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Exploring Needs and Challenges in Teaching English for Students of Economic Purposes (The case of 2nd year master economic students of the University of Kasdi Merbah. OUARGLA)

A Descriptive Study

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Dedication

To my parents for their unconditional love and support.

To all my family for the continuous prayers and encouragements.

To everyone for their motivation and help.

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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 family who believing and trusting in me.

My deepest respect goes to my supervisor Dr. Bencheikh Yousef for his attitude towards me in a tough time. I would also like to express my greatest gratitude to the teachers of the English Department of Ouargla, who have devoted their time and efforts to teach us.

Finally, I would like to thank my beloved country for the free education from primary school to university studies.

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 Merbeh University. The participants are ninety second-year students registered at this department in 2023.This study shows that analyzing business students' needs contributes to ESP teaching at the departments, and it attempts to analyze 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. In this piece of research, we explored various aspects of English for Specific Purposes (ESP) and language teaching. We discussed the origins of ESP, different types of ESP, and the importance of needs analysis in designing ESP courses. We also examined approaches to needs analysis, implementation of ESP in teaching, and the prerequisites of ESP practitioners. Additionally, we touched upon the challenges faced by learners who have French as a second language when studying English. Our aim was to provide a comprehensive understanding of ESP and its practical implications in language education. 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, lacks, wants, necessities, course design.

List of Abbreviations

CNP: Communication Needs Processors

CBI: Content Based Instructions

DA: Discourse Approach

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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1 Introduction

1.1 Background of the Study

Needs analysis in ESP courses in Algerian universities aims to identify the specific language needs of students within their academic and professional contexts. Algerian universities recognize the importance of tailoring English language instruction to meet the specific requirements of students studying in various disciplines, such as engineering, medicine, business, and humanities.

The needs analysis process involves several steps. First, a comprehensive assessment is conducted to determine the linguistic demands and communicative tasks that students are likely to encounter in their future careers. This assessment takes into account the language skills, vocabulary, grammar, and discourse patterns relevant to each discipline.

In Algerian universities, needs analysis often includes surveys, interviews, and consultation with stakeholders such as faculty members, industry professionals, and students themselves. This collaborative approach ensures that the perspectives of different parties are considered in identifying the specific language needs of learners.

The collected data from the needs analysis informs the design and development of ESP courses in Algerian universities. The courses are structured to provide students with the language skills, knowledge, and competencies required for effective communication in their respective fields. The content and materials used in ESP courses are tailored to reflect authentic and discipline-specific language use.

In addition to language skills, Algerian universities also recognize the importance of integrating cultural and intercultural competence into ESP instruction. This helps students develop the necessary cultural awareness and communication skills to navigate professional contexts effectively.

The implementation of needs analysis in ESP courses in Algerian universities contributes to the overall goal of equipping students with the language proficiency and communication abilities needed for successful academic and professional integration. Continuous evaluation and feedback mechanisms are often employed to ensure the ongoing effectiveness and relevance of ESP courses.

It is worth noting that specific details about the needs analysis process in Algerian universities may vary across institutions and programs. However, the underlying objective remains consistent: to tailor English language instruction to the specific needs of learners in their academic and professional pursuits.

1.2 Problem Statement

From what was mentioned above, it is crucial to emphasize the importance of creating a tailored training program for ESP teachers in Algerian universities. Such a program would focus on enhancing teachers' understanding of ESP principles, needs analysis techniques, course design strategies, and effective instructional methods. By equipping ESP teachers with the necessary knowledge and skills, they can better meet the linguistic and communicative needs of their students, thereby improving the overall quality of ESP education in Algerian universities. This study aims to answer the following question:

1. What are the English language needs of the second-year master students at the faculty of Economic sciences of Kasdi Merbeh University?'

2. What are the best teaching methods should be used in ESP classes?

3. How can the learning process facilitated for both the learner and the educator?

4. How can create special and professional ESP teachers?

1.3 Objectives of the Study

Nowadays, it is widely acknowledged that English has become the predominant language in academic and professional environments worldwide. The focus on integrating English structures and usage into various contexts has been particularly evident since the mid-1980s. Maley (2007) asserts that ESP (English for Specific Purposes) serves as a practical application of international English. To keep up with the latest advancements in science and technology, researchers, university professors, and students need to possess a specialized command of English.

However, the current English proficiency level of business students at the university falls short of international standards. This can be attributed to an English language teaching approach that lacks effectiveness at this level. The teaching of General English is often pursued in a random manner, relying solely on the linguistic aspects of English grammar and the translation of certain specialized terms. Consequently, it is essential to adopt an ESP course that is tailored to the specific needs of the students and aligns with the expectations of relevant stakeholders. As noted by Kennedy and Bolitho (1984), once a learner's objectives and the type

of English they will employ are defined, this information can serve as a guideline for designing a course that caters to their particular interests and requirements.

The primary objective of this study is to conduct a needs analysis to ascertain students' perceptions regarding their academic and future professional English language learning needs focusing on the role of ESP teachers.

1.4 The Significance of the Study

In this study, we will delve into the significance of developing a tailored training program for ESP teachers in Algerian universities. By examining the current state of ESP instruction and the challenges faced by teachers, we will explore the potential benefits and implications of implementing a comprehensive and specialized training program. This research aims to contribute to the enhancement of ESP education in Algerian universities, ultimately benefiting students and their future professional endeavors.

1.5 Definition of Key Terms

It is necessary here to clarify exactly what is meant by some terms used in this study

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 much focused course” (Dudley-Evan and ST John, 1998, p.122).

Lacks: "Lacks" in ESP refer to the areas or aspects in which learners demonstrate a deficiency or insufficiency of language skills, knowledge, or competencies specifically required for their specialized field or domain. These can include gaps in vocabulary, domain-specific terminology, communication strategies, or genre-specific writing skills.

Wants: "Wants" in ESP pertain to the specific desires or preferences of learners regarding the language skills, knowledge, or competencies they wish to acquire or improve in relation to their particular field or professional goals. These can be identified through learners' expressed interests, aspirations, or areas they feel they need to develop further to enhance their professional communication abilities.

Necessities: "Necessities" in ESP refer to the essential language skills, knowledge, or competencies that learners must acquire in order to effectively function and communicate within their specialized field or professional context. These encompass the language elements and communication strategies that are considered fundamental and crucial for their specific

purposes, such as domain-specific vocabulary, specialized reading and writing skills, effective oral communication, and understanding of professional discourse conventions.

1.6 Structure of the Dissertation

The dissertation consists of four chapters, which are further described as follows. The initial two chapters encompass literature reviews on ESP and needs analysis, respectively. The first chapter focuses on providing a comprehensive definition of ESP, highlighting the distinctions between General English and English for Specific Purposes (ESP), exploring the origins of ESP, discussing different types of ESP, and outlining the steps involved in designing ESP courses. In the second chapter, needs analysis is introduced, defined, and explained, including its taxonomies, techniques, and approaches. Additionally, the chapter explores the significance of considering students' needs within the process of ESP teaching and learning.

The subsequent two chapters delve into the fieldwork itself. Chapter three centers around the questionnaire administered to the students and presents a thorough analysis of the gathered findings. Finally, chapter four proposes pedagogical implications and offers recommendations based on the research conducted.

To summarize, the dissertation comprises four chapters. The first two chapters review the literature on ESP and needs analysis respectively, while the third chapter focuses on the questionnaire and analysis of findings. The fourth and final chapter provides pedagogical implications and recommendations based on the research.

2 Chapter One: English for Specific Purposes

Introduction

ESP, short for "English for Specific Purposes," represents a significant development that has emerged from the conventional TEFL/TESL practices. It has steadily gained prominence as a transformative force in the field of language teaching. This chapter aims to introduce the fundamental concept of the ESP approach and its various classifications. It explores the factors that set it apart from general English instruction, traces its origins, and outlines the essential steps involved in designing an ESP course.

2.1 ESP Definition

English for Specific Purposes (ESP) is an approach to teaching and learning English language that focuses on the specific needs, goals, and contexts of the learners. ESP is different from General English as it is designed to meet the language needs of a specific group of learners who share a common field of study, occupation or interest. The aim of ESP is to provide learners with the language skills and knowledge they need to communicate effectively in their professional or academic domain.

There are many different sub-fields of ESP, including English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Business Purposes (EBP), English for Medical Purposes (EMP), and many others. Each of these sub-fields focuses on the specific language and communication needs of the learners within that particular field.

ESP courses are often tailored to the specific needs of the learners and may include specialized vocabulary, grammar, and communication skills that are relevant to their field of study or work. Materials and activities used in ESP courses are often authentic and based on real-life situations and contexts that the learners are likely to encounter.

