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Title

**Needs Analysis Approach to ESP Course design:
The Case Study of Second Year 'Licence' Finance Students at Kasdi
Merbah University-Ouargla.**

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Dedications

I dedicate this modest work to my lovely and great parents who have encouraged and motivated me each time .

I dedicate it too to my dearest husband who has pushed me forwards. Thanks alot for your patience, advice and assistance.

To my cute princess Loulou. Without forgetting my loveliest sisters and brother who have supported me all the time. Thanks heaps

Special thanks go to all the members of my family. Thanks alot for your prayers and encouragement.

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I would like to dedicate this work to many persons.

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List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESP : English for Specific Purposes

LSA: Learning Situation Analysis

NA: Needs Analysis

PSA: Present Situation Analysis

TSA: Target Situation Analysis

List of Tables

Table 3.1: Students' Age.....	30
Table 3.2: Students' Gender.....	30
Table 3.3: The Importance of English Module According to the Students.....	31
Table 3.4: The Number of English Sessions.....	31
Table 3.5: Students' Opinion Regarding the Sufficiency of English Sessions.....	31
Table 3.6: The Comparison of English with other Subjects.....	32
Table 3.7: The Evaluation of the English Courses	32
Table 3.8: The Degree of Suitability of English Courses in Relation to Learners Needs ..	32
Table 3.9: Students' Reasons for Studying English.....	33
Table 3.10: Students' Opinion Concerning the Importance of the Four Skills	33
Table 3.11: Learners' Point of View about the Most Appropriate Activities.....	34
Table 3.12: Students' Opinions Concerning the Materials Selection for their Speciality...34	
Table 3.13: Methods of Assessment.....	35

List of Figures

Figure 1.1: Hutchinson and Waters(1987) classification of needs analysis.....	10
Figure 2.1: Types of syllabi Hutchinson and Waters (1987).....	20
Figure 2.2: Graves' model of curriculum development.....	25

Table of Contents

Dedication.....	I
Acknowledgements.....	II
List of Abbreviations	III
List of Tables.....	IV
List of Figures.....	V
Table of Contents.....	VI
Abstract.....	X
General Introduction.....	1
Aims of the Study.....	2
Statement of the Problem.....	2
Research Questions.....	2
Hypotheses.....	2
Methodology.....	3
Structure of the Study.....	3
Definition of key Terms.....	3

Chapter one: Needs Analysis

Introduction.....	6
1.1. Definitions of Needs Analysis.....	6
1.2. Purpose of Needs Analysis.....	7
1.3. Importance of Needs Analysis.....	7
1.4.Needs Taxonomies.....	8
1.4.1 Target Needs.....	8
1.4.1.1Necessities.....	8

1.4.1.2 Lacks.....	9
1.4.1.3 Wants.....	9
1.4.2 Learning Needs.....	9
1.5 Difference between Target Needs and Learning Needs.....	9
1.6 Needs Analysis Data Collection methods.....	10
1.6.1 Questionnaires.....	10
1.6.2 Interviews.....	11
1.6.3 Tests.....	11
1.6.4 Case Studies.....	12
1.7 Approaches to Needs Analysis.....	12
1.7.1 Target Situation analysis.....	12
1.7.2 Present Situation Analysis.....	12
1.7.3 Learning Situation Analysis.....	13
1.8 Steps in Conducting Needs Analysis.....	13
Conclusion.....	13

Chapter two: Course Design

Introduction.....	15
2.1 Definition of Course Design.....	15
2.2 Definition of Curriculum.....	15
2.3 Definition of Syllabus.....	16
2.4 Syllabus Versus Curriculum.....	16
2.5 Types of Syllabi.....	17
2.5.1 Product-oriented Syllabus.....	17
2.5.1.1 Grammatical Syllabus.....	17
2.5.1.2 Situational Syllabus.....	17
2.5.1.3 Notional-Functional Syllabus.....	18
2.5.2 Process- Oriented Syllabus.....	18

2.5.2.1 Task-Based Syllabus.....	18
2.5.2.2 Skill-Based Syllabus.....	19
2.5.2.3 Content-Based Syllabus.....	19
2.6 Approaches to ESP Course Design.....	20
2.6.1 Language- Centred Approach.....	20
2.6.2 Skills-Centred Approach.....	21
2.6.3 Learning-Centred Approach.....	21
2.7 Steps in ESP Course Design	22
2.7.1 Needs Analysis.....	22
2.7.2 Determining Goals and Objectives.....	23
2.7.3 Content Conceptualization.....	23
2.7.4 Selection and Development of Materials and Activities.....	24
2.7.5 Assessment and Evaluation.....	24
2.8 Issues in Designing ESP course.....	25
2.8.1 The Identity of ESP Learners.....	25
2.8.2 ESP Language	26
2.8.3 The Required Communicative Skills in the Learners future career.....	26
2.8.4 General English vs Professional English.....	26
2.8.5 Mixed Ability Classes.....	26
Conclusion.....	27

Chapter Three: English for Finance purposes: data analysis ,results and interpretations

Introduction.....	29
3.1 Methodology.....	29
3.2 Description of Student's Questionnaire.....	30
3.3 Analysis and Interpretation of Student's Questionnaire.....	30
3.4 Discussion of the Findings of Student's Questionnaire.....	35

Conclusion	36
Pedagogical Recommendations and Suggestions.....	37
General Conclusion	39
Appendix 01: Questionnaire for Finance Student.....	41
Appendix 02: Lesson Plan.....	43
References.....	46
الملخص	

Abstract

This study attempts to investigate whether the courses taught to second year licence Finance students at Kasdi Merbah University-Ouargla academic year 2018/2019 suit their needs. Forty students have been chosen randomly. In order to answer the research questions, a descriptive and a quantitative methods have been adopted. Moreover, a questionnaire has been used as a data collection instrument. The objective of this research is to explore second year licence Finance students' needs and to investigate the importance of NA in designing suitable courses. From the results, we have reached that NA is a fundamental step in ESP which practitioners should not ignore while designing their courses. Finally, recommendations, suggestions, and lesson plan were proposed which may help ESP teachers in designing courses that meet learners' needs.

Keywords: ESP, Needs Analysis, Course design, EFP, EBP.

General Introduction

Background of the Study

From the early 1960s, English for specific purposes (ESP) has grown to be one of the most prominent areas of English as a foreign language (EFL) teaching. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Dudley-Evans (1997) gives an extended definition of ESP in terms of 'absolute' and 'variable' characteristics. First, in absolute characteristics ESP is defined to meet specific needs of the learners, it makes use of underlying methodology and activities of the discipline it serves, and it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. Second, in variable characteristics ESP may be related to or designed for specific disciplines, it 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. It is generally designed for intermediate or advanced students. Finally, most ESP courses assume some basic knowledge of the language systems. The need of ESP may be due to the fact that it is effective and successful in facilitating the learning of a particular discipline.

Needs analysis (NA) is considered to be the cornerstone of ESP. It is a process of gathering information about a specific group of learners that makes the trainer able to manage his courses effectively and guide learners to succeed in reaching their wants. According to Nunan (1988) needs analysis is the technological procedure for collecting information to be used in syllabus design. NA has become the main process of determining the needs of learners. Besides, it aims at designing appropriate courses that meet the various learners needs.

In the context of ESP, course design is the process of collecting data to prepare effective tasks, activities, and to create the most appropriate context for ESP learners to achieve their goals. It is proposed that those courses should obey a strategy of predetermined objectives based on needs analysis. Hutchinson and Waters (1987, p.65) have defined a course design as "an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge".

Our research is designed to investigate to what extent the courses taught to second year licence finance students at Kasdi Merbah University Ouargla suit their needs.

1. Aims of the Study

Our research aims at investigating second year Finance students' needs at Kasdi Merbah University Ouargla and the importance of needs analysis in designing suitable courses for them. Also, whether stakeholders take into consideration needs analysis fundamental role in preparing their courses .Moreover, whether second year Finance students are satisfied with the current courses that are taught to them.

2. Statement of the Problem

The first step practitioners should do when designing a course is making a needs analysis. The problem is that this step is ignored and most teachers design their courses by relying only on their intuitions. Most of ESP courses are designed without regard to a clear methodology. In fact, they should consider a number of parameters which are necessary when designing courses such as the target needs of learners and the aims to be achieved. Moreover, learners in general do not practise effectively in the target situation because the courses taught to them do not suit their needs.

3. Research Questions

This research attempts to answer the following questions:

1. To what extent does the process of NA help designing effective English for Finance Purposes (EFP) course at Kasdi Merbah University Ouargla?
2. What appropriate tool suits the process of analysing second year Finance Students' needs academic year 2018-2019 ?

4. Hypotheses

The above research questions lead to the following hypotheses

NA is the cornerstone of designing EFP courses since they are adult learners that should be involved in the learning process. Thus, we hypothesize that the current ESP courses do not take second year licence Finance students' needs into account.

Immediate specific students' needs are highly to be retrieved from questionnaires.

5. Methodology

In this research, we have chosen the descriptive method which is based on collecting data. A questionnaire was selected as a data collection tool. The latter was distributed to 40 second year Finance students at Kasdi Merbah University Ouargla.

6. Structure of the Study

The present research is divided into three main chapters. The first two chapters are devoted to the literature review about needs analysis and ESP course design and the third chapter is concerned with data analysis. This research starts with a general introduction that introduces the aims of study, statement of the problem, research questions, hypothesis, methodology, and finally its structure. Chapter one deals with a general overview about needs analysis. The second chapter highlights ESP course design. Chapter three is devoted to the methodology of this research and the analysis of the gathered results. Later, some practical recommendations, suggestions, and a lesson plan have been mentioned. Finally, a general conclusion is drawn.

7. Definitions of key terms

EBP: It stands for English for business purposes. It is about teaching English to adults or university students, working or preparing to work in a business environment.

"The term can be used to describe courses that range from an essentially English for General English Business course that includes the teaching of some business lexis, to very specific courses, either in particular skills such as participating in or chairing meetings or reportwriting, or in particular disciplines such as finance or marketing". (Moreno, 2010:100)

ESP: It stands for English for specific purposes. Through time, many scholars have defined ESP. Anthony (1997: 9-10) argued that "some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes".

Needs Analysis: It is a data collection process done by teachers of ESP to identify learners' key requirements or needs and determine the skills they need to develop. Nunan (1988) confirms that NA is a technique and a procedure used for collecting data that are essential in syllabus and course design.

Needs Assessment: It is a systematic and ongoing process of gathering information about students' needs and preferences, interpreting the information, and then making course decisions based on the interpretation in order to meet the needs.

Course Design: Course design refers to the planning and structuring of a course to achieve the needed goals. It is the outcome of number of elements: the result of the needs analysis, the course designer's approach to syllabus and methodology, and existing materials (Robinson: 1991)

Chapter One

Needs Analysis

Introduction

This chapter aims at defining the process of needs analysis, spots the light on its major purposes, and importance. In addition, it tackles its taxonomies and needs analysis data collection methods. At the end, it highlights its main approaches and steps in conducting this process.

1.1 Definitions of Needs Analysis

Many scholars have considered needs analysis as the cornerstone of ESP (Munby 1978; Hutchinson and Waters 1987; Robinson 1991; West, 1994; Dudley-Evans and St. John, 1998). The concept of needs analysis has been changing along the decades. At the initial stages of ESP (the 1960s and early 1970s), needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the tasks of needs analysis is much more complex ; it aims at collecting information about the learners and at defining the target situation. (Simion, 2015).

"It is also considered as one of the key stages in ESP, the others being the syllabus design, selection and production of materials, teaching and learning, and evaluation" (Dudley-Evans and St John, 1998, p 125). West (1994, p.1) described broad terms of needs analysis as identifying "what learners will entail to do with the foreign language in the target circumstances, and how learners might best master the target language during the training period". Also, Johns (1991) regards needs analysis as the first step in curriculum design for it can provide validity and relevancy for all the follow-up curriculum design activities. It refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of learners. It is regarded as an indivisible part of systematic curriculum design (Brown, 2001). Richards et al (2002, pp 353-354) define NA as being " The process of determining the needs for which a learner or group of learners require a language and arranging the needs according to priorities".

In this vein, Dudley-Evans and St-John (1998) consider needs analysis as the process through which personal information such as wants, means, and subjective needs are retrieved. Moreover, they regarded needs analysis as the process of deciding the learners' English language skills, finding information related to linguistic features,

genre, discourse, determining what is expected out of the course, and finally establishing how the course will be administered and run.

Based on the previous definitions, needs analysis is a vital process in ESP in which practitioners collect information about their learners' actual needs .

1.2 Purpose of Needs Analysis

Richards (2001) views that needs analysis has various aims. To begin with, it aims at finding out what language skills a learner needs in order to perform well at the target situation. Also, needs analysis helps in determining if an existing course adequately addresses the needs of potential students. Another purpose is to determine which students from the group are most in need of training in particular language skills. Moreover, needs analysis aims at identifying a change of direction that people in a group feel is important. Furthermore, it determines the gap between what students are able to do and what they need to be able to do. NA is done in order to collect information about a particular problem learners are experiencing. Also, it is needed to ascertain what cognitive and academic skills students have acquired in English. The subjective part of students has also a role in needs analysis, i.e. it determines the cultural, political, and personal characteristics of students. Through needs analysis students' level of language proficiency can be determined and students can identify their perceptions of language difficulties they may face.

1.3 Importance of Needs Analysis

Needs analysis today is used to identify the specific English language skills needed in a range of professions, over a wide range of disciplines and in many international settings. It can be a vital asset for teachers of English for specific purposes to identify their learners' key requirements or needs and to determine their deficiencies. Also, it enables the teacher to gather information about his learners' wants, lacks, and needs to be able to prepare for the ESP syllabus. Long (2005) views that a course without needs analysis does not have the detailed or selective goals that are necessary to provide the focus needed for successful outcomes. He suggested that ESP courses built without the aid of a needs analysis often contain too much or too little instruction to meet the learners' needs. Riddell (1991) points to the important role that NA has in syllabus and course design. He states that "...through it NA the course designer becomes equipped to match up the content of the program with the requirements of the student body (what learners need)" (p.75). Bower also (1980)

points to the importance of NA as a guide in syllabus development, materials and examination.

Mc Donough (1984) states that the language needs of the learner should be the bases for course development. He mentions 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). Brindley (1980) points that NA is essential and important in two different ways. First, as a guide in setting broad goal and second as a guide in the learning process .

The importance of NA is also recognised in the learner centered language teaching.In this system, the learner and the teacher require to share information frequently to seek what the learner wants or needs to study during the course.

To sum up,when a practitioner has enough information about his learners' needs, he will be able to produce a specification of language skills and functions that are needed for his learners.

1.4 Needs Taxonomies

There are two main types of needs that the ESP course designer has to take into consideration while establishing his/her syllabus : target needs and learning needs.

1.4.1 Target Needs

Target needs is an umbrella term that deals with the question what knowledge and abilities the learners will require being able to perform to the required degree of competence in the target situation. Hutchinson& Waters (1987, p.54) defined needs analysis "as target needs, that is, what learners are required to do in the aimed situation."

It includes a set of important distinctions wich are : necessities, lacks, and wants.

1.4.1.1 Necessities

These needs are determined by the demands of the target situation. It means what the learner has to know in order to function effectively in the target situation. Hutchinson & Waters (1987, p.54) state that "...learning needs, refers to what learners are supposed to comprehend in order to perceive the objective circumstances and what learners need to do in gaining knowledge or skills". Learners need to know the linguistics features, functional, structural, lexical, discoursal, and most commonly

used in their future career. For Finance students, they need to know vocabulary and expressions related to property management, inventory management, taxes, transactions, buying, and selling.

1.4.1.2 Lacks

It is required to know what the learner knows already, so that it can be decided then which of the necessities the learners lack. Hutchinson and Waters (1987) state that lacks are the gap between the existing proficiency and the target proficiency. Also, it refers to the background of the learners and to what learners lack in order to reach the required level of proficiency.

1.4.1.3 Wants

Learners have a view about what their needs are. Allwright (1977) argues that wants are what learners feel they need in order to operate in a target situation and are also called subjective needs. Richterich (1980) also points that the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, wants are, in fact, the reflection of learners' own perceptions.

1.4.2 Learning Needs

Hutchinson and Waters (1987) claim that learning needs refer to what learners are supposed to comprehend in order to perceive the objective circumstances and what learners need to do in gaining knowledge or skills. Also, they state that it is naïve to base the course design and the whole ESP program merely on target needs. The methodological, administrative and psychological needs must occupy the same space in needs analysis as the target needs do. Learning needs influence and affect the overall ESP program ranging from syllabus designing to testing and evaluation. If needs analysis is the major distinction of ESP program, the learning needs then have the pivotal role to play in needs analysis. Any needs analysis without involving learning needs may be a weak model, excluding the major psychological, sociological and methodological concerns of the ESP learners.

1.5 Difference between Target Needs and Learning Needs

According to Hutchinson and Waters (1987) target needs are mainly related to "what the learner need to do in the target situation." This means that what skills, abilities, and knowledge the learners will require in order to practise effectively in the

target situation. While, learning needs can be defined as "Factors that affect the learning like attitude, motivation, awareness, personality, learning styles and strategies, together with the social background"(Xiao,2007:2)

The learning process should be enjoyable, fulfilling, manageable, and generative. It is not concerned with knowing, but with the learning.

The figure below presents Hutchinson and Waters' classifications of Needs Analysis which contains definitions of learning needs and target needs. The latter is divided into lacks, wants and necessities.

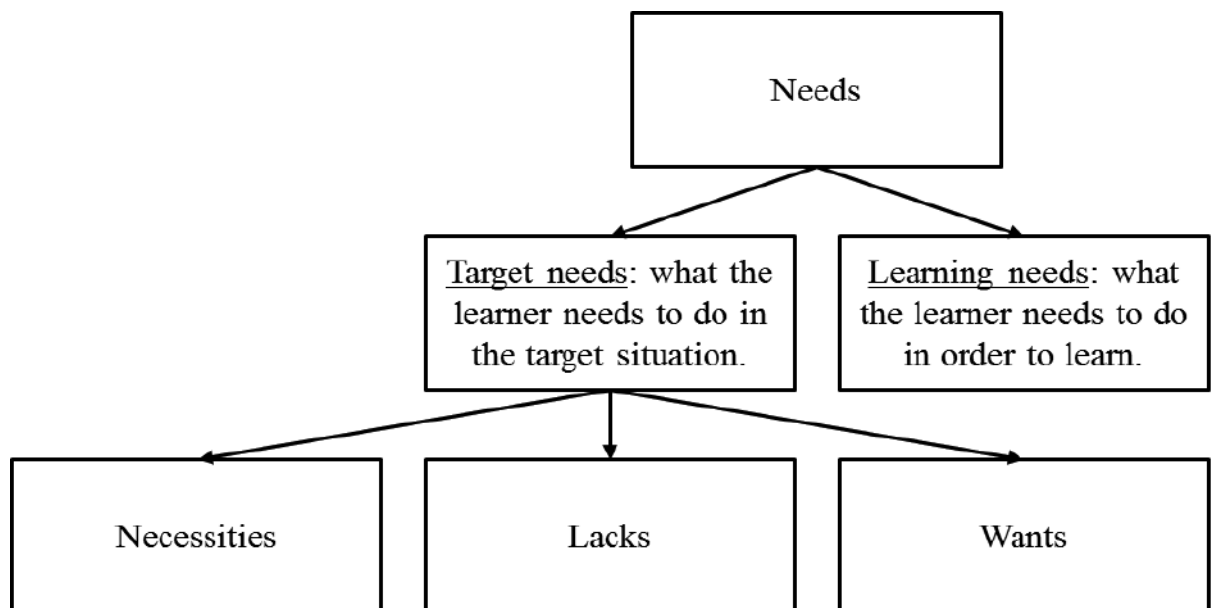


Figure 1.1: Hutchinson & Waters' (1987) Classification of Needs Analysis

1.6 Needs Analysis Data Collection Methods

There is an agreement on the variety of the methods that are used in collecting data in NA. Richards (2001), Graves (2000), Dudley- Evans and St John (1998) agree that NA can be conducted using questionnaires, observations, interviews, tests, and case studies.

1.6.1 Questionnaires

They are considered one of the tools that are used to collect data. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The use of questionnaires is described as one of the most common research methods since it enables the researchers to "produce a large amount of information about many different issues such as communication difficulties,

preferred learning styles, preferred classroom activities, attitudes and beliefs" (Jiajing, 2007,p.6). There are several advantages of questionnaires. First, they are used to gather information on a large scale. Also, they can cover a lot of and various questions. It is not only easy to administer, but it also provides a general view of the investigated problem which is difficult to obtain by other means of investigation. Furthermore, bias is minimized, time, and effort are saved as well.

Based on the previous advantages, we have chosen questionnaire as a data collection method in our research. Further discussion will be in the methodology.

1.6.2 Interviews

NA data collection can be gathered through interviews as well. They are used to ask open ended questions. They allow people to gather private information from individuals too. This can result in real point of views (Brown, 1995). For the structured interview, the formulation, design and the objectives are the same as for the questionnaire. "A structured interview is similar in format construction and purpose to a questionnaire."(Mackay, 1978, p. 22). The difference appears in the fact that the person who gathers information asks the questions directly to the interviewee and then records the answers. The structured interview has a lot of positive aspects, for example the questions are not left unanswered.

Another advantage comes from the fact that the interviewer can explain the questions to the interviewee as well.

However, interviews are considered time consuming. There should be a time limit for the interview and it should be recorded to allow the interviewer to get the suitable information (Dudley- Evans and St John,1998).

1.6.3 Tests

Tests are considered an essential and suitable tool for NA data collection according to Brown (1995). Generally, tests are given to students before the beginning of any ESP course. They reflect and give much information on students' present proficiencies and possible deficiencies in language.

1.6.4 Case Studies

The case study is another kind of observation. It concerns the study of a particular learner over a given period. Jordan (1997) adds other data collection methods for NA which are advance documentation, self assessment, observation in class, monitoring class,

progress test and error analysis, learner's diaries and journal ,evaluation feedback ,follow up investigation,and previous research.

1.7 Approaches to Needs Analysis

In an attempt to meet learners' needs, scholars have proposed various approaches to needs analysis in the process of teaching/learning foreign language which are target situation, present situation, and learning situation.

1.7.1 Target Situation Analysis

The term Target Situation Analysis (TSA) was, in fact, first used by Chambers 1980 in his article in which he tried to clarify the confusion of terminology. For Chambers TSA is " communication in the target situation" (p.29). Target situation is an approach to needs analysis which focuses on identifying the learners' language requirements in occupational or academic situation they are being prepared for west (1994). Hutchinson and Waters (1987,p.59) claim that target situation analysis involves asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process.Also, Dudley-Evans an St John (1998,p.125) define it as tasks and activities that learners will be using English for target situation. So, this is a kind of professional information about TSA.

1.7.2 Present Situation Analysis

The term PSA was first proposed by Richterich, Chancerel (1980).It may be posited as a complement to TSA (Robinson, 1991 ; Jordan 1997). If TSA tries to establish what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it.According to Robinson (1991, p.8) PSA seeks to establish what the students are like at the start of their language course, investigating their strengths and weaknesses. Dudley –Evans and St John (1998, p.124) state that PSA estimates strengths and weaknesses in language, skills, learning experiences .

1.7.3 Learning Situation Analysis

Learning Situation Analysis (LSA) refers to subjective, felt and process-oriented needs LSA also directs what learners want to learn. Dudley-Evans and St John(1998) state that LSA means effective ways of learning the skills and language. According to

them, LSA also refers to why do learners want to learn. They elucidate that subjective and felt needs are derived from insiders and correspond to cognitive and affective factors. Therefore, 'to feel confident' is a subjective/felt need .

1.8 Steps in Conducting Needs Analysis

There are certain kinds of models with different steps suggested for needs analysis. Gravatt, Richards, and Lewis (1997, as cited in Richards, 2001) state the following procedures which have been used in investigating the language needs of non-English-background students at New Zealand University: First, the analysis of a wide range of survey questionnaires is necessary. Then, teachers contact with others who had conducted similar surveys in order to get some benefits from their questionnaires. Also, in order to determine goals interviewing teachers is an essential step. Next, the identification of the participated department is important. In addition, practitioners can review their questionnaires with other colleagues as an attempt to exchange ideas. Administration of the questionnaire is the next step. Then, they develop a schedule for collecting data. Finally, they tabulate the responses.

Conclusion

This chapter summarizes the definition of NA by many scholars as the first point. Then, it deals with the main purposes and importance of NA. Moreover, it tackles the taxonomies of NA and the methods that are used in conducting it . Finally, it highlights its major approaches and the important steps in conducting this process.

Chapter Two

ESP Course Design

Introduction

This chapter focuses on ESP course design and its main issues. It begins with some definitions about both ESP course design and curriculum. Then, it tackles syllabus' definition and its major types. In addition, it sheds light on the approaches of course design, its steps, and issues in designing it.

2.1 Definition of ESP Course Design

ESP course design has grown to become one of the most prominent areas of EFL teaching since the early 1960's. Designing a course is the task of any instructor in which he/she goes through a systematic steps in order to reach the desired objectives of his/her course. In the context of ESP, course design is a process of collecting data in order to design an effective course Hutchinson and Waters (1987, p. 65) define a course design as "The process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge." It is a cyclical process, a progressive and dynamic operation which aims at providing learners with needed knowledge to use language in their particular carrier, i.e matching carrier content to real content. According to Robinson (1991), ESP course describes the outcome of four elements: needs analysis results, the course designer's approach to syllabus, methodology, and existing materials. Course design is not a teacher-centered approach. It is an ongoing process based on collecting the maximum information about teaching and learning experiences (Hutchinson & Waters, 1987). Munby (1978, p. 2) states that ESP courses are "Those where the syllabus and the materials are determined by the prior analysis of the communication needs of the learner."

2.2 Definition of Curriculum

It is a theoretical document that refers to the programme of studies in an educational system or institution. The term curriculum has different interpretations among scholars. According to Tyler (1949, p.3), described a curriculum as "All of the learning of students which is planned and directed by the school to attain its educational goals." Along the same line, Wheeler (1967, p.15) proposed that by "'curriculum' we mean the planned experiences offered to the learner under the

guidance of the school." Graves' definition of language curriculum is " ...planning what is to be taught/learnt, implementing it, and evaluating it." (Graves 2008,p.149)

It deals with the abstract general goals of education which reflect the overall educational, cultural philosophy of a country, national and political trends as well as a theoretical orientation to language and language learning. It provides the overall rationale for educating students. It is considered to be a broader term used in an institution to cover politics, plans, teaching, learning items, materials, and equipments.

2.3 Definition of Syllabus

One cannot tackle course design without mentioning syllabus design. Different views to explain what a syllabus is are held by various linguists and specialists. Yalden (1987,p.87) views that syllabus is "summary of the content to which learners will be exposed". Widdowson (1984,p26) describes syllabus as "A framework within which activities can be carried: a teaching device to facilitate learning". Furthermore, Widdowson (1987) defines it as the specification of teaching program or a pedagogic document which defines a particular group of learners because of the peculiarities. Nunan (1984) quotes the ideas of Breen (1984) who is of the view that syllabus includes assumptions about the psychological process of learning, assumptions about language and about the social and pedagogic process within a classroom. Nunan (1984) highlights that syllabus design is seen as being concerned essentially with the selection and grading of content.

2.4 Syllabus vs Curriculum

Some confusion exists over the distinction between syllabus and curriculum. The terms syllabus and curriculum are sometimes used interchangeably, sometimes differentiated, sometimes misused and misunderstood. First, curriculum is concerned with making general statements about language learning, learning purpose, experience, and the relationship between teachers and learners. It is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme. On the other hand, a syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation. A syllabus refers to the subpart

of curriculum, which is concerned with a specification of what units will be taught and what is to be learnt. Moreover, it refers to the content or subject matter of an individual subject. It is a detailed document that specifies the content and it is a kind of plan that translates the abstract goals of the curriculum into concrete learning objectives. Second, a curriculum is a theoretical and policy document, however, a syllabus is a guide for teachers and learners that indicate what is to be achieved through the process of teaching and learning.

2.5 Types of Syllabi

There are two major types of syllabi, product-oriented syllabus and process-oriented syllabus. A good and valid syllabus is that covers more or less all aspects of both these types, therefore, proper and appropriate implementation of syllabus in language teaching is undeniable. Without proper implementation of syllabus, on the one hand, desired objectives will be hard to obtain and on the other hand students will suffer from the lack of appropriate syllabus which could fulfill their immediate pedagogical requirements and sharpen their abilities in different areas of language.

2.5.1 Product–Oriented Syllabus

Product-oriented syllabus focuses on what the learners will know as a result at the end of instruction session. The grammatical, situational and notional-functional are the examples of product-oriented syllabus.

2.5.1.1 Grammatical Syllabus

This type of syllabus is designed when the purpose is to teach the systematic development of grammatical structures. Learners are exposed to these structures step by step and it is expected that they will enhance their grammar collection by memorizing different grammar rules. The internalization of these rules is considered a prerequisite to grasp the technicalities of a language.

2.5.1.2 Situational Syllabus

The primary purpose of this syllabus is to teach the language that occurs in real-life situations. Here, the emphasis is on the learner, who it is expected will actively participate in different situations where L2 is being spoken. Richards (2001,p.156) supports this view

that " One that is organized around the language needed for different situations such as at the airport or at a hotel. A situation is a setting in which particular communicative acts typically occur."

Examples of situations include, seeing the doctor, making an appointment, meeting people at the party, buying clothes and so on. One advantage of the situational approach is that motivation will be heightened, since it is learner-centered rather than subject-centered.

2.5.1.3 Notional–Functional Syllabus

Notional-functional syllabus is a practical way of organizing language-learning syllabus, rather than an approach or method to teach and instructions are organized in terms of notions and functions. In this design, a ‘notion’ is a particular context in which people communicate. A ‘function’ is a specific purpose in a given context. For example, the notion of shopping requires numerous language functions, such as asking about prices or features of a product and bargaining. An important point regarding notional-functional syllabus is that the needs of the students have to be analyzed and explored by different types of interaction and communication; a learner may be involved in, hence, needs analysis is central to design such syllabi.

2.5.2 Process-Oriented Syllabus

Process-oriented syllabus focuses on the pedagogical processes leading to the language outcomes. The task-based, skill-based and content-based types of syllabus are included in this type.

2.5.2.1 Task-Based Syllabus

This syllabus is designed when the purpose is to complete some complex and meaningful tasks. Even though, the primary purpose is to complete tasks, however, language competence is developed through the process of performing of the task. The language learnt comes out of the linguistic demands of the activity. Learners perform various tasks together in a co-operative environment. Task-based syllabus promotes and encourages collaborative learning. Since language learning is considered subordinate to task performance, therefore, language teaching also occurs as the need arises during the performance of the particular task.

2.5.2.2 Skill-Based Syllabus

The purpose of this syllabus is to teach some specific skills that are considered necessary or useful in using a language. Skill-based syllabus focuses on skills and gradual development of skills gives learners the confidence. This syllabus must be designed and implemented keeping in mind the learners' cognitive levels.

2.5.2.3 Content- Based Syllabus

The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa. Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

Figure 2.1 deals with the different types of syllabi according to Hutchinson and Waters.

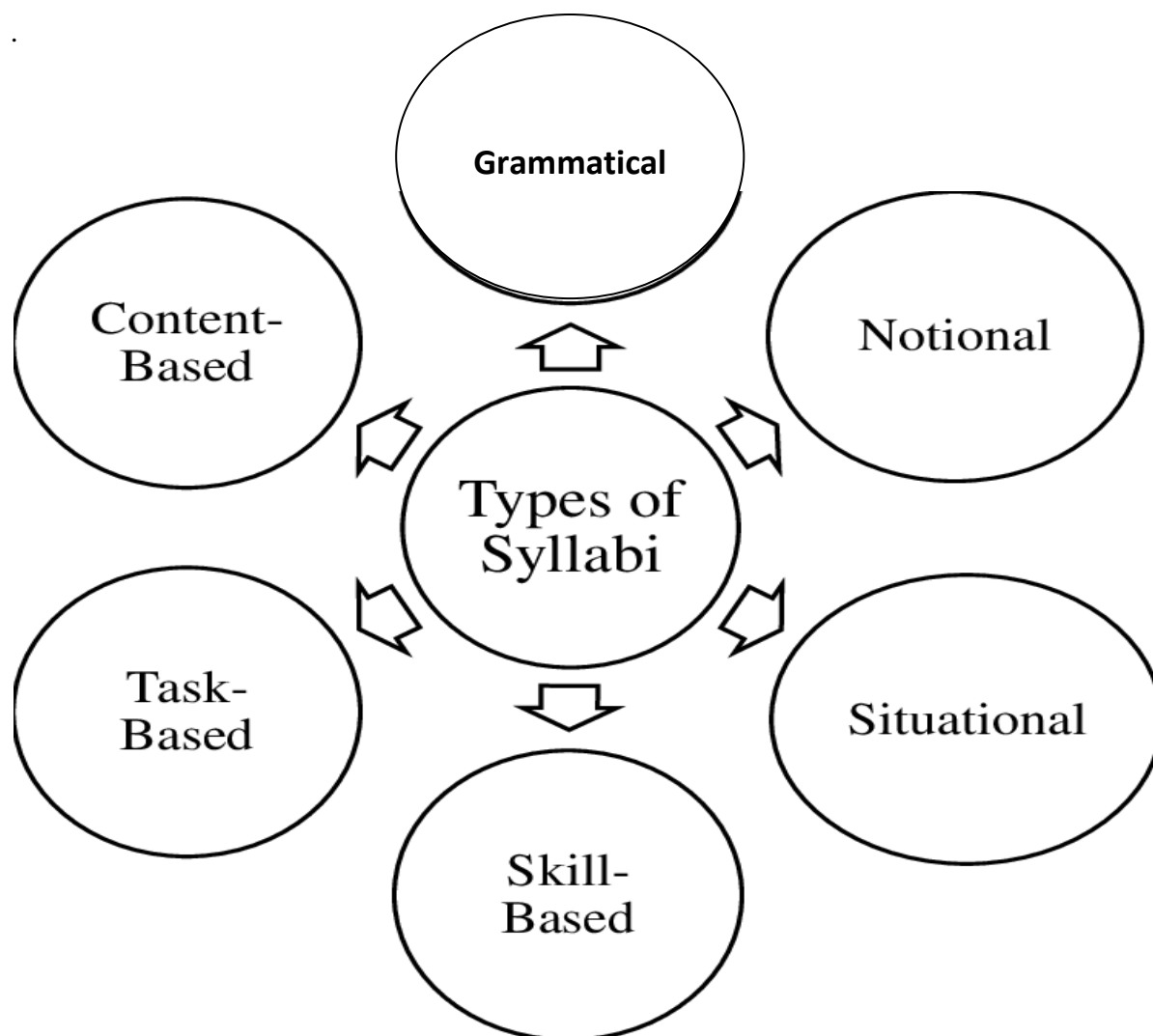


Figure 2.1: Types of Syllabi (Hutchinson and Waters, 1987)

2.6 Approaches to Course Design

There are three main approaches to ESP course design :

2.6.1 Language-Centred Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. Hutchinson and Waters (1987) state that Language-centred course design approach is the simplest kind of course design process and one most familiar to English teachers. It aims to draw as direct connection as possible between the analysis of the target situation and the content of the ESP course.

Language-centred approach has some drawbacks. Hutchinson and Waters (1987) identify the weaknesses of this approach as:

The learning needs of students are not considered at all in the design process. It is then not learner-centred but merely learner-restricted. Also, this approach is a static and inflexible process. It does not acknowledge the factors playing part in the design of the course such as the types of texts chosen to be incorporated in the course.

Moreover, the approach was criticized as being structure-centered as it gives much importance to linguistics forms rather than developing the skills that enable the learner to communicate effectively in the target situation. (Hutchinson & Waters, 1987)

2.6.2 Skills-Centred Approach

The purpose of this approach is to gather all skills that might be used in target situation. Hutchinson and Waters' (1987, p.69) view that "a skills-centred course, therefore, will present its learning objectives (though probably not explicitly) in terms of both performance and competence".

This approach tries to help students develop their skills even after the end of the ESP course. It is based on a deep analysis that helps discover the underlying competence that enables people to perform in the target situation and enables the course designers to discover what the ESP students brought with them to the ESP course. This is because learning is giving and taking from both sides the teacher and learner. Besides that the ESP learner is an adult who is experienced and who has his own learning strategies that needs only to be discovered. Therefore, if we compare the skills centred approach with the language centred one; we can say that the skills centred model gives more attention to the learner and his contribution to the course and enabling him to achieve something from the course. However it has not reached the level of perfection because of its concentration more on the side of language use, i.e. it sees the ESP learner more as a user of the language. Hutchinson and Waters (1987, p. 70) state: " yet, in spite of its concern for the learner, the skills-centred approach still approaches the learner as a user of language rather than as a learner of language. The processes it is concerned with are the processes of language use not of language learning".

2.6.3 Learning-Centred Approach

It is a learner-centred approach. It's main focus is the learner. Hutchinson and Waters' (1987 p. 72) claim " the learner-centred approach is based on the principle that learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process,

which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it."

The learning centred approach considers the learner at all the stages of preparing and teaching the course. The learner is taken first into consideration at the first step of analysing the learning situation then at writing the syllabus and then at writing the materials. He is considered also at the step of teaching the materials and finally at evaluating his achievement. Henceforth, the learner has an active and central role in the course design. However and contrary to the skills centred and language centred approaches evaluation at the learning centred approach is not considered as final step. It is rather considered before and after writing the syllabus and it is an ongoing process.

It is crucial to choose the suitable approach to design an ESP course.

However, we can adopt one appropriate approach or more depending on the course designer and on the nature of the learners and their needs from the ESP course.

2.7 Steps in ESP Course Design

In designing ESP course, practitioners follow a series of systematic steps. Firstly, it is an obligatory step to do an analysis of learners' needs. Then, they set goals and objectives of their course. Also, they select teaching theory and materials. Finally, they design content, syllabus, and tests.

2.7.1 Needs Analysis

All ESP scholars agree that in designing an ESP course, needs analysis must be taken as the first priority. Needs analysis is the process of gathering necessary data for an effective ESP course. Various methods can be used to obtain data that can be a solid platform for course design. Jordan (1997) posits some methods like tests, self-assessment, observation and monitoring, structured interview, diaries evaluation, questionnaires etc. The results of needs analysis or the gathered data are beneficial in drawing the goals and objectives of the teaching learning process, the selection of tasks and materials, organising the content and activities since it identifies the sequence of real life activities that could be adopted in the teaching learning process. Needs can also be valuable in determining the standard of achievement in the assessment and evaluation process. In other words, all activities in designing syllabus are dependent on the needs analysis process and result. According to Hutchinson and Waters (1987) needs analysis should be an on-going process carried out during each course since the learners' needs are changing too.

2.7.2 Determining Goals and Objectives

The second step course designers do after conducting needs analysis is setting course objectives. Goals and objectives should be the outcomes of needs analysis (Hutchinson & Waters, 1987). In this vein, Brindley (Quoted in Johnson, 1989, p.63) states that needs analysis is a vital pre-requisite to the specification of language learning objectives.

In ESP, goals are directed towards developing learners' communicative competence. According to Corder (1973), syllabus is related to the learner. In other words, objectives should be what the learner wants for the purpose of his social behavior. Chenyiic (2010) goes deeply into saying that ESP is concerned with communicative approach (communicative language ,teaching CLT) according to which the communicative goals are the prime concern. He adds that the communicative goal is suitable for ESP learners because they utilize English in real situations. CLT approach is the most proper method in ESP teaching context where learners are motivated since they learn through tasks and problem solving activities.

2.7.3 Content Conceptualization

The next process needed to be followed is conceptualizing the content; that is choosing and analysing the necessary content related to the needs analysis and objectives. " In ESP, the issue is not which syllabus to choose but how to integrate more than one syllabus in order to keep learners motivated and to enhance the learning process "(Swan, 1990 quoted in Robinson,1991).

Reilly (1988, in Xenodohidis, 2006) gives some practical guidelines to content choice and design. According to Reilly, practitioners first need to define what the students should be able to do as exactly and realistically as possible, as the result of the instruction. Then, they should rank the syllabi in order of importance according to the desired outcomes. After that, they evaluate available resources and match them with the syllabi. Next, they designate one or two syllabi as dominant. Also, they review how combination and integration of syllabus types can be achieved and in what proportion. Finally, they translate decisions into actual teaching units.

The content should be interesting, useful to students,and motivating. This can be realized if the content is selected from learners' specialty. The information obtained from

the assessment of learners' needs helps the ESP teacher to determine the content of the course (Basturkmen, 2010). Furthermore, the content should be informative, that is to say the instructor has to establish it or update it according to learners' level (Lowe, 2009).

2.7.4 Selection and Development of Materials and Activities

In this step teachers choose the most appropriate materials in order to present the course effectively. According to Hutchinson & Waters (1987), it is a process of turning the course into intelligible teaching materials through the implementation of the following tasks: materials evaluation, materials development, and materials adaptation.

Graves (1996, in Xenodohidis, 2006), in order to select materials the following issues should be taken into account. Materials should be effective in order to achieve the course purposes. Also, they should be appropriate neof so that the students will feel comfortable. This means that the material will be relevant to their interests and language level. Feasibility so that the material will be in accordance with the students' capabilities and the course will not prove too difficult for them.

Choosing materials may mean development of new material, collection of various materials or adaptation of existing ones. Materials can be newspapers, magazines, TV/ radio programs, user manuals, literature, songs, etc (Gardner & Miller 1999).

2.7.5 Assessment and Evaluation

This is the last step in designing ESP course. It provides feedback on the effectiveness of the course and in general, it would be an on-going part of the entire process.

Douglas (2013, p.367-368) views that evaluation can be done for many purposes some of which are: to give learners opportunity to show what they have learnt and what they can do with the language in real situations, to get opinions on the learners' progress and to help the teacher to confirm assessment and make decisions, to provide some standardization by which performance and progress will be judged.

Figure 2.2 sums up Graves' model of curriculum development.

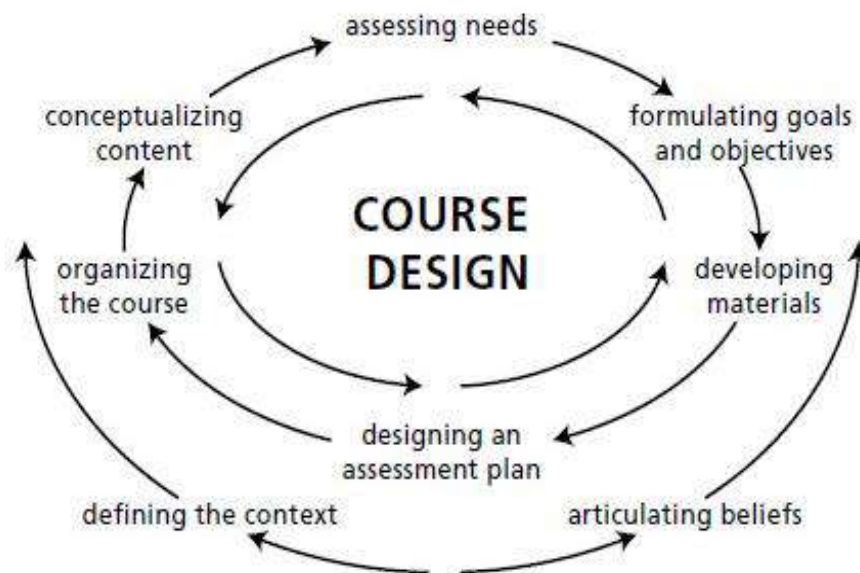


Figure 2.2: Graves' Model of Curriculum Development (From : Graves',2000,p.4)

2.8 Issues in Designing ESP Course

When reviewing the ESP literature, some important points have to be highlighted and careful attention should be paid by the course designer. Here are some of them:

2.8.1 The Identity of the ESP Teacher

There is debatable discussion among EFL teachers on the identity of the ESP teacher. It is a controversial issue concerning whether the ESP teacher should be a language teacher or a specialist in the field. First although he is knowledgeable about language course design, he requires experience in the ESP field. The second, he possesses the needed knowledge and experience in the field but he lacks the linguistic competence to teach.

Robinson (1991) points out that the mission of the ESP teacher is not only limited to teaching, but he often designs, arranges the ESP course using various methods and he also evaluates then tests. Therefore, the ESP teacher is the one who adopts the 'team-teaching approach' (Dudley-Evans & St John, 1998). In other words, there should be collaboration between the English language teachers and the field specialists. In the same vein, Hutchinson and Waters (1987) assert that the ESP teacher should not be a teacher of the subject matter only but also an interested student of it. Hence, EFL teachers can be ESP teachers because they do not require to be experts in the field, but they need a certain

amount of knowledge of the subject area. They are also able to realize course objectives better than the ones who are specialists in the field.

2.8.2 ESP Language

ESP is a branch of TEFL that includes business English, scientific English, and medical English. It is taught in many universities around the world. The course content language changes according to the specific field and its assigned objectives.

It is noticed that ESP courses emphasize language in context rather than teaching grammar and language structures. In other words, ESP main concern is to teach a language that does not separate the learner from his real world. However, ESP subject matter language varies according to their specific field of study. Moreover, the language used focuses more on vocabulary as an essential part of an ESP course. Hardin (2007) claims that the grammar used in ESP texts resembles the use of grammar in general English; however, the vocabulary used varies from technical to semi technical. She also insists that "the words students are learning should be the words they will actually need in their specialism."(p.53)

2.8.3 The Required Communicative Skills in the Learners' Future Career

It is not an easy task for the course designer to predict or guess all the abilities and to integrate them into an effective syllabus. Cummins (1979) proposes a dichotomy to deal with these abilities: professional communication skills and every day communication skills (quoted in Gathouse, 2001). The former refers to the ability to communicate in academic settings, and the latter refers to the informal communication between people in daily life. Gathouse (2001) provides three abilities: the ability to use more generalized academic skills which are connected to culture, the ability to communicate, and to interact in informal talks.

2.8.4 General English vs Professional English

ESP learners should have normally acquired general English. They attend the course to learn specific content of their specialties. In fact, they still need some general academic skills for effective communication. Thus, the practitioner has to make the balance between general language skills and the content to enhance the learners' communicative competence and to keep them motivated (Gathouse, 2001).

2.8.5 A Mixed Ability Class

Most of the time, we find that in one class there are mixed abilities. In other words, learners are different in terms of experience with language proficiency, cognitive abilities,

and learning styles. Therefore, the course designer has to establish a minimum level of language proficiency (Yogman & Kaylani, 1996 quoted in Gathouse, 2001).

Conclusion

This chapter has discussed the definition of ESP course design and curriculum. Also, it tackles the difference between it and syllabus. It focuses on syllabus and its main types. Moreover, it highlights the three approaches of course design and its fundamental steps to follow in order to present a coherent and a cohesive ESP course. Finally, it deals with some issues in designing ESP course. To sum up, in any language teaching operation, decisions have to be made about learners' needs and teaching objectives. Course design is then an important step for an efficient teaching/ learning process.

Chapter Three

English for Finance

Purposes: Data

Analysis, Results and

Interpretations

Introduction

After reviewing the literature relevant to needs analysis based course design in the previous chapters, this chapter aims at describing and analysing the findings that are gained from students' questionnaire. Second year licence Finance students at Kasdi Merbah University Ouargla have been selected since they determine the objectives of this research. Therefore, this chapter starts with means of research, the analysis and description of students' questionnaire that will confirm or reject the hypothesis and finally the results.

3.1 Methodology: Research Design and Method

So as to test hypotheses or answer questions about various subjects, the appropriate methods are the descriptive and quantitative ones. They are the most widely used in research design especially dissertations. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question (what are the characteristics of the population or situation being studied)? The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Quantitative research is defined as a the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. The results can be depicted in the form of numericals to collect quantitative data about the students.

In this study, a questionnaire was used as the only data collection instruments of enquiry. Dudley-Evans and St. John claim that ' TSA generally uses questionnaire as the instrument ' (1998, p.125). The most common instruments used are questionnaires, because they are relatively easy to prepare, they obtain information that is relatively easy to tabulate and analyze; they can also be used to elicit information about many kinds of issues, such as language use, attitudes and beliefs (Richards, 2001, p.60). Also, it is useful to get reliable numerical data as well.

So as to make our research valid and reliable, the questionnaire contains eleven close-ended and open-ended questions administered to forty second year licence that present 1/3 from the whole of Finance students at Kasdi Merbah University academic year 2018/2019. Our choice is based on random sample.

3.2 Description of Student's Questionnaire

In the current study, the questionnaire was distributed to forty (40) students second year licence Finance students at kasdi Merbah Ouargla University during the academic year 2018 /2019. It was given to them at English session so as to assist them when they need help.

The students' questionnaire (see Appendix 01) is composed of two sections. The first one includes two questions about general information : students' age and gender. The second contains ten questions about students' interests and importance toward English language needs. Also, it tackles students' opinions concerning English courses that are taught to them.

3.3 Analysis and Interpretation of Students' Questionnaire

Section one: Personal Information

Q1: Students' Age

Table 3.1: Students' age

Response	18	20	22	19	24	21	23
Participants	5	5	5	10	0	10	5
Percentage	12,5%	12,5%	12,5%	25%	0%	25%	12.5%

The first table indicates that most of students' ages are between 19 and 21 years old. 12.5% of them are between 18,20,22,and 23. In this case the group is homogeneous and the students are adult learners. The latter is one of the most important characteristics of ESP class.

Q2: Gender

Table 3.2: Students' Gender

Male	Female
15	25
37,5%	62,5%

It can be noticed from the second table that the majority of the respondents were females with 62,5% . However, 37,5 % were males. This means that this class is a mixed one.

Section two: Interests and Importance

Q1: Do you think that English as a module is important in your speciality?

Table 3.3: The Importance of the English Module According to the Students

Yes	No
30	10
75%	25%

As shown in the above mentioned table, 75% of students answered Yes, while 25% answered No. It is noticed that the overwhelming of students are aware of the importance of English in their speciality.

Q2: How many English sessions do you have per week?

Table 3.4: The Number of English Sessions

One	Two
40	0
100%	0%

From this table, it is remarked that second year finance students at Kasdi Merbah Ouargla University academic year 2018/2019 study just one session per week. Since English is a subordinate subject for finance students, one session per week is enough for them.

Q3: Are they sufficient for you?

Table 3.5: Students' Opinion Regarding the Sufficiency of English Sessions

Yes	No
35	5
87,5%	12,5%

Table (05) demonstrates that the majority of students are convinced that one session per week is sufficient for them. However, the minority answer that one session is insufficient.

Q6: How important do you think English is in comparison with other subjects?

Table 3.6: The Comparison of English with other Subjects

More important than many other subjects	As important as other subjects	Less important than other subjects
10	20	10
25%	50%	25%

From table (06), it is obvious that half of students consider English as important as the other subjects. This shows that second year licence Finance students at University of Kasdi Merbah Ouargla are conscious of the importance of English as a module in their speciality.

Q5: How can you evaluate the English courses that are taught to you?

Table 3.7: The Evaluation of the English Courses

Satisfying	Not satisfying
10	30
25%	75%

The table (07) reveals that a high number of students evaluate the immediate English courses as bad .

Q6: Do the courses taught to you suit your immediate needs?

Table 3.8: The Degree of Suitability of English Courses in Relation to Learners' Needs

Extremely	Quite	Somehow	Not at all
02	10	03	25
5%	25%	7.5%	62.5%

As illustrated above, a huge proportion of students view that English courses are not suitable for them because they do not suit their immediate needs. This means that students are highly aware of what they need English for.

Q7: What do you need English for?

Table 3.9: Students' Reasons for Studying English

For study	For promotion	To get a job	For travelling	Others
15	02	02	20	01
37.5%	5%	5%	62.5%	2.5%

As depicted above, 62.5 % stated that they are studying English for travelling. However, 37.5 % mentioned that they are learning it just for studying since it is a compulsory subject. Moreover, four respondents answered that they need English both for work and for promotion, while just one student needs English for other reasons.

Q8: According to your point of view, rank please the skills according to their importance?

Table 3.10: Students' Opinion Concerning the Importance of the Four Skills

Writing	Reading	Listening	Speaking
20	05	05	20
50%	12.5%	12.5%	50%

As shown in the previous table, writing and speaking are considered fundamental skills according to second year licence Finance students. They need those two skills to deal with different situations such as bills and transactions.

Q9: In your opinion, select activities that are most appropriate for your speciality?

Table 3.11: Learners' Point of View about the Most Appropriate Activities

Real life situations	Workshops	Dialogues	Pair work	Group work	Role play	Others
10	20	03	02	03	02	0
25%	62.5%	7.5%	05%	7.5%	05%	0%

According to the above results, the majority of second year Finance students licence prefer work shops since it is the appropriate activity for their future career. Others regard real life situations as the most suitable activity in which they engage in situations similar to real ones. However, a few number of respondents prefer dialogues, pair work, group works, and role play.

Q10: Which materials do you think are more suitable for you?

Table 3.12: Students' Opinions Concerning the Suitable Materials Selection for their Speciality

Handouts	Datashow	Pictures	Books	Others
10	20	05	05	0
25%	62.5%	12.5%	12.5%	0%

Table(12) shows that high number of students see datashow as a suitable material for their speciality. It is considered as a modern teaching material which enables them to understand the courses well through visuals. However, low number of students consider books as their preferable material in learning since it gives them more details and they can learn better by using them.

Q11: Which methods of assessment do you prefer?

Table 3.13 Methods of Assessment

Continuous assessment	Formative assessment	Self and peer assessment	Summative assessment
20	10	0	10
62.5%	25%	0%	25%

As shown above, continuous assessment is the most preferable method of assessment according to second year licence Finance students. Through doing this ongoing process, both teachers and learners can know every ones weaknesses and strengths. Some Finance students consider formative and summative assessment as an other important methods of assessment.

3.3 Discussion of the Findings of Students' Questionnaire

After the analysis of students' questionnaire, we have reached the following results. First, the majority of second year licence Finance students are aware of the importance of the English module in their field of study since they consider it as crucial as the other subjects. Second, many respondents assume that courses are taught to them are not effective as they should be in terms of relating their content to their needs. From the above discussion, this study shows that learners' needs are not taken into consideration. As a result, courses that are not built on learners' needs are considered ineffective. To make these courses more effective, learners' needs and expectations should be the prime concern when designing the course (Dudley-Evans & St John, 1998). Also, these courses are incompatible with ESP main objective which stresses the vital role of learners' needs analysis in course design (Hutchinson and Waters 1987).

Moreover, this research revealed that many students want to study English for travelling so as to assist them in communication. Respondents affirmed that teachers of English should prioritize the productive skills(speaking and writing) when designing their courses because they need them more than the other skills in their future career as well.

ESP learners are adult learners who are aware of their actual needs and they prefer to be involved in activities which relate them to their future careers such as workshops and real life situations. In addition to that, they prefer learning English through motivating and modern materials in which they use technology as data show.

Findings have shown that the majority of second year licence Finance students opt for continuous assessment as their desired method of assessment in order to enable teachers to check their ESP learners' advancements at different points in their courses. The percentage of 0% in peer and self assessment should be increased, i.e. teachers should encourage learners to assess themselves in order to be more autonomous.

Conclusion

In this chapter, we have dealt with means of research, analysis, and discussion of the findings of students' questionnaire. Based on the results obtained from the questionnaire, Finance students' dissatisfaction with the English course resulted from the absence of clear objectives and the inappropriate course content to their needs and to the discipline. Besides, their teachers are not specified in the field of ESP, i.e. they are general English teachers.

Recommendations and suggestions

After analysing the findings of this research, we recommend and suggest some points. First of all, teachers should be specialized and professionals in the field of ESP not just general English teachers. Also, ESP teachers should be offered a special training that would help them to conduct good needs analysis and to design appropriate courses. Moreover, teachers should pay more attention to learners' needs in terms of necessities, lacks and wants before designing ESP course. Practitioners should take into account the selection of the appropriate materials, tasks, and activities which have relation to learners' subject area before designing their courses. Furthermore, when ESP course is designed and developed, much focus should be given to productive skills which enables learners produce effective written and oral texts. Finally, the time allotted to English courses should be increased so that it becomes a fundamental subject.

To sum up the above paragraph, we suggest the following points:

- Training of ESP teachers
- Varying NA tools
- