-style-type: none"> Classrooms are occupied by the needed equipment. 	x	

It was observed that the physical conditions such as: lighting, room size, seating arrangement, state of floor encourage effective learning and interaction. Thus, the teacher

may teach in the gratifying environment and the students may be able to receive information in such atmosphere.

It was noticed that the classroom was not overcrowded because there are only 20 students in the class. It was also observed that the classroom was occupied by the needed equipment and teaching materials that can encourage the students involvement in the learning process.

Section Two: Teacher’s Involvement/Interaction in Learner-Centered Classroom

Teacher’s involvement/ interaction in learner- centred classrooms	• Make clear on what he/she expect students	X	
	• Listens to and respects each student’s viewpoints	X	
	• Encourage and facilitate students’ participation and shared decision making	X	
	• Provide structure without being overly directive	x	
	• Encourage students to think of activities		X
	• Help students refine their strategies for constructing meaning and organizing content		X
	• Reduce talking to minimum	X	
	• Gives the students the opportunity to choose the topic of discussion.		X
	• (T) is passive during the task.		X
	• (T) is active and participate from time to time.	X	

It was noticed that the teacher was a specialized architecture teacher of English language who acted as consultant and an adviser who had the knowledge of communicating specific subjects in relation the context and is considered as a good decision from the administration to choose him.

It was also remarked that the teacher made clear on what he expected the students to do, and listened to and respected each students' points of view. The teacher encouraged, facilitated students' participation, and shared decision making. Then, provided structures without being overly directive.

Moreover, it was noticed that the teacher did not help students refine their strategies for constructing meaning and organizing content. Also, he did not encourage students to think of activities and did not give them the opportunity to choose the topic of discussion because the lesson was prepared before and this is a traditional method of teaching and could not enhance the performance of the students and restrict their behaviors.

It was observed that the teacher was not passive during the session but he was active and played the role of resource. The teacher talking time was sufficient and hi used French and Arabic language to explain difficult words. He exposed authentic situation to make the students aware of authentic language.

Section Three: Students' Involvement/Interaction in Learner-Centered Classroom

Students' involvement/ interaction in learner- centered classrooms	• Students are being in time and attending their classes.		X
	• Choose own projects	X	
	• Work at individual pace	X	
	• Show excitement about learning new things	X	
	• Students do not concentrate.		X
	• Students seem bored during the session.		X
	• Are actively engaged and participating in individual and group learning activities	X	
	• Students are interested in the topics.	X	
	• Students show high self-confidence.		X

It was noticed that, despite the students showed respect to the teacher. They were not being in time and attended their classes. The students worked at individual pace. Furthermore, it was observed that the students choose their own project but they showed low self-confidence and they hesitated and expressed themselves in a difficult way using L1 transferred expressions and non-verbal behavior. Since they showed excitement about learning new things, they were actively engaged and participating in individual and group learning activities and they were interested in the topics and participated in the tasks.

Section Four: Interactional Strategies and Methods in Learner-Centered Classroom

Instructional strategies and methods in learner-centred classrooms	• Use time in variable and flexible ways to match student needs	x	
	• Give students increasing responsibility for the learning process		
	• Provide questions and tasks that stimulate students' thinking beyond rote memorizing	X	
	• Include peer learning	X	
	• Give students increasing responsibility for the learning process		X

What we also noticed, is the use of time variable and flexible ways to match student needs. In addition to that, the instructional strategy gave students increasing responsibility for the learning process. The teacher did not include peer learning but provided questions and tasks that stimulate students' thinking beyond over memorizing.

It was also observed that, the teacher used ICTs when presenting the lesson and the material was presented at the students' level using ICT's tools.

Section Five: Learner-centered Activities

Learner-centred activities	• pair-work		X
	• group-work		X
	• Individual work.	X	
	• oral presentation		X
	• communicative works	X	
	• role play		X

Moreover, it was remarked that during the course was so far of the learner- centered activities, it were no pair-work or group work. In addition, there were no oral presentations and communicative works or role-play because the teacher used the traditional teaching method.

3.5. Discussion of the Main Result

The analysis of the various questions in this questionnaire and the classroom observation has provided us with valuable information, which allowed us to answer the important research questions that were supposed to be investigated. In relation to the students' questionnaire, it is possible to deduce that, the architecture students are conscious of the importance of English language in their studies in architectures, and they are aware of the difficulties they faces in learning English language. Moreover, the students want to

improve their language skills, and in regarding of their attitudes towards the course of English language in the department of architecture, there are weaknesses in the nature of the English course that it has to be ESP course not General English course.

