People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

8 MAI 1945 UNIVERSITY / GUELMA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS & ENGLISH LANGUAGE

جامعة 8 ماي 1945 / قالمة

كلية الآداب و اللغات

قسم الآداب و اللغة الإنجليزية

The Use of Needs Analysis in English for Specific Purposes Courses between Reality and Myth: Case Study of Master One Students of Biology at 8 MAI 45 University - Guelma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Submitted by: **Supervised by:**

 TOURCHE Lamia.   Mr. CHETTIBI Mohammed Walid

BOARD OF EXAMINERS

Chairwoman: Mrs. BISKRI Yamina - MA/B   **University of 8 Mai 1945- Guelma**

Supervisor: Mr. CHETTIBI Mohammed Walid – MA/B **University of 8 Mai 1945- Guelma**

Examiner: Mrs. LASSOUED Sabrina - MA/B   **University of 8 Mai 1945- Guelma**

June 2018

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

8 MAI 1945 UNIVERSITY / GUELMA   جامعة 8 ماي 1945 / قالمة

FACULTY OF LETTERS AND LANGUAGES   كلية الآداب و اللغات

DEPARTMENT OF LETTERS & ENGLISH LANGUAGE   قسم الآداب و اللغة الإنجليزية

The Use of Needs Analysis in English for Specific Purposes Courses between Reality and Myth: Case Study of Master One Students of Biology at 8 MAI 45 University - Guelma

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

Submitted by: **Supervised by:**

 TOURCHE Lamia.   Mr. CHETTIBI Mohammed Walid

BOARD OF EXAMINERS

Chairwoman: Mrs. BISKRI Yamina - MA/B   **University of 8 Mai 1945- Guelma**

Supervisor: Mr. CHETTIBI Mohammed Walid – MA/B **University of 8 Mai 1945- Guelma**

Examiner: Mrs. LASSOUED Sabrina - MA/B   **University of 8 Mai 1945- Guelma**

June 2018

<u>Dedication</u>

I dedicate this humble work to:

My Life treasure "my Parents"

My amazing Sisters and brothers

My cute lovely nieces and nephews

And to my beloved ONE.

ACKNOWLEDGMENTS

First of all, I 'm grateful and thankful to *Allah*, the Most *Merciful* and the most *Generous* one for giving me the patience, power and will to complete this work.

I would like to express my sincere gratitude to my teacher and **supervisor Mr. Mohammed Walid Chettibi,** who made the realization of this work possible, as well as for his patience, help, advice and guidance.

I would like to thank all the members of the jury who devoted their precious time to the reading and evaluation of this modest piece of research work.

I'm appreciative to the teachers who believed in me and encouraged me to always do my best.

Finally, I would like to express my thankfulness to the friends and colleagues who supported and helped me.

ABSTRACT

Regardless of the growing demand for English for Specific Purposes (ESP) instruction in Algerian Universities, ESP courses still receive less attention to improve their effectiveness. The present research deals with the situation of ESP courses at the department of Biology at 8 Mai 1945 university of Guelma. The purpose of this study is to know the probability of considering students' needs when designing ESP courses, as well as, students' perceptions toward the efficacy of these courses. The study hypothesizes that English teachers in the Biology department do not consider using Needs Analysis in designing their courses or syllabuses; also, Biology students are not satisfied with the outcomes of their ESP courses. .In order to obtain the needed information, qualitative and quantitative descriptive methods are used; it is qualitative as it examines teacher's opinions and experiences through interviewing the ESP teacher, and quantitative, in the sense that, it provides data on students' views and expectations through the use of questionnaire. The findings show that the current ESP courses offered at the department of biology; specifically, specialty of immunology are already pre-designed by the teacher, who did not take into account her students' needs and propositions. Thus, the module does not satisfy or meet the majority of students' need, who consider the content of this course as boring. As a result, these courses are not effective; as it is confirmed by the students, and do not offer improvement to their English level. Conclusions drawn from this work led to submit a number of recommendations about preparing ESP teacher to be qualified and competent enough to deal with students' needs, interests, and expectations.

Keywords: ESP, Biology, Needs Analysis, Course Design.

LIST OF ABREVIATIONS

CNP: Communication Needs Processor

EAP: English for Academic Purposes

EFL: English as Foreign Language

EGP: English for General Purposes

ELT: English Language Teaching

ESP: English for Specific Purposes

EST: English for Science and Technology

EOP: English for Occupational Purposes

EVP: English for Vocational Purposes

GE: General English

NA: Needs Analysis

Nk CELLS: Natural Killer Cells

PSA: Present Situation Analysis

PNA: Pedagogic Needs Analysis (PNA).

TEFL: Teaching English as a Foreign Language

TSA: Target Situation Analysis

TSA: Task-Based Approach

VESL: Vocational English as a Second Language

LIST OF TABLES

LIST OF DIAGRAMS

CONTENTS

GENERAL INTRODUCTION

CHAPTER ONE: GENERAL OVERVIEW ON ENGLISH FOR

SPECIFIC PURPOSES (ESP)

CHAPTER TWO: THE IMPORTANCE OF NEEDS ANALYSIS IN DESIGNING ESP COURSE.

CHAPTER THREE: RESEARCH DESIGN, METHODOLOGY, AND DATA ANALYSIS.

Appendices

Appendix (A): Teacher's Interview

Appendix (B): Students' Questionnaire

Appendix (C): استبيان للطلاب

Appendix (D): Syllabus of ESP teacher

French Summary

Arabic Summary

GENERAL INTRODUCTION

Introduction

Being competent in English becomes a necessity for people who want to enter the global face. This language proved to be the dominant, since it is used everywhere and it plays a major role in important sectors including: education, economy, technology, sciences, etc. Researchers from all over the world show that cross-border communication is most often conducted in English, as well as, most of the content and the incredible information in the internet are produced in English. Its significance pushed non-speaking English countries to teach English in order to help learners of different specialties cope with the world new changes. As result, many universities attempt to include English in their university programme by making it more specific in order to deal with the special needs of their learners; this kind of English is known as English for Specific Purposes (ESP).

ESP is an important and dynamic area of specialization within the overall field of English language teaching. It aims at meeting the learners' different professional, social and cultural needs. Therefore, in order to make effective ESP courses, ESP teachers are supposed to follow certain procedures, methodology and activities. One of the essential procedures that must be applied in order to reach learners' reasons behind taking ESP courses is Needs Analysis (NA).

Needs analysis makes one of the most important contributions to ESP, It is the backbone of effective ESP courses and syllabi; that is why, it should not be neglected by ESP teachers, rather, it should be more emphasized. Needs Analysis is the process undertaken by ESP course designer, where he/ she uses different tools to collect information about learners and their needs in order to set language course objectives and content related to the results of his/her analyses.

1. Statement of the Problem

Most of students at the scientific department of biology are not knowledgeable enough concerning their field vis-à-vis the English language. This may be caused by many factors mainly:

- English for Specific purposes' courses in their departments may not be appropriately applied or may not be applied at all.

- The majority of teachers may not be considering the differences between English for Specific Purposes and English for General Purposes, and the methodology adopted in teaching in the majority of cases may be uniform.

- Courses which are given by ESP teachers may not be effective.

- Lack of prior knowledge by ESP Teacher in students' field of specialty may be a reason behind the inability of students to express their ideas in English about their field.

Hence, this research addresses the main following question:

Do ESP teachers take into consideration the specific needs of their students when designing the ESP courses or syllabuses?

2. Aims of the Study

English for Specific Purposes (ESP) has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language (TEFL/TESL). Its appropriate application would give the chance to learners to meet their needs and be satisfied, and this only can be achieved through designing effective ESP courses. Hence, the aims of this research are:

- To know whether ESP teachers are applying ESP programs.

- To provide teachers with recommendations towards considering the analysis of student's needs.

- To know whether students of biology are satisfied with their ESP courses or not.

- To find out if suitable materials are available for such courses.

- To discover whether ESP teachers are given adequate training to teach the different specifications or not.

3. **Research Hypothesis**

Needs Analysis is an essential step for an effective ESP course, hence neglecting it would lead to the deviation of the course objectives, as a result, students will not be satisfied with the outcome. Thus, this research is based on the following hypotheses:

- English teachers in the Biology department do not consider using Needs Analysis in designing their courses or syllabi.

- Biology students are not satisfied with the outcomes of their ESP courses.

5. **Research Methodology and Design**

5.1 **Research Method**

This research was conducted through the quantitative descriptive and qualitative method. It aims at confirming the research hypothesis through administrating student's questionnaire and teacher's interview, which provided different views concerning ESP courses' effectiveness, students' satisfaction with these courses, , and the application of Needs Analysis.

5.2 Population of the Study

The sample was chosen conveniently; it consists of Master one students; speciality of immunology, at the Department of biology of 8 Mai 1945 University, Guelma. Master one students are selected as a population of the study; because they are adults who are fully aware of their needs and the kind of materials which should satisfy and interest them. In addition, they are supposed to study ESP, which is relevant to their field of specialty in which its content should be designed for the purpose of helping them later on to conduct their future requirements in English. Following Krejcie and Morgan sampling table, 29 questionnaires have been administered because the whole population of Master one students includes 31 students (as cited in Cohen et al., 2000, p. 94). This aims at making our sample (S) representative of the theoretical population (N).

6. Structure of the Dissertation

This work is divided into three chapters. The first chapter "General Overview on English for Specific Purposes" is devoted to the definition and description of ESP, its emergence, its development, its subcategories, as well as the different roles of ESP practitioner. The second chapter is entitled "The importance of Needs Analysis in Designing ESP Courses", and it explores the term "Needs Analysis", its major components; it discusses also the steps to conduct this process, ESP course design and its main steps, and it concludes with the importance of Needs Analysis in the design of ESP Course. Chapter three is entitled "Research Design, Methodology, and Data Analysis". It includes a description of students' questionnaire and teacher's interview; then, it analyses data driven from both questionnaire and interview, it interprets the results according to research questions and hypothesis. Finally, recommendations and limitations are concerned.

CHAPTER ONE

GENERAL OVERVIEW ON ENGLISH FOR SPECIFIC PURPOSES (ESP)

Introduction

1.1. Definition of ESP

1.2. The Characteristics of ESP

1.3. ESP vs. GE

1.4. The origin of ESP

1.5. Stages of ESP

1.6. Subcategories of ESP

1.7. The ESP Practitioner

Conclusion

Introduction

The status of the English language as international means of communication places it as a working tool in different fields and various domains, this puts learners in a place where they have to manage the world changes. As result, in 1960's ESP has emerged as a new field of study to help foreign learners from all over the world to cope with different teaching situations and needs that such position brings about. English for specific purposes (ESP) has grown to become one of the most prominent areas of English as Foreign Language (EFL) enterprise today and of Teaching English as a Foreign Language (TEFL) in particular. This chapter is devoted to provide the literature review concerning the definition, characteristics, ESP vs. general English, emergence, development, subcategories of ESP, as well as the different roles of ESP practitioner.

1.1. ESP: Definition

The term ESP is a broad diverse field of English Language Teaching (ELT) which has many definitions. In that sense, Strevens (1980, p.109) states that "a definition of ESP that is both simple and watertight is not easy to produce". He also states that "producing a simple and straightforward definition of ESP is not an easy task" (1980, p.109). Giving definition to the term ESP is intricate since a lot of scholars worked to provide an appropriate definition to ESP context i.e. each scholar has his/her own definition, which produces several definitions for ESP. Many have tried to define it in terms of what it is not, rather than in terms of what it really is. Others in terms of what it should be and what it should not be.

ESP is different from General English (GE), which normally addresses general topics; it deals with teaching English to learners who are in need for English language to obtain their aims whether in their studies in specific fields such as science, technology, medicine etc., or in their future job.

Mackay and Mountford (1978, p.2) explain ESP in terms of its purpose as they define it as the teaching of English for a "clearly utilitarian purpose." This means that the learners' aims to study English language would be for academic, occupational, or scientific purpose. The learners' needs decide the content and what should be taught and what should be included in ESP curriculum.

Munby (1978, p. 2) tries to define ESP referring to the connection of its courses to the students' communication needs where the content of ESP course is planned through the consideration of those needs, by stating that: "ESP course are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner"

Robinson (1980, as cited in Haddam, 2014, p. 17) explains that the participants of ESP courses have specific goals to obtain, whether academic, occupational or scientific. As she cites strevens (1977), she stresses her idea that the needs of language learners are of great importance, and should be the first thing to be considered when deciding the content of the syllabus. They also limit the materials to be more specific and relevant to the course which help making the curriculum more learner-centered.

In addition to the previously mentioned definitions, Robinson (1980, p. 13) provides a complete definition on how ESP course should be in terms of its content, time limitation, and how it should meet the needs of the learners, etc. She defines it as follows: "an ESP course is purposeful and is aimed at a successful performance of occupational, educational roles, it is based on rigorous analysis of students' needs & should be tailor-made. Any ESP courses may differ from another in its selection of skills, topics, situations and functions; it is likely to be of limited duration, students are more adults."

Whereas for Coffey (1984, p. 2), ESP contains a careful analysis of the learners needs who will be introduced to a language, which is chosen carefully to meet their purposes in a way that is uncomplicated and beneficial.

Moreover, Hutchinson and Waters (1987, p.19) consider the learning of English language in ESP situation as a means more than an end. Besides, the learners' objectives behind attending such kind of courses would dictate what should be included in the ESP syllabus.

Dudley-Evans (2001, p. 9) argues that**:** "ESP has tended to be a practical affair, most interested in investigating needs, preparing teaching materials, and devising appropriate teaching methodologies.". He tries to define ESP by mentioning some of its functions such as: analyzing learners' needs, constructing teaching materials, and formulating suitable ways to teach English for those specific needs.

1.2.The Characteristics of English for Specific Purposes

ESP can be best defined through mentioning its characteristics, thus Strevens (1988, pp.1-2) in an attempt to define it, he provides four absolute and two variable characteristics which are as follows:

► **Absolute characteristics:** ESP consists of English language teaching which are:	● designed to meet specified needs of the learner;
	● related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities;
	● centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
	● In contrast with General English.
► **Variable characteristics:** ESP may be, but is not necessarily:	● restricted as to the language skills to be learned (e.g. reading only);
	● not taught according to any pre-ordained methodology.

Table 1.1: ESP Characteristics by Strevens (1988, pp.1-2).

Dudley-Evans and St. John (1998, pp. 4-5) presented a revised version of ESP which also includes absolute and variable characteristics:

► **Absolute Characteristics:**	● is defined to meet specific needs of the learner;
	● makes use of the underlying methodology and activities of the discipline it serves;
	● is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.
► **Variable Characteristics:**	● may be related to or designed for specific disciplines;
	● may use, in specific teaching situations, a different methodology from that of general English;
	● is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
	● is generally designed for Intermediate or advanced students;
	● Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners

Table 1.2: ESP Characteristics by Dudley-Evans and St. John (1998, pp. 4-5)

Correspondingly, Robinson (1991, p. 23) identifies two different criteria and number of characteristics in order to define ESP. The two criteria, as she mentions, points out to the fact that ESP is "normally goal oriented" and needs analysis is the basis to produce ESP courses (aiming to select as closely as possible what students have to do through the medium of English). Whereas, the general characteristics are as follows:" ESP courses are taught to adults who are in homogeneous classes organized with respect to professional background or field of specialization and the objectives of the courses should be met, even if there is a limited time period."

1.3.   English for Specific Purposes vs. General English

As it has been mentioned in the previous definitions, ESP is a subfield within English language teaching, where adult learners are exposed to specific and special courses to fulfill their needs. Whereas, English for General Purposes (EGP) is a general English, where needs cannot be specified but rather learners are exposed to the basic elements of the English language. This idea is reinforced by Widdowson (1981, p.89) who states that: "if a group of learners' needs for a language can be accurately specified, then, this specification can be used to determine the content of a language programme that will meet these needs."

Equally, Thomas Orr (1998), in an attempt to differentiate between ESP and EGP, states that:

> English for general purposes (EGP) is essentially the English language education in junior and senior high schools. Students are introduced to the sounds and symbols of English, as well as to the lexical/grammatical /rhetorical elements that compose spoken and written discourse […] University instruction that introduces students to common features of academic discourse in the sciences or humanities, frequently called English for Academic Purposes (EAP) is equally ESP. (Para. 3)

It is clear that ESP should be boosted by general English background, because it comes as continuum to GE, where it is taught to mature learners who are supposed to have a background, and should be aware of the need to use English in more specialized way to achieve their goals. In the light of this, Orr (1998) states that: "English for Specific Purposes (ESP) is research and instruction that builds on EGP and is designed to prepare students or working adults for the English used in specific disciplines, vocations, or professions to accomplish specific purposes". (Para. 4)

Additionally, both fields share the purpose of teaching English to foreign learners, in order to make them competent users of this language: but, when it comes to the application of the teaching/ learning process, different methods, strategies, and content are used. In the light of this, Hutchinson and waters (1987, p. 53) highlight the idea that ESP and EGP are not dissimilar in theory; but, they are in practice. They both differ from one another in the sense that the subject matter and design of syllabuses are more specific for ESP courses rather than in EGP. Further, in (1992), they argue that if the awareness about the need of language is known from the part of learners, sponsors and teachers, this will provide a reasonable and accepted content in the language course.

The essential principles that make ESP vary from EGP can be briefly summed up as follow:

1.3.1. The purpose for learning the language:

ESP and EGP differ from one another in the sense that each has a particular reason behind studying it. The awareness why this language is going to be used and what needs to be fulfilled give a sense of the effectiveness of this learning process, as supported by Harding (2007, p. 6) who presumes that: "The sense of purpose gives the language work immediacy and a relevance which is perhaps not always found in other sectors of ELT, particularly of the 'General English' variety."

1.3.2. The content "what to teach"

On the basis of the purpose of learning English and the identified objectives, the content of EGP and ESP differs. The EGP courses cover general rules and the four skills are stressed equally. But in ESP, learners will be exposed to the skill which they need to be developed the most, which is done through needs analysis, and the syllabus is designed accordingly. As it is stated by Strevens (1980) who introduces ESP's restriction in the selection of skills "the learners will need; selection of the items of vocabulary, patterns of grammar and functions of language; themes and topics narrowing in order to include only the themes, topics and discourse needed; practice of purposeful communicative needs." (As cited in Robinson, 1980, pp. 12-13) Moreover, EGP courses deal with teaching grammar and language structure mostly in isolation. This is the opposite when it comes to ESP courses, where the focus is on context and everything is taught in relevance to the learners' real world.

