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<u>Title</u>

Teaching Technical English to University Students: Exploration of Learners' Oral Skill Practice Problems
The Case of Learners of Science and Technology Department at Kasdi Merbah Ouargla University

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Dedicated to

Our families

and friends .

Acknowledgments

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Abstract

In this study, we aim to find out the teaching methods used in practicing ESP in an English science and technology class. We explore the learners' problems in oral practice of EST class. For the methodology, we have chosen the descriptive analytical method. For collecting both quantitative and qualitative data, we have used Two instruments. First, interview for ESP teachers. Second, questionnaire for EST students. The present research is basically divided into three chapters. One is devoted to the literature review, chapter two and three are concerned with the analysis of results and their discussion .The findings show that speaking English language and practicing oral emphasized more in order to fulfill their needs .It is hoped that the results serve as guidelines to develop teaching ESP course and practice oral skill.

Key words: English for Specific Purposes - English for Science and Technology - teaching- practice- oral expression - communication.

مـــلـــخــــص الدراسة

موضوع هذه الدراسة يتمحور حول دراسة و تحليل طريقة تدريس اللغة الانجليزية حسب الاهداف الخاصة بقسم العلوم و التكنولوجيا بجامعة قاصدي مرباح ورقلة . قمنا بتحليل احتياجات الطلبة و محاولة الكشف عن النقائص التي تواجه الطلبة للتحدث بالانجليزية . اعتمدنا في المرحلة التطبيقية على استعمال استبيان موجه لعينة من الطلبة بقسم العلوم و التكنولوجيا وكانت دراسة و تحليل النتائج كما و نوعا , كما أجرينا مقابلة مع الأساتذة بنفس القسم للكشف عن طرق تدريس اللغة الانجليزية . اثبتت نتائج هذا البحث أن التحدث باللغة الانجليزية و ممارستها من أكثر احتياجات الطلبة وأن الحصص المبرمجة في الجامعة و طريقة التدريس لا تفي بالغرض نوعاما.و في النهاية وعلى هذا الأساس فإننا نقترح بعض الحلول التي في نظرنا قد تساهم في تطوير و تحسين تدريس اللغة الانجليزية للأهداف الخاصة بقسم العلوم و التكنولوجيا بجامعة قاصدي مرباح ورقلة

كلمات مفتاحية : انجليزية حسب الأهداف الخاصة-الانجليزية للعلوم و التكنولوجيا- التدريس-التطبيق-التعبير الشفهي-التواصل.

Table of Contents

General Introduction

Chapter One: EST and Oral Skill History

 Chapter Two: Research Design and Methodology

Chapter Three: Findings and Discussion

List of Abbreviations

CLT: Communicative Language Teaching

EAP: English for Academic Purposes

EBP: English for Business Purposes

EFL: English as Foreign Language

EOP: English for Occupational Purposes

ESL: English as Second Language

ESP: English for Specific Purposes

EST: English for Science and Technology

EVP: English for Vocational Purposes

GE: General English

TEFL: Teaching English as Foreign

TESL: Teaching English as Second Language

UKMO: Kasdi Merbah University - Ouargla

List of Tables

List of Figures

General Introduction

1 Background of the Study

2 Objectives of the Study

3 Statement of the Problem

4 Research Hypothesis

5 Methodology Design

6 Limitations of the Study

7 Definition of Key Concepts

8 Structure of the Dissertation

General Introduction

1 Background of the Study

In the most recent years, English assumed a noteworthy part in creating correspondence everywhere throughout the world. Recently, English is called Lingua Franca (Ann M. Johns and Price, D) and it is utilized either as a first or Second Language of most nations. This is chiefly due to the monetary force of the United States in the post war world which prompted the need to learn English language in various fields to adapt to the new requirements of the world economy and science .

The prevalent use of the English language as an international means of communication is in constant expansion. This dominance is reflected in different fields where English is considered as an essential working tool. Generally students learn English "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes" (Robinson, 1991: 2).

2 Objectives of the Study

The aim of ESP course is not only to meet the learners' need in the area of particular discipline but also to provide effective classroom practice in order to develop the ability to understand and participate actively in professional context. Thus we state our objectives as follows:

- To evaluate current ESP course for EST learners' effectiveness.

-To improve the ESP practice in EST class.

- To make some recommendations about ESP course improvement.

3 Statement of the Problem

 Students who need to develop a good job career are required to learn English in order to use it in the workplace. Also teachers should be aware of the requirement for teaching English according to the learning needs and wants of the students. In this respect, the problem we have raised in this study is to determine and find out whether Science and Technology Departments practise ESP in class and find whether oral expression in class can help the students learn English and prepare them for job market.

To examine this issue, we formulate the following question:

- **To which extent do Science and Technology Departments practise oral activities in class?**

4 Research Hypothesis

 Based on the research question above, we set the hypothesis as follows:

- **Oral practice in ESP class may help students learn English and then prepare them for future job careers.**

5 Methodology Design

 In this study we have adopted the descriptive and analytical method. We also used a questionnaire and an interview as data collection instruments which are considered as the most prevalent research instruments related to the human sciences. We have arranged meetings with both teachers and students to collect both qualitative and quantitative data from them and discuss their problems.

6 Limitations of the Study

When conducting our research we have observed certain limitations. The main difficulty is the impossibility to achieve external validity given that the learners' needs and lacks differ from one setting to another. The other problem is the insufficient time allocated for the practical aspect of the study.

7 Definitions of Key Concepts

English as Second Language (ESL): refers to teaching English for those whose primary language is not English.

Needs Analysis: "Needs analysis is the process of establishing the what and how of a course." (Dudley- Evans, 1998 p. 121)

Course design: it is to prepare or adopt a standardized curriculum to help teachers prepare their lessons appropriately.

Method: "the plan of language teaching with consistent with the theories" (Edward Anthony 1963). For (Mackey, 1975; 155) a method can have different definitions. For some it represents a set of teaching principles. For others, it is considered as a primary language skill. And for some, it is a set of vocabulary and structure.

  Technique: is a way of teaching that is used by the teacher in classroom. It includes all the tasks and activities that serve the learners' needs.

Materials: they can be anything in linguistic, visual, auditory and kinesthetic forms that are used to facilitate the teaching and learning process (Tomlinson, 1998).

8 Structure of the Dissertation

   This research is divided into three chapters. The first is devoted to literature review. It condenses and assesses the different works already done in this field.

The second chapter exposes and clarifies the approach and it accounts for the description of methods and instruments chosen for conducting this study.

In the third chapter, we report and discuss the findings and make some suggestions for ESP course improvement.

Chapter One: EST and Oral Skill History

Introduction

1.2 Teaching ESP to Science Students

  1.2.1 History of ESP

  1.2.2 The Emergence of ESP

    1.2.2.1 The Demands of Brave New World

    1.2.2.2 A Revolution in Linguistics

    1.2.2.3 Focus on the Learner

  1.2.3 ESP versus EST

  1.2.4 Needs of EST learners

  1.3 Oral Skill practice in ESP Class

    1.3.1 Developments of Oral Expression Course

    1.3.2 Content of Oral Expression Course

    1.3.2.1 Initiative

    1.3.3.2 Intensive

    1.3.3.3 Responsive

    1.3.3.4 Transformational Dialogue

    1.3.3.5 Interpersonal Dialogue

    1.3.3.6 Extensive(monologue)

    1.3.3 Oral Expression Problems

    1.3.3.1 Pedagogical Viewpoint

    1.3.3.2 Psychological Viewpoint

    1.3.4 Importance of Oral Expression Practice for EST Learners

  1.4 Conclusion

Chapter One: EST and Oral Skill History

Introduction

English has been broadly acknowledged as the most widespread language in all over the world. It is referred to as an international language of business, diplomacy and science (Kiatao, 1996). The globalisation of the world is a systematic process triggered by Anglo-American strategies. Accordingly, English becomes the most taught foreign language all over the world. The international status of English makes it necessary to use English in a large range of social, economic and academic areas. In fact, Students want to learn English for academic purposes, business or professional purposes, and they need to acquire a good working knowledge of the language as quickly as possible. English language learners need new pedagogy to meet their needs and satisfy their necessities. In gross, it is worth mentioning that English has become the hegemonic language of wider communication and the essential component to the developing world of science, technology and communication.

1.2 Teaching ESP to Students' Science
1.2.1 History of ESP

The origins of ESP are closely related to the history of development of Language for Specific Purposes (LSP). ESP can be traced back to the Second World War which generated the need for specialist language courses where students only needed specific competence in a language in order to perform specific tasks. (Gatehouse, 2001). For instance, English for specialists, legal counselors, tourism and nursing staff, bookkeepers, restorative researchers, and so forth. The end of the Second World War predicted an age of large and unequalled increase in scientific, technical and economic activity at the international level. In this vein, the rise of ESP can be seen as the effect of two separate but related developments: the first is economic, the second educational.

As far as the economic growth is concerned, it is obvious to claim that the economic hegemony of the United States after the Second World War has resulted into the demand of the English language as a language for international communication (Hutchinson and Waters 1987).

For the educational factor, it is essential to mention that the world economy has created a new generation of learners who were aware why they learnt a language. Thus, the learner

started to be regarded as a more central element in the educational process. This has resulted in a 'learner-centered education' (Strevens 1977).

In this respect Robinson (1980) posits that:

> "the general with which we are contrasting the specific is that of general education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course. The student of ESP, however, is learning English en route to the acquisition of some quite different body of knowledge and set of skills". (p. 6) .

1.2.2 The Emergence of ESP

Thus, ESP came into being and gradually developed into a multilayered language approach essentially based on learners' specific needs required by their study fields or occupations. The emergence of ESP can be explained by three reasons. Hutchinson and Waters gave three reasons for the emergence of ESP;

1.2.2.1 The Demands of a Brave New World

When the Second World War ended it bring as consequence the development of scientific, technical and economic activity on an international scale. The United States of America is the most notably economic power, the language spoken is this country was the English; therefore, English became a very dominant language. (Hutchinson and Waters, 1987).

1.2.2.2 A revolution in Linguistics

In the late 1960s and the early 1970s there were many attempts to describe English as a language for science and technology (EST), revolutionary experts in linguistics developed new methods of teaching English language to comply with the requirements of modern society.

1.2.2.3 Focus on the Learner

New improvements in psychology have contributed to the rise of ESP, by stressing the focal significance of the learners and their mentality to learning. More attention was given to the different styles in which learners acquire language. ESP focuses on the learners 'needs. 'ESP instruction based on actual and immediate needs of learners who have to successfully perform real life tasks unrelated to merely passing an English class or exam ". (Rebecca Smoak ,2003) .

In the tree of ELT proposed by Hutchinson and Waters (1987), ESP is divided into three branches: a) English for Science and Technology (EST), b) English for Business and

Economics (EBE) and English for Social Studies (ESS). Each of these branches is further separated into two sub branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). This splited into multiple other branches.

1.2.3 ESP versus EST

Carter (1983) identifies three types of ESP: English as restricted language; English for Academic (EAP) and Occupational Purposes (EOP), and English with specific topics. An example of EOP for ESP branch is English for Technicians and another example of EAP as for EST branch is English for Medical Studies.

Hutchinson and Waters (1987) explain that there is not an obvious qualification in the middle of EAP and EOP. Hutchinson & Waters (ibid, 16), the disparity is blurred since:

> "People can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job".(p.16).

Because of the rapid development of English for science and technology (EST) in the last 50 years, science and technology were a center of interest for many ESP experts (e.g. Barber 1988 ; Bazerman 1984, 1988 ; Braine 1989 ; Halliday 1993a ; Herbert 1965 ; Swales 1971, 1988). The initial interest of EST teachers and linguists was on linguistic forms and focus on skills, but recently the emphasis has been on disciplinary socialization and critical perspective. In accounting for this expansion, Hyland (2006) claims that each expanded emphasis reinforces rather than replaces prior ones.

The EST courses were designed around vocabulary specifications related to field's terminology and specific grammatical structures. Another essential stage in the development of ESP was discourse analysis, which marked EST syllabuses.