In addition, the students are not satisfied with the content of the English course, since it do not meet their language needs. According to their justifications, the course designer should be and ESP teacher and plays more than one role during the session. Furthermore, the teacher should take into consideration students' future needs when designing a course with the use of the appropriate materials and involving the learner in the learning process, by shifting the focus from the teacher to the learner, as Barr and Tagg (1995) indicate.

The finding revealed that both the English language teacher and the students in this study shared their concerns with such challenges, which came from external factors such as traditional teaching methods, material conditions and lack of an English-speaking environment, and internal factors such as time pressures and the arduous workload of the students' studies.

CONCLUSION

The chapter surveys the use of Learner-centered approach as a teaching method in the tertiary level and its impact on master one architecture students' performance. The current chapter was devoted to the analysis and discussion of the data gathered from the instrumental tools used during the investigation. A questionnaire was attempted to investigate the students' attitude toward the English language courses in their department, and a classroom observation was used to explore the course's atmosphere and the teacher's performance. Finally, the discussion of the finding was presented.

General Conclusion

General conclusion

The main concern of this study is to shed light on the teaching / learning / process of English language for specific purposes and its importance. The idea lying behind this work is to emphasize the employment of learner-centered teaching/ learning approach in teaching English language for the architecture student at the tertiary level. Thus, to design ESP courses regarding the learner's needs and for this, the research hypothesized that if the ESP teaches uses the learners-centered teaching approach, the learners' performance could be improved and the communication skills will be enhanced. What can be taught, then who is the instructor and how can he / she achieve the teaching process.

The research study was split into two main parts the theoretical part comes first which is divided into two chapters. Through the first chapter, a literature review about ESP as an independent variable. The beginning was with general over view of ESP including different definitions of ESP. In addition, the original of ESP. then a discussion of the development of ESP and its emergence in the EFL field. Next, the research seeks to illustrate the differences and similarities between General English and ESP. Furthermore, the branches of ESP were discussed as well as the three common characteristic of ESP on the other hand, the presentation of needs analysis in ESP courses by defining it and identifying the types of needs.

The purpose of the second chapter is to introduce learner-centered teaching approach as a dependent variable. This chapter begins with an introduction to the ESP syllabus design by defining the course and syllabus. Then, the move was to the types of language syllabus, the next step is an explanation of the main factors affecting ESP course design with a regarding to the main steps in designing ESP course. Additionally, the identification of the three approaches to ESP course design has taking a place in the chapter. At the end, this

chapter disclosed the definitions of learner-centered, representing their principles and demonstrating its teaching methods with a consideration to the role of the ICTs in relation to the learner- centered approach.

The third chapter is devoted to the analysis of the students' questionnaire to interpret the results and to produce the finding as a means of demonstrating the efficacy of the learner-centered approach to enhance architecture students' communication skills and improve the performance of the learner. In addition, there a classroom observation was used in order to increase the results. The two tools are used to establish the relationships between the two variables and test the hypothesis.

The results and findings articulate that the architecture students' have an awareness toward the importance of English language as regards to the architecture field in particular and science and technology in general. From the current study, the traditional method followed by the instructor, who have to be a specialized teacher, is not satisfy certain of the students' needs, which detect that student motivated and meet their needs when shifting the focus from the teacher to the learner and emphasizes what learned as against what the teacher does.

In a suitable manner, when designing an ESP course, it have to take into consideration to put the learner at the center of the learning and learner interest first and the focus on how the learner will use the language skills in context. In other words, pointing back to the hypothesis, learner- centered teaching approach increased flexibility in the instructional models classroom design and demonstration of language mastery.

Recommendations

At the end of the study, we suggests some instructional recommendations concerning teaching ESP and role of Learner- centered as a language teaching approach:

- The reciprocal English programme is required to be modulated to a more ESP programme, in the order of meeting the students' needs.
- The needs of the students should be exposed and assessed before establishing ESP programme, for the sake of having effective ESP course.
- The process of designing ESP syllabus requires factors to take into consideration: Needs analysis, Content specification, and Syllabus organization.
- The teacher should knowledge about language gives to the architecture students.
- Should shifting the focus from the teacher to the learner.
- ESP courses need more Learner-centered contexts: such an approach is supposed to put learner at the center of learning and turn the classroom into a workshop where students construct meaning on their own, solve issues, or actively learn under the teacher's guidance and supervision as a learning facilitator.