Language in context → ESP	Language in isolation → EGP

Diagram 1.1: The difference between ESP and EGP

1.3.3. Motivation

Usually EGP gives a sense of demotivation; because most of the time learners are exposed to materials far from their needs, and there is no practicality in real life. This demotivation extends to ESP courses, where learners expect that these courses could be similar to what they had seen before. This was suggested by Harding (2007, pp. 8-9) where he states that: "the type of ESP learners who come to ESP are often demotivated by courses of general English. These learners have entered ESP courses because they expected that language-based work would not owe to practical or manual skills in lessons."

But, usually ESP learners are highly motivated because their needs are identified. They are learning the language in order to communicate professionally and to perform some particular job related functions or educational purposes.

1.3.4. The age as well as the mastery of language

The ESP learners are supposed to be mature and adults who pertain a reasonable competence in all areas of the English language and have objectives ahead to be attained. While EGP learners are believed to be young adults who are familiar with or in the process of gaining competence in English language.

1.3.5. Competence

The competences which each of ESP and EGP tries to develop is different. ESP aims at enhancing learners' communicative competence, while GE aims at developing learners' linguistic competence. This confirmed by Widdowson where he says: "a concern with ESP, EST necessary entails a concern with communicative competence". (As cited in Robinson, 1980, p. 23)

This separation does not put a field in favor of the other one, because both ESP and EGP function differently in certain areas. For instance, learners should develop knowledge in GE first in order to be able to function in specialized area. So EGP is considered the basis toward having ESP knowledge. Barnard and Zemach (2003, as cited in Haddam, 2014, p. 23) express a view that ESP and EGP should not be regarded as discrete divisions of ELT, but ESP is "simply an area (with blurred boundaries) whose courses are usually more focused in their aims and make use of a narrower range of topics.

1.4. The Origin of ESP

ESP came as a response; without any preplanning, to a number of different trends around the world. Hutchinson and Waters (1987, pp. 6-8) identified three common purposes which led to its birth and they are as follow:

1.4.1. The Requirements of Modern World

The end of the second world in 1945 led to the unexpectable evolution in technology and commerce all around the world. This created a need to have an international language which fell onto English language. This created a kind of learners who are aware of their objectives to learn this language; each has his own special needs to fulfill; for instance, as Hutchinson and Waters (1987, p. 6) mention: "such as businessmen and women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students students whose course of study included textbook only available in English". Moreover the oil crisis in 1970's quickened the rise of the ESP in the world.

1.4.2. Evolution in Linguistics

Widdowson (as cited in Hutchinson and waters, 1987, pp. 6-8) explains that the need for English courses to be tailor made led to the emergence of new idea in the study of language. Before, the focus was on rules of language (grammar); but with the new studies, the shift turned to how language is used in real communication. Besides, a new finding was that if the language we speak and write varies from one situation to another, this means it is possible to determine the features of specific situations and then make these features the basis of the learner's course, Hutchinson and Waters (1987, p. 8) states that: "Tell me what you need English for and I will tell you the English that you need"

1.4.3. The Shift to the Learner as a Focal Point

Developments in Educational psychology shifted the attention to the learners' interests, attitudes, and needs; this gave a push to the rise of ESP where courses became learner-centered for the purpose of improving their motivation and learning process itself.

The outcome of these three reasons provided headway for the growth of ESP and the need for increased specialization in language learning (Hutchinson & Waters, 1987, pp. 6-8)

1.5. Stages of ESP

ESP is unprecedented phenomenon that is exposed to different analysis by different scholars, Hutchinson and waters (1987) tried to provide a division to its development by splitting it into five phases in relevance to the notion of special language.

1.5.1. The concept of special language (Register analysis)

Register analysis deals with the language form (grammar and vocabulary), it is concluded that English for Science and Technology (EST) uses certain grammatical and lexical forms more frequently than other forms; for example, scientific language uses present simple and passive voice forms more than other grammatical forms.

Register analysis is a new brand which is associated with such scholars such as Halliday, McIntosh, and Strevens, Herbert, Twer and Latoure, who attempt to create a syllabus based on the linguistic features of subject- specific language they present. The aim of Register Analysis is to focus on the language forms that learners would need to use and neglect other forms that are not highly needed. This is highlighted by Hutchinson and Waters (1987, p. 10) who state that: "The aim was to produce a syllabus which gave high priority to the language forms students would meet in their science studies and in turn would give low priority to forms they wouldn't meet."

A comparison made by Ewer and Hughes (1971, as cited in Hutchinson & Waters, 1987, p. 10) between language of school textbooks and language of scientific texts student had to read, revealed that there is negligence of some of the scientific language in school textbook. Hutchinson and Waters (1987, p. 10) declare that: "ESP Course should, therefore, give precedence to these forms."

The shortcomings of Register Analysis based syllabus gave birth to another major trend in ESP Development which is Rhetoric also known as Discourse Analysis.

1.5.2. Beyond the sentence (rhetorical or discourse analysis)

Discourse Analysis is concerned with describing the language and its structures that are used in speech or text and which are beyond the sentential level. It examines the communicative context that affects language use. It looks at how the choice of verb tenses or other grammatical features affect the structure of the discourse. It also looks at the relationships between utterances (Jordan, 1997, p. 229, as cited in Bensfa, 2015, p. 60)

With the development of register analysis, the focus of ESP was on the level of the sentence; but with the contribution of discourse analysis, the focus shifted beyond the sentence level. Allen and Widdowson (1974, as cited in Hutchinson & Waters, 1987, pp.10-11) point out that the difficulties students face are not from the incomplete knowledge of English system; but rather, it is from the ignorance of how English should be used.

1.5.3   Target situation analysis

ESP is based on the reason why learners need to learn the English language. In order to have a kind of syllabus where the needs of learners are considered, the process should start with identifying the target situation, and this is done through the analyses of the linguistic features of the aimed situation. Taking into consideration these needs enables the learners to function adequately in the target situation. Target Situation Analysis is best explained by John Munby model of communicative Syllabus Design (1978) where the learners' need profile is produced in detail in terms of communication purposes, communicative setting, means of communication, language skills, functions, and structures (as cited in Hutchinson & waters, 1987, p.12)

15.4. Skills and strategies

This phase came to overcome the weaknesses of the three previous stages, which they were focusing on the surface forms of the language. While in this stage, there was an attempt to look below the surface by considering the thinking process that underlies language use.

According to Hutchinson and Waters (1987, p. 13), the main idea behind the skills centered approach is that underlying the language use, there are common reasoning and interpreting processes that enable learners to extract meaning from discourse; that is to say, situation or activities differ in which it needs a particular study skill to associate it with it, for this reason, learners' needs to deal with specific study skills may differ according to the learning environment, required task, and the learner's level as well.

1.5.5. A learning-centered approach

This stage attempts to consider what the preceding stages did not consider. The focus is on language form, language use, or the underlying processes; but this phase concentrates on the process of language learning (what learners need in order to reach the target situation). As Hutchinson and Waters (1987, p. 14) declares: "we cannot simply assume that describing and exemplifying what people do with language will enable someone to learn it[…] A truly valid approach to ESP must be based on an understanding of the processes of language learning"

In other words, the ESP learners' needs analysis became a cornerstone to this stage of ESP development.

1.6. Subcategories of ESP

ESP falls into the broad category of ELT. The former in turn has different sub-sections, which are divided by the scholars into three main types: English for Occupational Purposes (EOP), English for Academic Purposes (EAP), and English for Science and Technology (EST) which has been a matter of debate few years ago and it shows an important role in the development of ESP.

Dudley-Evans and St John (1998, p. 6); in their analysis of ESP, tried to resolve the debate of what ESP sections and sub-sections are. The diagram 1.2 illustrates this classification:
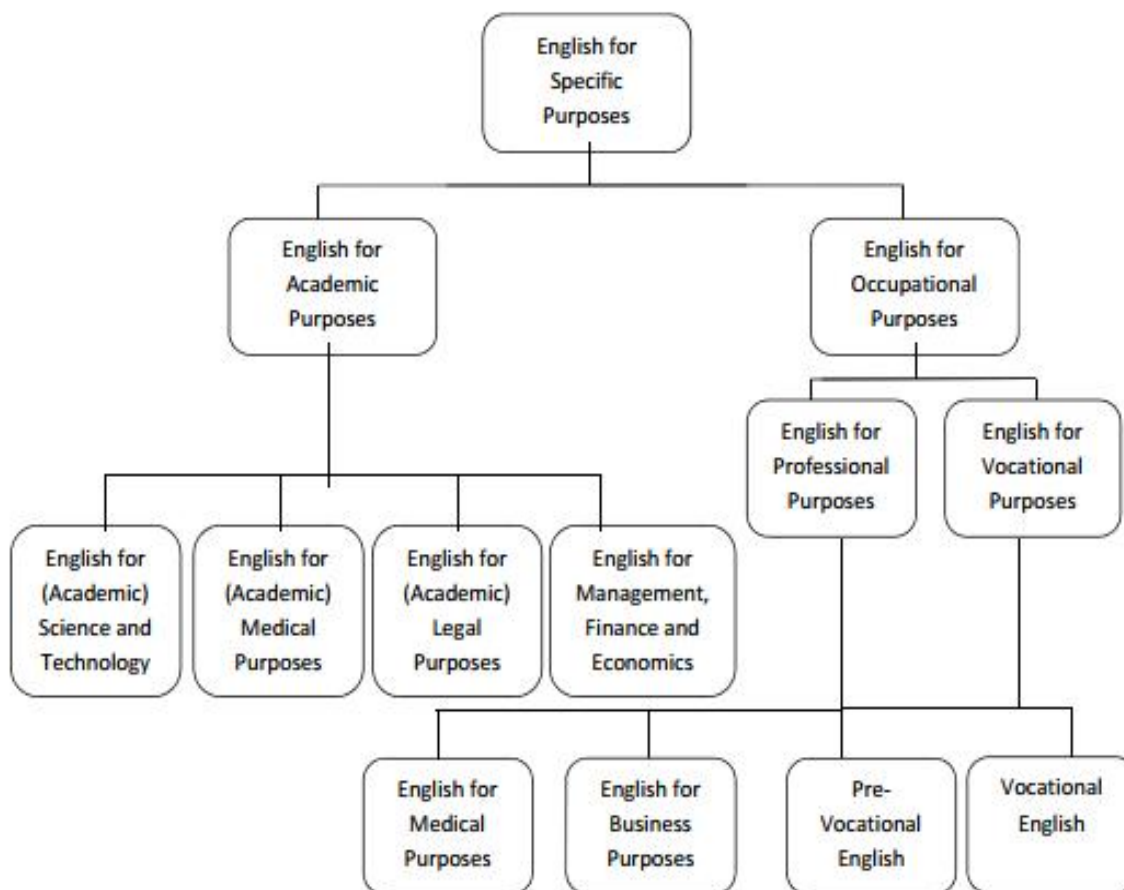
Diagram 1.2: ESP Classification (adapted from Dudley-Evans and St John (1998, p.6))

1.6.1. English for Academic Purposes (EAP)

This type refers to studying or teaching of English in Academic contexts in order to fulfill educational Purposes. Kennedy (1984, p. 4); in this vein, points out that: "EAP is taught generally within educational institutions to students reading English in their studies." EAP may constitute of teaching specific skills such as: reading texts, writing reports etc. in educational institution.

It is also described as the language and associated skills that students need to deal with to study or conduct research through the medium of English language. As Robinson (1984, as cited in Bensafa, 2015, p. 52) who defines it as "English for Academic Purposes or study skills that is how to study through the medium of English"

1.6.2. English for Occupational Purposes (EOP)

EOP is also known as (EVP) English for Vocational Purposes and (VESL) Vocational English as a Second Language (Hutchinson & Waters, 1987, p. 17). EOP can be defined as the use of English to fulfill job, professional, or vocational requirements. A similar, but a more recent definition has been given by Dudley-Evans & St. John (1998, p.7) in which they assert that: "The term EOP refers to English that is not for academic purposes, it includes professional purposes in administration, medicine, law and business and vocational purposes for non-professionals in work or pre-study work"

To make a clear difference between EOP and EAP, a number of scholars attempt to provide a distinction, Robinson (1991, p.100) states: "EAP is thus specific purpose language teaching, differentiated from EOP by the learner: future or practicing student as opposed to employee or worker."

1.6.3. English for Science and Technology (EST)

EST has a great importance in the development of ESP, and many scholars call attention to its significance; for instance, Swales writes: "It therefore seem to me that because of the predominant position of EST. the major development of ESP as a whole could best be told through it" (1985, p. 10), as well, as Robinson who has the same point of view where he says: "At times it seems that EST is the most prestigious development in ESP".

But EST has been a matter of debate among researchers to classify it as a branch of its own or a sub-branch shared by both EAP and EOP. Swales(1985, p. 6) considers it as a branch which takes part in both (EAP) and (EOP), by arguing that: "it covers the areas of English written for academic and professional purposes and of English written for occupational (and vocational) purposes, including the often informally written discourse found in trade journals and in scientific and technical materials written for the layman."

There are two major sub-sections in (EST), which are divided in terms of subject matter, "Science" and "Engineering and Technology" as illustrated in diagram 1.3:

```
                    ┌─────────────────────────────────────┐
                    │   English for Science and Technology  │
                    └─────────────────────────────────────┘
            ┌─────────────────────┴──────────────────────┐
    ┌──────────────┐                          ┌──────────────────────────┐
    │   Sciences   │                          │ Engineering and Technology │
    └──────────────┘                          └──────────────────────────┘
   ┌──────┬───────┬────────┐            ┌──────────┬──────────┬──────────┬──────────┐
┌───────┐┌───────┐┌─────────┐┌───────────┐┌───────────┐┌─────────┐┌────────────┐
│ Earth ││ Life  ││ Physical││ Mechanical││ Electrical││  Civil  ││ Production │
│Sciences││Sciences││Sciences ││Engineering││Engineering││Engineering││Engineering │
└───────┘└───────┘└─────────┘└───────────┘└───────────┘└─────────┘└────────────┘
                  ┌──────┬───────┬──────┐
             ┌──────────┐┌────────┐┌───────┐
             │Chemistry ││Physics ││ Maths │
             └──────────┘└────────┘└───────┘
```
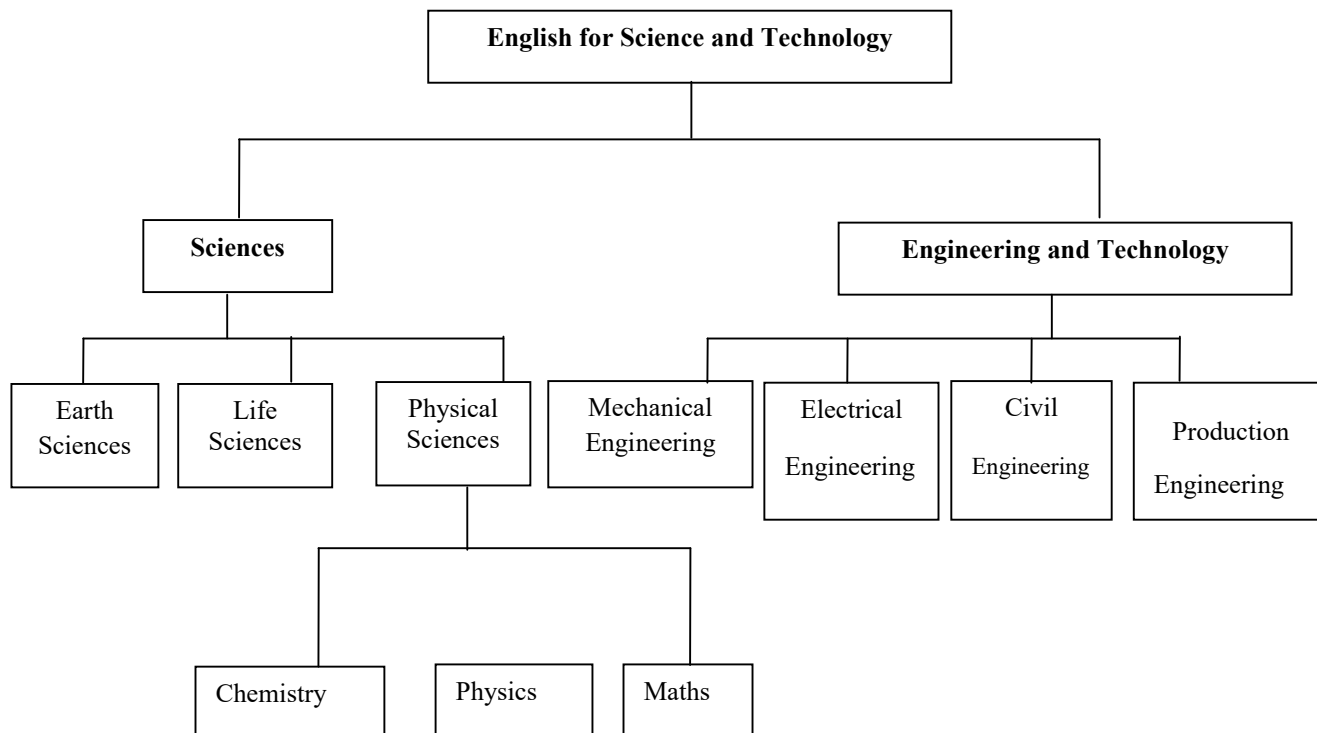
Diagram 1.3: Subcategories of EST (adapted from Swales, 1988, p. 89)

1.7. The Role of the ESP Practitioner

The status of English language saw numerous changes through the previous decades; this switch makes it become a subject to a service industry for other specialism. Moreover, the development of ESP courses which focuses on attaining learners' needs pushed teachers to switch from their traditional role as EGP teachers to ESP one with multiple roles to take. Dudley Evans and St. John (1998, p. 13) prefer the term "ESP practitioner" rather than teacher, as they affirm in their own words "to emphasis that ESP works involve much more than teaching."