This makes a difficulty for EST instructors, who must give access to their understudies into a talk community of which they are normally not members. In narrow-angled ESP courses, the learners will most likely be more knowledgeable about the content than the teacher (Spack , 1988). The disciplinary socialization perspective draws on socio-cultural theory, viewing discourse practices as learnt through interaction with those who have already mastered them (Duff 2010; Lemke 1990). A language socialization perspective may, however, state the procedure of securing new proficiency homes basically. Lea and Street (1998) contend that acquiring disciplinary proficiency requires a student to take on a new disciplinary identity, one with which they may not be comfortable, and which they may therefore resist.

These perspectives made EST professionals/specialists utilize ethnographic approaches in exploring the discourse group. Vickers (2007 : 624), for instance, conceptualized a United States computer engineering department as a "speech community containing communicative norms'; " she considered people as being active members of this discourse community when they had an understanding of the range of exercises that individuals participate in.

1.2.4 Needs of EST Learners

Scientific language was described as being characterized by specific lexis and sentence structure; however discourse includes various elements identified as linguistic, rhetorical and applied variables. In any case, students who learn ESP related to science and technology are required to develop a high level of inspiration especially if the materials they use as a part of ESP courses focus on experimental and mechanical components and display particular elements of science and technology.

Oral expression frequently stems its relevance from being a disclosure process within which a teacher is required to guide his learners to discover invisible as well as visible data. In addition, it is believed that the practice of various oral expression skills can be enhanced only if students' comprehension of their academic subjects is proved. Thus, dialogues, presentations, discussions and assessment of materials are all related to the process of oral practice in class. These abilities if acquired generate an outflow of speaking; therefore, the students must be equipped with these skills for more controlling the debate and the topic, and easily manipulating them to achieve particular purposes in a particular field of specialization.

1.3 Oral Expression Practice in ESP Class

The standout developments in EFL methods made learners capable to take their learning according to their needs and motivated to claim their lacks and necessities especially in the field of science and technology. Although EST is thought to be a noteworthy subdivision of ESP, EST courses are perfectly true especially when they emphasize experimental English and choose appropriate informative circumstances that are uncommonly identified with science and technology (Dorrity, 1983). In order to adapt learning and communicative contexts in science and technology fields, learners need to build up their communicative skills in oral expression skills specifically to increase their EST competence and acquire perfect understanding of data in both composed and non-written sources.

1.3.1 Development of Oral Expression Course

Speaking involves a complex process of making meaning .This process requires Speakers to make decisions about why ,how ,and when to communicate depending on the cultural and social context in which the speaking act occurs .Oral language is the ability to speak and listen. It is closely linked to the development of oral language .The Spoken language naturally comes before written language .Before oral language used in almost classes but teachers only who speak (students were passive, their focus was on reading and writing skills).

According to Tricia Hedge (2000) there are various approaches of learning and teaching speaking. According to the environmentalist approach in 1960s, the field of language teaching was influenced by environmental ideas rather than by human mental processes. The primacy of speaking was obvious since it has been assumed that language was primarily an oral phenomenon. This approach considers stimulus-response reinforcement pattern involving constant practice and formation of good habits as prompters for learning and acquiring speaking skills in the field of study. It was assumed that speaking language involves repeating, imitating and memorizing the input that speakers are exposed to. The environmentalist view of learning to speak gave rise to the audio lingual teaching approach. It focuses on intense aural-oral practice, rather than fostering spoken interaction .This type of activities "oral activities" was simply a way of teaching pronunciation skills and grammatical accuracy. It is associated with the development of good pronunciation. Consequently, although it can be assumed that this approach to learning and teaching speaking stressed the development of oral skills, speaking was merely considered as an effective medium for providing language input and facilitating memorization rather than as a discourse skill in its own right .

At the end of the 1960's with the growth of communicative language teaching (CLT), oral proficiency took its place in EFL learning. This approach promotes oral language and communication as well as other skills such as listening, reading and writing. Oral practice is regarded as the most important skill in learning. Teachers try to teach specific words that were already known and in relation to particular contexts, and numerous exposures to new specific vocabulary. The major goal of EFL teaching program should give learners the ability to use English effectively and accurately in communication (Davies, Pearse, 1998).This means that the importance of oral language is undeniably demonstrated.

1.3.2 Content of Oral Expression Course

Teaching and learning oral proficiency has become the focus of many researchers (spoettl 2000). EFL teachers need to practise language regulation in class and perform learners' activities that may help them to spontaneously practise oral language .It is the role of effective practitioner to vary the oral activities .Teachers use various activities inside the classroom to develop learners' speaking skill. The most relevant activity is discussion, here learners can express themselves, give opinions and use their previous knowledge in front of the whole class. Teachers may be very careful and choose a topic that helps them and be in an accordance with their needs .Besides, role play which is a very enjoyable activity for the students particularly for those who are likely to imitate others .It is viewed as an authentic technique which increases the participation of the whole class and encourage them to be in a situation as it is in real life.

Another Activity is performing communicative tasks which are chosen from real life situation focusing on using language in funny way, and make all students interact and participate and use language freely .It is very amusing for both learners and teachers .

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (2001) suggested a list of six possible task categories:

1.3.2.1 Initiative

Drills of phrases and stretches of language help students in the process of learning .This makes students listen and repeat orally a stretch of language that seems a little difficult for them to construct.

1.3.2.2 Intensive

Repetition of constructed forms of language by taking into consideration the phonological and grammatical aspects.

1.3.2.3 Responsive

It is a response to both teachers and learners' questions and comments.

1.3.2.4 Transformational Dialogue

Dialogues are regarded as the most important tasks .Students exchange information, and play roles and focus on pair works.

1.3.2.5 Interpersonal (Dialogue)

Personal interviews or common role plays aim to establish and maintain social relationship.

1.3.2.6 Extensive (Monologue)

Short speeches, oral reports, oral summaries, every student can use them independently and individually. The EFL classroom context, teachers should train learners to practise oral language.

1.3.3 Oral Expression Problems

It is obvious that learners' EST programs in universities need English for achieving academic progress in their fields of specialization. They need to comprehend lectures delivered in English, understand authentic scientific reports, make presentations, clarify discoveries, and so on.