References

- ALLOUCHE, W.S. (2012). *DESIGNING AND IMPLEMENTING AN ESP COURSE FOR MEDICAL STUDENTS: A STEP TOWARDS BUILDING UP A KNOWLEDGE SOCIETY* (Magister). Abou Bekr Belkaid University – Tlemcen.
- American Psychological Association. (1997). *Learner-centered psychological principles: Guidelines for the teaching of educational psychology in teacher education programs*. Washington, D.C.: American Psychological Association.
- Bazyar, Z., Dastpak, M., & Taghinezhad, A. (2015). Syllabus design and needs analysis of students in educational system. *Advances in Language and Literary Studies*, 6(4), 1-4. doi:10.7575/aiac.all.s.v.6n.4p.162
- Baghbaderani, A. B., & Afghari, A. (2015). The impact of process-oriented syllabus on L2 writing ability: Focusing on young and adult Iranian intermediate EFL learners. *Journal of Applied Linguistics and Language Research*, 2(7), 60-79. Retrieved from https://www.researchgate.net/profile/Ali-Bahadoran-Baghbaderani/publication/281775190_The_Impact_of_Process-Oriented_Syllabus_on_L2_Writing_Ability_Focusing_on_Young_and_Adult_Iranian_Intermediate_EFL_Learners/links/55f8684a08aeba1d9f074344/The-Impact-of-Process-Oriented-Syllabus-on-L2-Writing-Ability-Focusing-on-Young-and-Adult-Iranian-Intermediate-EFL-Learners.pdf?origin=publication_detail
- Barr, R. B., & Tagg, J. (1995). *From Teaching to Learning- A New Paradigm for Undergraduate Education*. *Change*, 27(6), 12-25.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Great Britain. Palgrave Macmillan.
- Boudehane, n. (2015). *Adopting a Student-centered Approach through Cooperative Learning to Enhance Students' Writing Skill: The Case of Second Year Students*,

University of Constantine (master). University Des Frères Mentouri. Constantine.
<https://bu.umc.edu.dz/theses/anglais/BOU1396.pdf>

Carter, D. (1983). "Some propositions about ESP". *The ESP Journal*, 2, pp. 131-137. doi: 10.1016/0272-2380(93)90003-P.

Chambers, F. (1980). *A re-evaluation of needs analysis*. *ESP Journal*, 1(1), 25-33.

Chatsungnoen, P. (2015). *Needs Analysis for an English for Specific Purposes (ESP) Course for Thai Undergraduates in a Food Science and Technology Programme* (Doctor). Massey University, Palmerston North, New Zealand. Retrieved from
https://mro.massey.ac.nz/bitstream/handle/10179/12359/02_whole.pdf?sequence=2&isAllowed=y

Cunningsworth, A. (1983). Needs analysis—A review of the state of the art. System, Development. *The Internet TESL Journal*, 7, 10. Retrieved December 5th, 2015 from <http://iteslj.org/Articles/Gatehouse-ESP.html>

Diane A. Neal, M.S. (2016). *Student growth in learner-centered and non-learnercentered reading and math teachers' classrooms* (doctor).
https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=dayton1481057369924496&disposition=attachment

Dudley-Evans, T. and St John, M.T. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

ESP Course Design. (2021). Retrieved from
https://cte.univsetif2.dz/moodle/pluginfile.php/45297/mod_resource/content/1/ESP%20Course%20Design%203rd%20%20year.pdf

García Mayo, M. D. P. (1998). The development of ESP: language description and its influence of pedagogical materials. Retrieved from

https://accedacris.ulpgc.es/bitstream/10553/4649/5/0233536_00005_0008.pdf

García Mayo, M. d. P. (2000). *English for Specific Purposes. Discourse analysis and course design Bilbao*: Universidad Del País Vasco.

Gatehouse, K. (2001). *Key issues in English for specific purposes (ESP) curriculum development. The Internet TESL Journal*, 7(10), 1-10.

Haddam - Bouabdallah, F. (2015). *A Course Design in ESP The Case of Master's Students in the Department of Biology University of Tlemcen* (doctorate). University of Tlemcen.

