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**Identification and Analysis of Students' Needs in  
Learning English for Specific Purposes**

**(The Case of the 2<sup>nd</sup> Year Students at the Department of  
Business, Kasdi Merbeh University-Ouargla)**

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## *Dedication*

*To my parents for their unconditional love and support.*

*To my grandmother for the continuous prayers and encouragements.*

*To the memory of my grandfathers and grandmother.*

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*First and foremost, I would like to thank Allah for His help and guidance throughout my life. My gratitude is extended to my brothers who believe in me, my aunts who support me and my uncles who are always helping me, especially "uncle Mohammed".*

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*Finally, I would like to thank my beloved country for the un-paid period of education from primary school to university studies.*

## **List of abbreviations**

**CNP:** Communication Needs Processors

**EAP:** English for Academic Purposes

**EBP:** English for Business Purposes

**ELP:** English for Legal Purposes

**ELT:** English Language Teaching

**EMP:** English for Medical Purposes

**EOP:** English for Occupational Purposes

**EPP:** English for Professional Purposes

**ESP:** English for Specific Purposes

**ESS:** English for Social Sciences

**EST:** English for Science and Technology

**EVP:** English for Vocational Purposes

**GE:** General English

**NA:** Needs Analysis

**PSA:** Present Situation Analysis

**TEFL:** Teaching English as a foreign Language

**TESL:** Teaching English as a Second Language

**TSA:** Target Situation Analysis

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## **General Introduction**

### **I. Aims of the Study**

Nowadays, it is agreed that English is the international language of academic and occupational settings. Since the mid 1980, the emphasis on the internalization of structures and usage of English is mainly reflected in the English contexts. Maley (2007) states that “ESP is the coal-face of international English: it is the practical application” (p.7). Keeping abreast of the newest scientific and technological developments, especially for researchers, university teachers and students, requires efficient English knowledge of a more specialised nature.

The current level of business students in English at university does not seem to meet the international standards. This is due to the English language teaching approach that is not beneficial for such a level. The approach of teaching General English is adopted haphazardly relying just on the linguistic features of English grammar and the translation of some specialised key terms. Therefore, relying on an ESP course based on needs analysis that satisfies students’ perspectives and the stakeholders’ views will be fruitful, as pointed out by Kennedy and Bolitho (1984), “once a learner’s needs have been defined, in terms of why he wishes to learn English and the kind of English he will have to use, this information can be used as a guideline for the content of a course suited to his particular interests and needs” (p.2). The main objective of this study is to conduct a needs analysis in order to identify the students’ perception of their academic and future work needs as regards English language learning.

### **II. Research Question**

This study is guided by the following research question: ‘What are the English language needs of the second-year business students at Kasdi Merbeh University?’

### **III. Population**

The subjects included in this study are 90 second-year business students out of 700 registered at the department of business at Ouargla University for the academic year 2012-2013. The sampling strategy used is convenience sampling.

#### **IV. Data Gathering Tools**

To collect quantitative and qualitative data about the students' English language needs, the instrument used is a students' questionnaire. The questionnaire is designed for the purpose of gaining further insights into the English teaching/learning situation in the department of business at Ouargla University. This step is thought to be necessary to design a more appropriate business English course.

#### **V. Definition of Key Terms**

**Needs Analysis** is "the techniques and procedures for collecting information to be used in syllabus design" (Nunan, 1988, p.14). It is also stated that needs analysis "is the corner stone of ESP and leads to a very focussed course" (Dudley-Evan and ST John, 1998, p.122).

**Business English** can be defined as "a mix of specific content (relating to a particular job area or industry), and a general content (relating to general ability to communicate more effectively, albeit in business situation)" (Ellis and Johnson, 1994, p.3). Frendo (2005) defines it as "communication with other people within a specific context ... it uses the language of commerce, of finance, of industry, of providing goods and services" (p.1).

#### **VI. Structure of the Dissertation**

The dissertation develops in four chapters. The first and second chapters review the literature on ESP and on needs analysis respectively. The first chapter is devoted to a general definition of ESP, differences between General English and English for Specific Purposes (ESP), origins of ESP, ESP types and steps for designing ESP courses. The second chapter introduces, defines and explains needs analysis, its taxonomies, techniques and approaches. Also, the importance of taking into account the students' needs in the process of ESP teaching/learning is investigated. The third and fourth chapters are devoted to fieldwork proper. The third chapter deals with the questionnaire administered to the students and presents an analysis of the findings. Finally, the fourth chapter proposes pedagogical implications and recommendations.

## **Theoretical Part**

# **Chapter One: English for Specific Purposes**

## **Introduction**

### **I. Definition of ESP**

### **II. ESP versus General English**

### **III. Origins of ESP**

### **IV. ESP Types**

### **V. Steps for Designing ESP Courses**

## **Conclusion**

## **Introduction:**

ESP, or acronym for “English for Specific Purposes”, refers to a strong movement which issued from the traditional current of TEFL /TESL. It has progressively established itself as a new trend influencing the whole language teaching. In this chapter, the general meaning of the ESP approach and its classifications are introduced, what differentiates it from general English, how it emerged and what are the steps of designing an ESP course.

### **I. Definition of ESP**

Definitions of ESP in the literature are late in time, if we assure that ESP began in the 1960's. Mackay and Mountford define ESP as the teaching of English for clearly utilitarian purpose. The purpose they refer to is defined by the need of learners which could be academic, occupational, or scientific. These needs determine the content of the ESP curriculum to be taught and learned. Mackay and Mountford also define ESP by certain participants. They stated that those participants are usually adults because they are conscious of the reasons to attend courses (as cited in Romo, 2006).

Hutchinson and Waters (1987) see ESP as an approach rather than a product. They emphasize that ESP does not involve a particular kind of language, teaching materials or methodology. The basic question of ESP is: why does this learner need to learn a foreign language? The purpose of learning English becomes the core.

Robinson's definition of ESP is based on two criteria: (1) ESP is normally goal-directed and (2) ESP courses develop from a needs analysis, which aims to specify what exactly students want to do with English and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved (as cited in Dudley-Evan & ST John, 1998).

Dudley-Evan and ST John (*ibid*) state that “ESP is designed to meet specific needs of the learner” it “makes use of the underlying methodology and activities of the discipline it serves”, and it “is centred on the language, skills, discourse and genres appropriate to these activities” (p.4).

For Paltridge and Starfield (2013), “ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (p.2). There are a number of other definitions and characteristics of ESP but in general, ESP refers to a strong method which is based first on the learners' needs.

## **II. ESP versus GE**

The major difference between ESP and General English (GE) lies in the learners and their purposes for learning English. GE is “all purpose language with no special focus on one area of human experience over another” (Harmer, 1991, p.9). However, ESP courses are narrowed in focus because they are centered on analysis of learners’ needs. Thus, general English courses usually offer different language skills and choose their topics from a range of sources, basing their selection of content more on student general interest and engagement than on an easily identifiable student academic, pedagogical and personal needs.

In contrast to GE students, ESP students are usually adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required (Kennedy & Bolitho, 1984; Shrivastava, 2009).

Cook distinguishes between external and internal factors for language. External goals can be related to use of language outside the classroom. It can be determined by being able to function in the target world, such as being able to complete patient records appropriately. Internal goals related to the educational aims of the classroom such as improving attitudes to speakers of their languages, promoting thinking skills such as memorizing. ESP teaching is generally concerned with external goals. In a general English ELT situation, goals are linguistic. In ESP situation the learner wants to achieve "real-world" objectives. In this case, language is seen as means to fulfil language end objectives not as the end itself. The learner can easily become de-motivated if the language course content is not directly relevant to their real world objectives (Basturkmen, 2010).

## **III. Origins of ESP**

ESP is a young movement which has been influenced by development and changes in linguistics and ELT. Hutchinson and Waters (op.cit) note that ESP emerged as a response to trends: demands of brave new world, a revolution in linguistics and focuses on the learners. To elucidate what they mean by brave new world, Hutchinson and Waters argue that two major factors contributed to rapid form of technical knowledge from the west into different parts of the world. First, after the Second World War, the large scientific and economic growth was mainly led by the English speaking world of USA. Second, the enormous discoveries and the crisis of oil in the 1970s which have established new channels of relationships between the West and the East. Dudley-Evan and ST John (op.cit) state that:

The original flowering of the ESP movement resulted from general developments in the world economy in the 1950s and 1960s: the growth of science and technology. They increased use of English as the international language of science, technology and business, the increased economic power of certain oil- rich countries and the increased numbers of International students studying in the UK, USA and Australia. (p.19)

Since English became the medium of this international communications, ELT could not cope with this trend; it was necessary to create a branch within ELT to meet the needs of new learners, namely, the ESP learners. According to Hutchinson and Waters (op.cit), the second source of ESP emergence was signalled by communicative learning and teaching concept that started a revolution in linguistics. These new studies shifted attention away from the prescriptive program to discover the ways in which language is actually used in real communication (Richards & Rodgers, 1986). Moreover, increased awareness of learners' different needs in different contexts demands that language instruction needs to cater for the new developments in linguistics.

The third factor leading to ESP emergence was based on psychological developments. Such studies emphasized the central importance of learners and their attitudes to learning. Learners were seen to have different needs and interests, which have an important influence on their motivation to learn. This movement supported the development of courses relevant to the learners' needs which meant at that time taking texts from the learners' specialist area.

In sum, the growth of ESP was caused by a combination of three important factors: the expansion of demand for English to suit particular needs, and developments in the field of linguistics and educational psychology. All these three factors emphasize on the need for increased specialization in language teaching.

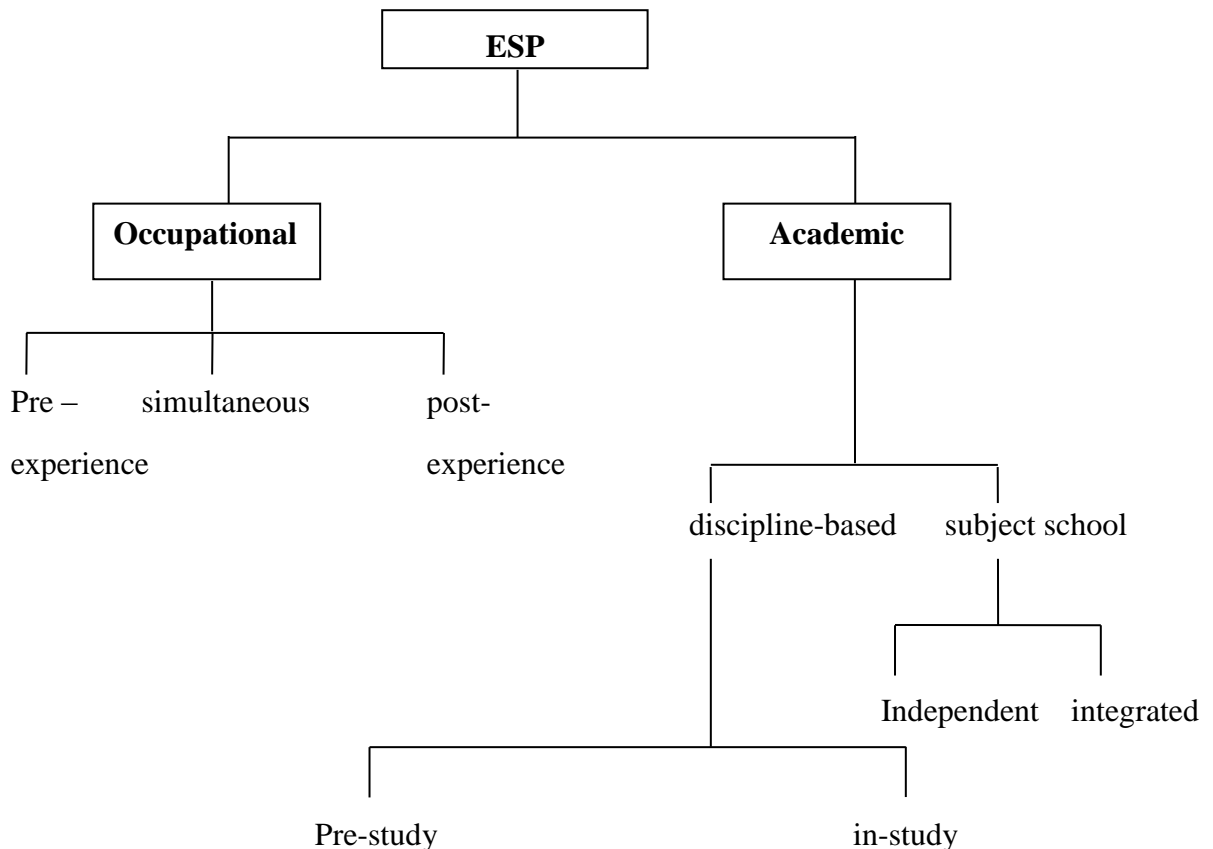
#### **IV. ESP Types**

Most researchers speak about two or three major divisions of ESP, Hutchinson and Waters (op.cit) distinguish ESP courses by the various specialized disciplines. Three different categories are identified: English for Science and Technology (EST), English for Social Sciences (ESS) and English for Business and Economics (EBE). Each category is divided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Kennedy and Bolitho (1984) determine the area of EAP and EOP in what follows.

