

KASDI MERBAH UNIVERSITY-OUARGLA
Faculty of Letters and Languages
Department of English Language
and Literature



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Presented by: Keltoum GOUAREH
Soumaya CHAIB

Title:

**Target Situation Needs Analysis: Exploring the
Linguistic Needs of ESP Learners**

The Case of Learners of Audio Visual at the National Vocational
Training Institute in Ouargla

Before the jury

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Dr. Chaouki Noureddine	President	KMU Ouargla
Miss. Fouzia Bahri	Supervisor	KMU Ouargla
Mrs. Farida Sadoune	Examiner	KMU Ouargla

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Dedication

I dedicate this modest work to:

My PARENTS for their care, help and moral support during all the years of our studies

To my lovely sisters

To my dear brothers

To all my teachers who were a source of advice.

To all the students of 2nd year Master Applied Linguistics and ESP

To all my relatives and friends who encouraged and helped us

(Latifa , Samia and Houaria)

Keltoum & Soumaya

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Last and not least, we would like to express our profound gratitude to all the staff of National Vocational Training Institute.

Thank you all.

List of Abbreviations

AV:	Audio Visual
CNP:	Communicative Needs Processor
ESP:	English for Specific Purposes
GE:	General English
NVTI:	National Vocational Training Institute
NA:	Needs Analysis
PSA:	Present Situation Analysis
TSA:	Target Situation Analysis

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General

Introduction

General Introduction

ESP is a branch of applied linguistics that is based on relating the learners' needs to the teaching and learning process. It deals with English used in specific areas and fields. ESP attempts to fill the gaps and gives opportunity to learners to understand and communicate effectively in the target situation.

The needs are different from one class to another which makes the teachers or the trainers analyse them to design the courses and try to focus on the skills, vocabulary and grammar as the main linguistic needs that enable the learners meet what they want in their fields. Needs Analysis henceforth NA process underlies and explains this issue.

NA is the starting step of any course whether it is English for Specific Purposes (ESP) or general English course and it aims at defining the needs of the learners as accurately as possible to specify the different uses of English for pursuing academic or occupational purposes. The factor of learners' needs is important to fulfill the demand of learners. NA tries to identify the lacks of learners before designing the syllabus. It is a process of gathering data about a particular group of learners which makes the teachers or trainers able to manage their courses effectively and guide their learners to success in achieving the wants.

Target situation needs analysis is a landmark in needs analysis studies, it attempts to bridge the gap between theory and practice in the work place, and it helps the teacher in design a course, select the appropriate content, and find materials that fulfill and meet the target situation of learners. NA and TSA are essential factors in designing any ESP course. Unfortunately, many instructors neglect the learners' needs and they teach without any preliminary preparation.

Objectives of the Study

The general framework of this study is determined by the following objectives:

- To identify the linguistic needs of Audio Visual learners.
- To see the extent to which ESP course offered at National Vocational Training Institute, henceforth NVTI in Ouargla achieve the learners' linguistic needs.

Statement of the problem

When ESP teachers deal with learners needs in designing ESP course, learners may be succeed in acquiring the basic knowledge related to their specialty .In this vein, we attempt to investigate the case of NVTI learners' participation in designing ESP course. In order to explore this issue, we set forward the following question:

To what extent do the courses taught at NVTI in Ouargla serve learners' linguistic needs in the target situation?

Hypothesis

Based on the research question stated above, we set the hypothesis as follows: If the English course offered at NVTI meets the learners' linguistic needs in the target situation, then it will enhance their English language proficiency.

Research Methodology

In this work, we have followed and adopted the descriptive analytical methods. We have used these methods to describe and analyse the results, then we attempt to give conclusions about the effectiveness of needs analysis process in designing an ESP course. To collect qualitative and quantitative data about the students, the instruments used are students' questionnaire and quasi-experimental method.

Limitations of the study

Like any other study, the research work we have conducted has certain limitations. The most important ones are stated below:

- It was difficult to find texts that are relevant to learners' specialty and contained a simple English language which help the learners to understand.
- The time allocated to the training period or the teaching of the subjects is too short. We think that if the treatment take a long time, their scores will be better than those obtained.
- Other difficulty is in keeping the number of the population constant during the study. This obliged us to change the sessions to another day.

Dissertation Organization

That is why our dissertation is divided into three chapters. The first one reviews the literature on needs analysis, target situation and its importance in designing an ESP course. The second chapter is devoted to the methodology and presented the research tools and procedures that are selected to conduct this work. For the third chapter, we discuss the findings and propose pedagogical implications and recommendations.

Definition of Key Terms

ESP: “ is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning ” (Hutchinson & Waters, 1987) .It is an abbreviation for English for special purposes/special purposes “ the teaching of English for scientific, technical, etc. purposes to people whose first language is not English ” (Hornby & Turnbull, 2010).

Target Situation Analysis: A study of the situations in which the language is used. This provides a guide as to what language to teach (Needs Analysis, 2009).

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

Chapter one

Literature review

Introduction

This review consists of two parts. The first part introduces, defines and explains needs analysis, its taxonomies, techniques and approaches. Also, the importance of taking into account the students' needs in the teaching/learning process. The second takes a look about the relation between NA and course design.

1.1. Definition of Needs Analysis

Needs analysis (also known as needs assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course. Hutchinson & Waters (1987) claim:

“We have defined ESP as an approach to course design which starts with the question: Why do these learners need to learn English? But it could be argued that this should be the starting question to any course, General or ESP (p. 53).

According to Richards, Platt J., and Platt H (1992) Needs Analysis is “the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities” (pp. 242-243). NA can help learners in knowing their awareness of what they need and it helps the teachers in designing the courses.

Brown (1995) offers another definition of NA. He argues that needs analysis is:

The systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation (as cited in Brown, 2016).

Moreover, to Iwai, the term needs analysis generally refers to the situation of gathering information and data about students in order to know their objectives for which the language is needed to develop the curriculum that will meet the need of particular learners (as cited in Songhori, 2008).

All the definitions of needs analysis mentioned above are varied depending on the purpose of analysis but all take the learner as a focus of analysis.