The learners' problems in EST courses can be discussed from two angles: pedagogical and psychological viewpoints. From the pedagogical viewpoint we can divide it into two sub-measurements:

1.3.3.1 Pedagogical Viewpoint

1. Teaching materials utilized in EFL class;

2. Methodology used by EST teachers.

We should manage each of these sub-dimensions in turn.

Most, if not all the materials of GE courses, especially in EFL class situations are irrelevant to the learners' academic fields of study. Communicative materials, authentic or communicative tasks are not used in class. This scholastic irrelevance makes the course de-motivating and exhausting. They consider the teaching of ESP, particularly in the universities, only a module to be added to the programme. Little consideration was given to the specific nature and needs of the specialization.

As far as methodology is concerned, the EST courses are usually taught by instructors who know little or nothing about the communicative approach. They are still using the traditional methods and procedures focusing on language elements (e.g., grammar, vocabulary), however communication tasks are frequently overlooked. The approach of a single "best technique" is by and large viewed as unsatisfactory and systems got from linguistics and psychology alone may lead negative and ineffective learning methods. According to Strevens (1978, p. 4), ESP courses, and by inclusion EST ones, entail the provision of English language instruction that is (1) devised to meet the learners' specific needs; (2) related in themes and topics to a Teaching English to students of science and technology particular field of study; (3) selective, not general, as to language content; and (4) restricted to the language skills needed in the students' are of specialization.

The effective and practical EST curriculum is the one that supplies learners with language functions and notions expected to meet their needs in the context of the field of study. The particular language functions and notions required at various evaluation levels and in various subjects should be plainly portrayed and efficiently joined into EST curricula. Cummins found that while most students learned sufficient English to engage in social communication in about two years, they typically needed five to seven years to acquire the type of language skills needed for successful participation in content classrooms. Limited English proficient (LEP) students' language skills are often informally assessed upon the ability of the student to comprehend and respond to conversational language.

1.3.3.2 Psychological Viewpoint

Psychologically speaking, Learners often find a tremendous amount of difficulties in oral tasks inside the classroom. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur (1996, p.120), "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important". For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

Learners when trying to speak English language are inhibited, are usually shy and cannot express themselves effectively. Little wood (2007) asserts that foreign language classroom create inhibitions and anxiety easily.

Moreover, it is difficult for many students to respond positively when teachers ask them to say something in a foreign language because they may have little ideas about what to say, which vocabulary to use, or how to use grammar correctly (Backer & westrup, 2003). In other words, motivation of learners plays an important role in developing oral and speaking abilities; they need to speak in subjects more interesting than the ones presented by the teacher.

Another problem in an oral class is the use of mother tongue in class. This is because of learners who share the same mother language and they tend to use it simply because it seems to be easier for them. Also, when they find themselves in a speaking situation, they cannot perform well; that is why they prefer to use the mother language.

Harmer (1991) suggests some reasons why students use mother tongue in class. Firstly, when the students are asked to discuss a topic that they are incapable of, if they want to say anything about the topic, they will use their mother language. Another reason is that the use of mother tongue is a natural attitude in all humans.

Lukitasari (2008) conducted a study focusing on the students' strategies in overcoming speaking problems in speaking class. The population of her study was the first semester students of Muhammadiyah University of Malang in Indonesia. The results of her study suggest that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also reveal that the students' speaking performance was not good because they did not master the three elements of speaking, namely vocabulary, grammar and pronunciation. In order to help students improving their speaking skills, it is necessary to find a method that helps them to speak effectively and teachers also need to identify what factors can affect their students speaking performance.

1.3.4 Importance of Oral Expression Practice for EST Learners

EFL communication ability has become a crucial qualification for some job applications. Engineers in Algeria find themselves use English for only some aspect of their job. And even most international organizations in the field of engineering find dissatisfaction with new recruited personnel. Learners of science and technology have an urgent need for learning English language in order to communicate in their field of study and be qualified for later job careers.

1.4 Conclusion

In this chapter we have discussed the history of ESP, its types and the emergence of EST. We also raised the problems encountered in current EST course offered at the university. The course needs to improve both communicative and academic skills of the learners.

Chapter Two: Research Design and Methodology

Introduction

2.2 Research Design

  2.3.1 Students' Profile

2.3 Population and Sampling

  2.3.2 Teachers' Profile

2.4 Data Collection Instruments

  2.4.1 Students Questionnaire

  2.4.2 Teachers' Interview

2.5 Data Collection Procedures

3.6 Conclusion

Chapter Two: Research Design and Methodology

Introduction

The previous chapter presents some relevant literature about research in the field of English for Specific Purposes (ESP) and the role of teaching oral expression in enhancing students' communicative proficiency in an ESP class. In this present chapter we present the research design and methodology of our study. It is devoted to the discussion on methodology and details of data collection.

2.2 Research Design

The majority of research done on ESP teaching has involved the use of quantitative methods. In the present study quantitative research was used to investigate the effects of oral practice in enhancing ESP teaching. The research methodology includes the procedures, techniques and practices adopted to lay foundation, built data base and to supply with processed information for analysis to achieve the research objectives. A design is a plan for conducting research, implementing to attempt to find answers to the researcher's focused questions. (Polit & Hungler 1995:652).

2.3 Population and Sampling

All items in any field of inquiry constitute a universe. A sample design is a definite plan for obtaining a sample from a given universe. A population is considered to be all the subjects that constitute a whole. And a chosen portion of it is what is known as sampling. A sample is the selected group of participants who are homogeneous that they can represent the concerned population. Most researches use sampling and the researchers should: First determine the target population, define the accessible population and set the size of the sample. After having chosen the appropriate method of the research, it is important to determine and define the target population. A purposive sampling was used in this study, which involved conscious selection by the researcher of certain population groups to include in the study (De Vos 1998:198). It depends on analysts' presumptions about the research and the sample is determined according the nature of our research population. The sample size in this research was determined by the number of informants required to saturate data (De Vos 1998:191).

2.3.1 Students' Profile

The target population is constituted of the students who study at the Department of Science and Technology at UKMO. We have selected the Science and Technology learners in this study because they study ESP for both academic and professional purposes. They learn

English as an optional module simply because they need to use English for their further academic studies or future job careers.