Retrieved from <http://dspace.univ-tlemcen.dz/bitstream/112/7838/1/haddam-faiza.pdf>

Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge University Press

Jalilzadeh, K., & Tahmasebi, A. (2014). Content-based syllabus. *European Scientific Journal*, 1(1857- 7431), 223-231. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.685.2335&rep=rep1&type=pdf>

Kassim, H., & Ali, Z. (2007). *The use of ICT in the implementation of student-centered learning (SCL)*. *Internet Journal of e-Language Learning & Teaching*, 4(1), 15-31.. Retrieved from

https://www.researchgate.net/profile/Zuraina-Ali/publication/228621785_The_Use_of_ICT_in_the_Implementation_of_Student-Centered_Learning_SCL/links/5b6427a0aca272e3b6aca2e4/The-Use-of-ICT-in-the-Implementation-of-Student-Centered-Learning-SCL.pdf?origin=publication_detail

Krahnke, K.J. (1987) *Approaches to Syllabus for Foreign Language Teaching*. New Jersey: Prentice-Hall Inc.

Lamri, C., Heddami, F., & Bensafa, A. (2021). *Needs Analysis in ESP* [pdf]. Retrieved from https://elearn.univ-tlemcen.dz/pluginfile.php/142865/mod_resource/content/1/Lecture%20Seven%20S2.pdf

Learner's centred approaches (n.d). Retrieved from <https://www.edu.xunta.gal/centros/cpicruce/system/files/Learnercentred.pdf>

Lee, W. R. (1980) *National Syllabuses Construction for Foreign-Language Teaching: Reconciling the Approaches ELT documents* 108- Pgs.81-85, England: The British Council.

Mackay, R. & Mountford, A. (1978). *English for specific purposes*. London: Longman.

Malouki, M. (2016). *Designing an English ESP Syllabus for First Year Matter Sciences' Students at Brothers Mentouri University-Constantine* (master). Larbi Ben M'Hidi University, Oum El Bouaghi. <http://bib.univ-oeb.dz:8080/jspui/bitstream/123456789/3530/1/Moulay-Thesis%20-Final-Version.pdf>

McCombs, B. L., & Whisler, J. S. (1997). *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*. San Francisco, CA: Jossey Bass Publishers.

Mebtil, N. (2011). *An Exploration Of The Main Difficulties, Challenges And Requirements Of The Esp Teaching Situation In Algeria: The Case Of Esp Teachers At Abou Bekr Belkaid University, Tlemcen* (Magister). Abou Bekr Belkaid University – Tlemcen. <http://dspace.univ-tlemcen.dz/bitstream/112/317/1/an-exploration-of-the-main-difficulties-challenges-and-requirements-of-the-esp-teaching-situation-in-algeria.the-case-of-esp-teachers-at-aboubekr-belkaid.pdf>

Meddour, M. (2015). *Integrating Web-based Teaching in ESP: a Case Study of Computer Science Students at Biskra University*. Biskra. Retrieved December 20th, 2015 from http://thesis.univ-biskra.dz/1338/1/Ang_d2_2015.pdf.

Nunan, D. (1988a). *The Learner-Centred Curriculum*. Cambridge: Cambridge University Press.

Nunan, D. (1988b). *Syllabus Design*. Oxford: Oxford University Press. Pages 34-38 | published online: 23 Aug 2006.

Nunan, D. (1989). *Designing Tasks for Communicative Classroom*. Cambridge: Cambridge University Press.

Nunan, D. (1991). *Communicative tasks and the language curriculum*. TESOL Quarterly, 25(2), 279-295.

[Product-oriented syllabus | TeachingEnglish | British Council](#).

<https://www.google.com/search?q=product+oriented+syllabus&aq=chrome..69i57j0i3016j69i60.9584j0j7&sourceid=chrome&ie=UTF-8#:~:text=Product-oriented%20syllabus%20%7C%20TeachingEnglish%20%7C%20British%20Council>

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge, Cambridge University Press.

Robinson, P., (1991). *ESP today: a practitioner's guide*. Herfordshire: Prentice Hall.