Since the ESP teacher is placed in a situation where s/he should plan the course of his/her module by him/herself, which goes from analyzing his/ her students' needs and considering their wants and lacks, setting the course objectives, searching and collecting the appropriate relevant teaching materials, preparing the best learning environment, ending with evaluating the learners' achievements, as well, as the teaching materials. In this regard, Dudley-Evans and St John (1998, p. 13) claim that ESP practitioners' role are not limited to providing information only; but rather, it goes beyond that, they state that: "The ESP practitioner has five key roles: Teacher, course designer and material provider, collaborator, researcher and evaluator". These key roles of ESP practitioner are presented in diagram 1.4:
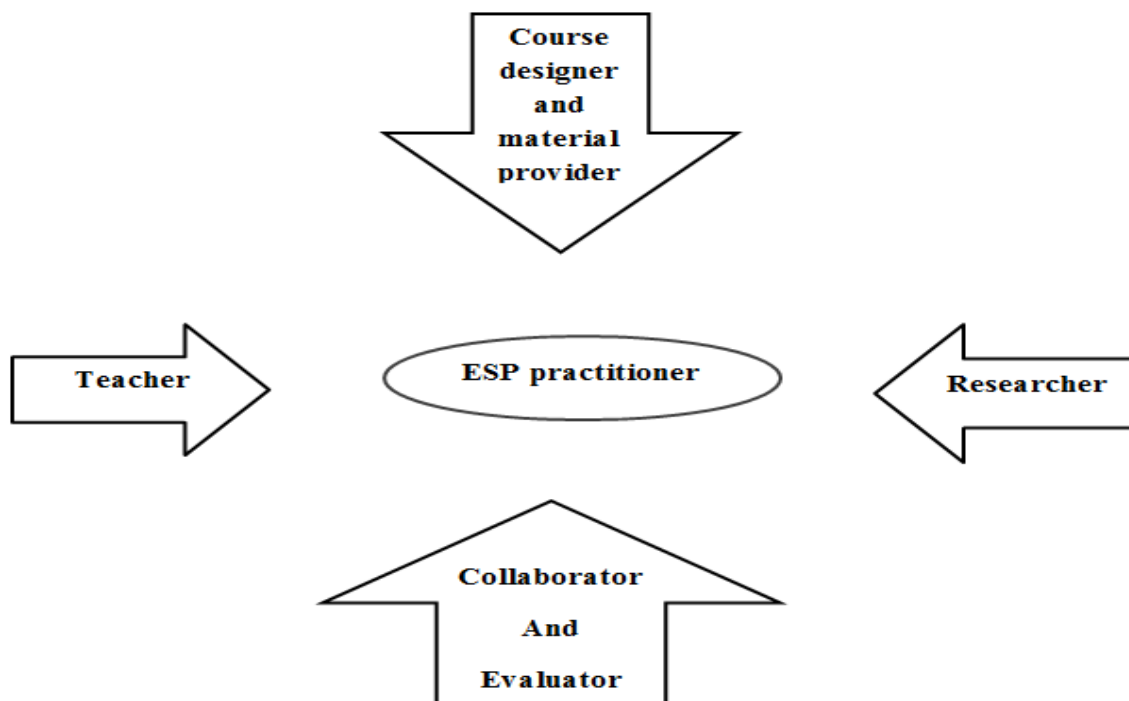
Diagram1.4: The Roles of ESP practitioner.

1.7.1. As a Teacher

Since the content of ESP course is special, this implies that the role of ESP teacher is much more specific than GE teacher. Hence the latter has many duties to take. First, s/he should possess the flexibility to take some risks in his/her teaching by switching different positions to ensure the successfulness of the teaching process. Dudley-Evans and St johns (1998, p. 14) in this sense state that: "The willingness to be flexible and to take risks is one of the keys to success in ESP teaching." Moreover, ESP teacher is, in some situations, a partner who advises her /his learners to make what is best for them in order to enhance their level in English. In addition, ESP teacher is a communication maker, who makes sure to develop authentic, real communication based on the ability of learners, as well as their willingness to interact successfully. Furthermore, ESP teacher is a facilitator who helps learners with the needed material to facilitate obtaining their goals. These are not only the duties of ESP teacher since s/he has unlimited tasks to do depending on her/his works' conditions and situations.

1.7.2. As a Course Designer and Material Provider

The role of ESP practitioner is not restricted to teaching only, but they have other duties such as designing, setting up and administering the ESP course, as it has been agreed on by many researchers such as Mackay et al. (1978), Swales (1980), Robinson (1991), and Dudley-Evans et al (1998). Because of the nature of ESP course, the ESP practitioner has to plan for his own course based on the needs of his/her learners, who need to accomplish their goals by the end of the course or programme. Once the objectives are set, s/he could select published material or adapt when the published material is not suitable or when it does not exist, s/he needs to create materials with the help of some experts if possible.

1.7.3. As a collaborator

Since ESP teacher needs to create a suitable material, one of the ways to make it is by cooperating with both subject specialists or/ and learners themselves. The latter are a great source of information; since they have more knowledge on the subject matter, and their needs play a significant role in planning the lessons. This collaboration is done in order to get the required information, design adequate syllabus, and provide tasks needed in their work or business situation. (Dudley-Evans et al, 1998, p. 16)

1.7.4. As a Researcher

In order to cope with new situations, ESP practitioner searches for the subject matter, the needed materials, the target needs of his learners, and s/he also makes himself up-to-date to know about the techniques, strategies, and methodologies to be adapted or adopted in the course. Research process helps ESP practitioner to have a body of knowledge and insights about different pedagogical choices which help him/her to have more effectiveness in accomplishing the course objectives.

1.7.5. As an Evaluator

Evaluation process is not something new in the teaching and learning field, but it is considered as a crucial part to ESP course, where ESP practitioner in addition to evaluating the students 'progress and teaching effectiveness, s/he also has to examine the course and teaching materials to make sure that his/her learners are grasping the necessary and appropriate knowledge. Dudley-Evans and St John (1998, p. 17) discovered that it would be better if evaluation is done "while the course is being taught, at the end of the course and after the course has finished." ESP practitioner has to keep an eye on each step his/her learners make, and the effectiveness of the different information s/he is providing. This is achieved through constant evaluation of each aspect of his/her class to ensure the successfulness of his/her teaching process.

The responsibilities of ESP teachers are numerous; they have to take care of many things to guarantee the fulfillment of his/her learners' need.

Conclusion

In order to cope with the new changes which were happening in the world as result of the commercial and the technological developments, a new field under the general landscape of English language teaching "English for Specific Purposes" emerged to provide help to learners who are in need to use English to fulfill their academic or occupational necessities.

The present chapter displayed a general overview on the concept of ESP, how it emerged, the different phases of its development, its classifications as well the diverse roles of the ESP teacher.

ESP has proved itself to be a learner-centered, where each aspect in the course is devoted to their needs. To plan such effective course, analysis of the learners needs should take place as a first crucial step. Hence, the following chapter will discuss what is meant by the term Needs Analysis (NA), its different components, how the needs analysis is an essential step toward having a successful ESP course, as well as how the ESP course should be designed.

CHAPTER TWO

THE IMPORTANCE OF NEEDS ANALYSIS IN DESIGNING ESP COURSE.

Introduction

2.1. Definition of Needs

2.2. Types of Needs

2.3. Definition of Needs Analysis

2. 4. Types of Needs Analysis

2. 5. Steps of Needs Analysis

2. 6. ESP Course Design

2.7. Steps in Designing an ESP Course

2.8. The Importance of Needs Analysis to ESP Course Design

Conclusion

Introduction

Knowing why learners need to learn English is a crucial step in designing ESP syllabus. In order to know these requirements, it is necessary to go through the procedure of collecting information about learners' needs and this process is known as "Needs analysis". This chapter presents an overview on the term "Needs Analysis", its major components; it discusses as well, the steps to conduct this process. In addition, it evokes ESP course design and its main steps. At last, this chapter concludes with the importance of Needs Analysis in the design of ESP Course.

2.1. Definition of Needs

Learners' needs are the backbone of each English language course, considering them serves as an important aspect toward having an effective teaching and learning process. Needs is a large term which encompasses different components including different things related to the learners: their goals, their purposes behind learning the language, their background, and their language capacities.

The meaning of the term "Needs" differs from one scholar to another and each specialist agree that this word can convey different meanings. For instance, Widdowson (1981, p 2) defines the term needs by referring back to the learners' academic and occupational demands. In other words, the objectives they should reach at the end of the course. Others like Robinson (1991, p. 7) defines it in terms of what the learner wants and desires from this learning process, besides his work and study demands, by affirming that: "We can consider what the students themselves would like to gain from the language courses. This view of needs implies that students may have personal aims in addition to or even in opposition to the requirements of their studies or jobs."

In a similar vein, Mountford (1981, p 27) regards "Needs" as the necessities, which are seen by those who make use of foreign language as needful to be learned. He states that: "what the user, institution or society at large regards as necessary or desirable to be learnt from a programme of language instruction"

From the above definitions, it is noticed that the word "Needs" is understood differently due to the fact that ESP courses are devised by many participants; including the institution which organizes the language courses, the language teacher, the learner, and in some cases the sponsor, and the needs analyst.

2.2. Types of Needs

The earlier definitions and other definitions provided by other scholars imply the existence of two main types of needs that the ESP course designer has to take into consideration, while planning ESP syllabus: target and learning needs. The former indicates what the learner needs to do in the target situation, and the latter denotes what s/he needs to do in order to learn. (Hutchinson & Waters 1987, p. 54)
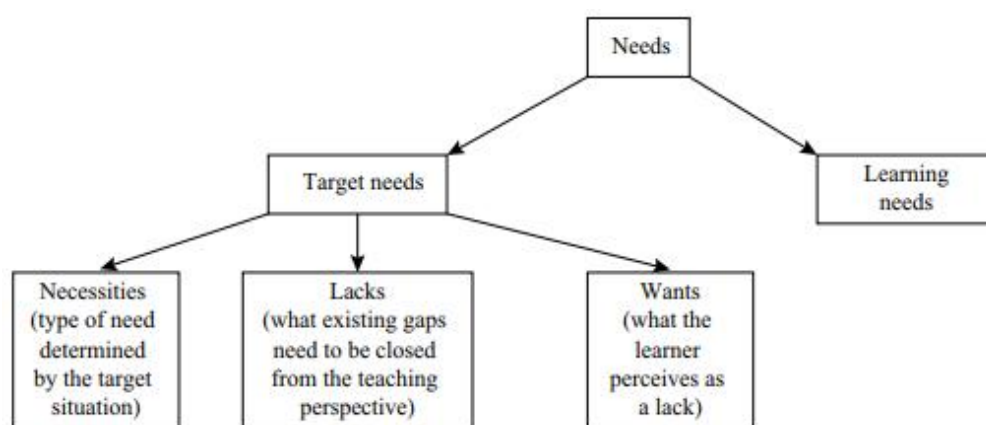
Diagram2.1: Classification of needs (adopted from Hutchinson and Waters (1987, pp. 54-60)

2.2.1. Target Needs

Target needs are the requirements of learners in the needed situation. These requirements are further divided into different types: Necessities, lacks and wants.

● **Necessities**

They are the kind of needs required to reach the desired outcomes, as well as the aspects to be learned to communicate effectively in the target situation, these needs are also called "Objective Needs". Brindley (1989, p. 70) defines objective needs as those "which are derivable from different kinds of factual information about learners, their use of language in real life communicative situations as well as their current language proficiency and language difficulties". Information about these needs is collected from learners' background, and their proficiency in different language skills.

● **Wants**

This type of needs concerns learners themselves, and has no relation with learners' proficiency or their background. Rather, it is more about their interests, their desires, their feelings toward their most important needs, their attitudes toward the target language as well as its culture. These needs are known as "subjective needs". They have great influence on the learners' motivation toward the learning process; because they are considered to be their personal aims behind learning the language. Richterich (1984, p. 29, as cited in Hutchinson & waters, 1987, p. 56) who states that: "a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment."

● **Lacks**

Knowing the learners' personal aims to learn the language, and the aspects needed to be learned to reach the target situation are not enough; but, it is required to know learners' lacks, which is the gap between the learners' existing proficiency, as well as their target needs (Hutchinson &Waters 1987, p. 56)

2.2.2. Learning Needs

Considering the target needs only in designing ESP programme is not functional, there must be an account of the route toward getting these target needs. This route denotes another kind of needs, which are the "learning needs". These needs involve the answer to the question "How are learners going to the destination?". Hutchinson & Waters (1987, pp. 60-62) identify two different types of learning needs: the first type is learning strategies, skills, and techniques, which concern the learner himself. The second one is the potential and constraints of the learning situation, which are the external factors related to the teacher or administration that involve teaching methods, materials and time available.

Lacks   Necessities

Learning needs

Starting point   destination
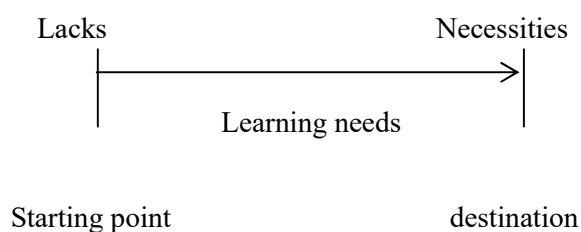
Diagram 2.2: "The Route" (adopted from Wang as cited in li, 2014, p. 1871)

Learning needs play an important role in needs analysis; since they have, as target needs, a great effect on ESP programme, and syllabus design. They can be also viewed from three main   perspectives as illustrated in the following diagram:
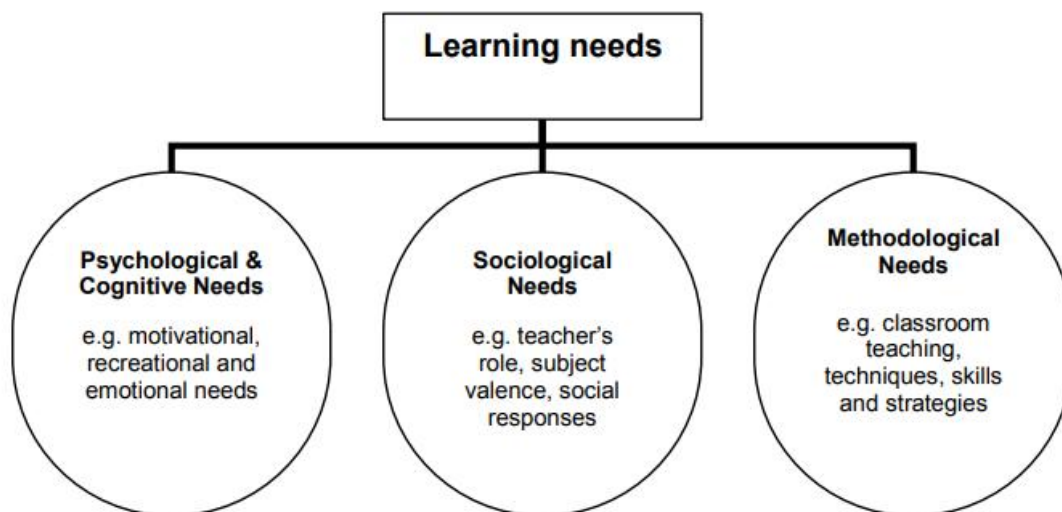
Diagram2.3: Learning needs of ESP learners (adopted from Tahir, 2011, p. 6)

2.3. Definition of Needs Analysis

Needs Analysis (NA) is an integral part of ESP, both of them cannot be separated; because ESP course content is based on the information collected from this process. McDonough (1984, p. 29, as cited in Haddam, 2014, p. 30) writes: "The idea of analyzing the language needs of the learner as a basis for course development has become almost synonymous with ESP". NA leads ESP courses toward successfulness in which everything about the learners are considered prior to any step ESP teachers would imply in their course. It is firstly needed to be looked to the learners and analyze each aspect related to them, in order to provide what is best for them.

In general, NA is the systematic step undertaken, in order to have an idea on particular individuals or institutions. As defined by Richards (2001, p. 51), NA is "the procedures used to collect information about learners' needs."

Needs Analysis is a crucial part in any language course, but for ESP course; it is considered its corner stone where ESP course is built upon this reliable information gathered

on learners to create relevant teaching materials. In the same vein, Dudley-Evans and St-John (1998, p. 122) define NA as a means of establishing the "what and how of a course". They further state that: "Practitioners need to understand professional information about the learners: the tasks and activities learners are/will be using English for; English language information about the learners: what their current skills and language use are" (1988, p. 125)

In the same line, McKillip (1987, p. 7) refers to NA as:" value judgments: that a target group has problems that can be solved". NA can also be defined as the assessment of the learners' needs where the analyst's quest is to evaluate the problems of the identified target population. After identifying the problems, the analyst tries to find solution to their deficiencies by setting relevant objectives to fulfill. Johns (as cited in Songhori, 2002, p. 03) indicates that needs analysis is the first step in course design and it provides validity and relevancy for all subsequent course design activities.

Brown (1995, p. 36, as cited in Mousavi, 2013, p. 1014) defines NA as "the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation". This definition stresses the idea of the accountability of the course, meeting the requirements and expectations of a particular group of learners and their instructor(s), and learning through analyzing their different needs, which will enhance the quality of the teaching and learning process.

The process of Needs analysis is not something new in teaching and learning field, it has existed before, it was borrowed from other areas of education where needs analysis was not stressed on as an important process and it was conducted in informal traditional ways. However, when ESP emerged more emphasis is put on this process as a fundamental step in syllabus design, in which learners' needs are conducted formally through systematic steps in

more complex ways; it aims at collecting information about the learners and at defining the target situation and environment of studying ESP for the purpose of defining the objectives of the language syllabus. To this effort, West (1997, p. 68; as cited in Songhori, 2008) states that:

> The term was first emerged in the 1920s, but because it referred to determining the needs of the general language learners, who studied English simply for the sake of knowing English, it did not seem very relevant at that time and did not linger; its return is closely associated with the emergence of ESP in the 1970s. By the 1990s, NA appeared in language teaching in many countries. Today, it is widely believed that needs analysis is a prerequisite to the specification of any language course objectives.

2. 4. Types of Needs Analysis

Many scholars, in an effort to fulfill the learner's needs, proposed different types of NA in the learning/ teaching process of second or foreign languages; namely, the main types are: Target Situation Analysis (TSA), Present Situation Analysis (PSA), and Pedagogic Needs Analysis (PNA).

2.4.1. Target Situation Analysis (TSA)

Target Situation Analysis (TSA) refers to the study of the situation where language is going to be used; this helps to select the kind of language to teach in order to meet the learners' occupational or academic requirements (west as cited in Haddam, 2014, p. 80). In this sense, Robinson (1991, p. 8) argues that: "a needs analysis, which focuses on students' needs at the end of a language course can be called a TSA". The term was firstly introduced by Chamber in his article "A Re-Evaluation of Needs Analysis" (1980), who states that: "Needs analysis should be concerned with the establishment of communicative needs

and their realizations, resulting from an analysis of the communication in the target situation – what I will refer to as target situation analysis." (as cited in Basturkmen, 2010, p. 18)

Munby's model of needs analysis "Communication Needs Processor" (CNP) which is presented in his work "Communicative Syllabus Design" (1978, as cited in Hutchinson and Waters, 1987) is considered the best detailed model for target situation analysis, which includes a detailed set of procedures for discovering target situation needs, which is done through analyzing language communication in the target situation in order to establish a communicative needs profile for a specified group of learners. This model clearly puts a great emphasis on "Needs" and places them as central to ESP. As Hutchinson and Waters (1987, p. 54) say: "With the development of the CNP, it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it"

His model presents a set of parameters used in order to collect information about the learners, then establishing a profile of needs. Each parameter asks question about the use of the target language, in order to identify learners' communicative requirements. In his CNP, he accounts "the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other" (Munby, 1978, p. 32) His model is made up of the following elements as presented in the following table:

Parameters	Definition
►Participant	Represents questions on learner's age, sex, nationality, first language, target language, and other languages.
► Purposive Domain	For what purpose the learner is learning English e.g. educational purpose: whether for science or law etc.
► Setting	Time and place e.g. university, library, seminar, examination, tutorials etc.