EAP is taught to students needing English in their field of study when they are specializing (in study) or intended to specialize (Pre- study). The second sub-field under EAP branch is "school subject" which is of going interest in secondary school level, sub-divided



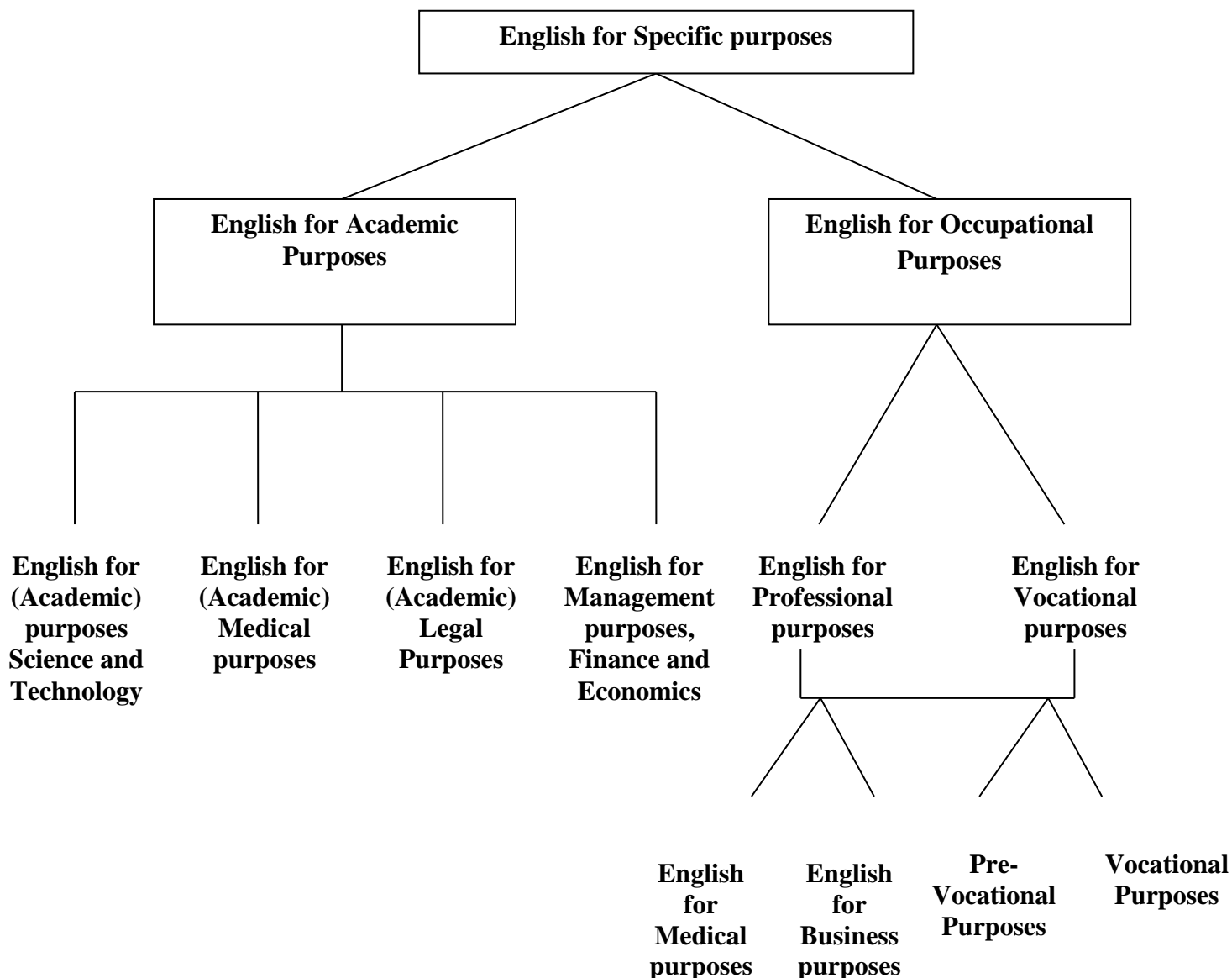
into two situations: (1) Where English is a separate module on the curriculum, but with a related content to other subjects (independent ESP), and (2) Where English is the medium for learning other subjects (integrated ESP). EOP is taught to learners needing English in their work. It is different in terms of the program content depending on whether the learners are learning English before, during or after the training period. The following figure summarizes all these divisions.



**Figure01: Types of ESP**

**(Stevens, as cited in Kennedy & Bolitho, op.cit)**

Another typical tree diagram is presented by Dudley-Evan and ST John (op.cit) in the figure 02. Dudley-Evan and ST John (op.cit) go on to classify EST as a branch of EAP along with English for medical purposes (EMP), English for Legal purposes (ELP) and English for Management, Finance and Economics. They call the other branch EOP and lists two subdivisions under it: English for professional Purposes (EPP), sub-divided into other sub-branch English for Vocational Purposes (EVP), including English for Vocational Purposes, English for Pre-Vocational Purposes.



**Figure 02: ESP Classification by Professional Area**  
**(Dudley-Evan & ST John, op.cit)**

Branches divisions are created and developed continuously in ESP since the developments of sciences do not stop.

### **V. Steps for Designing ESP Courses**

The processes of course design in ESP usually involves assessing the needs of learners, designing a syllabus, selecting teaching approaches and materials and deciding on

assessment procedures and criteria. The needs analysis step will be described in details in the second chapter.

### **a) Syllabus Design**

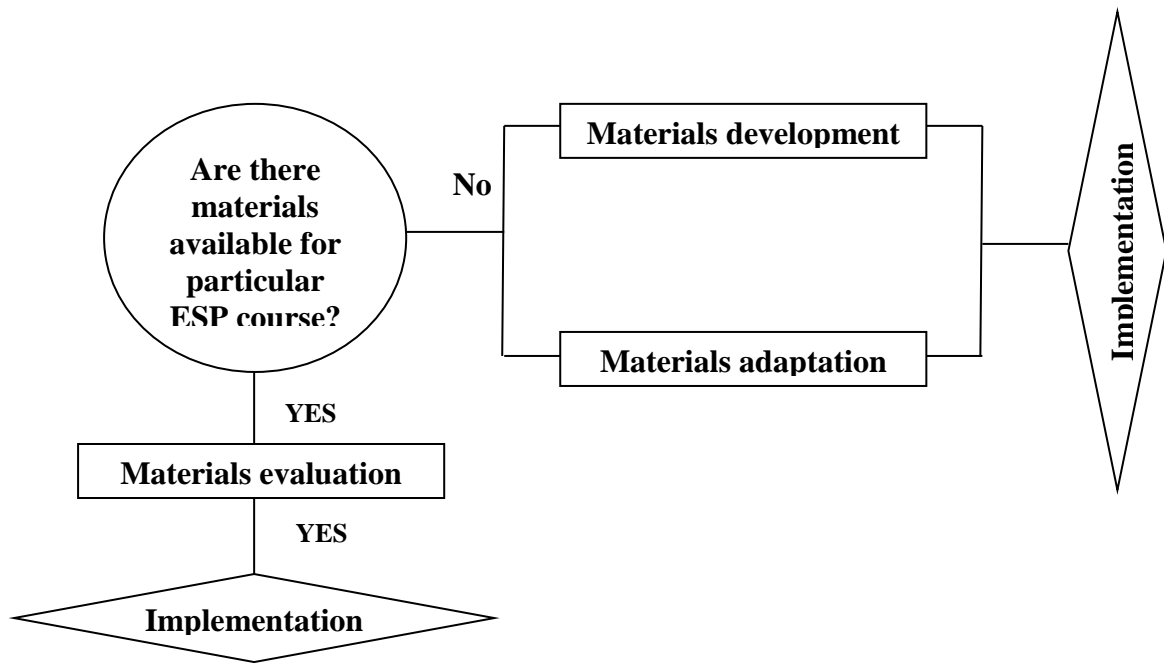
Hutchinson and Waters (op.cit) define syllabus design as a statement which tells us the necessary data that takes the learner from the state of ignorance to the state of knowledge. They mention various kinds of syllabus: the evaluation syllabus, the organizational syllabus, the materials syllabus, the teacher syllabus, the classroom syllabus and the learner syllabus. Each of which determines a different side to produce a course at the end which reaches a destination in the learner's mind.

The syllabus always gives a moral support to both teachers and students; that is, it is broken down into manageable units to facilitate the task of teaching and learning. Therefore, the syllabus units include the most important aspects of language learning that serve a particular group of learners (Hinkel, 2004).

### **b) Materials' Design**

Having completed the needs analysis and the syllabus design, materials design is the third step. Materials seek to provide specialized genres and registers of ESP to support learning through stimulating cognitive process. They have a motivation role through providing achievable challenges and interesting content. They function as a source for self-study outside the classroom (Edge, 1993).

The process of ESP materials design is shown in figure 03. Firstly, materials are evaluated taking into account different criteria such as factors about the learners, the role of the materials, the topics and the language. Then, if the result is negative; that is to say, materials are not appropriate to suit the needs of students, teachers and sponsors, designers can move to materials development process or materials adaptation process (Hutchinson & Waters, op.cit).

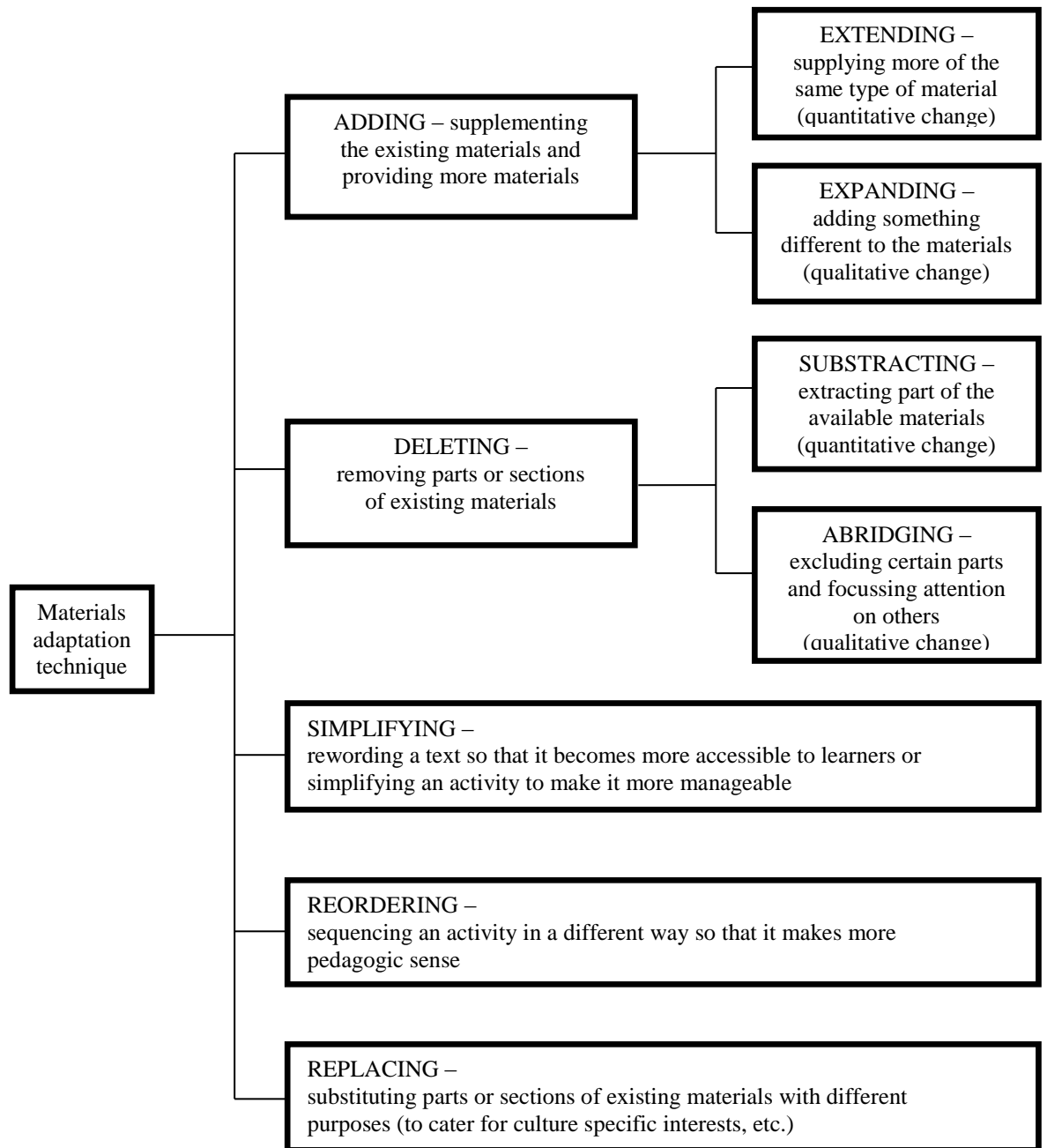


**Figure 03: The Process of ESP Materials Design**

Dudley-Evan and St. John (op.cit) argue that materials adaptation is a systematic process which is characterized by:

- Evaluating the available materials
- being creative with these available materials. Creativity allows the designer to think about ways which make the career content of available materials plays the needed role.
- Modifying activities to suit the learners needs
- Providing extra activities

The following figure explains well the adaptation method



**Figure 04: Techniques for Adapting Materials**

**(Ruiz- Carido, Palmer-Silviera, & Fortanet- Gomez, 2010)**

**c) Methodology**

Methodology is a process which tells the teacher what to do exactly with the adapted materials. Hyland (2006) emphasizes that:

Both [ methodology and materials] have received considerable attention in the ELT and EAP literature, often separately and with methods taking precedence , although the kinds of materials a teacher select, as much as what he or she does with them, depends on the methodologies adopted. (p.89)

The importance of methodology is measured to the extent to which it contributes to student learning experience and develops the target genres (Basturkmen, 2010). Dudley-Evan and St. John (op.cit) mention that what characterizes ESP methodology is the use of tasks and activities which reflect the students' specialism area.