2.2 Physiological Theories

The main difference between General English and ESP is the focus of the language learning. General English is designed to teach the English language in a broad and general way, with a focus on everyday communication and language use. In contrast, ESP is designed to meet the specific language needs of learners who have a common field of study, occupation or interest.

General English courses typically cover a wide range of topics and language skills, including grammar, vocabulary, reading, and writing, listening, and speaking. The content of the course is usually not specific to any particular field of study or profession, and the language used is often informal and colloquial.

ESP courses, on the other hand, are focused on the language and communication needs of learners within a specific field of study or profession. The content and language used in ESP courses are often specialized and technical, and may include industry-specific vocabulary, terminology, and communication strategies. The goal of ESP is to prepare learners to communicate effectively within their field of study or profession, using language that is appropriate and relevant to their specific context.

Overall, the key difference between General English and ESP is the focus of the language learning. General English is designed to provide a broad foundation in English language skills, while ESP is tailored to meet the specific language needs of learners within a particular field of study or profession.

2.3 ESP origins

The origins of English for Specific Purposes (ESP) can be traced back to the 1960s, when educators and linguists recognized the need for specialized language instruction for non-native English speakers who had specific language needs in their academic or professional fields.

One of the early pioneers in ESP was Harold Palmer, who in the 1920s and 1930s developed a language teaching approach that focused on teaching English to students in technical schools in Japan. In the 1960s, Dudley-Evans and St. John introduced the term "English for Specific Purposes" to describe the approach of teaching English that is specific to the needs of the learners.

The need for ESP grew rapidly in the 1960s and 1970s as international communication and trade expanded, and as more students from non-English speaking countries began to study in English-speaking universities. The development of ESP was also

driven by the recognition that traditional language teaching methods were not effective in meeting the specialized language needs of learners in academic and professional settings.

Since its early beginnings, ESP has continued to evolve and expand to meet the changing needs of learners in different fields of study and professions. Today, ESP is widely recognized as an effective approach to teaching English that provides learners with the language skills they need to communicate effectively in their specific academic or professional contexts.

2.4 ESP Types

English for Specific Purposes (ESP) is a broad field that includes various types of courses and programs that are designed to meet the specific language needs of learners in different fields of study and professions. Some common types of ESP include:

English for Academic Purposes (EAP): This type of ESP focuses on the language skills and knowledge needed by learners who are studying in an academic context, such as at a university or college. EAP courses often include instruction in academic writing, reading academic texts, participating in academic discussions, and giving academic presentations.

English for Occupational Purposes (EOP): This type of ESP focuses on the language skills and knowledge needed by learners in specific occupations, such as business, medicine, law, or engineering. EOP courses often include industry-specific vocabulary, communication skills, and cultural awareness.

English for Business Purposes (EBP): This type of ESP focuses on the language skills and knowledge needed by learners who work in a business or corporate setting. EBP courses often include instruction in business writing, communication skills for meetings and presentations, negotiation skills, and intercultural communication.

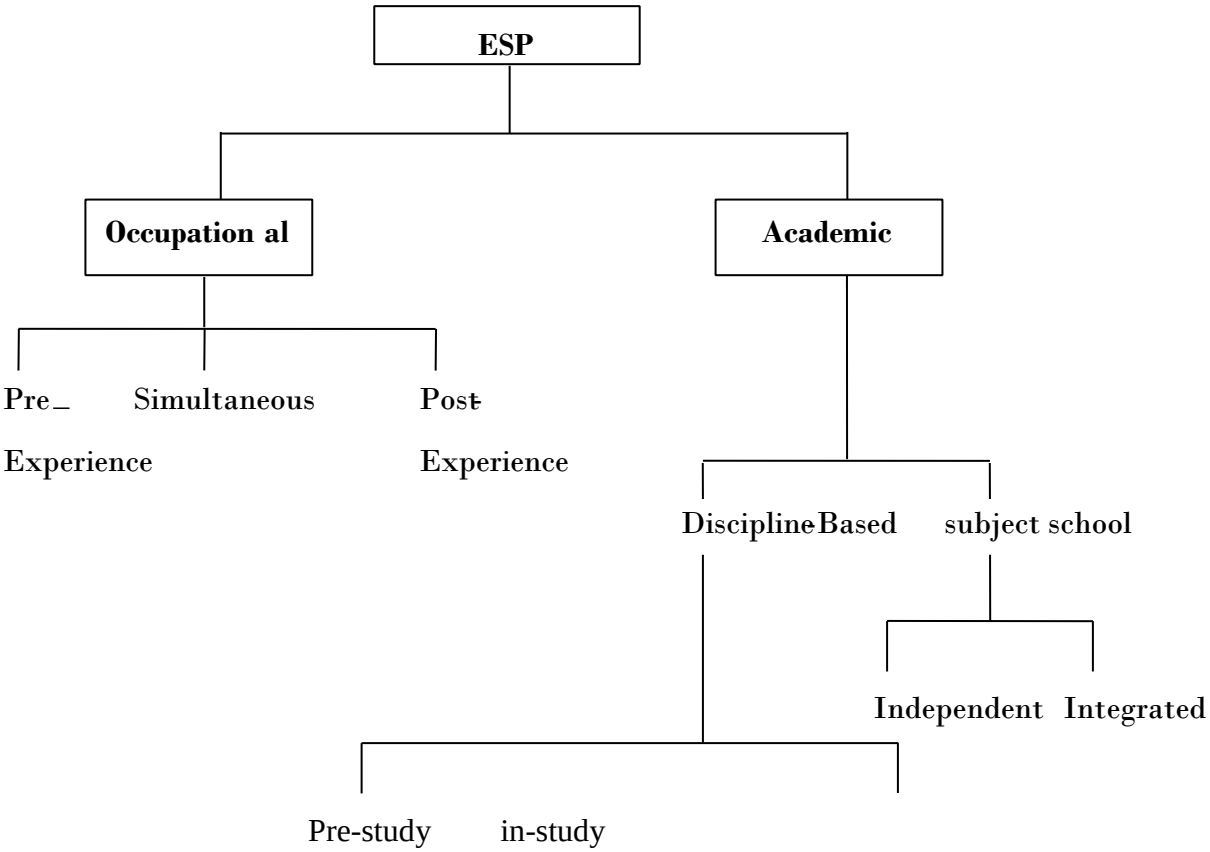
English for Medical Purposes (EMP): This type of ESP focuses on the language skills and knowledge needed by learners who work in a medical or healthcare setting. EMP courses often include instruction in medical terminology, communication skills with patients and colleagues, and cultural awareness.

English for Technical Purposes (ETP): This type of ESP focuses on the language skills and knowledge needed by learners in technical fields, such as engineering, computer science, or aviation. ETP courses often include instruction in technical vocabulary, communication skills for technical reports and presentations, and intercultural communication.

Overall, the different types of ESP reflect the diversity of language needs and contexts that learners face in different fields of study and professions. By providing specialized language

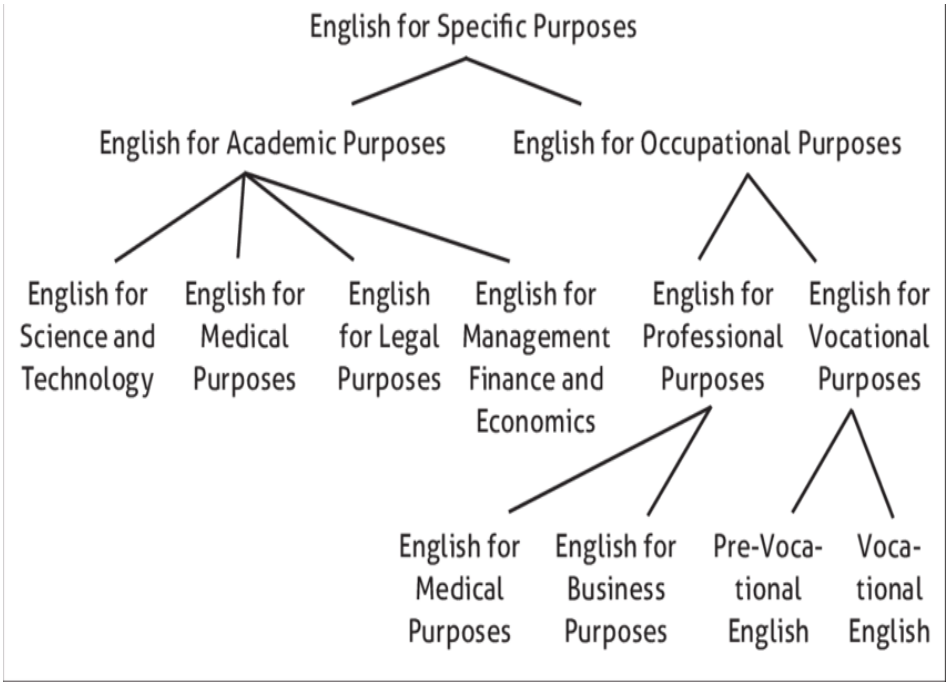
instruction that is tailored to these needs, ESP can help learners communicate effectively and confidently in their academic or professional settings.. The following figure summarizes all these divisions.