1.2. Needs Taxonomies

Hutchinson & Waters (1987) distinguish between “target needs” and “learning needs”. The target need refers to what the learner needs to do in the target situation and the learning need refers to what the learner needs to do in order to learn (p.54). They argue that target needs are an umbrella term, which hides a set of important distinctions. They look at it in terms of necessities, lacks and wants.

a. Necessities: are the type of needs determined by the demands of the target situation, that is what the learner has to know in order to function effectively in the target situation. Gathering information about learners’ necessities helps the teacher to decide which of the linguistic features (lexical, structural and functional) should be focused in the course (ibid).

b. Lacks: It is required to know what the learner knows already. According to Hutchinson & Waters (1987) lacks are the gap between the existing proficiency and the target proficiency. Knowing the lacks of students help the teacher to design the appropriate course in study process to fulfill this gaps.

c. Wants: We can call wants the perception of learners about their own needs, or what the learners feel they need to know to operate effectively in a target situation and are also called subjective needs. From that situation, students will be motivated and do some efforts to achieve their wants (ibid).

1.3. Learning Needs

They clarify the route between the starting point (lacks) and the destination (necessities) that is, how does a student move from the state of lacks to the state of functioning effectively in the target situation .According to Hutchinson & Waters it is insufficient to base a course design only on the target objectives, and that learning situation should also be taken in consideration. Learning needs refers to what the learner needs to do in order to learn. They add that target situation alone is not a reliable indicator, and that the conditions of the learning situation, such as motivation for learning, are of prime importance. The figure below indicates this taxonomy.

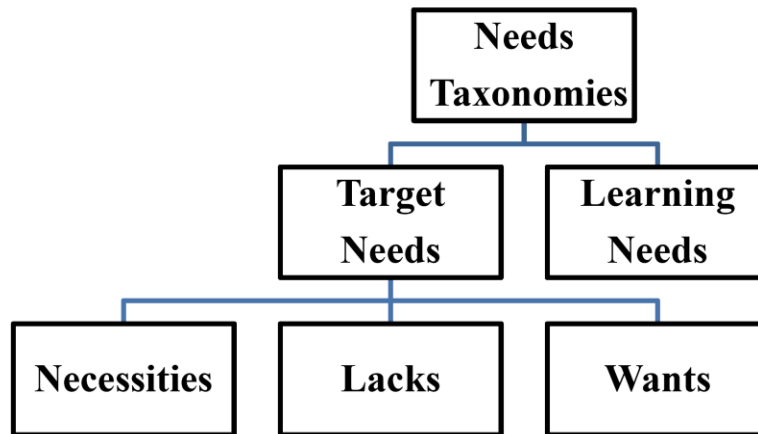


Figure 1. *Needs Analysis Taxonomies* (Rehouma, 2013).

In an attempt to meet the learners’ needs, scholars have proposed different approaches to needs analysis in the process of learning/teaching a second language, namely target situation analysis (TSA), present situation analysis (PSA) which are presented below:

1.4. Target Situation Analysis

Target Situation Analysis is an approach to Needs Analysis, which focuses on identifying the learners’ language requirement in the occupational or academic situation they are being prepared for (West, 1994). The term, “Target Situation Analysis” is first used by Chambers (1980) in his article which he tries to clarify the confusion of terminology. For him TSA is “communication in the target situation” (p.29).

Robinson (1991) argues that “a needs analysis, which focuses on students’ needs at the end of a language course can be called a TSA” (p. 8).

All these definitions and others insist on the significant role of TSA in the learning/teaching process.

1.5. Present Situation Analysis

To complement TSA, Richterich & Chancerel proposed present situation analysis (PSA) (Basturkmen, 2006). PSA draws attention to what students are able to do with language at the beginning of the course. In this approach, the learners, the teaching establishment, and the user-institution are the sources of information. PSA is the “Identification of what the

learners do and do not know and can or cannot do in relation to the demands of the target situation” (Basturkmen, 2010).

The PSA can be carried out by means of established placement tests. However, the background information, e.g. years of learning English, level of education, etc. Learners can provide us with enough information about their present abilities which can thus be predicted to some extent.

From this we can say that PSA provides the teacher to obtain some information about the learners’ background knowledge.

1.6. Models of Needs Analysis

Needs analysis is now seen as the logical starting point for syllabus designers but unfortunately there has been some disagreement among the researchers and specialists in the field of syllabus design about the information of needs analysis. This make them introduce some models of needs analysis which are supposed to deal with the analysis of communicative needs of the learner.

1.6.1. Munby’s Model (1978)

In his work, Munby (1978) introduces Communicative Needs Processor (for short CNP). As Hutchinson & Waters (1987) say: “with the development of the CNP it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided; all the course designers had to do was to operate it” (p. 54). The CNP aims to find the linguistic forms that the ESP learner will use in various situations in his target working environment. It consists of a range of questions about key communication variables (topic, participants, medium etc.) which can be used to identify the target language needs of any group of learners (ibid). Figure 02 explains this view.

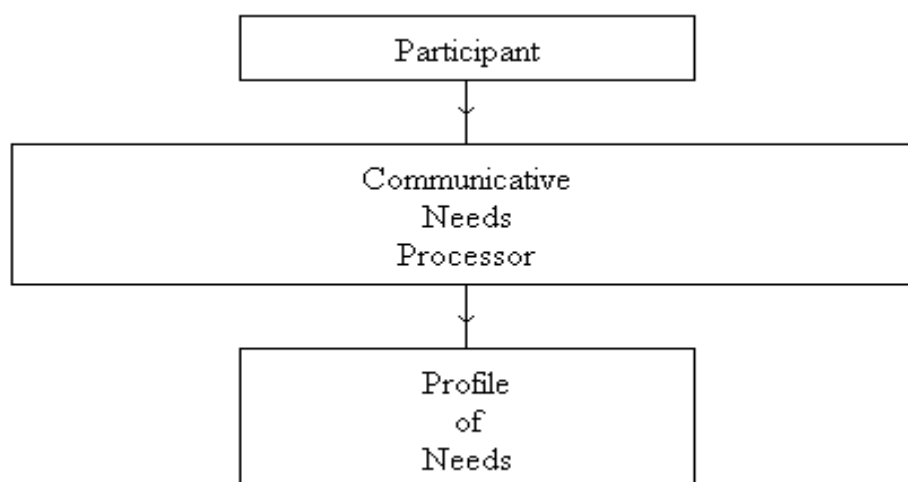


Figure 2. *Munby's Model of Needs Analysis (1978)* (Banjafar,2011).