Sabbah, S. (2018). *English language syllabuses: Definition, types, design, and selection*. Arab World English Journal (AWEJ). Volume, 9. Retrieved from <https://poseidon01.ssrn.com/delivery.php?ID=43700400409211709812108201311408610011300407101503905808800702511900011506510112702510101011612712603612402310812107201202001801601502209303307500602103008011407402>

[7005089055101010125005121122088118112016123013086084100085017112119119088096029109027086&EXT=pdf&INDEX=TRUE](https://www.researchgate.net/publication/7005089055101010125005121122088118112016123013086084100085017112119119088096029109027086&EXT=pdf&INDEX=TRUE)

- Segueni, L. (2012). *Teaching the ESP course in the LMD system: Problems and Perspectives*. Revue des Sciences Humaines – Université Mohamed Khider Biskra No :25.
- Stevens, P. (1971). "Alternatives to Daffodils" In *Science and Technology in Second Language*. CILT Reports and Papers 7, Dec.
- Stevens, P. (1988). *ESP after twenty years: a re-appraisal*. In M. Tickoo (Ed.), *ESP: State of The Art*. pp. 1-13. SEAMEO Regional Language Centre.
- Sweat-Guy, R. and Buzzetto-Moore, N. (2007). *Instructors and Students Roles in Two Opposing Pedagogies*. Advanced Principles of effective e-learning. California: Information Science Press.
- Telmami, n. (2020). *Needs Analysis as a Tool to Design an Effective ESP Course Case of Master One Students of Computing at Mohamed Kheider University of Biskra* (Master). Mohamed Kheider University of Biskra..
- Tudor, I. (1996). *Learner-centeredness as language education*. Cambridge: Cambridge University Press.
- Ur, P.(2012). *A Course In English Language Teaching*. (2nd Ed.) Cambridge University Press The Edinburgh Building, Cambridge CB2 8RU, UK.
- VO, Q. P. (2007). *Learner-centred approaches to English language teacher education: a Vietnamese case study* (Master's thesis, UNITEC, New Zealand). Retrieved from https://www.researchgate.net/publication/276274095_Master_Thesis_Learnercentred_approaches_to_English_Language_Teacher_Education_A_Vietnamese_case_study
- Widdowson, H.G. (1978). *Teaching Language as Communication*, O.U.P., Oxford.

Wilkins, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

Wilkins, D. A. (1972). Grammatical, Situational and Notional Syllabuses. Retrieved from <https://files.eric.ed.gov/fulltext/ED136549.pdf>

Yalden, J. (1983). *The communicative syllabus: Evolution, design and implementation*, Oxford: Pergamon.

Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.

Appendices

Appendix 1

A Questionnaire for Students of Architecture

Dear student,

I am a second-year master student of English language. I am conducting a research about "The role of Learner-centered Approach to ESP Course Design". Therefore, you are kindly requested to answer the following questions to help us fulfill this research. Please, choose the appropriate answer according to your opinion by using a tick (✓) to indicate your chosen option(s), and justify your answer wherever it is needed.

Thank you in advance for your cooperation.

Researcher's name:

Lilia BOUADJADJA

Supervised by:

Dr. Lamri SEGUENI

2020-2021

Section One: General Information

Q1. Would you specify your gender, please? *

Female

Male

10. Q2. What is your specialty? *

11.
.....

Q3. Is English required in your specialty? *

Yes

No

12. Section Two: Students' Attitudes towards the Course of English

Language

13.

14. Q4. For you as an Architecture student, to what extent do you think English is important to your study or for your future work?

- Very important
- Important
- Somehow important
- Not important at all

15. Justify your answer, please *

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

Q5. How do you evaluate your level in English language? *

Beginner

Intermediate

Advanced

16. Q6. Do you have a course of English language? *

Yes

No

17. If yes, what is the nature of this course? *

General English

Specialized English

A combination of both

18.

19. Q7. As an Architecture student, do you prefer: *

Learning about the language itself

Learning how to use the language in context

20. Q8. Are you satisfied with the content of the English course? *

Yes

No

21. Justify your answer, please *

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

Q9. Does the content of the English courses reflect your language needs? *

Yes

No

To some extent

Q10. Who do you think should be responsible for teaching English to architecture students? *

A teacher of general English language

A specialized teacher

22. Justify your answer please *

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

Q11. In your opinion, what is/are the role(s) of an English language teacher? You may choose more than one option. *

- Controller
- Organizer
- Assessor
- Participant
- Resource
- All of them

23. If others, please specify

.....
.....

Q12. How often do you attend the course of English language? *

Always Sometimes Rarely Never

24. Q13. How often do you participate in the class tasks? *

Always Sometimes Rarely Never

25. Q14. How do you describe yourself during the classroom tasks?

Active

Passive

26. Q15. Who do most of the work in the English language class? *

The teacher

The students

27. Q16. How would you rate your interaction? *

	25%	50%	75%	100%
With your teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28.