►Interaction	The established relationship in terms of status, age group, social relationships etc. e.g. student to student, student to teacher ...
►Instrumentality	Communication channel e.g. spoken, written ,face to face, or print, etc.
► Dialect	The kind of dialects students will produce and understand e.g. standard British accents and dialects.
► Target level	The level to be reached e.g. linguistic proficiency, or skills to be developed.
► Communicative event	what the learner will have to do with English e.g. attend lectures, take part in seminars, etc.
►Communicative key	The way communication is carried out e.g. formal, informal…

Table2.1: Munby's parameters of CNP (as cited in Bensafa, 2015, pp. 30-31)

2. 4.2. Present Situation Analysis

The second major type of Needs Analysis is Present-Situation Analysis (PSA), which is proposed by Richterich and Chancerel (1980) as a complement to target situation analysis. Knowing what the learners are like (their weaknesses and strengths) before beginning the language courses, is equally important to what the learners are expected to be at the end of the language course. Dudly-Evans and St John (1998, p. 125) state that: "PSA estimates strengths and weaknesses in language, skills, learning experiences", as well as, Robinson (1991, p. 8) who comments on that by saying: "PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses."

The analysis of present situation can be carried out through different tests (placement or diagnostic tests) or questionnaire, etc. Also background information can provide sufficient information about their present abilities and their current level.

However, McDonough(as cited in Haddam, 2014, p. 81) argues that NA requires both information related to both PSA and TSA, in order to have enough data to use in the course design; but to have more reliable information, one may need to use additional types of analysis to reach the desired objectives.

2.4.3. Pedagogic Needs Analysis

Focusing only on what the learners should be at the end of the course created a kind of shortcomings; for this reason, the previous type (TSA) is compensated by another type, which is used to gather information about the learner and the learning environment, this type is proposed by West (1998) who called it "Pedagogic Needs Analysis" (PNA). In turn, this type covers other kinds of analysis which are: deficiency analysis, strategy analysis or learning needs analysis, and means analysis.

2. 4.3.1. Deficiency Analysis

This type of analysis aims to fill the gap between the learners' current knowledge, their wants, and their needs, with the needed knowledge they aim to fulfill. Jordan (1997) refers to deficiency analysis as the route to connect the present situation to the target situation. Thus, Deficiency analysis plays an important role in designing language syllabus; since it provides data about the gap between both present and target extra linguistic knowledge, mastery of general English, language skills, and learning strategies (as cited in Haddam, 2014, p. 82)

2. 4.3.2. Strategy Analysis / Learning Needs Analysis

This type of needs analysis is concerned with how learners will reach the target situation, and how the learners wish to learn rather than what they need to learn (West, as cited in Haddam, 2014, p 82), i.e., the strategies they will utilize, in order to reach their goals. Strategy Analysis/Learning Needs Analysis analyses the process of learning aiming to select the appropriate skills, and strategies, learners will need to cross the bridge toward their target needs, as well as, to give a picture of the learners' conception of learning (Allwright, as cited in Haddam, 2014, p. 83)

2. 4.3.3. Means Analysis

"Means Analysis" aims to study the environmental elements the learners will be exposed to in the learning process. Dudley-Evans and St. John (1998, p. 125) suggest that "means analysis provides information about the environment in which the course will be run and thus attempts to adapt to ESP course to the cultural environment in which it will be run." Thus, Means Analysis attempts to deal with what Munby neglected in his work "Communicate Syllabus Design"(1978) ; that is to say, what West (1994) calls: "matters of logistics and pedagogy that led to debate about practicalities and constraints in implementing needs-based language courses" (as cited in Haddam, 2014, 83). This kind of analysis tries to create an environmentally sensitive course; i.e. a course that is designed by considering the environmental aspects learners are exposed to, through the consideration of what is referred by Dudley-Evans and St. John (1998, p. 124) as: "what works well in one situation may not work in another".

2. 5. Steps of Needs Analysis

There are different models proposed by different researchers in order to conduct needs analysis, and each depends on the purpose of carrying it out. The following are common steps used in different models of NA:

1- **Identifying the aim of Needs Analysis**: what information the analyst wants to know behind this analysis.

2- **Specifying the target population**: which sample will be analyzed, whose needs will be measured, etc.

3- **Determining which approach to follow and which kind of syllabus to design**: how and what the students need to learn in the course of a particular programme of language instruction.

4- **Choosing the data collecting device:** the appropriate instrument to collect information relies upon the environment, range and goals of the research. The following table shows the suitable method for the required type of need:

Types of Needs	Method
►**Personal Goals and Priorities**	Brainstorming, group discussion, individual interview, student diaries.
►**Learning preferences**	Interviews, group discussion, questionnaire, observation, diaries.
Background information (age, gender, prior learning, immigration status, L1, L1 literacy occupation, years in country)	Enrollment documents, individual interviews, classroom observation.

Current L2 proficiency (English literacy and writing experiences)	Placement or diagnostic tests, individual interviews, classroom observation.
►Target behaviors	Interview with learners, interview with "experts", literature reviewer, genre analysis, examination of tasks, observation of target sites, questionnaire, case studies.

Table2.2: Some Common Needs Data Collection Method (Ouraniki, 2011, p. 71)

5- **Evaluating data:** Interpreting the data being gathered, using computer-assisted investigation methods or personal calculation.

6- **Communicating results:** the analyst seeks to deduce suggestions regarding the learners' language requirements.

7- **Recommendations:** at the end, the analyst could suggest recommendations for additional studies and clarifying the drawbacks of the research.

The steps are better summarized by Mckillip (1987, as cited in kadi, 2012, p. 12) who states that NA: "Identify users and the uses of the needs assessment; describe the target population and the service environment; Identify needs (- Describe problems - Describe solutions); Assess the importance of the needs; and Communicate results"

2. 6. ESP Course Design

Course design refers to the process of planning, structuring and organizing of the course in order to attain the established goals. This process is the result of different parameters: needs analysis, methodology, and collected materials. Robinson (1991, p. 115) defines it as: "the product of a dynamic interaction between a number of elements: the results

of the needs analysis, the course designers' approach to syllabus and methodology, and existing materials".

In the same vein; Munby (1978, p. 2) states that ESP courses are: "Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner." This means that the identification of learners' needs is the first important step for designing an ESP course.

The importance of ESP in the educational field places the course designer in a complex position; they are required to be conscious of the different steps needed to design an effective ESP course, these courses should meet the different needs of ESP learners. In addition, they need to consider the different elements that can affect its development. The latter was emphasized by Hutchinson and Waters (1987, p. 22) who believe that there are three different; but interrelated factors, that should be taken into account while designing an ESP course: Language description i.e. what should be taught (the syllabus), Learning theories i.e. how the content of the course should be taught (the methodology), and Needs Analysis i.e. who are the learners, why they are learning, where and when this learning process takes place (learners and the learning situation). These factors are presented in the following diagram:
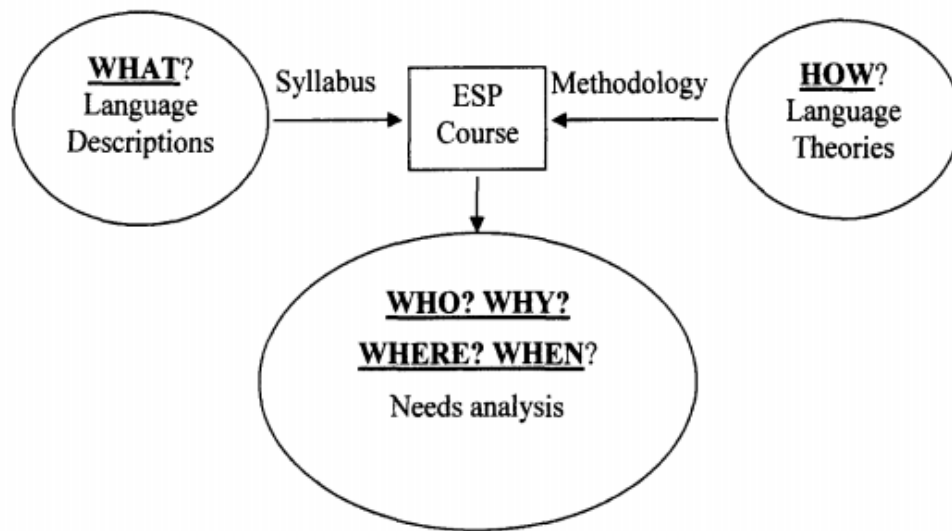
Diagram 2.4. Factors affecting ESP course design (adopted from Hutchinson &Waters, 1987,

p. 22)

2.7. Steps in ESP Course design

In order to develop an ESP course, ESP course developer has to undergo the following systematic stages which are suggested by graves (as cited in Hatfreak, 2012):
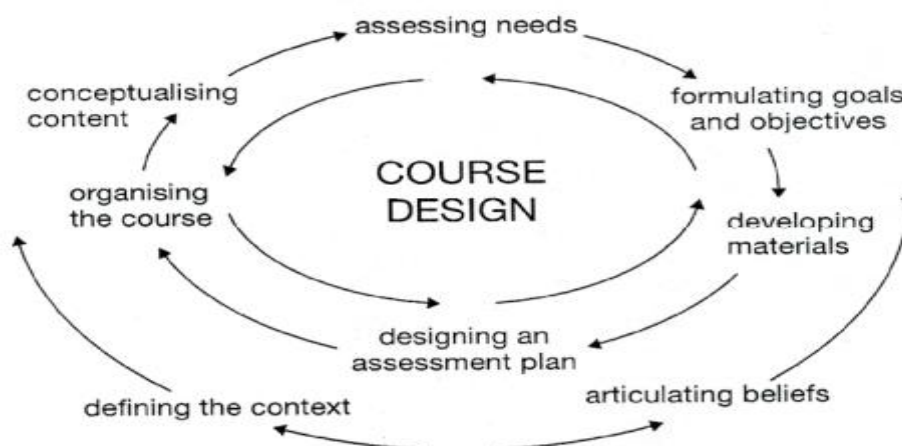
Diagram2.5: Graves' Model of Syllabus Design (2000, as cited in Haddam, 2014, p. 50)

2.8.1. Conducting Needs Analysis

Needs analysis is considered the cornerstone of ESP; owing to the fact that the content of an ESP course is based on these needs, in attempt to benefit the learners as much as possible. It is the first step to be applied in order to design a course. Hutchinson and Waters (1987, p. 53) sustain this by saying: "if we had to state in practical terms the irreducible minimum of an ESP approach to course design, it would be needs analysis"

Dudley-Evans and St-John (1988, p. 125, as cited in Basturkmen, 2010, p. 18) mention the different areas needs analysis should cover: professional information (target situation analysis); personal information (wants, means, and subjective needs); English language information about the learners (present situation analysis); the learners' lacks; language learning information (learning needs); Professional communication information (Linguistic analysis, discourse analysis, and genre analysis); what is wanted form the course; and information about how the course will be run (means analysis).

2.8.2. Determination of Goals and Objectives of The Course

The next step which follows the identification of learners' needs is specifying goals and objectives of the teaching /learning process in accordance to the collected information about the needs. If the needs are clear, they can be expressed more easily and the language course can become motivating.

"Goals and Objectives" are two distinct terms, goals are more general statements which have long term purpose of the course, and should be directed not only for the acquisition of certain knowledge and skills; but they should also revolve around the enhancement of a positive attitude towards language and culture. They also should reflect real life situations, in order to raise the motivation of students. Some examples of these goals are provided by Corps (1986, Para. 2) by saying that: "the following are reasonable goals; Students will be able to read and comprehend textbooks and research articles in their fields;

Students will be able to understand short lectures in English in their technical fields; Students will be able to write short summaries of material they have read". Whereas, Objectives are precise statements used in specific ways, in which the goals will be achieved. They may refer to activities, skills, language type or a combination of them all. Nunan (1988, p. 62) provides a statement to show how objectives should be stated: "Students will learn that ... Students will be aware of ... Students will develop". Furthermore, Nunan (1988, p.64) provides another example, in order to explain how objectives should be stated: "working in pairs, learners will provide enough information for their partner to draw a three generation family tree"

Thus, goals and objectives should cover all what will be discussed in the learning process and are formed from the results of the previous step.

2.8.3. Content Conceptualization

After goals and objectives are specified, the content should be formed to fulfill them. Wherein, language function (i.e. what the speaker does with the language to communicate) and language expression (i.e. utterances that are used in a specific appropriate context for particular function) should be identified in relation to the academic or professional needs and objectives of the learners. Graves (1996, as cited in Hatfreak, 2012, p. 4) suggests some of the guidelines to use in order to be followed by ESP course designer:

► identify the objectives of the course (what the students should be able to do at the end of instruction) in realistic manner;

►The syllabi should be organized according to the importance and the desired outcomes;

►Examine the resources available and try to relate them with the established syllabi;

►Select one of the syllabi as the dominant;

► Try to check the integration and combination of the types of syllabi and what can be achieved; and

► shift decisions into real teaching units.

2.8.4. Selecting and Developing ESP Materials

In order to present the course effectively, teachers frequently attempt to select the appropriate materials relevant to the needs of learners. This should be done through the consideration of the previous steps (needs analysis and the establishment of goals and objectives).

In order to meet the course objectives, ESP teacher may adapt, adopt, supplement, and elaborate on some materials, which can be textbook newspapers, magazines, TV/Radio programs, user manuals, literature, and songs. Graves (1996, as cited in Haddam, 2014, p. 59) points out that teaching materials: "are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course."

Since the field of ESP is learner-centered approach to teaching, the task of choosing adequate materials requires much more efforts and responsibility. Harding (2007, pp. 10-11) recommends a number of advices to be taken by the ESP teacher in the process of material development where he emphasized on the authenticity of the materials:

1. Involve the language students need by selecting the topics, themes, and situations from the students' subject area.

2. Engage students in tasks that they actually need to do in their target situation.

3. Employ real authentic materials related to students' specialism.

2.8.5. Organization of Content and Activities

Presenting the course items into a particular sequence, provides a clear map of what will be taught for both teacher and learner. In order to arrange the content of the course, different principles must be established by the course designer, such as:

► **Building and recycling**: building refers to the organization of materials from simple to more complex, from open to more concrete; however, recycling is to present existing material in a new way (Graves, 1996, as cited in Hatfreak, 2012, p. 5)

►**Cycle and Matrix:**   In a cyclical approach, the teacher has a plan to follow where he introduces a cycle of activities in a consistent sequence. While in a matrix approach, the teacher works with some activities, and as time passes, s/he decides with which ones to continue (Graves, 1996, as cited in Hatfreak, 2012, p. 5)

► **Task-Based Approach (TBA):** In this approach, the course content and activities are based on particular information related to the cultural understanding and standard performance of the identified tasks needed for learners, in order to motivate them achieving their goals. Task based approach is assumed to be effective, especially for ESP teachers who need to motivate their learners, where real life tasks can be used to raise their motivation.

2.8.5. Assessment and Evaluation

This last step in course design is considered to be very crucial, since it provides feedback on the effectiveness of the courses. The evaluation process undergoes two procedures as stated by Hutchinson and Waters (1987, p. 144), who affirm that the first one is "Learner Assessment"; where learners are assessed at the beginning of the course and after it is finished, in order to see whether the objectives which are formed to meet their needs are achieved or there are still some inadequacies, as well as to give the learners the opportunity to show them what they have learned and what they can do with language in real situations. This will give the chance for teachers to make adjustments or modifications concerning the methodology followed, or language content. Whereas, "Course Evaluation" refers to the questions of how much ESP course is effective, and what the reasons behind learners failing or succeeding are, and what ways of improving their learning are.

2.9. The Importance of Needs Analysis to ESP Course Design

The process of NA is fundamental in second language / foreign language learning classes, and provides a variety of helpful information through the investigation of various aspects related to the learners. The data that can be provided by NA are offered by Cawly (2009, p. 3, as cited in Haddam, 2014, p. 84) and summarized as follow:

■ **Impact**: how education can impact the audience;

■**Approaches**: Knowledge about educational approaches that may be most effective;

■ **Awareness:** of existing programmes and gaps in available training to enable efficient use of resources;

■ **Outcomes:** Information about the current situation that can be used to state what the learner needs to reach at the end of the course i.e. What the outcomes of the course would be.

■ **Demand:** Knowledge about the potential demand for future programmes and textbooks

■ **Credibility**: that the programme is serving the target audience. This element is considered to be an important part for funding authorities, who want to check the effectiveness of a programme or text book.

NA plays the role of guidance to ESP course developer, who will be able to know which road to cross in order to reach the desired situation. NA has a massive contribution in syllabus development, materials, methodology and examination. Brindly (1980, p. 64) argues that, "If instruction is to be centered on the learners and relevant to their purposes, then information about their current and desired interaction patterns and their perceived difficulties is clearly helpful in establishing program goals which in turn can be translated into learning objectives." In the same thought, Riddell (1991, p.75, as cited in Benounnas, 2016, p. 29) emphasizes significance of NA in syllabus and course design by saying that: "through it [needs analysis] the course designer becomes equipped to match up the content of the program with the requirements of the student body [what learners need]."

Conclusion

The significance of needs analysis is stressed by researcher, they shed lights on its use in course design and developments whether for general or specific purposes. The objective of any language programme should be well defined, and this can be done through the process of Needs Analysis.

This chapter tackled the concept of Needs Analysis, the meaning of the term needs and its different types, as well as the different types of Needs Analysis, how the analyst analyzes the different needs. It also provided an overview of Course Design and its stages, and at last, the significance of needs Analysis to ESP course design.

CHAPTER THREE

RESEARCH DESIGN, METHODOLOGY, AND DATA ANALYSIS

Introduction

3.1. Data collection

3.2. Participants

3.3. Description of the students' questionnaire and teacher's interview

3.4. Analysis and interpretation of the results

3.5. Recommendations

3.6. Limitations of the study

Conclusion

Introduction

After making an overview about both ESP and Needs Analysis, this chapter presents the methodological design as well as data analysis of the study. The current study aims at knowing the perception of Biology students toward their ESP courses, as well as discovering the situation of the ESP module and ESP teacher at the department of biology at 08 Mai 1945 University of Guelma. In order to reach these objectives, different tools to collect information from the identified sample are used which are: questionnaire and interview.

3.1. Data Collection

This study makes use of two different data collection instruments, for the purpose of obtaining different opinions and ideas from both students and teacher.

