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Faculty of Letters and Languages

Department of Letters and English Language



Dissertation

Academic Master

Domain: Letters and Foreign Languages

Field: English Language and Literature and Civilization

Specialty: Applied Linguistics and ESP

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Investigating PES needs in learning English:

Insights for course design

(A Case Study of third Year License PES at UKMO)

Publically defended

Before the jury

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Academic Year: 2015-2016

Dedication

To our parents

To our brothers and sisters

To our best friends

To all our classmates

To all who cares about us

Acknowledgments

First of all, all praises to Allah, who helped us to finish our work.

Then, we owe special thanks to our thesis supervisor Mr.BENCHEIKH Youcef, for his helpful guidance and ongoing support throughout this study.

We would like to express our gratitude to the teachers: Ms. Saighi Sabrina, Ms.Bouchkima Warda ,Ms. Touati Imane ,Mr .Djalmami Zakaria, Mr.boughaba Ayoub ,for their contribution in this research.

We also would like to thank the examiners for accepting to examine this work. Appreciations go to Mr.BELARBI Nour Eddine for his contribution and support in doing that work.

Last, but not least, a bundle of thanks, the researchers offers, to, the petroleum engineering students who willingly sacrificed some minutes to answer the questionnaires.

List of Abbreviations

- CLT:** Communicative Language Teaching
- EFL:** English as a Foreign Language
- KMUO:** Kasdi Merbah University –Ouargla
- EPE :**English for petroleum Engineering
- PED :**Petroleum Engineering Department
- ESP :** English for Specific Purposes
- EMP :**English for Medical Purposes
- EST :**English for Science and Technology
- EAP:** English for Academic Purposes
- Fr:** Frequency.
- N:** Number of participants
- V.P:** valid percentage
- EGP:** English for General Purposes
- EOP:** English for Occupational Purposes
- TSA:** target situation analysis
- PSA:** Present situation analysis

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Chapter One

Introduction

1. Background to the study

The revolution that the globe has witnessed after the WWII lead to increasing the demands for an international language .At the mean time ,the united states of America has gained a great economic power what qualified English to win the role of an international language .Therefore, peoples' desire to learn the English language hugely increased. Those people wanted to learn English for specified reasons and goals what leads to the emergence of ESP in 1960's with its various subfields such as ,English for Medical purposes (EMP),English for Economic purposes(EEP),English for Business purposes(EBP) ,English for science and technology(EST), English for petroleum purposes(EPP).....etc.(Hutchison and Waters ,1987)

The demands for learning English was continuing from the 1960's till now. This phenomenon has obviously spread in all the world countries and Algeria is one of them. Despite, the fact that French is considered as a second language in Algeria. It is also taught from third year in schools .On the other hand, English is taught only in the secondary schools and considered as a foreign language. While learning English became more important for both academic and occupational purposes because of the internet globalization . Hence ,the Algerian students including Petroleum Engineering students, like the other students need to learn English to achieve their career plans.

2.Statement of the problem

Petroleum Engineering students generally need to use English both during study and after graduation .They need it during study: to read references and sources ,while after the graduation it is needed to work in foreign companies and communicating with foreigners .Consequently, English was imposed by ministry of higher education and scientific research as subject in the program of Petroleum Engineering students .Unfortunately, the administrations do not always provide the English teachers at Petroleum Engineering Department with any syllabus to fellow. Hence, the teachers design the courses by themselves .These courses generally do not take the needs, perceptions and attitudes of PES into

consideration. Thus, a serious study should be conducted in order to provide PES with appropriate ESP course that responds to their needs.

3. Purpose of the study

The present study aims at exploring petroleum engineering students needs for the purpose of designing an ESP course responds to these needs These objectives have been identified of paramount importance in helping to achieve the aforementioned aim:

- 1-Identifying the strengths and weaknesses of the current ESP course being taught.
- 2-Investigating the language skills that petroleum engineering students need.
- 3-Exploring petroleum engineering students' attitudes toward learning English.

The present study has two variables

The independent variable: the course design that responds to PES' needs.

The dependent variable: needs analysis of PES.

4. Research Questions

The present study aims to investigate the following main question:

1. To what extent does conducting needs analysis on Petroleum Engineering Students allow the researcher to design an ESP course responds to their need?

Under the main question, three sub-questions are raised :

1.1 What are the strengths and weaknesses of the current ESP course being taught to Petroleum Engineering Students?

1.2 What are PES attitudes toward learning English?

1.3 Which productive and receptive language skills do Petroleum Engineering Students need?

5. Research Hypotheses

To answer the aforementioned questions the following hypotheses are formulated:

1. It is hypothesized that the current ESP course being taught is characterized by certain weaknesses and strengths.

2. It that believed that Petroleum Engineering Students have both positive and negative attitudes towards learning English.

3. It is hypothesized that petroleum engineering students need particular productive and receptive skills.

6. structure of the Dissertation

This study consists of five main chapters .The first chapter includes the statement of the problem, the purpose of the study, the objectives, the research questions and research hypotheses. The second chapter is allocated to literature review. It discusses the different features of ESP, needs analysis and course design. The third chapter is devoted to research methodology. It discusses the research methods, research population, data collection and analysis, and validity and reliability. The fourth chapter is divided into two parts: part one, reveals the results of both questionnaire and interview. Then, part two, discusses the interpretation of this results. Finally ,the fifth chapter is allocated to a summary of the major findings ,limitations and the suggestions for further researches, then the implication of the study.

Chapter two

Literature review

1.Introduction

This chapter is devoted to the literature review of the present study .It examines the different features of ESP ,needs analysis , and course design .The literature review deals first with the definitions of ESP , the difference between general English and ESP, and the roles of the teacher , learner , materials .Second, it discusses the concept of needs analysis including its definitions , its approaches , and steps .This chapter discusses also the concept of course design with referring to its characteristics , its approaches , and its parameters .

2 .Overview of ESP

2.1.Definitions of ESP

ESP(English for specific purposes) is a subfield under ELT .From its first appearance in the 1960's , ESP has attracted the attention, and many scholars have tried to define it . Hutchinson and Waters (1987) argued that “ ESP is an approach to language teaching which aims meet the needs particular learners ”(p.21).Besides , Anthony (1997) defines ESP as the teaching of English for any purpose. Another definition of ESP is that of Tomilson (2003) who sees it as an umbrella term which covers all the situations where language is taught either for academic or occupational purposes .Additionally ,Duan (2004) defines ESP as “a pedagogy in which the syllabus , contents , and methods are determined according to the needs of the learners' specialized subjects ”.(p.01).Kan et al (2011) claims that ESP refers to the learner's needs in the target situation .

2.2.The difference between ESP and general English in classroom

ESP and general English have many points in common at the meantime they differ in many things. Hutchinson and Waters (1987) claims that there is no difference in theory between ESP and general English , while in practice there is a lot .For Harmer (1991) general English is “ all purpose language with no special focus on one area of human experience over another ”.(p.09).Whereas in ESP ,the focus on learners' needs makes the course more narrow .

ESP students , in contrast to general English students ,generally have an acceptable level in English and are familiar with English to a certain extent .They are normally learning the language in order to communicate effectively in the target situation.(Kennedy & Bolitho,1984 ;Shrivasta,2009).

Hamp-Lyons (2001) states that ESP differs from general English in three main areas :

a-ESP focuses on the learners and the situations in which the language will be used , while general English focuses on language features such as grammar .

a-ESP course may focus on one language skill or all language skills depending on the learners' needs .

a-The genres presented in general English are conversational and social but in ESP the genres are mainly formal and academic.

2.3.The role of the ESP teacher

Many scholars have attempted to account for the role of the ESP teacher , among them Richard and Rogers (2001),Sierocka(2008),Gfifith and Lim(2014), Dudley –Evans and ST John(1998) and others .Dudly-Evans and ST John(1998) claims that the ESP practitioner have five main roles .

The first role that Dudley –Evans and ST John give to the ESP practitioner is **a teacher** .The ESP practitioner does not only provide learners with language but he also analysis their needs in that language (Harmer ,2001).That is to say that the ESP practitioner should first know his learners' level and needs so that to bring the relevant materials . The second role of the ESP practitioner is a **course designer** and **materials provider** , ESP teachers most of the time design the ESP courses by themselves .They choose , adopt and assess the materials to use (Dudley-Evans and ST Johns , 1998).Besides , the third role for an ESP practitioner is a researcher . « ESP teachers need to be aware of and in touch with this research ».(Dudley Evans and ST John, 1998,p .15) .research in the field of ESP have started from its first appearance in the 1960s and still continuing until this days ; every ESP teacher should be in touch with the developments of this research.

The ESP practitioner also takes the role of a collaborator because he /she often corporate with the subject specialist in order to make a clear idea about the needed skills and tasks so that he can select the appropriate materials for the learners (Dudly- Evans and ST

John, 1998) .Furthermore, the ESP practitioner is an evaluator .The ESP teacher is concerned with three types of evaluation : First, evaluating students through tests in order to assess their progress in relation to the course they are taking .Second ,evaluating materials to check if they are relevant to the learners' needs .The third type of evaluation is evaluating the course in order to measure its effectiveness .(Dudley-Evans and ST John ,1998) .

2.3.The role of the ESP learner

The roles of learners in CLT are well defined ,because they act as members of one community (learner, fellow learner ,teacher) and work collaboratively in order to learn through communicating one another .During this communication learners are expected to listen to each other intensively , to express their opinions, to practice the target utterances , to support each other as members of the same community , and to become counselors of other learners (Richard and Rogers ,2001).

2.3.The role of materials

For Dudley Evans and ST John (1998) materials are used in ESP for four main reasons : as a source of language , as a learning support , for motivation and stimulation ,and for reference. Materials act as a source of language generally in the cases where English is taught as a second or foreign language , in this case materials play important role in exposing learners to the target language because classroom is often the only source of English .Second role that materials play is to support the learning process , Dudley-Evans and ST John (1999) admits that “ as learning support, materials need to be reliable , that is , to work, to be consistent and to have some recognizable pattern”(p .171).During the learning process , the used materials must involve the learners in the learning process through giving them type of activities that stimulates their cognitive processes rather than their mechanical processes .The third role that materials plays is stimulating and motivating learners .That is to say , materials should be challenging and achievable .Materials should bring something new to the learner but at the same time it must contain something known for them in order to make them involved in the learning process .Materials should encourage learners to be creative (Dudley-Evans and ST John, 1998) .Furthermore materials can play the role of reference , so the learner can use the materials also outside the classroom in order to look for more detailed explanations , activities , and further examples .

3.Needs analysis

3.1.History of needs analysis

The term needs analysis was introduced before the 1970 's by the council of Europe Modern Language Project group , in its first appearance , needs analysis was concerned only with the linguistic and register features. It was criticized because it had no relation with learners' needs .Later, Munby (1978) proposed a model for needs analysis , this model was generally accepted by syllabus designers .This model made a shift in needs analysis through giving the learner's purposes central position in the process of needs analysis (Fatihi 2003,Songhori 2007).Furthermore Nunan (1988) set out a learner –centered curriculum , it is different from traditional curriculum in that it involves learners in The learning process because learning is considered as collaborative process between teacher and learners .Nunan (1988) established two types of needs analysis : subjective needs analysis and objective needs analysis .Then Berwick(1989) provides a definition of needs analysis as ‘a gap or measurable discrepancy between a current state of affairs and a desired future state(as cited in Fatihi ,2003).

3.2.Definitions of needs analysis

The term needs analysis generally refers to the set of activities that are used for gathering the data in order to design a course responds to the needs of particular group of learners .There are two types of needs analysis :informal needs analysis for investigating the linguistic needs of learners , and formal needs analysis which is new in the field of language teaching (Lwai et al,1999).Johns (1991) defines needs analysis as the point of departure in designing any language course from which the following activities will be valid and relevant (as cited in Songhori,2007).Chambers claims that “needs analysis should be with the establishment of communicative needs and their realizations , resulting from an analysis of the communication in target situation –what I will refer to as target situation analysis” (as cited in Basturkmen ,2010 ,p .18).Whereas Hutchinson and Waters (1987) defines a need as “the ability to comprehend and/or produce the linguistic feature of the target situation” (p .54).Hutchinson and Waters (1987) made also a distinction between target needs and learning needs .The target needs consists of three main elements :necessities refer to what the learner should know in order to be able to communicate effectively in the target situation .Besides, lacks are the bridging gap between present situation and target situation .While wants refer to what learner is eager to know .Another definition of needs analysis was

introduced by Fatihi(2003) : “ Needs analysis is a device to know the learners’ necessities, needs, and lacks in order to develop courses that have a reasonable content for exploitation in the classroom ”.(p :1).Brown argued that “ needs analysis...is...the process of identifying the language forms that students ultimately will need to use in the target languageneeds analysis is the systematic collection and analysis of subjective and objective information necessary to define and validate defensible curriculum that satisfy the language learning requirements of students within the context of particular institution that influence the learning and teaching situation” (as cited in Huha and Vogt and Tulkki and Johnson , 2013,p .12)

3.3. Steps in needs analysis

Many scholars have tried to set out clear steps for the process of needs analysis .Among these scholars , Mckillip(1987) who identified five steps in needs analysis .These steps are :

a-Identify users and uses of needs analysis :the users of the analysis are the ones who will act on the basis of the report .Whereas, the uses of the needs analysis refer to the problems and the solutions of these problems that the needs analysis can afford .

b-Describe the target population and the service environment : this step involves describing the geographical setting where the needs analysis is to take place , including : transportation, demographic characteristics of the target population, eligibility restrictions, and service capacity .

c-Identify needs : this step include two sub-steps which are :Describing problems and describing solution. According to Mickilip(1987) three types of problems are identified by needs analysis .The first type of problems is named discrepancies , it occurs when comparing expectations with outcomes .The second type is called poor outcome and the third one is called maintenance need .Concerning the solutions ,according to Mckillip(1987) there three criteria (dimensions) foe evaluating solutions : cost analysis, impact, feasibility.

d-Assess the importance of needs: this step is conducted after finding the solutions for the identified problems .It involves evaluating needs .

e-Communicative results :as a final step , the results of needs identifications and evaluation should be communicated to decisions makers , users and others (Mickilip,1987).

3.4.Approaches to needs analysis

a.Target situation analysis

Needs analysis appeared in the mid-1970 (west,1998). In the earlier periods needs were considered as discrete language items of grammar and vocabulary (Dudley-Evans and ST.John ,1998) . With the publication of Munby (1978) needs analysis shifted towards placing the learner's purposes in the central position within the framework of needs analysis. In that publication Munby (1978) introduced communicative needs processor. About that CNP Hutchinson and Waters (1987) mentioned that "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 course designers had to do was operate it" (p,54).In that CNP Munby established the target needs and the target level performance by investigating the target situation ,and the place of needs analysis as central to ESP is clearly established in his overall modal(West,1998).But target situation analysis as a term did not exist in early periods. It is first used as term by chambers (1980) in his article where the confusion of terminology is clarified .And according to him TSA is "communication in the target situation" (as cited in Songhori,2008, p.29).

b.present situation analysis

present situation analysis is considered as a complement to target situation analysis (Rbinson,1991;Jordon,1997).The term" present situation analysis" was first used by Richterich and Chancerel (1980).In that approach there are three sources of information : the students themselves, the teaching establishment , and the user-institution such as : place of work(Jordan,1997).According to Dudely-Evans and ST.John(1998) "a PSA estimates strengths and weaknesses in language, skills , learning experience"(p.125).The TSA is about what the learners are expected to be like at the beginning of the language course. Moreover it can be achieved by means of established placement tests. However the present abilities can be predicted to some extent from the background information about the learner e.g: years of learning English, level of education, etc (songhori,2008). Needs maybe considered as a combination of TSA and PSA. But within the realm of ESP, target situation analysis is not enough to enhance learning and achieving the desired goals. As a result, there are other approaches to needs analysis that have been suggested, such as pedagogic needs analysis (songhori,2008).

c. Pedagogic needs analysis

The term "pedagogic needs analysis" is umbrella term that West (1998) used to describe the following three elements: deficiency analysis, strategy analysis and means analysis. He mentioned that the information about the learner and the learning environment very important and should be collected to compensate the shortcomings of target analysis.

Deficiency analysis

The analysis of the learners' deficiencies or lacks is the analysis that have been developed to consider the present needs of the learners or wants (Allwright 1982, quoted in West, 1994). Deficiency analysis has to do with the lacks that Hutchinson and Waters (1987) described as the gap between the target proficiency and the existing one. Thus this analysis can be considered as the basis of the language syllabus (Jordan, 1997) because it relates between the present situation and the target situation and the information about both the gap between present and extra linguistic knowledge, mastery of general English language skills, and learning strategies must be provided by this process (Songhori, 2008).

Strategy analysis (learning needs analysis)

In the field of strategy analysis Allwright was the pioneer (West, 1994). He used the perception of the learners of their needs in their own terms as a starting point of the process (Jordan, 1997). Allwright's ideas adopted by Hutchinson and Waters (1987) who believed that the learners' learning needs play a great role in needs analysis. They mentioned that learning needs are about "what the learner needs to do in order to learn" (p.54). According to them ESP is an approach to English language teaching not a product that is "directed by specific and apparent reasons for learning" (p.16). Moreover the learners should be provided by skills that can contribute in reaching the target, and the fact that different learners learn in different ways, motivation and the process of learning should be considered (Dudely-Evans and St. John, 1998). Thus strategy analysis tries to establish the learners' wishes from learning rather than their needs (West, 1998) and it considered with the strategies that the learners use in order to learn another language (Songhori, 2008).

Means analysis

For a successful course there are five factors which are related to learning and should be adopted by curriculum specialists. These factors are: the classroom culture, the ESP staff,

pilot target situation analysis, status of service operation and study of change agents (Swales, 1989 quoted in 1994). Thus Means analysis should give us a tool that can help us to design a sensitive course (Jordan, 1997), and information about the environmental situation in which the course will take place (Dudley-Evans and St. John, 1998). Means analysis is "acknowledgement that what works in one situation may not work in another (Dudley-Evans and St. John, 1998, p. 124). Therefore it tries to make the ESP course relevant to the cultural environment in which it will be run (Songhori, 2008).

d. Register Analysis

Register analysis focused on vocabulary and grammar. The main purpose from register analysis to make the ESP course more relevant to the learners' needs. That is to say for example the English of Electrical engineering has its own specific register that is not the same as of the biology of general English. Thus, register analysis tries to identify the different grammatical and lexical features and take these registers and make it the basis of their syllabus (Hutchinson and Waters 1987). Thus, register analysis believe that while the grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used more frequently (Dudley-Evans and St. John, 1998).

e. Discourse Analysis

Register analysis as a first stage in the development of ESP had focused on language at the sentence level, while discourse analysis as a second phase is considered as a shift from focusing on the sentence levels to go beyond them (Hutchinson and Waters, 1978). Thus, Discourse analysis as Cook 1989 "examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users" (p. 1). It is also the study of language in relation with the different contexts in which it is used (McCarthy, 1991). Therefore it is the study of language beyond the sentence level (Celce-Murcia and Olshtain, 2000)

Discourse analysis training is very important for both teachers and learners. Since discourse analytic techniques "can help language learners become conscious of the process that operate to produce the language that they hear and use" (Riggenbach, 1991, quoted in Celce-Murcia and Olshtain, 2000, p. 153-4.), At the 'macro' level if learners for example know how native speakers examine an authentic sequence of 'thanking', this will help them in recognizing how this particular speech act is structured while in the 'micro' level the different

strategies that speakers use in maintaining discourse by may be analyzed (e.g., stalling mechanisms and repair phenomena). They can also differentiate between the deferent grammatical roles that can be used to operate spoken or written English. Moreover, learners can assess their own performance in language by using different techniques (Riggenbach,1991 quoted in Celce-Murcia and Olshatain,2000).

Regarding teachers, they have their own believes and constructs that have an influence on their attitudes towards the different teaching methods and the theoretical perspectives (Schoonmaker and Rayan 1996,quoted in Celce-Murcia and Olshatain,2000). Consequently, it is important for both teachers and learners to know about discourse in order to benefit from it in both teaching and learning (Celce-Murcia and Olshatain,2000).

f.Genre analysis

Genre as a term is first used by Swales in 1981, and he defined it as "a more or less standardized communicative event with goal or set of goals mutually understood by the participants in that event and occurring within functional rather than a personal or social setting"(as cited in Robinson,1991, p.10-11).furthermore ,genre analysis studies the linguistic behavior in institutionalized academic or professional setting(Bhatia, undated) .Whereas genre refers to a specific communicative event that is characterized by these factors :

The Communicative purpose that members of the professional or the academic community know and share, content from the intended audience, and the medium or channel that affects both the nature and construction of genre (Bhatia,1993).

Genre analysis plays great role in linguistic analysis, since it contributes in enriching it by providing with an answer to the repeated question in discourse studies:"why is a particular text-genre written the way it is? ".To do that, it uses its key characteristic feature the communicative purpose which gives the meaning to specific text-genre and topical cognitive structure (Bhatia,1993) .Genre analysis has the advantage that it is able to relate textual features of the discourse community that the genres are produced in (Dudley-Evans and ST.John,1998).

4.Course design

" Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences "

(Hutchinson and Waters ,1987.p 65)

4.1.Characteristics of ESP course

The ESP course like any other course has its own characteristics .Carver(1983) accounted for three characteristics that are common to ESP courses , these characteristics are : authentic materials ,purpose-related orientation and self-direction. Concerning authentic materials, ESP teachers generally make use of authentic materials when teaching intermediate or advanced students .They use them for two main purposes : for making the ESP courses relevant to real situations and for making learners moving from theory to practice .The second characteristic is purpose-related orientation ,the selected activities and tasks that the ESP teacher presents to his /her students normally should stimulate the communicative tasks required in the target situation such as role-playing activities , problem solving activities , pair or group work for the purpose of improving their language skills (integrating speaking, listening, reading, writing).The third characteristic of ESP course is self-direction because ESP teachers generally work on increasing learners self-direction or what is called autonomy .Learners have right to decide the place , the time and the way in which their learning is to take place (as citd in Bojović,nd)

4.2.Approaches to ESP course design

Hutchinson and Waters (1987) identified three main approaches to course design. Firstly ,Language -centered courses . it is the simplest and the most useful type of courses ; this type of courses starts by analyzing the target situation in order to identify the linguistic features that the learners need ,for the purpose of creating the syllabus and also the evaluation procedures .This type of courses makes the connection between the content of ESP course and the target situation .Secondly, Learning –centered courses .the learning-centered approach gives huge importance to learners and consider them as the most important factor in the learning process . .This type of ESP course gives more importance to more complicated factors such as the fact that learning is more than just mental process but a process of negotiation between individuals and society. Thirdly ,Skills -centered approach .This course is founded on two fundamental processes :theoretical hypothesis and pragmatic hypothesis .The

theoretical hypothesis gives more importance to the deep structure or competence or rather than surface performance .It claims that when learners produce or interpret discourse they need to use certain skills and strategies .Whereas ,the pragmatic theory is based on the distinction Widdowson (1982) made between goal-oriented courses and process-oriented process (Hutchinson and Waters ,1989)

4.3. Parameters of course design

In order to make decisions about the course design, there is number of parameters need to be investigated .These parameters are presented as choices between two poles of dichotomy (Dudley-Evans and ST.John,1998).These choices are :

a. Intensive or extensive

In intensive ESP courses ,the learners' time is totally controlled by this ESP course .while an extensive ESP course takes only a small part of the students' time table or professional person's work schedule(Dudley-Evans and ST.John,1998).

Both EOP and EAP courses are often intensive .companies expect that when the concentration is on certain skills or language for the period of the course, the students' performance in using English will greatly be enhanced. Therefore they send their managers, secretaries and technicians on short intensive courses(Dudley-Evans and ST.John,1998) .These kinds of courses have clear advantage which is as Dudley-Evans and ST.John(1998) suggested "The intensive and residential course makes the most effective use of time available for English and study/ communication skills"(P,147).Nevertheless there are dangers with intensive course. Since without reinforcing the learners, all what they learnt maybe stay latent. In addition the longer courses that are totally concentrated on English and don't provide learners with professional activity may become artificial (Dudley-Evans and ST.John,1998).

In contrast the extensive courses have the a advantage that as Dudley-Evans and ST.John (1998) say "The courses can run in parallel with the subject course or the professional activity and can relate to it, adopt to it as the learner's experience or needs change and generally remain flexible"(P.147).However, the lack of continuity between classes considered as the main advantage of the extensive courses particularly if the classes are infrequent (Robinson,1991).

b. Assessed or non-Assessed

The learner's performance in English is assessed along with with other subjects at the end of a semester or academic year within a compulsory EAP courses .This kind of course has definite advantage. This advantage can be summarized in that within this course the subject's status is raised and it is ensured that it is taken seriously by both students and departments .But with these types of courses the teacher will loss the freedom in the choice of topics and materials used on the course. This because different groups of learners take the same test thought they are not taught by the same teachers what obliges the teachers to coordinate to ensure that the testing is valid and fair(Dudley-Evans and ST.John,1998).

In contrast, testing the learners' proficiency is not usually taken into account by short intensive EOP courses. Though there are various standardized tests of proficiency in business and professional communication (Dudley-Evans and ST.John, 1998).

c. Immediate or delayed needs

Immediate needs are the needs that the learners have at the time of the course. Whereas the delayed ones refer to those that will be more important later . Dudley-Evans and ST.John (1998) mentioned that "any pre-experience course whether EAP or EOP, is by definition a course that deals with delayed needs "(P.148).But many EAP courses fall in to connect between these two points .That is to say :in the first or second years of students' subject course ,the English course runs in parallel with subjects courses ,but English become more pressing in later years of the course or after the graduation .As a result it is better if such a course runs in the final years of the course ,particularly where the integration of the course into the subject courses that prepare students for professional work is possible(Dudley-Evans and ST.John,1998).

d. Teacher as a provider or as a facilitator

The question of the ESP teacher's role is seen as a very important and controversial one (Hutshinson and waters ,1987 ;swales,1988, Dudley-Evans and ST.John,1998).Many situations expect from the teacher to: control the class, give the information about skills and language, control the activities and .In these situations the teacher's role generally go along

with the learners' expectations. Thus Dudley-Evans and ST.John(1998) define this teacher's role as "teacher as provider of input and activities" (P.149).

In other situations the teacher acts as manager rather than controller .S/he negotiate with the learners about what is most appropriate to include and when to include it .He also asks the members of the class to bring him the materials that is needed for the explanation .This role is called teacher as facilitator or teacher as consultant .This role is developed where the teacher does not know about the content or the skill that is being taught in the ESP class .It is appropriate and productive for sophisticated learners who have clear and specific set of purposes .While ,it is alien for the traditional views of teacher's role (Dudley-Evans and ST.John,1998).

e. Broad or narrow focus

Broad focus means that the concentration is on a range of target events, such as study or professional skills or variety of genres (Dudley-Evans and ST.John,1998).It is broad because it covers range of target events ,but that does not mean that the skills are taught in a general and superficial manner. It gives great details about the skills and teaching material may include some specific career content. The main advantage of this focus that it gives the opportunity to deal with a number of skills even the actual need is one skill. This is useful to motivate learners and to allow them to change the normal routine (Dudley-Evans and ST.John,1998).Regarding the narrow focus, it is mean a situation where the concentration is on few target events for example: just the listening skill, or just one or two genres .A narrow focus does not necessarily mean that; for teaching materials only specific carrier content is used. The focus may narrowly be one or two skills, but there is a use of wide range of general and specific carrier content to teach those skills and related language . Williams(1978) claimed that a narrow focus is as useful where the learners are coined that concentrating just on those needs is the most important(as cited in Dudley-Evans and ST.John,1998).

f.Pre-experience or In parallel with experience

It is meant by pre-experience that the learners don't have experience of the target situation .While it is meant by parallel with experience that the English course runs concurrently with the study course or professional activity .Often, this parameter does not taken into account by the course designer in making decision .Institutions send their learners to make trainings in English before they had have any experience in both academic and

professional activities(Dudley-Evans and ST.John,1998). In this case as Dudley-Evans and ST.John(1998) say "we have to bear in mind that we cannot assume too much subject knowledge in the materials and need to focus on more common –core study or professional skills"(P.151).It is, however, argued that teaching ESP to learners who already have some subject or professional knowledge have an advantage .Since, the teacher can draw on the knowledge of the learners and can ask them to give examples from this knowledge and to make certain learning strategies that are familiar from learning about their subject or profession (Dudley-Evans and ST.John,1998).

g.Common-core or specific material

Common –core means: the material that uses carrier content which is either of a general academic nature or professional nature. While specific material uses carrier content that is drawn directly from the learners' academic or professional area such as topics which are followed by EAP students in their subject course, or case studies related to the professional work of EOP/EAP learners (Dudley-Evans and ST.John,1998).Introducing some specific work into the ESP class is beneficial however the opportunity to do that depends on the timing of the course and other institutional constraints as well as the motivation of learners .Moreover it is difficult to make the ESP course specific, if it is pre-experience .Since learners will acquire little or no knowledge of the topics which will be included in a subject course or the activities that will be undertaking in their work(Dudley-Evans and ST.John,1998).

h. Homogeneous or Heterogeneous groups and motivation

In ESP there is another factor that should be taken into account. This factor is whether the ESP class consists of a homogeneous group from one discipline or profession, or heterogeneous group of learners from deferent disciplines, professions or levels of management (Dudley-Evans and ST.John,1998).It is possible to undertake more specific work, if the group is homogeneous .While it is difficult, if the group is heterogeneous .Thus it is appropriate to look for topics and activities which are common to the different interests in the group. Furthermore, the motivational factors should be considered .Since some learners will be enthusiastic about specific ESP work that relates directly to their needs. Therefore, it is better to set up homogenous groups for ESP classes. If that is not possible for all sessions, it is better to break groups down into homogenous groups for at least some of time. If groups are homogeneous, the teacher will have much more materials, or to incorporate some specific materials into an essentially common-core course. (Dudley-Evans and ST.John,1998).The

last thing that should be taken into account is the language level. It is better to divide groups by levels .Because in homogeneous group it is not necessarily the learner are also homogeneous in their language level. But in ESP homogeneity in the learners' specific purposes is important (Dudley-Evans and ST.John, 1998).

i. Fixed course design/Flexible negotiated course design

A fixed course design is prepared before and it is not changeable: a flexible and negotiated course design is changeable according to the learners' feedback (Nunan,1988) . The ESP teacher's role is also relevant here. Since many learners aim to follow a fixed syllabus and they will be worry if this syllabus changed. While others need to have a say or even control what they are taught if they have the opportunity (Dudley-Evans and ST.John, 1998).Institutional constraints are also important. In situations where the EAP course is assessed and is a part of the subject timetable, it is necessary for the students to be provided by the same materials. Thus there will be a need for a more or less fixed course design (Dudley-Evans and ST.John, 1998).Whereas in other situations, teachers believe that students should be involved in making decisions about learning. In this case a flexible negotiated syllabus is appropriate (Dudley-Evans and ST.John, 1998).

Courses may also be repeatable or one –off . Dudley-Evans and ST.John, (1998) mentioned that "repeatable courses are those that are taught a gain after a specified period of time ,for example every time on year with EAP courses, every so many months with EOP courses" (P.154).In these courses both of the course outline and materials are prepared and remain similar each time they used. One off courses refer to the courses that are prepared for a particular course or group and they are not prepared .These course use certain sources that are given by learners or by teachers for the reason of responding to an expressed need or want (Dudley-Evans and ST.John, 1998).

Steps to course design

In order to design any ESP course the following main steps should be followed .First, **setting objectives** .It is the point of departure in designing any ESP course. This step is related to learners' needs. Objectives are considered as the final point that any course designer aims to access by the end of the course (Ellis & Johnson, 1994).Hutchinson (1987) refers to it as target situation analysis or needs analysis .Needs analysis leads to collecting the learners needs , it is generally conducted by using questionnaires or interviews (busturkmen,2010).For

Hutchinson and Waters (1987) needs analysis is a process by which the course designer obtains information about learners' level, background knowledge, and the abilities they want to developetc. The second step in designing any ESP course **setting theoretical framework**. Theoretical framework or theoretical perspective refer to the theories of learning (behaviorism, mentalism, cognitivism.....etc) in addition to the theories of teaching (classical /traditional grammar, structural linguistics, transformational generative grammar) that the course designer should consider when designing an ESP course. The fourth step in designing an ESP course is **materials** or **selecting materials**, for Hutchinson and Waters (1987) the course designer can generally provide his/her learners with materials in three main ways. Either by selecting from existing materials which is referred to as materials evaluation or by designing his/her own materials which is called materials development, or by editing existing materials which is called materials adaptation. The final step in designing an ESP course is **assessment** or evaluation. As Dudley Evans (1998) stated, the ESP teacher is concerned with three types of evaluation: to begin with, evaluating students through tests in order to assess their level, then evaluating materials to check if they are relevant to the course objectives or not. Furthermore, evaluating the course itself to measure its effectiveness.

5.Review of previous studies

A plethora of research has been carried out internationally to investigate students' needs and attitudes toward learning English. Venkatraman and Perma (2007) carried out a study for the purpose of investigating engineering students' needs in learning English at Sastara University, India. The main purpose of the study was to investigate students' expectations toward their English teachers, through conducting a survey in which 254 students were involved. The results of the survey administered that listening and speaking skills are considered as the most important skills for engineering students. Most of the students also argued that English teachers at engineering department need specific competencies other than those of general English. Relying on the results, the researcher suggested a curriculum for engineering students and a competency-based training for English teachers. (Sanmugam, 2013)

Another study was carried out by Al-Tamimi and Shuib (2010) to investigate the language needs of petroleum engineering students at Hadramout University, Yemen. The data

of the study was collected from eighty one students through conducting a survey .The results ranked listening , reading, and writing sub-skills to be the most frequently used .Additionally, most of the surveyed students claimed that they need instruction and training in the language skills in order to be able to use English language effectively .They reported also that the current English language course does not really meet their needs and the time allocated for the course is not sufficient .Thus , the researcher suggested that the English language course should take into account the students' needs by focusing on the more important needs : speaking and listening skills , and by increasing the time allocated for the course .(Al-Tamimi and Shuib ,2010).

Md.Montazur Rahman (2012) investigated the needs for reading skills among computer science students at Putra University , Malaysia .Fifty students were involved in the study .The findings revealed that the majority of computer science students face difficulties in reading specifically in skimming as a sub-skill.The researcher suggested an English language course, « English for computer science »,that responds to computer science students' reading skills needs .(Rahman, M, 2012)

6.Conclusion

This chapter is devoted to the literature review of different features of ESP .It spots the lights on the history of ESP and its definitions .It discussed also the concept of needs analysis and its different features .Besides, it takes the concept of course design with its different features :its characteristics ,its approaches and its parameters .Finally, it discusses the previous research that have treated the same topic of the present study .

Chapter three

Methodology

1.Introduction

This chapter is devoted for the methodology of this study .It includes four main sections .The first section deals with research methods .The second section describes the research participants .The third section is concerned with data collection and analysis , and the last section is devoted to validity and reliability of the study .

2.Research methods

The present study is descriptive in its method because it aims to describe the correlation between two variables , an independent variable which is the needs of Petroleum Engineering Students at **UKMO**. These needs refer to the language skills and elements that any petroleum engineering student must acquire in order to be able to communicate effectively using English both during study and after graduation. The dependent variable is the course design , this course is subject to the students' needs .It focuses more on the most important language elements .Additionally , this study is conducted in order to describe and analyze petroleum engineering students' perceptions toward learning English .

In order to gather the data for this study , two research tools are selected a questionnaire designed for petroleum engineering students in addition to an interview designed for English language teachers at Petroleum Engineering Department .

3.Population

The participants of the present study consist of two main groups, students and teachers :

3.1.Students

A sample of 50 Petroleum Engineering Students including 10 female and 40 male at University Kasdi Merbah Ouargla are randomly selected as representatives of the whole population (third year petroleum engineering students at University Kasdi Merbah Ouargla in the academic year (2015/2016)).

Participants' background

The participants' age is between 21 and 26 years .The majority of them are twenty two years , some of them are twenty one years , twenty three years and twenty four years ,while the minority of them are twenty five years and twenty six years .

Table 1:

Participants' gender

	Fr	V.p%
Male	40	80%
Female	10	20%
Total	50	100%

From the table above , the majority of the students are male students (80%) , while just small number of them (20%) are female students .This may be due to the fact that the nature of the work (petroleum engineering) is not really appropriate to females only if they work in laboratories or as secretaries .

Table 2:

Participants' level in English.

	Fr	V.p%
Excellent	01	02%
Good	07	14%
Average	26	53%
Weak	16	34%
Total	50	100%

Concerning the students level , the majority of them are average (53%) , while 34% of them are weak .Furthermore, some of them (14%) of them are good .While , 02% of them are excellent .

Petroleum engineering students are selected for the following reasons :

a-These students can be considered as **ESP** students since they are learning English to carry out particular jobs .

b-Petroleum Engineering Students need specific English language skills both during study and after graduation.

c-Third year Petroleum Engineering Students have an experience which is larger than that of first and second year students in the field of petroleum engineering what makes them more aware about their needs in learning English .

3.2.Teachers

Five English teachers who are teaching in Petroleum Engineering Department at University Kasdi Merbah Ouargla are involved in an interview .Their ages are between 24 and 28 years. Most of them are master or doctorate students. These teachers were interviewed in order to elicit from them some information about the learning context and teaching methodology .

4.Data collection and analysis

A number of methods can be used when conducting needs analysis; these methods include : questionnaires ,interviews ,case studies ,tests, observation and authentic data collection, but case studies ,interviews and questionnaires are generally the most widely used (Robinson 1991).

The data of the present study is both quantitative and qualitative because these data is carefully gathered using two instruments .First , a questionnaire targeted to Petroleum Engineering Students at University Kasdi Merbah Ouargla .Dudly –Evans and ST.John (1998) claims that “TSA generally uses questionnaires as the instrument ”(p.125) .Questionnaires are commonly used when conducting needs analysis because they have many advantages , as it is stated in Huha and Vogt and Johnson and Tulkic (2013) :

“ **a-** Questionnaires are relatively low-cost.

b-Questionnaire are relatively low-effort .

c-Questionnaire are potential for a large number of information to be approached .

d-Questionnaires yield standardized data .

e-Questionnaires' results may be generalizable .

f-The sizeable amounts of data gathered using questionnaires can increase the validity and reliability of findings .

g- Comparison can be drawn between informants".(p .18) .

The used questionnaire consists of 18 questions which covers four main sections .The first section is devoted to students' background information .t he second section is devoted to the evaluation of the current ESP course being taught to Petroleum Engineering Students .The third section is devoted to the language skills that petroleum engineering students need .the fourth section is devoted to petroleum engineering students' attitudes toward learning English .

In order to ensure the validity and reliability of this research another instrument , which is an interview , is used. This interview is targeted to English teachers at Petroleum Engineering Department at University Kasdi Merbah Ouargla .This interview is added because Richard (2001) claimed that "Since any one source of information is likely to be incomplete or partial, a triangular approach is advisable "(p.50).Among all the available tools , the interview is selected because :

a-The information gathered using interviews is deeper and more detailed .

c-The interviewee can ask for more explanations , and can also clarify the responses.

The interview used is target to five English teachers at Petroleum Engineering Department .It includes four main sections which covers twenty items .These sections are : background information, methodology , students' motivation and English teaching at Petroleum Engineering Department .

5.Validity and reliability

This section discusses the validity and reliability of the results of the present study . "it is important to remember that an instrument is valid if it measures what it is purports to

measure” (Mustuda and Silva 2005,p.192) .Dudly Evans and ST John (1998) claims that “TSA generally uses questionnaire as the instrument”.(p.125).Therefore , the data of this study is collected through conducting a questionnaire and an interview in order to analyze petroleum engineering students needs in learning English .The questionnaire is randomly distributed to 50 third year petroleum engineering students to fill in .As a second instrument , an interview is designed for five English teachers at Petroleum Engineering Department .Reliability is On the other hand , Biggam (2008) defines reliability as “ to use data collection techniques that you consider available , and to apply suitable means of analyzing your collected data ” .(p.100).Thus , the present study uses two data collection instruments a questionnaire and interview which are considered as available tools .Besides , for analyzing the gathered data , this study uses data analysis and treatment tools that ensures unbiased and objectivity such as mathematic operations and Excel software computer program.

5.Conclusion

This chapter presented the methodology of the present study .It discussed research methods then, population , data collection and analysis and finally validity and reliability of the research.

Chapter four

Results and discussion

Introduction

This chapter is devoted to the discussion of the results obtained from the questionnaire and the interview. It consists of two main sections: the results of the questionnaire and the results of the interview .Then these results are discussed in relation to the research questions.

Students' Questionnaire

Question one

How many hours do you study English per week ?

Table 3:

Time allocated for the course.

	Fr	V.p%
One hour and half	49	98%
Two hours	01	02%
Three hours	00	00%
More than four hours	00	00%
Total	50	100%

From the table (03).It is shown that the majority of the students stated that they study English one hour and half per week while only one student claimed that he study it for two hours per week .

Question two

Do you think that the time allocated for English course is sufficient?

Table 4 :

Students attitudes toward the time allocated for the course .

	Fr	V .p%
Yes	05	10%
No	45	90%
Total	50	100%

As table (04) shows , majority of the students (90%) see that the time allocated to English course is not sufficient but just 10% of them see that one hour and half is enough .This remark can be considered as the first weakness in the current English course being taught to petroleum engineering students .

Question three

How useful is the course with regard to your English language needs?

Table 5 :

Students' attitudes towards the usefulness of the course.

	N	V.p%
Useful	08	16%
Useful to some extent	20	40%
Not useful	22	42%
Total	50	100%

From table (05) we can notice that nearly half the participants (44%) see that the current English course is not useful with regard to their English language needs , and 40% claim that the English course that they are taking is useful to some extent ,while just small number of students (16%) claim that it is useful .From that we can conclude that the current English course being taught to petroleum engineering students does not really serve their

needs and this remark also can be considered as the second weakness in the English course being taught to petroleum engineering students .J.

Question four :

Table 6:

The evaluation of the current ESP course.

Statements	Strongly agree		Agree to some extent		Agree		disagree		Neutral	
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
S1: "Teacher focuses on grammar" .	05	10	8	16	11	22	21	42	03	06
S2: "Teacher translates texts /vocabulary into Arabic most of the time " .	17	34	15	30	16	32	06	12	04	08
S3: "Teacher speaks only English most of the time" .	08	16	8	16	11	22	16	32	07	14
S4: "Teacher does everything himself and does not involve the students in the lecture".	04	08	12	24	9	18	20	40	05	10
S5: " The teaching methods do not meet the students' needs" .	16	32	17	34	12	24	12	24	02	04

This table is an evaluation of the current ESP course being taught. It shows that the majority of the students (42%) disagree with the statement « the teacher focuses only on grammar ». Then comes agree to some extent with percentage of 22% .Then agree 16% and strongly agree 10%. From these results we can conclude that the current course does not focus only on grammar. Regarding the students' attitudes towards the teacher's use of Arabic(statement 2), the majority of the students have chosen either strongly agree (14%) or

agree (30%) or agree to some extent (32%) while the minority of them have chosen I don't agree (12%). These results indicate that the teacher uses translation into Arabic.

Concerning the students opinion about the teachers' use of English(statement 3), 16% have chosen strongly agree and agree .Additionally , 22% of them chosen agree to some extent while 32% of them say I disagree .This results indicate that the teacher does not always use English as a medium of instruction but also Arabic and this can be considered as a strength in the current English course being taught to petroleum engineering students because the use of mother tongue in the communicative classroom is necessary .

Additionally, The table (06) reveals that the total of the students who have chosen strongly agree , agree to some extent and agree with the fourth statement is 50% .Furthermore , twenty percent of the students disagree with the statement and ten percent of the students are neutral .From this results we can see that half the number of the students claim that the teacher does not give opportunities to the students to contribute in the lecture ; and this can be considered as another weakness in the current course being taught to petroleum engineering students .

The table above also reveals that most of the participants have chosen either strongly agree (32%) , agree 34% or agree to some extent with the statement « The teaching methods does not meet the students needs » .On the other hand , a small number of respondents (4%)have chosen I agree .Therefore , it is obvious from the results that the teaching methods do not really serve the students needs which can be considered as the third weakness in the current English course being taught to petroleum engineering students .

Question five

Which language areas you think the lecture should focus on?(you can tick one or more) :

Table 7 :

The most important language areas

	Fr	V.p%
EAP	30	60%
EOP	15	30%
GE	20	40%
GE	04	08%

The table above shows that the majority of the respondents (30%) prefer the lecture to be focused on English for occupational purposes(**EOP**) because they need it after their graduation .Then comes general English(**GE**) with 40% .Whereas , English for academic purposes (**EAP**) and the minority of them have chosen others (08%).

Question six

What sub-skills you most need to use ?

Table 8 :

The most important language skills .

Language skills	Speaking	listening	Reading	Writing	Technical terms	General terms	Grammar	Translation
N	44	15	17	22	44	21	10	26
V.P %	88	30	34	44	88	42	20	52

As the table (08) shows , the students claim that they need more to improve their speaking skill in addition to their stock in technical terms (88%) because they see that this two areas are the most important in their field (petroleum engineering) .Additionally , fifty two percent of the respondents have chosen translation as the area they need to improve .Then come writing skill and general terms with percentages of (44%) and (42%) respectively .Furthermore , Minority of the students have chosen listening skill, reading skill and grammar. From this results we can conclude that the course we are about to design will be focused more on speaking skill in addition to technical terms then come the other skills .

Question seven

What sub-skills you most need to use ?

Table 9:

The most important language sub-skills .

English language skills		N	V.p%
Reading sub-skills	Reading textbooks.	22	44%
	Reading handouts .	21	42%
	Reading technical articles in journals and technical manuals.	30	60%
	Reading lecture notes and texts on computer	31	62%
	Others.	02	04%
Writing sub-skills	Writing notes in lectures.	24	48%
	Writing a text.	28	56%
	Writing exam answers.	19	38%
	Writing short projects and assignments.	29	58%
	Others.	03	06%
Speaking sub- skills	Participating in classroom discussion .	29	58%
	Asking questions in class.	26	52%
	Performing presentations.	36	72%
	Others .	04	08%
listening sub- skills	Listening to lectures.	25	50%
	listening to debate between teacher-student	25	50%

.Listening to presentations.	25	50%
Listening to instructions and explanations	28	56%
Others.	04	08%

According to the results recorded in the table(09),Regarding reading sub-skills ,the results showed a proportion of 62% of students have chosen reading lecture notes and texts on computer as an important reading sub-skill that they want to improve, while 60 % of them see that reading technical articles in journals and technical manuals more important .whereas the other reading skills seen as less important ,since reading textbooks reached a proportion of 44% followed by reading handouts (42%) and other sub-skills(4%) which the students suggested by themselves. For the writing sub-skills the results indicated that the most needed writing skill is writing short projects and assignments (58%) followed by writing a text (56%), Writing notes in lectures(48%) ,Writing exam answers (38%) ,and other reading sub-skills (6%) which the students added .

Concerning the speaking sub-skills the findings revealed that huge proportion of students (72%) need to improve their abilities in Performing presentations .while others answered that they need to improve their abilities in Participating in classroom discussion(58%) ,Asking questions in class (52%) and other writing language skills(5%) which they suggested by themselves.

In terms of listening sub-skills it founded that56% of students consider listening to instructions and explanations the most important sub-skill that they need to enhance. Than both of Listening to lectures(50%) ,listening to debate between teacher-student(50%),Listening to presentations (50%) and the other suggestion which the students added (8%).

Question eight

Table 10 :

Students' attitudes towards English.

Questions	YES		No		Total	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Q9: Do you like English?	43	86	07	14	50	100
Q10: Do you think that English will benefit you in your future career?	50	100	00	00	50	100

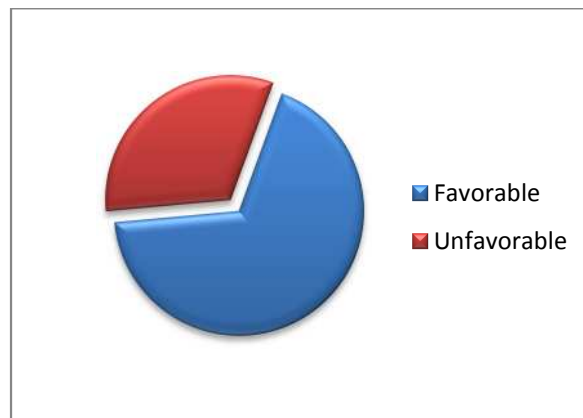
Table (10) indicates that huge proportion of students (86%) have answered that they like English. while the minority of them (14%) have answered that they don't like it. So we can say that students view English as important skill that they need to master because they need it in both their professional and academic career. But when they asked if English is beneficial in their future career or not , all of the students (100%) answered that English will benefit them in both their academic and professional careers.

Question eleven

How would you describe your attitudes towards English learning at university ?

Figure 1:

Students' Attitude towards English Learning



As the pie chart above show that the majority of students (68%) when they asked to describe their attitudes towards learning English at university, they claimed that it was favorable, While 32% of them claimed that it was unfavorable .Therefore we can say that the students have positive attitudes towards learning English, since it is the language of science and technology.

Table11:

The importance of English

Questions	YES		No		Total	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Q12: Do you consider English as important for your studies?	47	94	03	06	50	100
Q13: Do you have regular habit of learning English?	07	14	43	86	50	100
Q14: Do you have specific goal to achieve through learning English?	15	30	8	16	50	100

On the basis of the results shown in Table (11), we noticed that the vast majority of students (94%) considered English as important for their studies (question 12) .whereas the minority of them (6%) considered it as not important for their studies. Additionally , most of students (86%) said that they don't have regular habit of learning English(question 13), because as most of them claimed that they don't have the time and they don't master English what reduces their desire in learning English. while the rest of them (14%) answered that they have regular habit of learning English because, as they said, they want to master ,and it is very important in both their academic and professional careers. But ,when the students asked if they have a specific goal they want to achieve through learning English, a huge number of them (70%) answered with "No" , while minority of them answered with" yes". Because, as they claimed that they need it in order to work in foreign companies and to communicate with native speakers.

Teachers' Interview

Background information

1.How long have you been Teaching English ?

The first interviewee answered three years , the second interviewee for five year , the third interviewee for two months , the fourth interviewee for one month .

2.Have you taught in other departments ?

Two interviewees said “yes “, but the others said “no” .

3.How long have you been teaching in this institution ?

The first interviewee for one semester , the second and the third interviewees for one year , the third and the fourth interviewees for two months .

4.Have you had some training in ESP ? teaching ESP ?

All the interviewees said “no”.

5.If not do you think you need it ?

All the interviewees said “yes” .

6.What qualifications do you have ?

Two interviewees are in the second year BHD , while the others are in the second year master.

Methodology

1.What teaching methods do you use ?

The first interviewee uses the integrated skills approach .The second interviewee uses the functional notional approach , the third interviewee gives them handouts to read and gives them activities depends on the text , the fourth interviewee gives them texts and explains the difficult word , and the fourth one explains the lessons in a funny way .

2.What teaching materials do you use ?

The first and , the second interviewee use texts, the third interviewee uses audios , videos, and texts , the fourth interviewee uses data show , videos , dialogues .The fifth interviewee uses lap top , audios and videos .

3.Do you follow an official program ?

All the interviewees said “no” .

If yes , please describe it ?

4.In the course of your present teaching .Do you sometimes use translation from one language to another ? (eg. From English to Arabic/French)

All the teachers use translation either for Arabic or to French .

Students motivation

1.Do you feel your students are motivated ?

All the teachers said “yes” .

2.Do you know why ?

Because it is needed in their future career .

3.Do you motivate your students ?

All of the interviewees answered “Yes”

4.Do you think that the number of the students affects their motivation ?

All of the interviewees answered “Yes”

English teaching

1.Do you think that more time should be allocated to English teaching ?

Two teachers said that the course should focus on both general English and ESP while the others claimed that it should focus on ESP .

5. Do you have any further suggestions on teaching English language in the department ?

Interviewee 01 : to include English as fundamental module .

Interviewee 02: to provide teachers with syllabus to follow .

Interviewee 03: do not teach texts which are not related to their specialties , and integrate all the skills in the course , and to design courses based on students' needs

Interviewee 04: the syllabus should be designed , the administration should provide teachers with books .More time should be allocated to the course .To organize scientific PCA.

Interviewee 05: to provide space to create new teaching methods .

Conclusion

The present chapter introduced the results obtained from both the students' questionnaire and teachers' interview .Then, it tried to discuss them and to relate the questionnaire results with the interview results.

Chapter five

Conclusion and Recommendations

Introduction

This chapter is devoted to the conclusion and recommendations. It includes three main sections: summary of major findings followed by the limitations of the study and suggestions for further studies. Then, the present chapter discusses pedagogical implications which are based on the results of this research.

Summary of major findings

After the analysis of the questionnaire and interview, the present study arrived at the following results:

Concerning the strengths of the current course, as the researcher hypothesized, the current course being taught to petroleum engineering students is characterized by certain strengths and weaknesses. The first weakness that the researcher has elicited from the respondents' answers is that the time allocated (one hour and half per week) to English language course is not sufficient. The second weakness is related to the students' needs, the current course does not really consider the students' needs, since the syllabus is not provided from the administrations but rather designed by the teachers themselves. Another weakness in the current course is related to the teacher's methods of teaching, the students claim that the teaching methods do not really serve their needs. Additionally, the teacher does not involve the students in the course, and this can be considered as another weakness in the current English course. On the other hand; concerning the strengths of the current English course being taught to petroleum engineering students, relying on the questionnaire's and interview's results, the researcher arrived at three main strengths in the current course: First, the teacher's use of the mother tongue. Second, the teacher's use of translation. Third, the teacher does not focus only on grammar. Concerning the language skills needed by PES and by relying on the questionnaire's and interview's results the researcher concluded that the new course we are about to design will focus on English for Academic purposes since the majority of the respondents claim that it is more important than English for occupational purposes and general English. The course will focus on both speaking skill and technical terminology, since these two language areas are considered as the most needed for petroleum

engineering students . It will focus also on the following language sub-skills: performing presentations as a speaking sub-skill , reading lecture notes and texts on computer as a reading sub-skill, writing short projects and assignments as writing sub-skill, and listening to instructions and explanations as listening sub-skill. These sub-skills are selected because they are considered as the most important language sub-skills that the students want to improve and also are considered as beneficial in the learner's academic career.

Regarding the students' attitudes towards learning English, the students and teachers' answers revealed that PSE regard English as an important skill they should master. Because it is the language that they need in both their studies and in their future career .

limitations of the present study and suggestions for further studies

While conducting this study, the researcher encountered some obstacles .To begin with : the time allocated to the research was not sufficient for collecting the data from a large number of students .thus, the data was randomly gathered from fifty petroleum engineering students at University Kasdi Merbah Ouargla .Therefore , the results of the study cannot be generalized to all petroleum engineering students or to other universities rather than Ouargla University .consequently, it is suggested for the future studies to be carried out with large sample of students.

The second limitation that faced the present study is the small number of English teachers at Petroleum Engineering Department, so that the interview was conducted with only five teachers and even the available teacher some of them are just second year master students . Therefore, we suggest that the future researches should conduct interviews with large number of teachers.

The third limitation concerns the course design , since the time allocated to the study was not sufficient, the researcher could not design many lessons but rather just one lesson plan within the course design .

Implications of the study

The format of lesson plan for petroleum engineering students .

Lesson plan :Petroleum Extraction

Name :	Class :	Level:	Length:
.....	Petroleum Engineers	3 rd year license	90 min

Class description

There are 40 students in the group , 10 girls and 30boys , all between 21 and 26 years .They have English classes once a week , for 1hour and 30 minutes each time .Most of them have studied English for about 9 years .

Main aim :

By the end of the lesson the students will be able to make presentations in English related to their field (Petroleum).

Subsidiary aims:

- 1.Review the use of imperative form to give instructions about oil extraction.
- 2.Students make presentations about oil extraction .

Materials:

- 1.board and board markers .
- 2.Lap-Tops , videos , audios .

PROCEDURES

Stage	Description	Interaction	Timing
Stage one: Warm up	A short revision about the imperative form.	S. listen and answer .	10 min
Stage two: Write and speak	1.T.presents a video about oil extraction using the data show . 2.T. asks students to take notes while listening to the video .	S. listen .	15 min
Stage three: practice	1.T.devides the students into groups composed of four students . 2.T. asks students to write a short paragraph about petroleum extraction. 3.T.asks one or two students two present on the blackboard .	S. discuss and write S. perform .	30 min 20 min
Stagefour : produce	Home work: T.asks students to prepare a short project about types of rocks .		

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Appendix « A »

Students' Questionnaire

Dear students :

This questionnaire is a part of my master dissertation which aims at investigating petroleum students needs in learning English .You are kindly requested to fill it out because your contribution will help in the development of ESP courses .

Students' background information

1.Age :

2.Gender: Male Female

3. How long have you been studying English in formal education ?

.....

4.You think your level is ?

Excellent Good Average Poor

5.Have you studied English in private school ? Yes No

If yes , how has it influenced your level ?

.....

.....

Evaluation of the current course :

1.How many hours are allocated to English course per week ?

.01 hour and a half .

.02 hours .

.03 hours .

.Over 4 hours .

2. Do you think the time allocated to English is sufficient ?

Yes No Not really

.Why ?

.....

3. How useful is the course with regard to your English language needs ?

Useful Of some use Not useful

.Why ?

.....

4. Which type of English language must the course focus on ?

.English for academic purposes (**EAP**)

.English for occupational purposes (**EOP**)

.English for general purposes (**EGP**)

.Others (specify)

.Why ?.....

.....

5.

N°	Statement	Strongly agree	Agree	Agree to some extent	disagree	Neutral
1	Teacher focuses on grammar .					
2	Teacher translates texts /vocabulary into Arabic most of the time .					
3	Teacher speaks only English most of the time .					

4	Teacher does everything himself and does not involve the students in the lecture .					
5	The teaching methods do not meet the students' needs .					

English Language skills

1.What language areas do you need to improve (you can tick one or more) :

- .Speaking
- .Reading
- .Writing
- .Listening
- .Technical vocabulary (petroleum)
- .General vocabulary
- .Grammar
- .Translation from English into Arabic

2.What sub-skills you most need to use :

Reading sub-skills

- .Reading textbooks /handouts .
- .Reading technical articles in journals .
- .Reading technical manuals.
- .Reading lecture notes and texts on computer .

Writing sub-skills

- Writing notes in lectures
- . Writing a text .

Writing exam answers .

. Writing short projects and assignments

Listening sub-skills:

.Listening to lectures .

.listening to debate between teacher-student .

.Listening to presentations.

.Listening to instructions and explanations .

Speaking sub-skills:

.Participating in classroom discussion .

.Asking questions in class .

.Performing presentations .

.Others (please specify)

.....

.....

Attitudes towards learning English :

1. Do you like English ?

Yes

No

.Why ?.....

.....

2.Do you think that English will benefit you in your future career ?

Yes

No

.Why ?.....

.....

3.How would you describe your attitude towards English learning at your first year in university ?

Favorable Unfavorable

.Why ?

.....

4.Do you consider English as important for your studies ?

Yes No

.Why ?

.....

5.Do you have regular habit of learning English ?

Yes No

How ?.....

.....

6.Do you have a specific goal to achieve through learning English ?

Yes No

If yes , please write it down .

.....

.....

.Do you have any other suggestions ?

.If yes , please write it down .

Appendix« B»

إستبيان الطالب

عزيزي الطالب:

يمثل هذا الإستبيان جزء من مذكرة التخرج الخاصة بي , والتي تهدف إلى تحليل حاجيات طلبة الهندسة البترولية في تعلم اللغة الإنجليزية .الرجاء منكم ملئ هذا الإستبيان لأن مساهمتكم ستساعد في تطوير الدروس التي يتلقاها طلبة الهندسة البترولية في اللغة الإنجليزية.

المعلومات الشخصية

1.السن:

2.الجنس: ذكر أنثى

3.ما هو عدد السنوات التي درست فيها اللغة الإنجليزية من المتوسط ؟

.....

4.كيف تقيم مستواك في اللغة الإنجليزية؟

ممتاز جيد متوسط ضعيف

5.هل درست اللغة الإنجليزية في مدرسة خاصة ؟

نعم لا

إذا كانت الإجابة بنعم .كيف أثر ذلك على مستواك في اللغة الإنجليزية ؟

.....

.....

تقييم الدرس الحالي

1.كم ساعة تدرس الإنجليزية خلال الأسبوع ؟

ساعة ونصف ساعتان ثلاث ساعات أكثر من أربع ساعات

2.هل تعتقد أن الوقت المخصص للغة الإنجليزية كافي ؟

نعم لا

لماذا ؟

3. إلى أي مدى تخدم الدروس الحالية حاجياتك في اللغة الإنجليزية ؟

تخدم تخدم إلى حد ما لا تخدم

لماذا ؟

4.

العبارة	موافق تماما	افق	موافق	غ موافق	حيادي
1 يتحدث الأستاذ بالإنجليزية معظم الوقت					
2 منهجيات التعليم لا تتماشى مع حاجيات الطلبة					
3 يترجم الأستاذ معظم الوقت إلى العربية					
4 يركز الأستاذ في دروسه على نحو اللغة فقط					
5 الأستاذ لا يعطي فرصة للطلاب للمساهمة في الدرس					

يجب ان يركز الدرس على :

1- الإنجليزية لأهداف أكاديمية

2- الإنجليزية لأهداف مهنية

3- الإنجليزية لأهداف عامة

4- أخرى (خصص).

.....

.....

.....

.....

مهارات اللغة الإنجليزية

1- في أي من المجالات التالية تريد ان تحسن مستواك (يمكن أن تختار خيار واحد أو أكثر)

1-المحادثة

2-القراءة

3-الإستماع

4-الكتابة

5-المصطلحات التقنية(البتروولية)

6-المصطلحات العامة

7-النحو

8- الترجمة من الإنجليزية إلى العربية

2-ماهي المهارات التي تحتاج إستعمالها أكثر؟

أ.مهارات القراءة الجزئية

قراءة الكتب المدرسية

قراءة المطبوعات

قراءة المقالات التقنية في المجالات العلمية وكتيب

التعليمات

قراءة ملاحظات الدرس والنصوص على الكمبيوتر

مهارات أخرى(خصص)

.....

.....

.....

.....

ب.مهارت الكتابة الجزئية

كتابة ملاحظات الدرس

كتابة نص

كتابة إجابة أسئلة الإختبار

كتابة المشاريع الصغيرة والواجبات

أخرى(خصص)

.....

.....

.....

.....

3.مهارات الإستماع الجزئية

الإستماع إلى الدرس

الإستماع إلى النقاش بين الأستاذ والتلاميذ

الإستماع إلى الإلقاءات

الإستماع إلى التعليمات والشرح

أخرى(خصص)

.....

.....

.....

.....

4.مهارات المحادثة الجزئية

القدرة على المشاركة في النقاشات داخل القسم

طرح الأسئلة في القسم

القدرة على الإلقاء

أخرى(خصص)

إنطباع الطلبة حول تعلم اللغة الإنجليزية

1- هل تحب اللغة الإنجليزية؟

نعم لا

لماذا؟

2- هل تعتقد أن تعلم اللغة الإنجليزية يفيدك في المستقبل؟

نعم لا

لماذا؟

3- كيف تصف إنطباعك في تعلم اللغة الإنجليزية في بداية مشورك الدراسي في الجامعة؟

مرغوب غير مرغوب

لماذا؟

4- هل تعتبر الإنجليزية مهمة لدراسك؟

63

لا

نعم

لماذا؟

.....

.....

.....

.....

5- هل لديك عادة منتظمة في تعلم اللغة الإنجليزية؟

لا

نعم

لماذا؟

.....

.....

.....

.....

6- هل لديك هدف محدد تريد تحقيقه من خلال تعلم اللغة الإنجليزية؟

لا

نعم

إذا كانت الإجابة بنعم الرجاء الشرح هنا .

.....

.....

أعزائي الطلبة نحن نحترم آرائكم ومساهماتكم ولذلك تركنا لكم هذا الفضاء للتعبير عن ما إذا كانت لديكم إضافات أو

حاجيات أخرى لم تسمح لكم الفرصة ل طرحها

سابقا.

.....

.....

.....

Appendix « C »

Teachers' Interview

Background information

- 1.How long have you been Teaching English ?
- 2.Have you taught in other departments ?
- 3.How long have you been teaching in this institution ?
- 4.Have you had some training in ESP ? teaching ESP ?
- 5.If not do you think you need it ?
- 6.What qualifications do you have ?

Methodology

- 1.What teaching methods do you use ?
- 2.What teaching materials do you use ?
- 3.Do you follow an official program ?
If yes , please describe it ?
- 4.In the course of your present teaching .Do you sometimes use translation from one language to another ? (eg. From English to Arabic/French)

Students motivation

- 1.Do you feel your students are motivated ?
- 2.Do you know why ?
- 3.Do you motivate your students ?
- 4.Do you think that the number of the students affects their motivation ?

English teaching

- 1.Do you think that more time should be allocated to English teaching ?
2. Do you have any further suggestions on teaching English language in this department ?

Abstract

The present study aims at exploring petroleum engineering students needs for the purpose of designing an ESP course responds to their needs .The participants of the present study consist of fifty petroleum engineering students and five English teachers at Kasdi Mrebah University Ouargla who are subjected to a questionnaire and interview, respectively .The results show that the current ESP course being taught to petroleum engineering students is characterized by certain strengths:: First, the teacher's use of the mother tongue .Second, the teacher's use of translation.Third , the teacher does not focus only on grammar .Concerning the weaknesses : the time allocated to the course is not sufficient, the teacher does not allow the students to contribute in the course and The current course does not really consider the students needs.These weaknesses required designing new course based on students' needs The latter's success is conditioned by circumstances such as : classroom size ,materials,teacher's experience and student's attitudes.

Key words :Course design, Needs analysis, ESP, EFL ,PES :petroleum engineering students.

الملخص

تهدف هذه الدراسة الى تحليل حاجيات طلبة الهندسة البترولية بهدف تصميم درس يستجيب لهذه الحاجيات .تمثلت عينة هذه الدراسة في خمسين طالبا من قسم الهندسة البترولية وخمسة أساتذة في جامعة قاصدي مرباح ورقلة الذين وجه لهم استبيان ومقابلة على التوالي .

النتائج بينت أن الدرس الذي يدرس حاليا يتميز بنقاط قوة معينة مثل:أولا استخدام الأستاذ للغة الأم ثانيا,استخدام الأستاذ للترجمة,ثالثا عدم استخدام الأستاذ للنحو.فيما يخص نقاط الضعف :الوقت المخصص للدرس ليس كافيا إضافة إلى أن الأساتذة لا يسمحون للطلبة بالمساهمة في الدرس كما أن الدرس الحالي لا يهتم بحاجيات الطلبة,نقاط الضعف هذه تطلبت تصميم درس جديد يعتمد على حاجيات الطلبة .نجاح هذا الأخير مرتبط ببعض الظروف مثل: حجم القسم, العتاد, خبرة الأستاذ,وانطباع الطلبة حول الإنجليزية

الكلمات المفتاحية: تصميم الدرس, تحليل المتطلبات, الإنجليزية لأهداف خاصة, الإنجليزية كلغة أجنبية,طلبة الهندسة البترولية

Résumé

La présente étude vise à explorer les étudiants en génie pétrolier a besoin dans le but de concevoir un répond ESP bien sûr à leurs besoins .Les participants de la présente étude se composent d'une cinquantaine d'étudiants en génie de pétrole et cinq professeurs d'anglais à Kasdi Mrebah Université Ouargla qui sont soumis à un questionnaire et interview, respectivement .Les résultats montrent que le courant ESP cours enseigné aux étudiants en génie de pétrole est caractérisé par certaines forces :: Tout d'abord, l'utilisation de l'enseignant de la langue maternelle .Deuxième, l'utilisation de l'enseignant de translation.Third, l'enseignant n'a pas se concentrer uniquement sur la grammaire .Concerning les faiblesses: le temps alloué au cours ne suffit pas, l'enseignant ne permet pas aux étudiants de contribuer dans le cours et le cours actuel ne considère pas vraiment les faiblesses des élèves doivent concevoir de nouveaux cours en fonction sur les besoins des élèves Le succès de cette dernière est conditionnée par des circonstances telles que: la taille des classes, les matériaux, l'expérience de l'enseignant et les attitudes des étudiants.

Les mots clés :Conception du cours, Analyse des besoins, AFS Anglais à des fins spécifiques, EFL anglais comme langue étrangère, PES (étudiants d'ingénierie de pétrole).