Figure01: Types of ESP (Strevens, 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.

2.5 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,

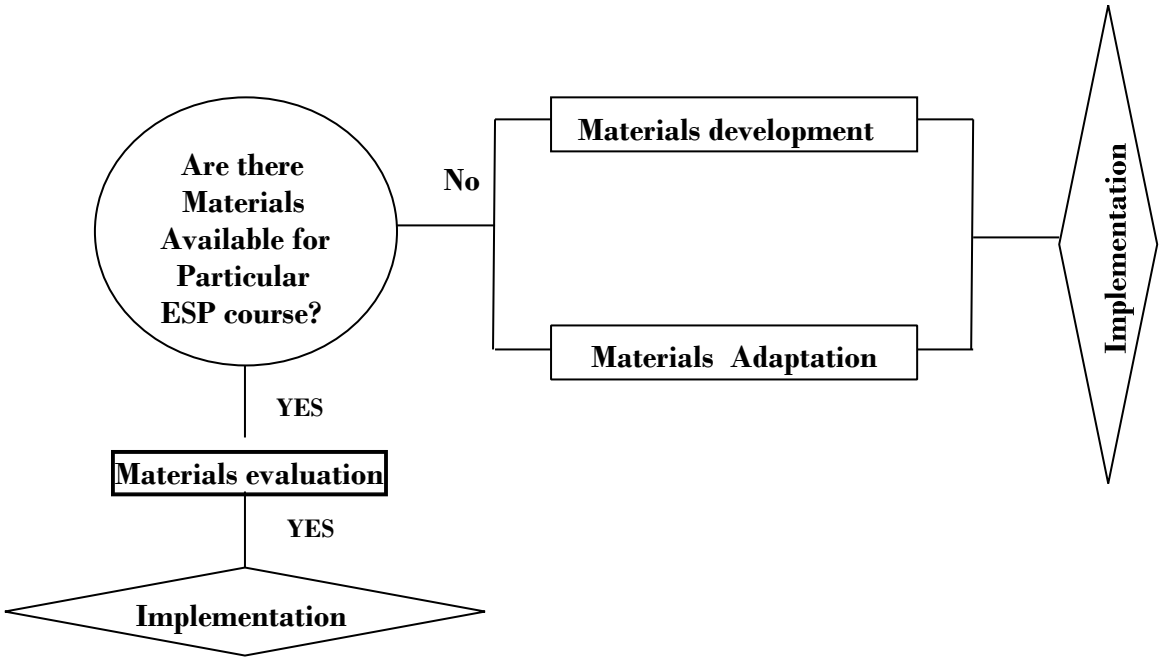
the syllabus units include the most important aspects of language learning that serve a particular group of learners (Hinkel, 2004).

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 selfstudy 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



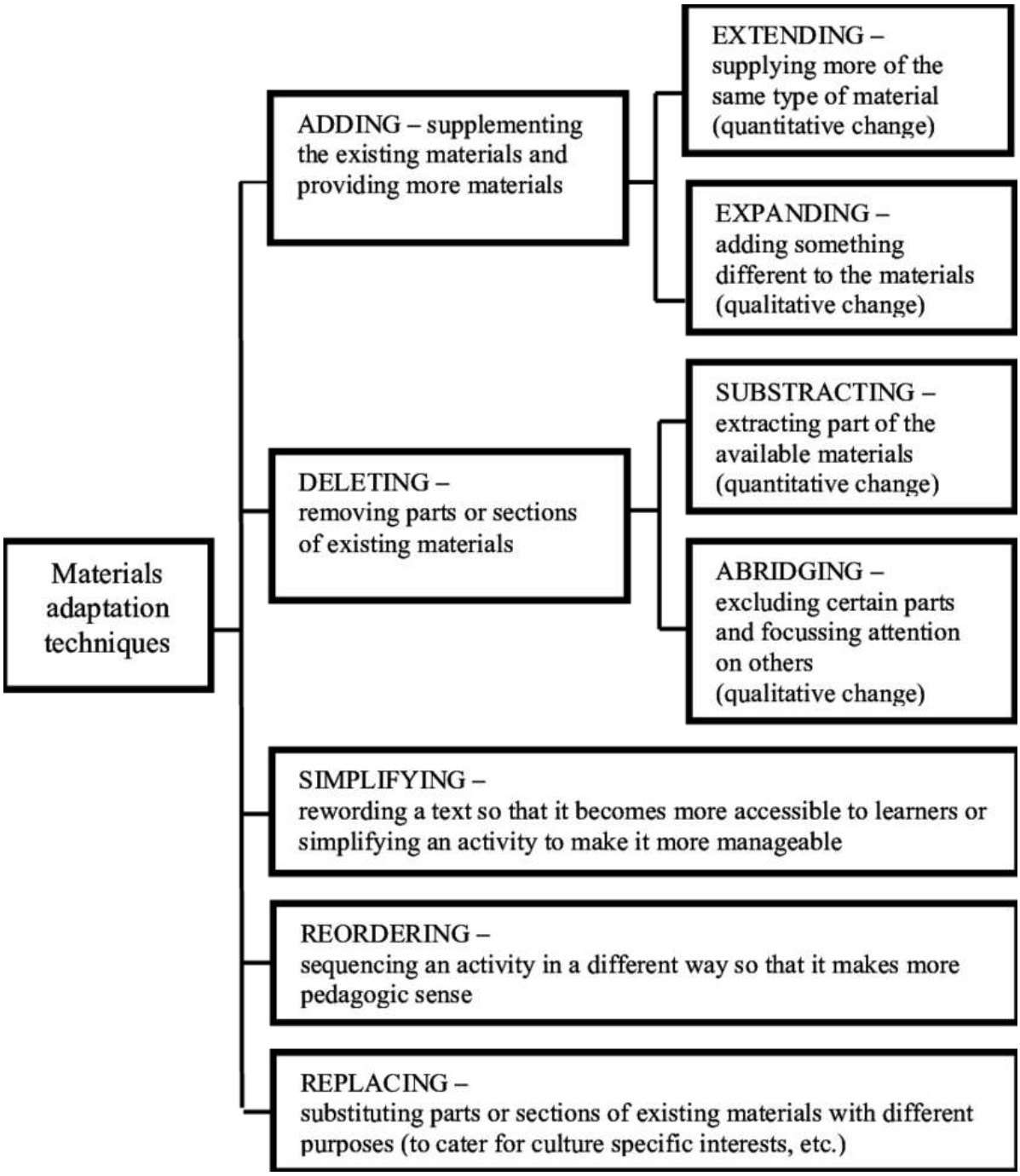
Dudley-Evan and St. John (op.cit) argue that materials adaptation is a systematic process which is characterized by:

- 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. Designing an English for Specific Purposes (ESP) course requires careful planning and consideration of the learners' specific language needs, context, and goals.

Here are more general steps that can be followed when designing an ESP course:

Needs Analysis: Conduct a needs analysis to determine the specific language needs of the learners. This can include analyzing the language demands of their academic or professional context, assessing their language proficiency, and identifying their specific goals and objectives.

Course Objectives: Develop clear and measurable course objectives based on the results of the needs analysis. These objectives should reflect the specific language skills and

knowledge that the learners need to develop in order to communicate effectively in their academic or professional context.

Content Selection: Select content and materials that are relevant and authentic to the learners' field of study or profession. This may include academic or professional texts, industry-specific vocabulary, and communication tasks and activities.

Instructional Strategies: Choose instructional strategies that are appropriate for the learners' context, goals, and objectives. This may include classroom lectures, discussions, group work, role-plays, simulations, and language exercises.

Assessment: Develop assessment tools that align with the course objectives and the learners' specific language needs. This may include performance-based assessments, such as presentations or written reports, as well as formative and summative assessments that measure progress and achievement.

Reflection and Revision: Regularly reflect on the effectiveness of the course design and instruction, and revise the course as needed to better meet the learners' specific language needs and goals.

By following these steps, course designers can develop an ESP course that is tailored to the specific language needs and goals of the learners, and that prepares them to communicate effectively and confidently in their academic or professional context.