29. Q17. During classroom tasks, do you prefer to work? *

Individually

In pairs

In groups

30. Section Three: Students' Difficulties in English Language

Q18. Which of the following language skills you are weak in and you would like to improve. You may choose more than one skill. *

Listening

Reading

Speaking

Writing

31.

32. Q19. In the case of listening, do you find difficulties in: *

Understanding the subject matter

In understanding customers' wants (opinions, comments and/complaints)

- Listening to conversations by phone
- Understanding lectures
- Understanding native speakers
- Understanding technical vocabulary and scientific discourse
- All of them

33.

34. If others, please specify *

.....
.....

Q20. When reading, do you find difficulty in: *

- Reading the text to get the general idea and to understand the details
- Reading the text quickly to locate specific information
- Guessing unknown words in the text and understanding the technical vocabulary
- Reading annuals, instructions and product descriptions
- Reading signs, rules, notices and regulations
- Understanding scientific discourse
- All of them

35. If others, please specify

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

Q21. When performing a speaking task, do you: *

- Not know what to say (describing processes and procedures...)
- Have difficulty with the pronunciation of technical words
- Not know the best way to say something in English (describing a building, a tool or a process)
- Have difficulty in stating opinions or ideas about different topics during class activities and exams
- Have difficulty in asking and answering questions during the class activities
- Have difficulty in giving presentations and in speaking with foreigners
- All of them

36. If others, please specify

.....
.....

Q22. In case of writing, do you have difficulty in: *

- Using vocabulary and grammar correctly
- Structuring the sentences and expressing ideas appropriately
- Discussing the topics clearly
- Writing research papers, articles and reviews for scientific journals
- Describing processes and procedures
- Writing job application letters, CVs and e-mails
- All of them

37. If others, please specify

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

Q23. According to you, what are the main reasons behind Architecture students' difficulties in learning English? *

- Lack of interest and motivation
- Teacher's competence
- The content is being taught
- The way the content is being taught and assessed
- The teaching tasks and materials
- The insufficient number of courses/lectures
- The inappropriate time of the course
- All of them

38. If others, please specify

.....

.....

.....

Section Four: Students' Target Needs

39.Q24. What are the main aspects that you expected to be included in the course of English, but you did not find them? *

- Content, vocabulary and grammar for general communication
- Content, vocabulary and Grammar structures frequently used in scientific discourse e.g. present participles, passives, conditionals, etc.
- Both of them

40. If others, please specify

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

Q25. What do you want from your teacher to do help you overcome your difficulties and to improve your ability in using English? *

- The Teacher should take into consideration our level of English
- The Teacher should explain more and slowly
- The Teacher should start from the beginning
- The Teacher should write the lesson on the blackboard
- The Teacher should teach us English using Arabic
- The Teacher should enhance our presentation skills.
- The course should be based on developing our language learning skills especially speaking and writing
- The Teacher should provide technical words related to our specialty
- More time should be devoted to the English course, at least 2 or 3 lectures per week
- We have no English social and or linguistics environment to be exposed to
- The teacher should use different materials to help us develop the use of English in context
- The teacher should assign/design outdoor tasks/projects to help us develop the use of English in context

41.

42. Q26. Do you use Information Communication Technologies to learn English? *

Yes

No

43. Q27. When you learn English, is it important to attend face-to-face courses?

Yes

No

44.

45. Justify your answer, please *

.....
.....

Q28. Is distance learning useful when learning English? *

Yes

No

Appendix 2

A Classroom Observation Checklist

Teacher:

Observer:

Date:

Level:

Time:

Specialty:

Session:

Rating Scales:
Observed

Obs: Observed

N.Obs: Not Observed

Quality	Indicators	Obs	N.Obs
Classroom Environment	<ul style="list-style-type: none"> Physical conditions such as lighting, room size, seating arrangement, state of floor encourage effective learning. 		
	<ul style="list-style-type: none"> The class is overcrowded. 		
	<ul style="list-style-type: none"> Classrooms are occupied by the needed equipment. 		
<p>Comments:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			
Teacher's involvement/ interaction in	<ul style="list-style-type: none"> Make clear on what he/she expect students 		
	<ul style="list-style-type: none"> Listens to and respects each student's viewpoints 		
	<ul style="list-style-type: none"> Encourage and facilitate students' participation and shared decision making 		
	<ul style="list-style-type: none"> Provide structure without being overly directive 		

learner-centred classrooms :	<ul style="list-style-type: none"> • Encourage students to think of activities 		
	<ul style="list-style-type: none"> • Help students refine their strategies for constructing meaning and organizing content 		
	<ul style="list-style-type: none"> • Reduce talking to minimum 		
:			
	<ul style="list-style-type: none"> • Gives the students the opportunity to choose the topic of discussion. 		
	<ul style="list-style-type: none"> • (T) is passive during the task. 		
	<ul style="list-style-type: none"> • (T) is active and participate from time to time. 		
	<ul style="list-style-type: none"> • (T) Is just a controller or facilitator. 		
Comments:			
Students' involvement/ interaction in learner-centered classrooms	<ul style="list-style-type: none"> • Students are being in time and attending their classes. 		
	<ul style="list-style-type: none"> • Choose own projects 		
	<ul style="list-style-type: none"> • Work at individual pace 		
	<ul style="list-style-type: none"> • Show excitement about learning new things 		
	<ul style="list-style-type: none"> • Students do not concentrate. 		
	<ul style="list-style-type: none"> • Students seem bored during the session. 		
	<ul style="list-style-type: none"> • Are actively engaged and participating in individual and group learning activities 		
	<ul style="list-style-type: none"> • Students are interested in the topics. 		
	<ul style="list-style-type: none"> • Students show high self-confidence. 		

Comments:			
.....			
Instructional strategies and methods in learner-centred classrooms	<ul style="list-style-type: none"> • Use time in variable and flexible ways to match student needs 		
	<ul style="list-style-type: none"> • 		
	<ul style="list-style-type: none"> • Give students increasing responsibility for the learning process 		
	<ul style="list-style-type: none"> • Provide questions and tasks that stimulate students' thinking beyond rote memorizing 		
	<ul style="list-style-type: none"> • Include peer learning 		
Comments :			
.....			
Learner-centred activities	<ul style="list-style-type: none"> • pair-work 		
	<ul style="list-style-type: none"> • group-work 		
	<ul style="list-style-type: none"> • Individual work. 		
	<ul style="list-style-type: none"> • oral presentation 		
	<ul style="list-style-type: none"> • communicative works 		
	<ul style="list-style-type: none"> • role play 		
comments:			
.....			

المخلص

تم تطوير اللغة الإنجليزية لأغراض محددة **ESP** منذ إنشائها وانتشارها محلياً وعالمياً. تعد الحاجة إلى اللغة الإنجليزية كلغة احترافية في المستوى العالي في الأيام الحالية ودور تصميم الفصل الدراسي في تعزيز مهارات الاتصال لدى الطلاب السبب الرئيسي وراء اختيار النهج المتمحور حول المتعلم كطريقة تدريس ولتصميم الفصل الدراسي. تبحث الدراسة البحثية الحالية في الدور المهم للنهج المرتكز على المتعلم لتصميم الفصل الدراسي **ESP**؛ وبالتالي، افترضنا أنه إذا استخدم الاساتذة النهج المتمحور حول المتعلم لتصميم دروس **ESP**، فسيتم تعزيز مهارات الاتصال لدى الطلاب. لاختبار هذه الفرضية، تم اختيار أداتين لجمع البيانات. تم إعداد استبيان وتوزيعه على طلبة ماستر سنة أولى هندسة معمارية في جامعة بسكرة. للحصول على إجابات لأسئلة البحث واستطلاع حول موقف الطلاب تجاه دورة اللغة الإنجليزية واحتياجاتهم ورغباتهم عند تعلم اللغة الإنجليزية. بالإضافة إلى ذلك، تم حضور وإجراء ملاحظة في الفصل الدراسي لاستكشاف بيئة التدريس والتعلم خلال حصة اللغة الإنجليزية في قسم الهندسة المعمارية، من النتائج التي تم الحصول عليها من أدوات جمع البيانات، يمكن استنتاج أن استخدام طريقة التدريس التقليدية وراء إعفاء المتعلم عند تصميم المقرر. تؤكد نتائج البحث صحة الفرضية المذكورة سابقاً والتي أظهرت أن النهج المتمحور حول المتعلم له تأثير إيجابي في عملية التعلم. بشكل تكميلي، في نهاية هذه الدراسة، تم اقتراح بعض التوصيات بناءً على نتائج البحث.