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Meeting the Students' Needs: An Analysis of ESP Teaching at Petroleum Instrumentation Department UKMO

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Dedication

I would like to dedicate this modest work to my dear parents, who have always been supportive of my academic studies at the university and whose patience and perseverance helped me through the most difficult stages of this work

To Mustapha and Baamour

To all my friends

Thank you.

Acknowledgements

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Abbreviations

CLT: Communicative Language Teaching

CNP: Communication Needs Processor

EAP: English for Academic Purposes

EBE: English for Business and Economy

EBP: English for Business Purposes

EL: English Language

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

ESS: English for Social Sciences

EST: English for Science and Technology

FLs: Foreign languages

Fr: Frequency

L1: First Language

MT: Mother tongue

N: Number of participants

PSA: Present Situation Analysis

TEFL: Teaching English as a Foreign Language

TSA: Target Situation Analysis

UKMO: University Of Kasdi Merbah Ouargla

V.P: valid percentage

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GENERAL INTRODUCTION

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1.1 Overview

ESP is concerned with the teaching of English language as a second or foreign language. It is used in particular areas and for utilitarian purposes, such as English for Medical studies, English for Business, English for petroleum studies, etc. The emergence of ESP, as a separate branch from TEFL (Teaching English as a Foreign Language), is traced back to the Second World War. Occupational and academic requirements of L2 learners have pushed the increasing demands for special language. It is worth noticing that learners' needs or demands for ESP courses occur after the learner had obtained basic knowledge of general English.

English is officially considered as an international language. It is used as the language of communication in the world. There are increasing demands for learning the language that is considered as a tool with which many L2 learners seek to achieve their career plans. Now learning English has become unavoidable that companies and large businesses need to employ candidates who can speak more than their own native language.

As far as the linguistic situation in Algeria is concerned, French is regarded as the first foreign language and is taught to pupils as early as their third year in Primary Schools. English, on the other hand, is the second foreign language, which is not introduced to pupils until they reach their first year in Middle School. With globalization and internet, the world is becoming smaller. Thus, learning English is becoming more significant at the academic and professional levels in Algeria. There is also an ever-growing need to use this language effectively in real life situations, such as students whose main goal is working as engineers for multinational companies. Despite the fact of having studied four years of English instruction in Middle School, three years in Secondary School, and other three years at University to get "Licence" or (BA, BAs) degree; most students who graduate from universities are unable to express themselves freely in spoken English, let alone written. The instruction methods prove to be unsatisfactory for students who want to apply for jobs in areas where English is the main tool of communication, say petroleum engineering.

Having briefly presented the status of English in Algeria, we move to the problems raised in this study.

1.2 Aim of the Study

This work aims at exploring the current methodology of teaching ESP to the 3rd year students in the department of petroleum Instrumentation, **KMUO**[1]. We attempted to evaluate the degree to which the ESP courses meet the students' linguistic and communicative needs. By doing so, we will consider the students' needs in order to involve them in designing future ESP courses which would inevitably enable them to fulfill their academic and professional objectives.

1.3 Statement of the Problem

Many scholars claim that needs analysis is an indispensible stage in the process of designing and teaching effective ESP courses that include learners' needs. However, the students' needs are not taken into account in teaching ESP in most of the Algerian universities. The Ministry of Higher Education and Scientific Research has imposed English as a subject to be included in the programmes of many scientific and literary streams. These programmes fail to achieve the goals set by the ministry because these institutions and universities usually do not provide their teachers with clear syllabi and manuals to teach English. Furthermore, the students' needs and objectives are not considered by English teachers.

The main purpose of this study is to address the following research question and hypothesis:

- To what extent does the current ESP course being taught respond to the needs of 3rd year students of petroleum Instrumentation department, **UKMO**?

- If a consistent inquiry was carried out to involve the needs of 3rd year students of petroleum Instrumentation department **UKMO** - in the teaching of ESP, their English proficiency would eventually improve.

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[1] **UKMO:** University of Kasdi Merbah Ouargla

1.4 The Significance of the Study

In light of the students needs to learn English to effectively communicate in the workplace, the objectives set for this study are to investigate the English language skills students need in order to achieve their career plans. The motive behind the present work is that most of the students studying in the specialty of petroleum instrumentation assert that they need to foster their speaking skills. Yet, the courses offered to them at the university prove to be unsatisfactory because most of the students are unable to take part in authentic situations in real life. The reasons are due to the fact that English classes are mainly based on reading, grammar, general vocabulary, and translation of terminologies. As for listening which is supposed to be firstly introduced to students in order to improve their speaking skill, it is however not given any importance.

This study is worthy of research because many teachers ignore the significance of needs analysis tool to meet the students needs. English language teachers need to employ diagnosing strategies as to their students language needs to answer the following question: 'what really benefits students in learning English?'

1.5 Definition of Terms

It is so crucial to provide readers with definitions of terms used in this study in order to avoid any misunderstanding. The terms are ESP, needs analysis, target situation analysis.

ESP: English for Specific Purposes is a branch of EFL (English as a Foreign Language). It is not that language course which is different from general English course in terms of language or methodology, but rather an approach to language learning/ teaching whereby the content and methodology are based mainly on learners' needs to learn the language (Hutchinson & Waters, 1987). Moreover, According to Parltridge and Starfield (2013), "English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain" (p. 2). The teaching of English is inspired by the L2 Learners' needs for communication in different areas, namely English for academic purposes (EAP), English for occupational purposes (EOP), English for business purposes (EBP).

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" (Richards & Platt, 1992, p. 242).

Target situation analysis: Target needs refer to "what the learner needs to do in the target situation" (Hutchinson and Waters, p. 54). That is to say, the language areas and fields learners need work to in such as, English for academic purposes, English for petroleum studies, etc. Thus, learners should not only learn this language, but also master it to best fit their requirements.

1.6 Dissertation Organisation

Our dissertation is divided into three chapters and general introduction to the study is firstly presented. The first chapter includes the definition of ESP and its different characteristics. It also addresses the definition of needs analysis and its different approaches. The second chapter deals with the research methodology and the instruments used in this investigation. The third chapter examines the needs, and attempts to evaluate the common kinds of ESP skills that are learnt by students to fulfill their academic or professional objectives. Two questionnaires were administered to students and teachers to fill them out to inquire whether there is a compromise between the two parties, students and teacher, as to the objectives in learning/teaching English.

CHAPTER ONE: ESP AND NEEDS ANALYSIS

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1.1 Introduction

ESP is a broad field that focuses on teaching specific English which is used in a particular field. The objective of this chapter is to find out the origin and emergence of ESP, and its main characteristics. This chapter discusses the different definitions of needs analysis and briefly explains the different approaches to needs analysis, such as the target situation analysis (TSA), the present situation analysis (PSA), and register, discourse, and genre analysis.

1.2 Definition of ESP

According to Hutchinson and Waters (1987) "ESP (English for Specific Purposes) is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). The growth of ESP as a separate branch or discipline, in the 1960s, from TEFL/ TESOL (Teaching English as a Foreign Language/ Teaching English for Speakers of Other Languages) has been accepted by so many specialists. Such distinctions, between ESP and TEFL/ TESOL, lie in the fact that the demands for special language have been vastly increased because of occupational and academic requirements. To Meet the learners' needs, Hutchinson and Waters explain that "tell me what you need English for and I will tell the English that you need" (ibid, p.18).

Moreover, Howatt (1984) believes that "since the 1960s, ESP has become a vital and innovative activity within the Teaching of English as a Foreign or Second Language movement" (as cited in Dudly-Evans& St. John, 1998, pp. 1-2). It is worth noting that English for Science and Technology (EST) was and still is the most developed area of the ESP teaching, because it has been argued that English is regarded as the first language of the most powerful and developed countries in technology and economy, such as USA and Britain.

1.3 Origins and Emergence of ESP

English has not been randomly chosen to be the language of communication at the international level. Many writers tend to justify this choice by the fact that English is the first language (L1) of the utmost economic and technology powers of the world. Hutchinson and Waters pinpoint that "A great deal about the origins of ESP could be written. Notably, there

are three reasons common to the emergence of all types of ESP: the demands of a Brave New World, a revolution in linguistics, and focus on the learner" (ibid, p.6).

Furthermore, they add that two key historical periods gave birth to ESP. First, the end of the Second World War brought with it " an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale .For various reasons, most notably the economic power of the United States in the post-war world II, the role of international language fell to English" (ibid, p. 6).

Second, the Oil Crisis of the early 1970s caused that Western currencies and knowledge were flowing into the oil-rich countries. Thus, there was an increasing need for teaching special English. To respond to this need, English for science and Technology**(EST)** was adopted. From this period many other types of ESP have started to develop in many other domains such as: English for Business and Economy **(EBE)**, English for Social Sciences **(ESS)**, English for Occupational Purposes **(EOP)**, and English for Academic Purposes **(EAP)**. In fact, this development exerted pressure on the language teaching profession to deliver the required knowledge. English previously decided its own destiny. It now became subject to the wishes, needs and demands of business people other than language teachers, Hutchinson and Waters (ibid, p.7).

The other reason cited as having a great impact on the emergence of ESP was a revolution in linguistics. Traditional linguists focus more on the description of language rules (grammar), revolutionary pioneers in linguistics began to emphasise the different ways in which language is used in real-life communication, Widdowson (1978, as cited in Hutchinson & Waters, 1987, p.7).

Moreover, they point out that one significant discovery was the way that spoken and written English vary. In other words, the particular context in which English is used makes the variant of English change. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s there were many attempts to describe English for Science and Technology **(EST)**. Ewer and Latorre, Swales, Selinker and Trimble were the prominent descriptive **EST** pioneers, according to Hutchinson and Waters (ibid, p.7).

The third reason, according to Hutchinson and Waters (1987) is that the emergence of ESP was purely psychological. Rather than simply focusing on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, and be motivated by different needs and interests. Therefore, particular attention should be given to the learners' areas of performance which suppose specific needs and then this latter will suggest the adequate approaches for successful teaching. As a result of an increasing demand, ESP is continuously growing through its different varieties. Further, since the early 1980s, we have noticed an increasing interest in research on English for Business Purposes **(EBP)** because English has become worldwide accepted as the international language of both economy and technology fields.

1.4 Characteristics of ESP

1.4.1 Absolute Characteristics of English for Specific Purposes

Generally speaking, many approaches have underlined ESP. The perpetual redefinition of this variety of English is subordinated to the different ESP theorists' conceptions. Consequently, let us consider this definition of ESP that is suggested by Dudley-Evans and St John (1998), in fact, this latter results from the modification of Stevens' definition (1988). It consists of two main elements which are respectively absolute and variable characteristics as mentioned bellow:

1. ESP is defined to meet specific needs of the learners

2. ESP makes use of underlying methodology and activities of the discipline it serves

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. (p. 54)

1.4.2 Variable characteristics of English for Specific Purposes

Dudley Evans and St John (1998) proposed the following elements:

1. ESP may be related to or designed for specific disciplines

2. ESP may use, in specific teaching situations, a different methodology from that of General English.

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students

5. Most ESP courses assume some basic knowledge of the language systems. (ibid)

Furthermore, as far as teaching and learning of English are concerned, all these characteristics are to be taken into consideration by the educational institutions and universities delivering ESP courses. That is to say, ESP practitioners and teachers are required to cooperate with their students in order to design adequate syllabi that will meet their expectations and their linguistic needs.

1.5 Definition of Needs Analysis

Needs analysis is an indispensible component of ESP course design. It helps determine the objectives and the content of the ESP course. Many theorists suggest different definitions as to needs analysis.

First, Hutchinson and Waters (1987) look at the needs of learners as: necessities, lacks, and wants. They mean by necessities the needs which are required by the target situation, i.e. analyzing the learners' needs as to help them achieve their objectives during or after their training. The mere identification of necessities is insufficient. Thus, the ESP practitioners need to be aware of their students' linguistic background to spot the necessities they lack. Insufficient to say that an ESP course should merely meet the necessities and lacks of students, it is so crucial for ESP practitioners to take into consideration the students' subjective needs as well ''learners perceived wants cannot be ignored'' (ibid, p.57). These three taxonomies (necessities, lacks, and wants) can be understood best in the figure below (ibid, p.58).

Figure 1: *Necessities, Lacks and Wants*

	OBJECTIVE (i.e. as perceived by course designers)	SUBJECTIVE (i.e. as perceived by learners)
NECESSITIES	The English needed for success in Agriculture or [Petroleum Studies]	To reluctantly cope with a ' second best' situation
LACKS	(presumably) areas of English needed for Agricultural or [Petroleum Studies]	Means of doing Medical Studies
WANTS	To succeed in Agricultural or [Petroleum Studies]	To undertake Medical Studies

Second, Robinson (1991) quotes Brindely's sound classification of needs, namely subjective and objective needs. The former ''refers to needs which are derivable from different kinds of factual information about learners, their use of language in real-life communication situations as well as their current language proficiency and language difficulties ''. The latter refers:

> to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learner's wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies. (p. 8)

Third, many theorists consider needs analysis as the first stage in the ESP course design, followed by material selection, methodology and then evaluation. These stages are not necessarily to be put in sequential order. Dudly-Evans and St John (1998) believe that these are interdependent overlapping activities in a cyclical process. This cyclical representation is carefully expressed by the diagrams in Figure 2 from Dudley - Evans and St John (1998, p.121) showing the various cyclical process of needs analysis:

Figure 2: *Linear VS. Cyclical Processes of Needs Analysis*
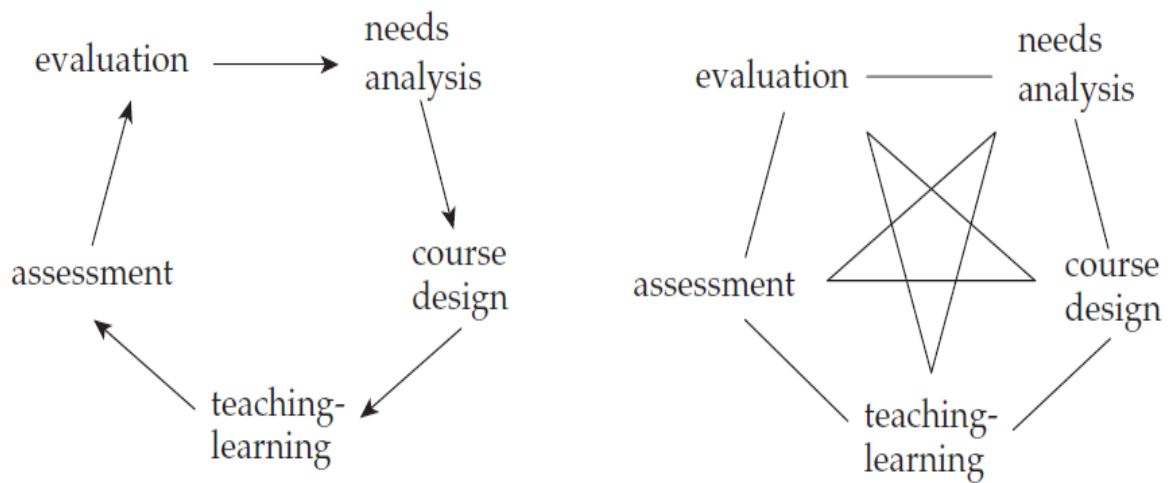
Finally, According to Hyland (2006):

> *Needs analysis* refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the *how* and *what* of a course. It is a continuous process, since we modify our teaching as we come to learn more about our students, and in this way it actually shades into *evaluation* – the means of establishing the effectiveness of a course. Needs is actually an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences and the situations they will need to communicate in. Needs can involve what learners know, do not know or want to know, and can be collected and analyzed in a variety of ways. (p. 73)

1.6 Approaches to Needs Analysis

In an attempt to meet the students' 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), register, discourse and genre analysis.

1.6.1 Target Situation Analysis

In the earlier periods, needs analysis was mainly concerned with linguistic and register analysis; needs were seen as discrete language items of grammar and vocabulary (Dudly-Evans and St John, 1998). It later moved towards placing the learner's purposes in the central position. Thus, the notion of target needs became paramount, and research proved that functions and situations were also fundamental. The term Target Situation Analysis (TSA) was, in fact, first used by Chambers in his 1980 article in which he tried to clarify the confusion of terminology.

1.6.2 Present Situation Analysis

According to Robinson (1991) and Jordan (1997), Present situation analysis (PSA) can be regarded as a complement to target situation analysis. As far as present situation analysis is concerned, Dudly-Evans and St John (1998) state "PSA estimates strengths and weaknesses in language, skills, learning experiences" (p.125). If TSA tries to establish what the learners are expected to be like at the end of the language course, PSA attempts to identify what they are like at the beginning of it. Moreover,   if the destination point to which the students need to get is to be established, the starting point has to be clearly defined. The PSA can be carried out by means of placement tests. However, the background information e.g. years of learning English, level of education, etc. Learners can provide enough information about their present abilities which can then be predicted to some extent. Needs analysis may be seen as combination of TSA and PSA.

1.6.3 Communicative Needs Processor

It basically refers to the target needs and the target level performance, which are established by investigating the target situation, and Munby's model (CNP) has clearly shown the place of needs analysis as central to ESP, indeed the necessary starting point in materials or course design in ESP (west, 1988). In the CNP, "the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other" (Munby, 1978, p 32). Munby's overall model is made up of the following elements: (a) Participants; (b) Communication Needs Processor (particular communication needs according to socio-

cultural and stylistic needs); (c) Profile of Needs; (d) Meaning Processor (socio-cultural aspects made into semantic subcategories of a predominantly pragmatic kind); (e) The Language Skills Selector; (f) The Linguistic Encoder; it considers the dimension of contextual appropriacy; (g) The Communicative Competence Specification.

1.6.4 Register, Discourse and Genre Analysis

Register analysis focuses on vocabulary and grammar (the elements of sentence). The main motive behind register analysis was the pedagogic one of making the ESP course more relevant to learners' needs. The assumption behind register analysis was that while the grammar of scientific and technical writing does not differ from that of general English, certain grammatical and lexical forms are used much more frequently.

Discourse analysis focuses on the text –and the levels above the sentence- rather than on the sentence itself and on the writer's purpose rather than on the form. This approach tends to concentrate on how sentences are used in the performance of acts of communication and generating materials based on functions. One of the shortcomings of the discourse analysis is that its treatment remains fragmentary.

 As far as genre is concerned, according to Swales (1990) it "comprises a class of communicative events, the members of which share some set of communicative purposes" (p. 58). In other words, ESP scholars focus on analysing communicative purpose and formal language features of genres in the context be they academic or professional. According Dudly-Evans and St John (1998), Genre analysis, refers to the regularities of structures that distinguish one type of text from another. The term 'genre' may be considered as the study of linguistic behaviour in institutionalised academic or professional setting, distinguishing three, though systematically related, areas: Knowledge of the Code, Acquisition of Genre Knowledge, and Sensitivity to Cognitive Structures.

1.7 Conclusion

In this chapter, we have discussed the history and the development of ESP in these last four decades and its main features or characteristics. We have also addressed the definition of

needs analysis and its different approaches. By doing so, we proposed clear definitions as to TSA, PSA, register, discourse and genre analysis.

CHAPTER TWO: RESEARCH METHOD AND DESIGN

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2.1 Introduction

This chapter first gives an overview of the various methods used for collecting data to conduct a needs analysis and it defines the main methods that have been chosen that can serve our objectives and circumstances. Secondly, it attempts to give an overview as to the sample that has been selected to be investigated in this study. Finally, it clarifies the ways in which the questionnaires, students and teachers, were constructed then distributed and the procedures employed in this investigation to analyse data.

2.2 Data Collection Instruments

In order to conduct a needs analysis, Robinson (1991) lists a number of different methods. These include questionnaires, interviews, case studies, tests, observation, and authentic data collection. It is worth mentioning that the most widely used methods are case studies, interviews and questionnaires.

A case study helps investigate learners' communicative needs. It generates personal information about the learners' language ability. However, case studies, are not effective in that they require a long period of time and do not afford quantitative and generalizable data.

The interview is another method used to carry out an investigation about language needs. The interview consists of questions that are thoroughly selected in advance in case of a structured interview. Such interviews generally utilise open-ended questions for guiding the participants' responses. Yet, many researchers fail to come to sound interpretations to the open-ended questions due to the misunderstanding of the respondents' intention. Moreover, the respondents may not give valid and reliable answers in face-to-face interviews and thus we could not cater for the aims to which the researcher has chosen such instruments, interviews.

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). Questionnaires enable the researcher to gather data from a large number of respondents. However, the main disadvantage of questionnaires is that the respondents may come to a

wrong understanding of some items in the questionnaire. Hence, "all questionnaires should be piloted before extensive use" (ibid, p. 133).

Consequently, before administering the questionnaire to our sample, we tested the questions validity and reliability by distributing it to four students. They, in turn, provided us with precious remarks and recommendations that led us to reformulate some items, and eliminate others in this survey. This was carried out before giving it to the real population. As far as pilot questionnaire is concerned, Mackay (1978) proclaims that:

> a pilot run with the first version of the questionnaire is a good idea. Even administrated on a few, say five, individuals, it will indicate what questions have been poorly or ambiguously phrased and if any important information is missing. (p. 22)

In choosing the method to conduct needs analysis, it is of seminal importance that the researcher can choose any method that best serves his/ her objectives and circumstances, in that, as Jordan believes (1997), there is no one-to-one approach to carry out a needs analysis.

Questionnaires were the main instruments the researcher used in this study. The reasons that lie behind using such tools are as follows:

1- The number of participants is somewhat large.
2- The participants' answers are guaranteed to be used only for research interest, which encourage them to be objective in their answers.
3- Questionnaires require no more than perhaps 5 to 10 minutes from the participants to fill. Questionnaires do not require participants to include their names in order to remain anonymous.
4- The items in the questionnaires can be clarified to the respondents in the presence of the researcher. He may receive feedback, comments, or suggestions from the respondents (teachers and students) about the design and construction of the questionnaire.

2.3 Participants

This study is mainly of concern to both students and teachers. In order to come to valid results, we have randomly chosen the participants. They were given a questionnaire to

fill in. We have made sure that answering these questionnaires takes no more than five minutes or so.

2.3.1 Students

Among the students of petroleum instrumentation specialty, a group of 35 third-year students have been randomly chosen. They study at petroleum instrumentation department, Kasdi Merbah Ouargla University. They were requested to answer the questionnaires that have been administered to them.

The main motive in choosing such sample is that these students at their final year at the university; therefore, they are mature enough, in the sense that they are aware of their present situation needs. They also seem to be able to predict and decide about their career plans (the target situation).

To ensure the understanding of the questionnaire, which was originally written in English, the students were given the Arabic version (Appendix B). So, the students would feel more comfortable in expressing their ideas.

The researcher, himself with the help of some students, distributed the questionnaire to the population. Thus, the researcher can answer any question raised by his subjects and clarify any ambiguous points in the questionnaire. It is worth noting that before administering the questionnaire, the researcher paid so many visits to his subjects to gain familiarity with them.

2.3.2 Teachers

Another questionnaire was administered to teachers in the department of petroleum instrumentation. A sample of eight teachers answered the questionnaire (Appendix C). Although, we had so many chances to meet with these teachers before even administering the survey questionnaires. These questionnaires were sent to them via email. Nevertheless, we gave them all the necessary contacts, from phone number, address to email. Those teachers, in return, provided us with valuable remarks and positive feedback as to the design of the questionnaire.

Since we were in contact with some teachers who gave us direct comments and remarks, we did not need to pilot the questionnaire as in the case of the students' questionnaire.

2.4 Descriptions of The Questionnaires

2.4.1 Students' Questionnaire

This questionnaire is composed of 4 sections and 19 questions. Each section aims to reach to a specific objective as perceived by the researcher and the aims 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 or open questions requiring from them to give their own answers and justify them.

Section I (Personal information)

It aims at collecting information that identify the participants and present them in a systematic way. In question (1) the students were asked about their gender (male or female) .Question (2) is about student's mother tongue, which may benefit us to examine to what extent MT may influence in learning foreign languages. Question (3) is an open question inquiring about the number of foreign languages students speak, so as to investigate whether mastering a foreign language may contribute to the improvement of learning English. Section one, background information, gives a full picture about the participant, which will help us to analyse the subsequent questions in the next sections.

Section II (Learning experience)

It aims to elicit information about the experience of students in learning English and their motivation towards it. In question (4) students were asked a closed question whether they like English or not. Question (5) is set to know whether students studied English in Secondary School. In question (6), we asked them whether they are following any programme in learning English besides the university's programme, which may help discover to what extent students are interested in learning the language. Question (7), which is an ordinal question, is set to elicit information from the students about the number of year they have been studying English at the university. In Question (8), students were asked to define their

career plans in order to discover whether they have academic or professional objectives in attempt to determine which language they need to fulfill their career plans. Then, in question (9) they were asked a (yes) (no) question to investigate whether or not English benefit them to accomplish their career plans. The motive behind this question is to identify the students' needs and consider them in order to help ESP practitioners, teachers and researchers in designing courses that match the students objectives be they academic or occupational. More details as what skills students need are presented thoroughly in the next section.

Section III (Skills and strategies)

This section aims to investigate what language skills, say reading, speaking, writing, etc students need in order to fulfill their objectives, and aims to indicate which of the skill/ skills mentioned in the questionnaire is/are prior and important than the other in question 11. The question asks students to number a list of choices, which is viewed from skills perspective, from the most important which is given N° 1 to the least important N° 4. As for question (10), it requests students to assess their English proficiency, which aims to examine the extent to which the group is homogeneous. In question 12, students were enquired about the areas to be given more emphasis by their English teacher, such as speaking, reading, writing, field-specific vocabulary, etc. It is important to note that the same questions, eleven and twelve, are put in the teachers' questionnaire (questions 8 and 9). The main motive behind asking the same questions is to investigate whether or not the priority of needs and objective of learning English are considered to be same between teachers and students. Consequently, the evaluation of the current teaching courses may develop rapidly if the objectives of the two parties, students and teacher, are spotlighted. They will eventually come to a compromise about their objectives in learning or teaching English.

Section IV (Evaluation of the teaching methodology)

This section aims to investigate the opinions of the students about their own evaluation of the current methodology of teaching ESP. In questions 13 and 14, the researcher asked the students about the number of hours allocated to English per week and whether or not these hours are sufficient for them to achieve an acceptable level in this language (the same question is put in teachers' questionnaire, question 5). From question 15 to 19, we gave the chance to students in order to express their views, attitude, and opinions as to what extent they are satisfied with the methodology being offered to them. Such questions are designed in

a form of a table in order to facilitate the task for students. So, they were asked to tick their answers. We have attributed percentage to the degree of satisfaction. For example, strongly agree (100%), agree (75%), agree to some extent (50%), and disagree.

2.4.2 Teachers' Questionnaire

This questionnaire consists of 3 sections and 13 questions. The questions are either closed questions requiring from the teachers to choose (yes) or (no) answers, or to choose from a list of choices an appropriate answer or open questions where teacher can give more explanation or suggest alternative answers.

Section I (Teaching experience)

This section aims to elicit information about teachers' expertise in their domain. This section includes four questions. Question (1), an ordinal question, provides a list of choices from which teachers state the number of years they have been teaching English. Question (2) aims to investigate whether the respondents are EFL or subject specialists teachers and whether they have had any training in ESP domain, question (3).

Section II (Evaluation of the programme)

This section aims to elicit opinions about teachers' evaluation of the current English programme. This section involves questions from (4) to (9). Questions (4) and (5) are put to know about the hours allocated to English and to see whether these hours are sufficient to meet the objectives of the courses as set by teachers. Question (6) asks teachers whether the department in which they are teaching provide them with any syllabus. Question (7) intends to ask teachers whether they set any objectives in their current teaching methodology. Then, in question (8) the researcher provided the respondents with a list of choices, in terms of objectives, from which they can choose an answer that describes best their situations. They were asked to rank their answers from the most important which is given N° 1 to the least important N° 4. This question views English programme in terms of skills and strategies perspective, whereby teachers are requested to indicate which of the skill/ skills mentioned seem is/are prior and important than the other. As far as the areas of improvement are concerned, teachers are asked to tick one or more than one item from a list of choices

including speaking, reading, writing, field-specific vocabulary, etc in question (9). This question is put to consolidate the participants' answers of the previous question.