Conclusion

This chapter 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, and it has a long history, many types and even special techniques. However, it still needs researches for its future development and improvement of better and suitable programs and courses, of effective teaching, of serious analysis and of more consistent theoretical work

3 Chapter Two: Needs Analysis

Introduction

ESP takes into account the learner and the specific context, whereas General English primarily focuses on the learners' needs. To achieve this, a research method known as needs analysis (NA) is employed. NA serves as an essential starting point for designing a syllabus, creating tasks, and developing relevant materials. This chapter begins with a concise theoretical introduction to the concept of NA, followed by the presentation of three distinct taxonomies of needs. Implementing these taxonomies equips ESP teachers with a comprehensive understanding of their learners' requirements. Furthermore, the chapter explores the significance of NA and discusses techniques for gathering data. The conclusion examines various approaches to NA and aids in selecting the most suitable one for the language research at hand. A solid foundation for designing an ESP course lies in comprehending the needs of the students.

3.1 Definition of Needs Analysis

Needs analysis is a systematic process of identifying and evaluating the language needs and goals of learners, in order to inform the design of language instruction and curriculum. In the context of English for Specific Purposes (ESP), needs analysis is particularly important as it helps to ensure that the language instruction is tailored to the specific needs of learners in their academic or professional context.

Here are some definitions of needs analysis from different sources:

According to Richards and Rodgers (2001), "needs analysis is a systematic inquiry into the needs of learners and the contexts in which they work or study, in order to identify the need for language learning and the needs that language learning must satisfy."

In the words of Hutchinson and Waters (1987), "needs analysis is a procedure for identifying the gap between what is and what should be in a particular learning situation."

McGrath (2002) defines needs analysis as "the process of identifying what the learners need to be able to do in the target language, the language they will be using, and the language in the context in which they will be using it."

Overall, needs analysis is a crucial step in designing effective language instruction, as it ensures that the language curriculum and materials are relevant, appropriate, and targeted to the specific needs and goals of the learners.

3.2 Needs Analysis Taxonomies

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

Needs analysis taxonomies are frameworks that provide a structured approach to identifying and categorizing the language needs of learners. These taxonomies help to ensure that all relevant aspects of the learners' language needs are taken into account and that the resulting language instruction is comprehensive and effective. Here are some common needs analysis taxonomies used in English for Specific Purposes (ESP):

The Target Situation Analysis (TSA): The TSA taxonomy, developed by Munby (1978), is a comprehensive needs analysis framework that focuses on the learners' communicative needs in a specific context. The TSA framework involves analyzing the linguistic, sociolinguistic, and discourse requirements of the target situation, as well as the learners' own goals and motivations for learning the language.

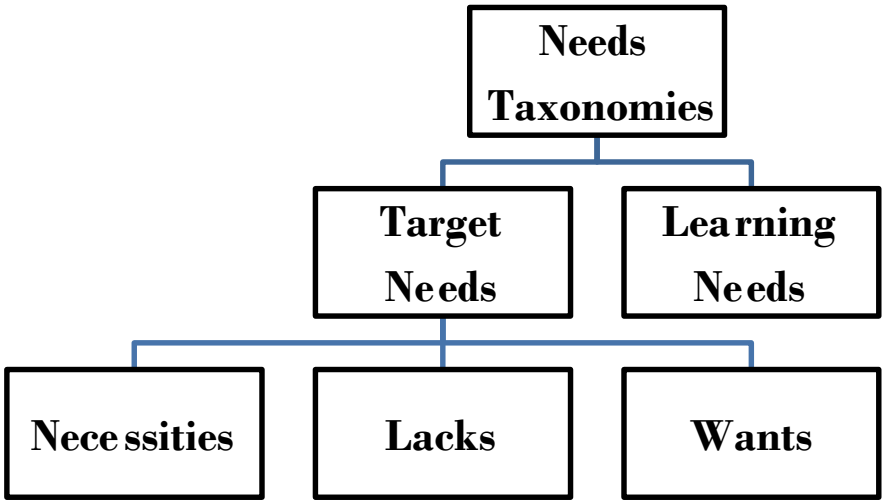
The Functional-Notional Approach: The Functional-Notional Approach, developed by Wilkins (1976), is a needs analysis framework that categorizes language needs into functional categories, such as expressing opinions or giving directions, and notional categories, such as time or quantity. This framework emphasizes the communicative functions of language and helps to identify the specific language skills and knowledge that learners need to develop to communicate effectively in their academic or professional context.

The Critical Discourse Analysis (CDA) Approach: The CDA approach to needs analysis focuses on analyzing the social and cultural context of the learners' academic or professional context, as well as the power relationships and ideologies that shape communication in that context. This approach can help to identify the specific language skills and knowledge that learners need to develop to navigate the complex communicative demands of their context.

The Genre Analysis Approach: The Genre Analysis approach to needs analysis focuses on analyzing the different genres or types of texts that learners encounter in their academic or professional context, and the language skills and knowledge that are needed to produce and comprehend these genres effectively. This approach can help to identify the specific language skills and knowledge that learners need to develop to communicate effectively within the genres of their academic or professional context.

By using these or other needs analysis taxonomies, language instructors can gain a comprehensive understanding of the learners' language needs and develop language instruction that is tailored to those needs, ultimately helping learners to communicate more effectively and confidently in their academic or professional context.

Figure 05: Needs Analysis Taxonomies.



3.3 Importance and role of Implementing Needs Analysis

Implementing needs analysis is crucial in English for Specific Purposes (ESP) as it ensures that language instruction is relevant, appropriate, and targeted to the specific needs and goals of the learners. Here are some key reasons why needs analysis is important:

- Tailoring language instruction: Needs analysis helps to identify the specific language skills and knowledge that learners need to develop to communicate effectively in their academic or professional context. By tailoring language instruction to these specific needs, learners can develop the language proficiency they need to achieve their academic or professional goals.
- Maximizing instructional time: By identifying the most important language skills and knowledge needed by learners, needs analysis can help to prioritize the language

instruction and materials that are most essential to the learners' success, thereby maximizing instructional time and resources.

- ❖ Enhancing learner motivation: When learners feel that their language instruction is relevant and targeted to their specific needs, they are more likely to be motivated and engaged in the learning process. Needs analysis helps to ensure that the language instruction is tailored to the learners' goals and interests, enhancing their motivation and commitment to the learning process.
- ❖ Promoting learner autonomy: By involving learners in the needs analysis process, language instructors can empower learners to take ownership of their own learning, and to develop the skills and strategies needed to identify and address their own language needs.
- ❖ Improving learner outcomes: By tailoring language instruction to the specific needs and goals of learners, needs analysis can help to improve learner outcomes, including language proficiency, communicative competence, and academic or professional success.

Overall, implementing needs analysis is essential in English for Specific Purposes, as it ensures that language instruction is tailored to the learners' specific needs and goals, maximizing instructional time and resources, enhancing learner motivation, promoting learner autonomy, and improving learner outcomes.

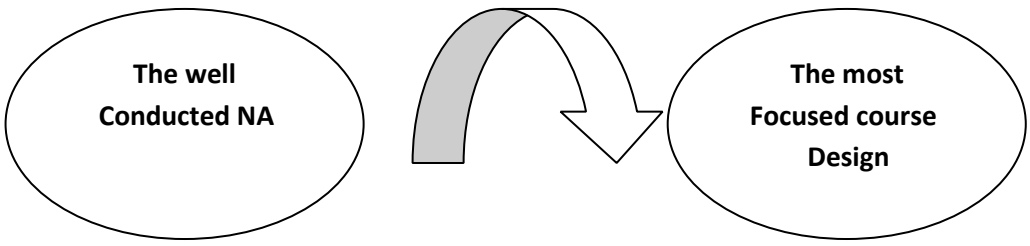


Figure 06: The Role of Needs Analysis.

According to other researchers, 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:

- ❖ To help determine if an existing course adequately addresses the needs of potential students.
- ❖ To insure if there is a real and beneficial change of direction that stakeholders feel is important.

- ❖ To determine which students from a group are most in need of training in particular language skills.
- ❖ To collect information about a particular problem learners are experiencing.
- ❖ To ascertain what cognitive and academic skills students have acquired in English.
- ❖ To determine the cultural, political, and personal characteristics of students.
- ❖ To identify students' perceptions of language difficulties they may face.
- ❖ 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.

3.4 Needs Analysis Techniques

There are various techniques that can be used to conduct needs analysis in English for Specific Purposes (ESP). Here are some common techniques:

Surveys and questionnaires: Surveys and questionnaires can be used to gather information from learners about their language needs, goals, and interests. These can be administered online or in paper format, and can be tailored to specific learners or groups of learners.

