DESIGNING A SYLLABUS FOR TEACHING ENGLISH TO

ISLAMIC STUDIES

THE CASE OF 3RD YEAR UNDERGRADUATE STUDENTS AT BATNA 1

UNIVERSITY

By

[**Ms. Nadia Smaihi**]

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Approved by: _____

[Dr. Saliha Chelli, Thesis Advisor]

_____

[Prof. Noureddine Chaouki,   Committee Chairman]

_____

[Dr. Ahmed Bechar ,   Committee Examiner]

_____

[Dr. Kaouli Nadhir,   Committee Examiner]

_____

[Dr. Thoraya Drid,   Committee Examiner]

In The Name Of Allah,
The Most Beneficient,
The Ever-Merciful.

To the Memory of Arij Nadine

Dedication

To my beloved parents, Muhammed and Kheira Mihi

To my siblings,
Saliha, Naima, Nabil, Muhammed El Amine, Fayçal,
Nassima, Loubna and Rahima

And to my kids:

Darine, Mohamed Abdel Mouiz and Selsabil,

for their forbearance and persistent advocation during the hard moments in
this study period; I owe them my apology for the many appreciable moments
we may have missed. I promise to recoup lost time.

Abstract

The present study aims to investigate Islamic Studies ESP/EAP learners' perceptions of English language needs in the context of Algerian higher education with the ultimate aim of providing a guideline for the design of an EIS (English for Islamic Studies) course. The study was conducted with third year undergraduate students of Islamic Studies at Batna1 University, Algeria, during the academic year (2015-2016). A triangulation of data collection tools was used: a questionnaire and semi-structured interviews. The research comprises a random sample of 200 male and female learners, drawn from three departments across the faculty namely, Islamic Jurisprudence (Fiqh), Sciences of the Quran and prophetic tradition and Islamic History for the questionnaire. Whereas for the semi structured interviews, fifteen (15) EFL instructors and ten (10) subject specific instructors were interviewed. The focus group interviews were also conducted with ten male and female students. This current research proceeds from the view that according to the nature of such courses, their content should be based on a thorough investigation of learners' needs. Thus, a needs analysis survey questionnaire developed by the researcher was administered to the students. The research findings reveal that there are some real special English language needs and interests of a target group of learners, the need for the development of a highly specific EAP language course with a clear focus on the target discipline, Islamic Studies. This study also reveals that the materials to be implemented for the course need to be designed in accordance with the expectations of the learners. Based on the research findings, the researcher provided some recommendations for course developers, curriculum designers and material writers. These findings have implications on syllabus planning and review, materials' development and implementation of teaching methods.

Keywords: ESP/ EAP; English for Islamic Studies'; Needs Analysis; syllabus design;

List of Abreviations

AFD	French Agency for Development
BA	Bachelor of Arts
BTS	Brevet de Technicien Supérieure
CBA	Competency Based Approach
CBLT	Competency Based Language Teaching.
CLT	Communicative Language Teaching
CNP	Comission Nationale des Programmes
EAP	English for Academic Purposes
EBE	English for Business and Economics
EEP	English for Educational Purposes
EFL	English as a Foreign Language
EGP	English for Specific Purposes
EGSP	English for General Academic Purposes
EIL	English as an International Language
EIS	English for Islamic Studies
ELT	English Language Teaching
EMT	English as a Mother Tongue
ENS	Ecole National Superieur
EOP	English for Occupational Purposes
ESAP	English for Specific Academic Purposes.
ESL	English as a Second Language
ESS	English for Social Sciences/Studies
ESP	English for Specific Purposes
EST	English for Science and technology
EU	European Union
EVE	Entry Vocational English
EVP	English for Vocational Purposes
GE	General English
HCF	Haut Conseil de la Francophonie
ibid	ibidem 'in the same work'
i.e	idest 'that is, in other words'
INELEC	National Institute of Electricity and Electronics
IPN	L'institut Pedagogique National
L1	Mother tongue; First Language
L2/ SL	Second Language
LSP	Language for Specific / Special Purposes

LMD	Licence Master Doctorat
LTP	Learning and Teaching Progress
LVE	Literacy Vocational English
MA	Master of Arts
MENA	Middle East and North Africa
NA	Needs Analysis/Assessment
PARE	Programme of Support for the Reform of the Algerian Educational system
SEEDS	Strategic English Educational Development for Schools
S.E.E.S.T.	Secretariat de L'Enseignement Scientific et Technique
SONATRACH	Société Nationale pour la Recherche, la Production, le Transport, la Transformation, et la Commercialisation des Hydrocarbures
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
UFC	Universite de la Formation Continue / Open university
UK	The United Kingdom
USA	The United States of America
USAID	The United States Aid
UNICEF	The United Nations International Children's Emergency Fund
UNESCO	The United Nations Educational, Scientific, and Cultural Organization

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GENERAL INTRODUCTION

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Introduction

In recent years, English has acquired a unique status among the other languages of the world in that it has been acknowledged as a 'global language'. It is prevailing as the language of academic, scientific and technology (Crystal, 2003). As the world is getting closer and the communication revolution is reaching its peak, English is undoubtedly serving as the lingua franca. It has become an Esperanto i.e language through which people all over the world get to communicate.

Graddol (2001), in 'The Future of English', maintains that English is "now spoken in over forty countries as a first language and in over fifty-five countries as a second language, and the language seems to be an ever-increasing and unstoppable trajectory of use" (p.47). However, Crystal (1988) claims that there are over 700 million English users, of whom 300 millions are native speakers. Others have put the total over 1 billion. Crystal admits that English has become the dominant language of world communication for eighty percent of all data saved in the electronic retrieval systems of the world is written in English. Academic conferences, international business, diplomacy, and even sports witness the wide use of the English language. He argues that "it is not the number of mother tongue speakers which makes a language significant but the extent to which a language is found useful outside its original setting" (pp.6-7).

Graddol (2001) in Paci (2013) assumes that English will still be lingua franca in the next 50 years. Further, Paci (2013) also adds that "English language will continue to have a strong status becoming the language of science, medicine, politics, business, internet, online communication, arts, and sports" (p. 425).

Hasman (2000) maintains that one cannot deny the supremacy of the English language for over the coming years. He admits that we have still about a century before a new language prevails the globe. English may become a device that opens gates to opportunities and broadens our minds to new thoughts and ideas.

GENERAL INTRODUCTION

This can portray the constantly-enormous growing interest in the spread of the teaching of the English language worldwide which has caused shifts in English language teaching (ELT) especially in the last few decades. Therefore, ELT has settled itself in attempting to meet the specific academic and professional learners' needs and requirements (Chen, 2006; Richards, 2001). This entails a new look at one aspect of English language teaching and has given rise to English for Specific Purposes (EAP, EOP, and EST).

Therefore, ESP has become a vital and innovative movement within the Teaching of English as a Foreign or Second Language (TEFL/TESL) and as an international language (EIL) since the 1960's. Thus, the significance of English for Specific Purposes learning and teaching progress (LTP) has risen up extremely.

At a university level, the teaching and learning of general English set to be queried and to be called in question. As the goal of general English is to cover the teaching of grammar rules, expressions and phonetics (Kitkauskiene, 2006), ESP enables the students to learn English with the purpose of using English in a particular domain (Paltridge and Starfield, 2013). Moreover, Hutchinson et al (1987) add that "ESP is an approach to language teaching which aims to meet the needs of particular learners" (p.21).

Nevertheless, Hamp-Lyons (2001), cited in Tajino et al. (2005) indicates that "General English begins with the language whereas EAP begins with the learner and the situation" (p. 27). Moreover, Richards (2001) claims that different kinds of learners have different and specific language needs that can be identified and hence, should decide the content of the course.

In this regard, many researchers; (Chen, 2006; Richards, 2001; Robinson 1991; Dudley-Evans & John, 1998; Hutchinson and Waters, 1987) suggest that any ESP course should obey a strategy of predetermined objectives based on a needs analysis which aims to identify what students require the foreign language for.

1. Statement of the Problem

Islamic Studies' students, in the academic year 2015-2016 at Batna1 University, Algeria, learn English as a separate subject matter (Krarzia, 2013). English is considered to be a compulsory subject taken by all semesters for both under graduation and post graduation. The majority of the Islamic Studies majors have been described as low-competent, less proficient and of poor capabilities in all basic elements of the English language and probably have a weak background in pre-university English language acquisition.

Our view is based on preliminary discussions with English language teachers at Batna1 University and some Islamic Studies alumni, who graduated from the faculty. There are a number of complaints about the English language communicative abilities of students in the Faculty of Islamic Studies. They were largely dissatisfied with the English language courses they received. They thought that they completed their study without any benefit from the course of English language taught to them in the faculty. They added that English classes at Batna1 University in the faculty of Islamic Studies have nothing in common with the needs of English use.

Some of the reasons of the ineffectiveness of the English language teaching in the faculty of Islamic Sciences have been identified. Presently, English is taught as a requirement subject; however, the current English course is more related to General English (GE) than to English for Academic Purposes (EAP). Its content does not appear to be in accordance with students' language lacks, wants and interests and therefore, more removed from their learning needs. As a result, the majority of the students seem to have little motivation and, thus, they are more concerned with how to pass the examinations or to obtain the credits for their graduation rather than to achieve any development in the language skills. However, according to the researcher's teaching experience, she did not find the course urges students' interests because they have different needs that have a negative influence on their motivation to their learning.

Besides, there is a total absence of any systematic and formal needs analysis procedures in EAP course design to determine both academic and professional language needs. Hyland (2007), quoted in Tseng (2014), suggests that the design and development of a language program's curricula and materials underlines the prismatic engagement of the program with occupational, academic, and professional realities.

Therefore, there was a lack of concern about the students' real English language needs and targets in that the courses being offered currently are not developed on the basis of an analysis of the English language needs. Hence, the planning, teaching and learning in Islamic Studies' programs in Batna1 University need to be analyzed in order to match the learners' needs. In this regard, many researchers (Hutchinson & Waters, 1987; Nunan, 1989; Robinson, 1991; Dudley-Evans & John, 1998; Chen, 2006; Jiajing, 2007; Al-Tamimi & Shuib, 2008) argue that identifying students' needs should be the first step in designing an appropriate ESP syllabus.

To identify the students' academic English language target needs, as in the case of the current study, needs analysis has been perceived as the most convenient method (Hutchinson & Waters, 1987) for "it can tell us a lot about the nature and content of the learners' target language needs" (p.71). Richards (2001) in Souriyavongsa, et.al (2013) considered that "the English language needs of students in institutions influence the learning and teaching situations" (p.60).

Furthermore, one of the reasons identified is the English teachers themselves. The majority of them (12) are part time teachers and hold classical BA degree or LMD Master degree; three (3) are full time teachers and hold magister degree; there is no Ph. D. level, at the faculty. Those teachers assigned to teach English to these students pay little attention to ESP because they are not trained to teach ESP/EAP courses, and hence, they face several challenges related to curriculum, syllabus design, material development or applied linguistics. Moreover, they find it difficult to deal with the requirements of their new situations or to

enrich their students' knowledge of Islamic Studies. Strevens (1988) assumes that among the areas that create difficulties for teachers who do not have ESP knowledge lie in the gap between learners' knowledge of the subject and the teachers' ignorance of it.

Accordingly, no specific syllabus is developed for this course and each teacher chooses his/her own textbook and method of teaching based on his/her own ideas. Teachers are left to their own devises and simply teach whatever is convenient to them without any consideration to the students' personal learning qualifications and preferences. Some of the materials used in the English course might have already been used in their high schools. Translation from English into Arabic is thought to be appropriate and predominant.

The class size is another problem which can be dealt with among others. Large number of students in an EAP class has led to ineffective teaching and learning and to teacher's inability to conduct activities in the class (Table 4.2). Islamic Studies' classes can be taught in 50 or even sometimes 120 students for one hour and a half course per week.

These have provided the researcher the stimulus for the design of the study which has been conducted in order to deal with the issue of EAP courses and to explore the Islamic Studies students' English language needs. This has brought to light that providing a guideline for the design of an English for Islamic Studies' (EIS) course suitable for them is a necessity.

2. Aims of the Research

The basic aim of this study is to investigate the English language needs of the Islamic Studies majors. Furthermore, we aim at identifying the exact wants, demands regarding the purpose, content and methodology of undergraduate Islamic Studies' learners to use English. It is significantly important to define language needs according to the circumstances in which the instruction is supposed to take place (Dudley-Evans & Jo St John, 1998).

Besides, our aim is to identify the students' perceptions of the frequency of English language skills used, the importance and the ability in performing these skills and tasks, the area of language use that they need learning in, their deficiencies concerning language skills;

their preferences with respect to learning styles, methodology, and teacher roles and their preferences for the English language course. Moreover, we seek to explore the cause of the learners' negative attitude towards learning English.

We also aim to record students' suggestions for better EAP learning to establish the guidelines of the main criteria for designing an appropriate course. The students' language needs from their own perspective should also be taken into consideration regarding curriculum design and material preparation (Hamp-Lyons, 2001; Robinson, 1991).

3. Research Questions

In an attempt to deal with these issues, the following are the research questions:

1- What do Islamic Studies learners need and expect from learning English?

2- What kind of learning skills do Islamic Studies learners prefer to have?

3- To what extent do learning styles, strategies, and teaching methods improve learners' proficiency in EFL?

4- What are the Islamic studies learners' language difficulties?

5- What do ELT teachers require to offer a successful EAP course?

4. Main Hyptheses of the Research

The main assumption which sets this research in motion is that the more Islamic Studies learners are familiarized with specialized English, the more they would gain accurate and fluent communication features needed in their future potential professions.

We also hypothesize that if learners' needs and preferences are taken into account, learning would be enhanced to a great extent.

5. Rationale of the Research

The motivation for the present study stemmed from the fact that the researcher is currently teaching at the faculty of Islamic studies where there is no specific syllabus or materials that can be used as a guide in the teaching of English for Islamic Studies (EIS). No systematic study has so far been conducted to investigate language learning perceptions and

needs of Islamic Studies majors at Batna1 University in Algeria in particular, towards English for Academic Purposes (EAP).

Making the teaching material relevant for the learners is significant to raise their motivation. Students are only motivated if they learn things that are important and meaningful to them (Biggs; 1995). Therefore, "teachers must help students identify the purpose and relevance of what they are teaching" (Dornyei, 2003, p.52). O'Reilly Cavani (2001) confirms that "foreign language courses should be of interest and relevance to students. Learners' interest in the subject matter depends on the degree of its relevance to their needs and desires" (p.36).

It is crucial for us as a foreign-language teacher to determine the language requirements, expectations and targets of the learners of Islamic Studies at Batna1 University in order to help design an appropriate syllabus to accommodate to the needs of these students and to help them to perform successfully in their academic studies and social life. Thus, the study may support the subsequent development of convenient methodology, activities' selection and production of suitable teaching materials for Islamic Studies majors at Batna1 University in Algeria.

6. Significance of the Research

The present research tackles an important issue in language learning. The researcher highlights its significance in that it provides an insight for learners' needs and teachers' performances. The inclusion of the students' requirements in any curriculum heightens the ability of the syllabus to accomplish the desired goals. Identifying the English language requirements of Islamic Science majors in Algeria, and more precisely that of Batna1 University and perceiving their expectations may enhance the performance of the educational process and motivate them to learn in a meaningful way.

Subsequently, this requires the students to join their acquired linguistic knowledge to their specialized field of studies and, transfer their skills into English. The present

investigation is conducted to determine accurately what the learners actually need to learn and how they want to learn and provide a description of the English language skills and sub-skills most needed by Islamic Studies majors.

The findings are expected to help teachers and course designers select activities and tasks in developing language courses and materials for learners that stimulate their motivation and attitudes, create an appropriate English language course and teach them according to the most effective method of learning. It may also enable syllabus designers to design syllabi and select appropriate materials. It can be useful for ESP practitioners and educators to construe these needs into linguistic and pedagogical terms and process issues of immediate interest to students and their future professional needs because of its relevance to their field of specialization.

Therefore, this investigation may also contribute to the developing issues in ESP. An in-depth perception to the issues facing language teachers and students is striving to overcome these hindrances; to be aware of the target ESP teaching situation; and to be more effective in creating teaching and learning environments.

7. Previous Studies

There is a plethora of studies which has been conducted in ESL and EFL settings in many different areas in the world in general and within the Algerian context in particular representing academic and professional ESP programs. In Algeria, for example, studies were conducted to investigate English language needs of EST students Technology in the Algerian ESP Centres (e.g. Remmache, 1992; Temagoult. B, 1986).Unfortunately, it is important to mention that there is a critical scarcity of research related to EIS. The EAP courses for Islamic Studies' learners are very limited in comparison with the other fields of study.

To the best of the researcher' knowledge, no empirical investigation, has been conducted to analyze the current situation and investigate language learning needs, problems, and wants of English for Academic Purposes (EAP) learners who study Islamic Studies

programs. The researcher has not come across any research related to Islamic Studies students' at Batna1 University, Algeria that addresses the particular requirements at the faculty of Islamic Studies.

Consequently, it is appropriate to address this issue and to fill in this gap. The current research is unlike the previous studies by number and type of target groups, data collection instruments and time. To make sure that the research is reliable and authentic and no similar research has been conducted, the analysis of the research devoted to the various contexts of the students' needs is presented in section (3.6. Needs Analysis and Studies Related to the Islamic Studies Context below).

8. Structure of the Research

The present research consists of a preliminary discussion which deals with the context of the study. It offers a brief background about the area of the research and discusses the role of English as an international language. It sheds light on the research's main problem and determines the research questions that this study attempts to answer, the major aims and objectives of conducting this research, hypotheses, significance and systematically the organization of the Study.

The research is divided into seven chapters. The three first chapters deal with the theoretical perspectives of the study, the fourth, the fifth, and the sixth chapters are about the means of research, and the seventh chapter consists of pedagogical implications.

Chapter one, The Status of English Language Teaching in Algeria, is an attempt to provide a review about ELT in Algeria, surveys the status of English in the education system and sheds light on the overview of approaches and methods in English Language Teaching in Algerian Schools from 1962 to present time within the educational reforms. It further discusses ESP in Algeria, elaborates English at university level, and hence, concluded with EAP in Islamic Studies at Batna1 University.

Chapter two offers some background issues in the area of ESP, its definitions and origins; the phenomenal rise of ESP, the factors that influence ESP, the categorization of the areas of ESP teaching, EGP, EOP, EST and its correlation to ESP. The disparate ESP groups of learners and the role of ESP practitioner were further discussed.

Chapter three provides an insightful notion of needs analysis and its role in an ESP/EAP context. It elaborates a definition of needs, types and procedures for conducting needs analysis, the different approaches to needs analysis. Particular attention has been devoted to relevant studies conducted in the area of Islamic Studies.

Chapter four is a clarification of the research methodology. It includes research design and research procedures. It presents the methods and tools for collecting the data of this study and a thorough description of the target population, sample size and sampling procedure, instruments' eligibility, the approach adopted, the choice and development of the methods carried out in this study.

Chapter five was devoted to discussions and interpretations of data analysis and presentation of the findings. A thorough analysis of the responses of students' Questionnaires and teachers' semi structured interviews are provided. General findings and recommendations will guide the stage of syllabus design addressed in the next chapter.

Chapter six is divided into two sections. Section one deals with the new syllabus and its specifications. The researcher succinctly touched on different writers' definitions of the concept of syllabus, its definition, types, choice and components of syllabi outlined areas of curriculum and development- focusing the course content, goals and objectives and criteria of content selection. However, in section two, implications for developing materials and methodology are submitted. The context of course development where the researcher suggests a model of EIS course for the field of study with regard to the needs, wants and lacks of the Islamic Studies students using a relevant approach to English teaching is developed.

Chapter seven which closes the research provides a summary of the findings, limitation of the study and a general conclusion. It offers implications underlying the design and implementation of a successful syllabus, suggestions and recommendations to teachers and syllabus designers.

Chapter One: The Status of English Language Teaching in Algeria: A Historical Perspective

Introduction

The researcher attempts at giving a clear and thorough description of the target situation under investigation. The current chapter provides the educational setting for the present research. First, it sheds light on the historical development of the education system and the reasons for the present attempts to reform university courses. This is followed by a discussion of approaches and methods in language teaching in Algerian schools from 1962 to the present day.

Moreover, this chapter provides relevant background to the English language teaching situation in Algeria and the role it plays in the educational system of the country. In order to lay the ground for understanding the actual needs for English for our students, an ESP teaching situation that is of concern at Batna1 University across the Faculty of Islamic Sciences as the focus of the research is reported in this chapter.

1.1. The Linguistic Situation in Algeria

This section attempts to explore the linguistic situation in Algeria for it is linked to its social, cultural and political milieu. It gives a historical perspective to better comprehend the language change and language policies. Some issues related to the teaching of English as a foreign language and its status within the educational system and the efforts to promote it, needed to be clarified.

1.1.1. Historical Overview

During the French colonization in Algeria, between 1830 and 1962, the French language tried actively to suppress Arabic; it was imposed upon Algerians and considered as the first national language (L1), while Arabic was considered as (SL) or (L2). Arabic and the different dialects spoken at that time were not taught at schools but were symbols of identity and nationalism. Due to the French character gained in the colonial period and the

agreement made by both, Algerian temporary government and French government, French was assigned to be the first language (L1) in Algeria, therefore taught in the scholar system.

Historically, at the time of the independence in 1962, and due to these consequences, French became an official language in the Algerian institutions. In the early 1960's and after a brief period of the independence (1963), the first Constitution promulgated that Algeria has had one official language: Arabic, which is the language of the government. "Ben Bella, the first President in independent Algeria, declared that Arabic was to be introduced in the educational system" (Grandguillaume, 2004, p.27). Therefore, French was replaced by Arabic and a process of Arabisation of the educational system was launched. The Arabic language became the medium of instruction at the primary level. During the first school year of the independence (1962–1963), seven out of 30 hours per week were taught in Arabic (Gallagher, 1968, p.137; Gordon, 1978, p.152). In the 1963–1964 school year, the teaching of Arabic became compulsory in all programmes and at all levels and increased the volume of Arabic-language teaching to 10 hours in all other levels, where as the volume for French-language teaching decreased (Bennoune, 2000, p.228; Grandguillaume, 1983, p.97; 2004, p.27).

Later in the 1960's, Arabic was standardized as the language of instruction at the secondary level. French continues to be used in technical fields at many post-secondary institutions. Arabic also remained the unique national language until the beginning of the 21st century when the authorities made Tamazight the second national language on April 8th, 2002 (Ben Rabah, 2004). French is officially considered a foreign language in Algeria, a status which is 'absolutely theoretical and fictitious' (Queffélec et al, 2002, p.36). Algerian French was born in the midst of a highly complex multilingual context. Lanly (1970) denotes that "the development of the colonial Educational system allowed Standard French to spread mainly among the population of European descent and a minority of Arabo-Berber Algerians" (p.197).

Therefore, the move which had occurred since the independence in the language of instruction, in the primary, middle and secondary levels (Belhadj Hacen, 1997) "was in favour of Standard Arabic" (p.281, 346). The languages taught through the national educational system are Standard Arabic, French and English, with 'minor' languages being taught as a third foreign language at the secondary level (German, Spanish, etc.) (Ben Rabah, 2004, p.71).

The Algerian government inherited dire remanants of an education system based on the French (one) with a vast majority of Algerians illiterate (Ben Rabah, 1999). At the beginning of the 1963 school year, the education system was in complete disarray and enrolment in schools at all levels totaled no more than 850.000. The French influence result in many different levels and mainly the linguistic level (Temagoult, 1986). Algerian authorities set out to redesign the educational system to make it more suited to the needs of a developing nation.

1.1.2. Structure of the General Education System

The educational system in Algeria is structured into three stages that have been amended over the last decades from a 6 years in (primary), 4 years (middle) and 3 years (secondary) then to 6 years in (primary), 3 years (middle) and 3 years (secondary); to the current 5 in (primary), 4 years (middle) and 3 years (secondary). The students start their school when they are 6 years old. Prior to starting their education, learners have the option of spending 1year in pre-school.

The first cycle which is called the primary school includes five years of studying. Followed by middle school which is composed of four years of education, then, secondary school which involves three years of studying. Together, the nine years of primary and middle school education constitute the compulsory basic education phase. Admission from one cycle to another is all controlled by nation-wide entrance assessments or examinations. Basically,

the students should study twelve years to be entitled to take the Baccalaureate exam in order

to go to university level, and thus, only the most talented students can enter universities.

Table 1.

New Structure of the General Education System in Algeria

pre-school	Primary	Middle	Secondary
1 year –age (5)	5 years – age (6 – 11)	4 years –age (12 – 15)	3 years – age (16 – 19)

Education was seen as being at the heart of reconstructing the nation. For further

development, the government gives this sector highest priority. Over the last few years, the

national education sector have largely contributed to a decrease in illiteracy from more than

75 per cent in 1966 to 22 per cent in 2008 (UNICEF, 2015). The government sought to

increase literacy by making primary school enrollment mandatory. The Algerian education

system is, therefore, characterized by high rates of school enrolment and rapid growth in

numbers for the different educational cycles.

The undeniable progress made in terms of the overwhelming amplification of

schooling and basic education which highlights the importance of state involvement in

guaranteeing all Algerian children to compulsory schooling cycles from ages 6 to 14. Over the

last decade, the Algerian government's main concern has been on enhancing the quality of

education for it devoted a considerable proportion of its resources to the education sector that

is one of the highest proportions in the world. Hence, this latter has undertaken a noteworthy

expansion. According to Middle East and North Africa: Algeria Country Report On Out-Of-

School Children published by UNICEF (2015), Algeria has made remarkable progress during

the past three decades.

More than 10 million Algerians currently attend school (28 per cent of

the population) and more than a fifth of the State Budget, i.e. 7.5 per cent

of GDP, is spent on education and training. The country currently meets

its needs for managers in all fields. The upheaval that began in the wake

of independence has accelerated change over the last 30 years. From

1984 to 2013, the number of students doubled from 5.1 to 10.1 million

and spending on education rose from 20 billion Algerian Dinars (DA) to

1,260 billion DA (UNICEF MENA Regional office, 2015).

The school system is under the jurisdiction of the Ministry of Education and Training. Primary education is mandatory under the Algerian constitution. State schools are totally free of charge at all levels. The foundational education ordinance of the mid-1970's abolished all private education and makes it a state monopoly. The government was assigned sole responsibility for providing and regulating the education system. However, this was amended in 2004 and again in 2008 authorized by law to allow some private education to charge tuition fees.

1.1.3. Private Sector

Private schools are the ones administered privately and students are required to pay tuition fees and have better facilities and equipment than state schools. The private institutions of education in Algeria have had little effect on education and training. Though this private sector is to reduce the burden on the state, there has not been yet very significant growth; (0.5%) of children are in private institutions, and there are not yet any private universities (British council, 2015). According to Martin Rose, a consultant to the British Council's MENA Region in a report entitled Education in North Africa, Country Profile: Algeria, declared that actually there are 136 private schools in Algeria, however their leverage is restricted by high fees and that incidently more than half of them are situated in Algiers.

Only 0.5% of primary and secondary pupils receive private school

education. Other private institutions have been permitted to offer only the

state's Brevet de Technicien supérieure (BTS), but have to some extent circumvented this limitation by offering, in partnership, the diplomas of foreign institutions.Only one serious project for a private university is in the tightly controlled pipeline (2015).

With respect to course books, the Ministry of Education produced all the textbooks for schools in Algeria; all the schools are required to follow the same syllabus. There are no substitutions available except the ones that are prepared by the ministry. They are taught in both private and state schools.

1.1.4. Higher Education

The university level is regulated under the supervision of the Ministry of Higher Education and Scientific Research. Access to post secondary studies, which is totally free, is open to holders of the baccalaureate, generally, the most talented students. Since independence, higher education was based on the French model; and French remains widely used for instructional purposes mainly in science and technology (Hayane, 1989). According to Guerid (1998) who mentioned that there was a significant evolution at the tertiary level both for classroom space and student enrolment. "When Algeria got its independence in 1962, there was only one university (University of Algiers) and two university centres (Oran and Constantine)"(p.12).

Public institutions sector has seen an expansion at university level of which there is a significant number dispersed as university, university centers, teacher-training colleges, Preparatory schools, National High colleges (ENS) along the country. In this rgard, the table below illustrates very recent statistics of the Ministry of Higher Education and Scientific Research (May 2017);

Table 2.

Statistics of University Level Public Institutions

University Level Public Institution	Number	
University	Center area:17 East area: 22 West area: 11	Total number:50
University centers	10	
Teacher-training colleges	11	
High colleges	29	
Preparatory schools	03	

Universities and university centers are mainly managed by the Ministry of Higher Education and Scientific Research, as stated above, while specialized schools and institutes generally fall under the joint control of the Ministry of Higher Education and Scientific Research and the portfolio of the associated ministry to which its specialization is most closely related. Each university consists of a wide range of faculties, which in turn, are divided into academic departments. The university faculties are not only autonomous in administration but also in designing curricula and organizing courses of study. University centers tend to operate in more remote regions and have historically been limited in the number of programs they offer.

1.2. Overview of Approaches and Methods in English Language Teaching in Algerian Schools from 1962 to the present

English teaching in the Algerian schools is deficient, hence, the majority of freshman has a low proficiency in English. We found it requisite to have a bird's eye view on the general situation of EFL teaching/learning in the Algerian educational system, inquiring the conditions in which the TEFL is accomplished in schools first, in Batna University and then

in the faculty of Islamic Sciences. Therefore, we could identify the causes of the shortcomings and problems encountering our students.

Since the creation of the Ministry of Education in 1963, the process of building a thorough and comprehensive national education system was set in motion. To satisfy the demands of modernization, the Algerian system of education had to follow industrial development to adapt itself to the new needs of a new situation. Change and thus, improvement of the educational system of the country corresponding to the perceived needs of the society became the main concern of the Algerian government. Accordingly, the national educational policy underwent various dramatic changes and reforms both quantitatively and qualitatively. These reforms that occurred through different eras and contexts displayed its impact on teaching English in Algeria as a second foreign language. Therefore, the country's national educational scheme effects its foreign language policy.

Hence, the process of teaching and learning English as a foreign language has taken many steps to promote the approaches and methods to bring the country closer to the worldwide community. In order to perceive a more clear portrait of the status of English as a foreign language education in Algeria and the roles granted to English over decades, we ought to regard it within the scope of the cultural, political and ideological milieu of the Algerian developing socio-cultural environment within the previous and the current different political systems. In this respect, Mohamed Benrabah (1999) divided the development of the Algerian educational system into three main phases:

1.2.1. First Reform: Arabisation: (1962-early 1970's)

With independence however, and with a view to eradicate all traces and hints of the 132 years of French colonization in Algeria, the Algerian government upgraded a policy of the progressive arabisation of education. Ben Rabah (2005) states:

Starting from 1962 the Algerian government that inherited the remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels and all subjects were taught in Arabic and there was a decrease in the amount of time for teaching French. This policy, of course favored the national integrity and unity and religion (p.379).

Until the 1970's, the policy of arabisation was disseminated. The aim behind the Arabisation policy was to re-establish Algeria's Arab-Islamic heritage (Mize, 1978; Malley, 1996). Subsequently, Arabic replaced the French language both culturally and linguistically. Furthermore, it was used as the medium of instruction in all cycles of the educational system as well as at the post-secondary level in the teaching of the Social Sciences and in most non-technical faculties whereas French language was used in the teaching of science and technology (Hayane, 1989). Until this period, English did not have much weight in the schools unto 1969 when a General Inspectorate of English was established. Nevertheless, the Algerian education is still grounded in the French fact-acquisition orientation. Hence, this period was characterized by a bilingual educational system. The pedagogical approach in the classroom depends heavily on traditional teaching methods which put emphasis on memorizing the content of the basic course books. This method concentrates on the teaching of grammar rules through translation and similar repetitive exercises, but little concern was given to verbal communication. Its main feature is that the Grammar Translation Method was inherited from the already prepared French colonization syllabi. In the same token Remmache (1992) stated that:

The Translation Approach dominated the English language teaching scene for more than a decade. The learners were exposed to reading and translating literary texts and memorizing a series of complete

grammatical structures. In fact the learners were taught more about the rules of the language than the language itself (p.16).

Because of some theoretical and practical shortcomings such as the lack of the practice of the language taught in the class-room and the English classes were book-and teacher-centered, the translation method was replaced with the structural approach. There was a shift in early seventies to the Audio Lingual Method which was soon adopted in the Algerian schools. This approach was one of the first to have its roots "firmly grounded in linguistic and psychological theory" (Brown, 1995, p.57). The main key features of the Audio-lingual classroom-described by Brown (1995) and adapted from Prator and Celce-Murcia (1979) are that it was characterized by introducing new material through taped dialogues and recorded drills to allow learners to imitate the native pronunciation and intonation.

Moreover, the behaviourist approach is relying on the principle of stimulus-response; the learner responds to the teacher's stimuli to learn. Course books were based on drills and pattern practice. Listening skills were almost entirely neglected by the book, and the only experience gained by the students in this respect was when they listened to the teacher reading the passage out loud to them. Points of grammar were practised through different drills. However, little was done to prepare the Algerian classrooms to adopt this teaching method mainly, in terms of classroom density and teaching tools.

As a result, English language teaching and learning was catastrophic and proved to be a failure because of its limited exposure and insufficient instruction. Hence, it is used in very restricted settings in contrast to L1 (Arabic) and French. Consequently, the application of this method did not fulfill the expectations of the learners (Tejada Molina, Pérez Cañado Agulló (2006) and proved to be unable to prepare learners for communication in real life situations as far as language teaching is concerned (Roulet, 1972).

1.2.2. Second Reform: The Fundamental Schooling System (mid 1970's - mid 1990's)

The second reform lasted from mid 1970's to mid 1990's. An education reform passed in 1971 introduced a new schooling system called the fundamental school which comprises a nine-year basic education program. It was a fusion of the primary and middle education levels into a nine-year system of compulsory basic education with all the subjects taught in Arabic except for the foreign languages. In practice, the basic system of schooling remained divided between the elementary level, including grades one to six, and the middle school level of grades seven to nine (Unesco Report, 2005).

In that system, French was made a foreign language starting in the fourth year of primary schooling whereas English is introduced quite late in all schools at the age of twelve or thirteen (eighth year in the fundamental school /third year middle school general education) which is not beneficial for learners. This is not pedagogically sound; the earlier the learners are exposed to the target language, the more easily they acquire it, as quoted by (Steinberg, 1993, p.209; Oyama, 1976; Tahta *et al*, 1981; and Scovel, 1988) Quoted in Ben Rabah (2004) that "younger children in immigrant families are found to acquire perfect or near to perfect accent, while old people could only master other aspects of the language like its syntax and vocabulary" (p.70).

In this period, Algeria has undergone rapid and dramatic changes in the economic, social, and at educational levels. Its overall political and economic policy changed to be politically liberal and move economically closer to the west. Besides, its interests in the fields of hydrocarbons, mining, nuclear energy, electronics, planning, design and construction make the need to use foreign languages necessary to meet the above economic objectives. Its first task was to extend the Algerian economic market beyond the French market to other countries in the world. Hence, economic co-operation and development agreements were signed with UK and the USA and countries like Japan, Brazil and Argentina which deal in the English

languageas notified in the British Council Profile on ELT in Algeria (1975) cited in Khelloufi (1983),

> Algeria's interests in the fields of Petroleum, natural gas, iron and steel, electronics, planning, design and construction orientates her increasingly economic interests to the English speaking west, not only the U.S and U.K but Germany, Japan, and other countries of the third world (p.56*).*

More English departments in universities have been set up in this era. Furthermore, the Algerian educational leaders started to enhance and hold tightly EFL by designing and publishing Algerian tailor-made English language teaching course books and learning materials. The government decided to"Algerianise" (Mize, 1978) the English teaching textbooks and methods (Hayane, 1989).

The Ministry of Education set up social and ideological objectives of teaching and learning foreign languages. Accordingly, the National Charter defines that the national policy concerning the teaching and the learning of languages of cultures (English) "will facilitate the constant communication with the exterior world, that is to say, sciences and techniques and the creative spirit in its most fertile universal dimension"(S.E.E.S.T, 1981, p.1). It is further added that "the teaching of English in the Algerian school system is in a constant evolution and that important changes have already occurred, mainly in the field of methodology and teaching techniques as well as in the teacher training system. All this evolution shows clearly that English is becoming more and more a daily need, especially for those people in all fields, who are responsible for the country's developments" (ibid).

Therefore, it was realized that English was an essential means of access to modern science and technology, to economic development and a very important international language to be learnt. L'institut Pedagogique National (IPN) supports the view that we should equip the pupils with means of making use of a foreign language in their job or university

studies, and that the acquisition of a foreign language has become a requisite component in modern life claiming that:

> It is clear that the study of a foreign language cannot be separated from culture and civilization. However, wherever it happens to refer to these, the teacher should keep in mind that the ultimate goal of our teaching is to help the pupil acquire a new language and not to accumulate another culture which has no real use in the context of our needs (Ministry of Primary & Secondary Education,1974-75, p. 5).

Being aware of the importance of English as a lingua franca, like many other countries, Algeria has also embraced it as one of the key languages of its educational planning. In January 1989, the need for educational reforms emerged from the political efforts of Algerian leaders who appointed the National Commission for the Reform of the Education and Training System to get all educators, students and parents involved in these reforms. In order to provide an alternative to French as an essential means of access to the modern world, the majority of educators and parents wanted English taught in primary schools rather than French (Ministry of Education, 1989).

The new plan, which was approved in 1990, aims at upgrading the educational developments and to enhance the foreign languages teaching at an early age. In 1993, English has been introduced as the first foreign language in the fourth year school curriculum of some pilot primary schools instead of French; Campbell (1996) before it was generalized throughout the national territory in early 1995. (See Third Reform**:** English in the primary school, section below).

As regards English Language Teaching and Learning (ELT), a significant motif for changing the methods and approaches came during the 1970's, due to scientific development. Linguists and language educators began a re-evaluation of language learning by shifting the

main focus from teaching the rules of the language and viewing it as a linguistic system, concentrating mainly on grammar and lexis; to the concept of communicative competence. The communicative approach to ELT, however, has opened wider perspectives on language to the communicative functions of the language. According to Nunan (1989),

> During the 1970's, a much richer conceptualization of language began to emerge. Language was seen as a system for the expression of meaning, and linguists began to analyze language as a system for the expression of meanings, rather than as a system of abstract syntactic rules (p.9).

Therefore, remedy was required from the communicative approach in the 1980's, became known as as Communicative Language Teaching (CLT). The Communicative Approach expanded the creation of communicative competence, and teaching students how to use the language in real life situations was considered to be at least as important as learning the language itself. Littlewood (1981) assumes that the importance of the communicative teaching of language by saying that "the most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his learners.., and selecting items to communicate his message efficiently" (p. 4).