Section III (Students' motivation and course development)

This section aims to be elicit information from teachers about the students' motivation in learning English in question (10) and what might be the underlying factors behind demotivation towards learning English in question (11). Then in question (12) teachers are requested to decide upon a list of choices regarding the solutions that may contribute in the development of the ESP courses in particular, and ESP programmes in general. Finally, in question (13) teachers were asked to come up with any comments, ideas or suggestions.

2.5 Data Analysis

To analyse data, two main types of scales have been used. First, ranking scale, or ordinal scale which can be defined as the provision of a list of choices from which the respondents rank their answers in terms of numbers according to their importance. For example, both in students' and teachers' questionnaire, in the section that considers the course objectives in terms of the language skills, the respondents were asked to rank or order the four skills suggested in order of importance by giving a number (1, 2, 3,4) to each item. As a result, the most prior skill to students or teachers would take number 1, the second most important, number 2, and the least important, number 4. Second, nominal scale is another scale used in this study, which asks the respondents about their gender, mother tongue, career plans, etc.

As for accurate interpretation of the results, we have used SPSS software. The "Statistical Package for the Social Sciences". (SPSS) is a package of programmes for manipulating, analyzing, and presenting data; the package is widely used in the social and behavioral sciences. This programme translates data into tables and graphs which can be easily understood by the reader.

2.6 Conclusion

There are many methods for conducting research, such as case studies, observations, questionnaires, etc. In fact, each has pros and cons. The choice fell to the use of questionnaires in this study. It has been mentioned earlier in this chapter as to what motives behind which such instruments are utilised. This chapter shed light on the process of designing the questionnaire and administering them to the concerned population. It also clarifies the ways in which data is analysed by the use of the SPSS statistical software. Discussion of the findings is the concern of the next chapter where tabulations, bar graphs, and pie graphs are presented.

CHAPTER THREE: FINDINGS AND DISCUSSIONS

3.1 Introduction

3.2 Interpretation of the Findings

      3.2.1 Students' Questionnaire

      3.2.2 Teachers' Questionnaire

3.3 Discussion of the Findings

3.4 Conclusion

3.1 Introduction

This chapter aims at analysing the participants' questionnaires (students and teachers). It presents their answers in terms of tables, pie charts, and bar graphs, which would help in understanding the respondents' views concerning the ESP courses currently taught at UKMO. Discussions and interpretations of the findings is also the concern of this chapter. It is worth mentioning that most of the questions, in both of the questionnaires, were devised in attempt to confirm or refute the hypothesis raised in the present investigation, and to answer the following research question: 'to what extent the current ESP courses respond to the students' needs?'

3.2 Interpretation of the Findings

3.2.1 Students' Questionnaire

<u>Question One</u>

Table 1: *Participants' Gender*

	Fr.	v.p %
Male	26	74.3
Female	9	25.7
Total	35	100

As the table above shows, the majority of the respondents (68.57%) are male students. While (25.7%) of them are female. This may be due to the work opportunities offered in this specialty, petroleum instrumentation. The graduate students from such specialties work in the fields, which female, for most of the part, cannot resist because of difficult circumstances only if they are to be given posts in laboratories, or in administrations as secretaries. In this respect, secretaries need to be skillful and well versed in English, which cannot be easily achieved by those who study in scientific streams.

Question Two

Table 2: *Participants' Mother Tongue*

	Fr.	v.p %
Arabic	30	85.7
Berber	5	14.3
Total	35	100

As the table above depicts, the majority of the students' (85.7%) mother tongue (MT) is Arabic. While, (14%) represents the percentage of students whose MT is Berber. The fact of having two different mother tongues may have an effect on the way students learn foreign languages and particularly English.

Question Three

Do you like English language?

a) Yes
b) No
c) Not really

Table 3: *Students' Attitude Towards English*

	Fr.	v.p %
Yes	33	94.3
Not really	2	5.7
Total	35	100

The vast majority of students (94.3%) said that they like English language. Only two students out of thirty-five showed indifference towards it. As English is the language of science and technology, students seem to view it as an important skill to master during their academic training at university, in order to be able to realise their career plans (academic and professional).

Question Four

Table 4: *The Number of Languages Students Speak*

	Fr.	v. p %
French and English	25	78.1
Arabic, French, and English	5	15.6
French, English, and Spanish	2	6.3
Total	32	100

Total respondents = 35   Missing = 03

As depicted above, the majority of students (78.1%) speak two foreign languages (French and English) besides their mother tongue. While, a minority of them (6.3%) speak French, English, Spanish, and their first language: Arabic. As for students whose first language is Berber, they are exposed to three foreign languages i.e. Arabic, French, and English. This question may lead to another question, which is how one would assess his/her abilities in each of the languages mentioned. Nevertheless, we are merely concerned with English, not other **FLs**. In this respect, we have asked the students to assess their proficiency in English (question 10, section II).

Question Five

Did you study English in secondary school?

a) Yes
b) No

Table 5: *Studying English in Secondary School*

	Fr.	v.p %
Yes	33	94.3
No	2	5.7
Total	35	100

Another question was devised in attempt to elicit information as to the number of years students have been studying English in Secondary School. Almost all of the students (94.3%) answered "yes" to this question. However, a minority (5.7%) of them answered "No" pretending that they have not attended English classes which is not the case in most of the Algerian Secondary Schools whereby English is an obligatory subject in all streams including the scientific ones.

Question Six

Are you enrolled in an English class besides university programme?

a) Yes
b) No

Table 6: *Studying English Besides the University Programme*

	Fr.	v.p %
Yes	25	71.4
No	10	28.6
Total	35	100

As shown above, 71.4% of the students answered positively when asked whether they are doing intensive or extensive courses in English besides their university programme. This information confirms the fact that those students really like English and they are doing as much efforts as they can to master this language. Consequently, we can conclude that English is apparently a strong need for them especially at this level – third year.

Question Seven

Table 7: *The Number of Years Studying English at the University*

	Fr.	v.p %
The first year up to now	6	17.1
The second year up to now	29	82.9
Total	35	100

As Table 7 shows, the majority of students (82.9%) have been studying English since the second year at the university. Moreover, 17.1% of students said that they have not only been studying English at the university since the second year, but since the first year up to the third year level. Others have even asserted that they have been studying it from the Middle School until now- third year.

Question Eight

What are your career plans after graduation?

    a) Engineers in petroleum instrumentation

    b) HSE supervisors

    c) No answer

Table 8: *Students' Career Plans*

	Fr.	v.p %
a)	20	57.1
b)	1	8.6
c)	12	34.3
Total	35	100

As shown above, 57.1% of the students think that they will be working as engineers in their discipline area. A minority of them (2.9%) chose to work as HSE supervisors. Fourteen out of thirty-five students (40%) have not given answers to this question because they probably still have no clear plans and objectives about their careers or they consider their plans as confidential information.

Question Nine

Do you think that English benefit you in your career plans?

    a) Yes
    b) No
    c) Not really

Figure 3: *The Need of English at Work as Viewed by Students*

Yes
No

Reading the pie chart above, a great majority of the students asserted that English really benefits them to achieve their career plans and objectives. This confirms the information of the previous question when they were asked about their career plans. Some of them chose to work as engineers in their field of their study or as HSE supervisors. Moreover, Most of them prefer to work for multinational companies. As a result, they have to master English, for the language of communication in such companies is, for most of the part, English language. A minority of the students (9%), however, when asked whether English benefit them to accomplish their objectives, they said that they did not need it. It is worth mentioning that these students are the ones that gave no answer when they were asked, in the previous question, to mention their career plans after graduation.

Question Ten

How would you assess your proficiency in English?

a) Excellent
b) Good
c) Average
d) Poor

Table 9: *Students' Proficiency in English*

	Fr.	v.p %
Good	3	8.6
Average	27	77.1
Poor	5	14.3
Total	35	100

As far as the students' English proficiency is concerned, Table 9 reveals that the majority of students (77.1%), when asked to assess their proficiency in English, claimed to have an average level. Hence, one can figure out that the group is homogenous in terms of proficiency. In addition to their answers, most teachers asserted, with achievement tests, that their students are fair at English. (14.3%) of the students have poor levels. On the other hand, a minority of them (8.6%) acknowledged that they are good at English language.

Figure 3: *Students' Proficiency in English*
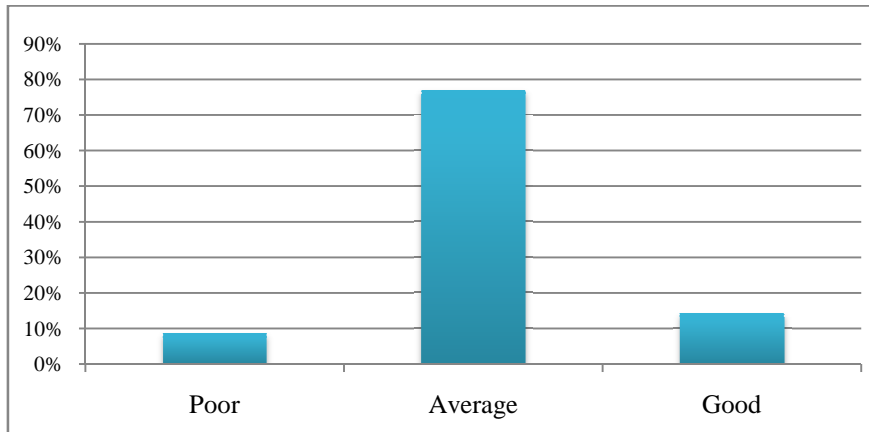
Question Eleven

Which of the following skills do you need to be focused by the teacher?

Please arrange them in order of importance (from the most important N°1, to the least important N°4)

    a) The ability of understanding and responding to spoken English and participating in scientific seminars in your field of study

    b) The ability of reading and comprehending technical books and journals written in English in your field of study

    c) The ability of taking and making notes from lectures given in English in your field of study

    d) The ability of writing and summarizing articles and reports in English in your field of study

Table 10: *The Priority of Skills as Viewed by Students*

Skills	Rank 1		Rank 2		Rank 3		Rank 4	
	Fr.	**v.p**	**Fr.**	**v.p**	**Fr.**	**v.p**	**Fr.**	**v.p**
a)	18	52.94	10	29.41	3	8.82	3	8.82
b)	9	26.47	10	29.41	10	29.41	5	14.70
c)	6	17.4	5	14.70	7	20.58	16	47.05
d)	2	5.88	8	23.52	14	41.17	10	29.41

N= 35   Missing: 02

A the table above reveals, the students chose 'the ability of understanding and responding to spoken English and participating in scientific seminars in their field of study' as the first important skill (52.94%). 26.47% of them chose 'the ability of reading and comprehending technical books and journals written in English in their field of study' to be ranked as their second important skill. Then, 17.64% represents the percentage of those who have selected 'the ability of taking and making notes from lectures given in English in their field of study' as the third priority. Lastly, comes 'the ability of writing and summarizing articles and reports in English in their field of study' that was selected by (5.88%) of students to be their fourth priority and to be given the least importance by English teachers.

Question Twelve

What areas do you need to improve**?**

Table 11: *Areas of improvement as Viewed by Students*

Areas	Fr.	v.p%
Speaking	33	94.3%
Reading	7	20%
Writing	7	20%
Field-specific vocabulary	19	54.3%
General vocabulary	13	37.1%
Grammar	5	14.3%
Translation from English into Arabic	14	40%

As illustrated above, a huge proportion of students (94.3%) have chosen speaking skill to be given more emphasis by the teacher. This confirms the information of the previous question when they were asked to rank the language skills, they have also chosen speaking as the most important and prior skill. In addition to speaking, 54.3% of them have regarded 'field-specific vocabulary' as another important area because they think that mastering such vocabulary could enable them to comprehend spoken and written texts. Others (40%) viewed 'translation from English into Arabic' as another area on which teachers should focus in the English programme. Besides, 40% of the students said that 'general vocabulary' should be

taken into consideration in the teaching of English. However, a minority of them (20%) selected 'reading' and 'writing' skills and as few as (14%) selected grammar.

Figure 3: *Areas of Improvement as Viewed by Students*

- Speaking
- Reading
- Writing
- Field-specific vocabulary
- Grammar

Question Thirteen

Table 12: *Number of Hours Studying English at the University*

	Fr.	**v.p %**
One hour and a half	32	94.3
Missing system	3	5.7
Total	35	100

As Table 11 shows, the overwhelming majority of students (94.3%) acknowledged that they study English for one hour and a half a week. A minority of them (5.7%) gave no answer to this question.

Question Fourteen

Do you think the time allocated for English is sufficient?

Table 13*: Students' Attitude Towards the Hours Allocated to English*

	Fr.	**v.p %**
No	34	97.1
Not really	1	2.9
Total	35	100

No ■ Not really

As Table 12 and Figure 5 reveal, a huge proportion of students (97.1%) have answered "No" this question. While, a minority (2.9%) have chosen "Not really". Therefore, the majority of students have said "No" indicating the insufficiency of hours given to English that they only have one hour and half a week for English.

Question Fifteen

As far as the students attitudes towards the teaching method are concerned, from questions 15 to 19, the students were given statements concerning the teaching methods and were asked to tick these statements, as presented in the tables below, according to how they feel with each statement. They expressed their views in term of the degree of their satisfaction with each item: strongly agree, agree, agree to some extent, and disagree.

(Q 15) The teacher's focus on grammar

Table 14: *Teachers' Emphasis on Grammar as Viewed by Students*

	Fr.	v.p %
Strongly agree 100%	4	12.1
Agree 75%	3	9.1
Agree to some extent 50%	13	39.4
Disagree	13	39.4
Total	33	100

Missing: 2

As for question 15, 39.4% of the students have chosen 'agree to some extent' to the teachers' focus on grammar on the one hand. On the other hand, the same percentage (39.4%) denied the predominance of the English teachers on grammar. 12.1% chose 'strongly agree'

34

and 9.1% selected 'agree' to the same question. Thus, teachers should reconsider their focus on grammar in their ESP courses.

Figure 5: *Teachers' Emphasis on Grammar as Viewed by Students*

Strongly agree (100%)
Agree (75%)
Agree to some extent (50%)
Disagree

Question Sixteen

The teacher translates into Arabic most of the time

Table 15: *Students' Attitude Towards the Use of Arabic*

	Fr.	v.p %
Strongly agree 100%	9	27.3
Agree 75%	9	27.3
Agree to some extent 50%	11	33.3
Disagree	4	12.1
Total	33	100

As Table 15 shows, 33.3% of the respondents answered 'agree to some extent' expressing their attitude to the use of 'translation into Arabic' by English teachers. 27.3% of them have chosen 'strongly agree' and 'agree'. However, a minority of them (12.1%) disagree with the use of 'translation into Arabic'. Most of the students, on the other hand, feel that they need their teachers to translate from English into Arabic due to its importance in understanding scientific texts, notably scientific terminologies.

Figure 6: *Students' Attitude to the Use of Arabic*

Legend:
- Strongly agree (100%)
- Agree (75%)
- Agree to some extent (50%)
- Disagree
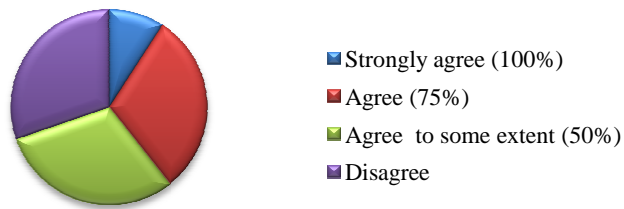
Question Seventeen

The teacher speaks only English most of the class time

Table 16: *Students' Attitude to the Teachers' Use of English*

	Fr.	v.p %
Strongly agree 100%	3	9.1
Agree 75%	10	30.3
Agree to some extent 50%	10	30.3
Disagree	10	30.3
Total	33	100

Concerning the table above, 30.3% of the students when asked about their attitudes towards the use of English by the teacher most of the class time, they have chosen 'agree' and 'agree to some extent'. Furthermore, 9.1% of them chose 'strongly agree' for the use of English during the class time. Yet, 33.3% chose 'disagree' to this statement. This confirms the use of **MT** according to communicative methods of language teaching is somewhat necessary to foster the students understanding of materials given to them in the classroom.

Figure 7: *Students Attitudes' to the Teachers' Use of English*

Legend:
- Strongly agree (100%)
- Agree (75%)
- Agree to some extent (50%)
- Disagree
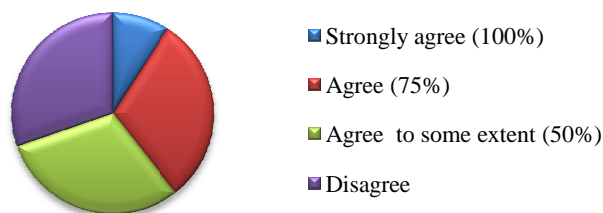
Question Eighteen

The teacher does everything himself and does not give any chance for students to participate

Table 17: *Students' Attitudes towards Teacher-Centred*

	Fr.	v.p %
Strongly agree 100%	5	15.2
Agree 75%	4	12.1
Agree to some extent 50%	7	21.2
Disagree	17	51.5
Total	33	100

As for question 17, more than half of the students (51.5%) when asked about their attitudes towards the teacher who does everything himself and does not give any chance for students to participate, they acknowledged that they 'disagree' with this statement. Nevertheless, (15.2%, 12.1%, and 21.2%) of the participants have respectively chosen (strongly agree, agree to some extent, and disagree).

Question Nineteen

This teaching method does not meet the students' needs

Table 18: *Students' Attitudes towards the Current Teaching Method*

	Fr.	v.p %
Strongly agree 100%	20	60.6
Agree 75%	4	12.1
Agree to some extent 50%	4	12.1
Disagree	5	15.2
Total	33	100

As depicted above, a huge proportion of the students (60.6%) have chosen 'strongly agree' to the statement that the current courses do not respond to their needs and requirements. 12.1% represents the percentage of the students who have selected 'agree' and

'agree to some extent'. However, a minority of them (15.2%) refuted the following statement; this teaching method does not meet the students' needs.

3.2.2 Teachers' Questionnaire

Question One

How long have you been teaching English?

a) 1 to 5 years
b) 6 to 10 years
c) 11to 15 years
d) Over 15 years

Regarding this question, all teachers (100%) have chosen item (a). This may be due to the fact that since English is not a fundamental subject for students in scientific departments. As a result, their heads of the departments recruit new graduate students in English, or novice English teachers, having an experience of less than five years, to work as part-time teachers (vacataire).

Question Two

What type of teacher are you?

Table19: *EFL/Subject Specialist Teachers*

	Fr.	v.p %
English language teacher	5	62.5
Subject specialist teacher	3	37.5
Total	8	100

As shown above the majority of teachers (62.5%) are English language teachers i.e. they graduated from English or translation specialties. A few of them (37.5%) are subject specialists. In other words, they have studied in the same discipline area that they are teaching now.

Question Three

Have you had any special training in teaching ESP?

Table 20: *Special Trainings in ESP*

	Fr.	v.p %
Yes	1	12.5
No	7	87.5
Total	8	100

Reading the table above, the great majority of teachers (87.5%) answered 'No' to this question. While, out of eight teachers only one said that he had training in teaching ESP.

Question Four

How many hours per week is allocated to an English class?

As far as the question above is concerned, all teachers (100%) acknowledged that one hour and a half per week is devoted to English. This confirms the information that when students were asked such question, their answers were the same.

Question Five

Do think the time allocated to English is sufficient?

Table 21 : *Teachers' Attitudes to the Timing of English Classes*

	Fr.	v.p %
Yes	0	0
No	8	100

As depicted above, all the teachers (100%) agree that the time devoted to English is insufficient. As they have indicated, in the previous question, that each class takes one-hour and half a week. Similar to the teachers' standpoint, students mostly regard studying English for one-hour is insufficient.

Question Six

Does petroleum instrumentation department provide you with a written syllabus to follow?

Asking this question, all teachers (100%) said that their departments do not give them any written syllabus or manual to follow. They also acknowledged that it is the only module or subject, English, which teachers receive no guidelines from the administration and heads of the departments. According to most teachers, English is regarded as secondary subject; thus, it is not given a paramount importance.

Question Seven

Did you set some clearly defined objectives in teaching English?

Table 22: *The Teaching Objectives*

	Fr.	**v.p %**
Yes	8	100
No	0	0

As illustrated above, the whole teachers (100%) have set, for themselves, some objectives for which they strive to reflect in teaching English.

Question Eight

If yes, please order the following objectives according to the degree of importance (give N°1 to the most important, and N°4 to the least important)

a) Enhance students speaking skill in their field of study
b) Enable students to read and comprehend materials written in English in their field of study
c) Assist students in writing scientific reports, articles, papers, etc in their field of study
d) Assist students in understanding lectures given in English and in note- taking and note-making

Table 23: *The Priority of Skills as Viewed by Teachers*

Skills	Rank 1		Rank 2		Rank 3		Rank 4	
	Fr.	v.p	Fr.	v.p	Fr.	v.p	Fr.	v.p
a)	0	0%	4	50%	4	50%	0	0%
b)	6	75%	1	12.5%	1	12.5%	0	0%
c)	0	0%	3	37.5%	1	12.5%	4	50%
d)	2	25%	0	0%	2	25%	4	50%

N: (8)

As far as the teaching objectives are concerned, a vast majority of teachers (75%) have chosen 'enabling students to read and comprehend materials written in English in their field of study' as the first important skill. 25% regarded 'assisting students in understanding lectures given in English and in note-taking and note-making' as the second important skill. Other teachers, however, viewed 'enhancing students speaking skill in their field of study' as the third important skill. The fourth and least important skill that was deemed by a minority of teachers (12.5%) is 'assisting students in writing scientific reports, articles, and papers in their field of study'.

Teachers and students viewpoints differ concerning the first and second important skill .It is worth noticing that teachers regard 'reading skill' as the first prior skill. Students, on the other hand, consider 'speaking skill' as the first important skill to be given more emphasis by English teachers. As for the second important skill, teachers deemed speaking; while, students favored 'reading'.

However, the teachers' converging views with the students lie in the third and the fourth skill. Similar to the students who deemed 'the ability of taking and making notes' as the third skill, teachers also consider it among their third and prior objectives. Another converging point between teachers and students exists in the fact that both of them look at 'the ability of writing scientific reports, articles, and papers' as the fourth and least important skill to be achieved through the English programme.

Question Nine

Which of the following skills do you think should be given more emphasis through teaching ESP?

Table 24: *Areas of Improvement as Viewed by Teachers*

Areas	Fr.	v.p %
Speaking	3	37.5%
Reading	8	100%
Writing	8	100%
Field-specific vocabulary	8	100%
General vocabulary	8	100%
Grammar	2	25%
Translation from English into Arabic	3	37.5%

Reading the table above, the results reveal that the majority of teachers considered all of the suggested areas as important except for grammar (25%), 'translation from English into Arabic' (37.5%), and speaking (37.5%). As for speaking, this confirms the fact of the previous question that teachers regarded it as the second important skill.

Figure 8: *Areas of Improvement as Viewed by Teachers*
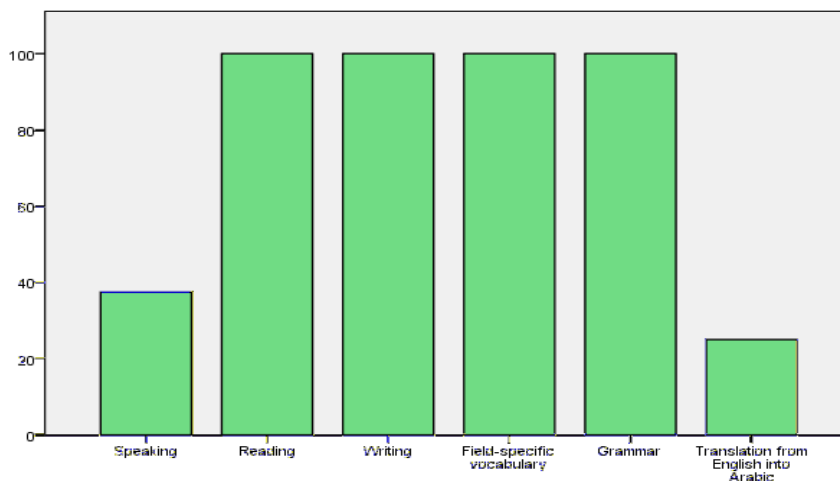
Question Ten

Are students interested and eager to learn English?

a) Yes
b) No
c) Not really

When teachers were asked the question above, they have all (100%) chosen 'not really'. On the other hand, when students were asked whether or not they like English, the overwhelming majority of them (94.3%) said that they do like the language.

Question Eleven

Concerning the motivation of students towards English, teachers in the previous question, were asked whether or not students are interested to learn English. They all said 'No' (100%). Hence, in this question, we suggested some reasons that lie behind this demotivation.

If you chose 'No' or 'Not really', please indicate the reasons that lay behind this;

a) Lack of students' basic knowledge in English
b) Lack of predetermined objectives in the programme offered to students
c) Lack of teaching materials and audio-visual aids (data show, loudspeakers, graphics, pictures, etc)
d) The big number of students in class
e) Insufficient number of hours allocated to English per week

Table 25: *Students Demotivation Factors in Learning English as Viewed by Teachers*

	Fr.	v.p %
a)	6	75%
b)	7	87.5%
c)	8	100%
d)	2	25%
e)	7	87.5%

As depicted above, all teachers (100%) have chosen 'the lack of teaching materials and audio visual aids' (100%) as one of the contributing factors to students demotivation. In addition, the majority of them (87.5%) regarded 'lack of predetermined objectives in the programme offered to students' as another reason that lies behind the lack of students' interest in English. Similarly, 87.5% of teachers selected 'insufficient number of hours allocated to English per week'. To this connection, almost all the students acknowledged that the number of English classes is insufficient too.

Question Twelve

What are the solutions that may contribute to the development of ESP programme?

a) Provision of more field-specific books and journals in the library
b) Provision of learning materials and equipment
c) Allocating more hours per week to English
d) Using English as a medium of instruction during all the years of the students training at the university
e) Providing Trainings for teachers in TEFL and ESP in particular
f) Designing local programmes to teaching ESP which reflect students needs
g) Adopting foreign programmes to teaching ESP (Oxford, Cambridge, Longman, etc)

Table 26: *Teachers' Perceived Solutions for Developing ESP Programmes*

	Fr.	v.p %
a)	2	25%
b)	8	100%
c)	8	100%
d)	5	62.5%
e)	7	87.5%
f)	2	25%
g)	6	75%

As shown above, the majority of teachers considered all of the suggested solutions as important to develop ESP programmes except for items (a) and (g). All of them (100%) viewed 'provision of learning materials and equipment' and 'allocating more hours per week

to English' as the main contributing factors to the development of ESP programmes. Moreover, the vast majority of them (87.5%) regarded 'providing trainings for teachers in TEFL and ESP in particular' as another solution that may help enhance the teaching of English for Specific Purposes. Adopting foreign programmes to teaching ESP is also chosen by teachers to achieve the teaching objectives (75%). It is worth noting that more than half of the teachers (62.5%) deemed 'using English as a medium of instruction during all the years of the students training at the university'. 25% of teachers have considered (a) and (g) as solutions suggested to the improvement of teaching English.

3.3 Discussion of the Findings

As far as the interpretation of the students' questionnaire is concerned, it is worth noticing that a huge proportion of the third-year students are males (74.3%), this may be due to the fact that males are more interested than females in carrying out scientific studies, and because of work opportunities such streams offer to its students. For example, working for companies in sites in Sahara can be very difficult for females to resist. The students indicated that they really need English language to accomplish their goals, be they academic or occupational. As far as the language skills were concerned, the majority of students chose *speaking* skill as their first priority, reading as their second, taking and making notes as their third, and writing as their fourth priority. Furthermore, regarding the hours allocated to English per week, the vast majority of students deemed this as insufficient for meeting an effective English course.

The motives behind which we have chosen, in this study, the students and teacher's questionnaire is to discover the extent to which the students' needs are met through the current ESP courses taught at petroleum instrumentation department, **UKMO**. According to Richterich and Chancerel (1980), there must be a matching of interests between the parties as to the teaching of ESP. Students and teachers, therefore, should come to a compromise. However, many ESP courses fail to respond to the students' needs, due to the lack of agreement between the different parties including students, teachers, and administrative executives. The findings of this investigation revealed that each one of these has diverging opinions towards the needs and objectives of the ESP course. The main obstacles that led the ESP courses to be unsuccessful can be summerised as follows:

a) **Lack of predetermined objective;** there is a deficiency in pedagogical materials. In other words, teachers are not provided with any written syllabus or manuals to follow in teaching English. This resulted in diverging standpoints, from the part of teachers, as to what language areas should be taught to the students at petroleum instrumentation department, **UKMO**.

b) **Lack of hours allocated for English;** is another obstacle to the success of ESP courses. The students are given just one hour and half a week for English, as mentioned in teaches' questionnaire item 11, which cannot achieve the learning objectives as perceived by teachers. Hence, Meeting the requirements of an effective course in English should be given more hours.

c) **Lack of learning materials and equipments;** many teachers and students agreed that there is a total deficiency in learning aids such as, data shows, loudspeakers, interactive white boards, etc. Those materials were chosen by all teachers (100%) among the solutions, in teachers' questionnaire item 12, which may contribute to the development of ESP courses.

d) **Lack of motivation;** one of the points can be regarded as an obstacle to the achievement of the offered courses to the students is that the latter have a lack of interest in English. This would result, eventually, in a lack of proficiency in this language in general and ESP in particular.

e) **Mismatch in the skills priority;** defining the course objectives in terms of skill priority has always been the concern of effective ESP courses. Though the two parties, students and teachers, have similar standpoints as to the third and fourth prior skill, (taking/making notes and writing) respectively. However, they have diverging viewpoints towards the first and second important skill. On the one hand, more than half of the students (51.94%) chose *speaking* skill as their first priority and reading as their second priority. On the other hand, a huge proportion of teachers (75%), when they set the teaching objectives, in terms of language skills, they have chosen *reading* skill as the first important skill, and speaking as the second. To this connection, ESP practitioners and teachers need to be aware of the importance of skills priority to help students realise their career objectives and plans.

3.4 Conclusion

Having presented the findings and interpretations of students and teachers questionnaires, now we need to confirm the hypothesis suggested in our study, that is to say 'if a consistent inquiry was carried out to involve the needs of 3rd year students of petroleum Instrumentation department **UKMO** - in the teaching of ESP, their English proficiency would eventually improve'.

We also need to answer the research question raised in this study that the students English language needs are totally disregarded by English teachers and institutions. In this connection, all the persons involved in this matter should cooperate to make an agreement as to design an ESP programme that meets the linguistic and communicative requirements of students. Furthermore, English teachers need to cooperate with subject specialist teachers in order to exchange experience and share knowledge. Richterich and Chancerel (1980) proclaim:

> …this realization should lead to discussion, negotiation and participation between the persons concerned with aim of finding the compromises necessary for the carrying out of any training and without which satisfaction of individual and collective needs can only be illusory (p. 8).

Finally, to design any ESP programme and particularly English for Occupational Purposes (EOP) programme that tailors the students' goals and objectives of petroleum instrumentation department **UKMO**, ESP practitioners and teachers need to primarily take into consideration 'speaking' skill.

General conclusion

In this study, we have presented the different approaches to needs analysis. We have utilsed the Present Situation Analysis (PSA) and the Target Situation Analysis (TSA). These two theories were put into practice to examine the third-year students' needs of petroleum instrumentation department, **UKMO**.

It is has been clearly shown in this study that students express an urging need of learning English. For them, learning English will help them to achieve their occupational purposes. The majority of students acknowledged that English benefit them in their career plans. In addition, most of them want to work as engineers in their field of study, petroleum instrumentation. Teachers, therefore, need to be aware of the students' skills and objectives in learning English.

The scientific institutions and universities show indifference towards the importance of English subject. Though they confirmed the importance of English, they did not develop and promote the teaching of this language. Most of English teachers in the department said that they did not receive any consideration on the part of the university administration. That is to say, the teachers have low wages, and bad working conditions. Moreover, these institutions provide no syllabus or manual to English language teachers.

It is of great importance to note that the majority of English teachers in this study are EFL teachers who did not have any training in teaching ESP. Further, they are novice teachers i.e. they have an experience of less than five years in teaching general English. It is so crucial for them to be aware of the ESP concepts and the different key roles the ESP teacher plays. That is, being a 'teacher', a 'collaborator' a 'course designer and material provider' a 'researcher' and finally an 'evaluator' (Dudly-Evans & St John, 1998).

English teachers should take the application of learners 'centredness' into consideration. Many students when were asked in this investigation about their attitudes towards teachers who do everything themselves and do not give any chance for students to participate, they have strongly disagreed with this statement. Hence, English language teachers should devise activities that involve their learners in the learning process. After being informed, in this investigation, that students gave more importance to speaking skill, teachers need to prepare speaking activities aiming at the application of learners' involvement. For instance, taking turns in dialogues, role-play, and problem solving tasks. These tasks can be performed as individual, pair, or group work activities. Furthermore, English teachers should not ignore the importance of reading skill which is also an urging demand to students. In this respect, meeting their requirements for occupational purposes, students should not only to be well versed in speaking skills, but they also need to be good at writing reports, letters, memos, etc. thus mastering these two skills will enable them to effectively communicate in the workplace.

In short, the findings of this study reveal that the English courses currently taught do not respond to the needs of third-year students in the petroleum instrumentation department, **UKMO**. Indeed, these findings aim to serve as guidelines as to design an ESP programme for petroleum instrumentation students, **UKMO**.

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APPENDICES

Students' Questionnaire

(English Version)

Dear students,

This questionnaire is a part of needs analysis. It aims at to indentify the English language needs of students in Petroleum Instrumentation department, Kasdi Merbah University, Ouargla. Your contribution may help in the development of ESP courses. You are kindly requested to answer the different questions either by filling in the blanks or by ticking in the box that you will select. The answers will be confidential and will be used only for research interest. Thus, a high sense of objectivity will be welcomed so we do appreciate your honesty.

I. Personal Information

1. Gender	Male ☐ Female ☐
2. Mother tongue	…………………..………..…………………….
3. The foreign languages	…………………………..………………………..

II. Educational Background

4. Do you like English language?

Yes ☐   No ☐   Not really ☐

5. Did you study English in secondary school?

Yes ☐   No ☐

6. Are you enrolled in an English class besides university programme?

Yes ☐   No ☐

7. Since when have you started studying English at the university?

-   The first year up to now   ☐

-   The second year up to now   ☐

-   Just this year- third year   ☐

-   Others, please specify…………………………………………………….

8. What are your career plans after graduation?

…………………………………………………………………………………………

…………………………………………………………………………………………..

…………………………………………………………………………………………..

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

Yes ☐   No ☐   Not really ☐

III.   <u>Skills and Strategies</u>

10. How would you assess your English proficiency?

Excellent ☐   Good ☐   Average ☐   Poor ☐

11. Which of the following skills do you need to be focused by the teacher?

Please arrange them in order of importance (from the most important N°1, to the least important N°4)

- The ability of understanding and responding to spoken English and participating in scientific seminars in your field of study ☐

- The ability of reading and comprehending technical books and journals written in English in your field of study ☐

- The ability of taking and making notes from lectures given in English in your field of study ☐

- The ability of writing and summarizing articles and reports in English in your field of study ☐

12. What areas do you need to improve? (you can tick one or more than one item)
- Speaking ☐
- Reading ☐
- Writing ☐
- Field-specific vocabulary ☐
- General vocabulary ☐
- Grammar ☐
- Translation from English into Arabic ☐

IV. **Evaluation of the Teaching Methodology**

13. How many hours do you study English per week?

- 01 hour and a half ☐
- 02-hour ☐
- 03-hour ☐
- Over 04-hour ☐

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

Yes ☐   No ☐   Not really ☐

N°	Statements	Strongly agree 100%	Agree 75%	Agree to some extent 50%	Disagree
15.	The teacher focuses on grammar				
16.	The teacher translates into Arabic most of the time				
17.	The teacher speaks only English most of the class time				
18.	The teacher does everything himself and does not give any chance for students to participate				
19.	This teaching method does not meet the students' needs				

Thank you for your participation!

Appendix B

Students' Questionnaires

(Arabic Version)

<u>**استبانة الطالب**</u>

أخي الطالب، أختي الطالبة... السلام عليكم ورحمة الله وبركاته

أُعِدت هذه الاستبانة كجزء من تحليل ودراسة حاجيات و متطلبات الطلبة . ويهدف إلى تحديد الحاجيات اللغوية للطلبة في قسم الهندسة البترولية، جامعة قاصدي مرباح، ورقلة. إن مشاركتكم في تعبئة هذا الاستبيان بإمكانها أن تساهم في تطوير دروس الإنجليزية لأهداف خاصة .لذا يرجى منك أن تجيب على الأسئلة المختلفة بملء الفراغات أو بوضع علامة (x) في المربع الذي تحدده. ستكون إجاباتكم سرية وستستخدم لأغراض البحث فقط. لذا نرجو منكم التحلي بروح الموضوعية في الإجابة على هذه الاستبانة.

I. <u>معلومات شخصية</u>

1. الجنس	(ذكـــــر) ☐	(أنثى)☐
2. اللغة الأم	....	
3. اللغات الأجنبية	....	

II. <u>الخلفية التعليمية</u>

4. هل تحب اللغة الإنجليزية؟

نعم ☐　　　　　　　　　　لا ☐　　　　　　　　　　ليس حقا ☐

5. **هل درست اللغة الإنجليزية في المرحلة الثانوية؟**

نعم ☐   لا ☐

6. **هل أنت بصدد متابعة برنامج لتعلم الإنجليزية إلى جانب البرنامج الجامعي؟**

نعم ☐   لا ☐

7. **متى بدأت دراسة اللغة الإنجليزية في الجامعة؟**

-منذ السنة الأولى حتـــى الآن ☐

-منذ السنة الثانية حتـــى الآن ☐

-فقط هذه السنة – السنة الثالثة ☐

-أخرى، يرجى التحديد ....

8. **ما هي وظيفتك المستقبلية بعد التخرج؟**

....

9. **هل ستحتاج الإنجليزية في الوظيفة المستقبلية بعد تخرجك؟**

نعم ☐   لا ☐   ليس حقا ☐

III. مهارات واستراتيجيات

10. كيف تقيم مستواك في اللغة الإنجليزية؟

ممتاز ☐   جيد ☐   متوسط ☐   ضعيف ☐

11. أي من المهارات الآتية تريد من أستاذك أن يركز عليها في برنامج اللغة الإنجليزية؟

يرجى ترتيبها على حسب أهميتها (من المهم جدّا رقم 1، إلى الأقل أهمية رقم 4)

- القدرة على الفهم والتفاعل مع الإنجليزية المنطوقة والمشاركة في الملتقيات العلمية في مجال دراستـــــــك ☐

- القدرة على قراءة الكتب المتخصصة والمجَلات المكتوبة باللغة الإنـــــجليزية وفهمها في مجال دراستك ☐

- القدرة على أخذ رؤوس الأقلام وتقديمها من خلال اللغة الإنجليزية في مجال دراسـتك ☐

- القدرة على كتابة مقالات وتقارير باللغة الإنجليزية وتلخيصها في مجال دراســـــــك ☐

12. أي من المجالات التالية تريد تحسين مستواك أكثر؟(يمكن أن تختار خيارا واحد أو أكثر)

-المحـــــــادثـــة ☐

-القـــــــراءة ☐

-الكتابــــــــة ☐

- مصطلحات خاصة بميدان تخصصي ☐

-كلمات عامـــــة ☐

-النـــــحـــــو ☐

-الترجمة من الإنجليزية إلى العربيـــة ☐

IV. **تقييم منهجية التدريس**

13. كم ساعة في الأسبوع تَدرُس الإنجليزية؟
- 01 ساعـــــــة ☐
- 02 ساعتـــــان ☐
- 03 ساعـــات ☐
- أكثر من 04 ساعـة ☐

14. **هل تعتقد أن الوقت المخصص للإنجليزية أسبوعيا كاف؟**

نعم ☐ لا ☐ ليس حقا☐

الرقم	العــــــــــــبارة	مــوافـــق تمامـــا	موافـــق	موافق إلى حد مــا	غير موافــق
		100%	75%	50%	
15.	يركز الأستاذ في دروسه على النحو				
16.	يستعمل الأستاذ في معظم الوقت الترجمة إلى اللغة العربية				
17.	يتحدث الأستاذ بالانجليزية فقط معظم الوقت				
18.	يقوم الأستاذ بكل شيء بنفسه في القسم و لا يعطي أية فرصة للطلاب للمشاركة				
19.	لا تستجيب هذه المنهجية مع أهدافي الدراسية ولا المهنيـــــة				

شكـــــــــــرا على مشـاركتـــكم!

Appendix C

Teachers' Questionnaire

(English Version)

Dear teachers,

This questionnaire is a part of needs analysis; it aims at providing information that may contribute to the development of ESP courses. You are kindly requested to answer the different questions either by filling in the blanks or by ticking in the box that you will select. The answers will be confidential and will be used only for research interest. Thus, a high sense of objectivity will be welcomed so we do appreciate your honesty.

I-   Teaching Experience

1. How long have you been teaching English?

   a) 1 to 5 years   ☐

   b) 6 to 10 years   ☐

   c) 11 to 15 years ☐

   d) Over 15 years ☐

2. What type of teacher are you?

   a) English language teacher ☐

   b) Subject specialist teacher ☐

   c) Other, please

      specify…………………………………………………………………

3. Have you had any special training in teaching ESP?

   Yes ☐   No ☐

   If yes, please specify…………………………………….................................

II- <u>Evaluation of the English Programme</u>

4. How many hours per week are allocated to an English class?

Please specify, ………………………………………………………………...

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

6. Yes ☐   No ☐   Not really ☐

7. Does the petroleum instrumentation department provide you with a written syllabus to follow?

Yes ☐   No ☐

8. Did you set some clearly defined objectives in teaching English?

Yes ☐   No ☐

9. If yes, please order the following objectives according to the degree of importance (give N°1 to the most important, and N°4 to the least important)

e) Enhance students speaking skill in their field of study ☐

f) Enable students to read and comprehend materials written in English in their field of study ☐

g) Assist students in writing scientific reports, articles, papers, etc in their field of study ☐

h) Assist students in understanding lectures given in English and in note-taking and note-making ☐

10. Which of the following skills do you think should be given more emphasis through teaching ESP? (you can tick one or more than one item)

a) Speaking ☐
b) Reading ☐
c) Writing ☐
d) Field-specific vocabulary ☐
e) General vocabulary ☐
f) Grammar ☐
g) Translation from English into Arabic ☐

III- <u>Students' Motivation and Course Development</u>

11. Are students interested and eager to learn English?

Yes ☐　　　　　　　No ☐　　　　　　　Not really ☐

12. If you chose 'No' or 'Not really', please indicate the reasons that lie behind this; (you can tick one or more than one item)

f) Lack of students' basic knowledge in English ☐

g) Lack of predetermined objectives in the programme offered to students ☐

h) Lack of teaching materials and audio-visual aids (data show, loudspeakers, graphics, pictures, etc) ☐

i) The big number of students in class ☐

j) Insufficient number of hours allocated to English per week ☐

13. What are the solutions that may contribute to the development of ESP programme? (you can tick one or more than one item)

h) Provision of more field-specific books and journals in the library ☐

i) Provision of learning materials and equipment ☐

j) Allocating more hours per week to English ☐

k) Using English as a medium of instruction during all the years of the students training at the university ☐

l) Providing Trainings for teachers in TEFL and ESP in particular ☐

m) Designing local programmes to teaching ESP which reflect students needs ☐

n) Adopting foreign programmes to teaching ESP (Oxford, Cambridge, Longman, etc) ☐

14. Please write in the space below if you have additional comments, ideas and/ or suggestions

…………………………………………………………………………………………

…..……………………………………………………………………………………….

Thank you for your cooperation!

Abstract

Needs analysis is a significant stage to design any language course, be it English for academic purposes (EAP) or English for specific purposes (ESP) course. An efficient ESP course is the course that meets the students' requirements and needs (linguistic and communicative) in the teaching and learning process.

This study aims at identifying the needs of third-year students of petroleum instrumentation department, UKMO (University of Kasdi Merbah Ouargla). In this respect, two questionnaires were constructed then distributed. One was administered to a sample of thirty-five students to analyse their English language needs. Another questionnaire was administered to a sample of eight teachers to examine their views vis-a-vis their students' needs. We have attempted in this investigation to identify the students' needs in terms of skills and language use by using Present Situation Analysis (PSA), and to determine what language areas those students are aiming to work in i.e. academic or professional by using Target situation analysis (TSA). The findings of this investigation reveal that there is a disagreement between the students' needs and the current English courses offered to them. Its results call for reconsideration of these teaching methods and of the implementation of needs analysis to specify the students' requirements. Thus, it would help develop their English proficiency in general and ESP in particular. We have proposed some recommendations and suggestions for further research, hoping to arrive at a decision as to the development of ESP programmes.

Key words: English for specific purposes, needs analysis, target situation analysis

ملخص

يُعتبر تحليل الحاجيات كمرحلة أساسية وهامة في تصميم الدروس اللغوية سواء كانت دروس الإنجليزية لأهداف أكاديمية أو الإنجليزية لأهداف خاصة. يعتبر الدرس فعال في اللغة الإنجليزية لأهداف خاصة إذا أخد بعين الاعتبار الحاجيات اللغوية والتواصلية للطلبة في تَعلم اللغة الإنجليزية وتعلِيمها.

يهدف موضوع هذه الرسالة إلى تحديد ودراسة حاجيات طلبة السنة الثالثة قسم آلية بترولية، جامعة قاصدي مرباح ورقلة. اعتمدنا في هذه الدراسة على إعداد استبيانين: وزع الأول على عينة تتكون من 35 طالبا، ووزع الثاني على عينة تتكون من 8 أساتذة. تهدف إستبانة الأساتذة إلى دراسة و تحليل وجهات نظرهم تجاه متطلبات الطلبة في تعلم اللغة الإنجليزية. استعملنا نظرية "تحليل الوضعية الحالية" لمعرفة المهارات اللغوية للطلبة واستعملنا نظرية "تحليل الوضعية المستهدفة" لتحديد المجالات اللغوية التي يسعى الطلبة للعمل فيها (أكاديمي أو مهني). تُوضح نتائج هذه الدراسة أن هناك خلافا بين حاجيات الطلبة وبين دروس اللغة الإنجليزية المقدمة لهم حاليا. لذا تدعو إلى إعادة النظر في أساليب وطرق التدريس الحالية و إلى تطبيق نظرية "تحليل المتطلبات" التي تهدف إلى تحديد حاجيات الطلبة. وهذا من شأنه أن يساعد في تطوير القدرات اللغوية للطلبة في الإنجليزية بصفة عامة و في لغة الاختصاص بصفة خاصة. اقترحنا بعض التوصيات والاقتراحات لمزيد من البحث على أمل التوصل إلى قرار عملي بشأن تطوير المناهج التعليمية للغة الإنجليزية.

الكلمات المفتاحية: لغة إنجليزية لأهداف خاصة، تحليل الحاجيات، تحليل الوضعية المستهدفة