Interviews: One-on-one or group interviews with learners can be used to gather more detailed information about their language needs and goals, as well as their attitudes towards language learning and their academic or professional context.

Focus groups: Focus groups involve gathering a group of learners together to discuss their language needs, goals, and interests. This can be a useful way to identify common themes and issues that are relevant to the group as a whole.

Document analysis: Analysis of documents related to the learners' academic or professional context, such as job descriptions, course syllabi, or workplace reports, can provide insights into the language skills and knowledge that are required in that context.

Classroom observations: Observations of learners in their academic or professional context can provide insights into the specific language skills and knowledge that they need to develop to communicate effectively in that context.

Needs analysis software: There are various software programs that can be used to conduct needs analysis, including text analysis software, corpus analysis software, and online needs analysis tools.

Ultimately, the choice of needs analysis technique will depend on the specific context and learners being studied, as well as the research questions being addressed. By using one or more of these techniques, language instructors can gain a comprehensive understanding of the learners' language needs and develop language instruction that is tailored to those needs.

3.5 Needs Analysis Approaches

In English for Specific Purposes (ESP), there are different approaches that can be used to conduct needs analysis. Here are some common approaches:

Target situation analysis: This approach involves analyzing the specific academic or professional context in which the learners will be using English. This includes identifying the language skills and knowledge required to perform specific tasks or activities, as well as the communicative functions that are needed in that context.

Functional analysis: This approach focuses on identifying the communicative functions that are required in the learners' academic or professional context. This includes analyzing the language used in workplace or academic settings, as well as identifying the types of texts or documents that learners will need to read and produce.

Discourse analysis: This approach involves analyzing the discourse or language used in specific academic or professional contexts, with a focus on the genre, register, and language features that are typical of that context. This can help to identify the specific language skills and knowledge that learners will need to develop to communicate effectively in that context.

Needs analysis based on learner goals and interests: This approach involves identifying the learners' language learning goals and interests, and tailoring the needs analysis to those goals and interests. This can include using surveys, questionnaires, and interviews to gather information about learners' goals, interests, and language needs.

Needs analysis based on learners' language proficiency level: This approach involves identifying the specific language skills and knowledge that learners need to develop at their current proficiency level, as well as identifying the language skills and knowledge that they need to develop to progress to the next proficiency level.

Overall, the choice of needs analysis approach will depend on the specific context and learners being studied, as well as the research questions being addressed. By using one or more

of these approaches, language instructors can gain a comprehensive understanding of the learners' language needs and develop language instruction that is tailored to those needs.

Conclusion

In conclusion, this chapter has provided a comprehensive review that 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.

4 Chapter Three: Challenges of ESP Course Design

Introduction:

According to the model of Dudley-Evan and ST John's (1989), designing an effective English for Specific Purposes (ESP) course requires a thorough understanding of the target situation, personal information, present situation, learning needs, and genre analysis. These factors present the criteria of needs analysis which are: lacks, wants and necessities (lacks: factors affecting English teacher's work, wants: target situation analysis ,personal information ,learning needs ,genre analysis, means analysis, and course objectives, necessities :course needs and satisfactionpresent situation analysis). They play a crucial role in identifying the challenges faced in ESP course design and finding appropriate solutions. In this section, we will discuss each of these titles separately, highlighting the challenges and providing insights to address them effectively.

4.1 Target Situation Analysis:

In the target situation analysis, it was found that students recognize the importance of English for both study and work (52.2%). This understanding aligns with the global trend of English as the language of international communication. However, specifying target needs in

terms of language use and recipients presents a challenge. Students identified the need to use English with customers, native speakers, and teachers. This poses a challenge in designing activities that cater to diverse communication contexts and proficiency levels.

4.2 Personal Information:

Understanding students' personal information and attitudes towards English language learning is crucial in course design. While the majority of students (83.3%) have a positive attitude towards improving their English, some hold different opinions. Challenges arise when addressing factors such as the influence of French, concerns about native identity, and the impact of teachers' attitudes. Overcoming these challenges requires a comprehensive approach that values students' cultural backgrounds and addresses their concerns.

4.3 Course Needs and Satisfaction:

Assessing course needs and students' satisfaction provides insights into areas that require improvement. It was found that students prioritize having an acceptable level of English proficiency (70.7%) and express partial satisfaction with the current course (64.4%). These challenges necessitate revisiting syllabus design, material selection, and teacher training to meet students' expectations and enhance their language proficiency effectively.

4.4 Factors Affecting English Teacher's Work:

ESP teachers face challenges related to their permanence, lack of experience in business English, limited collaboration with specialized teachers, and inadequate understanding of discipline-specific needs. Addressing these challenges requires creating a supportive environment for teachers, providing professional development opportunities, and fostering collaboration among teachers across different disciplines.

4.5 Present Situation Analysis:

Analyzing the present situation of students' English proficiency reveals challenges in terms of their low average level and limited exposure to English language training. This highlights the need for a comprehensive improvement plan that includes focused language instruction, targeted training, and additional support to bridge the gap between students' current level and the desired proficiency.

4.6 Learning Needs:

Understanding students' preferred learning methods and activities is essential in designing engaging and effective ESP courses. Challenges arise in providing appropriate teaching materials, creating interactive learning environments, and incorporating a variety of activities. Addressing these challenges requires ensuring the availability of quality textbooks,

promoting collaborative and project-based learning, and integrating activities that cater to students' interests and preferences.

4.7 Genre Analysis, Means Analysis, and Course Objectives

Identifying the target genres and course objectives is a key aspect of ESP course design. Challenges lie in integrating different genre types, aligning course objectives with students' needs, and providing suitable learning environments. Overcoming these challenges requires a careful analysis of the genres relevant to students' future work, aligning course objectives with their professional goals, and creating an environment that supports effective language learning and skill development.

Conclusion

ESP course design presents several challenges that need to be addressed to ensure effective language learning and skill development. By understanding the target situation, personal information, present situation, learning needs, and genre analysis, course designers can tailor their approaches and strategies accordingly. By overcoming these challenges, educators can create ESP courses that meet students' specific needs, enhance their language proficiency, and prepare them for successful communication and professional endeavors.

5 Chapter Four: Research Design and Methodology

Introduction

This research tries to investigate the factors that may trigger the onset of stuttering in preschool children. To achieve this objective, a quantitative approach was adopted. This chapter presents the methodology for data collection and the procedures used to analyze the findings.

5.1 Design and Methodology

The study is mainly descriptive .A descriptive study represents the first step in investigating a given phenomenon. It is "concerned with and designed only to describe the existing distribution of variables, without regard to causal or other hypotheses" (Last, 2000, p.50). In so saying, it gives us a picture about a phenomenon and its distribution among a particular population.

The study follows a quantitative approach. Backboned with principles from the positivism paradigm, the quantitative approach aims to study a given phenomenon objectively and without any external manipulation with the sole purpose of giving a realistic picture of the phenomenon in question. As explained in Creswell (2018), the quantitative approach is most appropriate "if the problem calls for (a) the identification of factors that influence an outcome, (b) the utility of an intervention, or (c) understanding the best predictors of outcomes" (p.57).

5.2 Methods

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).

5.2.1 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 analyze 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.

5.2.2 Administration of the Questionnaire

As we have mentioned earlier, it was quite easy to administer the questionnaire at classrooms thanks to the help of the teachers and administration of the faculty , we were obliged to meet each group of colleagues or classmates separately since they were not belongs to the same specialty, even they were in the same field. 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.

5.2.3 Piloting

Piloting is the process of testing and assessing the data collection tool by administering it to a small representative group of individuals (Cohn, Manion, & Morrison, 2013). This process is regarded as a crucial step before implementing the actual study because it would give the researcher an overall insight about the adequacy of the data collection tool by pointing out its weaknesses and its lacks (Cohn et al., 2013).). In this current study, a part from the subjects of the study were asked, taking into account their good level in English according to their teachers, to evaluate the questionnaire. The questionnaire 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.

Table 03: Evaluation Chart of Pilot Questionnaire.

	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

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

5.3 Population and Sampling

The subjects included in this study are 90 second-year master students out of about 600 registered at the faculty of economic sciences at Ouargla University for the academic year 2022/2023 in different specialties of economic. The sampling strategy used is convenience sampling. To obtain information regarding the situation of ESP course at the department of Business, Ouargla University, a sample consisting of 90 second-year master economic students is used. The total number of students registered at this level is about 600. 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.