According to Munby (1978) the model starts by gathering information about learner, the participant, then they are fed into the C.N.P. which contains a number of categories (Participant, Setting, Interaction, Instrumentality, Dialect, Target level, Communicative event, and Communicative key) After these categories have been worked through, we finish up with a profile of needs which is a description of what the learner will be expected to do with the language at the end of the course. (pp. 154-167)

This model is considered as the most comprehensive system for analyzing learner needs, but after having been used and tested, it has appeared that it has shown many weaknesses. As an instance of it, Nunan (2013) states:

In fact, in some ways, the Munby model can be seen to be antithetical to the learner-centered philosophy from which it was supposed to be derived. Being based on data about the learner, rather than incorporating data from the learner, it could be argued that the model is only superficially learner-centered (p. 18).

1.6.2. Nunan & Burton's Model (1985)

Nunan & Burton (1985) is one of the most popular models for needs analysis that focus on learner-centered approach. In this model, learners' data have been used to inform decision-making in syllabus design. Assumptions about the learner's purpose in undertaking

course, as well as the syllabus designer's beliefs about the nature of language and learning can have a marked influence on the shape of the syllabus on which the course is based. Learners' purpose will vary according to how specific they are, and how immediately learners wish to employ their developing language skills (Banjafar, 2011).

The information can serve many purposes, depending on the nature of the educational institution in which it is to be used. Also, it can guide the selection of content. The straightforward matter of Nunan & Burton' approach is assigning learners to class grouping on proficiency levels (Nunan, 1988).

But the complicated of this model is designed to reflect the goals and aspirations of the learners. In addition, the data can be used by the teacher to modify the syllabus and methodology so they are more acceptable to the learners, or to alert the teacher to areas of possible conflict (Ibid).

1.7. Importance of Needs Analysis

Needs Analysis is one of the ESP course passages that make it more effective and valid. It is a first step carried out before teaching begins. Needs Analysis is a complex process involving much more than knowing what the learners will have to do in the target work place and it helps the teacher or course developer decide what the course should focus on , what content in terms of language or skills to include and what teaching/learning methods to employ (Basturkmen, 2010).

Clearly, the role of needs analysis in any ESP course is indisputable. In fact, ESP is defined as an approach to course design which starts with the question “Why do these learners need to learn English?” But what courses? Hutchinson & Waters (1987) argue, “What distinguishes ESP from General English is not from the existence of a need as such but rather an awareness of the need” (p. 53). Accordingly, “if learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side what potential can be exploited” (ibid).

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

- a. To find out what language skills a learner needs in order to perform well at the target situation.
- b. To help in determining if an existing course adequately addresses the needs of potential students.
- c. To determine which student from a group are most in need of training in particular language skills.
- d. To identify a change of direction that people in a reference group feel is important.
- e. To identify a gap between what students are able to do and what they need to be able to do.
- f. To collect information about a particular problem learners are experiencing.
- g. To ascertain what cognitive and academic skills students have acquired in English.
- h. To determine the cultural, political, and personal characteristics of students.
- i. To identify students' perceptions of language difficulties they may face.
- j. To determine current levels of language proficiency of students.

1.8. The Role of Needs Analysis in ESP Course

Any course design must be based on the fundamental issue of “what learners need to do with English” (Dudley-Evans, 1997). Some authors suggest that needs analysis is in fact a crucial feature of ESP courses, Assessing and analyzing the future needs of learners help teachers in designing a course and select materials that can best serve learners' interests and needs in the target situation.

It is very important to start the course-developing process with an analysis of learners' needs and paying attention to their interests; many problems in classes are a result of teachers not paying attention to learners' interests and ignoring learners as a source of information. Chambers (1980) states that: “Needs analysis should be concerned with establishment of communicative needs and their realizations, resulting from an analysis of the communication in target situation”. (as cited in Basturkmen, 2010).

Analysis of learners' need can give two kinds of information. The first reflects learners' their current level, the second represents what learners want to achieve by the end of the course. There may be different ways of finding information about learners 'needs and previous experience such as various questionnaires, surveys, group discussions, individual talks, etc. Finding out data about learners does not mean that teachers should teach only what

their learners want but he should take in consideration the curriculum and institutional guidelines.

Needs analysis also helps teachers to create a clear idea of what the course is going to be about and formulate a particular goals and objectives of a particular course. Another vital role of needs analysis is the designing of content which is mainly based on learners' interests. In this step, teachers should take into account information about the learners, their goals and objectives in order to have an idea about what will be in the course and how it will be organized.

Conclusion

This chapter summarizes the importance of needs analysis and tries to show that it is a complex process based on two main approaches present situation analysis and target situation analysis .therefore , it takes a look on some models of needs analysis. Also it deals with the learning needs as a landmark in ESP course which mean that we need to know what people do with language and how they learn to do what they do with language.

Chapter two

Research methodology

Introduction

This chapter presents the methodology that is used in this work and gives an overview about the participants, instruments, methods and procedures. The data analysis is concerned with the explanation of the tests and the treatment course.

2.1. Participants

In this work, we are concerned with the investigation of the extent to which ESP course delivered in the Institute meets learners' needs. We consider the learners as participants in research since the learners' needs analysis is our main focus. There are twenty one students ,who take the course of Audio Visual, for short (AV).The main motive in choosing such population is that this specialty is new one in the institute and since they make some training in the work place they will be able to predict and decide about their career plans (target situation) .

2.2. Data Collection Instruments

In order to collect quantitative and qualitative data, we use students' questionnaire and a quasi-experimental method including a pretest and posttest as research instruments. We use these tools to achieve the main purpose of our study.

2.2.1. Students' Questionnaire

Needs analysis questionnaire is directed to the first year students of Audio Visual at NVTI in an attempt to analyze and design lectures based on their needs. In fact, most of the studies in needs analysis utilise questionnaires as the main and primary source of data. As far as target situation analysis (TSA) is concerned, Dudley-Evans and St. John (1998) claims that "TSA generally uses questionnaire as the instrument" (p.125).