Consequently, the 1990' s have witnessed an increase of American and British investments in Algerian oil and gas industry which attached little importance to English (Kheir Allah, 1997; El Nather, 1997).

1.2.3. Third Reform: English in the Primary School

The third reform began in late 1990's characterized by the transition to globalized pedagogy and the free market economy. Hence, as stated earlier, the 1990's brought about many changes; the government decided that starting from September 1993, "parents could choose between French and English for the children entering the Fourth Grade" (Bennoune,

2000, p.303; Benrabah, 2004, p. 95-6). "Official discourse justified this choice on the grounds that English was 'the language of scientific knowledge" (HCF, 1999, p.28) and "French being 'in essence imperialist and colonialist" (Goumeziane, 1994, p.258).

Subsequently, this new process which introduced English as the first mandatory foreign language was seen by experts as a considerable change and a big milestone in the history of education and foreign language teaching in Algeria (Daoud, 1996; Campbell, 1996). Unexpectedly, the country entered a phase of political and economic unrest (Fuller, 1996; Ciment, 1997) and the 1989 educational reforms were consequently frozen until further notice.

Consequently, the introduction of English in elementary education, in 1993, to compete with French was shown to be a failure: "the total population choosing the former was insignificant" (Miliani, 2000, p.23; 2003, p.24; Queffélec et al, 2002, p.37-8). The program was experienced only in some primary schools but stopped because the majority of parents preferred French to English. Quefelecet al. (2002) further mentioned that "This new language rivalry ended up favoring French because the number of pupils who chose English was negligible"(p.38).

Under strong pressure exerted by the west (Karmani, 2005) "to reform educational curricula as part of the Global War on Terror over the succeeding tragic events of September 11th, 2001" (p.262), the Algerian policy makers, like most Arab governments around the globe, saw it as an important element towards any political and economic prosperity (Toualbi-Thaalibi, 2006; Tawil, 2006). Hence, a series of political and economic reforms involving the sector of education were consequently launched; dramatic changes in the linguistic orientation of the country, the transition to a market economy, and socio-political demands for democratization. The Ministry of Education (2006) sustained that:

Recent social changes that were urged by the latest political and

economic conceptions of our country, the demand of the Algerian society

for development and advancement, the openness on the world through

modern technology, lead us to define new strategies…this could not be

acquired without a full reform of the educational system (pp.17-18).

[translated from French]

In 2002, a national education reform planned the reintroduction of the first mandatory foreign language (French) into the second grade of primary school (for 6–7 years old) instead of starting it in grade four (for 8–9 years old). The valuable proceeds in this reform are that English would be taught in the sixth grade (two years earlier than in the past, the first grade of middle school, on the basis of three hours a week. Some subjects, as Sciences and Mathematics, to some extent, would be taught in French (Lakhal-Ayat, 2008). However, in May 2006, Benrabah (2006) admitted that "the Ministry of Education took the decision to move the teaching of French from grade two to grade three, starting from September 2006" (p.70).

In these educational reforms, there was a transition from the fundamental school of nine years of studies to two educational stages: the primary and the middle school. Therefore, the school system is reconstructed (as it has been mentioned earlier). First, a pre-school level at 5 years old was inserted in the primary cycle. The duration of primary school was decreased from 6 to 5 years of studying whereas middle school raised from 3 to 4 years; and the post-compulsory education in secondary school (lycée) consists of three streams: general, technical, and vocational.

Hence, in these Educational Reforms which were characterized by using the Competency Based Approach (CBA), new teaching syllabuses, textbooks and teaching materials were designed to meet the objectives of reforms; and teacher development

programmes were elaborated to enable teachers to adapt to the new curriculum (Le Soir d'Algérie, 20/12/06).

Subsequently, the need for reform is to adapt to globalization era and the increase of industrial world, because it was assumed that globalisation had an inevitable impact on new conceptions of education in the world (Tawil, 2006; Toualbi-Thaalibi, 2006). Therefore, an appraisal of the progress of these reforms was submitted.

Nevertheless, between the period of 2003 and 2006, a series of meetings and conferences between Algerian leaders and Unesco officials leading to a contract signed on 2nd of October 2003, in which the Unesco accepted to fund these educational reforms (Tawil, 2006). The project, called the Programme of Support for the Reform of the Algerian Educational System (PARE). Other international agencies also contributed to the funding of the project, amongst which were the French Agency for Development (AFD), the European Union (EU), and the United States Aid (USAID). Furthermore, the Algerian government started new relations with USA to give some importance to English as an essential medium to be integrated in the Algerian schools.

Moreover, since 2008, the British Council has been involved with the Ministry of Education in work on the teaching of English in Algerian middle and secondary schools. In 2014, this was embodied in the very ambitious SEEDS programme, a comprehensive strategy for blended learning/training at all levels of the schools education system.

Furthermore, it has to be indicated that in order to enhance the quality of learning, the change of the national education system which corresponds to the perceived needs of the society is the government's main concern. These changes were not restricted to the school years distribution, teaching syllabuses, and teaching materials but in terms of the implementation of new curricula and a new teaching approach based on competencies to develop in learners, the same as most of the educational reforms in many parts of the world.

In the same respect, the teaching of foreign languages in the new curriculum is seen as a means towards the construction of knowledge about science and technology, and intercultural communication. Subsequently, in the same line of thought, the Ministry of Education sets forth that the objectives of teaching and learning foreign languages are rather social and ideological (2005) hence, it defines learning as follows:

> …comprehending, modifying mental performances, however most significantly is the consolidation and not the accumulation of the knowledge. Learning is the interaction of what we know with what others know which would guide us to create new proficiency that the individual would re-exploit and use in the social world (p. 9). [translated from French]

Therefore, competency based language teaching (CBLT) has been adopted in teaching English as a foreign language. It focuses on foreign languages teaching without losing one's identity and acculturation. Its main aim is to modernize and develop education to face globalization' requirements; to adapt to the changing world; integrate young people to reach an international level in terms of required competences; and it prepares the learners to be competent in their real life tasks.

In this regard, the Ministry of National Education in the national programme of English as a Second Foreign Language in the First Year Middle school teachers' guide (2003) upholds that "EFL teaching is fostered in CBLT in the sense that the learners should be able to use it to communicate and not to keep their linguistic knowledge passive" (CNP, 2004). It further added that learners are trained, since their first year of the middle school education in order to communicate orally as well as in the written form. They should become proficient in functions in which they need to use a set of linguistic forms. These are, thus, situationalized and never presented overtly (ibid).

Subsequently, the student's progress in CBLT is most important. The teacher's task is to pick out learning activities to provide positive and constructive feedback in order to help the students to upgrade their skills according to the competency they are going to acquire.

Furthermore, CBLT presupposes that language be connected to a social context rather than being taught in isolation. It requires learners to demonstrate that they can use the language to communicate effectively (Richards & Rodgers, 2001; Wong, 2008). In this sense, Docking (1994) believes that in CBLT rather than norm-referencing estimation, criterion-based assessment procedures are employed in which learners are evaluated conforming to how well they can proceed on particular learning tasks. He reports that CBLT

> is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting (p.16).

As a consequence, one can notice that almost in each decade, reforms and perpetual alteration have been brought. Inspite of the critical instability in the Algerian educational system, further challenge struggles to achieve quality and improvements in the future.

1.3. English Language Teaching (ELT) in Algeria

The inclusion of foreign language teaching in an educational system, according to Stevens (1978), is generally "determined by the policy and aims of a community which reflect the public will, the social sanction for the organized provision of language instruction, the response to the linguistic needs of the community" (pp.14-15).

In Algerian education, foreign language teaching occupies an outstanding role. In the past decades, the awareness of the importance of English and the ever-growing demand for its use in intercultural communication as a lingua franca, 'English as an international language' (EIL)

'English as a global language' (Crystal, 2003), 'English as a world language' (Mair, 2003) and 'World English' (Brutt-Griffler, 2002) consider it as the prime medium to satisfy the needs of communication on an international scale and access to modern science, economic activities, scientific, technical and academic literature; has led to significant expansion and to dramatic changes in the linguistic tendency and make of English present everywhere across the globe (Graddol, 2006).

This has raised concern to Algerian policy makers and stakeholders in the national educational policy on English, its planning and implementation in Algeria. Hence, Algerian educational leaders have adopted diverse policies that English language as significant as French in our schools and university (as stated earlier). In this regard, Zughoul (2003) argues:

> In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and loosing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in these countries cannot be cancelled (p.122).

Regarding the status of ELT, English language is the second foreign language in Algeria (see previous sections). Accordingly, it has a limited exposure and a scant manifestation. After being acquainted with French in their primary school education, English has been introduced in the middle, secondary and tertiary curricula. Algerian students start learning English as a compulsory subject from the sixth grade; the first grade of Middle School for four years, however its coefficient is less important than the other subjects. In the subsequent stage i.e. high school which consists of three years, the EFL coefficient depends on which studies stream is it; it is more significant for literary streams than scientific or technological ones.

Accordingly, the English program at the pre-university level in Algeria extends over seven years. The number of hours of instruction taught is three per week and the academic year extends about 24 weeks. English is taught as one of many different subjects in the curriculum. The courses aim at developing the four language skills and ought to equip pupils with the necessary knowledge in English (literary, economic, technical and scientific), prepare them for final examinations, further studies in English and to serve English as a tool for communication. Its objectives are stated in the instructions published by L'Institut Pedagogique National which indicates that the acquisition of a foreign language has become a needful section in modern life and the teaching of English should be limited to the language itself. We should therefore, provide our pupils with means of employing a foreign language in their labor or University studies for the larger part of them do not carry on learning a foreign language after they have left school. It posits the view that:

> It is clear that the study of a foreign language cannot be separated from culture and civilization, however whenever he happens to refer to these, the teacher should keep in mind that the ultimate goal of our teaching is to help the pupil acquire a new language and not to accumulate another culture, which has no real use in the context of our needs. (Ministry of Primary and Secondary Education, 1974-1975, p. 5).

It would be more convenient to display the discussion of ELT in Algeria by a table, which clarifies the scope of the current study and the status of ELT in the three stages of education, i.e. primary, middle, secondary Stages.

Table 3.

ELT instruction's Hours Number/week in the Different Stages of Education

Stages		ELT Number of Hours		
Primary		**0 h**		
Middle	1st year	**3 h**		
	2nd year			
	3rd year			
	4th year			
Secondary	1st year	**Literary Stream Basic Education**		**Scientific Stream Basic Education**
		4 h		**3 h**
	2nd year	**Arts & Foreign Languages**	**Arts & Philosophy**	**Scientifc & Technical Streams**
		5 h	**4 h**	**3h**
	3rd year	**Literary Stream**		**Scientifc & Technical Streams**
		4 h		**3 h**

Currently, the prevailing trend in Algeria is toward more ELT. In addition to the increasing important social and economic role of English, a widespread demand for it thereby, created a growing interest in English not only among educationists but among the common people as well which promoted a boom of the English language teaching/learning throughout the country. Many learners have a strong desire and willingness to learn English, because they perceive its importance and wide use as an international language; therefore, English receives striking attention and extra hours of practice.

It is worth mentioning that there is an extensive and growing private sector of education in Algeria concerning the English language. These various educational private institutions which have flourished as a major industry, attracted an increasing number of interested students from young children to adults providing extensive out-of-school English instruction. A remarkable expansion of students' enrollment in Private language schools or institutes join English courses for the sake of improving their English language proficiency.

English is becoming more and more popular among Algerians. Matougui (1977) notes that in 1975, 90 % of pupils chose English at the secondary level and that English rates high among other foreign languages taught in various educational institutions.

Though this widespread demand for English language teaching and learning, TEFL still encounters many problems which can be summed up as follows: in spite of the seven years of English in both middle and secondary schools' learning, students do not have a good proficiency in the target language. This is mainly due to the lack of exposure to pursuit the English language in their real life communication, subsequently it is very limited in the educational setting typically for class usage in contrast to Arabic or French. Another major problem pointed out is the lack of motivation on the side of learners that English is considered as an absolute subject exclusively learnt for the rationale of passing their exams, or getting the average grades.

Consequently, as it has been advocated above, it is stimulated to implement and therefore, develop the use of English to enclose better communication, as well as better access to knowledge for students. Therefore, the advance of the English language requires to be pursued in a toughness and rigorous orientation.

1.3.1. ESP in Algeria

It is worthwhile mentioning that the history of ESP in Algeria is not an uptodate phenomenon but it traces back to the early 1970's when EST (English for Science and Technology, as it was initially known) was introduced as a subject in the curriculum of the "licence". This has set for the emergence and hence, in the development of an ESP programme. Therefore, a swift expansion in English courses in the Algerian universities instead of the traditional 'General English' courses that aimed at specific disciplines, e.g. English for Chemists, English for science and technology….etc. Its main objective was mostly to initiate learners to comprehend scientific and technological writings and to

promoting scientific knowledge, consequently, special language programmes have been developped.

The establishment of the National Institute of Electricity and Electronics (INELEC) in Algiers in 1976 which pointed out a new era in the teaching of English in Algeria. Besides, the national oil company 'SONATRACH' With the help of British and American instructors developed a new special language programmes of English teaching for engineers and technicians to enable workers in the oil industry to communicate appropriately with foreign expatriates. The main objective was from one hand, to introduce the workers to petrochemical terminology in English and to ease the communication process between the natives and the expatriate personnel.

At that period of time, ESP (or English for Special Purposes, as it was called) was voguish in significant areas of the world. Part of this prosperity was in view of that English was the language of science and technology, the proficiency in this language would guarantee the success of such a transfer. At that time, they have complied to the requests of setting forth the content of English courses relevant to the specific groups of learners. Nevertheless, this subject is passed from sight and disappeared completely from the curriculum of the 'licence' for anonymous motifs.

Consequently, increased interest for the ESP programme for higher education has been stimulated by the Ministry of higher Education as a means of facilitating access to the sources of knowledge substantially, not only in science and technology but rather all those who would like to read or publish research materials in different fields in international journals, and the need for English for communication purposes.

1.3.2. English at University Level

At university level, the classical old system, i.e., four years bachelor, two years magister and four years doctorate system, did not harmonize to the main challenges required

by the changing political, social and economic situation of the Algerian community like many parts of the globe. As a matter of fact, a decision was made, by August 2003, by the Algerian government and education policy makers who integrated a new system that could be identified to socio-economic move prevailing to a substantial progress of the country.

This international system known as LMD - Licence - Master - Doctorate has been introduced to basic higher education almost in all specialties, (See 'Réformes de l' enseignement supérieur', Juin 2007, the Ministry of Higher Education). The latest new reform is a new approach based on the communicative approach and aims at bridging the gap between the academic and the practical subjects in the university and displaying them to the business sphere. It strives for conducting both the Algerian diploma and the Algerian student to a higher standard of learning. Therefore, different curricula have been evolved for English majors and non-majors at university level. In this regard, Lakhal Ayat (2008) states that the LMD is basically designed in the Anglo-Saxon countries and that the teachers aim at the students' expressiveness, mobility and recognition of the degree in every part of the country and even abroad. He indicates that:

> It (The LMD) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies, too: it reduces the degree from four to three years (p.85).

At the English Departments, English is introduced as a main subject where they specialize in English. At the end of three years, Students are awarded the 'Licence'; the equivalent to the British B.A. They are entitled to undertake the following subjects: Linguistics, Culture, Civilization, literature, Phonetics, Oral Expression, Written Expression.

Being aware of its vital role and acknowledging the necessary requirements of university students for the English language, its inclusion as a required subject is not only

restricted to scientific and technological streams but for human sciences as well. At different faculties and departments nationwide and at all levels of university education, English is taught as a minority subject but 'compulsory' along side with their current modules in different curricula with narrow-focus English programmes in the form of ESP/EAP under different labels, EST 'English for Science and Technology'in the faculty of Maths and data processing, EBE 'English for Business and Economics' in the faculty of economic sciences, and ESS 'English for Social Sciences'in Social Sciences faculty, and so forth.

Therefore, this has been conceived as a move onwards in making the English language a utilitarian device that helps achieve the students' targets and objectives providing them with the necessary background in their field of specialization; and to fill the gap of communication needs for both scientific/technological and international goals. In this regard, Allen and Widdowson (1978) state that "English teaching has been called upon to provide students with the basic ability to use the language to receive, and (to a lesser degree) to convey information associated with their specialist studies" (p.56).

Regarding ESP/EAP programmes, Algerian universities have full autonomy in designing their proper curricula within the scope established by the Ministry of Higher Education and scientific research. Their essential aim is to fill the gap between the students'general English proficiency and their mastery for authentic instruction-speciality texts. In view that English is a subject in the curriculum that goes in parallel with other subjects, they have to offer English tailor made programs according to regulations supposed to make the content of English courses i.e., ESP courses correspond to learners'own discipline and convenient to the requirements of these specific groups of learners. In line of this notion, ESP is defined by Hutchinson et al (1987) "as an approach to language teaching which aims to meet the needs of particular learners" (p.21).

To fill English language teaching positions in: general, academic and specific English, the English language departments and teachers training colleges (ENS) provide both Middle and high school with teachers of English. At various faculties and departments, ESP/EAP courses are offered either by ELT instructors or subject (content) instructors, with no collaboration between them. A vast majority of them are very often part time teachers and are inadequately trained in teaching ESP/EAP undergraduate classes; they hold either a classical BA or LMD master degree.

A larger part of these teachers who are in charge of these courses, are engaged in other situations. In spite of the lack of experience, it is at their discretion to select, organize, present the content of the courses and decide what method to adopt. The ESP courses should be very specific and qualitative requiring teachers highly qualified holding a good knowledge and skill (Pilbeam, 1986; Johnson, 1986; Skeldon and Swales, 1983; Robinson, 1981). Moreover these teachers lack the basic knowledge with subject areas and therefore the focus would be on vocabulary and structure. Subsequently, there is a total disregard of communication activities which would require them to deal with the students' academic information.

Consequently, we would perceive that the ELT situation at the Algerian university in general faces a lot of issues in spite of the attention and care paid by both Ministries of Training and Education and Higher Education. Educationalists, stakeholders and university teachers raised a lot of weaknesses and inconveniencies among which the training of teachers, awareness of both teachers and students, designing syllabi and programmes; the understanding of language in use pragmatically; the class size and many other problems within the LMD system.

1.3.3. English for Academic Purposes in The faculty of Islamic Studies at Batna1 University

The faculty of Islamic Studies at Batna1 University has been one of the foundation universities undergoing expansion in recent years. It is composed of four departments: Department of Basic Islamic Studies Course consists of one year in general basic Islamic studies. Secondly, the Department of Islamic Law (shariaa) consists of three disciplines: Islamic Jurisprudence (Fiqh), Islamic & Conventional Law and Islamic Economy. Thirdly, the Department of Principles of Islamic Religion (Usul Eddin) is composed of three disciplines: Science of the Quran & Prophetic tradition, Islamic theology and Preaching & Islamic Culture. Finally, the Department of Arabic Language & Islamic culture consists of two disciplines: Islamic History and Language & Quranic Studies. Arabic is the native language of of the participants of the research with English being their second foreign language (See Figure 13).

Students take English language as a compulsory subject for both graduation and undergraduation purposes in the four departments of the faculty. However, no curriculum planning, nor textbooks take place at tertiary level. Yet, the adopted EAP courses are not developed according to research in syllabus design and findings in TEFL; and subsequently, they have not been able to meet the needs of the students. Hence, they are considered as ineffective because they do not encourage learners to achieve successfully in their subject specialism.

The ESP course content is not well defined but rather very often consistent with the general English courses they have been taught in high schools. These courses concentrate more on the teaching of grammar rules through translation and repetitive drills or deal with the translation of specialised texts from English into the native language.

Additionally, the time allotted to the teaching of English is rather inadequate. The one hour and a half per week does not suffice to achieve the academic aim aspired. According to my observation as an EAP lecturer, few students assisted these classes since attendance is not compulsory; hence, this makes the issue worse. Classroom size is another major matter that often obstructs the learning process in English courses. Faced with large number of learners in an EAP class (see Table 6) makes the teacher unable to conduct activities or evaluate students correctly. Bell (1999) states that "teaching a foreign language successfully to large classes requires a specialized approach involving group work"(p.263).

Moreover, the majority language teachers (12 out of 15) in the faculty of Islamic Studies at Batna University are part-time practitioners who have short experience and lack enough training in EAP. Subsequently, little attention has been given to developing a curriculum to meet the English language requirements of the learners in their academic, vocational and occupational studies. Thus, there is an insufficiency in teaching materials and the use of visual aids that could create motivation on the side of the students.

Moreover, on the part of the administration, little attention is given to the EAP courses. The arbitrariness distribution of the weekly one hour and a half teaching instruction i.e the late teaching hours of the day or even the last course of the week would certainly obstruct the utility and the usefulness of the EAP courses that require more concern from the side of the students. This latter would be exhausted and bored to deal with the theoretical part in teaching i.e the formal properties of the language rather than its communicative use which is not related to the learner's specialism and area of interest that characterise the quality of EAP scope: specifying learner needs as well as the authenticity in language learning syllabi.

Accordingly, this would minimize the motivation and the stimulus on the side of the students who already give more concern to subjects of speciality and consider them more significant than EAP courses. So, they study English courses for examination purposes. In the

same breath, Robinson (1991) mentions that in many parts of the world, university students may not realize the value of their EAP course, probably because they perceive that without English knowledge their speciality subject exams may be achieved successfully; students may not appreciate the value of the course until much later.

Furthermore, the vast majority of learners' background in English is critical in spite of the seven years of EFL learning in both middle and high school stage which would have an indirect effect on the English language teaching at tertiary level. Unfortunately, at this stage, these learners who would have to improve their performance in spoken and written communication (Pendergrass et al., 2001), and develop the competence of the English language used for academic purposes to help them understand professional texts written in English, they still lack the English language basic skills.

Conclusion

This chapter portrayed an overview about ELT in Algeria. We have elaborately surveying the educational setting for the present research, attempted at giving a thorough description of the historical development of the education system and the reasons for the present attempts to reform university courses. In respect of understanding the actual needs to English for Islamic Studies' learners, we have discussed approaches and methods in language teaching in Algerian schools and the role it plays in the education system of the country and finally, the ESP teaching situation at Batna1 University.

Chapter Two: English for Specific Purposes

Introduction

The current chapter offers a brief review of the literature relevant to 'English for Specific Purposes' (ESP). First, it explores the emergence of English for Specific Purposes as a sub-discipline in the ELT sphere, explaining its nature and origin, discusses different definitions of 'ESP', then, it focuses on the evolution of ESP, its phases of development as well as its distinctive features as a specialist discipline. The researcher attempts to clarify how ESP came into being and how it is classified.

2.1. Emergence of English for Specific Purposes

Throughout the second half of the 20th century and the first decade of this new century, languages for specific or special purposes (LSP) have carried out a noteworthy expansion in the area of second/foreign language education. There can be seen an increased request for special language courses in foreign languages, in new approaches to language teaching/ learning, in the great amount of scientific and technical literature and in the new connotation of terminology as a subdivision of applied linguistics.

Hence, the teaching of English for specific purposes was broadly induced by the requisite to communicate across languages in areas such as economy, industry, commerce, technology and particularly in communications. Therefore, a new variety of English language has brightened up where the target of the learners is to use English in a specific subject area. "The first conference on languages for special purposes was not until 1969" (Robinson, 1980, p.5).

2.2. Historical Background on the Origins of ESP

The history of English for Specific Purposes (ESP) is not a recent and unprecedented phenomenon as some people might think, but rather we can trace it back to the fourteenth century "in a collection of everyday dialogues written for English travelers to France" (Howatt, 1984, p.3). Moreover, in the sixteenth century, and in order to cope with traders'

needs for acquiring some knowledge in learning for buying and selling, commerce interests produced additional phrase books and polyglot dictionaries of learning languages.

Learning languages, however, has been regarded more as a matter of prestige and pleasure of knowing a language than as a requirement to get a job. This implies a distinction between language as a 'subject' and language as a 'service'. But the nature of English for Specific Purposes as it is now known, emerged in the second half on the twentieth century (as it has been mentioned in the previous section).

Undoubtedly, there is a great deal about the origins of ESP. According to Hutchinson and Waters (1987), "there are three prominent reasons which gave birth and fast evolution of this new ELT approach: the demands of new world, a revolution in linguistics, and focus on the learner" (p.5). The co-authors (1987) cite that two key historical periods breathed life into ESP. "First, the end of the Second World War brought with it an expansion in technology and commerce that gave rise to a demand for an international language to meet the challenges of the New World and, due to the economic power of the U.S, it was English which was granted this role" (ibid. 6).

Furthermore, the leading role of Great Britain in the eighteenth and nineteenth centuries as a major colonial power acquired English a cosmopolitan status and become the major means of communication and exchange of information between the different parts of the world, particularly in the field of technology and commerce. Therefore, a special language has been developed to fulfill the demands of that shift. Thus, English for science and technology (EST) started emerging, which can be described as the starting point of ESP.

Second, the Oil Crises of the early 1970's involved a large flow of funds and western expertise into the oil-rich countries. Hence, there was a great expansion of particular English language situations that created a need for courses with specific goals. Therefore, E.S.P. came basically, on learners' specific needs required by their professions or occupations.

This view Quoted in Zughoul (2003) is supported by Crystal (1997) who indicate that "the world status of present day English is direct result of two factors: British colonialism and the emergence of the US as a strong economic and military power. The later factor is what continues to explain the position of English today" (p.118).

The second reason as cited by Hutchinson et al (1987) is a revolution in linguistics. Pioneers in linguistics began to focus on the ways in which language is used in real communication. The concept of communicative competence and the communicative approach to ELT have opened wide perspectives on language teaching by shifting the main focus from the grammatical rules to the communicative functions of the language. Brumfit (1977) emphasises that "an ESP course is directly concerned with the purposes of which learners need English, purposes which are usually expressed in functional terms. ESP, thus, fits firmly within the general movement towards "communicative" teaching of the last decade or so" (p.18).

Flowerdew et al (2001) argue that in early sixties, the pioneering research of Halliday, MacIntosh and Strevens made a move towards a view of language as not only a set of grammatical structures but also a set of functions,

> A revolution in linguistics was brought by the three linguists: Halliday, McIntosh and Strevens 1964 who state the view that language should be seen as a source of communication which may vary according to the situations or the contexts. As opposed to theoretical linguists who traditionally saw language as an abstract system (p.11).

The third key reason cited by Hutchinson et al (1987) as having an impact on the emergence of ESP is related to the psychology of learning. From the early beginning of ESP till the present time new developments in educational psychology, also contributed to the rise and flourishment of ESP. The focus on the learner who constitutes a key-parameter in ESP is conceived as one of the considerable reasons which gave birth to ESP.

More attention was given to the ways in which learners acquire language, their attitudes to learning and the differences in the ways language is acquired. Learners' needs and interests seem to have an impact on their motivation as well as the effectiveness of their learning. As far as ESP courses are concerned, one may notice that since the focus on the learner is of an effective worth, needs analysis is of equal importance. Thus, This has led to the development and tailoring of specific courses that were regarded as 'relevant' to the learner's needs and interests, and which would improve the learner's motivation as well (Hutchinson et al.,1987) to better meet the needs of learners in specific contexts is also possible. According to Basturkmen (2006),

> Needs Analysis can be seen as: the type of investigation ESP curriculum
>
> developers use to identify the gap between what learners already know
>
> and what they need to know in order to study or work in their specific
>
> target environments (p.15).

In this regard, learners alongside with their needs consist the primary concerns for the ESP practitioner while he draws his/her syllabus and design his courses. Hutchinson & Waters (1987) state that "the English language now became subject to the wishes, needs and demands of people other than language teachers" (p.7).

Accordingly, an international meeting of specialists was held in London in December 1960 on second language as a factor in national development in Asia, Africa and Latin America. It sheds light on three basic needs: (a) internal communication, (b) transmission of science and technology and (c) international communication. Furthermore in late 1960's, the first conference for English for special purposes was held; it was regarded as a milestone in ESP. In the succeeding years, particularly in the beginning of 1970's, ESP started growing rapidly according to the demands of the world. Consequently, the so called LSP approach (language for specific purposes: for example, English for special purpose, English for Science

and technology, English for Academic purposes) is, in part, an application of this view of language varieties (Stern, 1983).

2.3. Definition of English for Specific Purposes

English for specific purpose or (ESP) for short is comparatively a new discipline within Applied Linguistics which points out to the teaching and learning of English as a second or foreign language where the objective of the learners is to use English in a particular domain. This significant development has taken place as a result of a growth among people who started to feel the necessity to learn English for different motives either to fulfill business purposes, to have access to knowledge, in economy, industry, or specifically in communications. Due to these demands, a sub-field of English Language Teaching (ELT) was introduced under the label of 'English for Specific Purposes' or 'ESP' for short.

ESP has several definitions, and to know what ESP really means, the researcher tried to present a number of various definitions relevant to the ESP context. Although it is not easy to reach an acceptable definition of ESP, we can say that every variety of language is an ESP text in that when teaching something to the learner, there is a need for a certain type of English for that teaching process, as soon as we define our objectives, we move into the extent of ESP.

Linguists and language educators like (Robinson, 1980; Strevens, 1980; Hutchinson and Waters, 1987) are from the standpoint that a universally convenient definition of ESP cannot be achieved. Robinson (1980) states that "definitions of ESP are numerous" (p.3). However, Strevens (1980) sets forth that "a definition of ESP is both simple and watertight and not easy to produce" (p.109). Correspondingly, Ewer (1981, p.2) cited by McDonough (1984) indicates that:

> ... the terminology of ESP is now getting into such a confused and contradictory state that in my experience it is impossible to carry on a discussion about the subject with practitioners outside one's own work-

group for more than a few minutes without misunderstandings arising

from this source (p.1).

However, many writers have come up with a different perspective and have addressed the task of defining ESP. We have incorporated only a few considerable definitions of ESP provided by eminent linguists. Mackay and Mountford (1978) believe that "the term is generally used to refer to the teaching of English for a functional and a pragmatic objective" (p.2). They said that it is generally used "to refer to the teaching/ learning of a foreign language for clearly utilitarian purposes of which there is no doubt" (ibid). Moreover, they indicate that "this purpose is usually defined with reference to some occupational requirement" (ibid). This means that the purpose depends on the learners' needs which can be either of academic, occupational or scientific character.

Similarly, Munby (1978) endorses that learners' communication needs is an essential ingredient in both syllabus and materials' design. He suggests that ESP courses are those where the materials and the syllabus are determined by the prior analysis of the communication needs of the learners. Nevertheless, Strevens (1978) further specified that,

Broadly defined, ESP courses are those in which the aims and the

content are determined, principally or wholly, not by criteria of general

education (as when 'English' is a foreign language subject in school) but

by functional and practical English language requirements of the learner

(p. 90).

According to Harmer (1983), "ESP is situations where the learner has some specific reasons to learn a language i.e. learners want to learn the target language to fulfill specific reasons which can be academic or occupational" (p.1).

Four years later, Hutchinson et al., (1987) provide a broader definition of ESP by which they theorize as an approach to language teaching in which all decisions as to content and methods are based on the learner's reason for learning.

In a decade onwards, Strevens (1988) typically, promotes that "ESP is a particular case of general category of special-purpose language teaching. The same principles apply no matter which language is being learnt and taught" (p.1-2).

A forward step advanced by Strevens (1988) who sustains that a definition of ESP needs to identify between absolute and variable characteristics. Strevens (1988) as cited in Johns and Dudley-Evans (1991), mentions that according to absolute characteristics, ESP consists of English language teaching which is:

> designed to meet specified needs of the learner; it is related in content (in themes and topics) to particular disciplines, occupations and activities; and it is centred on the language appropriate to these activities in syntax, lexis, discourse, semantics, etc, and analysis of this discourse and it is in contrast with General English (p.298).

For variable characteristics, ESP may be bounded to the language skills to be learned (e.g. reading only) and it is not taught according to any pre-appointed methodology. Robinson (1991), nevertheless, believes that "ESP is protean, as it is responsive to developments in all three realms of language, pedagogy and content studies" (p.1). She proceeded by associating the acquisition of linguistic repertoire to the subject the learner is studying or the scope he is working. She considers that the essence of the relationship between context or domain and the learning and use of the language is distinctly indispensable to ESP and highly worth investigating. She, therefore, indicates that there is a greater advantage in the content with which ESP must be included; the subject matter which ESP students should have to study and work with through English.

Anthony (1997) identifies that over the last three decades ESP has been widely used as an approach. He perceives that no matter whether the teaching of English used in academic studies or the teaching of English used for vocational or professional purposes, it is not clear where ESP courses end and general English courses begin; several non-specialist ESL

instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their respective specialist knowledge of using English for authentic communication.

A decade later, Dudley-Evans and St John (1998) modified Strevens' original definition of ESP and offer an improved version of their own in defining ESP by its characteristics. They postulate it as follows:

- **Absolute Characteristics**

  - ESP is defined to meet specific needs of the learner;

  - ESP makes use of the underlying methodology and activities of the discipline it serves;

  - ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

- **Variable Characteristics**

  - ESP may be related to or designed for specific disciplines;

  - ESP may use, in specific teaching situations, a different methodology from that of general English;

  - 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;

  - ESP is generally designed for intermediate or advanced students;

  - Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (pp. 4-5).

Dudley-Evans and St. John (1998) have appended more variable characteristics and withdrawn the absolute characteristic that 'ESP is in contrast with General English. They accord that ESP is not definitely related to a specific discipline, it is likely to be used with adult learners although, it could be used with young adults in a secondary school setting.

In line of this notion, Basturkmen (2006), in her turn, illustrated that "the key feature of ESP course design is that the syllabus is based on an analysis of the needs of the students because ESP is preparing learners to use English within academic, professional, or workplace environments" (p. 18).

Finally, in the light of the set of definitions cited above, one may say that the majority of researchers agree on the fact that ESP is about both specific context: academic, professional, or workplace milieu and the learners' specific needs for learning the target language.

2.4. The Meaning of 'Special' in English for Specific Purposes

With regard to special purpose of language learning, the qualifier 'special' is occasionally used instead of 'specific'. Mackay and Mountford (1978) point out that "the adjective 'special' in the term ESP qualifies the word purpose rather than the language itself" (pp.5-6). According to them, the emphasis of the word 'special' in English for specific purposes should be firmly placed upon the purpose of the learner for learning the language, not on the language he is learning" (ibid). They further (1978) explain the idea of a special language in the following manner:

> The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task, or vocation. (ibid: p. 4)

Munby (1978), in giving a clarification about the use of the word 'specific' instead of 'special' in the term ESP, disclosed that "'Special English' focuses on distinctive features of the language, especially vocabulary, that are most immediately associated with its restricted use, e.g. technical terms. ESP, on the other hand, should focus on the learner and the purpose for which he requires the target language and the whole language programme follows from that" (p.2).

Robinson (1980) differentiates English for specific purposes from English for special purposes. She argued that "the word special denoted special languages i.e restricted languages as that in telexes; while the word specific focused on the purpose of the learner, in learning the language and referred to the whole range of language resources" (p.5-6). Perren (1974) however, perceived that confusion arises over special language and specialized aim. A specialized aim refers to the purpose for which learners learn a language, not the nature of the language they learn. Both words are not entitled to the language, but rather to highlight the purpose of studying it. It specifies the focus on certain features of the language that are immediately associated with the restricted use of the target language which is required by the learner in order to achieve a particular purpose (Munby, 1978). "What is actually special is the special use of the language by a particular learner and not the language he is learning"(p.2).

 Consequently, we find it worthwhile to mention that the focus of the word 'special' in ESP ought to be laid upon the purpose for which learners learn rather than on the specific jargon they are learning.

2.5. Development of English for Specific Purposes

Historically speaking, the process of the development of ESP started from the early 1960's. It has grown to become one of the most prominent areas of EFL teaching today. It is clear that this movement may be seen from different perspectives and has undergone different phases of development and in different countries. Its development is reflected in the increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses offered for overseas students in English speaking countries.

According to ELT Documents (1984), ESP began to evolve in the mid 1960's in response to certain types of learners who had specialized needs "that were not being met sufficiently and efficiently by wide-spectrum EFL courses" (p.2). Kennedy and Bolitho

(1984) point out that "it is important not to regard ESP as an area of development separate from the rest of English language teaching" (p.7). It is part of the recent move within the ELT sphere towards a more communicative basis for teaching and learning.

Hutchinson and Waters (1987) have identified different phases in the development of ESP, and believe that "it has gradually undergone three main phases since its emergence and presently it is in a fourth phase with a fifth phase starting to emerge" (p.9). The co-authors join each stage to one particular activity which has relation with the notion of special languages, primarily based on learners' specific needs, required by their professions or occupations. The first stage of ESP development has dealt with:

2.5.1. Register Analysis

It was the starting point of ESP mainly in the 1960's and early 1970's. The term register was foremost defined by Spolsky (1998) as:

> a variety of language most likely to be used in a specific situation and with particular roles statuses involved. Examples might be a toast at a wedding, sports broadcast or talking to a baby. A register is marked by choices of vocabulary and other aspects of styles (p.34).

With regard to ESP, the English of each particular specialty was made up of a specific register different from that of other subject specialisms. Register analysis operates in words and sentence level i.e the main focus was on certain grammatical and lexical features of various registers, then identifying the kind of courses, syllabus and curricula pertinent to a subject specialism.

The best example illustrated here, is 'a Course in Basic Scientific English' compiled by Ewer et al in (1969). Ewer et al point out that "in order to get a working idea of what this basic language is consisted of, a frequency analysis of English actually used by scientific writers was required. In subject, it covered ten main areas of science and a large number of individual disciplines from anatomy to volcanology" (pp.221-229).

Accordingly, register analysis manifested a shortcoming in that it does not proceed beyond word and sentence levels. Therefore, discourse analysis was another approach which emerged as a reaction to it.

2.5.2. Discourse Analysis

'Rhetorical' as it is labeled, was tagged to the British prominent figure Henry Widdowson in Britain, Louise Trimble, John Lackstrom, Mary Todd-Trimble and Washington School of Larry Selinker in the US. In this movement, the shift was from sentence grammar to be centralized to a specific situational context within the framework of social and cultural conventions by involving the interaction of the speaker (or writer) and auditor (or reader). In the same line of thought, a quotation cited by Hutchinson and Waters (1987) from Allen and Widdowson (1974) who hypothesized that:

> We take the view that the difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently, their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts (p.10-11).

Accordingly, discourse analysis is how a number of these sentences are simultaneously accorded to perform an act of communication in a running discourse, which the syllabus and the material are based, taking into account both their linguistic and sociolinguistic context.

2.5.3. Target Situation Analysis

It is the third phase of ESP development. The center of attention is on the learner's reasons for learning in ESP. In this vein, Hutchinson *et al*. (1987) define target situation as the situation in which the learners will use the language they are learning.

For an ESP course design, the analysis is conducted to get information about the target situation of the learners; we can therefore, know the students' aim for taking the ESP course; and as a teacher, we will know what we should do in the teaching-learning process to enable learners to function adequately in their target learners' goals. This process is known as needs analysis which would basically form the syllabus of the ESP course. John Munby (1978) sets out the most thorough explanation of target situation analysis.

2.5.4. Skills and Strategies

The main focus was on the underlying interpretive strategies that govern language use regardless the surface forms of the language. These thinking processes qualify the learner to determine the surface forms, by deducing the type of the text, the meaning of words, (i.e. similar words in the target language and the mother tongue) from the discourse. Being strategic allows the reader to examine the strategy, to monitor its effectiveness, and to revise goals or means if necessary.

However, strategy analysis seeks to focus on the learners' expectations for the way they should learn than what they want to learn. Hutchinson et al (1987) set forth that "there is no need to focus closely on the surface forms of the language, the focus should rather be on the underlying interpretive strategies, which enable the learner to cope with the surface forms" (p.13).

They further advocated that a focus on specific subject registers is unnecessary in this approach, because the implied processes are not particular to any subject register. In accordance with, Dudley-Evans et al (1998) correlated communicative language teaching with skills because, as they claimed, there are priorities among skills, i.e., a skill which is emphasized in one situation such as reading, is inappropriate for another situation.

The skills-centered approach, therefore, can undoubtedly claim to take the learner more into account. It considers the language learners as thinking human beings who can be asked to reason and verbalize the interpretive processes they employ in language use.

Consequently, at this phase, this approach aims to help learners by giving much importance to the development of their skills and strategies in the acquisition of a second or a foreign language by making them better processors of information. Course and syllabus designers draw out the abilities and tasks that the learners perform in the ESP course.

2.5.5. A Learning-Centred Approach

It is the fifth stage in ESP development. Hutchinson and Waters (1987) believe that the stages aforementioned are "fundamentally flawed" descriptions of language use. They denote that much concern should be given to language learning in that a truly valid approach to ESP must be based on an understanding of the processes of language learning.

This approach is based on the principle that learning is totally determined by the learner who is considered to be a pivotal factor in the ESP teaching/learning process. Student-centered learning theory and practice are based on the constructivist learning theory that maintains the learner's influential role in constructing meaning from new information and prior experience. In this approach, learning is not seen just as a mental process but rather as a process in which learners use what knowledge or skills they have in order to apprehend the new information. It shifts the focus of activity from the teacher to the learners.

Nevertheless, this attitude shift requires students to be more proactive, autonomous and responsible participants in their learning rather than reactive; placing the teacher as a facilitator of learning. Their needs, wants, and lacks, known as needs analysis, are considered as essential elements in materials' preparation and course design and the main essence of this approach. Accordingly, Dudley-Evans *et al* (1998) argue that "the concept of a learning-centred approach is outlined. This involves considering the process of learning and student motivation very fully and working out exactly what is needed to enable students to reach the end target" (p.26).

Therefore, at this stage of ESP development, this approach has been shown to be an effective learning approach in higher education. It aims at promoting learning in

communication with teachers and learners; and encourages students to be active participants and to take an efficient role in creating the learning process.

2.6. Features of ESP

Carver (1983) quoted in Gatehouse (2001) denotes three features common to ESP courses: a) "authentic material, b) purpose-related orientation, and c) self-direction" (p.2).

Many researchers among whom (Kennedy *et al.*,1984; Robinson, 1991; Dudley-Evans et al., 1998; and Basturkmen, 2006) come to an agreement that authenticity is a key parameter in ESP courses. However, Dudley-Evans' (1998) approve that the use of authentic learning materials is quite functional when ESP is offered at an intermediate or advanced level. In this vein, they define authenticity as follow:

> Authenticity lies in the nature of the interaction between the reader (or hearer) and the text. Part of the process of needs analysis is finding out exactly how learners use different sources so that activities in the ESP class can reflect what happens in real life (p.28).

Gatehouse (2001) indicates that the use of authentic content materials, modified or unmodified in form, are a feature of ESP, mostly in self-directed study and in conducting researches. She further advocated that the learners who were taught language for employment in health services were mainly assessed through independent study assignments handed to them in their most appropriate area of interest. The students were encouraged to utilize a variety of resources to conduct their research assignments.

The second feature of the ESP course as indicated by Carver (1983) is purpose related orientation which refers to the simulation of communicative tasks to prepare the learners for different target setting (Gatehouse, 2001; cf. Carver, 1983). According to Carver (1983), the main aim of the ESP course is to equip learners with basic knowledge to become communicatively competent in the target field through notetaking, presenting oral tasks and conducting researches. Widdowson (1983) considers it, essentially a training operation which

looks up to provide learners with a limited competence to enable them to cope with certain clearly determined tasks. These tasks in turn, comprise the specific purposes which the ESP course is designed to meet.

Self-direction is the third characteristic of ESP courses which means that "ESP is concerned with turning learners into users" (Carver, 1983, p.134). This indicates that learners should have certain degree of freedom and autonomy in that they decide when, what and how they will study (Gatehouse, 2001). Carver (1983) further, added that what is crucial for them is learning how to access information in a new culture.

Accordingly, ESP courses are commonly designed to serve particular purposes, having a number of features which may be distinct from other courses. Learners' needs, wants, and lacks constitute the corner stone in the process of needs analysis upon which it could be possible for the teacher to design an appropriate ESP course.

2.7. Taxonomy of ESP

The noteworthy development of ESP has generated a number of typologies of ESP branches, each represented by a particular term specifying the quality of the task and the purposes it is used for. Each division manifested a certain extent of amelioration and expansion rather than the precedent ones. A number of scholars and educationists throughout its development attempt to classify the different branches of ESP focusing on the needs of learners and the specific purpose of learning English.

Mackey and Mountford (1978) point out three purposes for ESP courses: Occupational needs, e.g., civil airline pilot; vocational training, e.g., hotel and catering staff; and English for Academic or Professional Purposes, e.g., engineering or medicine (see figure.1) Mackay and Mountford (1978) Model below.

Figure 1. Mackay and Mountford Model (1978)

Contrariwise in Strevens'Model (1980) shown in Figure 2, Strevens (1980) divided ESP into English for Science and Technology (EST) and all other ESP's. EST in its turn, is sub divided into occupational and educational divisions. Concerning occupational purposes, it is divided into four sections: pre-experience, simultaneous, post-experience and teachers' conversion. The language needs of students who are mainly learning the language of the job, about the job or field of work itself. However, in teachers' conversion courses, people are trained as teachers of some other languages, e.g., French.
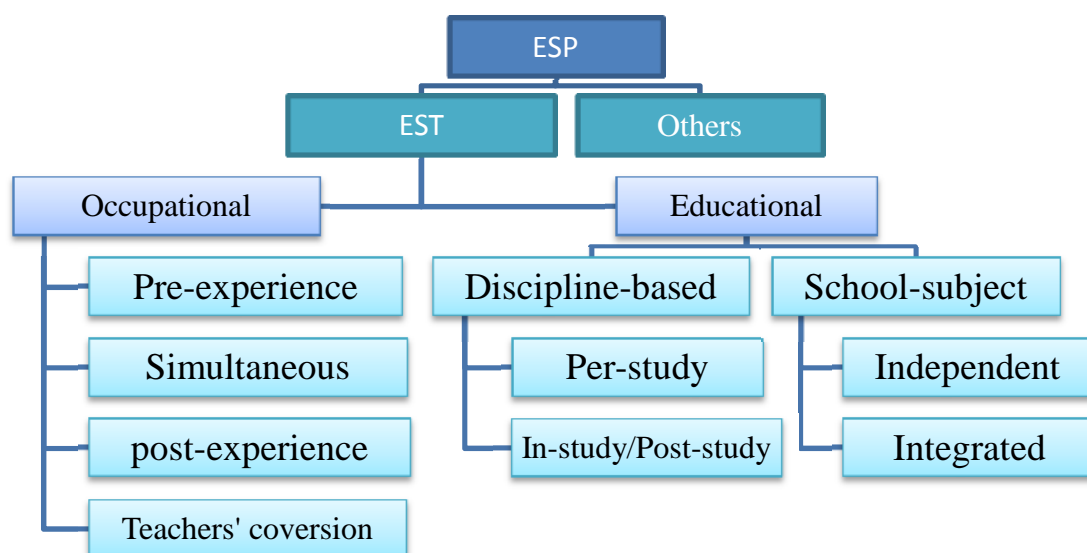
Figure 2. Strevens Model (1980)

English for Educational Purposes (EEP) is the next sub division of Strevens; split into discipline-based and School-subject. Depending on the educational aims and framework, we

can recognize the courses in discipline-based for pre-study and in-study ESP's and in School-subject ESP branches for independent and integrated ESP courses.

Robinson (1980) took one step further and append more details in Mackay and Mountford (1978) taxonomy. She suggested English for Professional purposes (EPP) instead of EOP in that of Mackay. As it is shown in Figure 3, Robinson sub-divided ESP into EAP, EPP, and EVP. EAP also is divided into General EAP and Discipline Specific Courses. EPP is split into English for social, technological, and business purposes. EVP is divided into Entry Vocational English (EVE) and Literacy Vocational English (LVE).

Figure 3. Robinson Model (1980)

Hutchinson and Waters (1987) illustrate their conception of ELT with a metaphorical image of a tree. The roots of the ELT tree exemplify the learning communication whereas, the language teaching is denoted by the trunk. From the English language teaching (ELT) ramified three branches: English as a Mother Tongue (EMT), English as a Foreign Language and English as a Second Language (ESL). EFL, further branch out into General English (GE) and English for Specific Purposes (ESP).

Our concern is with ESP which is opposed to General English which is prerequisite to starting ESP and consists of three levels: primary, secondary, and adult tertiary and mostly taught for exam purposes. The former is sub divided into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two

branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), in many states, the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to a job. An example of EOP for the ESS branch is 'English for Psychology', whereas an example of EAP for the ESS branch is 'English for Teaching'.

The co-authors (1987) consider that there is not a clear-cut distinction between EAP and EOP since people can work and study simultaneously. ESP is teaching English for any other purposes, e.g. work or study, known as professional, occupational, or vocational) purposes and academic purposes. According to Hutchinson and Waters' division, all secondary school students learn GE whereas at tertiary level, universities for academic studies and future profession need English that meets particular needs.
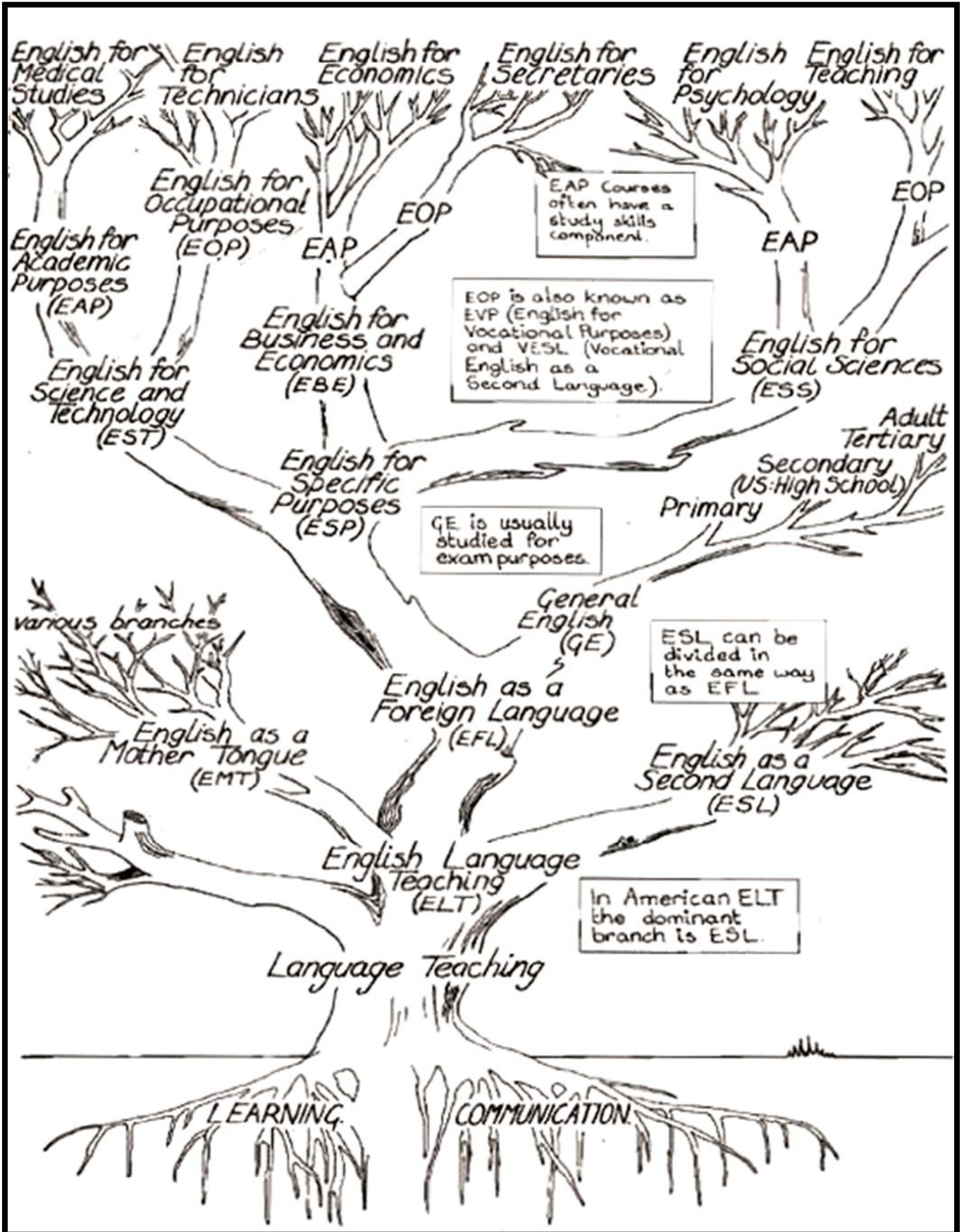
Figure 4. ELT Tree (Hutchinson and Waters, 1987, p. 17)

Jordan (1989) branches out ESP into two main categories: EOP (e.g., English for doctors) and EAP. EAP consists of two sub-disciplines: 'Common-core', known as study skill or English for General Academic Purposes (EGSP), e.g., listening, understanding, note taking, asking question, giving paper, giving oral presentation, using the dictionary efficiency, in which the common and basic academic knowledge is taught, and English for Special Academic Purposes (ESAP) or subject-specific, e.g., English for medicine or engineering. Jordan maintains that ESP varied from GE.
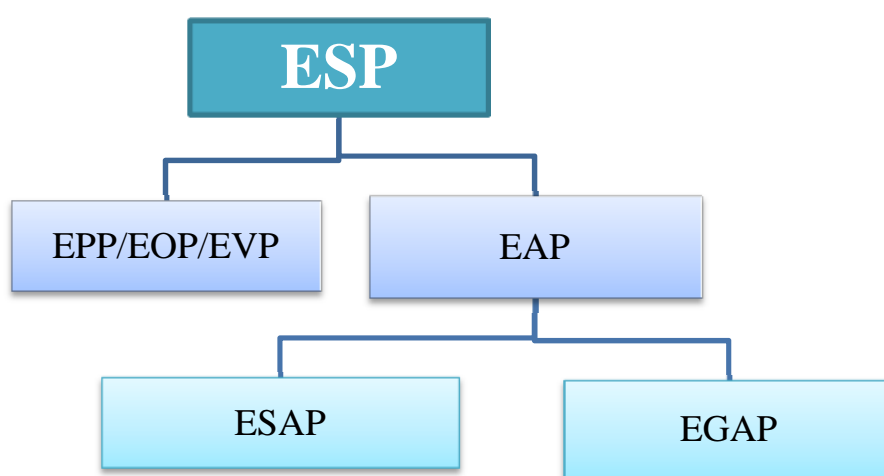
Figure 5. Jordan Model 1 (1989)

Jordan also approved that the skills of the language are central to all language purposes. In (1997), Jordan displayed his model shown in Figure 5 as cited in (Nelson, 2000, p.60).
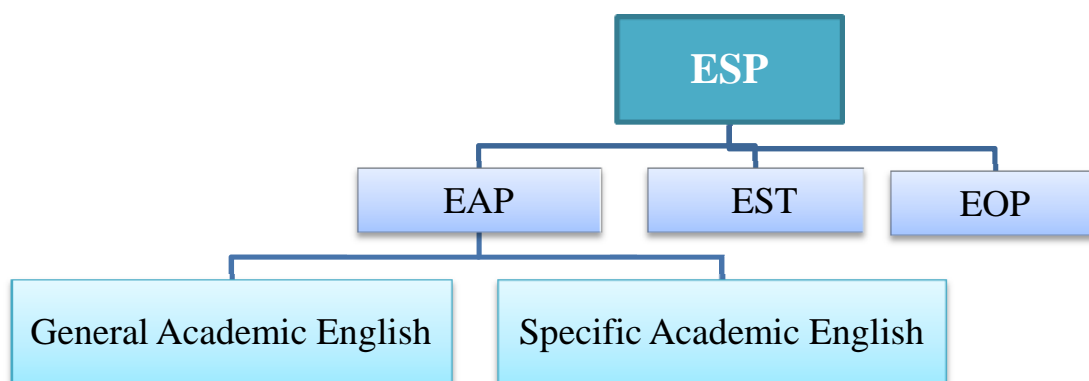
Figure 6. Jordan Model (2) (1997)

In the diagram below, Nelson (2000) presented all the main approaches on a time-line, pointing out that all the foregoing approaches are available to the practitioners today. He sets forth that "the present period may perhaps be called the eclectic period" (p.55).
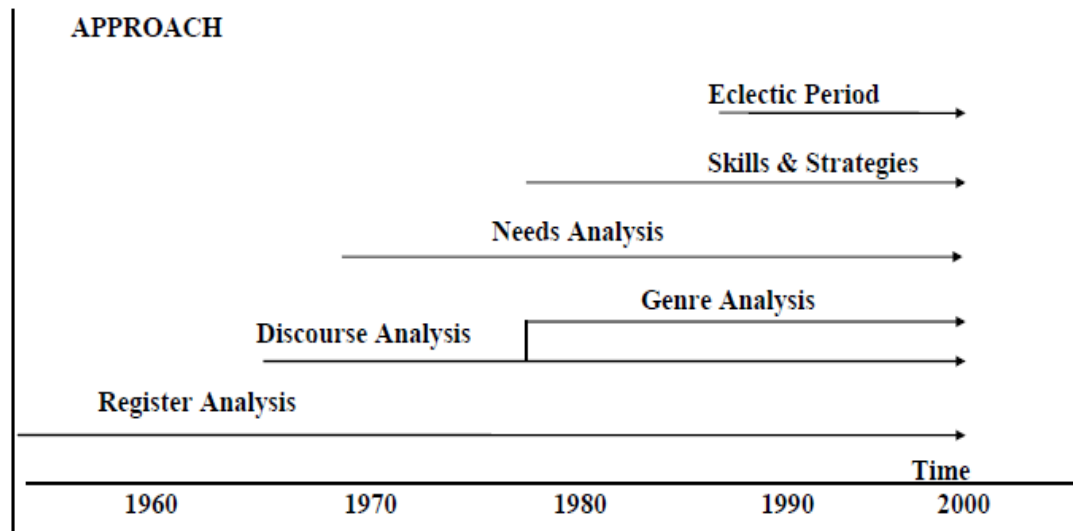
Figure 7. A Time-Line of Approaches to ESP Adopted from Nelson (ibid)

This is a brief review of ESP taxonomies in that Educationists and ESP writers such as (Dudley Evan, 1998; Flowerdew and Peacock, 2001) and many others try to avert the shortcoming of the previous models, endeavor to take advantage of all the preceding developed approaches and seeking to enhance them by submitting further innovative taxonomies. Different from general English which requires the mastery of the language to be tested, ESP/EAP is an approach to language teaching and the ability to perform specific task which aims to meet the specific needs of particular learners.

2.8. Types of English for Specific Purposes

ELT can be divided into two main classifications ESP and EGP and these are thereafter divided into multiple divisions. It is worth giving more explanation about the relation between ESP and EGP; and to highlight the most common divisions and sub-divisions of ESP.

2.8.1. English for Specific Purposes and English for General Purposes

As a reaction to the awareness of a certain variety of learners who had particular requirements, English for Specific Purposes (ESP) has been evolved from English for General Purposes (EGP) to provide teachings to these learners where general English do not satisfy their demands. These learners were, in essence, either in tertiary education or conducting professional training, and had much more limited and finely focused needs (ELT Documents, 1984). In this line of thought, Robinson (1980) expounded that "the general with which we are contrasting, the specific is that of General education for life, culture and literature oriented language course in which the language itself is the subject matter and the purpose of the course" (p.6).

Nevertheless, the variance of General English courses and ESP is that, the former are provided to pupils as a compulsory subject at schools, their exclusive objective is to achieve success in the examinations. However, ESP courses are predominantly provided to adult learners who have a certain degree of awareness, with regard to their language needs (Hutchinson &Waters, 1987). This awareness, according to the co-authors (1992) will have an impact on the selection and inclusion of an appropriate content of the courses.

Basturkmen (2006) however, denote that General English Language teaching commences from a definite starting point to an undefined one, nevertheless ESP aims to straight learners and step them out to a known destination in order to reach their appointed needs and goals. She, further, highlightes that the focus in ESP on going from A to B in the most time- and energy-efficient manner can instruct to the view that ESP is an essentially practical attempt. Equally, Robinson (1980) supplementes that "students learn English en route to the acquisition of some quite different body of knowledge and set of skills" (p.6).

Therefore, based on a learners'needs analysis and their specific knowledge of using English for real communication in their specialized field, ESP is approached from the need to use the language as a device in facilitating success in both academic and professional life.

Subsequently, according to Hutchinson and Waters (1992), "ESP teaching approach is known to be learner-centred where learners' wants, needs, lacks and goals are of major significance and all decisions as to content and method are based on the learner´s reason for learning" (p.19). Whilst, General English approach is language-centred. The center of interest is on learning language from a thorough conception to develop an extensive proficiency for language use, involving the language skills as well as the cultural aspects of the English language.

Consequently, it can be identified from the aforementioned dissimilarity that ESP and General English are different in the methodology used, the objectives and the designs of the courses, the syllabi, the nature of the learners and the themes. It can exclusively be assessed that ESP courses start where 'General English' courses stop.

2.8.2. English for Academic Purposes

English for Academic Purposes or as it is refered (EAP) implies teaching English in an academic setting, as colleges, institutes or universities for the motif of achieving academic objectives. In this regard, Kennedy et al (1984) indicate that EAP is taught generally within educational institutions to students reading English in their studies.

 EAP is a growing subdivision of EFL instruction taught for learners requiring English in their studies at the tertiary-level institutions whose programs' main objective is to fill the gap between the students'general English competence and their proficiency to overcome specific authentic texts in their specialization subject; when the learner is specializing (in study) or intends to specialize (pre-study) in a particular discipline. EAP program may contain teaching skills such as: listening to lectures, reading passages, taking notes, writing reports in an appropriate academic context (Jordan, 1997).

Therefore, EAP courses focus on the development of vocabulary, discourse, and register set to the field of specialization using a foreign language. In these courses students

develop language skills pertinent to the teachings and research in their future area of specialization (Johns, 1990).

According to the scope of ESP teaching developed by Basturkmen (2010), (EAP) is branched out into a sub division known as English for Specific Academic Purposes (ESAP). Therefore, English for Islamic Studies (EIS) can be developed as a sub discipline. By using Islamic teaching materials written in English as the content of the course, will enable learners develop their English language proficiency and at the same time learn Islamic values. This sub-branch uses special terms and aims at advancing both students' academic and professional development.

2.8.3. English for Occupational Purposes

English for Occupational Purposes labeled as EOP' has two major fields: EPP 'English for Professional Purposes' which deals with professional discourse, used in administration, medicine, law, banking and business and EVP 'English for Vocational Purposes which focuses on English for mastery in craftsmanship background, used in work or pre-study work (Dudley-Evans et al, 1998). Kennedy et al (1984) mention that "EOP is taught in a situation in which learners need to use English as part of their work profession" (p. 4).

Dudley-Evans and St. John (1998) focus on the connection between professional activity .i.e profession and the knowledge of the English language. The content of the language teaching is defined by the learners' work-related needs not the restriction of the occupation. The EOP course aims at teaching language practical skills, in specific communicative contexts that would enable the learners to operate successfully in their subjects of specialization, professions, and workplaces.

2.8.4. English for Science and Technology

(EST) has received more concern than any other branch of ESP due to the excessive urgency exerted from the rapid expansion in science and technology. Much of the demand for ESP has come from scientists and technologists who need to learn English for various reasons

concerned their specialism. It has been a matter of debate among linguists such as (McDonough, 1984; and Dudley-Evans et al., 1998) whether it is a branch of its own or a sub-branch shared by both 'EAP' and'EOP'. Kennedy et al (1984) argue that the term 'EST' requires stock of vocabulary items, grammatical forms, and functions which are typical to the study of science and technology clarifying that EST is simply an important branch of ESP dealing with scientific content.

2.9. English for Specific Purposes' Teachers

The vast majority of the ESP teachers are of general English teachers' provenance, graduating from ELT. They have had no prior experience of using ESP teaching materials or techniques. Strevens (1988) considers an ESP teacher as virtually a teacher of general English but has suddenly been asked to teach students with ESP needs. He further adds that the experience is often shocking because initially he is trained in language and literature; therefore, the ESP teaching process is totally different from the one in general English. Many linguists acknowledge that ESP teacher's work requires much more than teaching. Nevertheless, Robinson (1991), states that the role of the ESP teacher is a controversial issue. Section below will explore in detail the role of ESP teachers.

2.9.1. Role of English for Specific Purposes Teachers

Dudley-Evans and St. John (1998) prefer to use the term ESP Practitioner instead. They indicate "five diverse key roles to be performed by the ESP practitioner: Teacher, course designer and material provider, collaborator, researcher and evaluator" (p.13). The diagram below illustrates the different roles of ESP practitioners.
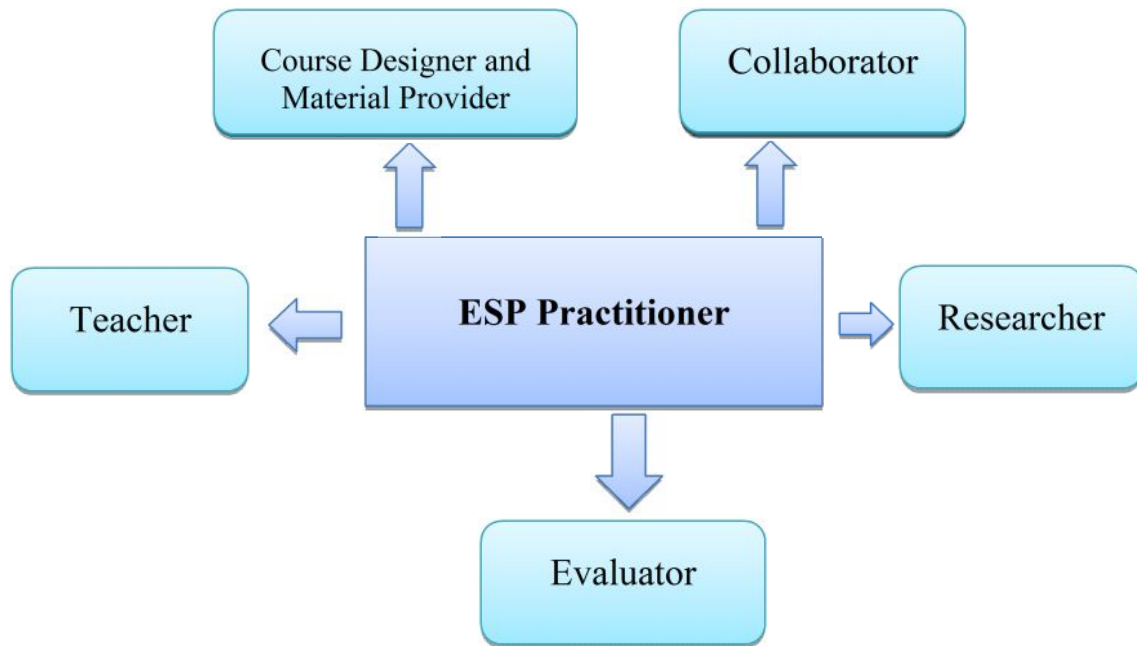
Figure 8. The Role of ESP Practitioner

2.9.1.1. The Role of English for Specific Purposes Practitioner as a Teacher

In the case of ESP classes, the teacher is not the primary knower of the course content but rather the learners who may know more about the content of material than him. Choosing the appropriate teaching methods to be convenient with the learners' requirements to help them better learn is the most important objective of the ESP teacher whose main role is to create opportunities of learning. Depending on the students' educational background, ESP teachers need to induce authentic communication in the classroom. ESP teachers need to have .a certain extent of flexibility, be willing to listen to learners, give more concern to the disciplines or professional activities the students are involved in, and to take some risks in their teaching; Cited in (Bojovi , 2006).

2.9.1.2. The Role of English for Specific Purposes Practitioner as a Course Designer and Material Provider

Owing to the fact that materials for ESP courses are deficient, ESP practitioners are supposed to design the course for their students. Provision of materials is not merely selecting

courses for their classes but rather adapting materials when the published ones do not meet the requirements of their students.

As a course designer and material provider, the ESP practitioner may benefit from a huge amount of educational resources; if not, he should create or self-produce his/her proper personal courses and/or adjust authentic materials used in workplace. Therefore, he must consider some important aspects such as environment analysis, students' needs analysis, principles, goals, content and sequencing.

2.9.1.3. The Role of English for Specific Purposes Practitioner as a Collaborator

In order to meet the specific needs of the learners, cooperation of subject-specific work with discipline specialist is best approached. Besides the collaboration with other ESP practitioners, the ESP teacher should work closely with field specialists since he/she lacks the knowledge of the content.

As a collaborator, the ESP Practitioner must pick out activities and integrate methodology from the specialist disciplines into the target language. When team teaching is inconvenient, the ESP Practitioner may cooperate with the learners, who might be much more familiar with the specialized disciplines than him / herself; in EOP they might teach both the skills and the language related to business communication; Cited in (Bojovi , 2006).

2.9.1.4. The Role of English for Specific Purposes Practitioner as a Researcher

As a researcher, the ESP practitioner should investigate the students' target needs, goals and interests i.e what they really want to achieve. The ESP practitioner's role as a researcher is significant mainly with the findings of the research fulfilling to convenient materials for the classroom. To find out the ESP students' particular interests, it is prerequisite for the researcher to carry out a needs analysis, design the course and write the teaching materials. It is substantially indispensable for the ESP practitioner to update his knowledge on the subject matter he is teaching and look for authentic materials.

2.9.1.5. The Role of English for Specific Purposes Practitioner as an Evaluator

Evaluation is substantial not only in General classes but in cases of ESP as well. Nevertheless, in ESP classes, evaluation of courses and teaching materials is a further kind of assessment that should be carried out. As an evaluator, the ESP practitioner should investigate the several stages in the evaluation process. Before the course, he/she should assess his/her learners' requirements, during the course he/she should assess the students' progress of the necessary language and skills, the level of achievement of the responses to the teaching methods i.e how much learners have achieved from a course. After the course has been finished, the ESP practitioner should assess the students' learning final outcomes to consider whether the proficiency in the acquired skills has been maintained; and to find out what they were not prepared for.

Consequently, in the light of the above discussion, we can see that the role played by the ESP practitioners, at most, is very crucial because ESP teaching presupposes the teacher to give further effort and time than in general English. "Most of the participants are university teachers who found themselves forced willy-nilly into ESP and service English programmes in their institutions" (Khan, 1986, p.99). Subsequently, in most cases, teachers conducting ESP programmes are faced with serious hindrances and difficulties in processing their courses. Since they have acquired no special training in the ESP field, they teach courses without adequate proficiency in the students'subject specialization. Furthermore, ESP students have knowledge which may, in the main, surpass the teacher's knowledge in the discipline he is teaching.

Therefore, finding the material which incorporates the learners' requirements is not an easy process for the teachers. By avoiding the complicated lexicon and themes of that discipline, some of the ESP teachers teach topics which are irrelevant to that discipline. Swales (1975) suggests that when asked to teach EST, the teachers experience a crisis of confidence and tend to treat a scientific text as they would a literary one, ignoring many

relevant and useful types of explorations. However, "the ESP teacher provides the linguistic framework for the students' specialist contributions on a 50-50 basis'" (Robinson, 1981, p.28).

2.9.2. English Teacher's Specialism and English for Specific Purposes

In the context of second language teaching, English language teachers' specialism is a key parameter. A professional ESP teacher must be able to select materials of the subject-related and to develop procedures appropriate for learners whose main aim is learning English for a specific purpose. Although ESP teachers are not specialists in the field but rather they are trained in literature, they were required to have a certain knowledge about the special subject in order to deal with their own students' specializations. With this regard, Strevens (1988) characterizes this fact as a shock for ESP teachers who have been trained as General English teachers.

Once involved in an ESP teaching situation, these teachers frequently find it very hard to deal with the requirements of their new situations, and this may result in the lack of success. White (1981) offers a suggestion that familiarizing the students with the language of the specialism seems resonate and sound, otherwise the full goal of ESP teaching is likely to be a waste of time. According to White (1981), four common views can be identified in this respect:

> (i) To ignore the student's specialism altogether is, to a greater or lesser degree, to 'fail' the student.
>
> (ii) A teacher feels more confident if he has some experience of the specialism.
>
> (iii) It is dangerous for teachers to allow themselves to be drawn into areas which we are not competent to deal with. If this happens, we are liable to lose sight of our primary function of language teaching.

(iv) A lack of understanding of the specialist subject is reflected in the teacher's handling of the language. This can make learning more difficult (P. 9).

Nevertheless, the selection of material may give rise to certain hindrances and challenges for ESP teachers if these teachers are not confident and may lack ESP guidelines, relevant and authentic knowledge. In order to make students more motivated, ESP teachers may use highly specialised texts to be more relevant to the learners' requirements. One of the most important things in considering ESP materials is to apply the results of language analysis to ESP lessons; Bloor and Bloor (1986). Robinson (1991) advocates that ESP is normally goal-directed and ESP courses aim to specify as closely as possible what exactly it is that students have to do through the medium of English.

The specificity here, in the context of the current study is in the Islamic Studies specific discipline, thereby the subject matter and the main content of the courses of English language learning is Islamic studies i.e English for Islamic Studies (EIS). The material content encloses the knowledge about tenets of Islam, Islamic juisprudence, prophetic tradition, Islamic history...etc. This enables the learners to reach out proficiency over the target language and at the same time developping the knowlege in their field of specialization. According to Strevens (1988), learners expect three things from an ESP course. "First, the cultural-educational guidance, second, the personal and individual help and thirdly, the academic/occupational focus" (p.40).

In this vein, Strevens (1988) resumes that it is hard for most ESP teachers to fill the gap between the learner's knowledge of the special discipline and their unfamiliarity of it. He induces three techniques. "Primarily, becoming familiar with the ESP course materials. Next, becoming familiar with the language of the subject, and finally, allowing students to put you right" (p.43).

In the same line of thought, Hutchinson and Waters (1987) have drawn to a close that ESP teachers do not need to learn the specialist subjects but rather they require only to have:

(1) a positive attitude towards the ESP content;

(2) a knowledge of the fundamental principles of the

 subject area;

(3) an awareness of how much they probably already

 know (p.163).

Consequently, an ESP teacher should become an interested learner of the subject matter; he does not need to learn highly specialised texts but rather should know the basic knowledge of the subject and to a certain extent well versed in the target discipline (Hutchinson and Waters, 1987).

2.9.3. Co-operation between English Language Teaching Teachers and Subject Teachers

To compensate for the deficiency of specialist knowledge, Dudley-Evans & St.John (1998) recommend cooperation with subject specialists. According to Strevens (1988), admitting the professional challenge is one of the most important requirements for an ESP teacher. He suggests the challenge of team teaching stating that materials ought to be produced in joining between a language teacher and a content specialist. *He said that:*

> The educated layman can become familiar with the language of any subjectif the layman has interest in the language. It is 'not' necessary to be interested in the subject itself. The teacher can help the students with their mistakes in the language, for example, in grammar. It goes without saying, that it is not possible for all ESP teachers to have adetailed knowledge of a specific subject (p.43).

ESP teaching and programmes can be dynamic and functional if only there is a close liaison, and an active co-operation and collaboration between ELT teachers and subject

specialists. Dudley Evan and St John (1998) classified teamwork into three levels: co-operation, collaboration and team teaching.

Co-operation here, refers to gathering material from the subject department about course content and the tasks required of students. While collaboration is the mutual work of the ELT teacher and the subject specialist outside the ESP classroom for the sake of helping the learners with activities and tasks. Nevertheless, the team-teaching is when the ELT teacher and the subject specialist run jointly in the same classroom as giving advice to clarify points about the core of the subject.

Therefore, the subject-specialist may have a crucial role in the progress of the ESP classes if the joint effort is viewed as a complementary teaching situation. In this regard, successful experiments with team teaching have been reported by certain ESP teachers who corroborated its effectiveness.

Adams-Smith's (1980) co-operative approach recommends that a positive standpoint from the subject specialists and even an injection of specialist information are requisite. Adams-Smith (1980) offers an example from a class for the Electron Microscope Unit (second semester pre-medical) in Kuwait University. "The pattern Sets out an approach that requires the English teacher to get materials for reading, etc., from the Unit and even take the students into the Unit to meet the Director" (p.77). This co-operative approach served as a stimulate and motivating component in their learning process of English. With respect to the faculty members included, they build a bridge between the English division and the subject-specific division.

Though team-teaching and collaboration is advocated by some ESP teachers, it is very difficult to put into practice in the field of ESP because of the complexity of the process. One cannot deny that an ELT teacher can be an effective ESP practitioner if he/she receives assistance of the subject specialists which may help him/her gain more insights, experience and specific training simultaneously with ESP learners who can be viewed as a collaborator.

2.10. English for Specific Purposes' Learners

ESP is a learner-centered approach (Dudley-Evans and St. John, 1998) thereby specific learners' needs, wants and interests are the focal point of all ESP activities: needs analysis, the design of language curriculum and the teaching process. The ESP practitioners adopt materials, which qualify the specific needs of these learners.

ESP learners, are non-native speakers of English but already have some acquaintance with it. They are usually adults; and often learning the language with a view to communicate a set of professional skills and to carry out particular job-related functions. Furthermore, they are considered as a database and a source of information, not only in terms of content matters, but also in terms of the target and learning needs as well. Whereas "the teacher is not 'the primary knower' of the carrier content of the   material" (Dudley-Evans and St. John,1998, p.13).

Different from the other English students, ESP learners are aware of the perceptions of their precise needs and purposes which are clearly defined by the learners themselves (Kennedy and Bolitho, 1991). Moreover, they can to a great extent contribute to the course if they are vigorously involved at all stages of the course design. Therefore, an ESP learner can be identified as an expert in his own field of specialization and with a good educational background that enables him to carry through his mother tongue miscellaneous skills and activities.

Conclusion

As displayed in this chapter, diverse points have been brought into light focusing mainly on teaching English for Specific Purposes. Clarifications have been investigated on the vigorous movement of ESP, its emergence, origins as well as some definitions. The identification of the main factors that contributed to the development of ESP as a sub-discipline in the domain of ELT which has urged its impact all over the world has been highlighted. The major ESP fields of study, the role of ESP practitioner, and ESP learners were explored as well.

Chapter Three: Needs Analysis and Contextual Survey in Islamic Studies

Introduction

Needs analysis in the faculty of Islamic Studies is one of its substantial requirements, since no empirical research has previously been provided to determine the thematic of ELT/EFL material at this faculty. As it has been advocated in the first chapter of this research, materials offered in English teaching is thought to be insufficient, for it did not adequately prepare the students to virtually make use of their language capabilities to succeed in their academic or professional milieu. Moreover, neither their learning needs, wants and interests are taken into account nor they are aware of the genuine objectives of the course.

Therefore, to achieve this objective and to reach a clearer perception and understanding of the concept of 'need' and needs analysis, the current chapter is devoted to provide some insights and standpoints of different linguists and educationists regarding the concept of 'need' and needs analysis. It attempts to shed light on many other relevant issues and consider how to discover the particular needs of learners requiring English for Academic purposes. What are needs and how can they be analyzed? What kind of theories; or what approaches have been used to handle this issue ? We should give educational grounds for what procedure will be followed in conducting such a study before going to needs analysis.

3.1. Needs Analysis

Needs analysis come into prominence in the literature of language teaching in 1970's. In those days, needs for English courses were stimulated with clear utilitarian objectives in English language. Munby's model of the "Communication Needs Processor" set out in (1978) is considered as a landmark and a base for a systematic analysis of needs in FL learning, whilst needs analysis procedure in the field of language teaching was first used by Michael West who basically introduced needs analysis in a survey report published in 1926, cited in (White, 1988; Yassin, 2004).

In the subsequent decades however, little if any attention was given to needs analysis. The term 'needs analysis' re-emerged during the 1970's and since then, it has evolved significantly changing the focus of attention from register analysis by learning sentence patterns, grammar and vocabulary to a growing concern with the teaching framework and communicative purposes. In this conduct, Basturkmen (2013) states that:

> The practice of needs analysis has changed over time, the scope of investigation has widened, the data collection methods have become more varied, and the focus of investigation has been expanded from a relatively narrow investigation of the linguistic requirements of the target situation to a wider investigation that also includes investigation of needs related to learner factors and teaching context (p. 215).

Many outstanding figures in the field of linguistics like (Munby,1978; Mackay and Mountford, 1978; Robinson, 1980, 1989 and 1991), Widdowson, 1983; Yalden,1983; McDonough, 1984; Hutchinson and Waters, 1987; Brindley, 1989) assess needs analysis as a key parameter to the specification of the students' needs. They consider it a pivotal concept and indispensable to be conducted before designing any successful ESP course.

Broadly speaking, the literature written on ESP/EAP concludes that language needs analysis is the heart and the cornerstone in ESP syllabus design and language teaching since subsequent decisions such as learning objectives and content selection are based on it (Robinson, 1991). The vast majority of the linguists and ESP practitioners perceived the significance level of needs analysis for the operational efficiency of the second/foreign language syllabus. The standpoint about the prerequisite of needs analysis is that, it is the starting point in the stages of any ESP material. It precedes the stages of designing ESP courses to visualize the concepts to be taught in the syllabus. Thus, it was deemed the infrastructure of any determined, practical and successful ESP syllabus.

Thoroughly investigated through ESP/EAP literature, one can find an insignificant diversity in defining the concept of NA with varying degrees of overlap among ESP practitioners but eventually agree on that needs analysis is a process which is conducted by trainers, teachers and course designers aimed at collecting all the information which are necessary to achieve the essential requirements and objectives. According to Brown (1995), the term NA means,

> the systematic collection and analysis of all subjective and objective
>
> information necessary to define and validate defensible curriculum
>
> purposes that satisfy the language learning requirements of students
>
> within the context of particular institutions that influence the learning and
>
> teaching situation (p. 36).

Accordingly, the content of the language course or program of instruction and its objectives are determined by the specific needs of a particular group of learners and their instructor(s) or other stakeholders. Being in the awareness stage, it is substantial for the learners to provide their perceptions with respect to their needs in order to collocate with the ESP practitioners' perception to equip them with the necessary material.

Stated by Dudley-Evans and St. John (1998), "needs analysis is a process establishing the what and how of a course" (p.122).

This approach of Needs is to look at Objective Needs and Subjective Needs (see in section below types of needs). Objective Needs is gathered by deriving facts from outsiders and Subjective Needs is collecting facts from cognitive and affective factors by the insiders of a community.

For Iwai et al. (1999), needs analysis generally denotes the activities involved in collecting information that will serve as the basis to elaborate a curriculum consistent with the needs of a particular group of students. Widdowson (1983) points out that "I am using 'needs

analysis' here to refer to an approach which characterizes language behavior in terms of the
notion and function" (p.29).

Contrary to Widdowson, McDonough mentioned that needs analysis may not only be
influenced by the learners' needs but other factors may influence as well. McDonough (1984)
further added that "needs analysis is likely to be influenced not only by the demands of the
learners themselves, but by their sponsors, the learning institution, or even by political and
governmental considerations" (p.37).

According to McDonough (1984), "for the identification of the course objectives, the
ESP practitioner needs to include factors such as teachers, students and sponsor which he
refers to 'triangular interrelations' that contribute to each other but do not conflict with each
other" (p.38). When dealing with the concept of needs analysis, McDonough suggests that a
compromise is needed to satisfy all concerned parties: students, teachers and sponsor,
therefore, needs can be identified as perceived by all these parties.

In the same line of thought, Nunan (1988) states that the learners are not the conclusive
source of information. He defines `needs analysis' as "the techniques and procedures for
obtaining information from and about learners to be used in curriculum development" (p.158).
Moreover, Nunan denotes that we may get information about learners from other sources as
(e.g., subject teachers).

Hutchinson and Waters'(1987) definition is not less important than the previous ones
in that it defines needs analysis as a cyclic process that can be proceeded before the planning
of the course takes place as well as during the course and may be carried on till the end of the
designed course if the objectives are not met. In particular, Hutchinson's definition gives
prominence to the continuity of assessment and evaluation of the learners' needs.

In a nutshell, achieving a thorough definition of needs analysis from an ESP viewpoint
seems to be far reaching. It is worth mentioning that the diverse standpoints towards needs

analysis are due to the changeability of learners' needs. "Each ESP/EAP situation depends on the nature of needs and even needs are not usually static" (Robinson,1989, p.7-401). Nonetheless, in overall, we come to an agreement that needs analysis can be considered as a starting point in designing ESP courses. It can determine the kind of English required to be taught based on the needs of the field of the learners' specialization.

Moreover, it is a continuous process i.e we can add items, adjust and adapt to the syllabus. When conducting needs analysis, learners are the crucial elements, therefore, thoroughness, precision and attention are highly required to determine the specificity of the course objectives and to make the syllabus items meet students' requirements and thus, achieve fruitful results.

3.2. Needs

It is of paramount importance to define the word 'need'. What is meant by 'need' then? Basically "the word 'need' can be defined as a circumstance, condition or situation where something is necessary, similar to the basic human need for food or a need for affection. It can also refer to a require, lack, want, desire or wish. Nevertheless, it is distinctly possible that definition to needs in ESP is not easy to produce. "It is often controversial and has always been a crucial and central issue" (Robinson, 1989, p.395).

The very concept of language needs differs according to the objective of analysis but all focus on the learner as a key component of analysis. However, as stated by Richterich (1983), "the notion of language needs has never been clearly defined and remain at least ambiguous" (p.2). The difficulty in defining needs is clearly mentioned by Brindley (1989) who mentions that "a good deal of disagreement in ELT has been over the meaning of 'needs' " (p.63).

McDonough (1984) points out that the language needs of the learner should be the bases for course development. He says that "information on his or her language needs will help in

drawing up a profile to establish coherent objectives, and take subsequent decisions on course content" (p.29).

An additional definition added up by Widdowson (1981) who approaches it to "transitional behavior, the means of learning and it is what the learner needs to do to actually acquire the language" (p.2). He added that "needs may refer to the students' study or job requirements, that is, what they have to be able to do at the end of their language course" (ibid). It seems that the concept of needs is so fluid that many ESP practitioners have found difficulty in defining this concept. However, Nagarajan (1988) defines a learner's needs in terms of the reasons for which the learner wishes to learn English and the kind of English he will have to use in future. In the same line of thought, Mackay and Mountford (1978) denote that "we cannot decide what we are going to teach until we know to whom and why teaching is required" (p.6).

Correspondingly, the identification of needs "depends on the learners' experience, level, and many other factors" (Robinson,1980, p.27). However, for Hyland (2006), "the term 'needs' covers 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, what learners know, don't know or want to know" (p.73).

Berwick (1989) offers a basic definition to 'need' that it is "the gap between what is and what should be; the gap or measurable discrepancy between a current state of affairs and a desired future state" (p.65). The 'what is' could be characterized to the current state of learner's knowledge and skills and the 'what should be' could be identified to the target situation requirements.

If we flash a glance at literature on Needs Analysis, we may disclose that the concept of 'need' has been identified through different perspectives. In this vein, Robinson (1991)

pinpoints that "needs analysis should be an on-going process carried out during the life of each course since the learners' needs may be changing too" (P. 91).

In a linguistic context, there is no inclusive and universal definition of needs; this is due to the changeability of needs and the set of ESP/EAP situations. However, different connotations are identified to the term 'needs' since it is diversely defined by scholars. This is fairly obvious that the practical definition of the term 'need' in ESP vary depending on the approaches.

Nevertheless, what is essential, is that needs are determining factors in the learning process and thus, ESP courses cannot properly be taught unless they fully comprehend the learner's requirements. In whatever study related to needs analysis, needs should be processed as an important matter. Consequently, there is no absolute definition of needs that can be generalized to define needs in all situations and circumstances; this is due to the nature of the concept of needs which may instruct us to better consider the various types of needs.

3.3. Types of Needs

In the process of NA an ESP practitioner is required to gather information about the learner, what he needs to learn and how he can learn. The aforementioned definitions suggest the occurence of different types of needs that the ESP practitioner should take into consideration while designing a course. Hutchinson & Waters (1987) suggest a taxonomy of needs which can be illustrated as follows:
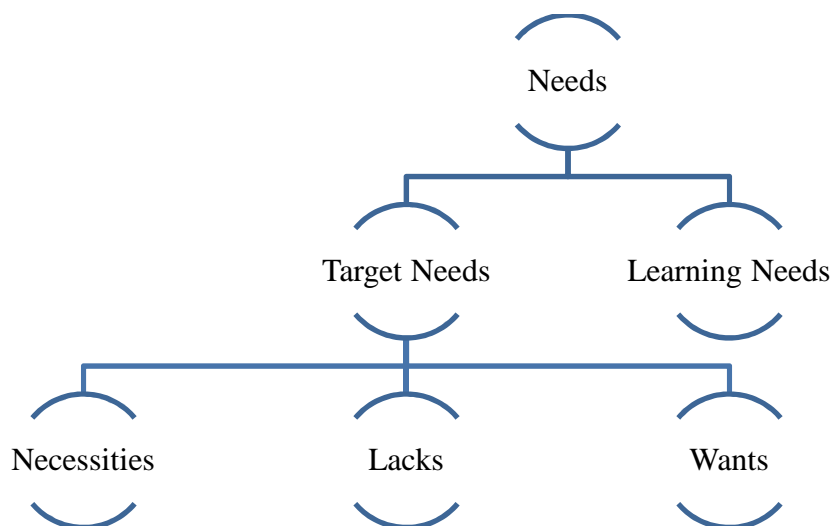
Figure 9. Hutchinson & Waters' Dimensions of Needs (1987)

As the diagram displays, Hutchinson & Waters (1987) have classified the term Needs
in target needs and learning needs.

3.3.1. Target needs

It is what learners need to do in a target situation. It involves the identification of the
linguistic component of the target situation. Bloor (1986) characterizes target need as:

> a needs analysis which may be target–centred, that it looks at the
> learners' future role(s) and attempts to specify what language skills or
> linguistic knowledge the learner needs in order to perform the role(s)
> adequately (p.16).

Stated by the co-authors (1987), target needs is an umbrella term that hides a number
of important distinctions that were defined as Necessities, Wants and Lacks.

a)- Necessities

They are concerned with the "demands of the target situation, i.e what learners should
know in order to function well and communicate efficiently in the target situation" (p.53).
These are linguistic features: lexical, discoursal, functional and structural that are used in the
situation identified.

Nevertheless, in an EAP situation like that of Islamic faculty, learners need to understand theological English, which helps to create interest in them to learn English. Issuing the contents from authentic Islamic teaching materials will bridge the incompatiblity that might occur between the English values and the students' Islamic values and ethics; and to better communicate in the area of study. Besides, the learner needs to know functional, structural, and situational implementation of the language in real communication (Widdowson, 1978; Rogers, 1969) which are commonly used in the target situation.

b)- Lacks

They refer to the gap between the learners' existing knowledge and the part they are lacking and which needs more focus i.e the needed target situation language needs requires to be matched with the learner's existing language proficiency. Therefore the discovered gap can be the basis of the language syllabus and is referred by Jordan (2011) as deficiency analysis.

c)- wants

It pertains to learners' views on what their needs are and the reasons why they need the language. They are considered as the most important input in the Needs Analysis and cannot be ignored in the development of any ESP course and teaching material. Taking into consideration learners' wants might determine the learners' objective and their efficient participation throughout the learning process (Nunan, 1988). Whereas, their underestimation might hinder them from learning and might give rise to demotivation among students.

3.3.2. Learning Needs

It is what learners need to do in order to learn i.e how learners will be able to proceed from the starting point (lacks) to the destination (necessities). Xiao (2007) further, added that "learning needs are factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background" (p.2).

Accordingly, Kandil (2002) mentions that the "learning needs denote the means through which learners set about to acquire their target needs starting with the perception of their lacks" (p.5). Therefore, for designing a course, Hutchinson and Waters (1987) suggest that besides the target needs, learners' knowledge, skills, strategies, and motivation must also be taken into account. Subsequently, for investigating learners' needs, there are three prerequisite sources of information: The students themselves, the language-teaching establishment, and the user's institutions. The methods which are frequently used for data collection are: questionnaires, interviews, observation.

In conducting a needs analysis, the co-authors have shaped a model for the data obtained on target situation analysis which comprises significant inquiries such as: why is the language needed? How will the language be used? What will the content areas be? Who will the learner use the language with? Where will the language be used? When will the language be used?

For a thourough analysis of learning needs as well, questions in a parallel designed framework should be addressed: why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? Where will the course take place? When will the course take place?

Brindley (1989) discusses a cyclic process of survey that divides needs into two forms; objective needs and subjective needs which can be centred at any point and can continue during or after the course. Brindley's learner-centered system is composed of negotiation, information, exchange, awareness activities, evaluation and feedback, learning activities, and objective setting in consultation, can be shown in the diagram below.

Figure 10. Brindley's Objective and Subjective Needs Learner-Centered Model (1989)

What is original about Brindley's model is that it highlights three ways to look at learner needs: perceived vs. felt needs; product vs. process oriented interpretations; and objective vs. subjective needs. 'Perceived needs' are from the experts'view whereas 'felt needs' are from the learners' standpoints. In the product-oriented interpretation, the needs of the learner are perceived as the language that learners demand in target situations while we focus on the learners' responses to their learning situation which affect learning in the process-oriented interpretation. learners' attitudes and feelings are clearly highlighted in the learn-er-centred approaches.

3.3.3. Objective Needs

Objective needs contain factual information about the learners such as age, nationality, and native language. They are investigated prior to a course; and can be indicated by parties other than the learners themselves. It may be derived from an analysis of the cognitive and effective needs of the learners in the learning situation, such as learners' personal

characteristics, attitudes, learners' language choice behaviour, wants and expectation, and learning strategies with regard to the learning of English. Brindley (1989) mentions that objective needs should be used as a starting point in course design. He says,

> If instruction is to be centered on the learners and relevant to their purposes, then information about their current and desired interaction patterns and their perceived difficulties is clearly helpful in establishing program goals which in turn can be translated into learning objectives (p.64).

Brindley's (1989) objective needs can be derived from various kinds of factual information about learners, their real-life language use situations, their current language proficiency and difficulties.

3.3.4. Subjective Needs

Subjective needs reflect the perceptions, goals and priorities of the learner. They are explored while the course is processed and based on different kinds of information concerning the learners'own statements, language hindrance and difficulties; their current level of language proficiency besides to their use of language in real life communication situations. Yet, subjective needs do not necessarily coincide with objective needs. In this regard, Brindley (1989) suggests that:

> If subjective psychological needs felt by the learner are to be taken into account as well as objective communication needs, then some kinds of mechanisms have to be built into the learning process which allow for systematic consultation and negotiation between the two parties. Information has to be exchanged about roles and expectations: (p.72-73)

Yet, Widdowson states that the term 'needs' is too flexible and can have indications:

3.3.5. Goal-Oriented

Goal oriented focuses on "the selection of language by reference to the results of learning i.e. what the learner needs to do with the language once he/she has learned. It has to do with program aim and how the language will eventually need to be used" (Widdowson, 1984, p.178).

3.3.6. Process-Oriented

Process oriented refers to what the learner needs to do to actually acquire the language. This definition puts forward the importance of the learner's language learning i.e the present condition of the learner and the target situation where the learner will be required to use thelanguage. The 'goal-oriented' definition "has to do with program aims while the 'process-oriented' definition relates to pedagogic objectives" (Widdowson, 1983, p.20).

Nevertheless, Alderson (1980) gives rise to four types of needs. First, formal needs which are attributed to the need to meet the institution requirements such as to pass an exam. The second type of need is the actual or obligation needs that refer to what a student has to do with the language once he has learned it. The third type refers to the hypothetical future need and indicates the need to become a better professional in the future. Therefore, the forth type is the want; yet it hints at what a student feels want to do or to learn. The first and the forth are types of needs during the process of learning or 'process-oriented' type, while the second and third are types of needs that are 'future oriented'.

There is an extent of dissimilarity between the types of needs ensuing from the purpose of learning the language, individual variations or the social roles of language in a broader context. Needs require modification in accordance with the learners' situation and development. Hence, Robinson (1980) explains that the "identification of needs depends on the learners' experience, level, and many other factors" (p.27). Richards *et al.* (1992) assess the process of determining the needs for which a learner or a group of learners require a

language and arranging the needs according to their priorities plays crucial role in syllabus
designing.

To design an efficient curriculum, it is substantial to include both subjective and objective information i.e to take into consideration the learner's wants, interests, purposes, his attitude towards the language, learning habits as well as his expectation from the course. Needs should be viewed in terms of target needs and learning needs. Target needs should be derived from the learner's target situation and they may enclose necessities and lacks. Whereas learning needs should be based on the learners' wants, viewpoints, expectations and interests in order to determine learners' preferences and goals they aspire to have in their ESP classrooms.

Consequently, the learner is the decision maker and the key parameter in the learning situation. The syllabus designers cannot design convenient and successful ESP courses unless such courses are based on a complete view and a thorough analysis of the learners' 'needs' and hence, make it more responsive to the requirements of the learners.

3.4. Approaches to Needs Analysis

In English for Specific Purposes field of study, the most crucial stage is needs analysis. Several approaches are used to cope with the best needs analysis form: target-situation, present-situation, deficiency analysis, strategy analysis, means analysis and pedagogic needs analysis.

3.4.1. Target-situation Analysis

Target-situation Analysis attempts to establish the set of situations where learners will have to use the English language. It collects data about the learners and not from the learners. However, its main focus was on students' needs at the target-standard performance and at the end of the language course and defines students' goals (Munby, 1978; Chambers, 1980).

3.4.2. Present-Situation Analysis

Present-Situation Analysis came up as a complementary to target situation analysis Robinson (1991), and mostly defined as learner-centered approach. To determine the learning process, the learners in this approach are the main source of information by using methods such as surveys, questionnaires and interviews. Prior to ESP instruction (Richterich & Chancerel, 1980), data is collected from the learners to estimate the strength and weaknesses of learners in all aspects, including language, skills as well as learning experiences. The focus here, is on the knowledge that learners need in order to perform in a target professional situation. In PSA, a learner is connected or is interrelated with society and culture.

3.4.3. Deficiency analysis

Deficiency analysis approach to needs analysis has been developed to fill the gap between learners' present abilities/ needs/wants and the needs of the target situation (Allwright, 1982). It sets up the basis of the language syllabus (Jordon, 1997) thereby, it is thought to provide information about both the present situation and target situation and thus, the gap between them for the course designer to explore.

3.4.4. Strategy Analysis

Strategy Analysis or learning needs analysis is another important kind that the course designer should take into considerations when he/she is designing an ESP course. The main concern is to help students determine skills' areas, preferred strategies and language acquisition (Allwright, 1982). It involves the styles, methods and situation that affect the learning procedure. It focusses on how learners wish to learn rather than what they need to learn and consequently, help course designer to find ways of motivating learners to reach the desired goals of the course.

3.4.5. Means analysis

This approach, proposed by Halliday and Cooke (1982), aims to adjust the ESP course to the setting of the learning institution. It provides the course designer with information about the environment in which the course will be carried out (Dudley Evans & St. John, 1998). Means analysis starts with a positive premise which determines what might be achieved with certain given factors (Jordan, 2011).

3.4.6. Pedagogic Needs Analysis

Pedagogic Needs Analysis approach proposed by West in 1998 is considered to be a combination of all above-mentioned approaches and others with the prospect to make up for all shortcomings; they can be complementary to each other. Although in some situations it does not function efficiently. As aforesaid, the history of ESP development is bellyful with other needs analysis approaches. However, due to the limit of this study, only the above approaches are marked out and briefly described.

Consequently, needs analysis is a co-occurrence of different approaches in needs analysis. It entails a process that would be able to determine students' proficiencies in the target language and study skills to identify their needs, wants and lacks for the lay out of the best language for specific purposes' methodology, teaching materials, courses and syllabi. Therefore, with the prospect to achieve the objectives of the current study, the researcher adapted an eclectical incorporation theoretical base to the target-situation.

3.5. Procedures for Conducting Needs Analysis

In conducting needs analysis survey, a variety of instruments and data collection tools can be used to collect different types of information such that, is questionnaires, structured interviews, language audits, participant observations, diaries, journals, and logs (Long, 2005).

Henceforth, the kind of information obtained is often "dependent on the type of procedure selected" (Richards, 2002, p.58). For designing an ESP course, Hyland (2003)

references to a list of some frequent methods and procedures employed to compile varied

types of data in undertaking needs analysis.

Table 4.

Some Common Needs Data Collection Method; Hyland (2003)

Type of Needs	Method
Personal goals and priorities	Brainstorming, group discussion, individual interview, student diaries.
Learning preferences.	Interviews, group discussion, questionnaire, observation, diaries.
Background information (age, gender, prior, learning, immigration status, L1, L1 literacy occupation, years in country)	Enrollment documents, individual interviews, classroom observation.
Current L2 proficiency (English literacy and writing experiences)	Placement of diagnostic tests, individual interviews, classroom observation.
Target behaviors	Interview with learners, interview with "experts", literature reviewer, genre analysis, examination of tasks, observation of target sites, questionnaire, case, studies.

Using two or more methods of data collection in an investigation of a particular issue

in order to obtain certain validity and reliability of the data is highly appreciated yet, it is not

necessary to use them all. It is worth mentioning that "the use of several methods and

techniques can address different areas and simultaneously, compiling information from

several sources is indispensable for researchers to obtain a more reliable and comprehensive

data" (Richards, 2002, p.58). According to Hyland (2003, p.63) and Robinson (1991, p.12) questionnaires, interviews, observation, and focus group discussion are essential methods of collecting needs analysis data.

3.6. Needs Analysis and Studies Related to the Islamic Studies Context

Language needs analysis is the cornerstone in ESP syllabus design and ELT therefore, a plethora of research work has been conducted in recent years to determine the language needs of learners and participants in different ESP contexts such as business, commerce, Science and technology, engineering, tourism, computing and medecine. However, there is a scarcity of the previous studies regarding the needs analysis in the Islamic studies context, specifically, in the situation of English as a Foreign Language.Yet, in English for Islamic Studies scope of study, under certain institutions, in some parts of the world, some ESP educators have put Islamic Studies learners' needs under the spotlight but still they did not adequately enrich this area of research.

Since the First World Conference of Moslem Education held in Mecca in 1977 that focussed on the Islamization of Knowledge (Ahamad Shah, *et al.*, 2012) integrating Islamic principles into ELT for learners in Islamic countries has become a challenge for ELT practitioners. The earliest investigation, entitled "ESP for Islamic School-Leavers for students in Nigeria", was carried out in 1978 by K. R. Narayanaswamy. Narayanaswamy drew up a needs profile of students from certain Arab schools in Nigeria for entering pre-degree classes at Bayero University, Kano, Nigeria. The ESP course has been offered to these students for a period of two years (from April 1976 to June 1978) where as the study was exclusively published in 1982.

In his survey, the researcher explores the English language proficiency and students level. Unfortunately, the ESP course was lacking needs analysis which is the starting point and the key parameter in any Language for Specific Purposes course (LSP) with the consent

of the vast majority of the educationists (Richterich & al, 1977; Munby, 1978; Allwright, 1982; Richterich, 1983; Widdowson, 1984; Hutchinson & Waters, 1987; Nunan, 1988; Brindley, 1989; Robinson, 1991; Richards et al., 1992; Holliday & Cook, 1982; Dudley Evans & St. John, 1998; Jordan, 2011).

Therefore, needs analysis which facilitates the predetermination of the course objectives and helps teachers to design appropriate tasks and teaching activities, was not done on these students. Subsequently, K. R. Narayanaswamy didn't investigate his learners' real needs and expectations to know what do they really want to learn but rather, this course concentrated more on grammar teachings and reading skill which looks like general English (GE) instead of ESP.

Thein (2006) conducted a survey exploring whether the textbooks were satisfactory in terms of efficiency and appropriateness with English to religious studies students at Myanmar Institute of Technology by analyzing the particular needs of this special group of learners. Both qualitative and quantitative data was used to collect information from both teachers and learners including questionnaires, interviews, and classroom observations. The research analysed the extent to which teachers and learners' expectations match the objectives of the program in developing students' communicative skills and critical thinking.

The findings implied that the objectives of the textbooks are not appropriate to the goals because they did not contribute to achieve the needs and wants of both teachers and learners. He further, added that they were not effective in improving the students' communicative skills for everyday life situations. Thein (2006) recommended that textbooks must be the focal point to meet teachers and learners' requirements. He also made a suggestion of giving more prominence to adapting activities that stimulate collaborative learning, natural and experiential interactions to induce the target group think critically.

"Islam and Language Planning in the Arab World" is a research conducted in (2009) by Al-Haq & Al-Masaeid in Yarmuk University, in Jordan explores the use of Arabic and English in Jordan. The conclusions drawn from the survey suggest that English is highly required for preaching Islamic values through tailored materials on the one hand, and for the development of individuals, religion, and nation on the other. However, some participants share the view that the use of English in some life affairs is considered as a threat to the Jordanian culture in particular and to the Islamic religion in genenal.

From an Islamic perspective, another survey entitled 'Design, Formulation and Implementation of an English language curriculum' was carried out in the International Islamic University of Malaysia (IIUM) in 2012 by three co-writers Ahamad Shah, Muhamad, and Ismail. The research findings reveal that the design, performance and achievement of an English language curriculum from an Islamic perspective is highly probable and viable. They made reference to an adaptation of Kerr's developed western curriculum model which consists of four domains: objectives, knowledge, evaluation, and school learning experience to the contribution of a convenient Islamic English language curriculum without teaching the cultural items of the western language.

Accordingly, Ahamad Shah *et al* (2012) adopted Objectives to (Tawhidic foundation of the vision, mission, and the values of the university). Knowledge (The English language as a means for the dissemination of knowledge grounded in tawhid). Purpose (The use of the English language as a medium of instruction and interface for an interdisciplinary approach based on tawhid). Measurement (Feedback and measuring effectiveness of educator and curriculum in enhancing life skills, emotional and spiritual aptitude apart from intellectual and academic ability). School Learning Experiences (The earlier formative influences of the students and identification of the gaps in the student's Islamic understanding and practices).

Based on the English language needs, Shah *et al*. (2012) made a critique on the course contents of a popular Pakistanese ELT textbook used at high school. Shah et al evaluate its pertinence to learners' culture in an Islamic context and hence, analyze some components such as the themes, the pictorial material, the setting, and the expressions used. Therefore, the conclusions drawn from the study revealed that the content didn't satisfy the learners' needs. Furthermore, it is western oriented and distinctly detrimental to the Islamic values. Accordingly, this can create a gap between the ELT practitioners and the learners because the textbook was tailored without taking the learners' requirements, targets, standpoints and attitudes into consideration.

Notwithstanding, the previous studies did not notify adequate outcomes in view of the identification of Islamic studies language needs, it supplied the researcher with advantageous insights in the situation of this kind of studies.

Conclusion

The researcher investigated a thorough discussion of the notion of needs analysis with respect to English language teaching and ESP/EAP course design. Furthermore, with the aim of getting usefulness of the previous studies, a contextual research in the English for Islamic Studies scope was carried out to sift through the previous surveys closely associated to the subject of the present investigation and which attempted to investigate the needs analysis in the Islamic studies context.

Accordingly, literature reveals that needs analysis is a key parameter that played a pivotal role in making the perspective of language teachers and course designers different towards several features of language teaching such as material production, teacher training, language methods and classroom activities. Setting up an ESP/EAP syllabus based on needs analysis will provide further visibility in language teaching of the precedence of the learners's needs.

CHAPTER THREE: NEEDS ANALYSIS AND CONTEXTUAL SURVEY IN ISLAMIC STUDIES

As a result of an outcome of a prolific investigation of the notion of needs and needs analysis and the ESP dimension of course design, an empirical definition of needs analysis in the context of Islamic studies will be overviewed in the following chapter. The researcher attempts to interface the theoretical coverage discussed above to the ELT situation at the faculty of Islamic Science at Batna1 University to provide a framework for the teaching of English at this faculty based on needs analysis and on an ESP view of language course design.

Chapter Four: Research Procedure

Introductio**n**

The current chapter describes the design considerations of the research. Firstly, it will define the population and the nature of sampling. Secondly, it attempts to discuss the approach adopted and the factors influencing the design of the study, the choice and development of the methods and procedures which were put in application for collecting the data of this study. Finally, it endeavours to elaborate the measurement of the instruments' eligibility such as validation, piloting and reliability.

4.1. Research Design

The present study is an attempt to investigate the current academic and future English language needs of the undergraduate Islamic Studies ESP/EAP learners in the context of the Algerian higher education with the consequent aim of providing a syllabus for the design of an EIS (English for Islamic Studies) course. On the basis of their perceptions, the researcher further aims to find out the learners' lacks to reveal what these students need; and to explore the wants of Islamic Studies' students in order to determine course objectives, developing their academic language skills.

Furthermore, it is hoped to help teachers to design appropriate tasks and teaching activities through English in students' academic settings in their subject of specialization. According to Widdowson (1981), "if a group of learners' needs for a language can be accurately specified then, this specification can be used to determine the content of a language program that will meet these needs" (p.11).

Language needs in this study are a pivotal factor in the initiation of a relevant and an applicable tailor made course design and syllabus that may meet the expectations and the demands of both undergraduate Islamic Studies majors and language teachers at Batna1 University. For a construction of determined objectives for EAP courses and for their success in their academic study, the researcher has taken into consideration the learners' opinions, perceptions and attitudes including their lacks and necessities i.e what they should know from

the one hand, and their wants, desires and interests which they may wish to have in their EAP classroom in order to perform efficiently in the target situation from the other.

The survey is based on the theoretical pattern broadly used for needs analysist to investigate students English language needs. By approaching this research to the ESP/ EAP literature written on needs and to come up with a practical solution to this issue, it became clear that needs analysis is the most convenient procedure and can be potentially useful to gain insights into undergraduates Islamic Studies majors' target and learning needs (Hutchinson & Waters, 1987) and provide the relevant information needed to contribute in the design of effective English for Islamic Studies courses. The study was guided by research questions (see the Introduction). The following section addresses the issue of giving a general overview of the methodology of the study and the selection of the suitable instruments of data-collection.

4.1.1. Context and Participants

The curent study was carried out at Batna1 University, in the Islamic Studies faculty in 2015/2016. The faculty offers both undergraduate and post graduate degree courses in Islamic Studies field of specialization. It consists of four departments:

Firstly, the Department of Basic Islamic Studies Course consists of one year in general basic Islamic Studies. Secondly, the Department of Islamic Law (shariaa) is composed of three disciplines: Islamic Jurisprudence (Fiqh), Islamic & Conventional Law and Islamic Economy. Thirdly, the Department of Principles of Islamic Religion (Usul Eddin) is composed of three disciplines: Science of the Quran & Prophetic tradition, Islamic theology and Preaching & Islamic Culture. Finally, the Department of Arabic Language & Islamic culture consists of two disciplines: Islamic History and Language & Quranic Studies. Arabic is the native language of of the participants of the research with English being their second foreign language of learning (See Figure 11 below).
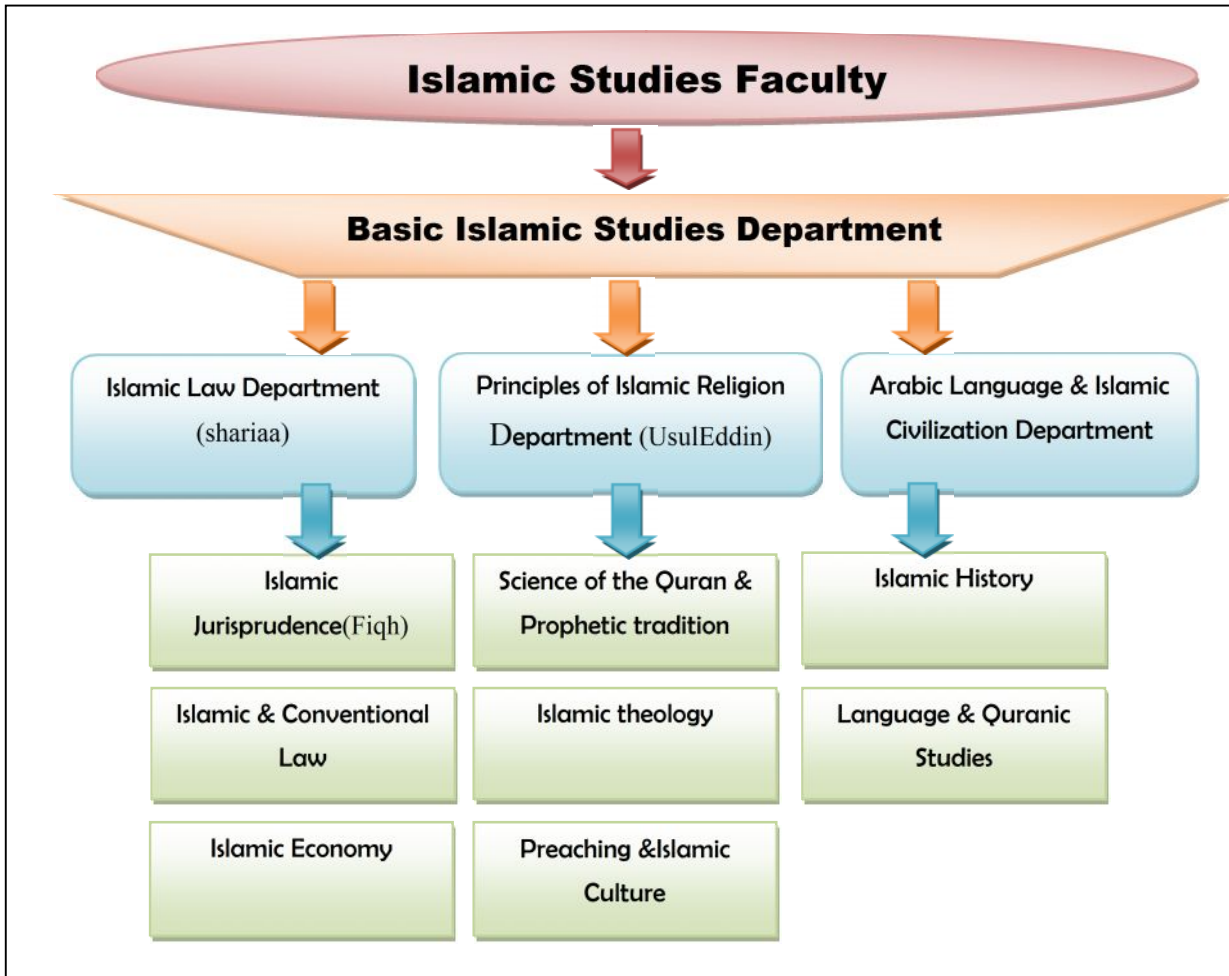
Figure 11. Structure of Islamic Studies Faculty "Undergraduation"

4.1.1.1. Learners' Population and Sample

The total population targeted for this study consisted of 2019 undergraduate Islamic Studies' learners at Batna1 University (Annual Statistical Report, 2016, Islamic Studies Faculty, University of Batna). Of the total number of students, 1046 were from the Department of Islamic Studies Basic Education ; 403 from the Department of Islamic Law (shariaa), 360 from the Department of Principles of Islamic Religion (Usul Eddin); 210 from the Department of Arabic Language & Islamic Culture. Table 5 shows the distribution of the students' population according to departments and numbers.

Table 5.

Distribution of the participants' Numbers According to Departments

Islamic Studies Departments	Students' Number
Basic Education	1046
Islamic Law (shariaa)	403
Principles of Islamic Religion (Usul Eddin)	360
Language & Islamic culture	210
Tolal	**2019**

Therefore, the total population of third year undergraduate students consists of a total number of 409 (see table 6). Fieldwork theorists set forth that a ratio of the entire population can suffice for database of information.

Table 6.

3rd year Undergraduate Students' Distribution

Islamic Studies Departments	Disciplines	3rd year undergraduate Students' Number
Islamic Law (shariaa)	Islamic Jurisprudence (Fiqh)	101
	Islamic & Conventional Law	38
	Islamic Economy	29
Principles of Islamic Religion (Usul Eddin)	Science of the Quran & Prophetic tradition	75
	Islamic theology	34
	Preaching & Islamic Culture	43
Language & Islamic culture	Islamic History	34
	Language & Quranic Studies	55
	Tolal	**409**

This research comprises a randomly sample of two hundred and ten, third year undergraduates in 2015-2016 academic year, both male and female regular students whose age ranges from 21-52 years old. Table 7 summarizes the distribution of the students' sample according to disciplines, numbers and percentage.

Table 7.

Number and Percentage of Students'Sample

Disciplines	Sample's Number	Percentage %
Islamic Jurisprudence (Fiqh)	101	48.09
Science of the Quran & Prophetic tradition	75	35.71
Islamic History	34	16.20
Tolal	**210**	**100**

The participants are drawn from the three different departments across the faculty namely Islamic Jurisprudence (Fiqh) (48.09 %), Science of the Quran & Prophetic tradition (35.71%) and Islamic History (16.20 %). Ten (10) of them, a rate of 4.76 %, were from different ethnicity. They were not included in the sample and were figured inapplicable for the questionnaire because they did not take enough English courses to enable them give opinions required by the questionnaire or to offer informed opinions about the level of ESP or advanced general courses.

Therefore, a number of individuals for a study may represent the larger group from which they were selected. The lowest number of the sample theorized to be convenient for a research should be based upon the type of research. "A sample of 10% of the population is supposed to be the minimum for descriptive research" (Gay, 1976, p.77). Thus, the sample of the study under investigation may be assorted to be representative.

The subjects are in their semi-final level. The rationale was that freshman and sophomore Islamic Studies Basic Education were excluded inasmuch as inexperienced students should not be expected to make sound language decisions concerning their needs", (Drobnic, 1978), as cited in (Chambers, 1980).

However, the participants i.e third year undergraduate students would definitely have specific views regarding their target and learning language needs and would be in a better position to comment about, since they had already been offered a certain extent in EAP courses for two years in their early stage of studying as a university requirement which might contribute to greater valid findings. Subsequently, they may enrich the study and submit appropriate data. Furthermore, they might characterize the need for English language in their field of specialization i.e the language aspects relevant to Islamic studies and therefore, provide pertinent feedback on their macro and micro skills of the language they needed for their academic purposes.

4.1.1.2. Teachers

4.1.1.2.1. EFL Islamic Studies Teachers

In the interview phase and for the purpose of the study, two groups were selected. Fifteen (15) EFL teachersrs were the total number of the participants both male and female. They are the expert group that can best estimate the students' language proficiency. Three (3) of whom are full time teachers and hold magister degree. Twelve of whom hold a minimum of a classical BA or MA LMD qualifications in English, which is a pre-requisite for getting the job of lecturer at the Islamic Studies faculty. The age range of the respondents varied from 28 to 55 years old. Their average teaching seniority rated from three to twenty seven years. (see Table 8).

Table 8.

Number of Teachers According to Degree

	Doctorate	Magister	Master / BA
Number of Instructors	00	04	12

Table 8 displays the information of EFL teachers in the faculty of Islamic Studies regarding their degree.

4.1.1.2.2. Content-Specific teachers

Ten (10) subjects out of the whole population were taken as data sources for the study. They were supposed to provide effective practical data and expected to have an extent of understanding on the kind of language related to learners' academic Islamic Studies, further career and societal norms. All of them hold a doctorat degree.

4.2. Research Methodology

In this section, methodological orientation of the research, the approach adopted and the factors influencing the design of the study are investigated. Moreover, the diversified circumstances that affect the choice of method in conducting the study are discussed. The layout and implementation of the study, the instruments and the sources of the data collection developed for the study are described.

4.2.1. Research Methods

4.2.1.1. The Quantitative and Qualitative Measure

In the case of the current study under investigation, the researcher adopted a quantitative approach measure for the study through the students' questionnaire and a qualitative measure through semi-structured interviews as a needs analysis tool in an attempt to add more in-depth information and to gain more meaningful insights into the situation. Moreover, both research instruments are used as a triangle approach that describes and analyse the Islamic Studies learners' needs in English language to secure the validity and

reliability of the research. As stated by Cohen and Manion (1980), triangulation refers to the use of two or more methods of data collection in an investigation of certain phenomenon.

Therefore, using a variety of sources and methods as a triangulation approach in a survey makes it possible to collect the relevant information and ensure for the researcher the validity and reliability of data that may serve the intended purpose. Khan (1986) approves the same notion in that "two formal ways of gathering information, i.e. a questionnaire and a structured interview can be effectively used to identify the real needs of the learners" (p.71).

Robinson (1993) mentions that validity refers to the degree of a study accurate reflection or assessment of the specific concept that the researcher is attempting to measure. As mentioned earlier, using multiple sources of data helps to enhance the validity and reliability of the study and gives the researcher kind of confidence in his/her findings and heightens the dependability and the credibility of his/her research (Jick, 1979). In the case of the study under investigation, the present research realized the validity and reliability of the questionnaire by getting the feedback from panel of experts in both fields: Islamic Studies and EFL instructors about its practicality, convenience and applicability for measuring the objectives of the research.

4.2.1.2. Choice of the method

The methodology and the layout underlying of this research is guided by the Hutchinson and Waters' (1987) target needs framework of needs analysis using a 20-item inquiry (see appendix A). As stated by West (1994), "Hutchinson & Waters's target needs approach to NA come up with a useful classification of needs which may be seen to reflect differing viewpoints and give rise to different forms of NA" (p.3).

This provides evidence to substantiate the methodical approach done according to a systematic form of procedure to NA which has been suggested by a lot of researchers (Al-Tamimi and Shuib, 2010). Subsequently, the study suggests the use of a descriptive and analytic methods. In this respect, Mason (1994) states that "Hutchinson & Waters provide a

more manageable framework for analysing the target situation and also a parallel framework for analysing learning needs" (p.1).

As it has been mentioned (in section 3.4.1), for Hutchinson & Waters (1987), target needs cover "the learners' necessities i.e what the learner has to know in order to function effectively in the target situation" (p. 55), lacks i.e "the part that needs more focus and wants i.e what the learners really need. The recognition of the learner's necessities of "what the learner has to know in order to function effectively in the target situation and what they lack should be studied to perceive the gap between his target and existing proficiency" (ibid).

The corroboration of the vast majority of researchers like (Basturkmen, 1998; Al-Haddad & Shuib, 2005; Rahim, 2005; Hyland, 2006) reveal that studies focusing on ESL/EFL learners' target needs by means of the task analysis approach have assorted effective and practical information about the academic tasks students are expected to perform and the materials they must work with at university level. In the same line of thought, Chen (2005) appended that "by looking at learners' background situation, lacks, necessities and wants, we recognized that the individual participants have their own general and specific needs both objectively and subjectively" (p.2). He further added that "this significant identification of needs became the basis of the course design" (ibid).

Subsequently, since theories authenticate that adults learn better when programme content is related to their immediate interest, the researcher attempted to reveal the Islamic Studies students' English language necessities, lacks and wants. Obtaining the necessary information about their perceived English language learning skills, preferences, their views, attitudes, interests, their preferred learning style and the most important is how to overcome their deficiency to improve their language skills may help achieve to our aim.

4.2.2. Research Tools

In order to achieve the purpose of the research, to obtain a general view of the problems faced by students learning English, and also to examine the research- related

questions, two instruments were mainly used as methods of enquiry: (1) survey questionnaires, and (2) semi structured interviews with students, EAP teachers and subject instructors. Both account for the major tools in collecting the data of the present survey.

Further, the researcher's experience as a practitioner of English for Islamic Studies plays great role in observing EAP classes and interviewing ESP/EAP practitioners and subject instructors in the faculty. This has been used to corroborate data since this investigation explores the needs of the Islamic Studies learners at the Faculty of Islamic Studies, University of Batna, Algeria. McDonough (1984) assumes that "needs analysis might require devising and administration of questionnaires interviewing potential learners as appropriate people in target situation" (p.128).

For the validity and reliability of the research, triangulating approaches to data collection in a survey analysis of a certain issue is considered a significant provenance for both its homogeneity and juxtaposion of the used methods. Moreover, it gives a clear portray of the collected data. In the subsequent sections the discussion will be devoted to the description of the data collection methods.

4.2.2.1. Questionnaires

4.2.2.1.1. Aim of the Questionnaire

A survey questionnaire is a common instrument used by researchers in their academic studies for collecting quantitative presentation of needs analysis data. It has been widely used in the beginning of the1970's of ESP development till nowadays for being the least consuming way of collecting standard and accurate information. It could secure the views, behaviors, attitudes, and opinions of large subjects at the same time.

In the context of the current study, the main aim of the questionnaire was to obtain information concerning the students' needs, lacks and wants and their attitudes toward the English language. Being a thorough method to investigate learner's needs, the questionnaire was adopted as the main source of data collection for the number of participants which is

reckoned to be fairly large and thus, reaches the statistical significance, the minimal time from participants and its flexibility, the convenient way and the anonymity that ensures impartiality in the participants'responses.

4.2.2.1.2. Structure of the Questionnaire

Before developing the items of the survey questionnaire, the researcher overviewed the relevant literature related to needs analysis studies (e.g., Jasso-Aguilar, 1999; Al Harby, 2005; Basturkmen, 1998) to be informed with the design of her proper needs analysis questionnaire of the English for Islamic Studies purposes'course.

Hence, the questionnaire design for this study followed common principles of designing questionnaires in second language research (e.g. Dornyei, 2003; Jordan, 1997; Brown, 1995; Oppenheim, 1992). Therefore adapted and readjusted from previous studies carried out by researchers (Barakat, 2010; Richards, 2001), a 20 item structured questionnaire was developed and redesigned mainly based on Basturkmen (1998) including a cover page (see Appendix one) that assures the participants that the obtained data was to be employed for research and academic purposes and that their answers would be kept confidential.

In constructing the questionnaire, the researcher made use of her previous background as a trainee teacher in intermediate and secondary schools in Algeria and in London, UK; and later as a lecturer in the Department of Islamic Studies at the University of Batna. Accordingly, the detailed structure of the students' questionnaire survey for English language needs (see Appendix one) was developed to collect data with the aim of investigating Islamic Studies learners' needs, wants and lacks in the English language.

The questionnaire is composed of seven parts: A, B, C, D, E, F and G (see figure 12). Each part is intended to cover an exclusive purpose. The questionnaire was designed to survey the respondents' perceptions about their needs, lacks and wants. It consisted of 20 questions, ten (10) close-ended with multiple options that enable the subjects to select their answers and ten open-ended where students can explicitly convey their standpoints.

Part A of the questionnaire was designed to obtain biographical data. (Question1) consisted of four items dealing with the personal information and the samples profile for the study: age, gender, final mark in the English language and specialization. The main objective of this section is to provide an authentic background about the learners of Islamic Studies and the nature of their previous education.

Part B (questions 2, 3 and 4) is to elicit the participants' perceptions regarding the importance of the English language current use and the beginning of their studies use of English. A four-point Likert scale was used in their language learning skills preferences use: listening, speaking, reading, writing, translating and grammar indicated by 1 (most important), 2 (very important), 3 (important), 4 (not important).

Part C (questions 5, 6 and 7) sought to inquire the respondents' views toward what they need to learn in the immediate and long-term perception. This part was organized into sub sections to cover three main types of needs: a) General Needs, b) Academic Needs and c) Future Needs of the learners.

a). General Needs for English (6 items) was designed to obtain the necessary information about the learners' perceived general English language needs in their daily life, at the university or even abroad. eg browsing websites, or understanding TV programs.

b). Academic Needs (16 items) sought to answer what Islamic Studies learners need to do with English in their field of specialisation. In this construct, the respondents were requested to answer a set of sixteen questions to assess the importance of the language-based tasks in the four language skills associated with the students' academic language needs. Inquiries were used to elicit information on the participants'needs for English language sub skills that may help them cope with their discipline. A likert scale was indicated by 1(less important), 2 (important), 3 (very important).eg. understanding main points in lectures, reading specialization books and journals, taking part in class discussion or writing term papers, essays or EAP reports.

      c). Future Needs (8 items) required the respondents to expect their needs of an ESP course in their future jobs like. e.g. the need for Pursuing their post graduate studies in an English speaking country in English (Malaysia), preaching to the way of Allah or responding to Islamic suspicious matters for new converted to Islam.

      Part D of the students' questionnaire aimed to identify learners' wants for using the English language. It contains (question 8) which consists of 9 items.

      Part E consists of (questions 9 and 10). The subjects were requested to self evaluate their own proficiency in English language skills: Listening, Reading, Speaking, Writing, Grammar, Vocabulary and Pronunciation. A five-point Likert scale was further used in this section indicated by 1 (Weak), 2 (Average), 3 (Good), 4 (Very good), and 5 (excellent). Question 10 is open ended, designed to elicit the type of problems and difficulties encounter EAP learners in the English learning process.

      Part F contains questions (11, 12, 13, and 14). It was developed to reveal the Students' viewpoints regarding the usefulness of the English language course with regard to their English language needs; to specify their options and desires for the type of English language course they would like to attend. Participants are further requested to suggest for the course and; which aspects of EAP course should be given much emphasis.

      Part G of the questionnaire was made up of open-ended asks issues such as class size, time span allocated to English language courses, class activities, preferences for learning styles, methods of the English courses and the role of the instructors in the EAP classroom.
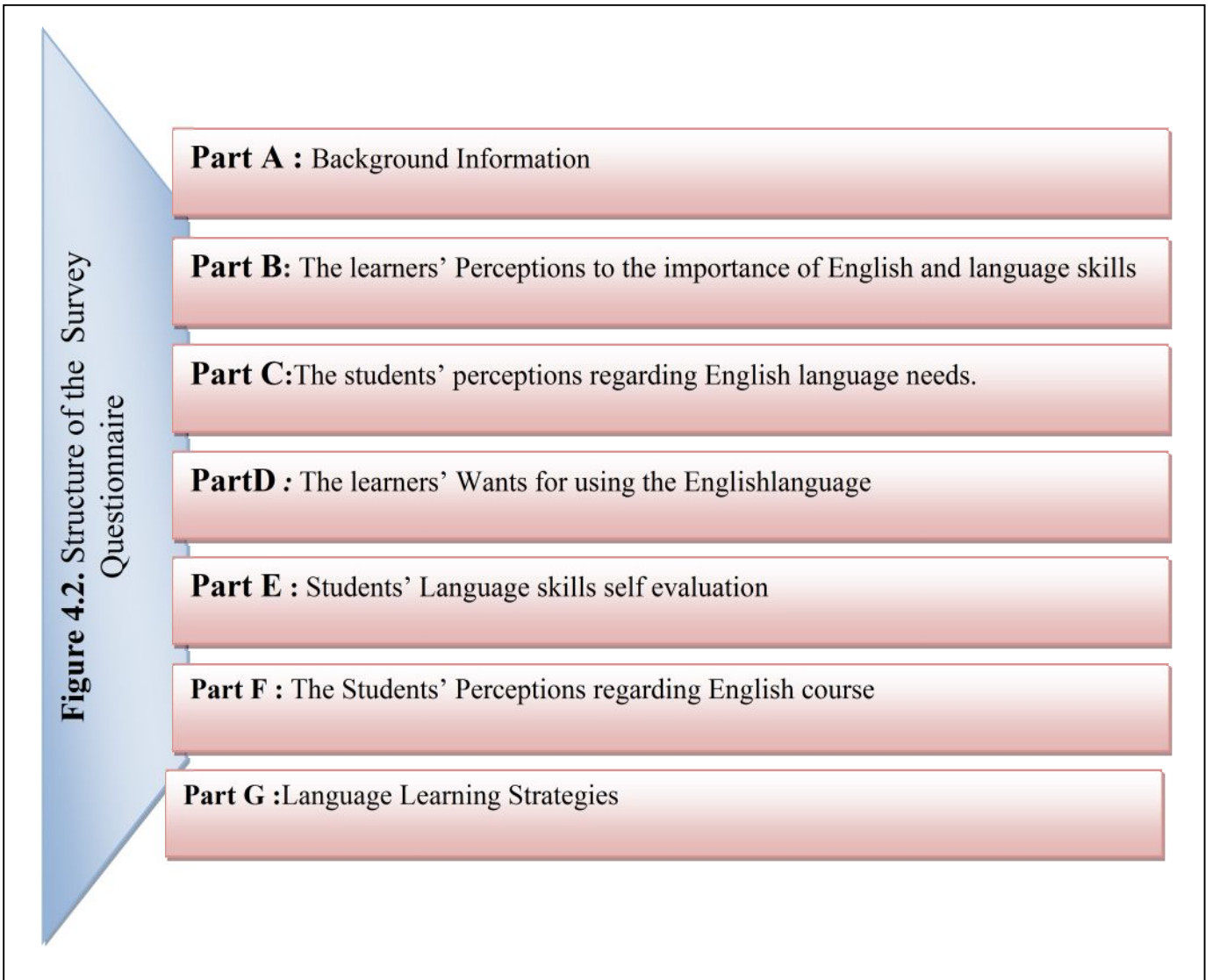
Figure 12. Structure of the Survey Questionnaire

4.2.2.1.3. Piloting of the Questionnaire

According to Reid (1998), "Piloting means to try out the instrument in order to determine which items can be revised or eliminated" (p.325). The piloting for this study was regarded an important phase in the process of research with the aim of checking out the deficiencies of the questionnaire and the detection of certain problems sharing Borg and Gall's (1983) perspective in that piloting is :

> a preliminary trial of research measures and techniques in the development of a sound research plan: besides serving all the purposes of the usualtry-out, it provides the researcher with additional knowledge

that leads to improvedresearch and can help to improve the validity and reliability of instruments (p.100).

In the context of this study, the researcher has distributed the draft to a panel of experts, two (2) in applied linguistics and two (2) in Islamic Studies to check its validity, reliability, and applicability. Feedback was received and suggestions have been made about the ambiguity of some items, unnecessity of others and the needful missing ones that should be added to the pilot questionnaires. The researcher designed a new version after necessary changes were made to several drafts.

Therefore, two weeks prior to the distribution of the final questionnaires, there was a trial run with the freshmen students to ensure the contextual validity of the survey. After piloting was carried out, a clarification was made for certain ambiguous questions, rewording, omission and re-arrangements of others. After the completion of the pilot study, piloting ensured that all items were explicit to understand and questions were clear and accessible to read. The needs analysis questionnaire was re-designed in an easy, simple pattern and with clear instructions to avoid boredom and confusion on the side of the respondents in order to meet the requirements of a rational and sound design (see appendix one).

4.2.2.1.4. Administration of the Questionnaires

After revising the questionnaires' survey, based on the pilot study, the students' questionnaires were administered to 200 undergraduate students in the Faculty of Islamic Studies at Batna1 University, Algeria, at the mid-point of the fall 2015 university term, approximately one month after the new academic year had started. Seeking for fresh perceptions, the timing was purposefully appointed in order to be convenient with the research objectives. In order to assure the students' ultimate comprehension of the items and prevent any misunderstandings, the questionnaire was written in English and explained into the participants' L1 i.e. Arabic.

With regard to the subjects being in different departments in the faculty of Islamic Studies, the researcher administered the questionnaires in one day, at different hours, with the cooperation of language instructors in their regular EAP class sessions. It took 30 minutes to complete all the 20 questions. In order to ensure the highest potential rate of data questionnaires'return, the questionnaire was administered in the presence of the researcher. To ensure its reliability and fairness, the researcher further clarified the questionnaire' items to the respondents, showing them the way of answering and the length of time in filling in the questionnaire.

4.2.2.1.5. Ethical Considerations

After being given a brief overview of the nature, objectives and significance of the research, the aim of of the questionnaire and its guidelines, the subjects were requested to ask questions for clarification if necessary; or reconstruction of open-ended sentences since they were not proficient enough in the target language. Additionally, they were notified of not being coerced to participate in the research, yet its avail and usefulness is considerable and their collaboration would give a helping hand to their instructors to better comprehend their desires and problems.

 Moreover, to ensure a positive participation, the respondents were assured that their course grades would not be affected by their answers; the information elicited would be kept confidential anonymous since names are not declared; on the other hand, they were acknowledged to reveal authentic and honest responses. Having completed the questionnaires, they have been returned the very same day after being checked for incompleteness or missing answers (100 % rate of return).

4.2.2.2. Semi-Structured Interviews

4.2.2.2.1. Aim of the Semi-Structured Interviews

The interview is used to collect the qualitative data. Being an informal conversation, it can be a useful devise in bridging the gap of the questionnaire's formality that sometimes may

not cover all the intended items. With the purpose of gathering additional information regarding the learner's need, the interviewer can inquire his perceptions deeply and thoroughly. Besides, interviews allow an interviewer greater flexibility, richer interactions, and a more personalized response (Drever,1995). Eventually, a skilful interviewer can avail of ideas, develop and clarify them, make use of facial expressions and investigate motives and feelings, which the questionnaire can never do. He/she can change the order of the questions, adapt them or even add more questions depending upon the responses.

Interviews, whether structured or unstructured have been described by Anderson (1990), as "probably the most widely used method of data collection in educational research" (p.220). They provide information on learners' language learning history, attitudes and beliefs. They broaden researchers with high response rate and allow them respond to questions from the respondents and probe for adequate answers from the respondents (Robinson & al, 1996).

Therefore, in the case of the study under investigation, semi-structured interviews emerge as a practical research tool. Fifteen (15) EFL teachers and ten (10) content instructors with varying teaching experience extending from a year to more than twenty years were invited to participate. The semi structured interviews were mainly intended to elicit opinions of the teachers about the objectives of the English language courses and to further investigate issues concerning the learners' lacks (i.e., the areas of language difficulties which hinder students to practice English they notified in their EAP classes and which needed more focus), necessities (i.e., the language skills needed to be developed by Islamic Studies' students); the students interest regarding the learning of the target language and to suggest the most necessary subject matters students wanted to be included in the EAP courses.

4.2.2.2.2. Interview Guide

The researcher has drawn up an interview protocol to collect data systematically and to specify the lacks and necessities of Islamic Studies' learners. However, the order of the questions may change or some questions may be added or omitted (Lodico, et al., 2010). The semi-structured interview session was tape-recorded for later analysis. The time extent rating for each interview ranged from 10 to 15 minutes.

A list of arranged open-ended questions (see appendix two & three) was first prepared for language instructors (EFL teachers) and another for Content Instructors to determine issues related to the following domains:

a)- Language Instructors (EFL Teachers)

- Learners target language academic and future needs;

- Areas of language difficulty they observed in their EAP classes that requiremore focus;

- Language skills desired to be developed;

- Types of class activities teaching EAP methodology they expected might improve students' EAP courses;

- Duration of the English course sessions;

- Number of the learners in an EAP class;

- Recommendations and proposals to enhance the EAP syllabus to better prepare them for the academic life.

b)- Content Instructors

-Theological subjects to be included in the EAP courses;

- Practical issues in Islamic studies;

- Difficulties in encountering religious concepts;

- What can an English course offer to a theological course;

- Content Instructors' expectations of types of learning might improve the students' courses;

4.2.2.2.3. A Semi-Structured Focus Group Interview

After the quantitative phase of the study and the results of the questionnaire were investigated, a semi-structured focus group discussion was conducted (see appendix four). A group of ten students were randomly selected from the same pool as the 200 respondents of the survey questionnaire to be interviewed in an attempt to gain more meaningful insights into the target situation and to offer an opportunity to the students to identify the potential issues regarding their English language needs. There was no reliance on the criterion list of questions, however, the researcher already set down main questions derrived from guiding questions which were intended to get an in-depth perception on learners' needs, lacks and necessities and to obtain as much information on the issue including:

▪Their preference and priority for language skills they desired to develop.

- What they really wanted to be included in their ESP courses?

- The areas of language difficulties they have already been experienced;

- The respondents' attitudes towards the content, the language instructions, teaching methodology, class activities and the like were asked.

Conclusion

This chapter has thoroughly elaborated the methodological considerations of the research. It provided a discussion of the design and implementation of the research, population and sampling. It explained the useful methods and approaches adopted in this research and the data devices implemented to collect data. It has also highlighted the triangulation of the methods as a means of measuring the validity of the study. The subsequent chapter will be devoted to the analysis and discussion of the findings.

Chapter Five: Findings and Discussion

Introduction

The main objective of the current chapter is to present, analyse and discuss the findings obtained from the data collection instruments carried out with third year undergraduate students at the faculty of Islamic Studies, Batna1 University. With the purpose of reaching a clear idea of the students needs, lacks and wants for effective English language courses, the researcher has put the issue under investigation on the fieldwork.

This section provides a large-scale interpretation to the research device items that have mainly emerged from the general aims and questions of the research with regard to the Islamic studies majors, EFL teachers and Subject specialist teachers' perceptions. The questionnaire-item responses were manually coded and the Statistical Package for the Social Sciences (SPSS) was used to output for the analysis and the descriptive statistics and percentages of the data.

5.1. Questionnaire Analysis

5.1.1. Overview

As stated earlier, the questionnaire is one of the main instruments used in collecting the data of this research from the perspectives of the students. The questionnaire device which is composed of eight sections: A, B, C, D, E, F, and G (see Appendix one) consisted of a total of 20 questions, each consisted of a number of items. Some of these items were subdivided into different attributes. The analytical process of the questionnaire will be categorized into main headings intended to cover a unique distinctive purpose.

5.1.2. Interpretation of the Results

Item 1: Background Information

Part A of the questionnaire consists of question 1 meant to collect personal information from the respondents and their previous education received in English. It is made up of four items: age, gender, speciality and last score in the English language. Evan (1984) suggests that in the investigation of a certain issue, it is very important to constitute a wide picture

about the background of the subjects of such research. Collected data can be perceived as impartial because the participants' answers were anonymous; they were not required to submit their names.

According to gender item, it is noteworthy that the personal demographic characteristic of the subjects showed that the larger number of the respondents were females (n=126) representing (63%) of the total sample, while the males (n=74) representing (37%). They are third year undergraduate students. The following pie chart shows the details.
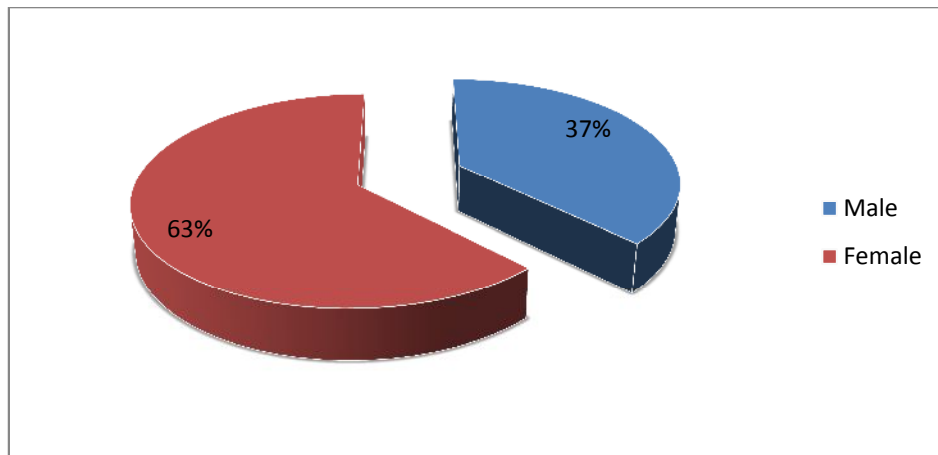
Figure 13. Students' Biodata Percentage

As displayed above in Figure 13, female respondents are higher in number than their male counterparts.

The age range of the respondents varied from 21 to 52 years old. The greater part of them (n=120) ranges between 21-25 years old because this category underwent regular education stages. This category of age makes up (60%) of students of the whole sample. The second category is between 26-35 years old (n=53) with a rate of (26.5%). The third category (n=37) is older than 36 years old representing (13.5%). The figure below displays the distribution of the participants according to their age category.

Table 9.

Number of Participants According to Age category

Age category	[21-25]	[26-35]	Over 36	
Number of students	120	53	37	**Total**= 210
Percentage %	60%	26.5%	13.5%	**Total**=100%

This finding reveals that all Islamic Studies' students are adults. Since Islamic studies requires students to be BAC holders, then all the students are adults. This implies that adult learners' needs can be dissimilar from those of non-adult learners. Therefore, the component of age is believed to be substantial thus, a great deal of careful consideration should be taken when designing an English syllabus to Islamic Studies learners. As experience has revealed, imposing things on adult learners does not operate well. Accordingly, to a reasonable extent, their wants, interests and lacks should be given more concern so that the syllabus meets their needs.

As it has been mentioned in chapter five under the discussion of Context and Participants section (4.1.1), all the respondents' area of specialization is Islamic Studies. Meanwhile they belong to different sub-disciplines. The majority 101 or (48.09 %) were from Islamic Jurisprudence, 75 or (35.71%) were from Science of the Qur'an and Prophetic tradition, 34 or (16.20 %) were from Islamic History. This result draws attention to say that Islamic Studies students share the same background, therefore, they are homogeneous. This implies that they will employ the same linguistic structures. Figure 14. below illustrates the distribution of the respondents according to their field of specialization.
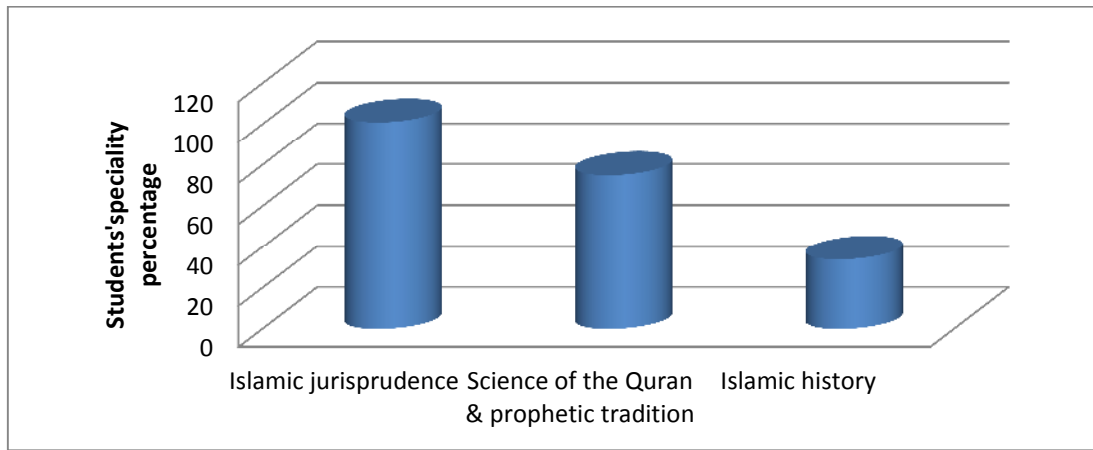
Figure 14. Students' Field of Study

As far as English proficiency is concerned, the respondents'level was supported by the statistics from the previous academic year. However, according to a subjective evaluation of the author, who taught about more than half of these students, their level of English language proficiency ranged from elementary (n=22) a rate of 11%, pre intermediate (n=74) a rate of 37%, intermediate (n=62) a rate of (31%) and Upper intermediate (n=22) a rate of (11%) to advanced (n=20) a rate of 10%. This is best illustrated from the figure 15 below.
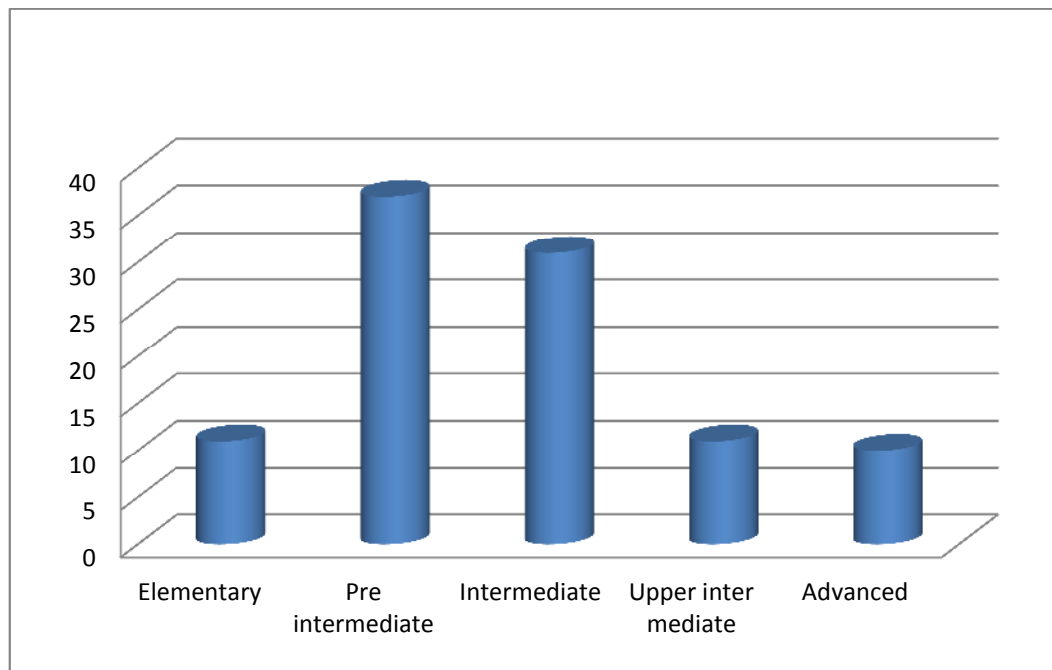
Figure 15. English Language Proficiency Percentage

Item 2: Importance of English and Language Skills to Islamic Studies Learners

Part B which consists of question 2, 3 and 4 on the students' Needs Analysis questionnaire was designed to elicit data on the attitude of English for undergraduate students in order to outdo with their studies. It is noticeable that English is of paramount importance for learners in their field of studies; as long as they have expressed a favorable attitude towards English learning. The response to this question sheds light on learners' current needs and is as follows:

Question 2: Do you consider English important for your studies?
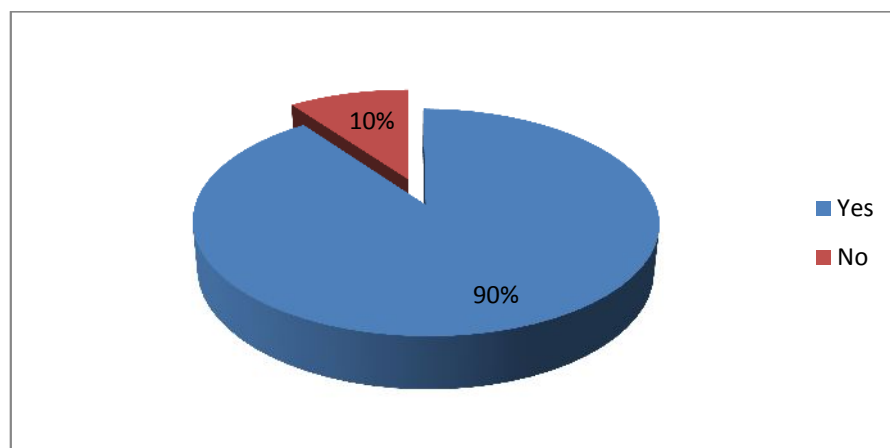
Figure 16. Students' Attitude Towards English Language

Figure 16. indicates that a considerable number of the participants 180, a percentage of 90% have answered 'Yes' while 20 a rate of 10% have answered 'No'. This question has been envisaged in order to consider the significance of English for Islamic Studies' learners.

Islamic studies' students were asked to level their consideration of the English course in their study. This implies that students have given weight to the English course that they are studying. In effect, this is a strong point and an asset to the teachers when learners' attitudes found positive, they would then, supposedly be motivated to learn the English language with regard to their functional purposes. Therefore, since a large percentage of third year undergraduate students have answered 'Yes', it can be evidence of Islamic learners' motivation and the significance of English for their studies.

Question 3: How was your attitude towards English language learning at middle School studies ?
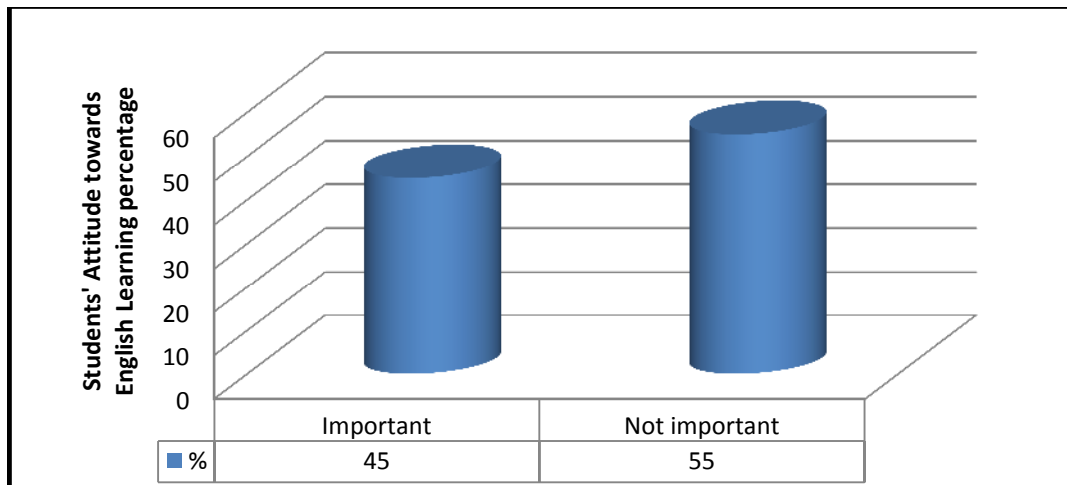
Figure 17. Importance of English Learning in Past Studies

However, the data recorded in figure 17, indicated that 110 of the participants, a rate of 55% expressed a favorable attitude towards English learning and answered with important; where as 90 participants, a percentage of 45% were unanimous in the unimportant role of English in their previous background. In this regard, Kennedy and Bolitho (1984) mention that "a student's previous learning of English may influence the attitude to an ESP course" (p.16).

However, question 4 of the questionnaire sought information about the most important English language skills they would like to improve for their success in learning English.

	Listening	Speaking	Reading	Writing	Translation	All Skills
■ Most important	0	20	75	0	75	34
■ Very important	25	0	5	15	0	9
■ Important	0	30	15	0	7,5	10,5
■ Not important	30	12,5	5	45	5	17,5
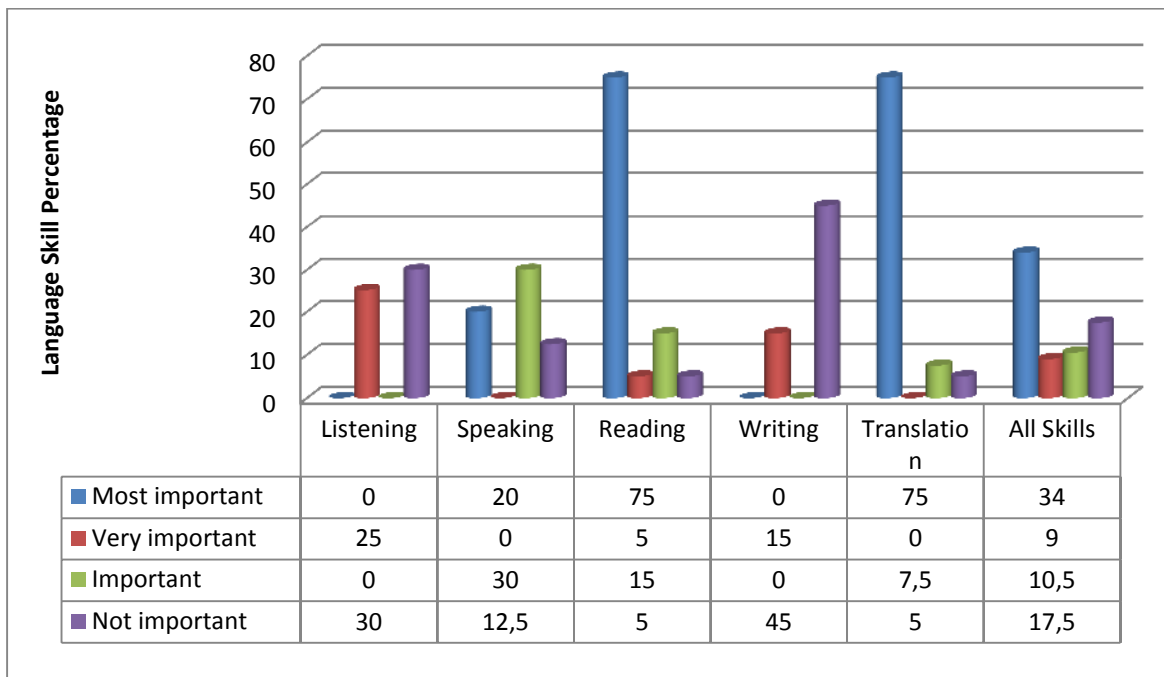
Figure 18. Learners' Frequency of their Importance of English Language Skills

This question is based on Likert scale; Students were asked to rank the importance of the major English language skills i.e. Reading, Writing, Listening, Speaking and translation for their studies by selecting the appropriate adjective, rating the statements from most important, very important, important and not important (see appendix I). The frequencies of their selection were then counted and given weight from one to four in the same order as they are explained above.

From figure 18, the statistical data analysis to that question denotes the highest items' score that the subjects need to improve and view reading and translation as the most important skills, for they represented an equal score of 150 participants, a rate of (75%) of the answers. Translating into the learners' mother tongue seem to be very interested with the reading skill respectively. Speaking was chosen by 40 participants a proportion of 20% as the most important skill. Those who rated this score are generally extrovert students and belong to Preaching and Islamic culture sub-discipline. Nevertheless, they give much concern to the speaking, whilst the large proportion of Islamic Studies students are introverts and shy.

Writing is the least important for students, 90 of them, a percentage of 45% of the students rated not important; followed with 60 a proportion of 30% of not important in listening. Only 30, a percentage of 15% of students realize writing as veryimportant skill; 50 an amount of 25% among them conceive listening as very important. However, as the data show that with a slight variation of the frequency numbers, students anonymously select the importance of reading (95%), translation (82%), speaking (50%), listening (25%) and writing (15%). The reading skill and translation were the respondents' biggest need that require to be given more concern. Speaking then, listening skills came up next where as writing skill has a marginal difference and was not given much concern by the participants.

However, when the results are surveyed individually, we can discern that (53.5%) of the respondents felt extensive need to all the skills and believe that a good level of the four skills is required. Consequently, students come to an agreement that the most needed skill is reading and translation, speaking ranked next, then listening and writing last ranked. Although reading and translation are the most highly rated skills by the participants, EAP teachers should find a balance to include the other skills in the Islamic Studies EAP syllabus.

Item 3: Learners' Needs for Using the English Language

Part C of the students' questionnaire attempts to explore the English language needs of the students. This part is categorized into three types of needs: (a) general needs, (b) academic needs and (c) future needs. Therefore, the participants were to respond 30 items in this section.

Students' general needs

This sub-section which consists of question 5 is targeted to elicit an extensive conception about the general need for the English language. It is made up of six items that attempt to inquire into learners' perceived needs for English in their everyday life (See Table 10 below).

Table 10.

Students' Perceptions to General Needs

Students'General Needs	Number
1. Reading English literature	25/200
2. Browsing websites	120/200
3. Interact with fellow students and friends	4/200
4. Survival English (being abroad)	90/200
5. Chatting	30/200
6. Understanding TV programs	80/200

Based on the data presented in table 10, the students were asked to rate the need for English to read English literature. It was revealed that a small number of respondents (25) a rate of 12.5 % stated its importance whereas a considerable number of the participants (120) students, a rate of 60 % stated the need of the target language for browsing websites. This reinforces the role of the internet in the acquisition of knowledge. Followed with 30 participants, a rate of 15% sorted out chatting whereas (4) participants, a percentage of 2% selected interaction with fellow students and friends which received no interest on the side of the participants. An important number of the respondents (90), 45% reported the requirement of the target language for their studies abroad. Most of these students are expecting to work or pursue higher education in countries where English is used as a medium of communication such as Malaysia.

Therefore, this data can be an indication of the pivotal role of English as an international means for communication. An equally considerable proportion (80) participants, (40%) attached much importance to understanding TV programs. This finding could be justified the awareness of the respondents to the role of TV as a learning audiovisual device.

Students' Academic Needs

Question 6 in this sub-section covers various academic areas in which the students may need certain English skills. It is made up of 16 items which sought to shed light on the need for English language in terms of skills and sub skills at the macro and micro-level in Islamic studies i.e what do they need to do with English? and which English language subskills that most help them cope with their specialization? How do they rate the need and the importance of learning each of the subjects as related to four language skills including listening, reading, speaking and writing?

Table 11.

Students'Perceptions to Academic Listening Subskills Needs

Students' Academic Listening Subskills	Number
1. Understanding main points in lectures	190/200
2. Following question/answer sessions in class	180/200
3. Identifying specific information.	70/200
4. Evaluation of speaker position	50/200

In response to this question, concerning the listening sub-skill, (see table 11), 190 of the students rated the need to understand main points in lectures as the highest estimation with a score of 95% followed with a large ratio of (180) participants, 60% for following question/answer sessions in class. This result was not surprising to us but on the contrary it justifies what we have stated as an issue for the target students and that they learn English just for the sake of passing their examinations. Moreover, the subjects (70) indicated their need for identifying specific information with a rate of 35%. However, evaluation of speaker position is selected by only 50 respondents, a proportion of 25% which denotes that it was not chosen by the majority of the students.

Table 12.

Students' Perceptions to Academic Reading Subskills Needs

Students' Academic Reading sub skill	Number
1. Reading text books.	**50** /200
2. Reading study notes and course handouts.	160/200
3. Identification of basic message.	90/200
4. Reading specialization books and journals.	120/200

For the sub-skills regarding the reading skill in Table 12, reading study notes and course handouts is the most required academic sub task for Islamic Studies' students (160), a ratio of 80% of them top estimated it. Followed by reading specialization books and journals which received a significant percentage (120), 60% of the total sample. Furthermore, the need for the identification of basic message was relatively high stated by 90 respondents, a ratio of 45%. Whereas reading text books was reported by 25%, a minority of the sample 50 participants.

Table 13.

Students' Perceptions to Academic Speaking Subskills

Students' Academic Speaking Sub skill	Number
1. Taking part in class discussion .	80/200
2. Performing activities in my study.	120/200
3. Developing of oral fluency.	60/200
4. Giving a presentation.	60/200

With reference to the speaking sub-skill (see table 13), the most popular task to be rated was performing activities in my study which received a significant percentage of 60%. Taking part in class discussion was ranked next and perceived as necessary as well with a rate of 40%. In this regard Yassin (1999) confirms that "English language is a highly requested

tool of communication in the class" (p.38). Therefore, the need for English in class discussions 40%, performing activities in their study 60% seems to be very important for the subjects. Developing of oral fluency and giving a presentation were preferred by an equal percentage of students 30%.

Table 14.

Students' Perceptions to Academic Writing Subskills Needs

Students' AcademicWriting Subskill	Number
1. Taking notes from lectures.	50/200
2. Writing term papers, essays or EAP reports.	00/200
3. Writing answers to examination questions.	190/200
4. Grammar and vocabulary.	40/200

For the sub-skills related to the writing skill (see Table 14), writing answers to examination questions was highly sorted out by nearly the whole sample 80% where as 25% students only identified taking notes from lectures as an important skill. Owing to the fact that attendance in English is not compulsory and a large proportion of Islamic Studies' students do not record their notes during their lectures and they only rely on their class mates to recall all lectures conveyed in English. However, the need for grammar and vocabulary was rated by 20% whereas writing term papers, essays or EAP reports received no significance from the side of the participants because the majority of EAP lecturers avoid giving reports and argue of the weak proficiency of the students.

Students'Future Needs

Sub section C of students' Needs consists of Question 7 which estimates the need of English and its role in Islamic Studies students' future career through eight items**.**

Table 15.

Students'Future Needs

Students'Future Needs	Number
1. Conversing with English-speaking counterparts.	60/200
2. Reading written or printed materials connected with jobs.	5/200
3. Pursuing their post graduate studies in an English speaking country in English	90/200
4. Preaching to the way of Allah	75/200
5. Response to Islamic suspicious matters .	90/200
6. Translation of abstracts and reports.	180/200
7. Translation of EAP material from Arabic to English or vice versa	0/200
8. Get a job in the future	50/200

The presented data in figure 15. shows that the respondents highly need to study the target language to their future field of specialty for the translation of abstracts and reports. It was felt as being necessary with 90 participants. The results indicated that students felt extensive needs and show some kind of awareness for this sub task in that it is compulsory for them to translate their master theses' abstracts. Followed by an equal rate of 45% for both pursuing their post graduate studies in an English speaking country in English and to response to Islamic suspicious matters. Preaching to the way of Allah also, received an extensive need of 37.5%. Getting a good job is rated by a ratio of 25%. Reading written or printed materials connected with jobs was not given any attention by the majority of the subjects 2.5%. Translation of EAP material from Arabic to English or vice versa received no consideration from the side of the participants.

Therefore, the subjects have shown various estimates for the items of this section which gives a justification for the need of English for different purposes: general, academic

and future development. The results also indicated that all four English language skills are needed by the respondents.

Consequently, as it has been demonstrated through data analysis that Islamic Studies' learners give a great significance to higher education as their reason for studying English language rather than outside EAP and ESP settings' English.

Item 4: Learners' Wants for Using the English Language

Part D of the students' questionnaire aimed to identify the students' perspective of the English language. It contains question eight which consists of ten items (see table 16 below)**.**

Table 16.

Learners' Wants for using the English language

Learners' Wants for using the English Language	Number
1. learn EAP/EIS vocabulary	170/200
2. To speak fluently	190/200
3. Pronunciation	110/200
4. To learn grammar	2/200
5. To improve listening skills	6/200
6. To learn writing skills	4/200
7. To pass an exam	190/200
8. Translation	120/200
9. Dealing with Technology	170/200

The findings to this question have revealed that the vast majority of the participants highly appreciated some items of this part; 95 % of the total number of the respondents expressed their wants and desires to study English in order to speak fluently and communicate well with the others; with an equal percentage of passing their examinations 95 %. This

finding supports the result of the previous researches (Brindly, 1984) and corresponds to the conclusions Liton (2012) has reached that students study English for functional purposes.

Additionally, a large proportion 85 % is given to both learning EAP/EIS vocabulary and dealing with technology. Al-Busaidi (2003) and Alharby (2005) have corroborated students'need to learn English for using technology. They have stated that learners need English in order to be able to use the Internet, the mobile applications, and to deal with computer software. The desire for improving pronunciation received an equally high percentage 55% whereas for translation, students emphasized its importance and received a ratio of 60%. The least wanted items by students are improving listening skills 3%, learning writing skills 2%, learning grammar 1% were given little consideration.

Item 5. Learners' Perceptions of Proficiency in Language Skills

In part E of the survey questionnaire, question 9 sought to self evaluate Students' language skills in the areas including Reading, Writing, Speaking, Listening, Grammar, Vocabulary and Pronunciation. Subjects' responses were rated on a five point Likert scale ranging from 1(Weak) to 5(excellent).

	Weak	Avreage	Good	Very good	Excellent
■ Listening	70	100	20	15	5
■ Speaking	160	18	17	5	0
■ Reading	30	150	20	0	0
■ Writing	180	15	5	0	0
■ Grammar	170	25	5	0	0
■ Vocabulary	50	130	20	0	0
■ Pronuciation	190	5	5	0	0
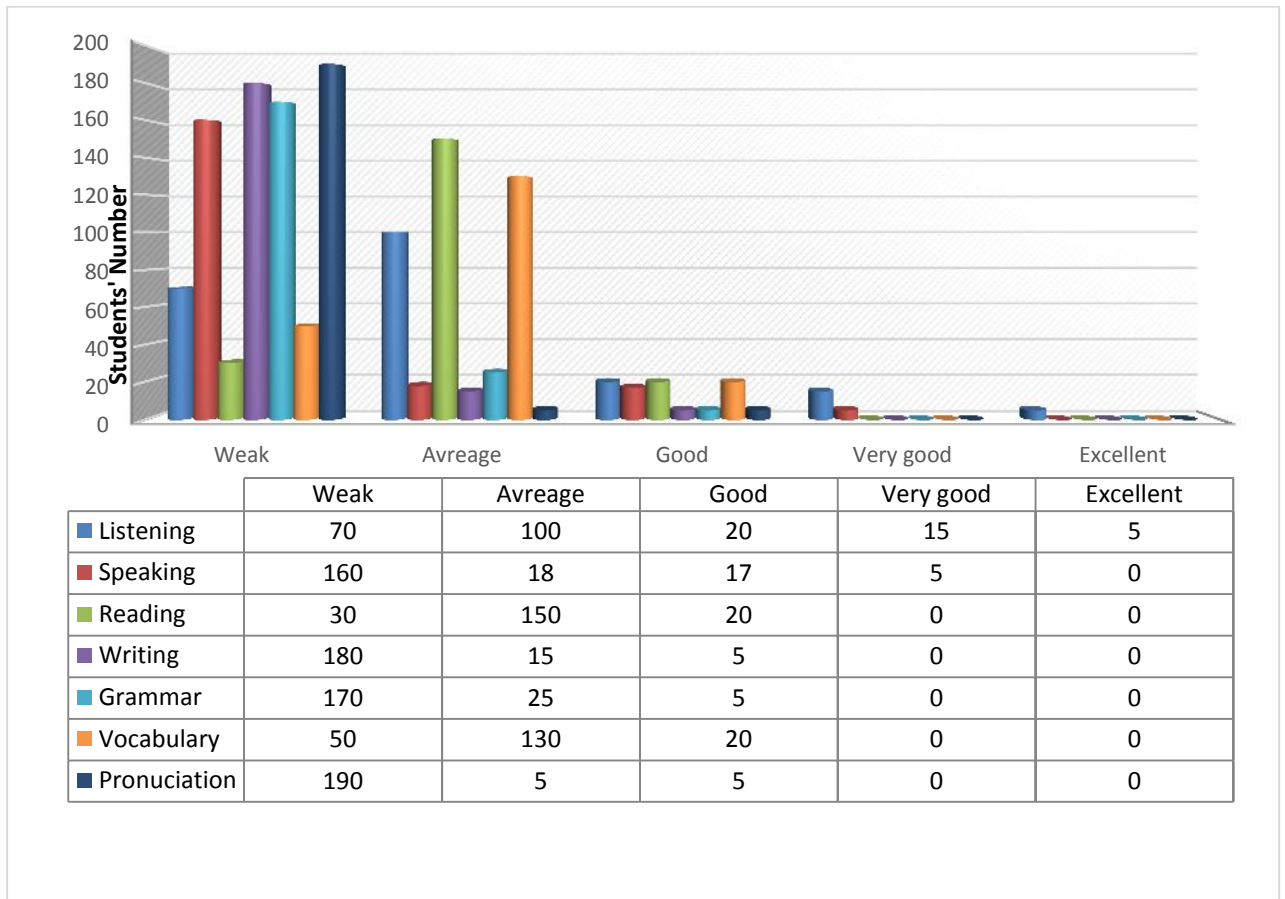
Figure 19. Learners'Perceptions of Proficiency in Language Skills

As Figure 19. displayed that 35 % of the the participants point out that their listening skill is weak, 50 of them, a proportion of 25% are average; 10% are good and 7.5% very good. Whereas only 2.5% stated that their listening skill is excellent.

In speaking skill, participants' responses vary between a ratio of 9% for average and 8.5% for good. A large proportion 80% stated their low level whereas only 2.5% of them rate very good. None of them has an excellent level in speaking. This has been supported by Al-Busaidi (2003) and Alharby (2005) who point out that when learning English as a foreign language, students mainly prefer to focus on grammar and vocabulary and on reading and writing rather than on speaking and listening. This gives reasons for the weaknesses that EFL learners have in pronunciation and in communicative competence.

Moreover, regarding the reading skill, an important percentage of participants 75% indicated that they have an average level whereas a few of them 10% rated their levels as

good; 15% of the sample consider themselves with a weak level. None of the subjects is neither very good nor excellent.With respect to the writing skill and Grammar, 90% of the participants were aware of their weak level of the written language followed by 85% in grammar. A small ratio 7.5% and 12.5% were average respectively whereas a few proportion 2.5% rated their level as good in both.

With regard to their general vocabulary level, a significant number of the participants 65% viewed that they have an average level of vocabulary items while 10% said that they were good. However, 25% felt they are poor learners with very weak background. Concerning the participants' pronounciation, 95% rated weak for they mispronounce almost all the words even the early acquired ones. They equally rate both average and good 2.5%.

On the whole, the figures show that in respect to main language abilities, the participants needed extra focus on all skills of the target language in general and in speaking, listening, writing and grammar in particular to help them attain proficient levels. This has been corroborative with the studies of Long (2005) and Read (2008). More interactive and practical tasks should be offered to learners in language classes. They should seize all opportunities to speak, write, listen, and read in English in an equilibrium process.

Based on the previous items, question 10 of the questionnaire (see Appendix one) asked the participants about the difficulties Islamic Studies face while learning English language. This is an open ended question which elicits the respondents to express their difficulties and the constraints which hinder them in learning the English language. This question is mainly based on Allwright's Deficiency Analysis (1979), which reveals that the devise of the learner difficulties and hindrances as a provenance for establishing the learner's language needs.

There is an agreement among almost all subjects 90% are introvert students and shy of making mistakes. An equal percentage 90% do not have enough vocabulary of both general as well as Islamic Studies English which may help them to speak fluently. In spite of being at

this stage i.e third year undergraduation, the respondents have not acquired sufficient Islamic studies' lexicon to qualify them to either properly comprehend or use Islamic Studies vocabulary. In this respect, Dudley-Evans and Johns (1991) state that subject- specific language enables learners to express the components of the language and the activities related to specific specialization. Another serious constraint that hinders 65% of the respondents is their mispronounciation of the vast majority of English words. Furthermore, 45% of the sample indicate that they have serious difficulties in understanding lectures and discussions in Islamic Studies classes, where as 20% preferred the use of easy and simple English.

Item 6: Needs-based Course: Course Content and Materials

Part F of the survey questionnaire investigating the viewpoints of the participants concerning the English language course. The questions used for this purpose are: questions 11, 12, 13 and 14.

Question 11 of the questionnaire asked the subjects how useful is the English language courses they take with regard to their English language needs. Figure 20. displays the findings of this data.
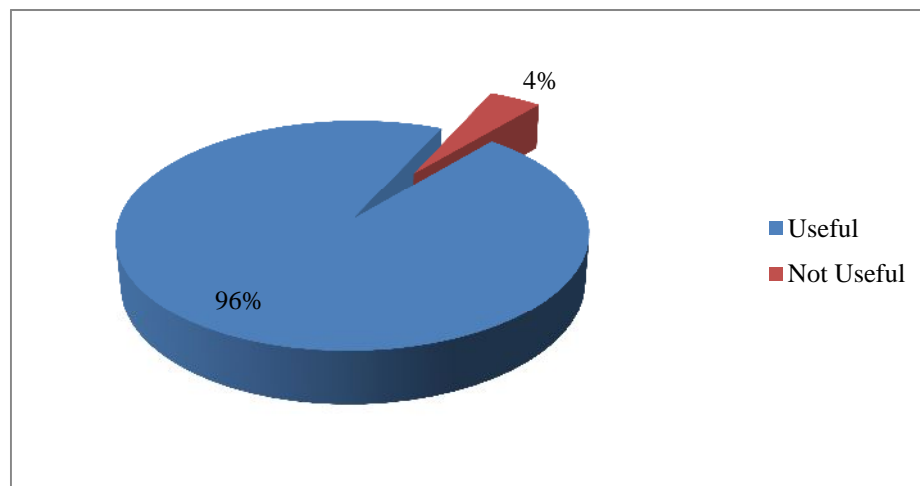
Figure 20. Usefulness of the English Language Courses

The results clearly revealed that 70 participants, a rate of (35%) reported that English is useful whereas the majority of them 130 participants (65%) showed their negative attitude and stated that the English courses are not useful and did not help them in their academic

studies because they do not meet their basic needs. Only a minority made remarks regarding their reasons and justify that English courses do not indicate much consistency in terms of its practical utility.

However, question 12, required the respondents to indicate the type of English language course they would like to attend. Given below is a figure 21 which displays the data obtained from the learners.
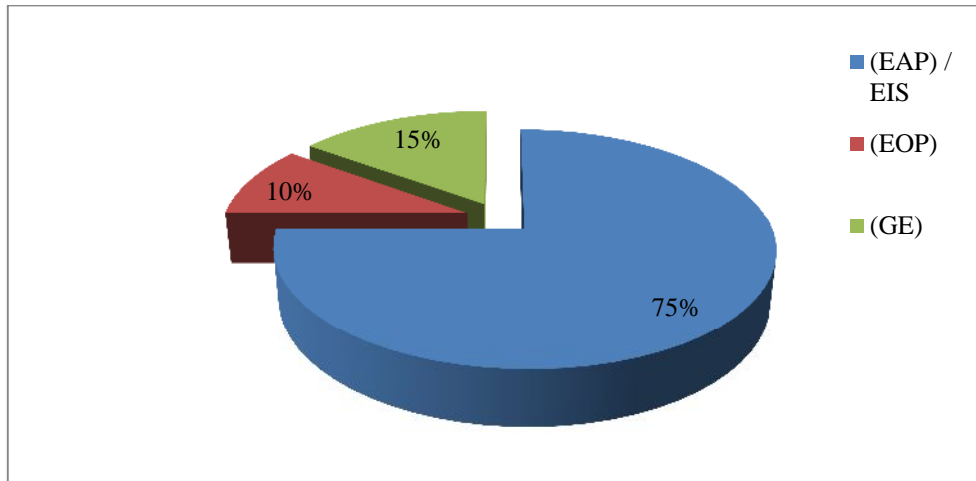
Figure 21. Students' Preference of the Type of English Language Course

On the basis of a database of information in Figure 21, the subjects needed to learn the language for academic purposes' course (EAP) with a large proportion of 75 %. A small number of them 15 % preferred English for General purposes (GE) whereas, only a few of them 10% preferred English for occupational purposes (EOP). Learners' views in the type of English that best meets their requirements may help them to function effectively in the target language. In this regard, Mackay and Mountford (1978) reveal that "materials, which do not take into account the learner group's characteristics, definitely will have low motivation value" (p.10).

With respect to Question 13, the respondents were asked to suggest the aspects to be focused on in the EAP course regarding the topics selected for EIS, the language skills in relation to the different activities within the Islamic studies English topics, the grammatical points to place emphasis on.

A proportion of 90% participants revealed the importance of mastery of subject specific vocabulary. Moreover, 75% of the sample have suggested the translation of the reading passages from the target language into L1. Training in receptive skills is mentioned by 40% of the subjects whereas only 5% of the sample made reference to productive skills. Focus on communication skills is referred to by only 22.5% and these are students from preaching and Islamic culture (as it has mentioned earlier). Regarding grammar practice, it is suggested by 30% of them.

Nevertheless, question 14 elicits suggestions from the subjects about the EIS course. Data derived from this question suggest that mostly all the respondents 95% revealed their need to the use of authentic material relevant to students level is a prerequisite for an EIS course.

Item 7: The Learners' Preferred Learning Methods

Part H of the questionnaire was made up of open-ended questions (15,16,17,18,19 and 20) sought to elicit the students' perspective regarding issues such as class size, time allocated to English language courses, preferences for learning styles, methods of the English courses and instructors.
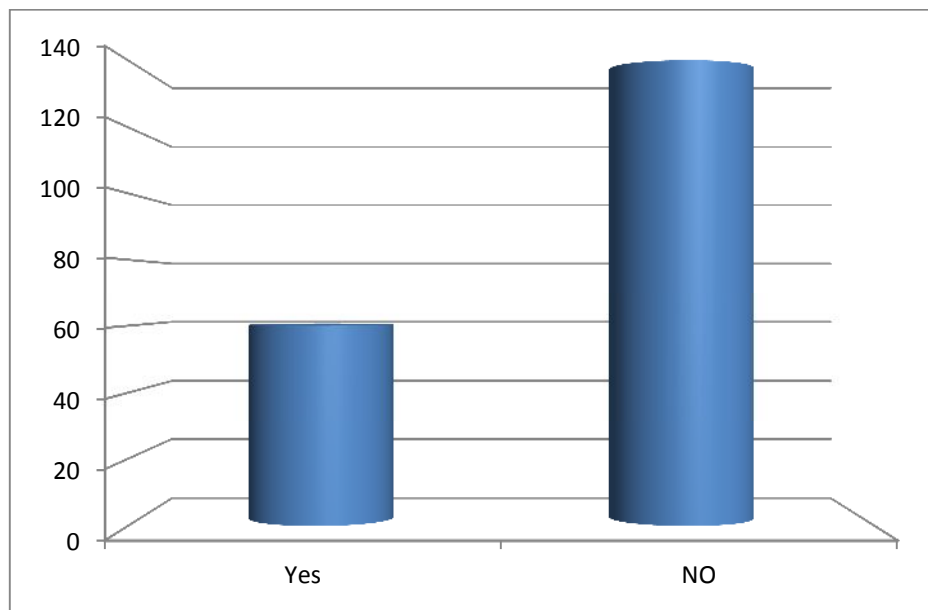
Figure 22. Time Spam

With reference to class size, almost all the subjects show their dissatisfaction with EAP classes because of the excessive numbers of students. Owing to the fact that Islamic Jurisprudence (Fiqh) study English in an overcrowded class of more than a hundred students (110) as well as Science of the Quran and prophetic tradition with 75 per class, whereas Islamic History are moderately crowded of 35 students.

Furthermore, the course duration which is a weekly one hour and a half does not suffice to fulfill students' needs for the majority of the subjects 70% and they wish to be supported with a total three hours per week yet, 30% of the total number of students do not show a desire to increase the time. However the whole sample 100% suggested that the course classes should be held in the early hours of the morning or evening.

Regarding the preferred learning methods, 90% of the whole sample required the translation in the EAP classroom by the teacher into the learners' mother tongue on account of the acquisition of new vocabulary items. Yet, 7.5% of the subjects preferred memorizing bilingual words list. Therefore, it is worth pointing out that the whole sample 100% is cognizant of the necessity of the increasing vocabulary.

Concerning the participants' preferences for learning styles, a rate of 75 % of the subjects thought that involving the learners in the process of learning and participating in learning activities in the class would bring better results if learners work in small groups as compared to the minority of the participants 25% who shares an opposite view. They preferred a passive role and a class with no activities and thought that working individually under teacher's guidance would realize better achievements. Nevertheless, almost all the participants agreed of the role of the teacher as being a facilitator using the learners' mother tongue.

In conclusion to the questionnaire, the subjects were inquired to provide suggestions about improving ESP instruction. With regard to that question, almost all respondents attach great importance to the study of English and believe that existing course material is not

contributing to the improvement of their English. Priorities should be given to the use of multimedia materials in their EAP courses since the faculty of Islamic Studies in the university of Batna1 provide enough multimedia equipment.

5.2. Semi Structured Interview Results'Analysis

5.2.1. Overview

The semi structured interview is the second device used in collecting the data of the current research. It was conducted with fifteen (15) EFL teachers and ten (10) Subject specialist teachers. Semi structured interview endeavors to explore the results acquired from the analysis of the probe conducted with the EAP teachers and the subject specialist teachers. The data which constitute the participants' standpoints and attitudes were designed to cover the content areas discussed in the sections below.

5.2.2. Interpretation of the Data Collected

EFL Teachers' Responses

Item 1: EFL Teachers' Perception of Students' Needs

With regard to the English language, EFL instructors were required to clarify what they perceived the needs of the students were. Eleven out of fifteen teachers, a rate of 73.33% consider the necessity to develop the ability to read and comprehend English texts in the learners own discipline. However, they argue that the major skill they were most in need of was reading comprehensionin in order to acquaint the students with the basic information related to their major.

Nevertheless, four of them, 26.67% indicated that it was not conceivable to identify their needs because it is hard to itemize a specific skill for all the learners. They argued that the students language needs are diversified in accordance with the use of the language. Moreover all the interviwees revealed that translation is a significant and needed skill for the students. A minority five out of fifteen, a percentage of 33.33 has mentioned that all the four skills are important for the language development.

Item 2: EAP Material

The findings of the semi structured interviews have shown that twelve (12) EAP teachers (80% had little experience in teaching General English (GE). They have the knowledge in this field and are not trained to teach ESP/EAP courses, and hence, they face several challenges related to curriculum, syllabus design and material development (as it has been stated earlier). They provide the students with the forms and functions of the language and eventually deal with the analysis of the structure of the sentence. However, they did not appreciate the material they used because, as they have mentioned, it is not pertinent to the students' specialist areas. They commented that most available EAP material is out of date and unsuitable to meet the specific needs of learners. They also added up that the students do not seem to be mindfull and interested in the provided course materials which come into view its ineffectiveness.

Concerning the teaching procedures, most of the teachers (13 out of 15), a rate of 86.67 % use traditional ways of teaching i.e teacher-centredness. Being active performers, EFL teachers offer information to the students who are passive listeners and just consuming the information. They think that by developing vocabulary and grammar, the learner will systematically be able to master the linguistic ability.

Nevertheless, the three (3) full time teachers (20%) have long experience which helped them develop some insights and could adapt themselves to undertake teaching the EAP courses. Therefore, there was an overall approval among all the instructors that the course material in terms of topics and content should be relevant and in common to the learners' domain specific discipline and should be appropriate to the students' perceived needs. They widely believe that EIS materials should be tailored for Islamic Studies students.

Item 3: Difficulties

When EAP teachers were asked about the areas of language difficulty they observed in their EAP classes, they revealed that they face some substantial problems while teaching English.

The first major issue the majority (14 out of 15) of EAP instructors, (93.33) complain about is the lack of students' motivation in which they attributed the problem of the weak background of the overwhelming majority of students. They expressed their dissatisfaction of the passive role of Islamic Studies learners in the learning process. Concerning the use of L1, EFL teachers had different perception from that of the students. They perceived the use of the mother tongue to a certain extent justifiable in the acquisition of the new vocabulary for most students whose general language ability is not adequate enough. However, these learners inefficiently amplify its interference.

Another major concern of EFL teachers was related to their inability to give specialized lessons, because their knowledge of Islamic Studies might be insufficient. Hence, they were not confident in teaching Islamic Studies English for it is difficult due to their lack of knowledge.

The third serious constraint that hinders the interviewers overwhelmingly is the large number of students in an EAP class. By merging several classes into one large group, sometimes more than sixty, the teachers would be restrained from duly conducting the teaching activities in the class and thus, the teaching quality cannot be well maintained. Hence, they criticise the unsuitable classroom environment because they cannot use good methods and techniques.

The duration of the English course sessions is another remarkable issue claimed by nine interviewees (60%). They argue that the small amount of time assigned to the students does not answer for their requirements. Nevertheless, six of them (40%) reveal that the hours

of instruction do not make much difference but rather it is a matter of interest on the side of the students.

Item 4: Suggestions

When EFL teachers were asked suggestions, recommendations and proposals to enhance the EAP syllabus to better prepare them for the academic life, they offered their general perceptions of teaching and stated views of language teaching and methodology. Their suggestions in fact covered a variety of areas.

The larger part of the language teachers (13 out of 15) a rate of 86.67% recommended that EAP courses need to be tailored on the basis of a needs analysis study. They indicated that there is a need for a syllabus that meets the students' needs and which focusses on their areas of study. Therefore, the materials must be culturally oriented and pertinent to the wants, needs and lacks of the students with clearly defined objectives and learning tasks to achieve efficient and successful results.

With regard to language skills desired to be developed and types of class activities they expected might improve students' English language proficiency, the interviewees were requested to state their view points and suggestions. They subsequently submitted that some writing components should be included in the syllabus in order to acquire good written skills to express themselves in their paper based exams for short term objectives; and to meet the needs of the students who aspire to pursue their graduate in English speaking countries for long term.

Furthermore, reading is prioritised by the teachers and considered an important skill to comprehend reading passages in major Islamic Studies courses. Additionally, translation should be given a valuable proportion as well. However, developing the ability to translate into L1 or vice versa enables the students to translate their own master thesis' abstracts. Besides, EAP teachers suggest that Islamic Studies students need to develop listening skills for comprehending lectures, listening to questions and respond accordingly. Likewise the

speaking skills needed to be developed to express themselves and perform well in class discussion.

Therefore, the interviewees take into account all the four language skills and give them equal weight. They argue that ELT syllabus should focus on developing all four skills. Improving the knowledge of grammar is regarded by almost all the participants (14 out of 15) a percentage of 93.33 as valuable. Besides, all EFL instructors (15) a 100 % value the variety in classroom activities that may help them engage in learning. Concerning the favoured methodology, the participants believed that EAP might employ different methodology from that of general English since it deals with adult learners.

Nine teachers out of fifteen (60%) suggested an in-service training for novice teachers to upgrade their knowledge, whereas four of them (26.67) propose a training even before the inception of the EAP teaching. Nevertheless, two out of fifteen (13.33) declare that it is not a matter of training but rather it is a matter of a good preparation for one's own class. They further elaborated that they do not have much time available to attend any training. More concern and experience in teaching GE courses would be adequare for teaching the EAP courses. Nevertheless, there is a widespread agreement among the interviewees that a work in collaboration is a necessity.

Eight interviewees (53.33) believe that the use of authentic passages and teaching aids can arouse the interest of the learners. This finding is consistent with the findings of the students survey questionnaire and the focus group discussion. The both research findings reveal that authenticity of material would increase the chance of learning and develop language proficiency in students who might be more exposed to English.

Moreover, all the teachers (15) urged on minimizing the number of students in each class to a manageable extent. They proposed the classification of students into smaller groups in terms of English level thus, this classification should be based on a placement test.

Consequently, the responses of the teachers lead to a conclusion that in cooperation with content subject teachers, an EIS course can be developed to deliver Islamic Studies terminology to the students at the faculty of Islamic Studies at Batna1 University.

Subject Specialist Teachers' Responses

Item 1: Importance of English in Academic Setting

The subject specialist teachers were required to perceive to what extent they view the English language important for undergraduate Islamic studies students' academic performance. All ten subject specialist teachers were positive in their attitudes towards learning English. They indicated that it plays an important role in the academic success of the target students and after graduation for further study.

With consideration to the role of English in relation to their profession, the majority of the respondents (7 out of 10) indicated positively that the proficiency of English was a vitally crucial component in their discipline's success both in short and long term. Nevertheless, some of them (2 out of 10) a rate of 2% did not show great concern to the practical utility of the target language in the long-term liabilities.

Item 2: Students' Language Needs

In tackling the question of the students' language needs, all the subject specialist teachers (10) suggested that Islamic studies students basically require the potentiality of reading and understanding the English language related to their area of specialism. Nonetheless, besides reading, translation also is considered as another important skill needed to be developped.

When they were asked about the topics to be included in the EAP courses, the majority (8 out of 10), 80% offered a proposition of providing the students with theological subjects, a knowledge related to their majors and practical issues in Islamic studies to increase in them interest and motivation. However, the language that students learn must be complemented

with the content that specialised instructors in the related fields designate because language learners are proficient in their own field but are not conversant with the students' specialism.

Item 3: Suggestions

In expressing their views, comments and suggestions regarding their perspective of the syllabus and their expectations of the type of learning that might improve the students' courses and meet their needs, the subject specialist teachers, virtually, offered some suggestions that covered a variety of areas.

The subject specialist teachers believe that the attainment of a proficiency in the English language was due to the amount of time devoted to these courses. The increase in the hours of instruction would be of an efficiency and practical use of the English learning. Students need to spend more time on learning English. However, they suggested that Islamic Studies' students should be provided with an intensive basic knowledge of general English in first year. Then, the subsequent years would be devoted to EAP English courses. Concerning how to enhance the standard of the English language, content teachers proposed that different methods and techniques should be tried out to stimulate students' interest.

Furthermore, there was an overwhelming agreement among the interviewees who considered the use of the visual aids in the development of language proficiency of paramount importance. Eventually, the findings of the interviews of both EFL teachers and subject specialist teachers are compatible with focus group discussion and can be triangulated with the findings of the quantitative data of the questionnaire. All the research findings reveal that all participants urge for the use of technology devices and authentic material that stimulate the students for better learning.

5.2.3. Discussion of the Focus Group Interviews' Findings

Following the questionnaire's feedback, semi structured focus group interviews constitute another major source of data to triangulate with the questionnaire and the interviews of both instructors: EFL instructors and content instructors. The findings will make

inferences about points at issue like the students' wants i.e what students really wanted to be included in their EAP courses; their preferences and priorities for language skills they desired to develop, the areas of language difficulties already been experienced; teaching methodology, and class activities (as it has already been stated).

This categogry of students desperately appreciate English in their previous studies owing to the fact that they had faced bad experiences. The first question in this research discussion focus group is targeted to determine the students' view points of their needs. The results to this question have revealed that the learners need the target language for diverse objectives: general, academic and future development which are as follows:

- to deal with technology;

- to browse websites;

- to pursue their post graduate studies in an English speaking country; and

- to speak fluently and communicate with others.

With regard to the second question, the learners were asked about their desires and wants for using the target language. Nevertheless, it is clear from the interviewees' responses that they learnt English for its utilitarian value in that it is a highly requested device of communication in the class. Therefore, the learners felt extensive needs and show some kind of awareness to:

- understand main points in lectures;

- following question/answer sessions in class;

- passing their examinations;

- reading study notes and course handouts;

- performing activities in their study;

- writing answers to examination questions;

- translation abstracts for their master theses;

- EAP/EIS vocabulary;

- improving Pronunciation.

Concerning the third question however, the interviewees were asked about the difficulties and the problems they face while learning English. Eight students out of ten (80%) requested the inclusion of the mother tongue by their ESP instructors which might help the learners to understand English courses. The serious constraint that hinders the majority of the group to speak fluently and to comprehend the target language is the lack of general and Islamic Studies lexicon with the mispronounciation of a considerable number of English words. Additionally, students face problems in English such as grammar, sentence structure, tenses and even the inability to answer questions.

One of the major inconveniences in English language learning within Islamic Studies students as stated by this goup is the non consideration of the students' level by the teachers and the differences between their knowledge which may lead them up to the frustration, shyness and may be the inability to contest with their peers. Therefore, this may result in the loss of the stimulus that evokes to learn. With reference to the course timing, nine interviewees recall their request in that the English course should be held in the early hours of the morning for they attach great importance to the study of English and this hinders their concern.

Regarding the fourth question, the students were asked about the cause of weaknesses in English?

In response to this question, the students stated many causes. Firstly, they assigned their weakness to the background inherited from the previous stages of learning. Secondly, they admit that they do not pay enough attention to the language they learn because it is not a hindrance to their way to success. Finally, they attribute it to the unqualified teachers assigned to teach EFL in the faculty of Islamic Studies.

The last question was about Students' suggestions for better EFL learning; how students' English might be improved? What they really wanted to be included in their EAP courses, their preferences and priorities for language skills they desired to develop?

Eight students out of ten suggested to learn EIS course which best meets their requirements and may help them to upgrade succesfully in the target language with an admixture of GE courses. The learners opt for English courses that are related to their fields of specialization in order to stimulate the students to learn. Whereas two students did not give their views about the type of language they wanted to learn. Concerning the topics selected for EIS and the aspects to be focused on in the EAP course, all the interviewees reveal their inclination towards the translation of the reading passages. Seven interviewees revealed that authenticity of the material is an exigency to raise their interest whereas the three subjects did not see it important. Nine subjects out of ten, a percentage of 90% agreed that all the skills should be integrated in the syllabus which justifies the awareness of the students to the intertwined importance of all the skills in the language learning process.

In improving the teaching methods, all the ten sudents suggest the use of technology and multimedia materials in their EAP courses for it motivates learners to best acquire the target language and authentic material relevant to students level. Although it is believed that the use of audiovisual materials elaborates students' learning, few EAP teachers employ them in their classes. This has been advocated by Liton (2012) as technology provides learners with motivation for learning, authentic materials, entertainment and autonomy in learning, and learning at their own pace.

Concerning the students' preferences for learning styles, all the ten interviewees suggested the involvement of the learners in the process of learning and their participation in learning activities in the class. The teachers' role in facilitating the learning process is one of the major issues raised by the interviewees. According to them, the teacher should offer the

material to his learners in an acute, clear, easy and simplified way by using the learners' mother tongue in order to stimulate the students.

5.3. Summary of the Results

Considerable points of the findings from the surveys on English language teaching in the faculty of Islamic studies, Batna University can be summarized as follows:

- Islamic Studies' students, EFL and subject specific teachers were found overwhelmingly to be aware of the necessity of the English language and its importance in their academic success.

- Learners need the target language for diverse objectives: general, academic and future.

- English language instruction has not been satisfactory therefore, the learners basically complained about the incompatibility of the present EAP courses with their specific needs.

- EAP courses need to be tailored on the basis of a needs analysis study to provide teachers with a comprehensible perspective of the students' needs, wants, and lacks.

- Students indicate their interest in specialised courses in Islamic studies topics and required the inclusion of English material to be related to their major for they best meet their requirements and help them progress successfully in the target language.

- A need for a syllabus that meets the students' needs and which focusses on their areas of study. Therefore, the English materials must be culturally oriented and pertinent to the wants, needs and lacks of the students with clearly defined objectives and learning tasks.

- Authenticity of the EAP material in their courses is a requisite to stimulate the students and raise their interest.

- Learners required their EAP courses to focus on reading, translation, speaking, grammar and pronunciation. Whereas EFL teachers suggest the integration of all the

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language skills in ELT syllabus because of their intertwined importance in the language learning process. Thus, Islamic Studies' students will need English in various situations in their present and future career.

- Students, EFL and content teachers require the use of technology and multimedia materials in their EAP courses for it is a stimulus for learners to best acquire the target language.

- Students wanted their involvement in the process of learning, their participation in the learning activities in the class and the teacher's role in facilitating the learning process.

- Students expressed their need in the use of the learners' mother tongue by their EFL instructors to facilitate learning and which might help the learners understand the English courses.

- The variety in classroom activities that may help them engage in learning is equally appreciated by the students.

- EFL teachers claim their dissatisfaction of English language instruction owing the root causes to the following factors: heterogeneity, lack of students' motivation, the passive role and the non-serious attitudes on the part of Islamic Studies' learners general English proficiency low level, course timing held in the late hours of the evening and insufficient amount of time.

- Students face problems in English such as: grammar, sentence structure, tenses, mispronunciation of a considerable number of English words and even the inability to answer questions, lack of general and Islamic studies lexicon, the non consideration of the students' level, the weak background of the majority of the students and their inability in communicating effectively and comprehending the target language.

- Students, EFL and content teachers claim their dissatisfaction for large size of EAP classes for they lead to unsuccessful teaching and learning.

- The quality of English teachers, their inability to give specialized lessons, insufficience of Islamic Studies knowledge, unskilful methods and inappropriate materials.

- Content teachers at the faculty of Islamic Studies at Batna1 university offered their willingness to team up with EFL teaching staff.

Conclusion

Chapter five laid out the main findings of the responses received from the students, their EFL and subject instructors. The application of a needs analysis in the survey scrutinized the learners' needs, wants and lacks and gave their teachers clear insights of the students' attitudes towards learning English for Islamic Studies. General findings and recommendations will guide the stage of syllabus design addressed in the next chapter.

The following chapter will deal with the new syllabus and its specifications. It will be targeted at designing the appropriate course to the Islamic Studies faculty teaching/learning situation. The content of the course is to discern a better conception about Islamic Studies students to adjust their drawbacks in the English language. The context of course development where the researcher suggested a sample of EIS course for the field of study with regard to the needs, wants and lacks of the Islamic Studies students using a relevant approach to English teaching was developed. Hence, teachers have to review their learning and teaching methods, techniques and strategies and even the content to ameliorate the students' level, be felicitous and successful in their studies.

Chapter Six: Syllabus Design

Introduction

Based on the results of the empirical study, students' needs were identified in the previous chapter. Moreover, the teaching situation was analysed to expose the circumstances under which the syllabus will be implemented. Furthermore, the related literature input warrant us to set an EAP course to the students of Islamic Studies. To achieve the purpose of the research, the following sections shed light on the concepts of syllabus in terms of its definition, types of syllabi, choice of the syllabus for an EIS course in Batna University, the Syllabus to be used in this Course, course objectives, the general principles to be considered in relation to Batna University courses, EAP materials and methodology and other relevant issues are explored in the current chapter.

6.1. What is a Syllabus?

The terms syllabus and curriculum are often indistinguishable. White (1988) indicates that "some people in North America employ them interchangeably" (p.4). Nevertheless, a clear distinction between both terms has been drawn by applied linguists, syllabus and curriculum designers.

Allen (1984) admits that curriculum is a very general connotation which calls for a careful regard to the whole complex of philosophical, social and administrative factors that contribute to the layout of an educational programme. However, Syllabus points out to that subpart of curriculum which has to do with the specification of what units will be taught recognizably different from how they will be taught, which is purely a matter for methodology.

Yalden (1987) corroborates that the distinction between syllabus and curriculum is worth repeating. 'Syllabus' denotes for the specification of content for a single course or subject. Whereas 'curriculum' implies the collectivity of course offerings at an educational institution (or group of institutions). Nevertheless, Nunan (1988) elaborates a further dissimilarity between the two terms saying:

> ... I have suggested that traditionally syllabus design has been seen as a subsidiary component of curriculum design. 'Curriculum' is concerned with the planning, implementation,evaluation,management and administration of education programmes. 'Syllabus', on the other hand, focuses more narrowly on the selection and grading of content (p.8).

Accordingly, curriculum reflects both national and political trends. It comprises a broad description of general goals and indicates an overall philosophy of education that applies across subjects. It refers to planning stage, implementation, evaluation, management and administration of education programmes. Whereas the syllabus is an operational and detailed material of teaching and learning. It interpretes the philosophy of the curriculum. Moreover, a syllabus may be included in a curriculum and derived from the curriculum objectives. It is rather a collection of related topics focused on the same subject and covers language tasks and activities. In this accountt, various views have been presented with regard to the definition of syllabus. Johnson (1982) theorizes that a syllabus may be viewed as a vehicle wherewithal certain types of language practice and information is represented to the learners.

However, Brumfit (1984) makes reference to a syllabus as a specification of the work of a particular department in a school or college. It is broken down into subsections which determine the work of a particular group or class. He additionally itemized the syllabus as a document of administrative convenience and will only be partly justified on theoretical grounds. Accordingly, it will be negotiable and adjustable, stabilizing the practical experience of the past. In the same perspective Hutchinson and Waters (1987) define the syllabus as a set of document about what learners will or should learn.

Widdowson (1984), otherwise, notifies his perspective about the syllabus as simply "a framework within which activities can be carried out. According to him, it is a teaching device to make learning easy. It only becomes a hindrance to pedagogy when it is viewed as

general rules that define what is to be learned rather than indications from which bearings can be taken" (p.6).

Nevertheless, Yalden (1987) clarifies that designing a new course requires two indispensable elements to be taken into account: (1) what is already known about the subject matter (i.e., content) and (2) learner-determined variables which vary from one situation to another (e.g., needs, wants, attitudes, knowledge of the world, etc.).

Furthermore, Maley (1984) offers well-defined factors that need to be proceeded in developing syllabuses. They are cultural, educational, organisational, learner, teacher and material factors. Hence, these components are virtually hierarchical for they influence each other i.e the cultural factors will influence the educational and organisational factors, which will in turn affect teacher and learner attitudes, and the way in which material provision is made.

With respect to Nunan (1988), he provided us with an important definition for it innovates some of the syllabus' components. For him, "a syllabus is a statement of content which is used as the basis for planning courses of various kinds" (p.6). Therefore, the syllabus designer's task is to select and grade this content.

However, Van Ek (1975) in Nunan (1988) further elaborated a definition by mentioning that any syllabus [must] consist of a number of components, referred to components of a language syllabus. The following table is adapted from Van Ek (1975, p.8-).

Table 17.

Components of a language syllabus

Language component in the syllabus	Remarks
Situations	To be dealt with
Activities	To be engaged in (learners)
Functions	To be fulfilled by learners
General notions	To be handled by learners
Specific notions	To be handled by learners
Forms	Learners will be able to use
Skills	Learners will be able to perform (level)
Topics	To be covered and what the learners will be able to do with each and every one

When designing a syllabus or a course for teaching English language, it is worth focusing on how the following components and guidelines are approached and identified by the syllabus designer; what matters more when designing a syllabus? Which items to be included? What do the target learner group want to learn? Have I taken into consideration the learners needs and goals? What are the learning preferences and needs of my learners? What are the course objectives?

Therefore, by identifying these guidelines; and the components of a syllabus are taken into account, the syllabus could adequately reflect the results of the needs analysis and may result in a successful teaching and learning.

Jordan (1997) believes that a syllabus is an implicit statement of views on the nature of language and learning. According to him, designing a syllabus involves examining needs analysis and establishing goals. It then entails "the selection, grading and sequencing of the

language and other content, and the division of the content into units of manageable material" (p.56). Whenever the syllabus has been set up, the course can be drawn up, then achieved and thus, evaluated. Below, the Figure 23 (Adapted from Jordan, 1997: 57) summarizes the stages involved in designing EAP courses.

```
┌─────────────────────────────────────────┐
│            Needs Analysis                │
│   - Students          - Subject /Dept    │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│              Objectives                  │
│   - Student           - Course           │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│                 Means                    │
│  (management, staff, resources and material) │
│   - Variables         - Constraints      │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│               Syllabus                   │
│                (Type)                    │
│          Content/ Compontents            │
│          (Language skill etc.)           │
└─────────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────────┐
│              Methodology                 │
│    (Organisation of teaching/ learning)  │
│   - Individual/ Group/ Plenary/ Self access │
│   - Material and use                     │
└─────────────────────────────────────────┘
                    │
                    ▼
         ┌───────────────────────┐
         │      Assessement       │
         │      Evaluation        │
         │       Feedback         │
         └───────────────────────┘
```
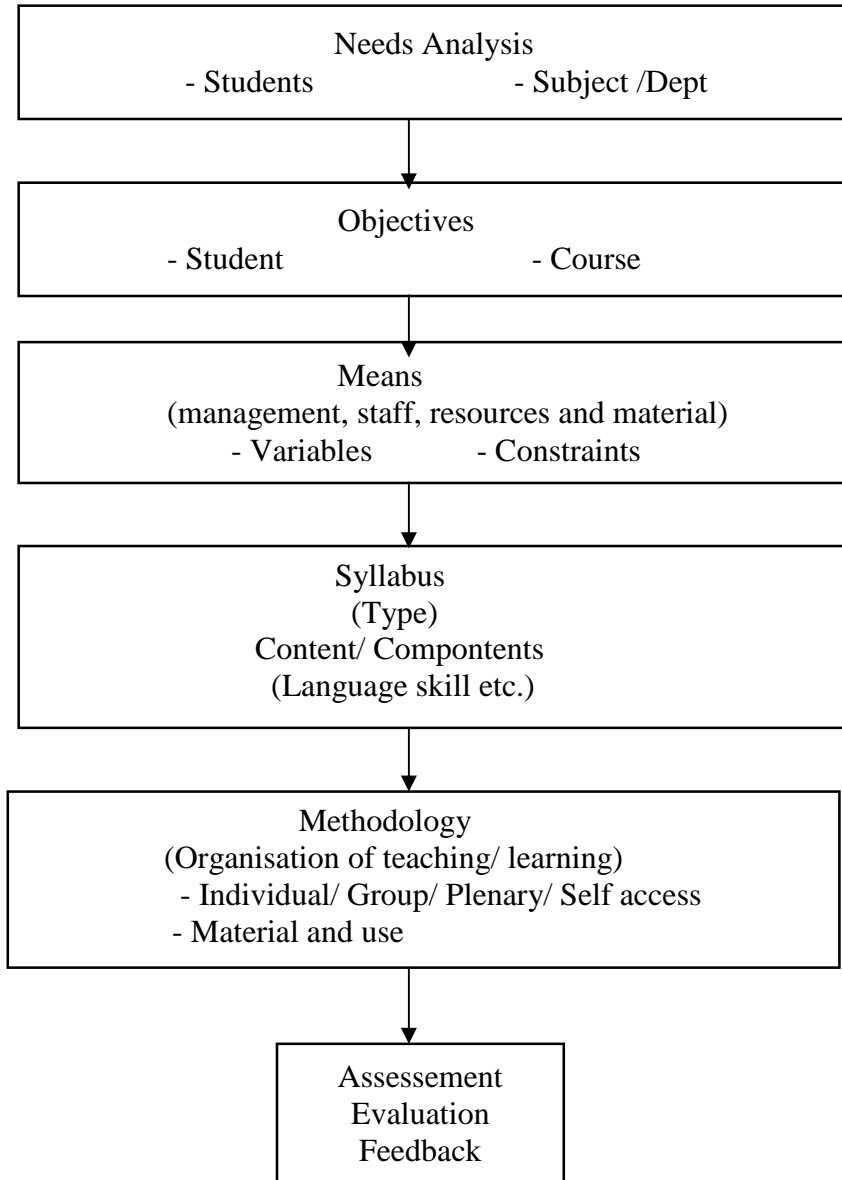
Figure 23. The ESP Course Design

Having a very important purpose in ELT in general and in ESP/EAP in particular, the syllabus is a very important document to both teachers and learners for it can help the teacher prepare materials needed to deliver lessons. As it helps him determine the depth of the content and the expected skills to be developed. Designing a syllabus means that the instructor knows what he/she is going to teach, why, and how. It can clarify the topics to

be taught at each level: class, grade or form. Moreover, it gives the teacher the basis for evaluation, as long as these objectives defne the expected achievements at the end of the course.

On the other hand, for the learner, it is the basis for the delivered content. It provides strategies and means of evaluating the learners' understanding of the subject. It may also help in upgrading students' learning capacity by dealing with simple concepts in the first place and delaying difficult ones. It is through the syllabus that the teacher and the learner are able to measure progress.

Therefore, "the syllabus is a teaching device to facilitate learning" (Widdowson, 1984, p+.26) and a blueprint that maps the content of courses and, thereby guide the teaching and learning of the subject matter.

6.2. Types of syllabi

There has been much ambiguity on the most appropriate syllabus to be used when considering to design a course of English for specific purposes. Knowing the syllabus types will make it easier for the course instructor to opt for and decide on the most suitable syllabus which best equips learners with skills and knowledge in order to meet the learners' language needs and to suggest on the most appropriate syllabus which best matches the teaching objectives, conditions and settings. The following are some types of language teaching syllabuses that are useful requisite input for the syllabus designer in creating a language program and course. However, the focus of interest in this section was given to the influential syllabuses and widely used in ESP.

A grammar or structural syllabus is the oldest type of syllabus. It focuses on the grammatical concepts as a basis for ELT. The content of the language teaching is a collection of the forms and structures of the language being taught. Nunan (1988) states that the structural syllabus includes:

A sequence of grammatical items which form a pattern. The terms structural and grammatical are often used interchangeably to refer to the syllabuses in which items are selected and graded largely on grammatical grounds (p. 159).

Since the 1970's, the focus of syllabuses has shifted away from structures to situations, functions and notions to topics and tasks. The use of the structural syllabus has been decreased mainly after the emergence of the communicative syllabuses in general and the functional syllabus and ESP in particular.

In the same perspective, the situational syllabus is another type to be considered in this study. Language is associated with the situational contexts in which it occurs. Thereby, the content of the language teaching is a set of fictional situations where the language is applied. Nontheless, the syllabus designer helps his learners by predicting situations and behaviours of everyday outside the classroom. Accordingly, the learner uses these situations and may be able to induce the meaning from a relevant context, for example; seeing the dentist, at the post office, going to the countryside as a basis for the selection of the language content.

In this syllabus, situational requirements are more significant rather than grammatical components. In the situational approach, students acquire how to use the target language in authentic communication. Furthermore, motivation will be heightened since it is "learner-rather than subject-centered" (Wilkins, 1976, p.16).

In spite of the fact that the aim of the situational syllabus is communicative competence, the contents will not automatically lead to total communication. As a consequence, this has necessitated the development of the Functional-Notional syllabus. Conversely, the notional/functional syllabus is related to ESP in general and EST in particular. The main focus of this syllabus is upon the communicative purpose and conceptual meaning of the language. Furthermore, the content of the language teaching is a collection of

the functions or the notions that are performed when the language is used. Students learn how to use the target language to express their own ideas, notions and purposes.

Therefore, the functional/notional syllabus seeks for 'what a learner communicates through language'? Needs analysis is central to the design of notional-functional syllabuses. Subsequently, many ESP materials and coursebooks have been based on this syllabus. In this respect, Yalden (1983) states that many EST materials and courses were originated from the functional approach. Yet, they have been criticized for teaching only 'language-like behavior' instead of developing the communicative competence. He believes that "in these models i.e the functional ones, teaching tasks mirror objectives" (p.79).

On the other hand, the skill based syllabus may focus on the four skills: reading, writing, listening and speaking. In this syllabus, the content of the language teaching involves a collection of particular skills that may play a role in using language. A skill-based syllabus integrate linguistic competencies (pronunciation, grammar, and discourse) with sub-skills (e.g., listening to a podcast for the gist, writing academic paragraphs, delivering successful speeches etc. Examples of reading skills may include skimming and scanning; writing may include writing memos or reports; speaking skills may involve giving instructions or personal information, and listening may consist of extracting specific information (Robinson, 1991, p.38; White, 1988, p.68-73; Munby, 1978, pp.31-116).

Accordingly, Hutchinson and Waters (1987) agree that "this syllabus, views the ESP course as helping learners to develop skills and strategies which will continue to develop after the ESP course itself. Its aim is not to provide a specified corpus of linguistic knowledge but to make the learners into better processors of information" (p.70). The main principle for this syllabus is to develop learners' abilities and competence in a foreign/second language while applying the language skills. The ability to use language in some particular ways is partly determined by the general language ability, and to a certain extent based on the user's experience and the need for a given skill.

In connection with, another syllabus to think about is the task-based syllabus. It maintains the use of tasks and activities to stimulate learners in using the language communicatively to achieve a purpose. It indicates that speaking a language is a skill best perfected through interaction and practice. Moreover, the content of the teaching is a set of tasks that the students need to perform in specific contexts of language use. These tasks must be pertinent to the real world language needs of the learner. The tasks are best defined as activities with a purpose otherwise language learning for improving second language ability.

Nonetheless, for the learner based syllabus, as its name reveals, the attention is drawn upon the learner who is interacting with the implementation of the syllabus design. The rationale of the syllabus is to increase the learner's interest in the course by taking into consideration the learners wants, desires and the different learning styles.

The content-based syllabus in language teaching is actually to teach specific information and content using the language that the learners are also learning (Breen, 1984). Content based syllabus is approaching to the learner's subject discipline. The subject matter is of great significance using the target language. The learners are both language learners and learners of whatever content is being taught i.e relating the target language to an academic or technical field such as social sciences, economics, medicine, tourism or chemistery. With respect to the learners' discipline, authentic texts drawn out of professional magazines, newspaper, podcast, TV reports are of great utility. Richards and Rodgers (2001) suggest, for the teaching materials that the course designer has to merge, certain relevant grammatical points with other linguistic focuses to be convenient with learning activities in a content-based syllabus.

In the light of these givens, it can be perceived that there is a multitude of syllabi which can be distinct regarding the content, name and suitability to ELT situations. Each type may support certain assumptions about the nature of language and learning. Nonetheless, there

is no single model of syllabus design commonly agreed upon. Sections below will discuss the choice of syllabus in ELT and the criteria which may affect syllabus choice.

6.3. Syllabus Choice

The choice of a syllabus is a of paramount importance and a major decision in language teaching. What seems more important is that a course designer may need to visualize and think in depth about a number of issues before he takes the decision to choose the appropriate syllabus type that best suits the teaching situation. Nonetheless, for prolific teaching and learning, each ELT setting may require its own tailormade syllabus. Thus, the choice of the syllabus is determined by the reason why the language is being learnt. White (1988) maintains that different models of curriculum account for the expression of different value systems.

Accordingly, for identifying the type of syllabus, there are many essential factors that might affect the practicality and teachability of a syllabus. First, content is a crucial and decisive factor in this process. It should be originally based on the specific needs of the learners. The type of syllabus, required in any setting, may be set on the type of objectives in terms of their content needs. Furthermore, large classes and time limitations may inhibit the course designer from including certain learning activities requiring group work. Hutchinson and Waters (1987) claim that:

> ... there is no necessary one-to-one transfer from needs analysis to course design. We have seen already that answers from one area (what learners need) and another (what learners want) may conflict. We must remember that there are external constraints (classroom facilities/ time) that will restrict what is possible. There are also our own ... experience of the classroom to take into account (p.65).

In the same line of thought, Yalden (1983) declares that the age, educational background, and the learners' anticipations and assumptions will restrict the choice of the syllabus type.

For him, not all learners will acquire new types of classroom activities. Some learners can quickly adapt to communicatively oriented ones, even if they have been used to structure-based drills.

In arguing about syllabus choice and design, Flowdrew (2013) denotes that many syllabuses developed by course designers do not depend on a particular syllabus, but rather consider aspects of two or three different syllabus types. It should be noticed that the real issue is which types to choose and how they are integrated and interwoven with each other to produce the most suitable syllabus to meet the learning programs.

The different types of syllabi discussed above in the current study help to offer useful insights into creating an ESP course. To reach the goal in an ESP situation, it is far from being used isolated. Teaching materials may be arranged in different types of language syllabus and interweave with one type as the basis around which the others are related. In the same line of thought, Hutchinson and Waters (1987) think that it is wise to adapt an eclectic approach. Trusting in your own experience as a teacher and taking just what is useful from each theory would be valuable.

Consequently, it may be clearly noticed that no single type of syllabus is appropriate for all teaching situations. Therefore, a construction of an eclectic syllabus is valuable for the Islamic Studies' ELT teaching situation and seems appropriate in this study. Eclectic presupposes that the design of the syllabus is integrating and combining language centred-approach, skill centered approach and learning centred approach. Employing an eclectic approach will have an impact on the structure of the syllabus. Initially, the syllabus will focus on developing the four major skills macro skills e. g., reading, writing, speaking and listening) and the sub-skills (micro skills e.g., correct pronunciation in speaking).

Subsequently, language vocabulary and grammar will be integrated in all the skills and sub skills and learnt in the context. Therefore, this will serve Islamic Studies learners' interests, concerns and needs and give them the means to use the language for communicative

purposes within their socio and cultural context in which the language programme is to be implemented.

6.4. Course Goals and Objectives

On the basis of the empirical study and its interpretation described in chapter five (5) which has given us insights of what the actual problem is and helped us clarify what learners require from the course. Therefore, students' target and learning needs were identified taking into account the literature review concerning the requisite of meeting EAP learners' requirements in order to accredit those learners to proceed in their target situation. According to Robinson (1991) who advocates that "as a result of the needs analysis, it would be eligible to set in a frame our objectives for the ESP course. The next stage is the design of the syllabus" (p.17).

When needs analysis process is conducted, the next stage should be setting objectives which will enable the course designer to layout his/her syllabus. Formulating goals and objectives for a particular course helps to build a clear vision of what the course is going to be about. Clear understanding of goals and objectives will help teachers to sellect the appropriate material to teach, when and how it should be taught. Hence, it is noteworthy to state realistic and achievable goals and objectives in order to avoid demotivation.

Nonetheless, goals are intended to be achieved over a long period of time and often refer to the general purpose of a language curriculum. Graves (1996) makes clear goals are general statements or the final destination, the level students will need to achieve i.e they point out to a statement of a general change that a course intends to bring about in learners. Therefore, goals reflect the ideology of the curriculum and how it is reached. Whilst, objectives which are intended to be achieved in a short time span, refer to more specific aims or purposes of an activity within a lesson to achieve one goal of study (Brown (2006). They serve as a bridge between the leaners' goals and needs. Objectives are teachable units that

form the basis for activities and tasks and which in their accumulation form the essence of the course.

6.5. Goals and Objectives of Islamic Studies Course

In order to put the definitions dealt with into practice, it is useful to clarify the general goal(s) and objectives of the ESP course at the Islamic faculty, at Batna University. Typically, the aim of the tutorial would be:

- to provide Islamic Studies students at Batna1 University with the terminology used in the context of Islamic Studies;
- to familiarize them of how to use English properly related to students' specialism and subject area so that they would be able to communicate properly through a set of activities moving in sequence from simple to more complex;
- to equip learners with religion-related interest to interact the target language vigorously.
- to make them conversant with basic communication and presentation skills for use in their academic life and future career;
- to deal with some translation in order to reinforce and check their understanding;
- to enrich their summarizing;
- to improve their pronunciation.

At the end of the course, the learners will be able to:

- to comprehend basic terminology proper to Islamic Studies background knowledge;
- to develop an effective communicative competence;
- to deal with the four skills;
- to provide responses to simple questions;
- to summarize an Islamic Studies text.

6.6. Criteria of Content Selection of a Syllabus

To help select appropriate content of subject matter or content of the syllabus, a set of criteria used in the selection process can be utilized to help course designers decide on an organizational structure for the content which in turn brings organization to the teaching process and gives guidance on the selection of materials and learning activities to be more effective. In connection with, Harmer (2001) indicates that whatever type it is, every syllabus requires to be drawn up and developed upon the foundation of certain criteria.

In fact, these criteria are meant to notify the selection, ordering, inclusion of each item and hence, where and when it might be included. Nonetheless, there are different lists of criteria of content selection, we will rely on the one prescribed by Hamada (2007),

Validity: the validity of any content item seeks to help the learners achieve the already defined objectives of learning.

Interest: the content of teaching should take into account the learners' motivation, needs and interests.

Learnability: learnable items are those that fill in the gap between those which are already known to the learners and those which would be learnt at the end of instruction.

Significance: because any subject is too large to be taught in details, the significance criterion will limit the subject to significant language teaching/learning items (p.140-142).

6.7. Materials and Methodology

Methodology and materials' selection, design and adaptation have witnessed an appreciable awareness in ESP/EAP teaching practice. The materials are tailored to meet the needs and interests of a specific group of learners. Hence, they play a role of an intermediary between teaching and learning. Accordingly, they need to be selected carefully, with the specific needs of the learners to keep them engaged in the learning process. However, they provide teachers with adequate backup to confidently deal with the syllabus.

6.7.1. ESP/EAPMaterials' Selection and Production

When cautiously selected, well designed and better cater for the learners' current learning needs and interests, ESP/EAP materials may equip them with a constructive feedback on their linguistic development. They may offer them a chance to get acquainted with the necessary skills and knowledge.

Ellis and Johnson (1994) point out that "materials' choice has a functional role on what happens in the course. This can be specified and identified clearly and definitely on the following three levels" (p.115). Initially, it determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions. Secondly, it has implications for the methods and techniques by which the learners will learn. Finally, the subject or content of the materials is an essential component of the package from the point of view of relevance and motivation.

As further stated by the same authors, the main focus in ESP/EAP material should be on the suitable topics and cover tasks and activities that practise the target skills scope. Therefore, materials' selection, the variety in teaching techniques and procedures; and the diversity of activities would make ESP/EAP learners feel more affinity for the relevance of materials to their area of specialism.

Nevertheless, ESP/EAP materials are basically paper-based but they may also contain a wide range of media like audio, and visual aids, computer- and/or Internet-mediated resources, lectures, real objects, or performance (Hyland, 2006). Though the production of ESP/EAP Materials is not only meant to offer content schemata and expose learners to real language communication, but gives them a stimulus to learning as well.

Good materials serve as stimuli and support for language instruction that can be used as sources of ideas and content. They are used to encourage learners in thinking about and using the language in professional and/or academic settings by using their existing knowledge and skills. They offer the opportunity to converse about, write and manipulate main language

structures and/or vocabulary. In this respect, Tony Dudley-Evans and St John (1998) state that

ESP materials can be used as a source and learning support of language and are supposed to:

- Provide a stimulus to learning;

- Help arrange the teaching-learning process;

- Reflect the nature of the learning task;

- Offer samples of suitable language use; and

- Broaden the basis of teacher training by introducing teachers to new

techniques.

They elaborate that materials are a must in an ESP context and according to them,
good materials should contain:

- Interesting texts which raise learners' cross-cultural awareness to allow for

  creativity and variety ;

- Pleasant activities which engage the learners' thinking capacities;

- Opportunities for learners to use their existing knowledge and skills;

- Content which both learner and teacher can cope with.

Accordingly, developing a set of materials for an ESP/EAP class is to be closely related to

students' target contexts and authentic. Nevertheless, Widdowson (1990) approves that "it has

been traditionally supposed that the language presented to learners should be simplified in

some way for easy access and acquisition. Nowadays, there are recommendations that the

language presented should be authentic" (p.67).

However, Robinson (1991) views that authenticity is of great significance and

indispensable and a key concept equally applicable to an ESP teaching situation. Therefore,

authentic materials which seem of particular relevance for ESP/EAP are used to create

substantial communication context inside the classroom in order to contextualize language for

students and to simulate to a great extent the communication in the real-life.

In sum, in an ESP/EAP situation, materials' selection and production play crucial role and, hence, should be relevant to the learners' needs. An ESP/EAP teacher needs to be well-qualified and an efficient materials' producer. His role is to produce and present the language content and the course activities in diverse ways to motivate the students to learn the target language needed. Therefore, it is necessary that the materials' developer should be creative and select activities appropriately to suit his learners' needs.

6.7.2. Methodology

ESP/EAP teaching methodology, which is generally confused with syllabus design, made reference to the selection of language tasks and activities. It caters for the 'HOW' question i.e (how to teach what you have selected to teach?).

In response to the question whether ESP has its own methodology or whether it utilizes a definite kind of classroom procedure, McDonough (1984) acknowledges: "There is no clear-cut answer to this" (p.89). For Robinson (1991), however, ESP methodology is controversial whether it is dissimilar from that in general English Language Teaching (ELT). Nontheless, she believes that ESP differs to a certain extent but we are not sure to say whether general ELT has brought ideas for methodology from ESP or whether ESP has brought ideas from general ELT.

Therefore, she attributed two essential characteristics to ESP methodology. Firstly, the use of tasks and activities which can be based on students' specialist areas. Secondly, the ESP activities can have an authentic intent extracted from students' target needs. Nevertheless, Johns and Dudley-Evans (1991) believe that "ESP requires methodologies that are specialised or unique. An English for academic purposes (EAP) class taught collaboratively by a language teacher and a subject-area lecturer, sheltered and adjunct EAP classes, and special English classes for students in the workplace require considerably different approaches than those found in general English classes" (p.305).

In Watson Todd's (2003) presentation of EAP methodology, he pointed out that six approaches have been emphasized in the EAP literature: inductive learning, process syllabuses, learner autonomy, use of authentic materials and tasks, integration of teaching and technology and team teaching (cooperation with specialist teachers). Watson Todd suggests that however, the first five are equally manifested in general English language teaching, the cooperation with content teachers, is different to EAP.

Consequently, in the context of Islamic Studies, the researcher will be using an interactive methodology. However, group discussion, arguing, expressing cause and effect, commenting, making their critiques will be employed to prepare them for real -life tasks. The use of internet-mediated resources as a means to deeper their knowledge in their field of study and as a source of language and a learning support for motivation and stimulation to students. Handouts and worksheets will be offered to the learners to satisfy their needs and to be part of anactivity-ruled classroom.

6.7.3. English Syllabus in the Faculty of Islamic Studies

At the level of the faculty of Islamic Studies at Batna1 University, students are supposed to deal with an English course during six semesters in their undergraduation level. The programme for teaching English for third year students which in fact covers a number of basic aspects in their subject area is made up of headlines constituting the major sections. However, the texts, the tasks and the types of activities were all left to the teachers' unsystematic selection, adaptation and presentation. Therefore, there is no guidance to those teachers who are basically untrained part time and with short experience in GE and EAP. Conclusively, the teaching of English is groaning of its unhealthy conditions. Yet, it has not achieved the main academic objectives and it did not succeed to meet the Islamic learners' needs in their specific majors.

Typically, achieving a better academic performance calls for a good understanding of the learners' needs, lacks, wants and objectives. Furthermore, a selection of appropriate

teaching materials with religion-related texts, diverse tasks and teaching activities may enhance the students' language skills for academic study, enable learners to communicate the target language effecciently and provide effective learning/teaching experience.

6.7.4. Suggested Syllabus

With the considerations based on the researcher's teaching experience, suggestions of the review literature in the field of language teaching and ESP/EAP; and the thorough analysis of the data collected from the learners, EFL and subject specific teachers, we are trying to concord the teaching of English for third year undergraduate students throughout a developed syllabus. It would be appropriate to employ an eclectic approach for the Islamic Studies' ELT teaching situation (stated earlier).

In a broader perspective, the syllabus integrates language based approach, skill based approach and learning based approach. Initially, the four major skills e.g., listening, reading, speaking and writing, and their sub-skills will be enhanced through this EIS course. However, language components including grammar are integrated in all the skills and sub skills and learnt in the context.

Moreover, the syllabus focuses on specialized vocabulary for different aspects of religious studies and Islamic beliefs, history and current issues, and on words and phrases commonly used in academic English to be able to successfully deal with professional requirements. The focus of the proposed syllabus "should be guided by what the needs analysis suggests" (Robinson, 1991, p.4) and constructed on the objectives drawn from the data interpretation. The following is a list of content related to students' field of speciality, functions and typology of activities serving as guiding signpost to be dealt with:

a) List of Topics:

- Brief history of Abrahamic religions
- The Muhamedian Merits
- The prophet's immigration

- Orientalism

- Globalization

- Human rights in Islam

- The biography of the prophet Muhamed (PBUH) and the companions

- Preachers in the Islamic World

- Westerners Converting to islam

- Islamicization of Europe, or Christianization of Islam?

- The Scientific Miracles in the Quran

- The Scientific Miracles in the Prophetic Tradition

- Polygamy in Islam

- Does Islam spread by the Sword

- Moses and Jesus in Islam

- Cloning in Islam

- Euthanasia in Islam

b) List of Functions

- describing

- comparing

- questioning

- arguing

- expressing cause and effect

- narrating

- commenting

- analysing and interpreting

- presentations.

- Summarizing

- Making critique

- Evaluating

- Leading discussions with class mates making short speeches or team

c) Language Structures

- Sequence words (First, Then, Afterwards…)

- Prepositions/ Articles / Conjunctions/ quantifiers/ numerals/ possessives

- Tenses (simple, continuous & perfect)

- Pronouns

- Word order

- Phrases

- Simple clauses/ relative clauses

- Complex sentences (Purpose, 'When', Reason...)

- If clause

- Expressing causality (because, because of, since, as…)

- Idiomatic expressions

- Proverbs

d) Typology of Activities

Teachers of Islamic studies may use a variety of activities to entitle students to work efficiently and involve them in their EAP classes. In an Islamic Studies course, teachers may insert class discussions, brainstorming basic information related to their field of study, contemporary issues solving tasks, and critical thinking. A text or sermon that preachers or Imams used while preaching; dialogues, debates or discussions between preachers in Islam that encourage genuine communication and interaction. Questions and answers' sessions are fostered. Drawing upon students' background knowledge and inciting their contribution. Pronunciation problems and vocabulary gaps are highly required.

6.7.5. Unit/Lesson Implementation

After analyzing the learner needs, selecting the most appropriate syllabus for the learning situation and setting objectives for the course, the following procedure is to interpret the decisions into actual lessons. To implement the above mentioned ideas, we provide here, a sample unit/lessons designed for third year undergraduate Islamic Studies students intended to make the criteria more operational for designers. The elaboration of the number of the lessons depends on the level of the learners and the time available. The model unit provides between three and five hours of classroom activity, with the possibility of extra hours to be spent on suggested activities such as research, individual presentations or essay writing.

With regard to the language proficiency, the course was designed for intermediate to upper intermediate level. Therefore, an authentic material is selected on the basis of topic and level. It is subsumed under the learners' domain specific discipline and relevant to the learners' specialist interests and current learning needs. It enables the students with religion-related interest to exchange ideas and views to communicate the target language effectively and to develop the students' communicative skills. Additionally, the course encourages learners in thinking about and using the language in their academic settings by using their existing knowledge and skills.

Each lesson aims to expand an understanding of language functions, vocabulary and grammatical features in relation to the texts. Emphasis will be set on tasks and activities that will benefit learning and be appropriate to the students' perceived needs. Hence, it would make learners feel more empathy for the relevance of materials to their area of specialism. Therefore, focus will be on developing the four major skills and their sub skills in order to give students an opportunity to practise listening, reading, speaking and writing. Translation is also fostered.

The Listening sub-skills

This is the link of the video (37mn) Students will be exposed to

https://www.youtube.com/watch?v=LEKgxZbFG_k

The Story of Yusuf Estes - From darkness to light

Objective: to develop the following listening sub-skills in the learners by:

1. presenting them to a natural variety of speech and accent.

2. understanding some types of language use on Islamic studies issues

3. listening and understanding the talk and taking notes.

4. listening for and understanding the main subsidiary points in the discussion; Speak audibly and clearly; Re-tell and attempt to paraphrase.

5. equip them with a constructive feedback on their linguistic development.

6. offer the opportunity to converse about, and manipulate main language structures and/or vocabulary.

7. ask relevant questions to clarify understanding and extend ideas.

8. listen for specific information, identify key points in discussion and evaluate what is heard.

9. make students consider and appreciate the spoken Islamic discourse through listening, watching videos and reading.

Task 1: Watch the video and mention the characteristics of the Muslim friend?

-   What are his virtues ?/ What he never does?

-   How was the Egyptian friend honest in business transaction?

-   How was his behaviour ?

Task 2: watch the video again and answer the following question:

-   What are the miracles of Jesus according to Yussef Estess?

-   Based on your knowledge, can you add other miracles mentioned in the Qu'ran.

Task 3: watch the video again, then answer the question:

- What are the similarities and differences between the bible and the Quran mentioned by Yussef Estess?

The Reading sub-skills

The lessons contain a reading text followed by activities that concentrate on developing the learners' lexical abilities and their mastery of the language.

Typology of Materials: All students are equipped with their handouts

❖ **Comprehension of the reading text**

Objective:

1. to checks students' understanding of the reading passage and encourage them to express themselves by reading texts for gist, reading for specific information or reading for paraphrasing.

2. the practice of lexis in context by relying on their own knowledge base.

Get Ready: Before you read the passage, talk about these questions

1. What does every society ensure for its citizens?

2. What do individuals need to feel in their countries in order to perform their tasks and duties in a satisfactory manner?

3. What constitutes human rights?

4. Can we come to a common understanding of these rights and thereby ensure that these are universally granted to every member of society?

5. Can the rights granted by the kings or the legislative assemblies be withdrawn in the same manner in which they are conferred.

6. Who has legislated the essential needs and therefore rights of all creatures on earth?

Text:

Human Rights in Islam

1. The Quran, as the last, inclusive and perfect message from Allah to mankind, aims to establish by its principles, legal framework and code of ethics, an ideal society with a balance between protecting the rights of the individual and the rights of the society collectively. One way of achieving this goal is by providing the essential necessities that ensure for the individuals their full rights without damage to the public good. If all members of the society enjoy their legal rights to peace, tranquility, freedom, and the general availability of all the basic human requirements, balanced with the public welfare, they will all have the opportunity to live a fruitful life of fulfilment and contentment. Islam formulates a unique system of rights and obligations that provides for and preserves the following five basic necessities of human existence:

 (1) Preservation of the Divine Religion

(2) Preservation of the Self

(3) Preservation of the Mind

(4) Preservation of Honor and Lineage

(5) Preservation of Wealth

2. Men and women are created equal in their basic humanity, and all have the shared lineage and dignity of Allah's creation and privilege of man over the other creatures. Discrimination due to race, sex, color, lineage, class, region or language is vehemently prohibited in Islam to avoid the artificial barriers between the privileged and underprivileged. Equality does not mean that all are exactly alike since there is no denial about natural differences. The two genders complement each other. The Messenger of Allah said:

"O Mankind! Your Lord is One. Your father is one. All of you belong to Adam. **And Adam is created of soil. Truly, the most honorable person in the Sight of Your Lord, the Almighty Allah, is the most pious among you. There is no superiority for an Arab over a**

non-Arab. There is no superiority for a non-Arab over an Arab. There is no superiority for a red (race) person over a white person. Likewise, there is no superiority of a white over a red (race) person, except for the piety and God consciousness".

3. When we speak of human rights in Islam we really mean that these rights have been granted by God; **they** have not been granted by any legislative assembly or any king. In Islam human rights have been conferred by God, no legislative assembly in the world, or any government on earth has the right or authority to make any amendment or change in the rights conferred by God. No one has the right to abrogate **them** or withdraw them. Both, the Glorious Qur'an and Sunnah honor man and his individual rights in the society. These sources of Islamic law did not overlook the needs and rights of the society and the public interest. In fact, The Almighty Allah states in the Glorious Qur'an:

"We have honored the sons of Adam; provided them with transport on land and sea; given them for sustenance things good and pure; and conferred on them special favors, above a great part of Our Creation". (17:70)

4. In Islam, the last sermon of Prophet Muhammad (peace and blessings be upon him) some fourteen centuries ago is considered as the charter of human rights which are: right to life, right to freedom, right to own property, right to social security, right to education, right to protection against torture, and are considered the most important factors for a human. **Whereas**, some nations and international organizations, **like** the United Nations, call loudly to principles **that** seek to guarantee human rights which are subject to political agendas, economic pressures and culturally biased viewpoints. Such rights are often enumerated and established not for the interests of all humans, rather, to the benefit of certain governments, organizations and powerful special interest groups.

Adapted from Human Rights in Islam

And Common misconceptions

By: Abdul-Rahman al-Sheha

Task 1: Check the correctness of the following statements: Justify with one element from the text for each statement

      a- In Islam human rights have been conferred by God.

      b- Legislative assemblies in the world and governments have the right to make an amendment.

      c- Man has no privilege over the other creatures.

      c- Discrimination due to race, sex, color, lineage, class, is vehemently permitted in Islam.

Task 2: Answer the following questions according to the text

      a- What are the basic necessities of human existence Islam preserve?

      b-Give evidences from the Quran or Sunnah or both. (Translate the meaning into English).

      c-What does equality mean in Islam?

      d-Do international organizations seek to guarantee human rights of all humans? Give your justification.

      e-Read the text and write the differences between the textually prescribed rights and human rights in Islam.

Task 3: Copy the right answer(s) and justify by quoting from the text

    If all members of the society enjoy their legal rights,

      a- none will have the opportunity to live in peace.

      b- they will all live a productive life full of satisfaction.

      c- they still fight against racism and discrimination.

Task 4: What adjectives best describe the Quran? (Use elements from the text to justify your answers.

Task 5: In which paragraph is it mentioned that:

"Discrimination is sinful and not allowed in Islam."

Task 6: who or what do the underlined words in the text refer to?

their (2§) they (3§) them (3§) that (3§)

❖ **Vocabulary and Grammar section:** enables the learners to;

1. revise the basic terms of the definite topic,

2. enhance their word-building knowledge,

3. improve their linguistic repertoire,

4. giving definitions and explanations;

5. guidance on using synonyms for paraphrasing

6. Present grammar components in the context

Task 1: match these words from the passage with their defitions

Words	Definitions
1. creation	a). moral principles that govern a person's or group's behaviour.
2. Welfare	b). a verbal, written, or recorded communication sent to or left for a recipient who cannot be contacted directly.
3. prohibit	c). the action or process of bringing something into existence.
4. Ethics	d). forbid (something) by law, rule, or divine authority.
5. message	e). the health, happiness, and fortunes of a person or group.

Task 2: a) Find in the text a word closest in meaning to:

exigency (§1), lawful (§1)

b) Find in the text a word opposite in meaning to

similarity (§2), approval (§2)

Task 3: What is the purpose of the words in bold in these extracts from the passage?

Whereas, some nations and international organizations, **like** the United Nations, call loudly to principles that seek to guarantee human rights.

Task 4: Paragraph (3) mentions a similarity between Quran and sunah of his prophet

a- Which of these words is used to show the similarity?

   all   both   either   neither   none

b- Which words in the list above refer to

1- one person or thing?

2- two people or thing?

3- more than two people or things?

Task 5: Complete these sentences in different ways.

1- If all members of the society enjoy their legal rights, ...

2- Allah says: Whosoever kills a human being without (any reason like) or corruption on earth, it is as if...

3- And whoever saves a life it is as if ....

4- Irrespective of his nationality, race or colour, if a man is dying of starvation,then

   ....

5- If he is drowning or his life is at stake, then ....

6- If the people who had drafted the Magna Carta were living today,

   ....

❖ **Language practice and Development of discourse**

1. check students'written and oral discourse cohesion and coherence under Islamic Studies coverage.

2. explaining viewpoints

3. to use the language for communicative purposes, for instance, in academic writing skills.

Task 1: Fill in the blanks with the correct words and phrases from the word bank

aid   - worse   - defend - suffering   - Inequalities

Many people are ----------from the worst atrocities, and yet, there is no organization to truly ----------the poor and the weak. ----------and abuses between nations and within nations are growing -------- and worse. Some of the humanitarian organizations cannot come to the -------of some oppressed persons for political and economic reasons.

Task 2: With your partner act out the roles of an atheist and a muslim,

discussing about showing Respect for the chastity of women

Writing

 As a muslim preacher, write a short persuasive sermon about human rights in Islam, giving evidences from the Quran and the sunnah or from both.

Conclusion

The present chapter has offered some suggestions of a syllabus of English teaching in the faculty of Islamic Studies at Batna1 University. The courses contain lessons with a communicative language focus, predominantly in English for Academic Islamic Purposes. The new English for Islamic Studies courses (EIS) would be proceeded on a trial basis for an appointed time span before being implemented on a large scale. Therefore, an evaluation study ought to be carried out after a given period of time to see whether students were attracted to this type of language study or not and hence, to assess how the new courses meet the communicative requirements of the learners and to determine the deficiencies and searching ways of rectifying them. The next chapter which will address the conclusion and recommendations of the study as a whole, considers possibilities for further work in relation to the topic of this thesis.

Chapter Seven: Conclusion and Recommendations

Introduction

In the preceding chapters, the researcher provided a preliminary discussion dealt with the background of the problem and major aims and objectives of the research. The theoretical perspectives offered the educational context in which English learning in Algeria takes place including ELT in Batna1 University with special reference to Islamic Studies faculty. Key issues and the role of the teacher in ESP have been reasonably reviewed in this study. An insightful notion of needs analysis and its role in an ESP/EAP context with an indication to relevant studies conducted in the area of Islamic Studies were presented.

Nevertheless, the field work displayed design, methodology of data collection, interpretation and discussion of the research findings. This latter presented a comprehensive analysis and gave a hint of the students' educational background in learning English. Therefore, based on the conduction of needs analysis, the findings obtained formed a clear image of the situation and reveal a range of controversial issues vigorously correlative with EAP teaching in Islamic Studies sphere. Hence, the results helped to suggest solving the existing problems by designing a syllabus with special reference to a model unit to be proceeded at the faculty of Islamic Studies at Batna1 University.

The following sections will be devoted to presenting the main findings of the survey which will be implemented as a support for recommendations to remedy the situation. Pedagogical implications and recommendations in relation to the research findings for the concerned teachers, syllabus designers and material-writers will be offered to review the actual difficulties and to enhance the learning/teaching setting.

7.1. Summary of the Findings

The present research addressed for the first time third year undergraduate Islamic studies students' English language needs at Batna University. Its primary aim is to be an initial study of the developments of EAP courses. The implementation of a needs analysis helped to define some areas of the nature of EAP and give teachers a comprehensible

perspective of the students' needs, wants, and lacks. The general findings support the hypotheses, this research departed from and provided valuable insights to the research questions of this study that may help enhancing the EAP programme at the faculty of Islamic Studies. However, the researcher comes up with a summary of the major findings of this survey.

7.1.1. Wants

Regarding the English language teaching in the Islamic Studies faculty, the students, EFL and subject specific teachers were found overwhelmingly to be aware of the necessity of the English language and its importance in their academic success. The findings revealed that the learners need the target language for diverse objectives: general, academic and future. They show some kind of awareness to its utilitarian purpose for being a requested device of communication in the class, browsing websites, pursuing their postgraduate studies, and to communicate with others.

Notwithstanding, the learners basically complained about the incompatibility of the present EAP courses with their specific needs. However, they indicate their interest in specialised courses in Islamic Studies topics and required the inclusion of English material to be related to their major. Nevertheless, their EFL and subject specialist teachers perceived that Islamic Studies students had studied EGP for some years ago hence, they need an EIS course for being useful and best meets the requirements of their future career. It helps them progress successfully in the target language.

Furthermore, the learners had an average level of proficiency in the English language. Therefore, they wanted their EIS courses to be selected in a clear and comprehensible way because they have an average level of vocabulary items. They perceive authenticity of the EAP material in their courses a requisite to stimulate the students and raise their interest. Besides, the learners required their EAP courses to focus on reading, translation, speaking, grammar and pronunciation. Likewise, their EFL instructors consider that the major skill they

were most in need of was reading comprehension in order to acquaint the students with the basic information related to their scope of study. Translation and grammar should be given more concern. Therefore, they justify that ELT syllabus should focus on developing all the skills because of their intertwined importance in the language learning process. Furthermore, they believed that the students will need English in various situations in their present and future career.

In improving the learners' benefit of the English syllabus, students require the use of technology and multimedia materials in their EAP courses for it is a stimulus for learners to best acquire the target language. Concerning the students' preferences for learning styles, they wanted their involvement in the process of learning and their participation in the learning activities in the class. They also require the teacher's role in facilitating the learning process and the use of the learners' mother tongue by their EAP instructors which might help the learners to facilitate learning and hence, understand the English courses. The variety in classroom activities that may help them engage in learning is equally appreciated by the students.

7.1.2. Lacks

Concerning the expectations of the English language lessons, the Students and EFL teachers claim that English language instruction has not been satisfactory. Owing the root causes of their dissatisfaction to the following factors.

The findings revealed that the most serious constraint that the majority of the students encounter is their heterogeneity in their language proficiency which gave rise to serious trouble for them to learn successfully. The non-consideration of the students' level by the teachers and the differences between their knowledge which consequently entails many discrepancies in the learning process. Thereupon, this may drive them to the frustration, shyness and may be the inability to contest with their peers.

The lack of students' motivation is another important issue. EFL teachers expressed their dissatisfaction of the passive role and the non-serious attitudes on the part of Islamic studies learners. Though motivation is a pivotal factor in the learning process and a guarantee of a successful outcome of studying, these learners were not adequately motivated to learn the target language. Another issue that came out from the results of this study is the Islamic studies students' general English proficiency low level. Eventually, the weak background of the overwhelming majority of the students and their inability in communicating effectively and comprehending the target language is a major gap which does not help Islamic Studies students to have a good background in the target language. Nonetheless, this is due to the lack of general and Islamic Studies lexicon with the mispronunciation of a considerable number of English words. Additionally, students face problems in English such as grammar, sentence structure, tenses and even the inability to answer questions.

An additional important finding is the excessive numbers of students and large size of EAP classes. The English course cannot be appreciated in crowded classes. This would coerce into ineffectual and unsuccessful teaching. Almost all students, EFL and content teachers show their dissatisfaction for the inability to conduct activities in the class properly and the teaching methods which may not be appropriate with overcrowded classes. The results of this study proved that the course timing is another major problem that lead to teaching constraints. The students require the English course to be held in the early hours of the morning or evening for they attach great importance to the study of English and this hinders their concern. Besides, the insufficient amount of time, (a weekly one hour and a half) assigned to the teaching of English does not suffice to fulfil students' needs.

We can, eventually, appreciate students' negative attitudes towards English language teachers and teaching in Islamic Studies faculty. They expressed their disappointment of the quality of English teachers, unskilful methods and inappropriate materials. The insufficient teachers' knowledge of Islamic studies pinpointed as the main cause for their inability to give

specialized lessons. Therefore, they were afraid and not confident in teaching Islamic Studies English. This has been mentioned as a key cause of their dissatisfaction.

7.1.3. Needs

When the needs and wants of the students are thoroughly investigated, the gap between the target and existing proficiency is perceived, EAP teaching would be affected. Therefore, a pleasant and supportive classroom atmosphere would be provided. However, there are main conditions to be realized. Below is a brief summary of what necessities of the undergraduate students are.

Most ESP/EAP practitioners are novice teachers who lack training in their specific professional fields. Typically, English was taught by teachers who lacked the necessary capacity and skills for an EAP/ESP methodology. They do not seem to have the proficiency to develop the materials relevant for the EAP courses. They usually rely on their intuition which does not serve the true objective of the learners. Thereupon, there is a need for training novice teachers to upgrade their knowledge and to enlighten them with the theory and practice of ESP. ESP/EAP teacher training programs need to be launched to help them being acquainted with ESP goals. Subsequently, they would be able to design, implement, and teach based on educational curricula to meet the students' current objectives, present abilities and L2 needs.

The use of visual aids, authentic material, technology and multimedia material in their EAP courses, according to the needs of the students, would increase the chance of learning, enhance their interest and develop language proficiency in students who might be more exposed to English. In the case of Islamic Studies faculty, there is an availability of audio and visual aids and modern technology devices. Although the use of multimedia and audiovisual materials are the demand of an ESP class, only a few EAP teachers employ this facility in their classes.

Besides, the application of a variety in classroom activities, teaching techniques and methods, conducting pair work, arranging small group discussions and the like, may help learners overcome their communication problems and be involved in the learning process.

The findings also revealed that there is a lack of collaboration between both EFL and subject specific instructors which may give rise to a major gap between the course objectives and the performance of the instructional activities. However, language teachers are supposed to be proficient in their own field of study but are not well conversant with the students' specialism. Whereas content teachers have exclusive knowledge of language teaching skills. Accordingly, in order to be aware enough in both subject and language, there should be a close functional collaboration or team teaching with content teachers in order to design the EAP courses.

The results of the present study also showed that the small amount of time assigned to the English course does not answer for the students' requirements. Therefore, an increase in the hours of instruction and an efficiency and practical use to spend more time on learning English is required. However, the situation entails that Islamic studies students would be provided with an intensive basic knowledge of general English in first year. Then, the subsequent years would be devoted to EAP English courses.

7.2. Limitations of the study

This thesis is limited in terms of time, place and population. Actually, it is meant for undergraduate third year Islamic Sciences' learners from three departments of the faculty of one University. Better results may be provided with the participation of different Islamic Studies faculties in the country. The material was not incorporated in detail. However, the course is actually taught but not evaluated because of time limits, yet it can be planned as a future step.

7.3. Pedagogical Implications and Recommendations

In the light of the theoretical discussion in the literature review and the practical findings arising from the different kinds of data and analysis carried out with subject teachers, language teachers and students, the researcher tries to provide some pedagogical implications for the purpose of adjusting the modifications, finding solutions and promoting English courses for Islamic Studies and hence, the EAP teaching situation. To achieve this goal, the investigator attempts to present some pedagogical implications and recommendations brought together here in a summary form.

- EAP courses need to be tailored on the basis of a needs analysis study to provide teachers with a comprehensible perspective of the students' needs, wants, and lacks in the learning process.

- Teachers should carry out their own NA with each group of learners in order to help providing them according to their specific needs.

- English language should be used as a device of introducing Islamic cultural ethics, values and thoughts and take in interesting points, ideas and culture in the foreign culture.

- The inclusion of course material in terms of topics and content to be relevant and in common to the learners' domain specific discipline should be appropriate to the students' perceived needs and preferred learning strategies to help them progress successfully in the target language.

- A need for a syllabus that must be culturally oriented and pertinent to the wants, needs and lacks of the students with clearly defined objectives and learning tasks.

- Authenticity of the EAP material in their courses is a requisite to stimulate the students and raise their interest to develop their language proficiency.

- The use of technology and multimedia materials to be more exposed to English in their EAP courses for it is a stimulus for learners to best acquire the target language.

- The course materials should be chosen from a variety of sources in order to illustrate all the rhetorical approaches like textbooks, CDs, DVDs, videotapes, and other materials from websites like dialogues, instructions, pod-casts, vodcasts, etc.

- The integration of all the language skills in ELT syllabus because of their intertwined importance in the language learning process.

- Translation is an important area which needs to be included in the syllabus by some methods of language teaching.

- Grammar should be given more prominence in the language teaching programme and taught within the context.

- Teaching vocabulary is a significant area to be addressed intensively.

- The students' involvement in the process of learning by applying a variety in classroom activities, diversity in the teaching techniques and methods, conducting pair work, arranging small group discussions and the like might help learners overcome their communication problems.

- Raise students' motivation by being aware of their needs and wants to assure their interest and guarantee a successful outcome of studying.

- Provide an extent of remedial semi specific courses to remedy the students' shortcomings with general English proficiency and general academic language skills.

- Enabling the learners to make the best use of language.

- Minimizing the number of students in each class to a manageable extent.

- The classification of students into smaller groups in terms of English level based on a placement test.

- The English course classes should be held in the early hours of the morning or evening.

- The extension in time duration i.e more time should be devoted to English course to achieve a good teaching quality and to meet students' needs.

- Provide students with an intensive basic knowledge of general English in first year. Then, the subsequent years would be devoted to EAP English courses.

- English for Islamic Studies (EIS) should be made a prerequisite subject to be required of all students.

- Attendance in the English course classes should be compulsory and an integral part of course assessment.

- It is highly prompted for EAP teachers to organize weekly meetings to exchange important ideas and notify significant imput for solving teaching hard situations facing them.

- The cooperation and collaboration between both EFL and subject specific instructors was highly recommended for it seals a major gap between the course objectives and the performance of the instructional activities. Hence, it comes up with solutions to difficulties that EFL teachers face.

- The new English for Islamic studies courses (EIS) should be proceeded as pilot courses for an appointed time span before being implemented on a large scale.

- An evaluation study of ESP/EAP courses ought to be carried out after a given period of time to assess how the new courses meet the communicative requirements of the learners and to determine the deficiencies and searching ways of rectifying them.

7.4. Recommendations for Future Study

Further research on Islamic Studies students' English language needs should be conducted in order to obtain a more inclusive perspective of the wide spectrum of EAP teaching and learning scope. To help students study the target language more effectively, a set of further recommended areas and aspects of research should be given much more regard for

future investigation. The following recommendations and suggestions for further research have been afforded:

- A consistent and thorough needs analysis study on a large scale should be conducted either at the beginning or even in the middle of the ESP teaching-learning process at the Islamic studies faculty in cooperation with other Islamic Studies faculties in the country by experts in the field of TEFL and by subject teachers with a willingness to participate in to enable officials to design the language teaching materials that best meet students' needs.

- A more detailed comparison between students of different Islamic studies faculties to visualize their wants, preferences and priority regarding the language skills and the areas of the sub-skills that are points of interest to them.

- Incorporate English for Theology or English for Islamic Studies (EIS) as a field in itself and make it a part of the ESP/EAP classification.

- ESP/EAP teacher in-service training programs need to be launched to help novice teachers to upgrade their knowledge being acquainted with ESP/EAP goals to meet the students' current objectives, present abilities and L2 needs.

- University-level English syllabi designers should normally be highly qualified and experienced teachers who are used to selecting, grading and integrating the various elements of a language course in order to meet specific needs (Nunan, 2000, p. 79).

- Research and investigation are required to assess its practicality in terms of time needed to co-ordinate between EAP teachers and subject ones, students' learnability and teachers' teachability.

- Further research is required to scrutinize upon developing teacher training and specialization in ESP/EAP issues.

- ▪ A higher committee of experts in the domain should review and give its consent before the implementation of the new courses.

Conclusion

Finally, in the light of the results of the present dissertation, this study may build a bridge between Islamic studies current situation and the newly developed course in terms of defining objectives, understanding the students' desires and meeting their needed English language learning tasks and strategies. It is hoped that the conclusions and implications aforementioned may be provided as an attempt to recoup the drawbacks and the deficiencies identified throughout this study. It may also provide EFL teaching staff with an intact solid basis for future curriculum.

General
Conclusion

The present study has provided empirical data on Islamic Studies learners' needs, wants and lacks in English for Academic Purposes at Batna1 University. Nevertheless, the main concern is the elaboration of an EAP program. Hence, the implementation of a needs analysis in the survey helps teachers being aware of the EAP teaching situation. Triangulating approaches to data collection in the survey analysis that comprises NA questionnaire, semi structured interview for both EAP and content teachers and the focus group students' discussion give a clear portray to the issue and make appropriate inferences for future recommendations.

The research findings aiming to clarify two most important queries raised in our study: First, what are the wants, lacks and needs of university students majoring in Islamic Studies at Batna1 University in Algeria for their English proficiency and courses? What do our ELT teachers need to have in order to offer a successful and efficient EAP course?

The findings reveal that there is a serious gap between the present EAP courses and the learners' specific needs. However, students indicate their interest in specialized courses in Islamic Studies topics and required the inclusion of English material to be related to their majors to meet their requirements and help them progress successfully in the target language. They also reported their dissatisfaction and negative attitudes towards English language teachers and teaching in Islamic Studies faculty. They expressed their disappointment of the quality of English teachers and their insufficient knowledge, unskilful methods and inappropriate materials.

In the light of these findings, we have drawn the conclusion that when the needs of the students are thoroughly investigated, an EAP pleasant and supportive teaching classroom atmosphere would be provided. A thourough perspective of the students' lacks helped to finding solutions to design an appropriate syllabus and course material for the Academic purpose in Islamic Studies. Additionally, a notable estimation of the students wants and desires would provide learners with useful language instruction. Furthermore, the inclusion of

an authentic EAP course material relevant to the learners' specific discipline may stimulate the students and raise their interest in the learning process.

It is noteworthy to provide language teachers with specific training to respond to the requirements' specification of their profession and to attain a constructive ESP teaching based on the learners' needs and expectations. It is also highly recommended for EFL teaching staff to team up with content teachers in a functional dynamic collaboration to respond to the needs of their students for purposes of improvement.

Consequently, the newly developed course must be culturally oriented with clearly defined objectives and learning tasks. It has to consider students' previous learning experience and their level of language proficiency, adopting new techniques and preferred learning strategies to help them progress successfully in the target language.

Last but not least, the results will hence, be significant for teachers in designing EIS materials for learners majoring in this discipline. Furthermore, it is an an attempt to raise awareness among education researchers and stakeholders in Algeria. Further prospective studies are expected to adress other angles of the research.

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Appendix

Appendix (1): Students' Needs Analysis Questionnaire

Dear Student;

  You are kindly requested to complete this questionnaire intended to collect data which are necessary for the research currently conducted by the researcher. The investigation is to be submitted to the University of Batna in partial fulfillment of the requirements for the degree of Doctorate of Science in teaching EAP (English for Academic Purposes) in the Faculty of Islamic Studies. Your answers to the questions are typically confidential and will be used for statistical purposes; it is most important, therefore, that you answer all the questions. The main purpose of the research is to help in developing EAP courses in the Islamic studies faculty. I wish to secure students' views of what they need to learn and how they should be taught. This information will be used in developing future courses and teaching materials for students at Batna1 University and your help will be very important and much appreciated.

  Thank you.

  Yours sincerely

  Nadia Smaihi,
  Islamic Studies Faculty,
   Batna1University,
    Algeria.

Part A : Background Information

Question 1: Please provide some information about yourself by putting a tick mark in the space(s) provided or by giving the necessary answer to the questions given below.

Age…………… **Gender**: M ☐   F   ☐

Degree in the English language | /16 |

     Specialization ……………………

Part B : Students' Attitude Towards English

Question 2: Do you consider English important for your studies?

- YES   ☐

- No   ☐

Question 3: How was your attitude towards English language learning at the beginning of your studies ?

- Important   ☐

- Not important   ☐

Question 4: What is the most important English language skill for your success in learning English and you would like to improve? Please shade the number that best conforms to your view ?

- Listening: 1- most important   ☐
                2- very important   ☐
                3- important   ☐
                4- not important   ☐

-Speaking :   1- most important   ☐
                2- very important   ☐
                3- important   ☐
                4- not important   ☐

-Reading :   1- most important   ☐
                2- very important   ☐
                3- important   ☐
                4- not important   ☐

-Writing: 1- most important   ☐
                 2- very important   ☐
                 3- important   ☐
                 4- not important   ☐

-Translation: 1- most important   ☐
                 2- very important   ☐
                 3- important   ☐
                 4- not important   ☐

Part C:The students' perceptions regarding English language needs

(a) - Students' general needs:

Question 5: What do you need English for ?

Because:

1. Reading English literature   ☐
2. Browsing websites   ☐
3. Interact with fellow students and friends ☐
4. Survival English (being abroad)   ☐
5. Chatting.   ☐
6. Understanding TV programs.   ☐

(b) – Students' Academic Needs:

Question 6: What are the sub skills you need for learning English ? in :

Academic Listening subskills
7. Understanding main points in lectures   ☐
8. Following question/answer sessions in class ☐
9. Identifying specific information.   ☐
10. Evaluation of speaker position.   ☐

AcademicSpeaking subskill
11. Taking part in class discussion.   ☐
12. Performing activities in my study.   ☐
13. Developing of oral fluency.   ☐
14. Giving a presentation.   ☐

AcademicReading subskill
15. Reading text books.   ☐
16. Reading study notes and course handouts. ☐
17. Identification of basic message.   ☐
18. Reading specialization books and journals. ☐

Academic Writing subskill

    19. Taking notes from lectures. ☐

    20. Writing term papers, essays or EAP reports. ☐

    21. Writing answers to examination questions. ☐

    22. Grammar and vocabulary. ☐

(c) –Future Needs

Question 7: What do you need English in future ?

        - Conversing with English-speaking counterparts.

☐ - Reading written or printed materials connected with jobs.

☐ - Pursuing their post graduate studies in an English speaking country in English.

☐ - Preaching to the way of Allah.

☐ - Response to Islamic suspicious matters.

☐ - Translation of abstracts and reports.

☐ - Translation of EAP material from Arabic to English or vice versa.

☐ - Get a job in future

Part D : The Learners' Wants for Using the English Language

Question 8: What Type of English language course do you anticipate **?**

    1-   To learn EAP/EIS vocabulary ☐

    2-   To speak fluently ☐

    3-   Pronunciation ☐

    4-   To learn grammar ☐

    5-   To improve listening skills ☐

    6-   To learn writing skills ☐

    7-   To pass an exam ☐

    8-   Translation ☐

    9-   Dealing Technology ☐

Part E : Students' Language skills self evaluation

Question 9: How do you assess your proficiency in English language skills?

Listening: 1- Weak ☐

                2- Average ☐

                3- Good ☐

                4-Very good ☐

                5-excellent ☐

-Speaking :   1- Weak ☐

                2- Average ☐

                3- Good ☐

                4-Very good ☐

                5-excellent ☐

-Reading :   1- Weak   ☐
                2- Average   ☐
                3- Good   ☐
                4-Very good   ☐
                5-excellent   ☐

-Writing: 1- Weak   ☐
                2- Average   ☐
                3- Good   ☐
                4-Very good   ☐
                5-excellent   ☐

-Grammar: 1- Weak   ☐
                2- Average   ☐
                3- Good   ☐
                4-Very good   ☐
                5-excellent   ☐

-Vocabulary: 1- Weak   ☐
                2- Average   ☐
                3- Good   ☐
                4-Very good   ☐
                5-excellent   ☐

-Pronunciation: 1- Weak   ☐
                    2- Average ☐
                    3- Good   ☐
                    4-Very good ☐
                    5-excellent ☐

Question 10: What are the difficulties you face while learning English language ?

Part F : The Students' Perceptions Regarding English Course

Question 11: How useful is the English language course with regard to your English language needs ? Justify.

                                            ☐
-   Useful
-   Not useful   ☐

Question 12: Which type of English language course would you like to attend?

English for academic purposes (EAP) / EIS
English for occupational purposes (EOP)   ☐
General purposes English (GE)   ☐
                                                ☐

Question 13: Which aspects of the EAP would you suggest to be focused on in the course?

Question 14:   What do you suggest for the course

Part G : Language Learning Strategies

Question 15: Do you think time allocated to English language courses can suffice you to grasp a proficiency in English language?If No, how many hours a week do you want to study English ?

-   Yes   ☐   -No   ☐

Question 16: class size ?

Question 17: What are your preferences for learning styles?

Question 18: What are the methods you prefer to learn English ?

Question 19: What are your preferences for the role of the teacher in the classroom

Question 20 : What are your proposals for improving ESP instruction

Appendix (II)

The EFL Teachers' Semi Structured Interviews: Schedule

- ➤ How long have you been teaching EAP?
- ➤ What do you perceive the needs of Islamic students were ?
- ➤ To what extent is the course material in terms of topics and content provided in your EAP classrelevant to the learners' domain specific discipline?
- ➤ What language skills and types of class activities you expect might improve students' English language proficiency?
- ➤ To what extent are the course objectives and learning tasks defined to achieve efficient and successful results?
- ➤ What are the teaching procedures used to be performed in your EAP class?
- ➤ What are the areas of language difficulty you observed in your EAP classes?
- ➤ What suggestions, recommendations and proposals do you submit to enhance the EAP syllabus to better prepare the learners for the academic life?

Subject Specific'Instructors' Semi Structured Interview Schedule

- ➢ To what extent do you consider the English language important for undergraduate Islamic studies students' academic performance?
- ➢ To what extent is the proficiency of the English language important in their short and long term success?
- ➢ What are the students' language needs?
- ➢ What are the topics to be included in the EAP courses?
- ➢ What are your perspectives of Islamic Studies' syllabus?
- ➢ What are your expectations of the type of learning that might improve the students' courses and meet their needs?
- ➢ What do you suggest tostimulate students' interest and enhance their proficiency in the English language?

Focus group Interviews'Schedule

➢ How was your attitude towards English language learning at the beginning of your studies ?

➢ What are your perceptions regarding English language needs?

➢ What are your wants for using the target language?

➢ What aspects do you want to be included in your EAP courses?

➢ What language skills you want to develop in order to upgrade successfully in the target language?

➢ What are the areas of language difficulties you face while learning English?

➢ What are the causes of your weaknesses in English?

➢ What teaching methodology and class activities best improve your English proficiency?

➢ What are your suggestions for better EFL learning? How might your English be improved?

تهدف هذه تصورات طلبة العلوم الإسلامية لاحتياجات تدريس اللغة الانجليزية سواء لأغراض أكاديمية أو لأغراض خاصة، التعليم منهاج لتدريس اللغة الانجليزية الإسلامية. أجريت ليسانس (ما قبل التدرج) بكلية الاسلامية 1 السنة الجامعية (2015-2016) البيانات على الاستبيان عينة عشوائية (200) من كلا الجنسين قسام الثلاث للكلية: الفقه والحديث، والتاريخ للاستبيان. شبه الإنجليزية هم (15) . اختير (10) أساتذة الشريعة. . أجريت .

المقترح يجب أن يوضع انطلاقا من لاحتياجات الحقيقية. أجرت الباحثة تحليلا لاحتياجات هناك احتياجات واهتمامات حقيقية خاصة المستهدفة فيما يخص اللغة الإنجليزية مستوى عال لتدريس اللغة الانجليزية لأغراض أكاديمية يجب ان يكون التركيز هو الإسلامية. وتبين هذه أيضا سيتم اعدادها يجب : . تحليل الاحتياجات، وتصميم من أجل وضع منه لاستخدامه في تدريس اللغة الانجليزية في الدراسات الإسلامية. التوصيات المناهج الدراسية ، وهذه لها المناهج الدراسية وعرضها، وتطوير المقاييس وتنفيذ أساليب التدريس الـ .

Résumé

Résumé

La présente étude vise à étudier les perceptions des étudiants en Sciences Islamiques, dont le besoin d'apprendre l'Anglais sur objectifs spécifiques ou académiques. Cette étude a eté employé dans le contexte de l'enseignement supérieur Algérien, à fin de fournir un programme pour la conception des cours d'Anglais pour les Sciences Islamiques. L'étude a été menée avec des étudiants de troisième année en Sciences Islamiques à l'Université Batna1, en Algérie, au cours de l'année universitaire (2015-2016). A cet effet, nous avons utilisé deux méthodes de collecte de données: un questionnaire et des entretiens semi-structurés. La recherche comprend un échantillon aléatoire de 200 apprenants masculins et féminins, tirés de trois départements à travers la faculté : la jurisprudence islamique (Fiqh), la science du Coran et la tradition prophétique et l'histoire islamique pour le questionnaire. Ainsi que pour l'entrevue semi-structurée, quinze (15) enseignants de la langue Anglaise et dix (10) enseignants de la spécialité ont été interviewés. Les entrevues du groupe ont également été menées auprès de dix étudiants des deux sexes. La présente recherche actuelle part du point de vue de la nature de ces cours, leur contenu devrait être basé sur une étude approfondie des besoins des apprenants. Ainsi, une enquête d'analyse des besoins développés par le chercheur a été administrée aux étudiants. Les résultats de la recherche ont révélé qu'il existe de réels besoins et intérêts particuliers en langue Anglaise pour un groupe cible d'apprenants; la nécessité de mettre au point un cours d'Anglais pour des fins académiques hautement spécifiques axé sur la discipline cible « les études islamiques ». Cette étude révèle également que les supports à mettre en œuvre pour les cours doivent être conçus en fonction des attentes des apprenants. La literature et les références sur l'analyse des besoins, les conceptions matérielles ont été passées en revue pour trouver la meilleure méthode pour concevoir le meilleur programme spécifique et des matériaux à utiliser dans l'Anglais pour les Sciences Islamiques. Sur la base des résultats de la recherche, le chercheur a fourni quelques recommandations aux concepteurs de cours, aux concepteurs de programmes et aux rédacteurs de matériel. Ces résultats ont des implications sur la planification et la révision du programme, le développement des matériaux et la mise en œuvre des méthodes d'enseignement.