2.3.2 Teachers' Profile

The informant English teachers do not have a syllabus designed for the Students enrolled in the field of science and technology. The sample consists of two ESP teachers. The two instructors have teaching experience in both ESP and EGP.

2.4 Data Collection Instruments

The most widely recognized instruments utilized are questionnaires, on the grounds that they are generally simple to set them up, get data that is generally simple to classify and analyze; they can likewise use to inspire data about numerous sort of issues. The present study has decided on the use of two methods for gathering information. For the quantitative information, the questionnaire is composed, while, for the qualitative information, the use of interview has been an awesome help in gathering a precise data. For both questionnaire and interview, the essential capacity is to think about the ideas of individuals who answer the questions.

2.4.1 Students' Questionnaire

In this investigation the researcher administered a questionnaire to tourism students to achieve the objectives of this study. Questionnaire was adapted from a range of earlier studies in the field. Once the type and size of sample was determined, the next step was to select various tools to be used to collect data from the identified universe. A structured questionnaire is one where questions and answers are specified. We decided to use a questionnaire in our study as being a reliable tool for acquiring data. It was targeted to the students at the Department of Science and Technology at UKMO to explore the problems of learners in terms of oral practice. It was divided into three main sections in addition to personal information about students' gender, age, department, level and others. The first section deals with the students' needs and attitudes about English language, the second covers the learners' lacks and problems in ESP course, and the last section includes students' suggestions about ESP course.

2.4.2 Teachers' Interview

After dealing with the first research instrument, we opted for another one, the unstructured interview, designed for the ESP teachers of Science and Technology students. The study needed further explanation and clarification of the teaching situation in the study-field of science and technology. This instrument offers interaction between the interviewer and the ESP teachers and the questions posed in the interview can be clarified systematically.

The interview consists of 12 questions divided into two sections. The first section deals with the basic data about their qualifications for teaching ESP, the methodology used in classroom and their attitude towards oral practice in class. The second section contains questions that investigate the types of activities used in class regarding the students' needs.

2.5 Data Collection Procedures

While collecting the data every care was taken to maintain its objectivity and accuracy. In this study, both primary data and secondary data sources were used, but the overall dominance remains of the primary data. Questionnaire method is the most important and popular method of collecting primary data. The primary data collected for this research study was collected through a structured questionnaire.

Prior to data collection, proper meeting with the faculty authorities was held to secure cooperation and ensure quality control. Despite this, some authorities did not allow the survey to be conducted in their departments. With big effort and tenacity, the data was collected from the agreed departments. Given that the respondents would have difficulties understanding questions, the students were asked to fill in the questionnaire in their class itself in the presence of the researcher but with the absence of the teacher.

In this section we attempt to describe the data collection procedures. We arranged the unstructured interview by meeting each teacher independently. This meeting was held in April 2016. The teachers were interviewed at the Science and Technology Department at Kasdi Merbah University. They were interviewed face-to face in a safe and calm environment, the interviewees' staff room.The duration of each interview was between 20 to 25 minutes; during the meeting we clarified our choice for the unstructured interview..

The questionnaire was also held in April 2016. The students were asked to answer the questions at the Science and Technology Department at UKMO during 30 to 35 minutes. The target of the questionnaire was explained and few comments were expressed to acquire valid data that learners would not go beyond the focal point of the questions.

2.6 Conclusion

This chapter presented the research methods and procedures utilized in this study, the design of the study, population, student demographics, instrumentation, data collection. The participants of the study are identified, and the instrumentation and data collection procedures were described.

Chapter Three: Findings and Discussions

Introduction

3.2 Analysis of Teachers' Interview

    3.2.1 Background Information

    3.2.2 Methodology Teaching

3.3 Analysis of Students' Questionnaire

3.4 Conclusion

Chapter Three: Findings and Discussions

Introduction

In this chapter the results of the data analysis are presented. The data were collected and then analyzed in response to the problems posed in the general introduction of this dissertation. The responses were tabulated and analyzed under the following sections, according to the sequence of the study objectives stated.

3.2 Analysis of Teachers' Interview

An unstructured interview was addressed to two ESP teachers. It provided the researcher with data about teachers' experience, their teaching methods and way of designing activities.

3.2.1 Background information

Question 1

What are your academic qualifications?

Both teachers have claimed that they have a master degree in English language. One got his degree in Applied Linguistics and ESP, while the other in Translation. From their answers it is obvious that the two teachers have good teaching qualifications and good subject knowledge to ensure an intensive ESP course.

Question 2

Do you think that learners are interested in your English language course?

The two teachers answered that the students are interested in the course simply because they need the language in their future job careers.

3.2.2 Methodology Teaching

Question 3

What is the method you have adopted in your course?

The first teacher stated that he used the Grammar- Translation method such us memorizing new vocabulary. However, the other teacher claimed that he opted for the communicative Language Teaching (CLT) which is learner- centered. He added that it was more suitable in terms of a good class management and more motivating especially given that all students were more involved in and with the course.

Question 4

Are your courses based on practice?

Both teachers asserted that the course is based on practice for the science and technology students in learning ESP.

Question 5

If yes, what kind of practice?

Teachers argued that practice is existed in class especially, in performing activities of translating some scientific texts and presenting some reports related to their field of study.

Question 6

Do you include the oral activities in your course?

Both teachers see that the use of oral activities would be very beneficial for the students to help them develop communicative competence and they usually use oral activities in their ESP course.

Question 7

If yes, how often your learners exposed to oral drills?

The two teachers stated that they usually use the oral drills especially in the last 30 minutes of the session's time in creating some debates and discussions.

Question 8

In your opinion, is the use of oral practice beneficial to ESP teaching/ learning?

Both teachers claimed that the use of oral practice is beneficial to ESP teaching and learning, because it motivates students and prepare them for a better job career.

Question 9

Do the tasks prepare your learners to use language in real- life situation?

The two teachers assumed that oral tasks set the learners up to use in real- life situation especially if they work with foreign companies, they feel obliged to speak and use the language fluently.

Question 10

Do you think that oral activities can help learners build their communicative competence?