5.4 Data Analysis Procedure

The data analysis methods used in this study were determined by the research question driving this study, and the data collection method used by the researcher. The questionnaire was analyzed quantitatively in order to uncover the importance of learner's needs analysis on the ESP course design. Thus, the data collected via the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) software in order to obtain statistical representation for each factor.

- **Coding:** As a first step, the possible answers to each question from the questionnaire were coded into the SPSS program. The data obtained via the questionnaires were filled in the SPSS program using the codes previously given to each answer.
- **Statistical analysis:** A quantitative data analysis has been conducted on the obtained data using descriptive statistical analysis. In the descriptive analysis, percentages were calculated and they were put in tables.

5.5 Ethical Considerations

The parents of the children were met before the study commenced, and the aim of the research and the nature of the study were clearly explained to them in both verbal and written ways as a part of the questionnaire. Informed consent was obtained from the parents of all the participants prior to the commencement of the study. All the parents were ensured that the identities of their children would remain confidential.

Conclusion

In this chapter, the methodology adopted and the analysis procedure were presented and explained. This study used a descriptive method in order to investigate the main role of learner's needs analysis on ESP course design in the faculty of Economic Sciences in Kasdi Merbeh University .Ouargla. Algeria. A questionnaire was used to gather information about students. The data was analyzed using descriptive statistics. In the next chapter, the results obtained from the data analysis are presented and discussed thoroughly.

6 Chapter Five: Reporting the Results and Discussion

Introduction

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

Section A: Target Situation Analysis

Table 04: The Reasons for Studying the English Language

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%)

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.

Table 05: The Target Recipients

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(%)

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.

Table 06: The Target Areas of Using the English Language

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. Socializing	59	(65.5%)
g. Conferences	34	(37.7%)

This question concerns the areas in which English will be used. The results are to some extent close to each other. The "socializing" 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: socializing, advertisements, meetings and conferences. Others argue that English will be used in lecture rooms, maybe, in further studies outside the country.

Table 07: The Amounts of Using the English Language

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%)

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.

Table 08: The Target Tasks

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%)

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.

Table 09: Importance of the Four Skills

	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%)

(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

Table 10: Students' Attitudes 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%)

This question aims at focusing 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.

Table 11: Students' Attitudes towards the English Language

	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%)

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.

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

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

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%)

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.

Table 13: Class Attendance

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

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%).

Table 14: Students' Opinions about the Course

	Frequency	Percentage (%)
a. Completely	13	(14.4%)
b. Partly	58	(64.4%)
	19	(21.2%)

c. Not at all		

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.

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

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

(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.

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

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

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

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

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

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.

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.

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

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%

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 specialized in the field. (16.7%) have stated that their teacher does not understand the needs imposed by the discipline.

Section C: Present Situation Analysis

Table 19: The English Baccalaureate Grades of Students

	Frequency	Percentage (%)
a. Less than10	56	(62.2%)
b. Between 10 and 14	31	(34.4%)
c. Above 14	3	(3.4%)

The majority of students (62.2%) have reported that their grades in English are less than 10. (34.4%) of respondents had "between 10 to14". 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.

Table 20: The Students' English Trainings

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

(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.

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

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

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.

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

	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%

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.

Table 23: Students' Evaluation of the Present Level

	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%)

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

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

	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%)

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.

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Table 25: The Interesting Types of Class Work

	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%)

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.

Table 26: The Interesting Activities for Students

	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%)

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

Table 27: The Target Genres

	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%)

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?

Table 28: The Objectives of the Course

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	n. 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%)

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

Table 29: The Preferred Classrooms

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

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.

Table 30: The Role of the Teacher

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

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 proposed 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 specialized centers in teaching general English in which certificates are given to students in order to study the specialized 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 p**r**imary objective in this section is to attempt to provide an objective interpretation of the findings.

Target Situation Analysis

In this section, we draw conclusions about the specific needs, tasks, and activities where students will utilize English. A significant percentage (52.2%) of students emphasized the necessity of English for both study and work. This reflects their awareness of English's international role and its widespread use. Hardling (2007) supports this perspective, stating that English has become the chosen language of communication in an increasingly globalized world. Its influence extends not only to politicians, business leaders, and academics but also to professionals like hotel receptionists, nurses, site foremen, call center operatives, and construction workers within the European Union (p.07).

The target needs further specify the recipients with whom students anticipate using English and the specific domains where the language will be employed. Students envision using English with customers (41.1%), native speakers (22.2%), and teachers (22.2%). This response aligns with the previous assertion and suggests that students selecting "teacher" and "native speaker" options may have intentions to pursue further studies abroad. This notion is reinforced by the selection of the second option, "lecture room," in the third question by 22.3% of students, as well as the first and third options in question five, namely "understand lectures in the field of study" and "read textbooks in their field of study," chosen by 22.2% of students. Additionally, 22.2% of students selected "advertisements," while 65.5% chose "socializing" as essential elements in successful business endeavors.

When assessing the required skills, it is notable that all 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 was regarded as the least important skill, receiving only 12.2%. The higher emphasis on reading and listening suggests that students perceive receptive skills (listening and reading) as more vital than productive skills (speaking and writing). This viewpoint is logical for students aiming to pursue further studies.

Personal information

This section aims to identify factors that may impact the learning process, including cultural influences and previous learning experiences. It also seeks to gather information about attitudes towards the English language. The majority of students (83.3%) hold positive attitudes as they recognize the need to improve their English. However, a small portion (8.8%) believe that mastering French is more important due to national correspondences being in French. Another group (5.6%) perceives the study of English as a threat to their native identity, rejecting foreign cultures and viewing globalization as a potential erasure of personal identity, history, and religion. This viewpoint is prevalent in society, including among educated individuals, prompting researchers to examine the issue more comprehensively. A small percentage (2.2%) identifies middle school and/or secondary school teachers as discouraging factors in their language learning journey. This issue can be resolved if teachers, to some extent, assume the role of a psychologist to avoid negative impacts on their students.

Regarding the importance of English proficiency, a majority of students (70.7%) consider it crucial for effective studying and future job performance, while a smaller percentage (27.8%) view it as somewhat important. This finding aligns with the previous section's data. In terms

of course satisfaction, most students (64.4%) express partial satisfaction, while a significant proportion (21.2%) indicate dissatisfaction. This strongly suggests that the course requires improvements in syllabus design, material selection, and teacher selection, not only in terms of attaining an acceptable level of general English but also in receiving training in teaching methodologies.

Students also perceive the allocated time for the English course as insufficient. The preferred duration for sessions, according to 31.1% of students, is 4 hours and 30 minutes. Three weekly sessions are considered a reasonable choice for learning a foreign language and addressing various aspects such as grammar, skills, and vocabulary. Additionally, students should be encouraged by the scheduling of English courses, as the last session of the day, when students are fatigued and bored, is not ideal.

The section concludes by highlighting reasons that affect the performance of English teachers and hinder them from meeting the expected level of achievement in the field of study. Students identify the lack of permanency among teachers as the primary reason, followed by a lack of experience in business English and limited collaboration with specialized teachers in the relevant field of study. These factors collectively impact the teacher's understanding of the discipline's specific needs, which is listed as the last reason.

Present Situation Analysis

Present situation analysis evaluates the students' current level of proficiency in the English language, which is crucial for their successful transition to target needs. The first and second questions in this section indicate that the majority of students (62%) have a low level of English proficiency, scoring below 10 in the baccalaureate examination. Additionally, a significant portion (93.4%) have not received any form of English language training. However, when asked to rate their English knowledge before entering college, more than half of the students (50%+) selected "very good" and "satisfactory" options.

The fourth question focused on specific activities such as speaking about general topics, writing correctly, comprehending articles, magazines, and books, as well as passing English language examinations. The majority of students reported that the English language courses helped them "a little" or "not at all" in successfully accomplishing these tasks. In conclusion, this analysis reveals that students' proficiency level ranges from average to low, highlighting the need for improvement in general English skills.

Learning needs

This section aims to gather information on the students' perspectives regarding effective language learning methods. In the first question, students express that a combination of certain factors contributes to successful results in the teaching process. The most selected factor is the availability of high-quality teaching textbooks, followed by the utilization of small class sizes and well-equipped laboratories, as well as sufficient teaching resources. By analyzing these choices, it becomes evident that students recognize the importance of a comprehensive syllabus provided by experts in the field and instructional materials that facilitate the learning process.

Furthermore, students demonstrate awareness when choosing among four types of class work: individual work, pair work, team work, and project work. They find these types of class work interesting, as they are closely linked to the preferred activities. More than 70% of students consider the following activities particularly engaging: reading for information, writing about general topics, engaging in discussions/debates, completing exercises, and participating in small quizzes.

Genre analysis, means analysis and objectives of the course

The main focus of the NA method is to identify the target genres that are relevant to the respondents' future work. The respondents exhibit diversity in terms of their target genres. Approximately 33.4% of respondents require formal or informal conversations, while 27.8% express interest in "telephoning." The percentage for "reports" and "business correspondence" is 16.6% each, whereas the lowest percentage is attributed to "instructions and manuals." It is important to incorporate all these genre types into the syllabus design.

According to 72.2% of students, the objectives of attending the course are to "use English for professional purposes." Additionally, 66.7% aim to "use English for further studies," 60% aim to "pass the examination," 45.5% aim to "exchange scientific/technical/business information," and 41.1% aim to both "access information via the internet" and "obtain information from specialist literature." Furthermore, the current classrooms fail to meet the students' needs. About 55.5% of students desire classrooms with comfortable seating and a small number of students, while 22.3% prefer taking the course in real work environments or pre-arranged gardens. Laboratories are chosen by a small percentage of 15.5%.

Conclusion

In conclusion, this study on the learning and teaching of English for business students highlights two key factors that have contributed to a critical situation. The first factor is the absence of an ESP syllabus that adequately addresses the specific needs of the students. The second factor is the evident lack of qualified and trained teachers within the business department.

General Conclusion

Taking into account the main concepts of NA, the present research 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 economic, at Kasdi Merbeh 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.

Limitations of the Study

When studying English as a foreign language for students who have French as a second language, several limitations may arise. These limitations include vocabulary differences, pronunciation challenges, grammar and sentence structure differences, difficulties with idiomatic expressions and cultural context, language interference, confidence and speaking fluency issues, limited exposure to authentic English, and cultural and societal factors. Educators should be aware of these limitations and adapt their teaching strategies to address the specific needs and challenges of French-speaking students learning English as a foreign language. By providing targeted support and creating a supportive learning environment, these limitations can be mitigated, enhancing the language learning experience. In the other hand, one of the causes of resistance among teachers from different specialties to teach their students in English is their background education in the French language. The educational background and training of teachers predominantly in French may result in a lack of proficiency or confidence in English language instruction. This can create resistance and hesitation when it comes to implementing English as the medium of instruction in their classrooms. The limited exposure to English language teaching methodologies and resources during their own education can also contribute to this resistance. Consequently, additional support, training, and resources tailored to the specific needs of these teachers can be beneficial in overcoming this resistance and facilitating effective English language instruction.

Recommendations and Implications

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.

The Prerequisites of an Efficient ESP Practitioner

- An English for Specific Purposes (ESP) practitioner, whether a language teacher or a curriculum designer, should have a combination of language teaching skills and content knowledge in the specific field of study. Here are some prerequisites for an ESP practitioner:

- Strong language teaching skills: An ESP practitioner should have a solid foundation in general language teaching methodology, including knowledge of language learning theories, teaching strategies, assessment techniques, and materials development.

- Content knowledge: An ESP practitioner should have in-depth knowledge of the subject matter they will be teaching. This includes knowledge of the concepts, terminology, and language structures used in the specific field of study.

- Understanding of the learners' needs: An ESP practitioner should be able to conduct needs analysis to identify the language needs of the learners and develop language instruction that is tailored to those needs.

- Pedagogical knowledge: An ESP practitioner should have knowledge of pedagogy, including how to design and implement effective language instruction that is appropriate for the learners' level, needs, and goals.

- Professional development: An ESP practitioner should be committed to ongoing professional development, staying up to date on advances in language teaching methodology, technology, and research.

- Cross-cultural competence: An ESP practitioner should be culturally sensitive and aware, able to work with learners from diverse backgrounds and understand the cultural factors that influence language learning.

- Overall, an effective ESP practitioner should have a strong foundation in language teaching methodology and content knowledge, as well as the ability to conduct needs

analysis, design and implement effective language instruction, and continually develop their professional skills and knowledge.

Changes in the Status of English Teaching

- English has experienced significant changes in its status as a global language in recent years. Here are some of the key changes:

- The rise of English as a lingua franca: English is no longer just a language spoken by native speakers in countries such as the United States and the United Kingdom. It has become a global lingua franca, used as a means of communication between speakers of different languages in many different contexts.

- The growth of English as a medium of instruction: Many universities and schools around the world now offer courses taught in English, even in countries where English is not the primary language. This has led to an increased demand for English language proficiency among students.

- The impact of technology: The internet has made it easier than ever before to learn and practice English, with a wide range of online resources and tools available. This has increased the accessibility of English language learning for people all over the world.

- The influence of globalization: The increasing interconnectedness of the world has led to a greater need for English language proficiency in many fields, including business, science, and technology. This has increased the demand for English language skills in the job market.

- Overall, these changes have led to a greater recognition of the importance of English language learning in many parts of the world. As English continues to grow in importance as a global language, the status of English learning is likely to continue evolving in the coming years.

The Content of the Course

The content for English for Specific Purposes (ESP) learners should be tailored to their specific level of English proficiency. Here are some suggestions for content that is appropriate for ESP learners at different levels:

- **Beginner level:** ESP learners at the beginner level should focus on building their foundational language skills, including vocabulary, grammar, and basic communication skills. The content should be simple and easy to understand, with a focus on everyday language that is relevant to their specific field of study. For example, a beginner level medical student might focus on learning basic medical terminology and communication skills.

- **Intermediate level:** ESP learners at the intermediate level should focus on building their language skills in more complex contexts. The content should be more challenging than at the beginner level, with a focus on more specialized vocabulary and communication skills. For example, an intermediate level business student might focus on learning how to give presentations and write reports in English.

- **Advanced level:** ESP learners at the advanced level should focus on building their language skills in highly specialized contexts. The content should be challenging and focused on the specific needs of the learners' field of study. For example, an advanced level engineering student might focus on learning technical vocabulary and reading and writing technical reports in English.

Overall, the content for ESP learners should be tailored to their specific level of English proficiency and focused on their specific field of study. This will help learners to develop the language skills they need to succeed in their academic or professional contexts.

ESP Teachers Training Center

There is a growing need for a training center for English for Specific Purposes (ESP) teachers, as ESP is becoming increasingly important in many fields and industries. Here are some reasons why a training center for ESP teachers is necessary:

- **ESP is a specialized field**: Teaching ESP requires specialized knowledge and skills that are different from those needed for teaching general English. ESP teachers need to have knowledge of the specific field of study they are teaching, as well as the language skills needed to teach English in that context. A training center can provide the necessary training and support for ESP teachers to develop these skills.

- **The demand for ESP teachers is increasing**: Many universities, schools, and companies around the world are now offering ESP courses to their students and employees. As a result, there is a growing demand for qualified ESP teachers who can provide high-quality instruction. A training center can help to meet this demand by providing training and certification programs for ESP teachers.

- **The needs of ESP learners are unique:** ESP learners have specific language needs that are different from those of general English learners. They need to learn specialized vocabulary, communication skills, and content knowledge that are relevant to their field of study. A training center can provide ESP teachers with the knowledge and resources they need to develop effective instructional materials that meet the unique needs of their learners.

- **Ongoing professional development is essential:** ESP teachers need to stay up to date on the latest developments in their field, as well as advances in language teaching methodology and technology. A training center can provide ongoing professional development opportunities for ESP teachers, such as workshops, conferences, and online courses.

Overall, a training center for ESP teachers is essential to ensure that learners receive high-quality instruction that meets their specific language needs. It can provide ESP teachers with the knowledge, skills, and support they need to be effective instructors in their field.

How can create an ESP Training Center?

A training center for English for Specific Purposes (ESP) teachers is a facility that provides specialized training and support for teachers who are interested in teaching ESP courses. A training center of ESP teachers can offer a range of services, such as workshops, seminars,

professional development courses, and resources to help ESP teachers develop effective teaching strategies and materials.

If you are interested in creating a training center for ESP teachers, here are some steps to consider:

- **Define the scope and focus of the training center:** Determine the types of ESP courses you want to focus on, such as business English, medical English, engineering English, etc. Decide on the target audience for your training center, such as university instructors, corporate trainers, or independent teachers.
- **Develop a curriculum:** Create a curriculum that reflects the needs of your target audience and the specific field of study. The curriculum should cover a range of topics, including language skills, content knowledge, and teaching methodology.
- **Hire qualified instructors**: Hire experienced and qualified instructors who have expertise in teaching ESP courses. Look for instructors who have experience in the specific field of study you are targeting and who have a strong background in language teaching.
- **Secure funding:** Determine the budget for the training center and explore funding options. You may be able to secure funding from government agencies, private foundations, or corporate sponsors.
- **Set up the physical space:** Create a physical space that is conducive to learning and teaching. This may include classrooms, computer labs, a library, and administrative offices.
- **Advertise and promote the training center**: Promote the training center to your target audience through advertising, social media, and networking events. Consider partnering with universities, schools, and companies to offer training programs and courses.