3.1.1. Questionnaire

The questionnaire is used to collect the needed information from master one students at the department of biology specialty of immunology. The questions are administered to unveil whether needs analysis is used or not, as well as the effectiveness of ESP courses. The questionnaire is chosen; because it proves its reliability and its confidentiality (its anonymity makes the participants more free and honest to express their thought without any kind of pressure). It is also an easy and practical means to obtain data from a large population. Additionally, it enables the researcher to gather different perspectives and various information by asking the same questions to different persons who come from different social classes, educational backgrounds, etc. Accordingly, Richards (2001, p. 60) explains that: "Questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with a large number of subjects, and they obtain information that are easy to tabulate and analyze."

3.1.2. Interview

The other gathering instrument used in this study is "interview", specifically, structured interview. This type has a fixed format, in which all questions are prepared in advance and are put in the same order. Since there is only one ESP teacher teaching master I biology (specialty of immunology), the interview was designed for a clear and deep understanding of the responses. Richard (2001, p. 61) asserts that: "Interviews allow for a more in depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups." In the same vein, Wallace (1998, p. 151 as cited in Boukalikha, 2016, p. 189) favors interviews; because they are better used, as he says, "When we want to investigate people's views, attitudes, experience etc., in depth". Furthermore, Interviews are preferred, because of the ability of the researcher to provide additional clarifications and solving any sudden problems, Mackay (ac cited in Boukalikha, 2016, p. 189) argues:

> Firstly, since the gatherer is asking the questions, none of them will be left unanswered… Secondly, the gatherer can clarify any misunderstanding which may crop up in the interpretation of the questions. Thirdly, and perhaps most advantageously, the gatherer can follow up any avenue of interest which arises during the question and answer session but which had not been foreseen during the designing of the structured interview.

3.2. Participants

This research is done for the reason of revealing whether the process of Needs Analysis is conducted in ESP courses or neglected. For that reason, the study involves two groups; students as well as a teacher, in order to gain different views on the current situation of ESP courses.

3.2.1. Students

The target population of this study is Master one students at 08 Mai 1945 University of Guelma department of biology, the informants are studying in specific field of biology known as "immunology", They are only one group, which consists of 31 students. They are enrolled in their academic programme during the second semester of the 2017-2018 academic year; since it is the only semester in which the English courses are scheduled. This sample of students is chosen, because they are ESP students who are supposed to study English for particular reasons; they are experienced adults who are conscious enough about what kind of language they require to learn and what language needs, wants and desires needed to be fulfilled. Following Krejcie and Morgan sampling table, 29 questionnaires has been administered to our informants because the whole population includes 31 students (as cited in Cohen et al., 2000, p. 94). So, our sample (S) could be representative of the theoretical population (N).

3.2.2. Teacher

The other group engaged in this study is "Teachers", who are selected from the same department of biology of 08 Mai 1945 University of Guelma and the same specialty. It was meant to include as much teachers as possible in the study; unfortunately, only one teacher was interviewed; because she is the only ESP teacher who teaches master one level of all specialties of biology, and there are only three ESP teachers for all levels in the whole department. If, otherwise, these teachers were interviewed, the population of students would increase and their data would be impossible to be analyzed due to the time constrains (see limitations page 82).

3.3. Description of the students' questionnaire and teacher's interview

Various questions have been administered for both students and teacher, since their views are of great importance.

3.3.1. Description of the students' questionnaire

This questionnaire is directed to students of biology field of immunology; in order to explore their ideas and opinions toward different elements. The type of the majority of questions is closed-ended, in which participants are asked to select the appropriate answer from the pre-determined options. Besides, another type is added to follow-up questions in the form of "please specify", this type is used to help avoid ambiguities and obtain clear and complete questions. The questionnaire is translated from English (see appendix B), into Arabic (see appendix C), in order to make it comprehensible to all students of different levels, as well as an explanation of the term ESP was provided. It consists of twenty-three (23) questions divided into four (4) major sections:

Section (1): this part consists of five questions (a-e). It investigates general information about the respondents, as well as their educational background concerning English such as their sex, age, years they have been studying English, and also their level in English before their entrance to university and during their university studies.

Section (2): it comprises of six questions (a-f), which aims at collecting information about how much Immunology students consider English as an important language to be studied, as well as the reasons behind learning it, their interests in this language, and how relevant their ESP courses are to their field.

Section (3): this section includes seven questions (a-g) that attempts at finding out responses from the students about teacher's use of Needs Analysis in the module, and what they think about the effectiveness of this ESP course.

Section (4): it contains four questions (a-d), which are devoted to the students' preferences about what they want their ESP course to focus on and how they want their learning to be. Finally, the last question is designed for the purpose of giving a space to the participants to write suggestions and comments concerning their experience as ESP learners and the aspects they want to be changed in the future.

3.3.2. Description of teacher's interview

The interview is administered to a teacher, who teaches at the department of biology specialty of immunology. It contains 27 closed and open-ended questions, which are divided into three (3) parts:

Part (1): it consists of seven questions, which are designed to get background information on the teacher concerning gender, qualifications and experience.

Part (2): it is made up of five Questions. It deals with the knowledge of the teacher about ESP course, and the content of her course.

Part (3): it contains fourteen questions about the teacher's use of Needs Analysis, as well as her opinion about the effectiveness of her ESP course. At last, the final question is an open ended one which is designed to make the teacher free to add any comments or suggestion about the topic under investigation.

3.4. Analysis and interpretation of the results

The data collected from both questionnaire and interview are counted, organized and presented in tables. Both students and teacher's perceptions are reported and then discussed.

3.4.1. Analyses and interpretation of students' questionnaire

Section 1:

Question (a): Gender.

Table 3.1: Students' Gender**.**

Gender	Female	Male	Total
Number	26	03	29
Percentage	89.65 %	10.34 %	100 %

Table (3.1) indicates that there is no equality between the number of females and males. The number of females greatly exceeds the number of males in which they are twenty six (26) and they constitute 89.65 % of the whole population, whereas males represent only 10.34 %. This difference shows that the field of biology is the target of females rather than males.

Question (b): Age.

Table 3.2: Students' Age.

Age	Number	Percentage
23 <	08	27.58 %
23 ≥	21	72.41 %
Total	**29**	**100 %**

From the above table, statistics show that the age of the majority of students exceeds 23 with a percentage of 72.41 %, this implies that the sample in hand is mature enough to be questioned and they are aware of their weaknesses, lacks, wants, and conscious of how the English course should be.

Question (c): How many years have you been studying English at the university?

Table 3.3: Students' Experience in Studying English at University.

	3 Years	4 Years	Total
Number	03	26	**29**
Percentage	10.34 %	89.65 %	**100 %**

It is noticed from the table above that the majority of participants (89.65 %) have studied English for four years, while only 10.34 % of them have studied it for 3 years. This shows that the English module was not provided by the department of biology for all groups in all level, i.e., some groups had not taken the module of English for a whole year. Thus, it could be understood that ESP is not taken seriously by the department and that the administration is not aware of its importance.

Question (d): Level of English before the Entrance to the University.

Table 3.4: Students' English Level before the Entrance to the University.

Level	High	Intermediate	Low	Total
Number	10	17	02	**29**
Percentage	34.48 %	58.62 %	6.89 %	**100 %**

The majority of the population; as it is illustrated in the table 3.3 possess a good level of English; where 34.48 % of them have a high level in English, and 58.62 % have an intermediate level of English, while only 6.89 % claimed that they have a low level of English. Thus, the results indicate that the sample had built a good basis and background in

general English, which help them to be ESP leaners, and to be able to learn more specific English, in order to serve their interests, needs, and wants.

Question (e): Students' English Level after Entrance to University.

Table 3.5: Students' English Level after Entrance to University.

Level	High	Intermediate	Low	Total
Number	03	17	09	**29**
Percentage	10.34 %	58.62 %	31.03 %	**100 %**

A percentage of 58.62 %, which constitutes the majority of population, represents those who have intermediate level of English, and only 10.34 % represents students with high level. While 31.03 % of them claim to have low level.

As it is noticed from the comparison of both tables (table 3.3 / table 3.4), the number of student with intermediate level remains the same before and after the entrance to university with a percentage of 58.62 %, whereas the number of participants who possess high level reduced with an average of 24.14 % ,i.e., from ten to three students. Furthermore, the number of students with low level increased from 6.89 % to 31.03 %. These changes, which appeared on students' level after the entrance to university indicate that ESP courses are ineffective and did not improve their level, i.e., ESP courses do not meet students' needs, wants, and interests. These inadequacies may lead to the lack of students' motivation.

Section 2:

Question (a): Do you think that English is important in your studies?

Table 3.6: The Importance of English to Students' Studies.

	Very important	Somewhat Important	Not important at all	Total
Number	06	19	04	29
Percentage	20.69 %	65.52 %	13.80 %	100%

As it appears from the table 3.6, most of informants stated that English is somewhat important to their studies with a rate of 65.51 %, while 20.68 % considered it as very important. Only 13.79% viewed it as not important at all. All in all, it can be concluded that the majority of them are aware of its importance.

Question (b): Why do you want to study English?

Table 3.7**:** Students' Reasons for Studying English.

	Number	Percentage
To take part in oral discussions in English	03	10.34 %
To understand lectures on Biology in English	03	10.34 %
To translate articles in your field of study in English	12	41.37 %
To pass exams	10	34.48 %
Other	01	03.44 %
Total	**29**	**100 %**

The analysis of this section, as it is shown in table 3.7, shows that the majority of population (41.37 %) considered translating articles in their field of study in English as their reason for studying English, which reveals their awareness of the importance of English as an international language is needed to widen their research. Respectively, others with a percentage of 34.48 % stated that they are taking this module in order to pass exams only,

which indicates that they have no further purposes; and only take English to pass its exam as other modules, in order not to fail in their studies. While taking part in oral discussions in English (10.34 %) and understanding lectures on Biology in English (10.34 %) took the third position by other informants. This indicates their interests in improving other English skills. At last, one respondent chose to write down the reason for studying English of his choice, where he stated that: "he wants to take ESP course in order to build a linguistic competence in English language."

Question (c): What are the areas you think you need English for?

Table 3.8 : Students' Specific Needs.

	Number	**Percentage**
In your post-graduate studies	13	44.82 %
In your future works or career	05	17.24 %
In everyday life	11	37.93 %
Total	**29**	**100 %**

The data gathered from this question show that according to 44.82 % of the participants English is mostly needed for their post-graduate studies, and that 37.93 % need it for everyday life, while 27.24 % need English for their future works or career. The results designate that students who chose the first option are mindful that in order to expand more in their studies, English must be used to obtain data from all over the world. While choosing the second option with the smallest proportion may indicate, that English is not a language which can be used in their work; but more emphasis rests on French languages which is their medium of instruction or Arabic. Finally, informants who selected the third option indicate

that they do not consider English as important in their studies; but just to communicate outside the university.

Question (d): Are you interested in taking an ESP course?

Table 3.9: Students' Interest in Taking ESP Course.

	Yes	No	Total
Number	20	09	**29**
Percentage	68.96 %	31.03 %	**100 %**

It is observed from the previous table that the option "yes" is chosen by the majority of students (68.96 %) who stated that they are interested in taking ESP course, while 31.03 % of them showed their lack of interest in taking ESP course. The given data indicate that most of the students are still aware of the ESP course importance, and they possess a kind of willingness to take ESP course.

Question (e): How do you find the content of your English language course?

Table 3.10: Students' Opinions about Course Contents.

	Interesting	Boring	Do not know	Total
Number	09	16	04	**29**
Percentage	31.03 %	55.17 %	13.79%	**100 %**

The question is designed to know what students think about their ESP course content. Thus, the results obtained in the table 3.10, show that a great proportion with a percentage of 55.17 % declared that the course content is boring, while only 31.03 % stated that the content

is interesting, and 13.79 % of them had no idea about the course content. This displays that the ESP course does not serve majority students' expectations or interest, i.e., the course is designed on the basis of other factors, but not students' needs.

Question (f): Is the content of your English language course relevant to your field of specialty?

Table 3.11: Relevancy of ESP Course Content to Students' Field of Specialty.

	Totally	**Not at all**	**To some extent**	**I do not know**	**Total**
Number	17	02	10	00	29
Percentage	58.62 %	06.89 %	34.48 %	00 %	100 %

The table above displays that most of the population (58.62 %) answered with "Totally" and 34.48 % answered with "To some extent", while only 6.89 % answered with "t at all". This indicates that there is a kind of attempts by the department or the teacher to relate ESP course content to students' specific field of study. Moreover, if these results are compared with the previous table, it might mean that the content is relevant; but just displayed and taught the wrong way or boringly.

Section 3:

Question (a): Has your English teacher ever analyzed your needs?

Table 3.12: Students' Needs Analysis.

	Number	Percentage
Yes	02	6.89 %
No	27	93.10 %
Total	**29**	**100 %**

93.10 % of the students declared that their ESP teacher does not analyze their needs, while only 6.89 % opposed them by answering positively on the question; they mentioned that their teacher analyzed it through asking questions. This indicates that there is no consideration or implementation of the process "Needs Analyses" by their ESP teacher.

Question (b): Did your English teacher take your proposition about the needed lessons and activities in your syllabus?

Table 3.13: The Consideration of Students' Proposition in ESP Syllabus.

	Number	Percentage
Yes	05	17.24 %
No	24	82.75 %
Total	**29**	**100 %**

Concerning the consideration of students' proposition in the ESP syllabus by their teacher, participants answered negatively with a percentage of 82.75 %, whereas 17.24% answered positively. These statistics reinforce the previous idea that their ESP teacher does not take into account what could satisfy her students' needs, wants, and interests, but she only relies on preplanned syllabus and courses designed without the use of Needs Analysis.

Question (c): Do you think that the present English courses which are given to you by your English teacher are helping in improving your English language level?

Table 3.14: The Effectiveness of ESP Courses.

	Yes	No	I do not know	Total
Number	09	18	02	**29**
Percentage	31.09 %	62.03 %	6.89 %	**100 %**

The majority of informants (62.06 %) are not satisfied with the content of their current ESP courses, in which they noticed no improvement in their level in English language .i.e. ineffective ESP courses. However, 31.03 % thought that the present English courses are helping in improving their level, which indicates that the courses are accepted by some of them. 6.89 % only responded with "I do not know" which points to their unawareness of the changes or indifference.

Question (d): Does your English teacher encourage you to search in your field of specialty in English language?

Table 3.15: ESP Teacher Encouragement.

	Always	Sometimes	Rarely	Never	Total
Number	00	08	01	20	**29**
Percentage	00 %	27.58 %	3.44 %	68.96 %	**100 %**

From the results obtained from the above question; as it is shown in the table 3.14, it is remarkable that the option "Never" received the majority of the proportion with a percentage of 68.96 %, while the option "Rarely" 3.44 %, and the option "Sometimes" 27.58 %. This

indicates that their ESP teacher does not motivate or support all of her students for further use of English outside the classroom.

Question (e): At the present time, do you use books/documentation in your own field printed in English?

Table 3.16: Students' Use of Books/Documentation in their Own Field in English.

	Yes	**No**	**Totally**
Number	10	19	**29**
Percentage	34.48 %	65.61 %	**100 %**

As a result of the teacher's discouragement; it raises the demotivation of her students, it also leads the majority (65.61 %) to avoid using books/documentations in their own field in English; while only few of them (34.48 %) are motivated to use books/documentation in their own field in English.

Question (f): Do you think that the English course should be taught by:

Table 3.17: Students' Perception about the Appropriate Teacher for ESP Module.

	Biology teacher	**English Teacher**	**Both**	**Total**
Number	08	07	14	**29**
Percentage	27.58 %	24.13 %	48.27 %	**100 %**

The table above represents the opinion of students on the issue of who should teach ESP Module. Most of the participants chose the collaboration of both biology and English teacher to teach ESP; this denotes their full awareness of the importance of both teachers. An

English teacher cannot transmit highly complicated information in the field of biology, but he/she needs the help of biology specialist teacher to overcome it. However, 27.58 % selected biology teacher, which points to their perception that only specialist teacher can transmit the required information. Others with a percentage of 24.27 % chose English teacher as the appropriate one for this course.

Question (g): Do you think that what you have studied in English module will let you communicate and search in your field of specialty using English?

Table 3.18: Students' Ability to Communicate in English.

	Definitely	Probably	Probably not	Definitely not	Total
Number	03	16	09	01	**29**
Percentage	10.34 %	55.17 %	31.03 %	3.44 %	**100 %**

A few number of students (10.34) .i.e. only three of them, expressed their certainty to be able to communicate and search in their field of specialty using English after being exposed to their ESP courses. 55.17 % of students showed their uncertainty in their abilities. Whilst 31.03 % declared their inability to use it, and one student provided a definite answer that he cannot communicate in English. The majority number of the population is composed of unsure students, which stresses the point of the ineffectiveness of ESP courses.

Section (4):

Question (a): Which area you want your English Language lessons to focus on?

Table 3.19: Students' Course Content Preferences.

	Number	Percentage
Listening skill	06	20.68 %
Speaking skill	02	6.89 %
Reading skill	00	3.44 %
Writing skill	08	27.58 %
Vocabulary	00	00 %
Grammar	00	00%
Terminology	04	13.79 %
Translation	07	24.13 %
All the mentioned above	02	6.89 %
Other	00	00 %
Total	**29**	**100 %**

The percentages in Table 3.18 refer to the choices indicated by the respondents on the areas; they want their ESP course to focus on. 27.58 % of them opted for the writing skill, while 24.13 % selected the option "translation" to be included in their ESP course, 20.68 % chose listening skill, while 13.79 % is for terminology; and 6.89 % chose translation; whereas other chose speaking skills. These preferences indicate their need to learn different aspects of English language, especially translating materials they find in English, in order to use it in further research as it was selected by the majority in (table 3.7), in addition to improving their writing to be able to write scientific paper.

Question (b): How do you prefer doing learning activities in the English class?

Table 3.20: Students' Preference for Classroom Interaction.

	Individually	In pairs	In small groups	Total
Number	04	06	19	**29**
Percentage	13.79 %	20.68 %	65.51 %	**100 %**

This question is intended to find out students' preferred learning strategies. The analyzed data presented in the above table show that the majority 65.51 % favored working in small groups over working in pairs or alone. This may be due to the motivation they get from one another when working with their colleagues, or for being less responsible when relying on each other.

Question(c): How do you like learning?

Table 3.21: Students' Preferred Learning Styles.

	Number	Percentage
By listening and taking notes	19	65.51 %
By copying from the board	05	27.24 %
By getting information alone	05	27.24 %
By problem solving	00	00 %
Other	00	00 %
Total	**29**	**100**

The obtained answers for the question above present student's different choices about the type of learning, which suits them the most. A high percentage of 65.51 % goes for the option "By listening and taking notes"; while other informants (27.24 %) preferred the

traditional way of learning by copying from the board. The same percentage of informants chose to be autonomous learners by getting information alone.

Question (d): Do you like learning by using:

Table 3.22: Students' Preferred Ways of Getting Information.

	Number	Percentage
Videos	18	62.06 %
The board	07	24.13 %
Posters/ pictures	04	13.79 %
Other	00	00 %
Total	**29**	**100 %**

Students are asked about the ways they like to get information from the teacher. The majority of them (62.06 %), as it is indicated in table 3.21, went for "videos" as the best mean to learn. Others with a percentage of 24.13 % preferred to remain learning through traditional white board, and 13.79 % chose pictures and posters to learn in the classroom.

Question (e): Please feel free to add any comments about your experience as ESP learner or suggestions concerning the changes you want to happen in the future.

Concerning this part, students are given the chance to express their opinion and state comments or suggestions, in order to improve the ESP course in their department. Twelve students (41.37 %) out of twenty-nine took the chance and wrote the following comments; which are translated from Arabic into English:

► Since English is the world language and most of the researches are in English, more time should be allocated to this language and further sessions should be added.

► Because of the importance of English language, the ministry of higher education should change the language of instruction of biology courses and even other specialties from French to English to help students cope with the world new changes.

► Due to the current ESP teacher, motivation to study ESP module decreased. Thus, students want to have a competent comprehensible motivated ESP teacher, and knowledgeable enough in their field of specialty.

► Teacher should be motivated and should have the willingness to make the course interesting for her students in order to steer their attention towards the module.

► More tasks should be given for students in ESP module, as well as, more emphasis should be placed on classroom discussions and debates, in order to enhance students proficiency in English, and allow them discover new vocabularies in English.

4.3.2. Summary of results and findings from students' questionnaire

In short, the findings reveal that the field of biology is the target of females rather than males, and the age of majority exceeds 23 which denotes that the sample in hand is mature enough to be questioned and they are aware of their weaknesses, lacks, wants, and conscious of how the English course should be. Additionally, the results showed that ESP courses are not taught for all groups in all level in the department of biology, i.e., some groups had not taken the module of English for a whole year. Also, it implies that the majority of them had built a good basis and background in general English and they possess a kind of willingness to take ESP course. However, it is discovered that the number of students with low level increased after the entrance to university which indicates that ESP courses are ineffective and did not improve their level.

The results also revealed that the majority of participants are interested in taking ESP course, as well as, they are aware of its importance which they need it to learn and develop their skill in translating articles in their field of study in English so that to be able to finish their post graduate studies. However, it is declared from the results that a great proportion stated that the course content is boring though the content is relevant to students' field of specialty, this displays that the ESP course does not serve majority students' expectations or interest, i.e., the course is designed on the basis of other factors, but not students' needs. This indicates that there is no consideration or implementation of the process "Needs Analyses" by their ESP teacher. In the same sense, it is discovered that their ESP teacher does not take into account what could satisfy her students' needs, wants, and interests, but she only relies on preplanned syllabus and courses designed without the use of Needs Analysis. This led to the dissatisfaction of most of the informants with the content of their current ESP courses, in which they noticed no improvement in their level in English language .i.e. ineffective ESP courses. This indicates that their ESP teacher does not motivate or support all of her students for further use of English outside the classroom.

Also, a great number of the respondents are composed of unsure students, which stresses the point of the ineffectiveness of ESP courses. Moreover, the majority of the population preferred to learn different aspects of English language, especially translating materials they find in English, in order to use it in further research, in addition to improving their writing to be able to write scientific paper. They also favored working in small groups over working in pairs or alone and they select listening and taking notes as a suitable type of learning which can be done through Videos which is their preferred.

3.4.3. Analyses and interpretation of teacher's interview

 Part I: Information about general background.

This part intends to collect personal information about the teacher, her qualifications as well as her own experiences as foreign language teacher. The interviewee is a female teacher, who got a magister degree in the specialty of civilization; she is a part time teacher who has been teaching English for five years as an ESP teacher in different departments, and four years out of five years in the department of biology. At the current time, she is teaching all the different specialties of master one at the department of biology, which denotes the fact that she cannot have enough required knowledge for all the different specialties. Furthermore, as it is noticed from her responses, the teacher's experience in the field of teaching is not long. Also, she is a part time teacher, which indicates that her time is not solely devoted to teaching at the university.

Part II: ESP Course

In this section, the teacher was firstly asked whether she knows what is meant by ESP or not, as response she approved by stating that: *"It is the use and practices of English language in its textual forms to become thoughtful and effective communicators in various situations for ESP Learners*." This means that she has knowledge to some extent about the field of ESP.

Then, the teacher answered on the following items of the interview, which is about her field of specialism, by declaring that she is an "ESP teacher", and she had no training to be ESP teacher, but she only studied it as module during her university studies for one year. This refers to the fact that, most ESP teachers are originally general English teachers, who suddenly find themselves teaching a domain they are a bit familiar with or have no knowledge about. This idea is reinforced by Hutchinson and Waters (1987, p. 160) who state that "Many teachers who have been trained for General English or for the teaching of Literature may suddenly find themselves having to teach with texts whose content they know little or nothing

about". Moreover, when the informant was asked about whether she thinks she needs training in such field, she disagreed and thought she got enough experience. This indicates her unawareness of the fact that ESP teacher has many functions to do, and one of these functions is creating a tailor-made ESP course, which in turn can be achieved if the teacher is knowledgeable and trained enough about the various systematic steps s/he should apply in order to design an adequate syllabus. Thus, gaining experience without a qualified training could deviate ESP teacher from the right path.

The last question in this part of the interview required the teacher to answer whether she follows an ESP syllabus or creates one. She responded by saying that she was following an official ESP syllabus; a written version of it is put in the appendix (D). After that, she was asked to mention the syllabus's content; the teacher stated that "*It contains different courses in biology; science and environment. Text about plant physiology, immunology, also the syllabus has a variety of vocabulary on different fields of Natural Sciences like: introduction to microbiology, the immune system and bacteria etc.*" As it appears from the content of the syllabus (see appendix D) it connects to immunology specialty; but, the questionnaire revealed the incompatibility of the content to students' needs and expectations, which resulted in their dissatisfaction, and thus uninteresting courses with negative outcomes, i.e., no improvement in students' level.

Part III: Needs Analyses

The last part in the interview is designed to obtain information about the teacher's use of needs analysis and the different tasks, which are made by her before creating a course for her students. As a first question, the interviewee was asked about the different elements she takes into consideration when designing her lectures; she mentioned grammar, vocabulary,

and pronunciation, and this indicates her trial to cover different aspects of the English language.

The participant answered positively when she was asked about how much she considers analyzing students' needs as an important step before planning the lesson or designing the syllabus. Her answer denotes her realization of the significance of such process. After that, the interviewer was asked whether she had analyzed the needs of her students before designing her lectures; she responded by saying that she had analyzed their needs, then after being asked about which means she used to gather information about her students' needs, she declared that she gathered such data through informal chat and asking questions. This answer opposes the results obtained from the students, when they were asked about whether their teacher analyzed their needs or not, where the majority of them with a percentage of 93.10 % declined, while only 6.89 % approved; this may indicate that the teacher asked few students only, while the majority needs were neglected. Thus, they were exposed to uninteresting courses far from their needs, as it was confirmed by the results collected from their questionnaire.

The following question is about the opinion of the teacher concerning the content of her present English course. It intends to know whether ESP teacher finds the subject matter she is teaching pleasant or not, i.e., she is not dealing with something she hates, which in a way could affect her attitude toward the course, and eventually could also affect her students' attitudes. The teacher stated that her course is interesting, and this indicates her positive attitude. However, this answer is based on her personal view, and contradicts with what her students' view about the lesson, i.e., the teacher finds her lessons interesting, while the majority of her students think the opposite. (See table 3.10.)

The other question concerns the teacher's perception about the needs of her students to take ESP module. She replied by saying that her students are of great need to understand lectures on biology in English, as well as translate articles in their field of study in English. As it is noticed, she neglected the other needs, though they were chosen by the students in the questionnaire, such as; taking part in oral discussions in English, and to be qualified to write scientific paper. Subsequently, the teacher was requested to indicate the skills her courses tend to place emphasis on, and she selected the following from the given option: Reading, listening and speaking. Though, the syllabus she was supposed to follow should place more emphasis on enhancing students writing, (See appendix D).

Concerning the effectiveness of ESP courses at the department of biology, the teacher was asked about her opinion on the type of impact of her present courses on her students. Her answer was positive, in which she thinks her courses are enhancing her students' level. However, most of them 62.06 % find the course as not making any changes. This may indicate that the teacher was focusing on some elements in the classroom and not all of them.

Another question was asked, in order to take the point of view of the teacher about who should teach the ESP module. The answer was "Biology teacher", which denotes the idea that the interviewee finds herself unable to deal with highly specific information of the specialty, which can be transmitted and explained only by the subject specialist.

This question; How would you describe your students during the lectures? is developed to assess the teacher's view regarding students' motivation. She indicated that biology, specifically "immunology" students are not motivated in learning English language. Most of them were affected by their previous learning of English; they were also not capable of ameliorating their level, because they had a weak proficiency in English. Furthermore, students attended only "TD" lectures, because of the obligation of attending it, while in the

"Cours" lecture most of them chose to escape. Besides, she declared that: *"Most of the students do not understand English language, this is why they hate to attend the lecture, but others I feel that they are motivated and they are doing their best to improve their level."*

Within the interview, the teacher was asked which teaching materials she uses during her class, and she claimed that she: "*uses Data Show, oral Presentations and texts about biology*". This indicates her attempt to create a motivational environment for her students in the classroom.

When the teacher was asked if she faces any kind of difficulties when planning her lessons, she confirmed and mentioned some of them by stating that: *"when I first started teaching in the university, my lack of experience hindered me from preparing a good lesson; even in the current time, I still find the information about specialty as highly technical and complicated. I also encountered the difficulty in selecting easy and clear content like terms, definitions and texts; because most of the time, I have to translate to Arabic or French for students, in order to make them understand the lesson."*

The allotted time for teaching the ESP course at the department of biology is only one hour and half for "TD session", and hour and half for "Cours session" which is not attended by the students most of the time. So, the teacher was asked if she finds the amount of time assigned to the module enough to reach the objectives of the lesson or not. She replied by saying "*it is sufficient and no need for extra hours*".

The following open ended question was used to know how the interviewed teacher perceives an effective ESP teacher, so she was requested to describe it. As a response she stated that: *"ESP teacher should be motivated, should have the ability and the capacity to teach the ESP learners. Also, s/he has to know the level of his/ her learners.*" As it is noticed from the statement, the interviewee did not mention the idea that ESP teacher should make

his/her best to deliver the required information to her/his students, there is no reference to the process of needs analysis.

The last item of the interview was left for the teacher to give some further comments, so she declared that ESP learners in this department of biology encounter many problems in English language, and that they are in a position which is not enviable, i.e., their poor level hinder them from progressing any further to learn more specific data in their field in English. They also can not translate important articles, which are of great significance in their studies. She added at the end that: *"Frankly speaking, it is better to teach general English learners than ESP learners because the teacher will find differences in ESP students' level. Thus, he/ she is obliged to communicate in Arabic and French languages to transmit the information"*

3.4.4. Summary of Results and Findings from teacher's interview

In brief, the findings collected from teacher's interview reveal that the interviewee is a female teacher, who got a magister degree in the specialty of civilization; she is a part time teacher who has been teaching English for five years as an ESP teacher in different departments, and four years out of five years in the department of biology. At the current time, she is teaching all the different specialties of master one at the department of biology, which denotes the fact that she cannot have enough required knowledge for all the different specialties. Furthermore, as it is noticed from her responses, the teacher's experience in the field of teaching is not long. Also, she is a part time teacher, which indicates that her time is not solely devoted to teaching at the university.

It is also discovered that teacher has knowledge to some extent about the field of ESP though she is an "ESP teacher", but she had no training to be ESP teacher, she only studied it as module during her university studies for one year. This refers to the fact that, most ESP teachers are originally general English teachers, who suddenly find themselves teaching a

domain they are a bit familiar with or have no knowledge about. The little knowledge of the teacher on ESP field makes her unaware of the importance of ESP teacher training. Additionally, the teacher was following an official ESP syllabus, as it appears from the content of the syllabus (see appendix D) it connects to immunology specialty; but, the questionnaire revealed the incompatibility of the content to students' needs and expectations, which resulted their dissatisfaction, and thus uninteresting courses with negative outcomes, i.e., no improvement in students' level.

Moreover, the results indicate her trial to cover different aspects of the English language where she mentioned grammar, vocabulary, and pronunciation. It is also known from the teacher's declaration that she was using needs analysis through informal chats, however, her answer opposes the results obtained from the students where the majority of them declined that, this may indicate that the teacher asked few students only, while the majority needs were neglected. Thus, they were exposed to uninteresting courses far from their needs, as it was confirmed by the results collected from their questionnaire. The teacher stated that her lessons are interesting, while the majority of her students think the opposite.

The data collected reveal that the majority of students' needs are neglected, though they were chosen by them in the questionnaire, such as; taking part in oral discussions in English, and to be qualified to write scientific paper. Subsequently, the ESP teacher's courses tend to place emphasis on: Reading, listening and speaking, while the syllabus she was supposed to follow should place more emphasis on enhancing students writing, (See appendix D). In addition, the teacher declared that her courses has positive impact on her students' level, However, most of them find the course as not making any changes. This may indicate that the teacher was focusing on some elements in the classroom and not all of them. Besides, results shows that biology, specifically "immunology" students are not motivated in learning

English language even though an attempt to create a motivational environment for her students in the classroom is made. Finally, findings disclose the idea of insufficient time of teaching ESP module in the department of biology.

3.5. Recommendations

In the light of the results obtained from both teacher's interview and students' questionnaire, some points could be concluded in order to be considered and further applied. They revolve around the urgent need for Teacher training, teacher qualification, in order to deal with the material in hand, additional efforts to create motivational and interesting ESP courses, more time should be devoted to teach ESP module. Finally a sample of a course for biology students is suggested in view of what the students selected in the questionnaire.

► ESP Teacher training

As it is noticed from the interview, the teacher declared that she received no training prior or during her teaching of ESP module. More than this, she thinks she is not in need for it. However, what the researcher deduced from teacher's affirmation proves the opposite: the teacher is not able to transmit the needed information to her students, she finds it hard to deal with students from different background, her courses are considered boring for her students which causes their demotivation, and her courses are already made without the account of her students' needs. All these mentioned factors indicate that the teacher is "ill-prepared*"* in the area she is engaged in, she is not adequate enough and she needs to receive training which should involve a practice in Needs Analysis, material selection and course design. This view is supported by Swales (1985, p. 214) who strongly emphasizes that "one of the constraining factors to this progress is the lack of **specialized teacher-training**". This experience will make the teacher more confident, while teaching ESP courses. Strevens (1980, as cited in Robinson, 1991, p. 96) suggests: "Becoming an effective teacher of ESP requires more

additional training, extra effort, and a fresh commitment, compared with being a teacher of general English."

This formal formation will also improve teacher's way of directing learners toward using various learning strategies, and to be aware of their learning styles in order to maximize their chances to learn the language effectively.

►**ESP learners' motivation**

The ESP teacher who participated in the interview complained about her students' demotivation. The majority of her students declared in the questionnaire that they are interested to attend ESP course; however, they find it boring which decreases their motivation toward ESP class. This may be due to their dissatisfaction toward the courses that could not meet their expectations, or due to their exposure to the same learning/teaching method.

ESP teacher should be aware that students' motivation is a fundamental factor for his/her course effectiveness; the more learners are dealing with what they need, the more their motivation will increase, thus s/he should place their interests and needs as central to her course design by setting effective objectives, which are not the teachers' intuitions and ideas, but rather the results of the comprehensive needs analysis process.

Another way to attract learners' interest in the classroom is the use of different methods, techniques, tasks, and exercises which is known as an eclectic method. This will help the teacher to deal with mixed-ability groups of language learners and a multi- level class, by delivering a useful effective lesson for each one of them and renewing the teaching style.

Furthermore, the teacher needs to encourage her students to investigate more seriously in their field as far as the ESP lectures are concerned, and keep away all negative attitudes about the language learning.

► Additional time

As it is noticed from the different departments where ESP modules are taught, especially the department of biology where the study is done, ESP module is taught only one semester in which the time devoted for such class does not exceed 3 hours per week. Only one hour and half is obliged to be attended, and the other session is neglected by the majority of students, thus the responsible staff should put more emphasis on ESP module as other compulsory modules of the specialty, in order to make it possible for ESP teachers to attain the objectives of their courses, as well as to raise students' consciousness about the importance of learning English.

► Sample lesson

The following sample lessons are suggested to ESP students at 08 Mai 1945 University of Guelma department of biology. The first lesson is designed on the basis of their preferences, when they were asked in the questionnaire about the course content. the second one is adopted from Haddam (2014, pp. 167-172); because of its appropriateness to what was chosen by the students. The majority of the participants prefer their courses to focus on listening and translating articles, the learning of terminology, as well as writing scientific papers. They picked up listening and taking notes from watching videos as favorable way of learning, and working in pairs or small groups as a motivating task.

Unit 1:

Natural Killer Cells

General aims: By the end of the unit:

- students will be able to translate an abstract.   - will be able to write a summary.

- will be able to describe orally a continuous process using English.

- will have the chance to practise listening and speaking skills.

Language function:

-Use simple present   - Spelling

- Terminology   - Writing techniques.

Activity one: Watch and listen to the following video and try to take notes on what is displayed.

Natural Killer Cells (NK-92) Explainer Video (NantKwest, 2017)

Rewatch the video in order to answer to the following question.

1- what are naturall killer cells ?

2- Natural Killer cells are part of a larger group of cells in the immune system called _____.

    ●Macrophages   ●Neutrophils

    ●Lymphocytes   ●B-Cells

3- Natural Killer cells are activated when they bind to a cell without _____.

    ●Class I MHC molecules   ●IL-12

    ●CD4   ●CD8

4-Natural killer cells attack

    ●viruses only.   ● cancerous cells only.

●bacteria only.   ● infected body cells

●parasitic protozoans only.

5-Killer cell:

●initiates inflammation   ● mediates maturation of other cells in the same class

●precurser to plasma cell   ●one type only attacks antibody-covered cells

Activity Two: In small groups, try to write a summary of how natural killer cells attaks strange bodies.

Using the following diagram.
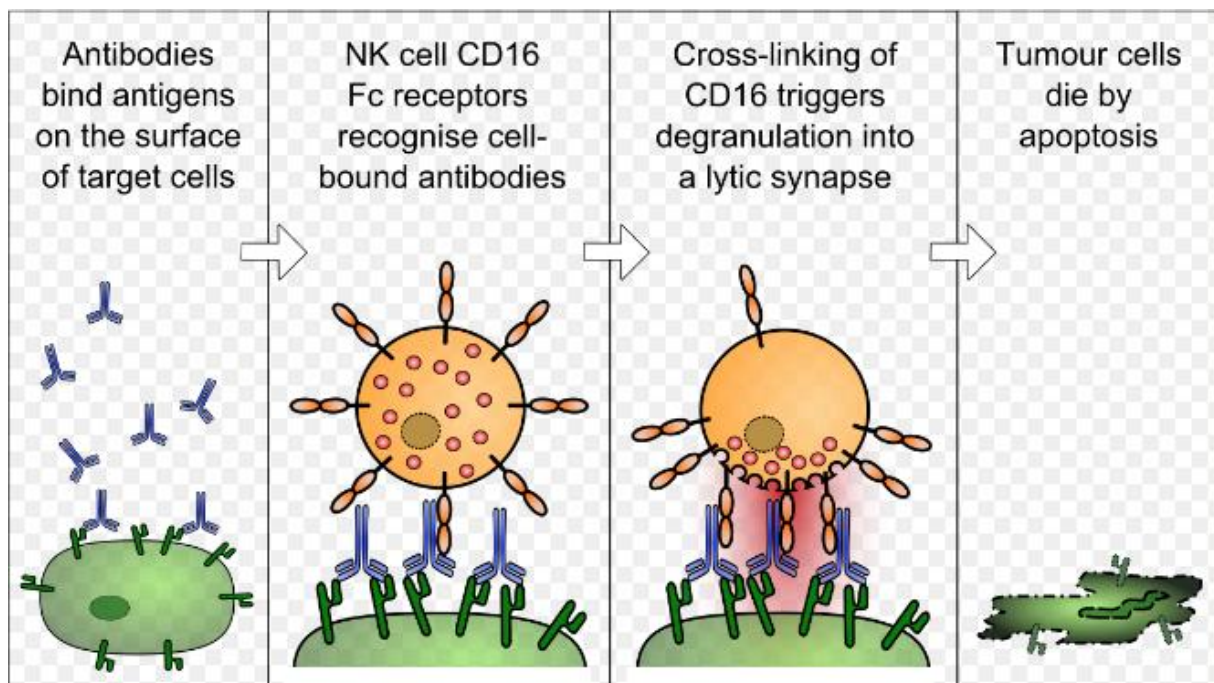
Diagram 3.1: How NK Cell Attacks the Target Cells (Satchmo, 2000).

Activity three: In group work, try to translate the written summary from English into French and discuss it with your colleagues.

Activity four: after understanding the process of NK cells attacking target cells, each student try to describe it orally.

Unit 2:

"Different Types of Bacteria"

■ **General aim**: By the end of the unit, the students should be able to take notes, listen to and write a scientific text, then translate it.

■ **Language points:**

- Present simple Tense   - Technical and sub-technical vocabulary

- Spelling   - Word confusion

- Terminology   - Writing techniques.

Activity one:

-Listen to the following recording and take notes

Content of the recording

"While the classification of different types of bacteria for a layman is likely to revolve around whether they are harmful or helpful, or at the most the environment in which they exist, the actual bacterial classification goes well beyond these basic factors, to take into account factors like morphology, DNA sequencing, etc.

Bacteria (singular: bacterium) are single-celled organisms which can only be seen through a microscope. They come in different shapes and sizes, and their size is measured in micrometer - which is a millionth part of a meter. There are several different types of bacteria in the world, and they are found everywhere and in all types of environment. There are various groups of bacteria, which belong to the same family and have evolved from the same bacteria (ancestor). However, each of these types possesses their own peculiar characteristics - which have evolved after separation from the original species."

Activity two:

-write an abstract about the content of the recording

Activity three:

1. Read the following text about bacteria and its classification and write a summary.

2. Translate the obtained summary into French

 "Classification of Bacteria"

Before the invention of DNA sequencing technique, bacteria were mainly classified based on their shapes - also known as morphology, biochemistry, and staining - i.e. either Gram positive or Gram negative staining. Nowadays, along with the morphology, DNA sequencing is also used in order to classify bacteria. DNA sequencing helps in understanding the relationship between two types of bacteria i.e. if they are related to each other despite their different shapes. Along with the shape and DNA sequence, other things such as their metabolic activities, conditions required for their growth, biochemical reactions (i.e., biochemistry as mentioned above), antigenic properties, and other characteristics are also helpful in classifying the bacteria. Based on the morphology, DNA sequencing, conditions required and biochemistry, scientists have come up with the following classification with 28 different bacterial phyla:

Acidobacteria, Actinobacteria, Aquificae, Bacteroidetes, Caldiserica, Chlamydiae, Chlorobi Chloroflexi, Chrysiogenetes, Cyanobacteria, Deferribacteres, Deinococcus Thermus Dictyoglomi, Elusimicrobia, Fibrobacteres, Firmicutes, Fusobacteria, Gemmat imonadetes Lentisphaerae, Nitrospira, Planctomycetes, Proteobacteria, Spirochaetes, Sy nergistees Tenericutes, Thermodesulfobacteria, Thermotogae, Verrucomicroa.

Each phylum further corresponds to the number of species and genera of bacteria. In a broad sense, this bacterial classification includes bacteria which are found in various types of environment such as sweet water bacteria, ocean water bacteria, bacteria that can survive extreme temperatures (extreme hot as in sulfur water spring bacteria and extreme cold as in bacteria found in Antarctica ice), bacteria that can survive in highly acidic environment,

bacteria that can survive in highly alkaline environment, bacteria that can withstand high radiations, aerobic bacteria, anaerobic bacteria, autotrophic bacteria, heterotrophic bacteria, and so on... Though bacteria are mainly classified into phylum i.e. the scientific classification of organisms, they can be categorized into the following groups for simplification. Bacterial Classification Based on Shapes.

Some bacteria belong to different shapes, which are more complex than the shapes mentioned above.

Bacterial Classification Based on Staining Methods

Bacteria are grouped as 'Gram positive' and 'Gram negative' bacteria, based on the results of Gram staining method, wherein an agent is used to bind to the cell wall of the bacteria.

1) Gram positive bacteria - take up crystal violet dye and retain their blue or violet color.

2) Gram negative bacteria - do not take up crystal violet dye, and thus appear red or pink.

Bacterial Classification Based on Environment

As we mentioned earlier, bacteria are found in all types of environment. While some species of bacteria can withstand extreme conditions, others need specific moderate conditions to survive. On the basis on environmental conditions of their habitat, bacteria are classified into:

1)   Mesophiles – it require moderate conditions to survive.

2)   Neutrophiles – it require moderate conditions to survive.

3)   Extremophiles – it can survive in extreme conditions.

4)   Acidophiles – it can tolerate low pH conditions.

5)   Alkaliphiles –it can tolerate high pH conditions.

6)   Thermophiles – it can resist high temperature.

7)   Psychrophilic bacteria – it can survive extremely cold conditions.

8) Halophiles - it can survive in highly saline conditions.

9) Osmophiles – it can survive in high sugar osmotic conditions.

The great deal of diversity that you get to see in bacteria species makes it virtually impossible to come up with a classification which will include every single species on the planet. Add to it the fact that these bacteria are also constantly evolving and adapting to the environment wherein survival of living things has been deemed impossible (The best example is the bacterium which inhabit the brine lakes of Mediterranean Sea wherein the salinity levels far exceed the salinity levels of normal sea water.), and the task becomes all the more difficult.

Bacteria

Bacteria are single celled microbes. The cell structure is simpler than that of other organisms as there is no nucleus or membrane bound organelles. Instead their control center containing the genetic information is contained in a single loop of DNA. Some bacteria have an extra circle of genetic material called a plasmid. The plasmid often contains genes that give the bacterium some advantage over other bacteria. For example it may contain a gene that makes the bacterium resistant to a certain antibiotic.Bacteria are classified into 5 groups according to their basic shapes: spherical (cocci), rod (bacilli), spiral (spirilla), comma (vibrios) or corkscrew (spirochaetes).They can exist as single cells, in pairs, chains or clusters.

| bacillus (rod) | coccus (spherical) | spirllum (spiral) | spirochaete (corkscrew) | vibrio (comma) | chain of cocci | cluster of cocci | pair of cocci | chain of bacilli |
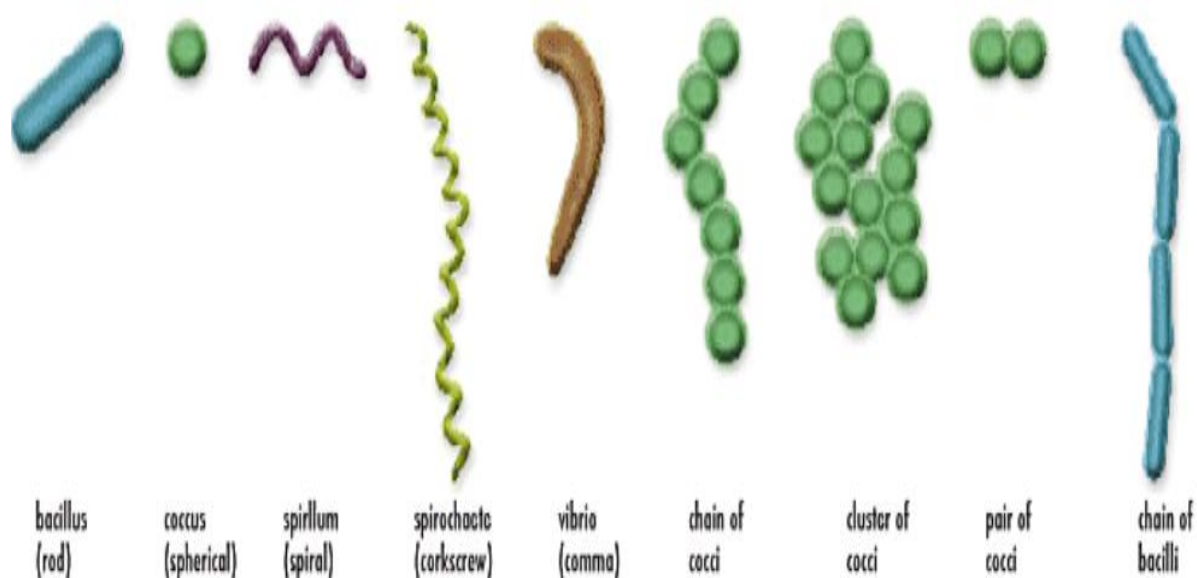
3.6. Limitations of the study

This study is limited in terms of research scope and time constraints. The area under discussion in this study is restricted to one specialty, containing only one group and one department in one selected university (08 Mai 1945 University of Guelma). Therefore, its findings may not be generalized to other populations with different backgrounds in other educational settings. Future research is suggested to involve learners and ESP teachers from different backgrounds in different educational settings, in order to further validate the findings of this study. In addition, this research involved using both questionnaire and interview, which are useful data collection tools; but because of the limited time, other tools to validate the findings could not have been used. Longer time would have helped in using different tools and a larger sample of students and teachers. Thus, further investigation is required using other data collection instruments like focus group, observation, tests etc.

Conclusion:

This chapter dealt with data collection method, sample of the study, the analysis of the findings as well as the interpretation of results. The information gathered helped in reaching

the aims of the study, which discovered that the majority of biology; specialty of immunology, are not satisfied with outcomes of their ESP courses. The syllabus used by the current ESP teacher at the department of biology does relate to students' field of specialty, but does not relate to their needs, interests, and wants, The teacher is not experienced enough to deal with the situation of ESP module. Thus, recommendations toward considering the analysis of students' needs, as well as teacher's training had better be followed.

GENERAL CONCLUSION

General Conclusion

Algerian universities attempt to operate a number of educational reforms on its departments of various disciplines, for the purpose of qualification and recognition .Thus; different scientific and technical departments were urged to study English, specifically ESP, in order to participate in the scientific research development, as well as getting involved in the modern professional life. Consequently, ESP teachers are required to design effective ESP courses in order to help improving their level and enabling them to carry out their future requirements in English. This objective can be achieved if a careful analysis of students' needs is appropriately applied, because designing a content that meets students' needs and expectations increases students' interests and motivation to take English module, thus, maximizing the chances to a successful ESP course.

The main objective of the research was to find answer to whether ESP teachers take into consideration the specific needs of their students when designing the ESP courses or syllabuses, as well as confirming or disconfirming the idea that English teachers in the biology department do not consider using Needs Analysis in designing their courses or syllabuses, and also biology students are not satisfied with the outcomes of their ESP courses.

The study was conducted at biology department, specifically immunology specialty, at 8 Mai 1945 University, Guelma.This was done through students' questionnaire and ESP teacher's interview. Findings helped to answer the research question and confirm the research hypothesis; it revealed the incompatibility of the ESP teacher's predesigned syllabus with students' needs, wants, and lacks; thus, materials which are created do not realize their expectations and do not satisfy them. Furthermore, results showed additional information about the lack of teacher's training, unmotivated ESP classroom, and insufficient time to

fulfill the course objectives. For that reason, researcher put a number of recommendations about the obligation of teacher's training, students' motivation and devoting more time to ESP module, in the hope of taking these recommendations into account in order to improve the situation of ESP instruction at the department of biology.

References

Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Mahwah,

New Jersey: Lawrence Erlbaum Associates.

Basturkmen, H. (2010). *Developing courses in English for specific purposes*. New York:

Palgrave Macmillan.

Benounnas, I. (2016). *An analysis of ESP courses and learners' needs*. Published M.A.

Thesis: University of Biskra.

Bensafa, A. (2015). *Skills-centred approach for an ESP course design*. Published Ph. D.

Dissertation: University of Telemcen.

Bouklikha, G. W. (2016*). Practice of the reading skill in an ESP context using Web-

retrieved materials*. P.H.D. Dissertation: University of Telemcen.

Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In

R.K. Johnson (Ed.), *The Second language curriculum* (pp. 63–77).

Cambridge: Cambridge University Press.

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

Coffey, B. (1984). State of the art: "ESP- English for Specific Purposes". *The British Council,

Language Teaching, 17(1), 2-16.*

Cohen, L. et al. (2000). *Research methods in education. (5*th ed*).* London: Routledge.

Corps, P. (1986). *English for specific purposes (ESP): Teaching English for specific*

purposes. Retrieved May 7, 2018, from

http://collections.infocollections.org/ukedu/en/d/Jm0031e/6.1.html.

Daoud, B. S. (2012). *ESP course design in the light of globalization process***.** Published M.A.

Thesis: University of Tlemcen.

Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes:*

A multi-disciplinary approach. Cambridge: Cambridge University Press.

Dudley-Evans, T. (2001). Foreword. In S. Benesch, *Critical English for Academic*

Purposes: Theory, Politics, and Practice (pp. ix – xiii). Mahwah, New Jersey:

Lawrence Erlbaum Associates.

Haddam, F. (2014*). A course design in ESP.* Published Ph.D. Dissertation: University of

Tlemcen.

Harding, K. (2007). *English for specific purposes.* Oxford: OUP.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centered*

approach. Cambridge: Cambridge University Press.

Kadi, A. (2012). *An analysis of ESP learners' needs*. Published M.A. Thesis: University of

Ouargla.

Kennedy, C. & Bolitho, R. (1984). *English for specific purposes*. London : Macmillan.

Li, j. (2014). Needs analysis: An effective way in business English curriculum design. *Theory*

and Practice in Language Studies, 4 (9), 1869-1874.

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

McKillip, J. (1987). Need analysis: Tools for the human service and education. *Applied Social Research Methods Series, 10.* Sage Publications: Thousand Oaks, CA.

Mountford, A. (1981). The what, the why and the way. *In Aupel/Goe the Institut/British Council (1), 19-34.*

Mousavi, N. (2013). Analyzing needs analysis in ESP: A (re) modeling*. International Research Journal of Applied and Basic Sciences, 4* (5), 1014-1020.

Munby, J. (1978). *Communicative syllabus design.* Cambridge: Cambridge University Press.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.

Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.

NantKwest. (2017, February 28). Natural killer cells (NK-92) explainer video [video file]. Retrieved from:.https://www.youtube.com/watch?v=sZ9ki8Jgvjo.

Ouraniki, W. (2011). *The Current situation of English for specific purposes courses at university level: Analysis, evaluation and perspectives*. Published M.A. University of Biskra.

Orr, T. (1995). *Models of professional writing practices within the field of computer science*. Unpublished Ph.D. Dissertation. Ball State University.

Richards, J. C. (2001). *Curriculum development in language teaching*. USA: CUP.

Robinson, P. C. (1980). *ESP (English for specific purposes): The present position.*

 Oxford: Pergamon Press.

Robinson, P. (1991). *ESP today: A practitioner's guide*. New York: Prentice Hall.

Hatfreak, Y. (2012). Steps in designing the ESP syllabus. Retreived May 9, 2018, from

 https://fr.scribd.com/doc/86202660/Steps-in-Designing-the-ESP-Syllabus.

Satchmo, F. (2000). Antibody-dependent cellular cytotoxicity. Retrieved from:

 https://en.wikipedia.org/wiki/Antibody-

 dependent_cellmediated_cytotoxicity#/media/File:Antibody

 dependent_Cellular_Cytotoxicity.svg.

Songhori, H. M. (2008). Introduction to needs analysis. *English for Specific Purposes*

 World, 4, 1-22.

Strevens, P. (1980). *Teaching English as an international language: From practice*

 to principle. Oxford: Pergamon.

Strevens, 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.

Swales, J. (1985). *Episodes in ESP*. New York: Prentice Hall.

Swales, J. (1988). Communication language reaching in ESP contexts*. Annual*

 Review of Applied Linguistics, 8, 48 – 57.

Tahir, A. (2011). Learning needs – A neglected terrain: Implications of need hierarchy theory

for ESP needs analysis. *English for Specific Purposes World, 33* (11).

Widdowson, H. G. (1981). *English for Specific Purposes*. In L. Selinker, E Tarone and

V. Hanzeli (Eds.), *English for Academic and technical purposes (*pp. 1-11).

Rowley, MA: Newbury House Publishers Inc.

Appendices

Appendix (A): Teacher' Interview

Appendix (B): Students' Questionnaire

Appendix (C): استبيان للطلاب

Appendix (D): Syllabus of ESP teacher

Appendix (A): Teacher' Interview

Dear Teachers,

This questionnaire is an essential part of a research for a Master degree. The main objective of this research is to know the real situation of English for Specific Purposes (ESP) courses in Algerian university and whether the needs of students are taken into consideration or not at 08 Mai 1945 University of Guelma department of biology. I would be very grateful if you could answer these questions. Your responses will be used for research only and will remain confidential. Your voluntary participation is appreciated.

You are kindly asked to answer the questions by ticking (√) the corresponding square and filling the blanks when it is needed.

I.   Information about general background:

1. Gender: Female ☐   Male ☐

2. Which degree do you have

   a. a BA (License) ☐

   b. a master ☐

   c. a magister ☐

   d. others ☐

Please specify……….. ………..……….………..

3. What is your status as a teacher:

   a. fully-fledged (Permanent)? ☐   b. part-time? ☐

4. How long have you been teaching English? ………..Years.

5. How long have you been teaching English at the Department of Biology?

………..Years

6. How long have you taught ESP ?   ……Years

7. Have you taught in other departments?   Yes ☐   No

II.   ESP course:

1. Do you know what is meant by ESP?

    Yes ☐   No ☐

    If yes, please state what is it?

……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………………..

2. What is your field of specialism?

    GE teacher ☐   ESP teacher ☐   Biology teacher ☐

3. Have you studied ESP course during your university studies?

    Yes ☐   No ☐

    If yes how many years?...............years

4. Have you had some training in ESP?

    Yes ☐   No ☐

    If not, do you think you need it?

    Yes ☐   No ☐

5. Do you follow an official ESP syllabus?

    Yes ☐   No ☐

If yes, what does it contain?

………

………

………………………………………………………………….

If no, how did you have it? And what does it contain?

………

………

………

……………………………………………………………….

III.   Needs Analyses

1. What are the elements you take into consideration when designing your lectures?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

………………………………………………………………………………….

2. How much do you consider analyzing students' needs as an important step before planning the lesson or designing the syllabus?

Very important ☐   somewhat important ☐   Not important at all ☐

3. Do you analyze the needs of your students before designing your lectures?

Yes ☐   No ☐

If yes, how do you identify their needs?

1) Placement test ▭

2) Diagnostic test ▭

3) Interview ▭

4) Questionnaire ▭

5) Informal chat ▭

6) Other ▭

Please specify……………….....………………......…………………...……………….....…………

…...……………..…………………......…………….....………………...………………....………

………...

4. How do you find the contents of your present English courses?

Interesting ▭   Boring ▭

Other……………………………………………………………

……………………………………………………………………………………….

5. Are the tasks, activities and examples in the course related to your students 'field?

Yes ▭   No ▭   To some Extent ▭

6. According to you what are the needs of your students in English?

▭ To take part in oral discussions in English

▭ To understand lectures on Biology in English

▭ To translate articles in their field of study in English

▭ To pass exams

▭ Other

specify…………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………

7. Which of the following skills do your courses tend to place emphasis on:

    1) Reading   [ ]

    2) Writing   [ ]

    3) Listening   [ ]

    4) Speaking   [ ]

    5) Others   [ ]

specify…………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………

8. Do you think that the present courses are helping in improving the English language

    level of your students?

    Yes [ ]   No [ ]

9. Do you think that ESP should be taught by:

Biology teacher [ ]   Language teacher [ ]   Collaborative teaching [ ]

10. How would you describe your students during the lectures?

Highly motivated [ ]   Motivated [ ]   Not motivated at all [ ]

If they are not motivated could you please state why?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

11. What teaching materials do you use?

…………………………………………………………………………………………………

……………………………………………………………………………………..

12. Do you find difficulties in preparing the lecture?

YES [ ]   NO [ ]

If yes would you mention some of these difficulties?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………………………………………………………

13. Do you find the amount of time assigned to the module of English you are teaching

appropriate?   YES [ ]   NO [ ]

If no, what amount of time would you suggest and why?

…………………………………………………………………………………………………

……………………………………………………………………………………..

14. How would you describe an effective ESP teacher?

…………………………………………………………………………………………………

………………………………………………………………………………………

…………………………………………………………………………………………………

15. Finally, if you have any further commentary please use this space?

…………………………………………………………………………………………………

………

Thank you for your collaboration!

Dear Students,

This questionnaire is an essential part of a research for a Master degree. The main objective of this research is to know the real situation of English for Specific Purposes (ESP) courses and whether the needs of students are taken into consideration or not at 08 Mai 1945 University of Guelma department of biology. Thus, you are cordially requested to provide real responses to the questions I ask you. You are guaranteed the confidentiality of your responses. Your voluntary participation is appreciated.

You are kindly asked to answer the questions by ticking (√) the corresponding square.

Section 1:

a. Gender: Male ☐ Female ☐

b. Age: ……………

c. How many years have you been studying English at the university? …………………

d. Level of English before the entrance to the university

High ☐ Intermediate ☐ Low ☐

e. Current level of English

High ☐ Intermediate ☐ Low ☐

Section 2:

a. Do you think that English is important in your studies?

Very important ☐ somewhat important ☐ Not important at all ☐

b. Why do you want to study English?

☐ To take part in oral discussions in English

☐ To understand lectures on Biology in English

☐ To translate articles in your field of study in English

☐ To pass exams

☐ Other

(specify)…………………………………………………….......................................

....

....

c. What are the areas you think you need English for?

1) In your post-graduate studies.

2) In your future works or career.

3) In everyday life.

d. Are you interested in taking an ESP course?

Yes ☐   NO ☐

e. How do you find the content of your English language course

Interesting ☐   Boring ☐   do not know ☐

f. Is the content of your English language course relevant to your field of specialty?

Totally ☐   Not at all ☐   To some Extent ☐   I do not know ☐

Section 3:

a. Has your English teacher ever analyzed your needs?

Yes ☐   No ☐

If yes, did he analyze it through?

7) Asking questions ☐

8) Tests ☐

9) Interviews ☐

10) Other ☐

Please specify……………………….....................………………………

b. Did your English teacher take your proposition about the needed lessons and activities in your syllabus?

Yes ☐   No ☐

c. Do you think that the present English courses which are given to you by your English teacher are helping in improving your English language level?

Yes ☐   No ☐   do not know ☐

d. Does your English teacher encourage you to search in your field of specialty in English Language?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

e. At the present time, do you use books/documentation in your own field printed in English?

Yes ☐ No ☐

f. Do you think that the English course should be taught by

Biology teacher ☐ English teacher ☐ both ☐

g. Do you think that what you have studied in English module will let you communicate and search in your field of specialty using English?

Definitely ☐ Probably ☐ Probably not ☐ Definitely not ☐

Section 4:

a. Which area you want your English Language lessons to focus on?

1) Listening skill ☐
2) speaking skill ☐
3) reading skill ☐
4) writing skill ☐
5) vocabulary ☐
6) grammar ☐
7) Terminology ☐
8) translation ☐
9) All the mentioned above ☐
10) Other ☐

Specify……………….. ……………….…………………..…………

b. How do you prefer doing learning activities in the English class?

   1) Individually ☐

   2) In pairs ☐

   3) In small groups ☐

c. How do you like learning?

1) By listening and taking notes ☐   3) By copying from the board ☐

2) By problem solving ☐   4) By getting information alone ☐

3) Other ☐

Specify………………………………………………………………….…………

………………………………………………………………………………….…

……………………………………..

d. Do you like learning by using

   1) Videos ☐

   2) The board ☐

   3) Pictures/posters ☐

   4) Other

specify………………………………………………………………………………

………………………………………………….……………………….……………

…………….…………………….……

e. Please feel free to add any comments about your experience as ESP learner or

suggestions concerning the changes you want to happen in the future.

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………

Thank you for your collaboration.

استبيان للطلاب

هذا الاستبيان هو جزء أساسي من البحث للحصول على درجة الماستر. الهدف الرئيسي من هذا البحث هو معرفة وضع صفوف اللغة الإنجليزية للأغراض الخاصة بجامعة 08 ماي 1945 قالمة ، قسم علم الأحياء.

نرجو منكم ملأ هذه الاستمارة بالإجابة عن كل الأسئلة بوضع علامة (√) أمام التقييم المناسب من وجهة نظرك. كما نتمنى أن تكون الإجابة بصدق حتى يمكننا الوصول إلى معلومات موضوعية. ونشير لكم أن إجابتكم تبقى سرية ولا تستعمل إلا لغرض البحث العلمي.

مع خالص الشكر والتقدير على تعاونكم

أولاً:

1. الجنس: ذكر ☐   أنثى ☐

2. السن: ....

3. كم سنة كنت تدرس اللغة الإنجليزية في الجامعة؟............ سنه

4. مستوى اللغة الإنجليزية قبل دخولك إلى الجامعة

جيد ☐   متوسط ☐   ضعيف ☐

5. المستوى الحالي للغة الإنجليزية

جيد ☐   متوسط ☐   ضعيف ☐

ثانيا:

1. هل تعتقد أن اللغة الإنجليزية مهمة في دراستك؟

مهمة جدا ☐   مهمة إلى حد ما ☐   غير مهمة على ☐

2. لماذا تريد دراسة اللغة الإنجليزية

❖ للمشاركة في المناقشات الشفوية باللغة الإنجليزية ☐

❖ لفهم محاضرات في علم الأحياء باللغة الإنجليزية ☐

❖ لقراءة وترجمة المقالات في مجال دراستك باللغة الإنجليزية ☐

❖ لاجتياز الامتحانات ☐

❖ آخر ☐ :

رجاء حدد...

....

3. ما هي المجالات التي تعتقد أنك تحتاجها باللغة الإنجليزية؟

❖ في الدراسات العليا الخاصة بك ☐

❖ في أعمالك المستقبلية أو مهنتك ☐

❖ في الحياة اليومية ☐

4. هل أنت مهتم بأخذ صف اللغة الإنجليزية للأغراض الخاصة؟

نعم ☐   لا ☐

5. كيف تجد محتوى صف اللغة الإنجليزية الخاصة بك؟

مثير للاهتمام ☐   ممل ☐   لا تعرف ☐

6. هل صف اللغة الإنجليزية الخاصة بك ذو صلة بمجال تخصصك؟

نعم ☐   لا ☐   إلى حد ما ☐   لا أعرف ☐

ثالثاً :

1.   هل قام مدرس اللغة الإنجليزية الخاص بك بتحليل احتياجاتك؟

نعم ☐   لا ☐

إذا كانت الإجابة بنعم، هل قام بتحليلها عن طريق ؟

❖ طرح الأسئلة ☐

❖ اختبارات ☐

❖ مقابلات ☐

❖ آخر ☐ :

رجاء حدد...

....

2.   هل قام مدرس اللغة الإنجليزية الخاص بك بأخذ اقتراحاتك حول الدروس والأنشطة المطلوبة

في المنهج الدراسي الخاص بك؟

نعم ☐   لا ☐

3.   هل تعتقد أن دروس اللغة الإنجليزية الحالية التي يقدمها لك مدرس اللغة الإنجليزية تساعدك

في تحسين مستواك في اللغة الإنجليزية؟

نعم ☐   لا ☐   لا أعرف ☐

4.   هل يشجعك مدرس اللغة الإنجليزية على البحث في مجال تخصصك باللغة الإنجليزية؟

دائما ☐   في بعض الأحيان ☐   نادرا ☐   أبدا ☐

5.   في الوقت الحالي، هل تستخدم كتب / وثائق في تخصصك باللغة الإنجليزية؟

نعم ☐   لا ☐

6. هل تعتقد أن صف اللغة الإنجليزية ينبغي أن يدرس من قبل

أستاذ صف الأحياء ☐   أستاذ اللغة الإنجليزية ☐   كليهما ☐

7. هل تعتقد أن ما درسته في صف اللغة الإنجليزية سيسمح لك بالاتصال والبحث في مجال تخصصك باستخدام اللغة الإنجليزية؟

بالتأكيد ☐   ربما ☐   على الأغلب لا ☐   بالطبع لا ☐

رابعاً:

1. أي من المهارات التالية تريد أن تركز عليها دروس اللغة الإنجليزية؟ ؟

❖ مهارة الاستماع   ☐
❖ مهارة التحدث   ☐
❖ مهارة القراءة   ☐
❖ مهارة الكتابة   ☐
❖ المفردات   ☐
❖ قواعد اللغة   ☐
❖ المصطلحات   ☐
❖ الترجمة   ☐
❖ كل ما ذكر أعلاه   ☐
❖ آخر ☐

رجاء حدد...

....

2. كيف تفضل القيام بأنشطة التعلم في حصة اللغة الإنجليزية؟

❖ بشكل فردي   ☐

❖ بشكل ثنائي   ☐

❖ في مجموعات صغيرة   ☐

3. كيف تريد عملية التعلم ان تكون في حصة اللغة الإنجليزية؟

❖ عن طريق الاستماع وتدوين الملاحظات ☐

❖ عن طريق نسخ من السبورة ☐

❖ عن طريق حل المشكلة ☐

❖ عن طريق التعلم الذاتي ☐

❖ آخر ☐ :

رجاء حدد..

....

4. هل تريد التعلم باستخدام

❖ فيديو ☐ :

❖ السبورة ☐

❖ صور / ملصقات ☐

❖ آخر ☐ :

رجاء حدد..

❖ ....

لا تتردد في إضافة أي تعليقات حول تجربتك كمتعلم للغة الانجليزية لأغراض خاصّة أو اقتراحات بخصوص التغييرات التي ترغب في حدوثها في المستقبل.

....

....

....

....

شكرا لتعاونك.

Entitled license: MI Applied Microbiology

Semester: S 2

Teacher's Name: ………….

The Objectives of Teaching:

The aim of English module is to led students understand, use and practice the English language in its textual forms to become thoughtful and effective communicators in various situations.

Recommended prior knowledge:

Basic English

Teaching Methodology: Scientific English

The lesson is introduced through**:** discussion groups, debates. In a range of texts in scientific and Biological contexts. Also, to present the student's researches and making connections between information and ideas and synthesizing these in a range of points to try something new and different.

The course focuses on:

- The acquisition of language and correct grammatical rules.

- How to make a good presentation of writing papers.

- Developing and presenting information and ideas in a range of texts and in analytic, expressive and imaginative ways.

- Reading and writing scientific papers.

Courses:

- Introduction to Applied Immunology

- Infectious Diseases

- How can Pathogen Trick our Defenses

- Antimicrobial Diseases

- Grammar: Simple Tenses

- Vocabulary: word transformation

- Hypersensitivity

- Immune System

Assessment Method:

Exam: 60 %

Quiz: 20%

Presence& Participation: 20%

References:

- ✓ Encyclopaedia Britanica 2011(Ultimate Edition).

- ✓ Microsoft Encarta Premium 2009.

- ✓ Internet.

- ✓ INTEGRATED WATER, HEALTH & ENVIRONMENT FOR THE 21ST CENTURY

2017/2018

Résumé

Indépendamment de la demande croissante pour l'enseignement d'anglais à des objectifs spécifiques (AOS) dans les universités algériennes, les cours AOS reçoivent encore moins d'attention pour améliorer leur efficacité. La présente recherche entame la situation des cours d'AOS au département de biologie A l'université du 8 Mai 1945 à l'Université Guelma. L'objectif de cette étude est de connaître la probabilité de prise en considérations les besoins des étudiants pour élaborer des cours AOS, ainsi que la perception des étudiants envers l'efficacité de ces cours. L'étude suppose que les enseignants d'anglais du département de biologie ne prennent pas en compte l'analyse des besoins dans la conception de leurs cours ou cursus, et que les étudiants en biologie sont insatisfaits des résultats de leurs cours AOS. Afin d'obtenir les informations nécessaires, des méthodes descriptives qualitatives et quantitatives sont utilisées; elle est qualitative car elle examine les opinions et les expériences des enseignants en interrogeant l'enseignant de l'AOS, et quantitative, Dans le sens qu'elle fournit des données sur les opinions et les attentes des étudiants grâce à l'utilisation du questionnaire. Les résultats montrent que les cours AOS proposés au département de biologie sont déjà faits par l'enseignant, qui n'a pas pris en compte les besoins et attentes de ses étudiants. Alors, le module ne satisfait pas ou ne répond pas à la majorité des besoins des étudiants, qui considèrent le contenu de ce cours comme ennuyeux. Par conséquent, ces cours ne sont pas efficaces; comme il est confirmé par les étudiants, et n'offre pas une amélioration à leur niveau d'anglais. Les conclusions tirées ont mené à proposer quelque recommandations sur la formation des enseignants de l'AOS afin d'être assez qualifiés et compétents pour répondre aux besoins, intérêts et attentes des étudiants.

Mots clef: Anglais pour des objectifs spécifiques, Biologie, Analyse des besoins, Conception de cours.

ملخص

بغض النظر عن الطلب المتزايد على تعليم اللغة الإنجليزية للأغراض الخاصة (ESP) في الجامعات الجزائرية، لا تزال برامجها تحظى بقدر قليل من الاهتمام لتحسين فعاليتها. يتناول البحث الحالي حالة اللغة الإنجليزية للأغراض الخاصة التي تدرس في قسم علم الأحياء في جامعة 8 ماي 1945، قالمة. الهدف من هذه الدراسة الحالية هو معرفة احتمال الاخذ بعين الاعتبار احتياجات الطلاب الخاصة عند تصميم دروس ESP، وكذلك معرفة تصورات الطلاب نحو فعالية هذه الدروس. تفترض الدراسة أن مدرسي اللغة الإنجليزية في قسم علم الأحياء لا يأخذون بعين الاعتبار تحليل الاحتياجات في تصميم دروسهم أو مناهجهم الدراسية ، كما أن طلاب علم الأحياء غير راضين عن نتائج دورات ESP الخاصة بهم. للحصول على المعلومات المطلوبة ، يتم استخدام الطرق الوصفية النوعية والكمية لجمع البيانات. فهي نوعيَّة لأنها تدرس آراء المعلم وخبراته من خلال إجراء مقابلة معه، و كمية لأنها توفر بيانات عن آراء وتوقعات الطلاب من خلال استخدام الاستبيان. تُظهر النتائج أن الدروس الحالية المقدمة في قسم علم الأحياء قد تم تصميمها مسبقا من قبل المعلم، الذي لم يأخذ بعين الاعتبار احتياجات الطلاب ومقترحاتهم؛ وبالتالي، فإن الدروس لا ترضي ولا تلبي احتياجات غالبية الطلاب الذين يعتبرون محتواها مملاً. نتيجة لذلك، هذه الدروس لا تعتبر فعالة، كما تم تأكيد ذلك من قبل الطلاب، كما أنها أيضا لا تحسن مستواهم في اللغة الإنجليزية. أدت الاستنتاجات المستمدة من تحليل الإحصاءات إلى تقديم عدد من التوصيات حول التأكيد على تدريب معلم اللغة الإنجليزية للأغراض الخاصة ليكون مؤهلا بما يكفي للتعامل مع احتياجات الطلاب ومصالحهم وتوقعاتهم.

الكلمات المفتاحية : الإنجليزية للأغراض الخاصة، البيولوجية، تحليل الاحتياجات، تصميم الدروس