The two teachers agree that oral activities may help build their communicative competence and motivate students to communicate with each other and get rid of shyness.

Question 11

If yes, what types of activities do you focus on in your classroom? Why?

The interviewees argued that the tasks used in classroom prepare the learners to face real- life situations with a good package of language.

Question 12

Do you think that the activities and methods used in your course meet the needs and objectives of your learners?

Both teachers claimed that the activities used in their course meet the students' needs especially given that they will need to use English language in their future job careers.

3.3 Analysis of Students' Questionnaire

The students' questionnaire is the most crucial data collection instrument in our study. Descriptive statistic data were delivered to report students' presumptions through percentages. Their answers were calculated in terms of frequencies and percentages for effective explanation and interpretation of the results.

The results gathered about personal information of our subjects demonstrate that fifteen (15) respondents study at the new Department Technology of Information and Telecommunications at UKMO, whereas only five (5) students study Petroleum Engineering, three (3) students study Agriculture and seven (7) students study Technological Sciences. All of them study first year master. What is more, most of them are engaged in professional activities with foreign companies and national institutions.

Section 1: Personnel information

Item 1 Students' Gender

Table 1

Students' Gender

Gender	Male	Female	Total
Number	18	12	30
%	60%	40%	100%

As can be seen in the table above, the rate of students by gender shows that 60% are males; whereas 40% of them are females.

If we look at the results, it can be noticed that males are more interested in learning technological sciences staffs than females.

Item 2 Students' Age

Table 2

Students' Age

Age	Number	%
22	20	66.66
23	08	26.66
24	01	3.33
26	01	3.33

The table 2 shows that the age of students range between 22 years and 26 years. The majority of them (20 students) are 22 years old whereas only 08 students are 23 years and the last two students are 24 and 26 years. Thus our sample consists of young adult learners who are aware of their needs, lacks and goals.

Section two: Students' Attitudes and Needs

Item 1 Students' Attitudes and Needs

This section covers the needs and attitudes of learners in their English language course.

Question 1

What do you think about English language course?

Item 1: The course motivation

Table 3

The course motivation

	Number	%
yes	20	66.66
No	08	26.66
Not really	02	6.66

As can be seen in the table above, the majority of students (20) believe that their course should be improved to be more interesting and motivating (66.66%), while the others

(26.66%) see that it is somewhat appropriate and interesting so there is no need for improvement. A few students argued that the course did not need at all to be motivating.

Item 2: The benefits of the course

Table 4

The benefits of the course

	Number	%
Yes	18	60
No	08	26.66
Not Really	04	13.33

The majority of the respondents (60%) claim that the course is really beneficial to students. Thus English is beneficial and advantageous for their studies. This makes the students more motivated to learn English

Item 3: Updating course topics

Table 5

Updating course topics

	Number	%
Yes	06	20
No	18	60
Not Really	06	20

In table 5, the students hold that the topics are not always updated (60%), but the others (20%) see that they are renewed and revised occasionally.

Item 4: Students' boredom

Table 6

Students' boredom

	Number	%
Yes	06	20
No	08	26.66
Not Really	14	46.66

Most of students (46.66%) found that they feel bored during the course session.

Question 2

In your view, why do you need to study English?

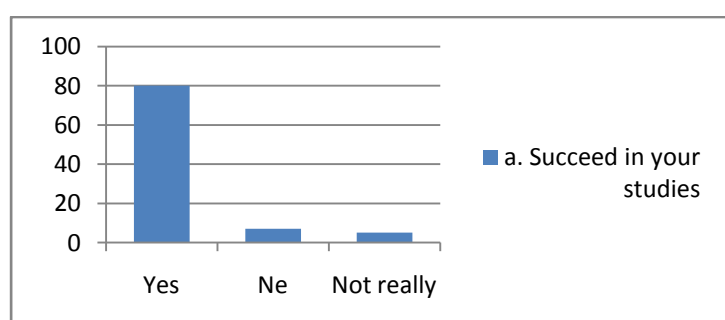**Item 1: The need for success in studies**

Figure 1 The need for success in studies

The majority of students (86%) argued that they need English language in order to succeed in their studies and achieve high grades. While, (5,71%) of students disagree they have other points of view.

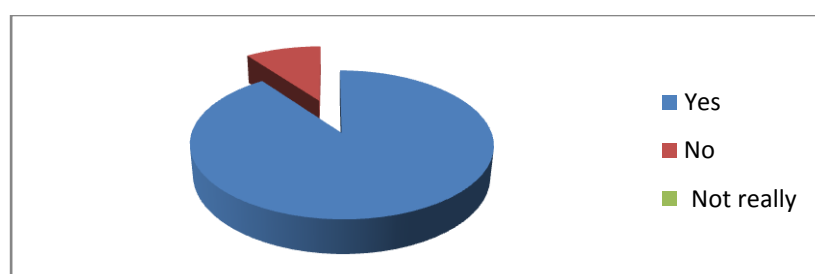**Item 2: the need to use English in future job careers**

Figure 2 The need to use English in future job careers

(80%) of answers were about the need of using English language in future job career since it helps them to get opportunity to work with foreign companies, but the other students (20%) did not agree with them .

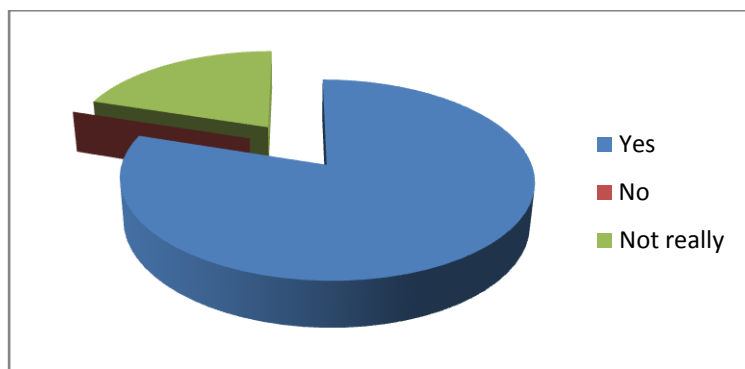**Item 3: The need for communication with native speakers**

Figure 3 The need for communication with native speakers

The majority of students (53, 33 %) assumed that the important goal behind studying English is to communicate with native speakers, while (33,33%) of them have not the same interests and needs.
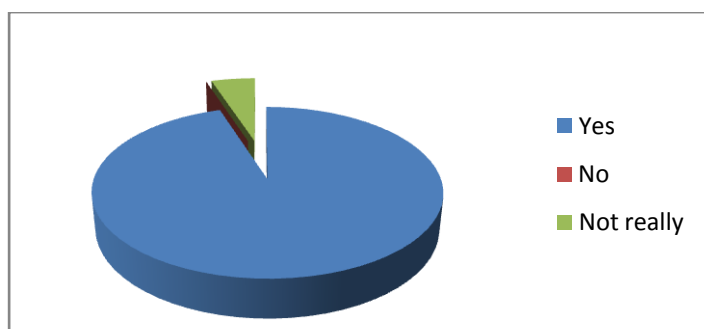
Item 4: Improvement of language level

Figure 4 Improvement of language level

Most of students (90%) claim that they need to study English to improve their level, while (80%) of them need to use it in their future job-careers and (53.33%) of the sample wants to communicate with native speakers.

Question 3

Which of the following tasks do you need to perform in class in order to improve your oral skills?

Item 1: Use of audio-visual materials
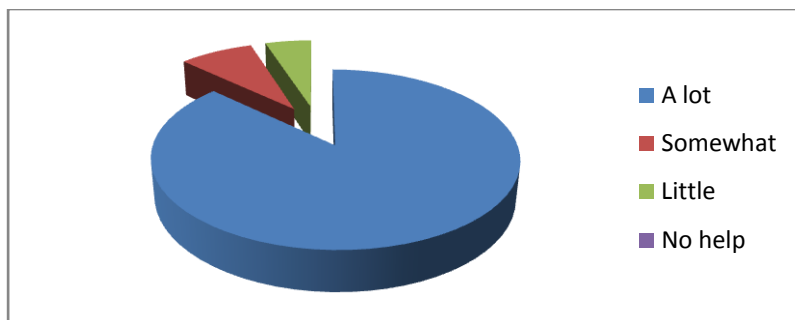
Figure 5 Use of audio-visual materials

The results show that the students need to perform simulations and role-plays inside the classroom in order to enhance their oral skills. When we asked the others about the other tasks, 33.33% of them prefer to use audio visual materials, 46.66% need to create debates and discussions related to scientific issues, (33.33%) opt for the use of oral presentations in classroom, and (46.66%) want to practise group and collaborative works to create competition in class.

Item 2: Practice of simulations and role plays inside the classroom
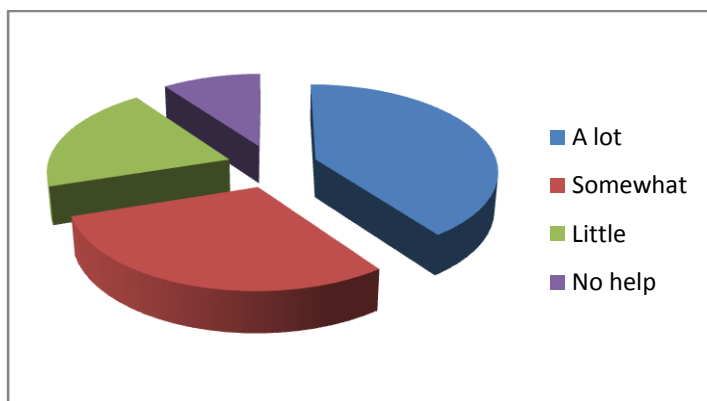
Figure 6 Practice of simulations and role plays inside the classroom**.**

Item 3: Debates and discussions about scientific issues
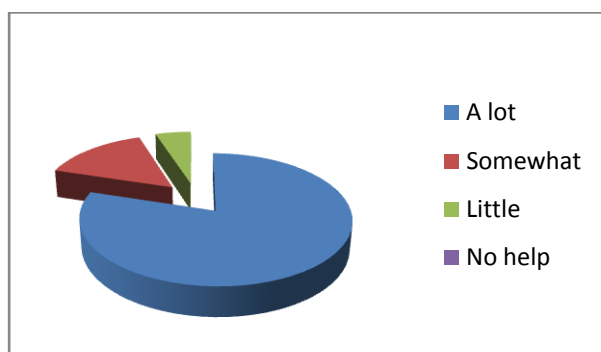
Figure 7 Debates and discussions about scientific issues

Item 4: Oral presentations in class

Table 7

Oral Presentations in Class

	Number	%
Strongly Agree	14	46.66
Agree	06	20
Neutral	08	26.66
Strongly Disagree	01	6.66
Disagree	00	00

Item 5: Group-works

Figure 8 Group-works

Section 3: Lacks and Problems

The third section deals with the lacks and problems that the students encounter in their learning process.

Question 1

Do you think that the following problems may hinder your learning process?

Concerning this question, the students were asked to give their opinions whether they agree or not with the problems that may impede their learning process.

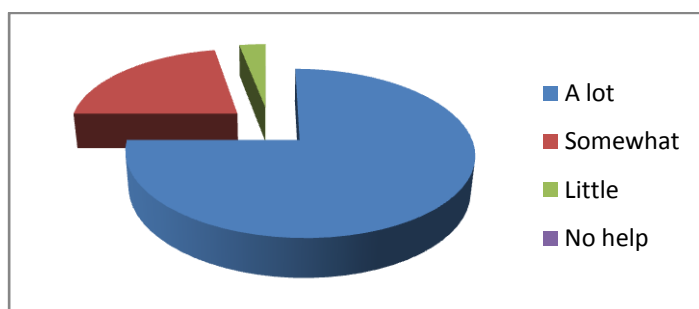The results show that (60%) of the participants claim that they do not study exactly English which is related to their field. This explains their weakness in specialised vocabulary. (46.66%) of the participants confirm that teachers do not use authentic materials that help them acquire linguistic competence. 14 students strongly reveal that the focus is on teaching vocabulary rather than practising oral tasks. 33.33% explains that they are more passive than active in class because the teacher does not give them the opportunity to act freely in class. Whereas 10 students strongly consider that time allocated for the course is not enough to practise the language. The results are shown in the following table

Table 8 Students' Presumptions about their lacks and problems

Statements	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
Learners do not speak English that is related to their field	Number	%	Number	%	Number	%	Number	%	Number	%
	18	60	08	26.66	04	13.33	00	00	00	00
ESP learners miss the oral practice in class	18	60	10	33.33	02	6.66	00	00	00	00
Teachers do not use authentic materials	14	46.66	06	20	08	26.66	02	6.66	00	00

(continued)

The focus of teachers is on teaching vocabulary rather than practicing oral	14	46.66	06	20	08	26.66	02	6.66	00	00
Learners are passive and do not participate in class	08	26.66	10	33.33	12	40.00		00	00	00
Time given for learners is not enough to practice the language	10	33.33	06	20	14	46.66	00	00	00	00

Section 4: Suggestions

The last section is devoted to students' suggestions that may be used later to help improve the ESP course.

Question 1

Which of the following suggestions do you think may help improve your ESP course?

The results reveal that the majority of the students (66.66%) agree that the ESP teacher must be well-qualified to consider the students' needs. However, 46.66% of students suggest variation in oral tasks. And 40% of students ask for more oral in class. The following table demonstrates the students' presumption of the suggestions.

Table 9

Students' suggestions

Statements	Extremely		Moderately		Not at all	
English teacher must be well performed to teach ESP.	Number	%	Number	%	Number	%
	20	66.66	10	33.33	00	00
ESP course must be focused on oral practice	12	40	14	46.66	00	00
ESP teachers should vary tasks in class to practice oral	16	53.33	14	46.66	00	00
ESP learners must participate in class to improve their needs	20	66.66	12	40	00	00
Prolongation of the session's time of the English language course	20	66.66	12	40	00	00

3.4 Conclusion

In this chapter the results of the data analysis are presented. The data were collected and then processed in response to the problems raised in this dissertation.

The findings presented in this chapter demonstrate the potential for merging theory and practice.

General Conclusion

and

Recommandations

General Conclusion

This study was conducted about teaching ESP at Kasdi Merbah University of Ouargla in order to explore the students' problems in terms of oral practice. We also aim to provide effective classroom practice in order to develop the students' oral skills. Moreover, we particularly attempt to improve ESP practice in EST class. In order to achieve these objectives, we raised the question whether oral Science and Technology Departments practise oral activities in ESP class.

Based on the research question above, we set our hypothesis as follows: oral skill practice in ESP class may help students in their future career.

In conducting this research, we have followed the descriptive analytical method. We selected these methods to describe and analyze data collected from both the students and teachers using two instruments questionnaire for EST students and interviews for ESP teachers.

Both teachers and students agreed that ESP course should emphasis more on oral practice. Learners need to speak English, and communicate in their field of study or future job career. Thus, make students improve their abilities in practising the language and build up their communicative competence through using oral activities.

Recommendations

Based on the results obtained from the present study, we suggest the following recommendations:

- ESP teachers need to be performant enough to teach ESP. Thus, they need to take more training courses and attend ESP conferences in order to become accustomed with the specialized content.

- ESP teachers should consider the learners' needs and necessities when designing the ESP course.

- ESP teachers should provide more oral practice in class to help learners improve their communicative competence.

- ESP teachers should increase the practice of oral activities in class.

- More time should allocated to ESP course, and then extend it for all semesters.

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Appendices

Appendix (a)

Kasdi Merbah University- Ouargla

Faculty of Letters and Foreign Languages

Department of Letters and English Language

Students' Questionnaire

Dear Students,

We are conducting a research for the fulfillment of a Master degree in Applied Linguistics and ESP .Our research investigates the teaching of ESP to university students and explores the learners 'oral practice problems in Science and Technology Department.

Your cooperation is greatly appreciated.

Personal Information

Gender	Male	Female
Age		
Department		
Level		
Another activity		

I.   Attitudes and Needs

1.   What do you think about English language course?

Statements	Yes	No	Not Really
a. The course needs to be motivated.			
b. The course is beneficial for all the students.			
c. The subjects are up dated.			
d. The students feel to be bored.			

2. In your view, why do you need to study English?

Statements	Yes	No	Not Really
a. Succeed in your studies			
b. Use it in your future job career			
c. Communicate with English native speakers			
d. Improve your English language level			

3. Which of the following tasks do you need to perform in class in order to improve your oral skills?

Statements	A lot	Somewhat	Little	No Help
a. Using audio visual materials (data show, recording videos …)				
b. P r a c t i s i n g simulations and role plays inside the classroom.				
c. Creating debates and discussions related to scientific phenomenon.				
d. Using oral presentations in classroom.				
e. Using pair groups in doing such tasks in order to create competition in class.				

II.   Lacks and Problems

Tick the appropriate answer

4. Do you think that the following problems may hinder your learning progress?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Learners do not speak English language that is related to their field					
ESP learners miss the oral practice in class					

Teachers do not use authentic materials					
The focus of teachers is on teaching vocabulary rather than practicing oral					
Learners are passive and do not participate in class					
Time given for learners is not enough to practice the language					

III. Suggestions

5. Which of the following suggestions do you think may help improve your ESP course?

Statements	Yes	No	Not Really
English teacher must be prepared to help learners learning ESP.			
ESP course must be focused on oral practice.			
ESP teachers should use various tasks in class to practice oral.			
ESP learners must participate in class to improve their needs.			
Prolongation of the session's time of the English language course.			

Thanks a lot

Appendix (b)

Teachers' Interview

1. What are your academic qualifications?

2. Do you think that learners are interested in your English course?

3. What is the method adopted in your course?

4. Are your course based on practice?

5. If yes, what kind of practice?

6. Do you include the oral activities in your course?

7. If yes, how often are your learners exposed to oral drills?

8. I n your opinion, is the use of oral practice beneficial to ESP teaching/ learning?

9. Do you think that oral activities can help learners build their communicative competence?

10. If yes, what types of activities do you focus on in your classroom? Why?

11. Do the tasks prepare your learners to use language in real-life situation?

12. Do you think that activities and methods used in your courses meet the needs and objectives of your learners?