#### **d) Evaluation**

ESP is an accountable teaching method. This accountability demands a good evaluation course procedure. Richards (2001) argues that course evaluation focuses on collecting data about different aspects of the course in order to understand how successful the program is, and whether it responds to learners' needs.

Evaluating an ESP course helps to come into an end whether it achieves the aims. It is an important part of effective teaching method. Westwood (2008) states that; "the current perspective is that classroom assessment should lead to improvements in teaching and learning. Assessment must lead to positive action" (p.80). In general, course evaluation aims to test perception of effectiveness summatively as well as formatively.

#### **Conclusion**

In conclusion, and with regards to the main point that have been explained, it is important to say that ESP is a strong movement which influences the whole world. However, it still needs researches for its future development, that is; improvement of better and suitable programs and courses, of effective teaching, of serious analysis and of more consistent theoretical work.

## **Chapter Two: Needs Analysis**

### **Introduction**

### **I. Definition of Needs Analysis**

### **II. Needs Analysis Taxonomies**

### **III. Importance of Implementing Needs Analysis**

### **IV. Needs Analysis Techniques**

### **V. Approaches to Needs Analysis**

### **Conclusion**

## **Introduction**

ESP relies first on the learner and the situation, whereas General English starts with the language. A good starting point for designing an ESP course is an understanding of students' needs. To do this, a research method called needs analysis (NA) is used. It is a necessary point of departure for designing a syllabus, tasks and materials. In this chapter, a brief theoretical introduction about the concept of NA is given, and then we present three different needs' taxonomies that, if implemented, should provide ESP teachers with a well rounded idea about their learners' needs. In addition, NA importance, as well as techniques for collecting data, are discussed. Finally, the conclusion deals with the approaches to NA and selecting the most accurate one for the present research

### **I. Definition of Needs Analysis**

The key feature of an ESP course design is analysing the student' needs. Long (2005) states that, in foreign and second language teaching, the increasing importance attached to careful studies of learners' needs is a prerequisite for effective course design.

According to Iwai, the term needs analysis generally refers to the situation of gathering information about students in order to know their objectives for which the language is needed to develop the curriculum (as cited in Songhori, 2007). Nunan (1988) offers another definition of NA. He argues that “needs analysis is the techniques and procedures for collecting information to be used in syllabus design” (p.13). Moreover, NA is always described in terms of linguistic deficiency; that is, describing the deference between the present knowledge of language and what a student wants to do at the end of any training period (Richards, 2001).

ESP students are limited by time; therefore, it is not practical to attempt to teach them the whole of foreign language. They need to receive only the bits of English they need. Thus, the task of the ESP course designer is to determine the students' needs and develop a course around them (Basturkmen, 2006; Kennedy & Bolitho, 1984). NA is an ongoing activity that should be started before course beginning and certainly continues throughout the course if student' needs are to be identified correctly (Donna, 2000).The ongoing process is reflected in the informal needs analysis which complements the information collected through more formal means (Richards, *ibid*). Shaw and Dowsell point out "informal needs assessment deals with the informal negotiations that take place between class teachers and students, or the whole class in order to select a focus for the class and create group cohesion by establishing a coincidence of learning needs"(as cited in Richards, *ibid*). Also, Kennedy and Bolitho (*ibid*)



state that "these [ongoing] needs will then act as a guide to the design of course materials, the kind of English to be taught and the topics and themes through which it will be taught will be based on the interests and requirements of the learners(p.3). On the other hand, ongoing NA and formative evaluation have much in common within a course design (Dudley-Evan & ST John, 1998). Robinson comments that "repeated needs analysis can be built into the formative evaluation" (as cited in Dudley-Evans & ST John, *ibid*).

Needs analysis can be evaluated by considering reliability, validity, and practicality. Reliable needs analysis involves using standardized tools that are applied systematically for the sake of gaining the same results once repeating the same process. Valid needs analysis includes gathering relevant and important information to suit student' interests. Practical needs analysis does not waste students' and teacher's time. It provides clear, easy to understand results and can easily be incorporated into the curriculum design process (Nation & Macalister, 2010).

Dubin and Olshtain (1986) emphasize that needs analysis is always identified in the light of the national curriculum instructions; it often reflects the national policy. Richards (*op.cit*) explains this view:

Needs analysis can thus have a political dimensions. It can be used to support a particular agenda, for example, by giving priority to one group to the exclusion of others within a population or in order to justify a decision that has already been made on economic or other grounds. (p.56)

NA involves mainly three steps, collecting data, analysing data and implementing the results. To collect data, teachers and trainers have to consult the literature for previous needs analysis, available materials, research findings, and then students (Dudley-Evan & ST John, *ibid*)

## **II. Needs Taxonomies**

Under the general heading of needs, Hutchinson and Waters (1987) distinguish between target needs and learning needs.

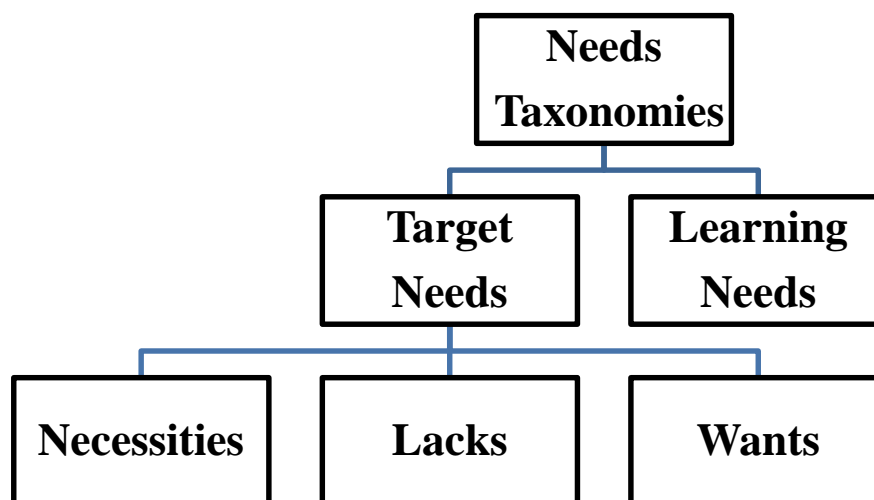
### **A. Target needs**

They argue that target needs are an umbrella term which includes a number of important distinctions. They look at it in terms of *necessities, lacks and wants*. Necessities are' "type of need determined by the demands of the target situation; that is, what the student has to know in order to function effectively in the target situation."(p.55). The authors believe that determining necessities alone is not sufficient; we also need to know what the student

knows already in order to decide which of the necessities the learner lacks. Lacks represent the gap between what the student already knows and his necessities. Wants are the student perceptions, perspectives and views about the reasons why he needs language. They reflect the subject sense which might be a problem; that is, they conflict with other interested parties, for example, course designers, sponsors and teachers.

### **B. Learning Needs**

They explain the route between the starting point (lacks) and the destination (necessities); that is, how does a student move from the state of lacks to the state of functioning effectively in the target situation? Hutchinson and Waters (op.cit) claim that it is naïve to base a course design simply on the target objectives, and that learning situation must also be taken into account. They add that target situation alone is not a reliable indicator, and that the conditions of the learning situation, such as motivation for learning, are of prime importance. The figure below illustrates this taxonomy.



**Figure 05: Needs Analysis Taxonomies.**

The authors then offer a target situation analysis framework that consists primarily of the following questions:

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learner use the language with?
- Where will the language be used?

-When will the language be used? (p.59).

They also offer a similar framework for analysing learning needs that comprises the following questions:

-Why are the learners taking the course?

-How do the learners learn?

-What recourses are available?

-Who are the learners?

-Where will the course take place?

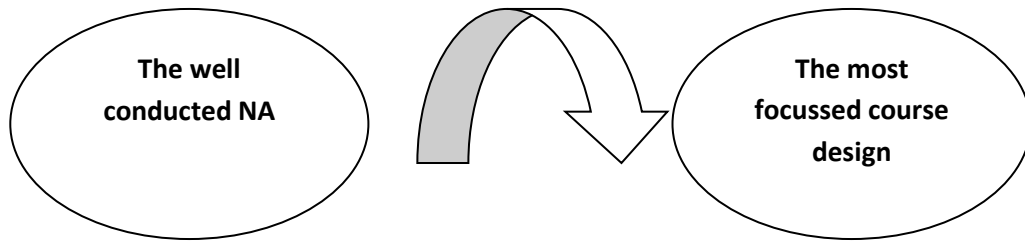
-When will the course take place? (p.62).

Another way to look at needs is to make a major division between objective needs versus subjective needs. Objective needs are those needs gathered about the situation, the learners, and the language that students must acquire, their present proficiency and skill levels, and so on. Subjective needs are generally more difficult to determine because they have to do with wants, desires, and expectations (Brindley, as cited in Nation & Macalister, 2010).

Needs analysis can be detailed to include many important factors. For Dudley-Evan and ST John (op.cit), today's concept of NA includes eight taxonomies (or approaches). They believe that the environmental approach plays a major part and it seeks to inform the course designer about the learners. In fact, there are many other divisions and taxonomies, but the ones discussed above are the most known ones.

### **III. Importance of Implementing Needs Analysis**

Needs analysis is one of the ESP course passages that make it more effective and efficient. It refers to a course development process. In this process, the language and skills that the learners will use in the target work place are identified taking into account the present knowledge of learners, their perceptions of their needs, and the constraints of the teaching context (Dudley-Evan & ST John, op.cit). The information gleaned from needs analysis could help the teacher focus instruction on key issues such as interaction skills. Figure 06 explains this view.



**Figure 06: The Role of Needs Analysis.**

Needs analysis in language teaching may be used for a number of different purposes, for Richards (2001); it leads to fulfil various aims, for example:

- a. To help determine if an existing course adequately addresses the needs of potential students.
- b. To insure if there is a real and beneficial change of direction that stakeholders feel is important.
- c. To determine which students from a group are most in need of training in particular language skills.
- d. To collect information about a particular problem learners are experiencing.
- e. To ascertain what cognitive and academic skills students have acquired in English.
- f. To determine the cultural, political, and personal characteristics of students.
- g. To identify students' perceptions of language difficulties they may face.
- h. To determine current levels of language proficiency of students.

In its simplest form, NA is a pre-course design process in which information is gathered to help the teacher or course designer decide what the course should focus on, what content in terms of language and skills to include and what methods to employ. Thus needs analysis plays a role in refining and evaluating ESP courses (Lindsay & Knight, 2006). The table clarifies this view.

<b>Needs Analysis</b>	<b>Course Design</b>
<b>PRE- COURSE NA</b>	<b>Initial Course Design</b>
<b>Ongoing NA and end NA</b>	<b>Revision Course Design</b>

**Table 01: NA Types.**

In general, we can summarize that those findings of NA lead to the development of a course with a focus on narrowed items.

#### **IV. Needs Analysis Techniques**

In NA, the quality of the data collected depends in large part on selecting appropriate data collection techniques. The research techniques that can be used in investigating needs are many. Some of the most important ones are described below.

##### **A. Existing information**

Makalister and Nation (2010) mention that existing information is the easiest category to explain. They argue that it can include data sources within a program (such as files or records) or external data sources (such as library resources). The purpose of these secondary data is to utilize any pre-existing information to confirm, modify and contradict your findings (Blaxter, Hughes, & Tight, 2006).

##### **B. Tests**

Tests are a useful source of information that yields qualitative information on language skills. Makalister and Nation (ibid) state that Whatever the purpose of measurement; tests provide a wealth of information on language about level of students, the ability of grouping them, problems that may face students, and about their achievement in previous programs.

##### **C. Observation**

Observation usually involves watching an individual or a small number of individuals and recording the behaviours that occur, then analysing the findings (Cohen, Manion, & Morrison, 2007). Macalister and Nation (ibid) identify behaviour observations as formal procedures in the sense that the researcher relies on checklists which are usually developed to investigate particular verbal behaviour or actions. Long (2005) argues that observation is the most naturalistic data that may be collected, but it is an extremely time consuming method.

## **D. Meetings**

Marczyk et al. (2005) explain well the meaning of a meeting and show that it can be used as a means for collecting data. They believe that meetings are structured methods in which participants can accomplish certain tasks. Their purposes are to discuss differences in opinion and minority opinions. They are regarded as a means for reaching a consensus. They include different types such as advisory meetings, Delphi technique meetings, interest group meetings, and view meetings.

## **E. Interviews**

Interviews are the most common data collection technique to promote understanding and gathering the truth. They are an open-ended type of instrumentation which involve questioning or discussing issues with people (Cohen, Manion, & Morrison, op.cit). They can appear individually: "the researcher and the interviewer", or in a group which includes interviewees that have the same interests (Nation & Macalister, op.cit). Blaxter et al. (op.cit) emphasize that the interviewee may not be given advanced warning of the topics or issues to be discussed in order not to gather unnecessary detailed information.

## **F. Questionnaires**

Questionnaires are one of the most widely used social research technique since they are efficient for gathering information on a large scale in comparison with any other procedures (Macalister & Nation, op.cit). They are easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyse (M.Ruane, 2005). Box illustrates seven basic question types that can be combined in various ways to give a questionnaire of high effectiveness: quantity or information, category list of multiple choice, scales, ranking, complex grid or table, and open-ended questions (as cited in Blaxter, Hughes, & Tight, op.cit).

A disadvantage of questionnaires is that the information obtained maybe fairly superficial or imprecise and often they need to be followed up by other research techniques like tests or interviews. On the other hand, questionnaires enable a researcher to collect data without requiring any personal contact with the respondent which means that they can transcend most barriers of time and space (Greener, 2008).