Creating a training center for ESP teachers can be a challenging but rewarding endeavor. By providing high-quality training and support for ESP teachers, you can help to improve the quality of English language instruction and contribute to the success of ESP learners in their academic or professional contexts.

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.

Perspectives for Future Studies

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- Comparative Studies: Comparing the effectiveness of ESP courses in different educational contexts or institutions can provide valuable insights into best practices and approaches.
- Needs Analysis in Different Disciplines: Extending the needs analysis to different disciplines or professional fields can offer a comprehensive understanding of specific language needs and requirements.
- Technology Integration: Investigating the integration of technology in ESP course design can enhance the effectiveness and accessibility of language learning.
- Teacher Training and Professional Development: Focusing on the training and professional development of ESP teachers can contribute to the improvement of course design and instructional practices.
- Cross-Cultural Perspectives: Exploring ESP course design and implementation from a cross-cultural perspective can provide valuable insights into the cultural factors that influence language learning and communication.
- Assessment and Evaluation: Investigating the assessment and evaluation methods used in ESP courses can contribute to the ongoing improvement of language proficiency measurement and program evaluation.
- By pursuing these perspectives in future studies, we can further enhance the effectiveness of ESP course design, promote students' language proficiency and communication skills, and contribute to the advancement of the field of English for Specific Purposes.

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Appendices

Appendix A: Questionnaire (English version)

Dear student,

This questionnaire is part of an ESP study conducted in connection with a MA study. Its objective is to identify and analyze 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: Mahdadi Azeddine

Level: Second Year Master English (Linguistics)

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 than10 ☐
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?

……
…
……
…
……

Appendix B: Questionnaire (Arabic version)

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 لُطفًا 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- كثيرًا ☐

2- نادرًا ☐

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)

1- الكلام ☐ 3- القراءة ☐

2- السمع ☐ 4- الكتابة ☐

خ- ما هو موقفك تجاه المحاضرة؟

1- أريد أن أطور لغتي الانجليزية ☐

2- دراسة اللغة الانجليزية ليس من اهتماماتي ☐

3- لا أهتم ☐

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

1- درست من طرف أستاذ لغة انجليزية قاسي جعلك تكره اللغة ☐

2- تعتقد أن دراسة اللغة الانجليزية تؤثر على ثقافتك الشخصية ☐

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

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

1- مهم جدًا ☐

2- مهم إلى حد ما ☐

3- قليل الأهمية ☐

4- ليس مهما ☐

ز- هل تحضر لحصص اللغة الانجليزية؟

1- نعم ☐

2- لا ☐

س- إلى أي مدى تلبي حصص اللغة الانجليزية احتياجاتك في مجال تخصصك؟

1- تمامًا ☐

2- جزئيًا ☐

3- لا تلبي احتياجاتي أبدًا ☐

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 جدًا ☐

2- مرضي ☐

3- ضعيف ☐

4- ضعيف جدًا ☐

ف- كيف ساعدتك دروس اللغة الانجليزية التي أخذتها في المرحلة المتوسطة والثانوية في المهام التالية؟ (اختر الرقم المناسب، 1- كثيرًا، 2- إلى حد ما، 3- قليلاً، 4- لم تساعدني)

1- التحدث في مواضيع عامة	1	2	3	4
2- الكتابة الصحيح	1	2	3	4
3- قراءة وفهم مقالات، مجلات، وكتب بسهولة	1	2	3	4
4-النجاح في امتحان اللغة الانجليزية	1	2	3	4

ق- أعط رقمًا من 0 إلى 10 لتقيم 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 استجوابات صغيرة الحجم ☐

ن– أنا كطالب أدرس اللغة الانجليزية لـــ: (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 شفهيا ☐

6- استخدامها للدراسات العليا ☐

7- النجاح في مهنتي ☐

8- أتحصل على عمل في شركات عالمية ☐

9- أنجح في الامتحان ☐

ه– 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 (مثلا: مسا ☐

حات خضراء مخصصة لهذا الغرض، أماكن العمل الحقيقية)

و– هل تفضل الأستاذ كـــ:

1- مقدم معلومات ☐

2- موجه ☐

3- مشارك في العملية التعليمية ☐

ي– أي اقتراحات أخرى:

.....

.....

.....

Résumé

Cette recherche porte sur l'enseignement de l'anglais à des fins spécifiques. Elle vise à identifier les besoins en langue anglaise au sein du département des affaires de l'université Kasdi Merbeh. Les participants sont quatre-vingt-dix étudiants de deuxième année inscrits dans ce département pour l'année universitaire 2022/2023. Cette étude montre que l'analyse des besoins des étudiants en affaires contribue à l'enseignement de l'anglais à des fins spécifiques dans les départements, et elle tente d'analyser les faiblesses et les prérequis du processus d'enseignement/apprentissage dans ce contexte. Un questionnaire a été adressé aux étudiants de deuxième année, ce qui a permis d'identifier la situation qui prévaut dans l'enseignement de l'anglais au département des affaires. Ce travail de recherche tente de montrer que l'application de certaines stratégies d'objectifs prédéterminés améliorerait davantage les réalisations des étudiants dans l'apprentissage de l'anglais à des fins spécifiques. Enfin, en tenant compte des résultats de cette enquête, des suggestions sont proposées pour aider à améliorer la méthodologie de l'enseignement de l'ESP en concevant un cours qui part des besoins des apprenants.

Dans cette recherche, nous avons exploré différents aspects de l'anglais à des fins spécifiques (ESP) et de l'enseignement des langues. Nous avons discuté des origines de l'ESP, des différents types d'ESP et de l'importance de l'analyse des besoins dans la conception des cours d'ESP. Nous avons également examiné les approches de l'analyse des besoins, la mise en œuvre de l'ESP dans l'enseignement et les prérequis des praticiens de l'ESP. De plus, nous avons abordé les défis auxquels sont confrontés les apprenants qui ont le français comme deuxième langue lors de l'étude de l'anglais. Notre objectif était de fournir une compréhension globale de l'ESP et de ses implications pratiques dans l'éducation aux langues.

Mots clés: anglais à des fins spécifiques, besoins, lacunes, souhaits, nécessités, conception de cours.

الملخص

تناولت هذه الدراسة تدريس اللغة الإنجليزية لأغراض محددة (ESP) وتعليم اللغات. تهدف الدراسة إلى تحديد احتياجات اللغة الإنجليزية في قسم الأعمال في جامعة قاسي مربح. يشارك في الدراسة تسعون طالبًا من السنة الثانية المسجلين في هذا القسم للعام الأكاديمي 2023/2022. توضح هذه الدراسة أن تحليل احتياجات طلاب الأعمال يساهم في تدريس ESP في الأقسام، وتحاول تحليل نقاط الضعف والمتطلبات الأساسية لعملية التدريس والتعلم في هذا السياق. تم

توجيه استبيان للطلاب من السنة الثانية، وقد ساعد في تحديد الوضع الحالي لتدريس اللغة الإنجليزية في قسم الأعمال. تهدف هذه الدراسة إلى إظهار أن تطبيق بعض استراتيجيات الأهداف المحددة مسبقًا يعزز تحقيق الطلاب لنتائج أفضل في تعلم اللغة الإنجليزية لأغراض محددة. وأخيرًا، وبناءً على نتائج هذه الدراسة، تم تقديم بعض الاقتراحات لمساعدة تحسين منهجية تدريس ESP من خلال تصميم دورة تأخذ احتياجات المتعلمين كنقطة انطلاق.

في هذه الدراسة، استكشفنا جوانب مختلفة من اللغة الإنجليزية لأغراض محددة (ESP) وأنواعه المختلفة وأهمية تحليل ESP وتعليم اللغات. ناقشنا أصول ESP. كما ناقشنا نهج تحليل الاحتياجات وتنفيذ الاحتياجات في تصميم دورات ESP. بالإضافة إلى ذلك، في التدريس والمتطلبات الأساسية لممارسي ESP تطرقنا إلى التحديات التي يواجهها الطلاب الذين لديهم الفرنسية كلغة ثانية عند دراسة اللغة الإنجليزية. كان هدفنا توفير فهم شامل لـ ESP وتطبيقاته العملية في التعليم اللغوي.

الكلمات الرئيسية: اللغة الإنجليزية لأغراض محددة، الاحتياجات، النقائص، الرغبات، الضرورات، تصميم الدروس.