According to their model, questionnaires are data collection instruments used for quantitative information. They state that the construction of a good questionnaire is difficult when it includes unambiguous answers, objective responses, and avoids or neglects time boredom for responders at the same time. (p. 133)

Based on this model, a needs analysis questionnaire is given to 21 learners in order to identify the linguistic needs and to see the extent to which the ESP courses offered at the NVTI meet the linguistic needs of AV learners.

The questionnaire is used to conduct a detailed needs analysis and to get some suggestions to improve the content of the courses in order to make it more effective and useful. It takes in consideration the students' opinions and views in how the course should be done.

This questionnaire is contained 4 sections and 17 questions. Each section aims to reach to a specific purpose as perceived by the researcher and the objectives indicated to touch in this investigation. The questions are either closed questions requiring from the students to choose (yes) or (no) answers, or to pick up the appropriate answer from a list of choices.

Part I (Background Information)

It includes 4 elements which are (age, level and gender). It aims to identify and present the participants by collecting information about them, which may give a full picture about the participants' background.

Part II (Target Situation Analysis)

It aims to investigate whether or not English benefit them to accomplish their career plans. It divides to 4 questions, which are (why, with whom, where and when) the students use the English language. The motive behind these questions is to identify the learners' needs and consider them in order to help ESP teachers design courses that match the students objectives be they academic or occupational.

Part III (Personal Information)

It contains 5 questions. Question (1) defines the type of the learners. In question (2) and (3) we ask the learners about their attendance in the English class and if the English language is beneficial in their future career. Question (4) we ask students about the most needful thing for them. The question (5) aims to elicit information about how the learners want the course to be taught.

Part IV (Perception about the Course)

It divides to 4 questions. The first one is about the students' attitudes toward the English course. Question (2) aims to know if the English course achieve the students' needs or not. The third question is about the skills that the students need them in the course. Question (4) is supposed to know the students' opinion about the suitable duration of the English course.

2.2.2. Quasi-experimental Study

A quasi-experimental study is a type of evaluation which aims to determine whether a program or intervention has the intended effect on the subjects of this research. Accordingly, a quasi-experimental method of pretest, treatment and posttest is conducted.

2.2.2.1. Administration of the Pretest

In this step, we assigned a pretest in which we asked the learners to read the text carefully and answer multiple choice questions and open-ended questions. They were also asked to extract from the text synonyms of words, match certain key terms with their definitions. The last activity is to fill the gaps using a given words.

2.2.2.2. Lesson Plan

After analysing the questionnaire and getting the results of the pretest and being aware about students' needs, lacks, their strengths and weaknesses, we plan another lesson in which we try to fulfill learners' lacks and reducing their weaknesses.

Lesson plan sheet includes the name of the specialty, the skills that will be focused, the title of the lesson, time allocated, materials, and objectives of the lesson. Analysing students' needs helps us to determine 'what-to teach' and 'how-to teach the course.

Steps of the Lesson

The first step is "pre-reading" in this step we prepare students for the text by asking a set of questions and do a simple task in order to introduce the topic.

The second step "as you read" we read the text and ask students to read it then answer some questions on the board in aim to make them understand more the text.

The last step “post reading”, we explain the lesson, write a summary on the board and ask students to take down the lesson on their copybook. Finally we set an activity in order to measure students’ comprehension.

2.2.2.3. Administration of the Posttest

We designed a posttest on the basis of what we have done in the course. The posttest will judge the extent to which the lesson that we have presented go hand by hand with students’ needs.

We asked the learners to read the text carefully and do the activities which are related to the text (answer open-ended questions, say whether the statement are true or false,...etc.). In the second activity, we give them set of pictures that shows a movements of the television development over years and a set of statements which describe those pictures, then they have been asked to relate each statement to its picture .In the third activity students were asked to fill in the gaps in a short paragraph.

2.3. Data Collection Procedures

In this section we attempt to describe the data collection procedures. In order to achieve our objectives a descriptive analytical method has been chosen. These two methods lie in the fact that students’ scores should be described and then analysed.

The instruments used to collect data are; a students’ needs analysis questionnaire to define quantitative data and a quasi-experimental method to describe qualitative data.

In April 2016, we distributed the needs analysis questionnaire for students in their classroom and asked them to answer the questions after have been translated orally into Arabic and explained some questions in order to make students understand the questionnaire and obtain reliable information. The questionnaire consists of three pages and it took from students about thirty five minutes to be completed.

The results obtained from the questionnaire are analysed and illustrated in forms of tables and pie charts. A standard deviation statistical analysis is used to analyse the results of the two tests. Concerning the quasi-experimental method, we administered the pretest for learners in April 2016 in the classroom in a period of 45 minutes. We followed the pre test by a session of 1h and15 mn to correct the test and listen to the learners’ views about it. We

started the correction by reading the text loudly and slowly then we asked two learners to read. We tried to correct the pronunciation of some words and ask all the class to repeat loudly in the same time, after that we dealt with the questions, we let the learners answer and correct to each other in order to give them opportunities to improve their ability in speaking skill which is one of the most needful skills that the learners want to be focused on in their courses.

After analysing the results of the questionnaire and the pre test we presented a course in duration of 2h after 2 days from distributing the pretest. We prepared in advance a lesson plan sheet in order to be followed, and when the lesson starts, we distributed our materials which are a text, magazines, brochures and a set of pictures that attracted the attention of students.

We distributed the posttest in April 2016. We read the text and explained the questions to make everything clear then we asked them to answer in a period of 45 minutes.

2.4. Data Analysis

In this study we use questionnaire and quasi-experimental method in which we make use of a pretest and a posttest.

Conclusion

As an appropriate model to apply in our research, we applied the descriptive analytical method. This method may achieve an effective and valid outcome. In this respect, we used a questionnaire and t-test as instruments to collect data.

Chapter three

Findings, discussion and recommendations

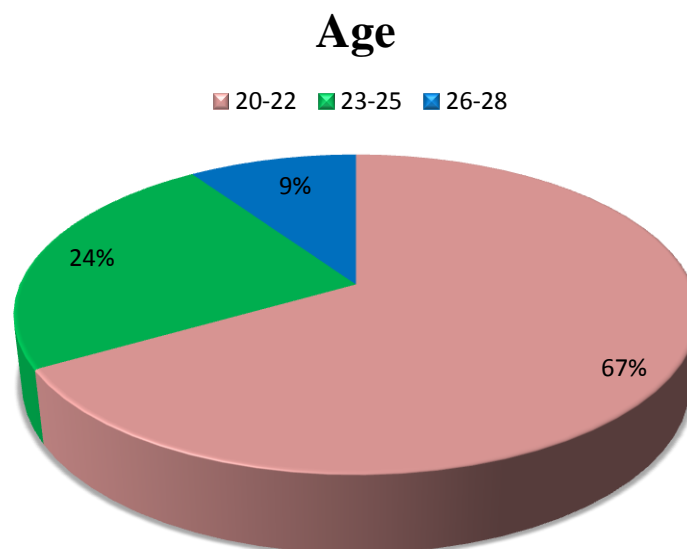
Introduction

This chapter aims to analyse the students' questionnaire answers which are presented as pie charts and tables while the pretest and posttest scores are analysed by using the standard deviation statistical analysis. This will facilitate the understanding of the students' views concerning the ESP course that is offered at the National Vocational Training Institute in Ouargla. The results' analysis of this research is followed by some suggestions and recommendations.

3.1. Analysis and Interpretation of the Findings

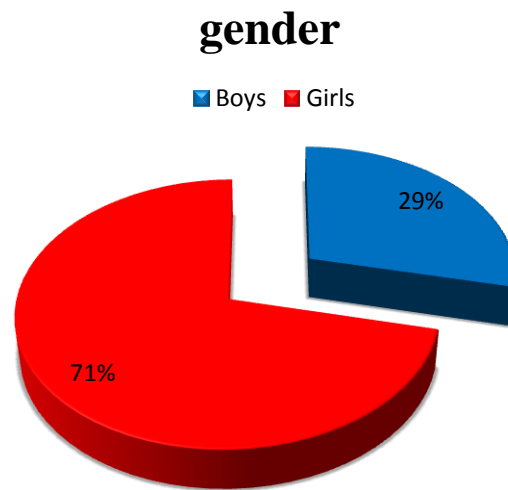
3.1.1. Students' Questionnaire

Figure 3: Students' Age



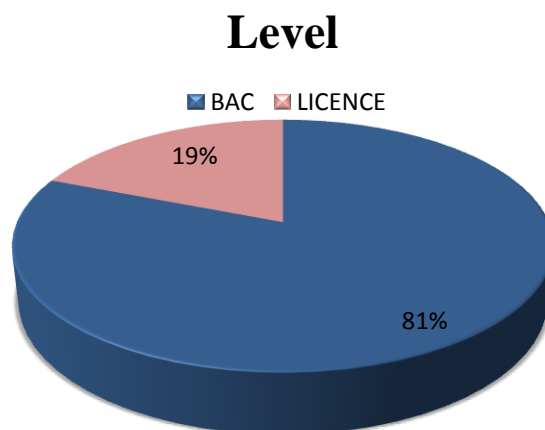
The pie chart indicates that most of students' ages are between 20 and 22 years old, 24% of them between 23 and 25, while the ages between 26 and 28 take the smallest category. Since students' ages are not far from one another, we can suppose that the group is homogeneous. In addition the students are adults and this is one of the most important characteristics of ESP class.

Figure 5: Students' Gender



It can be seen from the pie chart that the largest category is females with 71% and just 29% are males. This may be due to the work opportunities or the nature of the job which is acceptable for the both girls and boys.

Figure 4: Students' Level



The pie chart illustrates that all the students have baccalaureate level which means that they already have some background in English and this period is enough for them to get at least the basics of English language.

Q1

Table 1: The Reasons for Studying the English Language

Options	Frequency	Percentage (%)
To study	2	9,52
To work	6	28,57
To communicate	13	61,90

The question has been devised in order to know the reasons for studying English. The majority of respondents 61, 90 % have reported that they need English language to communicate. 28, 52% of respondents have reported that they need English for work and just 9, 52% of respondents said that they need it for the study; this assures us that they need English, mostly, for occupational purposes.

Q2

Table 2: The Target Recipients

Options	Frequency	Percentage (%)
Native speakers	10	47,62
Non-native speakers	3	14,29
Teachers	8	38,10

As shown above, The majority of students 47,62 % have reported that they will use English with “native speakers” , 38,10 %of them chose “teachers” and just 14,29 % of students have chosen to use English with "non-native speaker". The majority of students hope to work and exchange ideas with native speakers in the audio visual domain also to use the language with their teachers.

Q3

Table 3: The Target Areas of Using the English Language

Options	Frequency	Percentage (%)
Classroom	8	38,10
Office	7	33,33
Meeting	4	19,05
On telephone	2	9,52

Table 3 reveals the students' selection. The three first results are to some extent close to each other. The "classroom" choice has received the largest percentage of 38, 10% followed by the "office" choice with 33, 33% then "meeting" option with 19,05 %. 9, 52 % have selected "on telephone" as a fourth choice. Students confirm again that they are in need of English in lecture rooms, office, meeting and on telephone.

Q4

Table 4: The Amounts of Using the English Language

Options	Frequency	Percentage (%)
Frequently	4	19,05
Seldom	7	33,33
In small amounts	8	38,10
In large chunks	2	9,52

Concerning the table 4 , 38,10%of respondents have felt that they will use English in a small amounts, 33,33% have felt that they will use it seldom, and 19,05% of respondents say that they will use it frequently, 9,52% have seen that they will use it in large chunks.

Part two

Q1

Table 5: Types of Learners

Options	Frequency	Percentage (%)
Visual	5	23,81
Auditory	2	9,52
Reading/Writing	14	66,67

As depicted above, 66,67 % of students considered themselves as reading /writing learners. 23,81% of them considered themselves as visual learners. Learners who have ticked the “auditory” answer represent 9, 52 %.

Q2

Table 6: Class Attendance

Options	Frequency	Percentage (%)
Yes	20	95,24
No	1	4,76

The objective behind this question is to get information about students’ attendance of English classes. The vast majority of students 95, 24 % said that they attend the English class. Only one respondent ticked the “no” answer and represent 4, 76 %.

Q3

Table 7: Benefits of English

Options	Frequency	Percentage (%)
Yes	20	95,24
No	1	4,76

As illustrated above, a great majority of the students 95, 24% asserted that English language really benefits them to achieve their career plans. Just one student has selected the second option “no” the latter represent 4, 76 %.

Q4

Table 8: Needful Tasks

Options	Frequency	Percentage (%)
Grammar	2	9,52
Vocabulary	5	23,81
Communication	14	66,67

As illustrated above, a huge proportion of students 66,67% have chosen communication as the most important and prior thing. 23,81% of them have regarded “vocabulary” as another important area because they think that mastering such vocabulary could enable them to develop their competence in their field. Those who selected grammar presented 9, 52 %.

Q5

Table 9: Ways of Teaching

Options	Frequency	Percentage (%)
Use multi-media materials	5	23,81
Presentations in English	2	9,52
Use games	4	19,05
All of these	10	47,62

From the table 9, it is clear that the majority of the students prefer to learn by using many ways which make them more motivated and easy to get information.

Part three

Q1

Table10: Students' Attitudes towards the Course

Options	Frequency	Percentage (%)
I want to improve my English	20	95,24
I find that English is not important	1	4,76

It can be seen from the table 10 that most of the students want to improve their English language and see that it is important which shows that students' attitudes towards the course are positive.

Q2

Table11: Learners' Responses about the Current English Course

Options	Frequency	Percentage (%)
Yes	4	19,05
No	12	57,14
Not really	5	23,81

It is clear from the analysis of table above that most of learners think that the current English course does not focus on what they really need English for. This means that the learners are aware about what they need and that the current course does not really reflect their needs.

Q3

Table12: Skills of Improvement as Viewed by Students

Options	Frequency	Percentage (%)
Speaking	6	28,57
Reading	8	38,10
Writing	6	28,57
Listening	1	4,76

The aim of this question is to seek information about whether given skills interest the students or not, a huge proportion of students 38, 10% have chosen reading skill. In addition to reading, 28, 57 % of them have regarded "speaking" as well as "writing" as other important skills on which teachers should focus in the English programme. Besides, 4, 76 % of the students said that 'listening' should be taken into consideration in the teaching of English.

Q4

Table13: Students' Opinions about the Duration Needed to Learn English

Options	Frequency	Percentage (%)
One semester	1	4,76
Two semesters	2	9,52
More	18	85,71

The preferred duration for the students to learn English is “more than two semesters”. It is selected by eighteen respondents. two students have chosen the second option “two semesters”, whereas just one student have seen that “one semester” is appropriate.

3.1.2 Experimental Study

Table 14: Students' scores in the pretest

Learners	Scores out of 10
L1	3
L2	3
L3	3,5
L4	4,5
L5	4,5
L6	5,5
L7	5,5
L8	5,5
L9	5,5
L10	6
L11	6
L12	6
L13	6
L14	6
L15	6,5
L16	6,5
L17	6,5
L18	6,5
L19	7
L20	7
L21	7,5

Table 15: Students' scores in the posttest

Learners	Scores out of 10
L1	4
L2	4,5
L3	5
L4	5
L5	5,5
L6	6
L7	6,5
L8	6,5
L9	6,5
L10	7
L11	7
L12	7
L13	7
L14	7,5
L15	7,5
L16	8
L17	8
LS18	8,5
L19	9
L20	9,5
L21	9,5

N.B: the students are classified randomly.

After we set the students' scores of the two tests, we use the standard deviation statistical analysis for comparing them.

The rule

$$\delta = \sqrt{\frac{\sum(x - \mu)^2}{n}}$$

δ Refers to standard deviation.

x Refers to each score.

μ Refers to the Mean.

n Refers to the number of students.

Table 16: Results of the scores

Variables	Number of students	Median	Mean	Standard deviation
Students' scores in the pretest	21	6	5,59	1,49
Students' scores in the posttest	21	7	6,9	2,3

Table 16 depicts the analysis of pretest and posttest results which illustrates that the posttest yielded higher mean than the pretest .Thus, we behold that learners' level has improved in comparison to their state of knowledge before the treatment lesson. This means that when the courses based on the needs of the learners, they able them to achieve their objectives and facilitate to them to do better in the target situation.

We deduce from the post-test that the learners grew their capacities to read a text, understand it and answer the questions about it. They could also guess the topic of the text and identify the words and their definitions. The results could be better if we have added more sessions with them but unfortunately the time is a big obstacle we have encountered. Despite

that, AV learners show a great interest in the English language and they have attended all the sessions to learn more how to understand the texts ,the ways that help them to answer the questions, how can they work in groups and present their answers in front of their classmates.

3.2. Recommendations

The results of this investigation suggest the following recommendations:

- The course should be designed by giving more emphasis to learners' linguistic needs.
- Materials related to AV field should be incorporated in the course in order to cater to the learners' field of specialization.
- English Language lecturers should be equipped with specialised skills in order to meet the linguistic needs of AV students.
- Learners' participation should be valued and encouraged.
- ESP teachers when presenting communication skills should base them on learners' needs in the target situation.

Conclusion

In the final chapter, we have presented the findings of the instruments. We analyse the learners' answers of the questionnaire and the scores of both tests in order to account for the effects of the treatment course. The positive effects are achieved by making ESP teaching learner-centered which enable the learners to take an important role in improving the learning process encourage them to involve positively and take some responsibility for their own learning. We have concluded by some suggestions and recommendations.

General Conclusion

General Conclusion

It is undeniable fact that needs analysis is a key step in designing an ESP course. It is concerned as a starting point or a guide for course design, syllabus design, and materials selection. Needs analysis helps the teacher to find out information about what the learner wants or needs to study during the course in order to perform effectively at the target situation.

The purpose of this study is to measure the degree to which ESP course thought at the NVTI meets learners' needs. First year audio visual students are taken as population to carry out the investigation.

This research is based on the analysis of students' needs (lacks, wants and necessities). The aim of the study was to analyse from the point of view of students, their target needs in order to design an appropriate course in one hand, and to evaluate the efficiency of this course on the other.

In this investigation, we have followed both analytical and descriptive methods in order to collect, describe and analyse data obtained from the research instruments. In this respect, we have used both needs analysis questionnaire and quasi-experimental method.

The findings of this study reveal that the English courses taught at the institute do not respond to the linguistic needs of first-year audio visual students. Indeed, these findings aim to help in designing an effective ESP course that serve and meet learners' needs in the target situation.

Drawing on the study, we suggested that when designing the ESP course, the teacher should take into consideration learners' needs by focusing on the specialised skills and vocabulary that serve them in the target situation. In other words, the students' needs, difficulties, should be taken into account when preparing and developing the ESP course.

This study can be enriched by further research, in which other methods of investigating students' needs could be applied.

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APPENDICES

Appendix(A): Students' questionnaire

Dear trainee,

We are conducting a dissertation for the fulfillment of a Master degree in Applied Linguistics and English for specific purposes. Our research topic is Target situation needs analysis: exploring the linguistic needs of ESP learners. The objective of this questionnaire is to account your views about your English courses in order to identify your needs and help in designing more appropriate English courses. You are kindly requested to answer the following questions.

Background information

Age	
Level	
Gender	

Part one: Target Situation Analysis

Tick the appropriate answer

1. Why do you need to study English?

- a. To study
- b. To work
- c. To communicate

2. With whom can you use the language?

- a. Native speakers
- b. Non-native speakers
- c. Teachers

3. Where will the language be used?

- a. Classroom
- b. Office
- c. Meeting
- d. On telephone

4. How often is English language used?

- a. Frequently
- b. Seldom
- c. In small amounts
- d. In large chunks

Part two: Personal information

1. What type of learners are you?

- a. Visual
- b. Auditory
- c. Reading/Writing

2. Do you attend English classes weekly?

- a. Yes
- b. No

3. Do you think that English is beneficial in your future career?

- a. Yes
- b. No

4. In your opinion, what is the most needful thing for you?

- a. Grammar
- b. Vocabulary
- c. Communication

5. How do you want the course to be taught?

- a. Use multi-media materials
- b. Presentations in English
- c. Use games
- d. All of these

Part three: Perceptions about the Course

1. What is your attitude towards the English course?

- a. I want to improve my English
- b. I find that English is not important

2. Did the English course achieve your needs?

- a. Yes
- b. No
- c. Not really

3. Which of the following skills do you need to be focused?

- a. Speaking
- b. Reading
- c. Writing
- d. Listening

4. According to you, what is the suitable time duration for English course?

- a. One semester
- b. Two semesters
- c. More

Thank you

Appendix (B):Pre-Test

Reading Comprehension:

Read the text carefully then do the following activities.

There are different types of mass media that we are accustomed to in this day and age. Whether it's children, young people, or adults, we've all had our share of media-related exposure every day. Learn more about what the media comprises in our modern-day world.

Mass media refers to communication devices, which can be used to communicate and interact with a large number of audiences in different languages. Be it the pictorial messages of the early ages, or the high-technology media that are available today, one thing that we all agree upon, is that mass media are an inseparable part of our lives. Entertainment and media always go hand in hand, but in addition to entertainment, mass media also remains to be an effective means of communication, spreading information, advertising, marketing, and in general, of expressing and sharing views, opinions, and ideas.

Retrieved from http://ffmgu.ru/images/c/c6/MASS_MEDIA.pdf

Activity one: Answer from the text

1. Choose a suitable title to the text?

- a. Communication
- b. Mass media
- c. Technology

2. Say whether the following statements are true or false

- a. Mass media refer to communication devices.
- b. Mass media are not an inseparable part of our lives.
- c. Mass media can be used to interact with a large number of audiences in the same language.
- d. Mass media also remains to be an effective means of communication.

3. Give the synonyms of following words

Tools=.....

Efficient=.....

4. Extract from the text the main role of mass media.

.....

5. What do the underlined word refers to in the text?

- Which can be used to communicate.

Activity two: Match each word with its appropriate definition:

1. Communication.	All the people and organizations that provide information and news for the public, including television, radio, and newspapers.
2. Technology.	The process by which people exchange information or express their thoughts and feelings.
3. Mass media.	New machines, equipment, and ways of doing things that are based on modern knowledge about science and computers.
4. Advertisement	Describe or draw attention to (a product, service or events) in a public medium.

Activity three: fill in the gaps using the following words.

(Radio, Internet, Television, Newspaper, magazine)

1..... is a machine with a screen. It receives signals and turn them into pictures and sounds.

2..... a piece of electronic equipment that can send and receive spoken messages or signals.

3.....a printed publication (usually issued daily or weekly), which contains news on current events, information and advertisement.

4.....sometimes called simply “the net”, is a global computer system providing a variety of information.

Appendix (C): Lesson Planning Sheet

Teachers: GOUAREH Keltoum CHAIB Soumaya		Specialty: Audio Visual (AV)	
Skills: reading and speaking	Title: Electronic media	Time allocated: 2H	
Lesson: reading comprehension		Visual Aids: Magazines, brochures, photos, lap top.	
Objective: To enable students to read, understand and acquire new vocabulary To enable student to use this vocabulary to provide sentences			
<p>Step one: Pre reading</p> <p>Teacher asks students to give the meaning of ELECTRONIC MEDIA.</p> <p>Teacher What are the different types of Mass media?</p> <p>When the student answer teacher write on the board.</p> <p>How do we can classify these types of mass media?</p> <p>Teacher draws a table that contains (electronic, print and new age mass media) on the board in order to do the activity and he explains at the same time.</p> <p>Our topic is about electronic mass media (radio and television)</p> <p>Step two: As you read</p> <p>Teacher reads the text loudly then asks students to read it carefully and underline the difficult words.</p> <p>Teacher asks some students to read loudly</p> <p>Teacher reads again the text and explains the difficult words.</p> <p>Teacher asks some questions about the text and explains more what is the electronic media.</p>		<p>Student defines mass media.</p> <p>Student tells the types of mass media.</p> <p>Student do the task on the board</p> <p>Student follow then read and underline the difficult words.</p> <p>Some students read loudly.</p> <p>Students answer orally.</p>	

<p>Step three: Post reading</p> <p>Teacher divides students into groups each group choose one of the electronic mass media and write four sentences in which they defend their choice.</p> <p>Teacher asks each group to select one of them to come to the board and read the answer of his group.</p> <p>Teacher writes a summary of the course and corrects the activities on the board then asks students to take down the lesson on their copybooks.</p> <p>Teacher writes keywords definitions on the board and asks students to write them on their copybooks.</p>	<p>Students do the task.</p> <p>Students read their answers</p> <p>Students write down the lesson and the activities on their copybooks.</p>
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Appendix (D): Course material



(“Radio and television - Recherche Google,” n.d.)

Electronic media

Electronic media is the kind of media which requires the user to utilize an electric connection to access it. It is also known as 'Broadcast Media'. It includes television and radio.

First, television appeals to both the auditory and visual senses, and hence is an important communication device as it beholds the attention of the audience. For many people, it is impossible to imagine a life without their television sets, be it the daily news, or even the soap operas. Television has become an advertising hub where advertisers are ready to spend huge amounts of money for an ad of a few seconds, especially for programmes with high viewership. Second, radio has a significant reach. A considerable number of Americans tune into radio every week while on their way to work. Advertising on the radio with catchy jingles and phrases is a tried and tested means of communication. Radio lost its popularity with the boom of television. But till day, radio remains one of the favorite means of electronic communication. Moreover, it is an interactive means of communication with all the dial-in programs which give the listeners an opportunity to feature on radio.

Retrieved from http://ffmgu.ru/images/c/c6/MASS_MEDIA.pdf

Appendix (E): Post-Test

Reading Comprehension:

Read the text carefully then do the following activities.

Television is one of the latest inventions of our age. The word “television” is a combination of two words: “tele” (distance) and “vision” (to see) thus it means to see from a distance. It was invented by John logie Baird in 1920s, at that time; only pictures from a low distance were shown on television. But gradually different modifications were made over time. And now television is in its most advanced form. Television can be useful source of information. People can be informed of all happenings and developments in the country. Government activities for the well being of the nation can be televised. We can have a look at the conferences and seminars, giving aims, objectives and achievements of country in various fields. There are lots of Merits of Television. It provides entertainment to the people of every age. Now we can enjoy movies, dramas, matches, cooking shows etc without going anywhere. When all members of the family sit together for a program, it improves the family relationship. There are also special programs for students to create awareness about their career. (Hasan, 2015)

Advantages and Disadvantages of Television Essay. Retrieved from <http://www.mystudycorner.net/essay-on-advantages-and-disadvantages-of-television/>

Activity one: Answer from the text:

1. Give a title to the text?

2. Say whether the following statements are true or false

- People can't be informed of all happenings and developments in the country.
- There are special programs for students to create awareness about their career.
- Television is one of the latest inventions of our age.
- It was invented in 1921.

3. What do the underlined word refers to in the text?

-It improves the family relationship.

4. According to the text answer the following questions.

- What does mean the word television?
- Who is the inventor of the television?

c. Provide two benefits of TV?

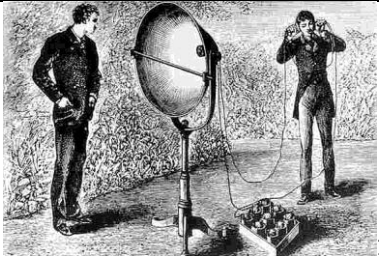



Activity two: Read the following statements then put relate each one to its photo.

1-A scientist from Scotland, named John Baird, developed a way to capture objects in motion. It was called the moving picture, and paved the way for movies and TV shows.

2-Color TV had been in development for many years. It was finally released to the public.

3-After the TV was released to public the developers at Panasonic developed and released the flat screen TV. It quickly took over the TV market.

4-Alexander Graham Bell and Thomas Edison came up with the Photophone. It could transfer sound, but they aimed for it to do the same with pictures at a higher quality.

Pictures and dates	Statements
 <p>1880</p>	
 <p>1924</p>	
 <p>1950</p>	
 <p>1997</p>	

(“Radio and television - Recherche Google,” n.d.)

Activity three: Fill in the gaps using the following words.

(Anything, each, programmes, something, receive)

Some people believe that effects of television on our lives are negative. They say that television is.....dangerous for children. Many children watch it for more hoursday than they doelse. Some children beginqueer ideas of reality from the violence on manyThey may believe that there is nothing strange about fights and killings.

Abstract

This research aims to evaluate the extent to which ESP course offered at the NVTI in Ouargla meets AV learners' needs. The participants are twenty-one first -year students registered for the academic year 2015/2016. This study hypothesized that ESP course taught there, meet the needs of the learners. In order to check the hypothesis of this study, we used a questionnaire and a quasi- experimental method. The results obtained confirm the proposed hypothesis to some extent. We have proposed some recommendations that help teachers in designing a course that takes learners' linguistic needs as a starting point.

Key words: ESP, Needs Analysis, Target Situation Analysis.

Résumé

Cette recherche vise à évaluer la mesure dans laquelle l'ESP cours répond aux besoins des apprenants AV au niveau de l'INFP-à Ouargla. Vingt-et-un étudiants de première année AV pour l'année scolaire 2015/2016 ont été appreners comme participants. Cette étude consiste à vérifier que l'ESP cours enseigner au sein de cette Instute, peut répondre aux besoins des apprenants. Afin de vérifier l'hypothèse de cette étude, nous avons utilisé un questionnaire et une méthode quasi expérimentale. Les résultats obtenus confirment l'hypothèse proposée dans une certaine mesure. Nous avons proposé un certain nombre de recommandations qui aident les enseignants à concevoir un cours qui prend les besoins linguistiques des apprenants comme un point de départ.

Mots clés : ESP, analyse des besoins, l'analyse de la situation cible.

المخلص

يهدف هذا البحث إلى تقييم مدى تلبية دروس اللغة الإنجليزية للأهداف الخاصة المقدمة في المعهد الوطني المتخصص في التكوين المهني – ورقة لحاجيات طلبة تخصص سمعي – بصري. طبقت هذه الدراسة على 21 طالب مسجلين بالسنة الأولى للموسم الدراسي 2015 – 2016. افترضنا في دراستنا أن الدروس المقدمة على مستوى هذا المعهد يمكن لها أن تلبية حاجيات المتعلمين. من أجل التحقق من هذه الفرضية، استعملنا استبياناً ومنهجاً شبه تجريبي. وقد أكدت النتائج التي تحصلنا عليها فرضية البحث إلى حد ما. لهذا اقترحنا بعض الحلول التي من شأنها أن تساعد الأساتذة على تصميم دروس تكون فيها الأولوية لحاجيات المتعلم اللغوية.

الكلمات المفتاحية : الإنجليزية للأهداف الخاصة، تحليل المتطلبات، متطلبات الوضعية المستهدفة