## **VI. Approaches to Needs Analysis**

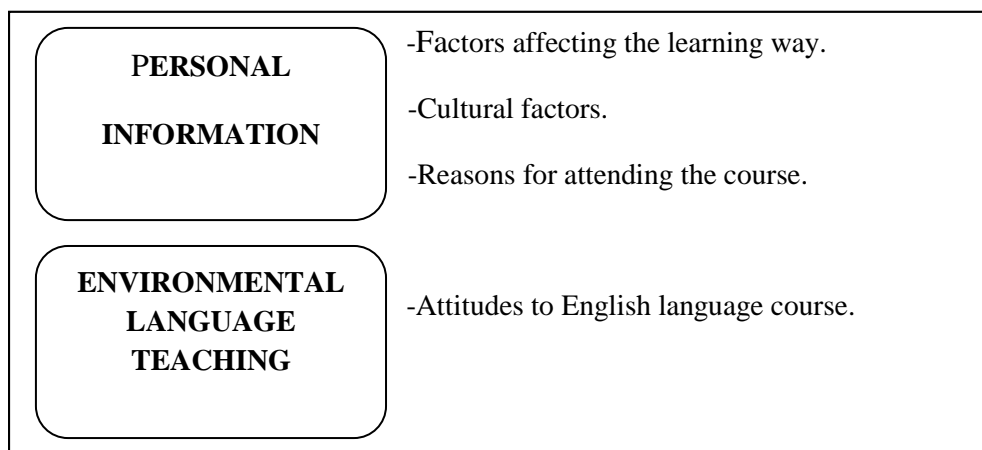
Before the 1970's, needs analyses were based on teacher intuition and sometimes informal analysis of students' needs, as noted by West in his landmark state of the art article (as cited in Flowerdew, 2013). It was in the 1970s that needs analysis first entered the literature on ESP.

### **A. Target Needs Analysis**

In its beginnings, NA was defined in terms of the target situation analysis (TSA) with the publication of Munby's communicative syllabus design in 1978(Hutchinson & Waters, 1987). In this work, Munby introduced the following elements: participants, communicative needs processor, and profile of needs, meaning processor, language skills sector, linguistic encoder, and communicative competence specification. The predominant one from these elements is the communicative needs processor (CNP) which is the basis of the Munby's approach to needs analysis (Songhori, 2007). The aim of Munby's CNP is to find the linguistic forms that the ESP learner will use in various situations in his target working environment. The outcome of the processing data using the Munby's model is, as Hutchinson and Waters (ibid) state, what the learner needs to know in order to function effectively in the target situation. Like any other approach, Munby's model has its critics. Dudley-Evans and ST John (op.cit) state that Munby does not organise the detailed lists of micro-functions in his CNP in order of importance, so that we can know and deal with the most effective factors first to avoid time-consuming and complexity.

### **B. Present Situation Analysis**

To complement TSA, Richterich and Chancerel proposed present situation analysis (PSA) (Basturkmen, 2006). PSA draws attention to what students are able to do with language at the beginning of the course. PSA also deals with other aspects which are described in the following figure.

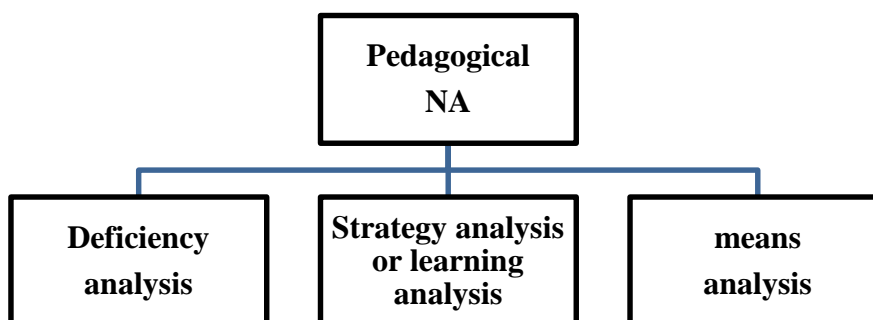


**Figure 07: Aspects of PSA.**

**(Basturkmen, 2010)**

### **C. Pedagogical Needs Analysis**

To reach the desired goals, one cannot rely on just the combination of TSA and PSA. Consequently, another approach to needs analysis has been proposed, such as pedagogic needs analysis. Pedagogic needs analysis is an umbrella term which covers the following three elements: deficiency analysis, strategy analysis or learning needs analysis, and means analysis.



**Figure 08: Pedagogical NA Model.**

What Hutchinson and Waters (op.cit) determine as lacks can be related to 'deficiency analysis'. In general, "deficiency" analysis is the route to cover from point A (present situation) to point B (target situation), without forgetting the learning needs. 'Learning needs analysis' tries to establish how the learners wish to learn. It tries to find the ways the learners need in order to learn and enable them to reach the end target. For example, if they need to



participate in conferences, oral skills are sufficient. Thus, they describe this activity as a process, not a product. The process of learning and motivation should be considered as well as the fact that different learners learn in different ways (Dudley-Evan & ST John, op.cit). ‘Means analysis’ is the external factors that affect the teaching process. The means that what works well in one situation may does not work in another. Swales lists five factors that present the learning environment and should be taken into account when designing courses. These considerations are: classroom culture, EAP staff, pilot target situation analysis, status of service operations, and study of change agents (as cited in Songhori, op.cit).

#### **D. Register Analysis, Discourse Analysis and Genre Analysis**

The approaches mentioned above are so related to the analysis of needs. In the following approaches, the focus will be on the description of the language in ESP. The work of register analysis took place mainly in the 1960s and early 1970s and was associated in particular with the work of Peter Strevens, Jack Ewer and John Swales. The aim of the register analysis is to identify the grammatical and lexical features, and then produce a syllabus which gives high priority to the language forms students would meet in their studies and in turn would give low priority to forms they would not meet (Hutchinson & Waters, op.cit). It operates only at word and sentence level and does not go beyond these levels. Long (2005) criticizes it in his seminal publication on second language needs analysis. He states that most materials produced under the operation of register analysis are descriptive and follow a seminal pattern which lacks authenticity.

In the mid 1980s, the reaction against register analysis is the discourse analysis (rhetorical analysis, textual analysis) which shifts attention to the level above the sentence and tries to find the way how sentences are combined into discourse. Nunan (1993) defines discourse as follows “a continuous stretch language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative” (p.5). The pioneers in this field are Lackstorm, Selinker, and Trimble. The findings of discourse analysis are drawn on by genre analysis. Genre analysis is the most influential approach to the analysis of language use in ESP to date. Genres are types of texts, such as academic lectures, conference abstract and news reports. It can be described as the way people in a specific community typically get things done through spoken discourse (Paltridge, as cited in Basturkmen, 2010). Brown (2000) argues that genre analysis focuses on the regularities of structures that distinguish one type of text from another. In his article, Bhatia defines genre analysis as the study of linguistic behaviour in institutional academic or professional setting (as cited in Songhori, op.cit).

Basturkmen (op cit) describes the aims of genre as follows: “it aims to identify patterns underlying specific genres. It seeks to identify how particular social group conventionally organize specific types of texts to accomplish their aims ” (p. 45).

Nowadays, to enhance the learning process, each approach from the above-mentioned provides a piece to complement the other one. A comprehensive concept of NA is proposed by Dudley-Evan and ST John (op.cit) which encompasses all of them. It consists of eight main parts. These are explained in the following table.

Models	Determination
A. Professional information about the learners	The task and activities learners will be using English for-target situation analysis and objective needs.
B. Personal information about the learners	Factors that may affect the way they learn such as previous learning experience, cultural information, reasons for attending the course and expectations of it, attitudes to English-wants, means, subjective needs.
C. English language information about the learners	What their current skills and language use are-present situation analysis-which allows as to access (D)
D. The learners' lacks	The gap between (C) and( D)-lacks
E. Language learning information	Effective ways of learning the skills and language in (D)-learning needs.
H. Professional communication information about A	Knowledge of how language and skills are used in the target situation-linguistic analysis, discourse analysis, genre analysis.
E. what is wanted from the course	
G. information about the environment in which the course will be run-means analysis	

**Table 02: Models of Needs Analysis  
(Dudley-Evan & ST John, op.cit, p.125)**

This study follows Dudley-Evan and ST John’s approach since it combines many approaches. It is appropriate for the objectives of this study which sheds light on every side related to second-years Business students’ NA.

## **Conclusion**

Needs analysis is a useful tool to investigate learner's needs, but it is not an easy task. The first step in such analysis is the attitude to adopt towards the terminology and the taxonomies which are used. Needs are associated to an analysis that should be, scientifically speaking, objective and accurate. Moreover, determining the importance of implementing such kind of analysis as well as its approaches and techniques play a major role in designing a well-conducted needs analysis.

## **Research Methodology**

## **Chapter Three: Methodology**

### **Introduction**

### **I. Methodology**

#### **A. Sample**

#### **B. Research Instruments**

### **II. Analysis of the Results**

### **III. Interpretation of the Findings**

### **Conclusion**

## **Introduction**

The aim of this piece of research is to seek information about students' needs in learning English for specific purposes. This chapter presents the methodology used in this study and the results of the field work which has been performed. It also suggests an interpretation of the findings.

### **I. Methodology**

This study follows the descriptive method in order to collect quantitative and qualitative data. The descriptive approach is thought to be the most adequate to obtain a full picture about the present investigation, which attempts to probe into students' needs. The descriptive method refers, according to Marczyk et al. (2005), to "the process of defining, classifying, or categorizing phenomena of interest" (p.16).

#### **A. Sample**

To obtain information regarding the situation of ESP course at the department of Business, Ouargla University, a sample consisting of 90 second-year business students is used. The total number of students registered at this level is 700. The sampling strategy followed in this study is convenience sampling. This strategy involves "choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained" (Cohen, Manion, & Morrisson, 2007, p.102). It is thought to be helpful in terms of saving time and efforts, that is, selecting the sample from those to whom we have easy access.

#### **B. Research Instruments**

##### **1. Description of the Questionnaire**

The instrument used to collect data is a questionnaire. It is designed to investigate seven aspects of students' needs. As we have mentioned in the previous chapter, the model of Dudley-Evan and ST John's (1989) is used to analyse students' needs. This model includes nine areas: (1) target situation analysis, (2) personal information, (3) present situation analysis, learning needs, (4) genre analysis, (5) objectives of the course (what is wanted from the course), (6) means analysis, (7) linguistic analysis and discourse analysis. Linguistic analysis and discourse analysis, of NA in Dudley-Evan and ST John's model are ignored in this study due to the fact that students were not available, and thus it was not possible to design tests that could assess the linguistic and discourse elements.

The questionnaire was designed in English and translated into Arabic before piloting. The participants answered the Arabic version of the questionnaire only. The questionnaire consists of six pages and was designed to be answered within fifteen minutes. It was piloted to check its validity, reliability and applicability. Three pilot respondents were asked orally to evaluate the questionnaire on the basis of the previous criteria.

	Respondent 01	Respondent 02	Respondent 03
Do you think all the Questions are relevant to your field of work?	Yes	There are two interrelated questions	Yes
How long did it take you to finish the questionnaire	10 minutes	18 minutes	20 minutes
Is there any item that you did not understand?	No	No	No
Do you have any other observations about the questionnaire?	No	I wish you good luck	No

**Table 03: Evaluation Chart of Pilot Questionnaire.**

As a result of this pilot questionnaire, and after a deep analysis, a question from "personal information" part was omitted.

## **2. Administration of the Questionnaire**

As we have mentioned earlier, it was not possible to administer the questionnaire at classrooms. For this reason, we were obliged to meet each group of colleagues or classmates separately at the Economic' Library, Ouargla University. Before handing the questionnaire to the students, a brief introduction was given them to present ourselves and to explain the aim of the study and the benefits the students will gain if the questionnaire is answered carefully and honestly.

## II. Analysis of the Results

A quantified analysis of the data gathered through the questionnaire is displayed below:

### Section A: Target Situation Analysis

1. Why is the English Language needed in the business stream?

	Frequency	Percentage (%)
a. For study	11	(12.5%)
b. For work	21	(23.3%)
c. For a combination between them	47	(52.2%)
d. For exam	8	(8.8%)
e. For other purposes	1	(1.1%)

**Table 04: The Reasons for Studying the English Language**

The question has been devised in order to know the reasons for studying English. (12.2%) of respondents have reported that they need English language for study. (23.3%) of respondents have reported that they need English for work. The majority of respondents (52.2%) have reported that they will use it for both study and target work, whereas just (8.8%) of respondents said that they need it for the sake of examination. (1.1%) of students had other purposes for learning English; they have stated that “mastering any people’ language is a kind of being aware of their evil”. This stands for religious believes. Since the majority of second year students have chosen answer three, one can conclude that English is very important for their studies and work, so their motivation remains higher.



2. Who will you use the language with?

	Frequency	Percentage (%)
a. Native speaker	20	22.2(%)
b. Non-native speaker	13	14.4(%)
c. Teacher	20	22.2(%)
d. Student	10	11.1(%)
e. Customer	27	41.1(%)

**Table 05: The Target Recipients**

This question seeks to identify the nature of recipients. The majority of students (22.2%) have reported that they will use English with "native speakers" as well as "teachers". Just (14.4%) of students have chosen to use English with "non-native speaker", and (11.2%) of students have seen that communication with students is more beneficial. A large number of respondents (41.1%) have shown that they will use English with "customer" to clarify the view. One can understand that the majority of students hope to design small businesses in which they interact with customers, or to work in international companies where they can function with ease if there is a need to communicate with customers.

3. Where will the language be used?

	Frequency	Percentage (%)
a. Office	15	(16.6%)
b. Lecture room	20	(22.3%)
c. On telephone	15	(16.7%)
d. Meetings	12	(13.3%)
e. Advertisements	20	(22.3%)
f. Socialising	59	(65.5%)
g. Conferences	34	(37.7%)

**Table 06: The Target Areas of Using the English Language**

This question concerns the areas in which English will be used. The results are to some extent close to each other. The "socialising" choice has received the largest percentage of (65.5%) followed by the "conferences" option with (37.7%). (22.3%) have selected both "lecture room" and "advertisement" as a third choice, whereas the fourth is concerns the two options "meeting" and "office" with (16.6%). The lowest percentage (13.3%) is given to the option "on telephone". These answers are related to the answers of the previous question. Students confirm that they are in need of English that is related to business activities such as: socialising, advertisements, meetings and conferences. Others argue that English will be used in lecture rooms, maybe, in further studies outside the country.

4. When will the language be used?

	Frequency	Percentage (%)
a. Frequently	1	(12.22%)
b. Seldom	3	(38.88%)
c. In small amounts	3	(37.7%)
d. In large chunks	1	(13.3%)

**Table 07: The Amounts of Using the English Language**

Concerning the amount of using the English language, the data reveal that most of respondents (38.88%) have felt that they will use English seldom, (37.7%) have felt that they will use it in small amounts, however, just a small proportion (12.22%) have seen that they will use it frequently, and (13.33%) of respondents say that they will use it in small chunks.

5. Students need English in order to:

	Frequency	Percentage (%)
a. Understand the lectures in the field study	20	(22.2%)
b. Take part in oral discussion	34	(37.8%)
c. Read textbooks in their field of study	20	(22.2%)
d. Write answers to examinations	15	(16.7%)
e. Other	1	(1.1%)

**Table 08: The Target Tasks**

The results summed up in table (08) state that (22.2%) of students need English in order to "understand lectures in the field of study" and "read textbooks in their field of study". (37.8%) have chosen to "take part in oral discussion" as one of their needs, whereas (16.4%) have selected the fourth option "write answers to examination". (1.1%) of students have selected the last option. They have stated that they need English to participate in international tests and take trainings outside the country.

6. Rank the following English language skills in terms of importance in conducting your future job or study (please rank using numbers from 1 to 4, with 1 being most important to 4 being least important).

	Rank1	Rank2	Rank3	Rank4
a. Speaking	19(21.1%)	13(14.4%)	16(17.8%)	42(46.7%)
b. Listening	36(40%)	16(17.8%)	20(22.2%)	18(20%)
c. Reading	31(34.4%)	30(33.3%)	15(16.7%)	14(15.6%)
d. Writing	11(12.2%)	23(25.6%)	29(32.2%)	27(30%)

**Table 09: Importance of the Four Skills**

(21.1%) of respondents have ranked the speaking skill as the most important. (14.4%) of respondents have ranked it as the second most important. (17.8%) have ranked it as third and (46.7%) have ranked it fourth. (40%) of respondents have ranked the listening skill as the most important, (17.8%) have ranked it as the second most important, (22.2%) have ranked it third, and (20%) have ranked it fourth. As regards the reading skill, (34.4%) of respondents have ranked it as the most important, (33.3%) have ranked it as the second most important, (16.7%) have ranked it third and (15.6%) have ranked it fourth. The final skill in this table is writing. (12.2%) of respondents have ranked it as the most important, (25.6%) have ranked it as the second most important, (32.2%) have ranked it third, and (30%) have ranked it fourth. The results show that the listening skill was ranked first followed by the reading skill. The speaking skill was ranked third and the writing skill was ranked fourth.

## **Section B: Personal Information**

1. What is your attitude towards the course?

	Frequency	Percentage (%)
a. I want to improve my English	75	(83.3%)
b. Studying English is not one of my aims	10	(11.1%)
c. I do not care	5	(5.5%)

**Table 10: Students' Attitudes towards the Course**

This question aims at focussing on the students' personal attitudes towards the course. (83.3%) of respondents have wanted to improve their English, while (11.1%) of respondents have stated that mastering the English language is not their aim. The minority of (5.5%) have said that they do not care about the English course.

2. If you choose the option two or three, why do you not care and you think that studying English is not one of your aims?

	Frequency	Percentage (%)
a. You had an aggressive teacher who makes you hate the language	2	(2.2%)
b. You suppose that there are other languages that are more important and useful	8	(8.8%)
c. You think that studying English affects your native culture.	5	(5.6%)

**Table 11: Students' Attitudes towards the English Language**

This question is addressed only to the respondents who have chosen the answers two and three in the previous question. It attempts to identify the reasons for being careless about studying the English language. The majority of students (8.8%) have thought that French is more useful in the field of study and work. This is logical since French is a second language in Algeria. (5.6%) of students have supposed that studying foreign languages affects their native culture. (2.2%) of students had aggressive teachers who make them hate the language. If we look deeply, one can argue that such social and psychological factors still appear in our educational institutions.

3. How important is it to have an acceptable level of English proficiency to perform your study and future job effectively?

	Frequency	Percentage (%)
a. Very important	63	(70.7%)
b. Somewhat important	25	(27.8%)
c. Little important	1	(1.1%)
d. Not important	1	(1.1%)

**Table 12: The Importance of Having a High Level of English Proficiency**

In their response to this question, (70.7%) of respondents have reported that English is "very important" to perform the job and the study effectively. (27.8%) of respondents have reported that English is "somewhat important". Only (1.1%) of respondents have reported that English is of little importance, and another (1.1%) of respondents have reported that English is "not important" to perform the job effectively. It is obvious that most of respondents, even the ones who are careless about studying English, agree that English is important both for the study and for work.

4. Do you attend English classes?

	Frequency	Percentage (%)
a. Yes	58	(64.5%)
b. No	32	(35.5%)

**Table 13: Class Attendance**

This is just an informative question about students' attendance of English classes since presence is optional. Most of respondents (64.5%) have ticked the "yes" answer. Those who have ticked the "no" answer represent (35.5%).

5. To what extent do the English courses satisfy your needs in your field of study?

	Frequency	Percentage (%)
a. Completely	13	(14.4%)
b. Partly	58	(64.4%)
c. Not at all	19	(21.2%)

**Table 14: Students' Opinions about the Course**

The majority of students (64.4%) are partially satisfied with the English courses they have, whereas (21.2%) of students are not. A percentage of (14.4%) has selected the first choice "completely". It is interesting to note that the majority of respondents understand that being far from studying general English grammar and vocabulary is the only solution to master English for business purposes. Satisfaction means, for many, providing information about the successful businessmen in the world, and that is what the teachers are doing.

6. The English teacher's background is more literacy:

	Frequency	Percentage (%)
a. Yes	38	(42.3%)
b. No	52	(57.7%)

**Table 15: Students' Opinions about the Teacher's Background**

(42.3%) of respondents have mentioned that the English teacher's background is more literary, whereas (57.7%) of respondents have said "no". In fact, their teacher has bachelor degree in English language and literature.

7. Do you have enough time studying English?

	Frequency	Percentage (%)
a. YES	38	(42.3%)
b. NO	52	(57.7%)

**Table 16: Students' Opinions about the Time Allocated to English Learning**

The table above is self-explanatory as the majority (42.3%) said that the time allocated to the English course is not enough.

8. If no, how much time do you think is necessary for you to learn English every week?

	Frequency	Percentage (%)
a. 3 Hours	20	(22.2%)
b. 4 :30 Hours	28	(31.1%)
c. 6 Hours	4	(4.4%)

**Table 17: Students' Opinions about the Time Needed to Learn English**

The preferred amount of time for the students who are not satisfied with the length of the course is "4:30 hours". It is selected by (31.1%) of respondents. (22.2%) of respondents have chosen the first option "3 hours", whereas just (4.4%) of respondents have seen that "6 hours" is appropriate.

9. Put in increasing order, according to the importance, the reasons which make the work of your current English language teacher does not correspond to the level of achievement expected in your field of study.

	Rank 1	Rank 2	Rank 3	Rank 4
a. She/he is not permanent at the department	43 47.9%	15 16.7%	16 17.7%	16 17.7%
b. She/he has not a particular experience in Specific English related to your own field	20 22.2%	18 20%	28 31.1%	24 26.7%
c. There is not any collaboration between the English language teacher and the other teachers for specific purposes	16 17.7%	32 35.7%	20 22.2%	22 24.4%
d. She/he does not really understand the needs imposed by your discipline	15 16.7%	26 28.9%	23 25.5%	26 28.9%

**Table 18: The Reasons That Affect the Work of the English Language Teacher**

This question aims at defining the factors that contribute to the work of the English language teacher. The highest percentage (47.9%) have reported that the most important reason that makes the work of the English teacher does not correspond to the level of achievement expected is the status of the teacher as a part-time worker, while the second most important reason is the lack of experience in the field of study. The third and fourth reasons have received a close percentage: (17.7%) have mentioned that there is not any collaboration between the language teacher and the teachers who are specialised in the field. (16.7%) have stated that their teacher does not understand the needs imposed by the discipline.

## Section C: Present Situation Analysis

1. What was your grade in English in the baccalaureate examination?

	Frequency	Percentage (%)
a. Less than 10	56	(62.2%)
b. Between 10 and 14	31	(34.4%)
c. Above 14	3	(3.4%)

**Table 19: The English Baccalaureate Grades of Students**

The majority of students (62.2%) have reported that their grades in English are less than 10. (34.4%) of respondents had "between 10 to 14". The lowest percentage of (3.4%) had good grade "above 14". In fact, the baccalaureate examination does not reflect the real level of students. It assesses only one skill which is writing. Speaking, listening and reading are not evaluated.

2. Have you ever taken English training (such as TOIFL or trainings proposed in the American career centre at Ouargla University)

	Frequency	Percentage (%)
a. Yes	6	(6.6%)
b. No	84	(93.4%)

**Table 20: The Students' English Trainings**

(6.6%) of respondents have answered "yes". (93.4%) of respondents have answered "no". These answers are expected because the idea of taking language trainings is new to some extent. Also, it is expensive.

3. How do you rate your knowledge of English before you began university studies?

	Frequency	Percentage (%)
a. Very good	5	(5.6%)
b. Satisfactory	41	(45.5%)
c. Poor	31	(34.4%)
d. Very poor	13	(14.5%)

**Table 21: Students' Evaluation of their Knowledge of English before Entering University**



In discussing the results of this question, the focus is put on the respondents' knowledge of the English language before they began university studies. The data reveal that (45.5%) of respondents have felt that their English was "satisfactory", (34.4%) of respondents have felt that it was "poor", while (14.5%) of respondents have selected the last option "very poor" and only (5.6%) of the participants have felt that their English was "very good". It is worth mentioning here that the participants studied English for seven years before university. One way of explaining this is that students at middle school and secondary school always focus on getting good marks by mastering the grammatical structures on which they will be tested. Furthermore, secondary school students, especially the ones who are specialised in sciences, are always required to have high scores in the scientific subjects such as: maths, physics and natural sciences in order to get accepted in the target colleges.

4. How did the English language courses that you have studied at middle school and secondary school help you in the following tasks? (Please look at the scale and choose the appropriate number accordingly, (1.a lot, 2.somewhat, 3.a little, 4. did not help me).

	A lot	Somewhat	A little	Did not
a. Speak about general English.	12 13.4%	14 15.5%	20 22.3%	44 48.8%
b. Write correctly.	8 8.8%	17 18.8%	21 23.4%	44 48.9%
c. Read and understand articles, magazines, and books easily.	8 8.9%	13 14.5%	22 24.4%	47 52.2%
d. Pass English language examination.	11 12.3%	21 23.4%	16 17.7%	42 46.6%

**Table 22: The Help Gained from English Language Courses of Middle School and Secondary School**

In regard to the first task, (13.3%) of respondents have reported that the English courses helped them "a lot" to "speak about general topics". (15.5%) of respondents have reported that the English courses helped them "somewhat". (22.3%) of respondents have reported that the English courses helped them "a little" and (48.8%) of respondents have reported that the English courses that they have studied at middle school and secondary school "did not help them at all".

For the second task, (8.8%) of respondents have reported that the English courses helped them "a lot" to "write correctly". (18.8%) of respondents have reported that the courses helped them "somewhat". (23.4%) of respondents have reported that the courses helped them

"a little" and (48.9%) of respondents have reported that the courses "did not help them at all".

For the third task, (8.9%) of respondents have reported that the English courses helped them "a lot" to "read and understand articles, magazines and books easily". (14.5%) of respondents have reported that the courses helped them "somewhat". (24.4%) of respondents have reported that the courses helped them "a little" and (48.9%) of respondents have reported that the courses "did not help them at all".

In the last task, (12.3%) of respondents have reported that the English courses helped them "a lot" to "pass English language examinations", (23.4%) of respondents have reported that the courses helped them "somewhat". (17.7%) of respondents have reported that the courses helped them "a little" and (46.6%) of respondents have reported that the courses "did not help them at all".

More than (60%) of respondents have argued that the English courses that they have studied at middle school and secondary school did not help them or helped them a little. This result confirms their answers of the previous questions.

5. Give a mark from 0 to 10 to evaluate your present level in comparison with the level you wish to have:

	From 0 to 3	From 4 to 6	From 7 to 10
a. Speaking	34(37.7%)	27(30%)	29(32.3%)
b. Listening	14(15.6%)	34(37.7%)	42(46.7%)
c. Writing	15(16.7%)	31(34.5%)	44(48.8%)
d. Reading	15(16.7%)	25(27.8%)	50(55.5%)

**Table 23: Students' Evaluation of The Present Level**

The majority of students have thought that they are good in reading, writing, listening and speaking. (50.5%) of participants have indicated that their level of reading is "from 7 to 10" in comparison with the level they wish to have. (48.8%) of participants have indicated that their level of writing is "from 7 to 10". (46.4%) of participants have indicated that their level of listening is "from 7 to 10" and (32.3%) of participants have indicated that their level of speaking is "from 7 to 10".

The average level "from 4 to 6" is reported by (27.8%) of participants in reading, (34.5%) of participants in writing, (37.7%) of participants in listening and (30%) of participants in speaking.

The low level "from 0 to 3" is selected by (16.7%) of participants in reading and writing, (15.6%) of participants in listening and (37.7%) of participants in speaking.

Most of students, supposedly, do not face difficulties in the four skills. For this reason, they think that they have an acceptable level

### Section D: Learning needs

1. What is the most important factor that can lead to the success of the teaching of English in the department?

	Frequency	Percentage (%)
a. Small class.	13	(14.4%)
b. Adequate teaching facilities.	11	(12.2%)
c. Availability of good teaching textbooks.	16	(17.8%)
d. Laboratories.	11	(12.2%)
e. Combination between them.	39	(43.4%)

**Table 24: The Factors that Can Lead to the Success of English Teaching Process**

This question concerns the factors that contribute to the success of teaching the English language. In discussing the results, "small classes" option has got (14.4%) of choices, "adequate teaching facilities" and "laboratories" have received (12.2%), "availability of good teaching textbooks" has received (17.8%). The highest percentage shows that (43.3%) of participants have indicated that all the above factors can lead to the success of teaching English in their department.

2. Are the following types of class work interesting/not interesting?

	Interesting	Not Interesting
a. Individual work.	64(71.1%)	26(28.8%)
b. Pair work.	74(82.2%)	16(17.8%)
c. Team work.	52(57.8%)	38(42.2%)
d. Project work.	76(84.4%)	14(15.5%)

**Table 25: The Interesting Types of Class Work**

The majority of students see that the four types of class work are interesting. "Individual work" has chosen as an interesting type by (71.1%) of participants. "Pair work" has received (82.2%), "team work" (57.8%) and "project work" (84.4%). They think that integrating the four types of class work in an ESP class is a kind of change. Furthermore, the type of class is related to a large extent to the type of activities the students prefer.

3. Are the following activities interesting/not interesting?

	Number of "Interesting"	Number of not "Interesting"
a. Reading for information.	84(93.4%)	6(6.6%)
b. Summarizing texts.	49(54.5%)	41(45.5%)
c. Translating texts.	65(72.3%)	25(27.7%)
d. Writing for general information.	70(77.8%)	20(22.2%)
e. Watching videos.	54(60%)	36(40%)
f. Discussions/debates.	70(77.8%)	20(22.2%)
g. Role-plays.	50(55.6%)	40(44.4%)
h. Making presentations.	68(75.6%)	22(24.4%)
i. Doing exercises.	75(83.4%)	15(16.6%)
g. Taking small quizzes.	71(78.9%)	19(21.1%)

**Table 26: The Interesting Activities for Students**

The aim of this question is to seek information about whether given activities interest the students or not. Table (26) can be read on the principle of the highest percentage summed up for the "interesting" answer. It is noticed that (93.4%) is obtained for option "a"; (83.4%) for option "i"; (78.9%) for option "g"; (77.8%) for option "d" and "f"; (75.6%) for option "h"; (72.3%) for option "c"; (60%) for option "e"; (55.6%) for option "g"; and finally; (54.5%) for option "b".

### Section E: Genre Analysis

1. What genres do you need in your future work?

	Frequency	Percentage (%)
a. Reports	15	(16.6%)
b. Business correspondences (email, letters)	15	(16.6%)
c. User's instructions, manuals	5	(5.6%)
d. Formal/informal conversations	30	(33.4%)
e. Telephoning.	25	(27.8%)

**Table 27: The Target Genres**

According to the answers expressed, table (27) indicates that there is much more

need of "formal/informal conversation"(33.4%), while the second option that they have emphasized is "telephoning" by (27.8%). (16.6%) is the percentage of both "reports" and "business correspondence" option, whereas the minority of participants (5.6%) have selected "user's instructions, manuals"

**Section F: What is wanted from the course?**

1. You study English to:

	Frequency	Percentage (%)
a. Use English for professional purposes.	65	(72.2%)
b. Have access to information via internet.	37	(41.1%)
c. Get information from specialist literature .	37	(41.1%)
d. Exchange scientific/technical/business information.	41	(45.5%)
e. Use English for oral communication.	30	(33.4%)
f. Use English for further studies.	60	(66.7%)
g. Succeed in your career.	48	(53.3%)
h. Get job with international companies.	36	(40%)
i. Pass the exam.	54	(60%)

**Table 28: The Objectives of the Course**

This question seeks information about the objectives which best describe the target aims. The results in table (28) are not far from each other. Option "a" has been chosen by the majority of participants (72.2%), followed by option "f" which has got (66.7%) and option "i" with (60%) of participants. (33.4%) of students have indicated that their aim for studying is "to use English for oral communication", while (45.5%) have selected the choice "exchange scientific/ technical/ business information". Both choice "have access to information via internet" and choice "get information from specialist literature" has received (41.1%). Option "get job with international companies" has been selected by (40%). The lowest percentage (33.4%) appears in option "e", which expresses the "use of English for further studies".

## Section G: Means Analysis

1. Where do you prefer to study English?

	Frequency	Percentage (%)
a. Your present classroom.	6	(6.7%)
b. Classrooms with comfortable coaches and small number of students.	50	(55.5%)
c. Laboratoires.	14	(15.5%)
d. Outside (pre-organized gardens, real workplaces).	20	(22.3%)

**Table 29: The Preferred Classrooms**

This question verifies whether the students are satisfied with their classrooms. The results recorded in table (29) show that (55.5%) of students have taken option "b" "classrooms with comfortable coaches and small number of students", (22.3%) of students have preferred the option "d" "outside". For the option "c", the percentage of students is (15.5%), while only (6.7%) of students have been satisfied with their present classrooms.

2. Do you prefer the teacher as a:

	Frequency	Percentage (%)
a. Provider of information	7	(7.7%)
b. Guide	34	(37.8%)
c. Participants in the learning process	49	(54.5%)

**Table 30: The Role of the Teacher**

The results that have been obtained can be read as follows: (54.5%) of students have preferred the teacher as a "participant in the learning process", (37.8%) as a "guide", and finally, only (7.7%) of students have preferred the teacher as a "provider of information" since they tried such kind of teachers. They have demanded to play other roles more than just providing much information.

## **SECTION H: Do you have any other suggestions?**

Many suggestions are yielded by students. This means that students care about the English course and they want to make it effective, useful and more relevant to their needs in their field of study. One student has proposed to create specialised centres in teaching general English in which certificates are given to students in order to study the specialised language (ESP). Another one has added that English should be studied from the first to the last year. A third has suggested that their department should have English guides that help the students to function outside classes, create ESP magazines which treat business issues acceptable in their level, organize workshops and supervise project works. The role of the ESP teacher is not forgotten. They believe that the role "participant in the learning process ", as it is mentioned in the previous question, is sometimes the preferred one. That is, in their view, a group of students can provide a certain activity or lesson without relying on the teacher, who just explains some difficult questions which cannot be answered. Furthermore, they have rejected the idea of meeting a new teacher every semester.

In conclusion, the analysis of the students' questionnaire has helped us to discover lacks and wants perceived by the students, especially in the answers provided for the fifth and the sixth sections. It permits us to identify students' present situation and learning needs as well as the environment they prefer to work in.

### **III. Interpretation Of The Findings**

After the analysis achieved on the questionnaire, our primary objective in this section is to attempt to provide an objective interpretation of the findings.

#### **Target Situation Analysis**

In this section, we come to a conclusion about the students target needs, the tasks and the activities students will be using English for. Students (52.2%) argued in the first question that English is needed for both study and work. It is obvious that this percentage is aware of the international role that the English language is playing and its dominance around the world. Hardling (2007) confirms this view as follows:

Globalisation continues to spread, and globalisation has clearly chosen English as its language of communication. In a shrinking world, English as the language of international communication is spreading faster and faster. It is also spreading downwards and outwards to people who'd never needed English before. It is not just the politician, the business leader, and the academic professor who need to speak to international colleges and clients: it is also the hotel receptionist, the nurse, and the site

foreman. And new groups constantly appear- call centre operatives, construction workers moving within the European union are two such recent examples.(p.07)

Target needs are more specified in terms of the recipients the respondents will use the English language with and in terms of the area in which the English language will be used. Students see themselves using English with customers (41.1%), native speakers (22.2%) and teachers (22.2%). This is a reasonable answer and complementary to the previous one. The "teacher" and "native speaker" options, supposedly, are selected by students who want to take further studies outside. This view is confirmed by the selection of the second option "lecture room" of the third question by (22.3%) of students, the first and the third options of question "5", "understand lectures in the field study" ,"read textbooks in their field of study" by percentage of (22.2%). Another (22.2%) of students have selected "advertisements" and (65.5%) have chosen "socialising" as two key elements of any successful business stream.

When coming to determine the skills that are needed, we notice that the four skills received similar responses. Listening was ranked as the most important skill by (40%) of respondents followed by reading at (34.4%) and speaking at (21%). Writing received (12.2%) as the least important skill. Since reading and listening are ranked more highly, it can be concluded that proficiency in English receptive skills (listening and reading) are perceived as more important than productive skills (speaking and writing). This is logical for the students who aim to continue further studies.

### **Personal information**

This part aims at determining the factors that may affect the learning process such as cultural aspects and previous learning experiences. It also seeks information about attitudes to English language. (83.3%) of students have positive attitudes since they need to improve their English, whereas the rest have other opinions. (8.8%) supposed that mastering French is more important since the national correspondences are in French. (5.6%) think that studying the English language affects the native identity. Such percentage rejects the foreign cultures and considers the globalisation a means of wasting a person's identity, history and religion. In fact, this view is widespread in society, even among educated people, the matter which urges researchers to shed light on this issue in order to obtain a more comprehensive view. A small percentage of (2.2%) considers the middle school and/or the secondary school teacher the factor that discourages them from trying to learn the language. This situation can be solved only if the teacher to a certain extent plays the role of psychologist at least to avoid affecting



his learners negatively.

Most of students (70.7%) argue that having an acceptable level of English proficiency is very important to perform the study and the future job effectively, whereas just (27.8%) argue that it is somewhat important. This result confirms the data revealed in the previous part. To discuss the course needs, the majority of students (64.4%) are satisfied partially, whereas (21.2%) are not satisfied at all. This is a strong indication that the course needs developments in terms of syllabus design, materials selection as well as teacher's selection as regards not only having an acceptable level of general English, but also taking trainings in the field of teaching.

The time allocated to the English course is not sufficient. The duration of sessions preferred by (31.1%) of students is (4:30 hours). Three sessions weekly is a reasonable choice to learn a foreign language and to deal with its different aspects including teaching grammar, skills and vocabulary. In addition, students should be encouraged by the choice of timetabling of the English courses. The last session of the day, when students are bored and tired, is not the appropriate one.

Different reasons which affect the work of the English teacher and make him/her not corresponding to the level of achievement expected in the field of study are listed in terms of importance. Students claim that the first important reason is that their teachers are not permanent. The second important reason is the lack of experience in business English followed by the lack of collaboration with the specialised teacher in the field study. All these factors affect the teacher's understanding of the needs imposed by the discipline which is the last reason.

### **Present Situation Analysis**

Present situation analysis assesses the students' current level of English language which, if it is acceptable, allows students to move to the target needs successfully. The first and second questions in this part indicate that the student's current level is low with (62%) having a grade less than 10 in the baccalaureate examination. Also, (93.4%) have not taken any kind of English language training. However, when they are asked to rate the English knowledge before entering college more than (50%) of students chose "very good" and "satisfactory" options. The fourth question indicated that when asking the students about such activities as: "speak about general topics" , "write correctly", "read and understand articles, magazines and books easily", "pass English language examination", the majority answered that the English language courses help them "a little" or "did not help them at all" to succeed

in these tasks. To conclude this part, one can understand from this analysis that students' level ranges between average and low, and it needs improvement in general English.

### **Learning needs**

This part aims at providing information on the effective ways of learning the language according to the students' views. In the first question, the students claim that a combination between the following factors leads to successful results in the teaching process. Availability of good teaching textbooks is the first factor that is selected followed by using small classes and workable laboratories, as well as adequate teaching facilities. If we analyse these choices, we can understand that students are aware of the lack of the syllabus which must be provided by specialists in the field and the teaching textbooks that guide the learning process. Moreover, the students are conscious when selecting the four types of class work: individual work, pair work, team work and project work as interesting since the type of class work is related to a large extent to the type of activities the students prefer. The highest percentage of more than (70%) consider the following activities as interesting: reading for information, writing for general information, discussion/debates, doing exercises and taking small quizzes.

### **Genre analysis, means analysis and objectives of the course**

Determining the target genre that aids the respondents in their future work is the core of NA method. Respondents differ in terms of their target genres. (33.4%) need formal/informal conversations, while (27.8%) are interested in "telephoning ". (16.6%) is the percentage of both "reports" "business correspondence", whereas the lowest percentage is given to "instructions and manuals". Integrating all these genre types in syllabus design is needed.

The aims of course attendance according to (72.2%) of the students are to "use English for professional purposes". (66.7%) chose to "use English for further studies", (60%) to "pas the examination", (45.5%) to "exchange scientific/technical/business information" and (41.1%) for both "have access to information via internet" and "get information from specialist literature". Last but not least, the present classrooms do not satisfy students' needs. They (55.5%) demands classrooms with comfortable coaches and small number of students, whereas (22.3%) prefer to take the course outside in real work places and/or in pre-organised gardens. Laboratories are selected by little percentage of (15.5%).

## **Conclusion**

To sum up, this investigation of the conditions related to the learning and teaching of English for business students emphasises the existence of two main aspects that have produced a critical situation. The first aspect is the lack of syllabus in the ESP teaching process which takes into accounts student' needs. In the second aspect, it is obvious that the department of business does not rely on trained teachers.

## **Chapter four: Pedagogical Implications and Recommendations**

### **Introduction**

- I. The Prerequisites of an ESP Practitioner**
- II. Changes in the Status of English Teaching**
- III. The Content of the Course**

### **Conclusion**

## **Introduction**

The results of this piece of research lead us to draw the following suggestions and recommendations related to the role of the teacher, the conditions of learning and the content of the English course.

### **I. The Prerequisites of an Efficient ESP Practitioner**

English teachers at the business department play a limited role. This may be due to lack of experience and low awareness of the distinction between EGP and ESP. This is why it seems appropriate to adopt certain criteria imposed by the institutions on language teachers when they intend to teach ESP. These criteria, in fact, should be considered as prerequisites to help the language teachers succeed in their tasks. Not only an acceptable experience in EFL is needed but also a sufficient training in ESP is required. Such kind of training can be realised through (1) an initial EFL teacher training where an ESP method should be introduced and (2) an in-service training for ESP practitioners via seminars, workshops, conferences, etc.

Second, the principle of cooperation and collaboration between language and business teachers should be focussed on during the ESP process because it has a positive influence on both language teachers and students. Language teachers always know little or nothing about the field of study which allows them to refer to business teachers to solve their difficulties. Hutchison and Waters (1987) explain the importance of this kind of relationship:

ESP teacher might, for example, find themselves having to work in close cooperation with sponsors and or subject specialists who are responsible for learners' work or study experience outside the ESP classroom. This is not always an easy relationship: suspicion of motives is common. The effectiveness of relationships depends greatly on how it is handled by both parties, but, since it is usually the ESP teachers who have enlisted the help of the subject specialist, it is their main responsibility to ensure that potential problems are anticipated and avoided, and that a harmonious working arrangement is created. One of the keys to success in this area for ESP teacher is to establish clear guidelines about their and the specialist's separate and join role and responsibilities. (p.164)

Third, language teachers should try other roles rather than just providing information. In this investigation, students preferred their teacher as a guide in the learning process.

Teachers also should be good evaluators and researchers. Such skills should be incorporated in ESP trainings. Also, practice in NA, course design, and materials selection is needed.

Last but not least, the language teachers ought to be open-minded by having discussions with students because their suggestions and comments are informative. This process is called, as indicated in the theoretical part, 'ongoing NA', which attempts to revise the course design taking into consideration students as participants. Basturkmen (2010) emphasises this kind of NA by stating: "teachers working on ESP courses often find that their understanding of the target situation or learners' needs develops as they work on the ESP course and that they use this developing understanding to modify the course" (p.26).

## **II. Changes in the Status of English Teaching**

The institution the students study in can have a positive influence on the English teaching process by proposing a set of recommendations about what should be done. It should help the language teachers by providing adequate teaching facilities such as timetabling conditions, number of students and size of classrooms. Moreover, the English teaching process should take into consideration the environmental aspects of student's life, for instance, the socio-cultural background which interferes with their studies. If a successful English course which satisfies all parties is wanted, such socio-cultural aspects have to be treated deeply bearing in mind that the practice of foreign language teaching is sometimes a difficult task for ideological reasons according to many people.

## **III. The Content of the Course**

As shown in the present situation analysis, the level of most students in the sample is low in English, for this reason, we suggest providing a general English language course before teaching the ESP course because the students are in need of that. That is to say, students should have an acceptable level in terms of grammatical structures and skills that are needed in the target situation. Of course, this occurs after administering a pre-test which evaluates the general level of students at the beginning of the university period.

General English language courses emphasize the four English skills. Though this study suggests that the receptive skills (listening, reading) are perceived by the students as more important than the productive skills (speaking, writing). Moreover, teaching receptive skills should be based on the activities driven from the target communicative situations demanded by the business context. With regard to the close percentages that are indicated by students

between receptive skills and productive skills, teachers can add extra sessions to deal with productive skills until conducting further research which analyses this point to support or reject our claim. Also what confirms this view is their choice of business correspondence and formal /informal conversations as genres which are highly needed by most students to express themselves successfully.

The findings suggest that some students need to use language for target work; however, another section of students intend to take further studies. Therefore, it is not enough to design only one course for English for business purposes. Preferably, two courses should be available. The first concerns the academic studies, whereas the second concerns the occupational business settings.

## **Conclusion**

Finally, this study has provided empirical data on a certain group of learners who belong to the business settings. A relatively clear picture about students English language needs is provided, and it is thought that it can enhance the ESP course.

## **General conclusion**

Taking into account the main concepts of NA, the present researcher has relied on the model developed by Dudley-Evan and ST John in 1998. The different aspects of this model are put into practice in studying students' needs in ESP at the department of business, at Kasdi Merbah University. This study could relatively identify many of the needs of this group of learners.

It is vital to indicate the position that the teachers and students occupy in the process of English teaching/learning. First, if we consider students, one can see that they express an urgent demand of courses designed to satisfy their needs, which range between working in the field of business and taking further academic studies. The business teachers also participate in this process by the urgent need to follow the prerequisites that should be imposed by the institution the students study in. In addition, the concept of collaboration has to be taken seriously to aid language teachers in the field study.

Finally, our analysis of the English teaching at business department, Ouargla University has attempted to bring answers and suggestions to improve the status of English learning and teaching. It is important to note, however, that the findings can be enriched by further research, in which other methods of investigating students' needs could be applied.



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## **Appendices**

- I. Pilot Questionnaire**
- II. Questionnaire**

**Ministry of Higher Education and Scientific Research**  
**Ouargla University**  
**Department of Languages**  
**English Division**

**Dear student,**

**This questionnaire is part of an ESP study conducted in connection with a MA study. Its objective is to identify and analyse Business students' needs as regards learning English. This is thought to be a fundamental step that can help in designing more appropriate English courses. You are kindly requested to answer the following questions. Please mark (×) the appropriate box (es) or order the answers from (1to 4).**

*Full name: Rehouma Sihem*

*Level: Second Year Master English*

# I. Target Situation Analysis

## A. Why is the English language needed in the business stream?

- 1. for study
- 2. for work
- 3. for a combination of these
- 4. for examination
- 5. for other purposes

.....

## B. Who will you use the language with?

- 1. Native speaker of English
- 2. Non-native speaker of English
- 3. Teacher
- 4. student
- 5. Customer

## C. Where will the language be used?

- 1. Office
- 2. Lecture room
- 3. Meeting
- 4. On telephone
- 5. Advertisements
- 6. Socializing
- 7. Conferences

## D. When will the language be used?

- 1. Frequently
- 2. Seldom
- 3. in small amounts
- 4. In large chunks

## E. Students need English in order to:

- 1. Understand the lectures in the field study
- 2. Take part in oral discussion
- 3. Read textbooks in their field of study
- 4. Write answers to examinations
- 5. Other (please specify)

.....

## F. Rank the following English language skills in terms of importance in conducting your future job or study (Please rank using numbers from 1 to 4, with 1 being most important to 4 being least important)

- 1. Speaking.
- 2. Listening.
- 3. Reading.
- 4. Writing.

## II. Personal information

### A. What is your attitude towards the course?

1. I want to improve my English
2. Studying English is not one of my aims
3. I do not care


### B. If you choose the option two or three, why do you not care and you think that studying English is not one of your aims?

1. You had an aggressive English teacher who makes you hate the language.
2. You think that studying English affects your native culture.
3. You suppose that there are other languages that are more important and useful than English for your study and work, such as French.


### C. How important is it to have an acceptable level of English proficiency to perform your study and future job effectively?

1. Very important
2. Somewhat important
3. Little important
4. Not important


### D. To be well-qualified, you would consider English as being:

1. Necessary
2. Useful
3. Unnecessary


### E. Do you attend English classes?

1. Yes
2. No


### F. To what extent do the English courses satisfy your needs in your field of study?

1. Completely
2. Partly
3. Not at all


### G. The English teacher's background is more literary:

1. Yes
2. No


### H. Do you think you have enough time studying English every week?

1. Yes
2. No


### I. If no, how much time do you think is necessary for you to learn English every week?

1. 3 hours
2. 4:30 hours
3. 6 hours


### G. Put in increasing order, according to the importance, the reasons which make the work of your current English language teacher does not correspond to the level of achievement expected in your field of study.

1. She/he is not permanent at the department
2. She/he has not a particular experience in specific English related to your own field


- 3. There is not any collaboration between the English language teacher and the other teachers for specific purposes
- 4. She/he does not really understand the needs imposed by your discipline

### III. Present Situation Analysis

#### A. What was your grade in English in the baccalaureate examination?

- 1. less than 10
- 2. Between 10 and 14
- 3. Above 14

#### B. Have you ever taken English training (such as TOIFL or trainings proposed in the American career centre at Ouargla University)?

- 1. Yes.
- 2. No.

#### C. How do you rate your knowledge of English before you began university studies?

- 1. Very good.
- 2. Satisfactory.
- 3. Poor.
- 4. Very poor.

#### D. How did the English language courses that you have studied at middle school and secondary school help you in the following tasks? (Please look at the scale and choose the appropriate number accordingly, (1.a lot, 2.somewhat, 3.a little, 4.did not help me).

- 1. Speak about general topics.
- 2. Write correctly.
- 3. Read and understand articles, magazines, and books easily.
- 4. Pass English language examination.

#### E. Give a mark from 0 to 10 to evaluate your present level in English in comparison with the level you wish to have in.

- 1. Speaking
- 2. Listening
- 3. Reading
- 4. Writing

### IV. Learning Needs

#### A. What is the most important factor that can lead to the success of teaching English in your department?

- 1. Small class.
- 2. Adequate teaching facilities.
- 3. Availability of good teaching textbooks.
- 4. Laboratories.



5. Combination between them.

**B. Are the following types of class work interesting /not interesting?**

- 1. Individual work.
- 2. Pair work.
- 3. Team work.
- 4. Project work.

**C. Are the following activities interesting/not interesting?**

- 1. Reading for information.
- 2. Summarizing texts.
- 3. Translating texts.
- 4. Writing for general information.
- 5. Watching videos.
- 6. Discussion/debates.
- 7. Role-plays.
- 8. Making presentations.
- 9. Doing exercises.
- 10. Taking small quizzes.

**V. Genre analysis**

**A. What genres do you need in your future work?**

- 1. Reports.
- 2. Business correspondences (email, letters).
- 3. User's instructions, manuals.
- 4. Formal/informal conversations.
- 5. Telephoning.

**VI. What is wanted from the course?**

**A. You study English to:**

- 1. Use English for professional purposes.
- 2. Have access to information via internet.
- 3. Get information from specialist literature .
- 4. Exchange scientific/technical/business information.
- 5. Use English for oral communication.
- 6. Use English for further studies.
- 7. Succeed in your career.
- 8. Get job with international companies.
- 9. Pass the exam.

**VII. Means Analysis**

**A. Where do you prefer to study English?**

- 1. Your present classroom.
- 2. Classrooms with comfortable coaches and small number of students.

- 3. Laboratories.
- 4. Outside (pre-organized gardens, real workplaces).


**B. Do you prefer the teacher as a:**

- 1. Provider of information.
- 2. Guide.
- 3. Participant in the learning process.


**C. do you have any other suggestions?**

.....

.....

.....

**Ministry of Higher Education and Scientific Research**

**Ouargla University**

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**English Division**

**Dear student,**

**This questionnaire is part of an ESP study conducted in connection with a MA study. Its objective is to identify and analyse Business students' needs as regards learning English. This is thought to be a fundamental step that can help in designing more appropriate English courses. You are kindly requested to answer the following questions.**

**Full name: *Rehouma Sihem***

**Level: Second Year Master English**

## Background information

Level: .....

Age: .....

Sex: .....

Speciality: .....

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## I. Target Situation Analysis

### A. Why is the English language needed in the business stream?

1. for study
2. for work
3. for a combination of these
4. for examination
5. for other purposes


### B. Who will you use the language with?

1. Native speaker of English
2. Non-native speaker of English
3. Teacher
4. Non-native speaker students
4. Non-native speaker laymen
5. Customer


### C. Where will the language be used?

1. Office
2. Lecture room
3. Meeting
4. On telephone
5. Advertisements
6. Socializing
7. Conferences


### D. When will the language be used?

1. Frequently
2. Seldom
3. in small amounts
4. In large chunks


### E. Students need English in order to:

1. Understand the lectures in the field study
2. Take part in oral discussion
3. Read textbooks in their field of study
4. Write answers to examinations
5. Other (please specify


.....

**F. Rank the following English language skills in terms of importance in conducting your future job or study (Please rank using numbers from 1 to 4, with 1 being most important to 4 being least important)**

- |               |                      |
|---------------|----------------------|
| 1. Speaking   | <input type="text"/> |
| 2. Listening. | <input type="text"/> |
| 3. Reading.   | <input type="text"/> |
| 4. Writing.   | <input type="text"/> |

## II. Personal information

**A. What is your attitude towards the course?**

- |   |                      |
|---|----------------------|
| 1. I want to improve my English           | <input type="text"/> |
| 2. Studying English is not one of my aims | <input type="text"/> |
| 3. I do not care                          | <input type="text"/> |

**B. If you choose the option two or three, why do you not care and you think that studying English is not one of your aims?**

- |  |                      |
|--|----------------------|
| 1. You had an aggressive English teacher who makes you hate the language.  | <input type="text"/> |
| 2. You think that studying English affects your native culture.  | <input type="text"/> |
| 3. You suppose that there are other languages that are more important and useful than English for your study and work, such as French. | <input type="text"/> |

**C. How important is it to have an acceptable level of English proficiency to perform your future job or study effectively?**

- |                       |                      |
|-----------------------|----------------------|
| 1. Very important     | <input type="text"/> |
| 2. Somewhat important | <input type="text"/> |
| 3. Little important   | <input type="text"/> |
| 4. Not important      | <input type="text"/> |

**D. Do you attend English classes?**

- |        |                      |
|--------|----------------------|
| 1. Yes | <input type="text"/> |
| 2. No  | <input type="text"/> |

**D. To what extent do the English courses satisfy your needs in your field of study?**

- |               |                      |
|---------------|----------------------|
| 1. Completely | <input type="text"/> |
| 2. Partly     | <input type="text"/> |
| 3. Not at all | <input type="text"/> |

**E. The English teacher's background is more literary**

- |        |                      |
|--------|----------------------|
| 1. Yes | <input type="text"/> |
| 2. No  | <input type="text"/> |

**F. Do you think you have enough time studying English every week?**

- |        |                      |
|--------|----------------------|
| 1. Yes | <input type="text"/> |
| 2. No  | <input type="text"/> |

**G. If no, how much time do you think is necessary for you to learn English every week?**

- |               |                      |
|---------------|----------------------|
| 1. 3 hours    | <input type="text"/> |
| 2. 4:30 hours | <input type="text"/> |
| 3. 6 hours    | <input type="text"/> |

**H. Put in increasing order, according to the importance, the reasons which make the work of your current English language teacher does not correspond to the level of achievement expected in your field of study.**

1. She/he is not permanent at the department
2. She/he has not a particular experience in specific English related to your own field
3. There is not any collaboration between the English language teacher and the other teachers for specific purposes
4. She/he does not really understand the needs imposed by your discipline


### III. Present Situation Analysis

**A. What was your grade in English in the baccalaureate examination?**

1. Between 10 and 12
2. Between 12 and 14
3. Above 14


**B. Have you ever taken English training (such as TOIFL or trainings proposed in the American career centre at Ouargla University)?**

1. Yes
2. No


**C. How do you rate your knowledge of English before you began university studies?**

1. Very good
2. Satisfactory
3. Poor
4. Very poor


**D. How did the English language courses that you have studied at middle school and secondary school help you in the following tasks? (Please look at the scale and choose the appropriate number accordingly, (1.a lot, 2.somewhat, 3.a little, 4.did not help me).**

1. Speak about general topics
2. Write correctly
3. Read and understand articles, magazines, and books easily
4. Pass English language examination


**E. Give a mark from 0 to 10 to evaluate your present level in English in comparison with the level you wish to have in.**

1. Speaking
2. Listening
3. Reading
4. Writing


### IV. Learning Needs

**A. What is the most important factor that can lead to the**



10. Pass the exam

## VII. Means Analysis

### A. Where do you prefer to study English?

1. Your present classroom
2. Classrooms with comfortable coaches and small number of students
3. Laboratories
4. Outside (pre-organized gardens, real workplaces)


### B. Do you prefer the teacher as a:

1. Provider of information.
2. Guide
3. Participant in the learning process


## VIII. Do you have any other suggestions?

.....

.....

.....





وزارة التعليم العالي والبحث العلمي

جامعة ورقلة

كلية اللغات - قسم اللغة الانجليزية



عزيزي الطالب،

هذا الاستقصاء هو جزء من دراسة للحصول على درجة ماستر في مجال الانجليزية لأغراض متخصصة (ESP).

هذه الدراسة هدفها معرفة وتحليل احتياجات الطالب في مجال التجارة فيما يخص دراسة اللغة الانجليزية حيث تعتبر مرحلة

أساسية تساعد على تصميم المقرر المناسب في مادة اللغة الانجليزية. نطلب منك لطفاً أن تجيب على هذه الأسئلة بوضع علامة

(X) في الخانة المناسبة.

أ- لماذا تحتاج اللغة الانجليزية، في مجال التجارة؟

- 1- للدراسة
- 2- للعمل
- 3- لكليهما
- 4- للامتحان
- 5- لأغراض أخرى

ب- مع من ستستخدم اللغة الانجليزية؟

- 1- متحدث فطري (أمريكي، انجليزي ...)
- 2- متحدث غير فطري (مصري، جزائري ...)
- 3- أستاذ
- 4- طالب
- 5- زبون

ت- أين ستستخدم اللغة الانجليزية؟

- 1- في المكتب
- 2- في محاضرة
- 3- في اجتماع
- 4- عبر الهاتف
- 5- في مجال الإعلانات
- 6- لتكوين علاقات في مجال عملك
- 7- في ملتقيات

ث- متى تستخدم اللغة الانجليزية؟

- 1- كثيراً
- 2- نادراً
- 3- بكميات قليلة
- 4- مع شرائح واسعة

ج- أنت كطالب تحتاج إلى اللغة الانجليزية:

- 1- لتفهم المحاضرات في مجال تخصصك
- 2- لتشارك في نقاش شفهي

3- لتقرأ كتب في مجال تخصصك

4- لتجيب على أسئلة الامتحان

5- لأغراض أخرى

ح- رتب المهارات التالية من الأكثر أهمية إلى الأقل بالنسبة للنجاح في دراستك والقيام بعملك المستقبلي على أكمل

وجه. (من 1 إلى 4)

3- القراءة

1- الكلام

4- الكتابة

2- السمع

خ- ما هو موقفك تجاه المحاضرة؟

1- أريد أن أطور لغتي الإنجليزية

2- دراسة اللغة الإنجليزية ليس من اهتماماتي

3- لا أهتم

د- إذا اخترت الجواب 2 أو 3، لماذا لا تهتم أو تعتقد أن دراسة اللغة الإنجليزية ليست من اهتماماتك:

1- درست من طرف أستاذ لغة إنجليزية قاسي جعلك تكره اللغة

2- تعتقد أن دراسة اللغة الإنجليزية تؤثر على ثقافتك الشخصية

3- تعتقد أن هناك لغات أخرى أكثر أهمية بالنسبة لدراسك وعملك مثل الفرنسية

ذ- كم هو مهم بالنسبة لك أن يكون مستوى المرء في اللغة الإنجليزية مقبول ليدرس بفعالية وينجز عمله المستقبلي

بنجاح؟

1- مهم جداً

2- مهم إلى حد ما

3- قليل الأهمية

4- ليس مهما

ز- هل تحضر لخصص اللغة الإنجليزية؟

1- نعم

2- لا

س- إلى أي مدى تليي حصص اللغة الإنجليزية احتياجاتك في مجال تخصصك؟

1- تماماً

2- جزئياً

3- لا تليي احتياجاتي أبداً

ش- هل تعتقد أن خليفة الأستاذ أدبية أكثر مما هي علمية؟

1- نعم

2- لا

ص- هل تعتقد أن الساعات المخصصة للغة الانجليزية كافية على مدار الأسبوع؟

1- نعم

2- لا

ض- إذا كان جوابك "لا"، فما هو عدد الساعات الكافية في الأسبوع؟

1- 3 ساعات

2- 4.5 ساعة

3- 6 ساعات

ط- رتب تصاعديا الأسباب التي جعلت عمل أستاذ اللغة الانجليزية لا ينسجم مع مستوى التحصيل المطلوب:

1- لأنه ليس أستاذا دائما في القسم

2- لأنه لا يملك الخبرة في مجال تخصصك

3- لأنه لا يوجد تعاون بينه وبين أساتذة التخصص

4- لأنه لا يعقل فعلا متطلبات تخصصك.

ظ- ما هو المعدل الذي حصلت عليه في مادة اللغة الانجليزية في امتحان البكالوريا؟

1- أقل من 10

2- ما بين 10 و 14

3- أكثر من 14

ع- هل مررت بتجربة تدريب (Stage) في اللغة الانجليزية (مثلا: TOIFL)، أو التدريب المقدم من طرف مركز

المسارات المهنية بجامعة ورقلة).

1- نعم

2- لا

غ- كيف تقيم مستواك في اللغة الانجليزية قبل دخول الجامعة؟

1- جيد جداً

2- مرضي

3- ضعيف

4- ضعيف جداً

ف- كيف ساعدتك دروس اللغة الانجليزية التي أخذتها في المرحلة المتوسطة والثانوية في المهام التالية؟ (اختر الرقم

المناسب، 1- كثيراً، 2- إلى حد ما، 3- قليلاً، 4- لم تساعدني)

4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1

1- التحدث في مواضيع عامة

2- الكتابة الصحيح

3- قراءة وفهم مقالات، مجلات، وكتب بسهولة

4- النجاح في امتحان اللغة الانجليزية

ق- أعط رقماً من 0 إلى 10 لتقييم مستواك الحالي مقارنة بالمستوى الذي تطمح إليه.

1- الكلام  3- القراءة

2- السمع  4- الكتابة

ك- ما هو العامل الأكثر أهمية لنجاح عملية تعليم اللغة الانجليزية في قسمك؟

1- أقسام قليلة العدد

2- تسهيلات تعليمية كافية

3- توفر مراجع جيدة

4- اتحاد كل هذا

ل- هل هذه النوعية من العمل مهمة، غير مهمة؟ (اجب ب 'م' على مهمة و ب 'غ' على غير مهمة)

1- العمل الفردي

2- العمل مع زميل

3- العمل في مجموعة

4- العمل على إنجاز مشروع ما

م- هل التمارين التالية مهمة، غير مهمة؟ (اجب ب 'م' على مهمة و ب 'غ' على غير مهمة)

1- القراءة لتحصيل معلومات عامة

2- تلخيص نصوص

3- القراءة لتحصيل معلومات متخصصة

4- ترجمة نصوص

5- كتابة معلومات عامة

6- مشاهدة فيديوهات

7- نقاش - مناظرة

8- مشهد تمثيلي

9- إلقاء بحوث

10- حل تمارين

11- أخذ استجابات صغيرة الحجم

ن- أنا كطالب أدرس اللغة الانجليزية لـ: (تستطيع اختيار أكثر من رقم)

1- استخدامها لأغراض مهنية

2- أتواصل مع المعلومات الجديدة عبر الانترنت

3- أتحصل على المعلومات من المتخصصين فيها

4- أتبادل المعلومات العلمية والتقنية والتجارية

5- استخدامها للتواصل شفهيًا

6- استخدامها للدراسات العليا

7- النجاح في مهنتي

8- أتحصل على عمل في شركات عالمية

9- أنجح في الامتحان

هـ- أين تفضل الدراسة؟

1- في قسمك الحالي

2- في أقسام تتوفر على مقاعد مريحة مع عدد قليل من الطلبة

3- في مخابر

4- خارج الأقسام (مثلاً: مسا

حات خضراء مخصصة لهذا الغرض، أماكن العمل الحقيقية)

و- هل تفضل الأستاذ كـ:

1- مقدم معلومات

2- موجه

3- مشارك في العملية التعليمية

ي- أي اقتراحات أخرى:

.....

.....

.....

## **Abstract**

This piece of research is concerned with the teaching of English for specific purposes. It aims at identifying the English language needs at the Department of Business, Kasdi Merbah University. The participants are ninety second-year students registered at this department for the academic year 2012/2013. This study shows that analysing business students' needs contributes to ESP teaching at the departments, and it attempts to analyse the weaknesses and prerequisites of the teaching/learning process in such context. A students' questionnaire was addressed to second-year students. It has helped to identify the situation that prevails in the teaching of English at the business department. This research work attempts to show that the application of some strategies of predetermined objectives would enhance better the students' achievements in learning English for specific purposes. Finally, taking into account the findings of this investigation, some suggestions are proposed to help improving ESP teaching methodology by designing a course that takes learners' needs as a starting point.

**Key words:** English for specific purposes, needs, business

## ملخص

موضوع هذه الدراسة يتمحور حول دراسة وتحليل متطلبات وحاجيات طلبة السنوات النهائية لقسم التجارة بجامعة ورقلة، حيث شارك 90 طالبا مسجل في السنة الثانية ليسانس لسنة 2013/2012. هذه المساهمة تبين أن تحليل هذه المتطلبات لا تؤثر فقط على تدريس اللغة الانجليزية لأهداف خاصة وممارستها بل أيضا تتطرق إلى كشف بعض المشاكل والنقائص. اعتمدنا في المرحلة التطبيقية على إدارة استبيان موجه إلى طلبة السنة الثانية في قسم التجارة من خلال فرز النتائج وتحليلها، اتضح أنه من الممكن تحديد وفهم أسباب عدم التمكن من تدريس اللغة الانجليزية بصفة فعالة وهادفة، في النهاية وعلى أساس هذه الدراسة فإننا نقترح بعض الحلول التي في نظرنا قد تساهم في تحسين منهج تدريس اللغة الانجليزية لأغراض علمية خاصة.

**الكلمات المفتاحية :** متطلبات, اللغة الانجليزية لاهداف خاصة ,التجارة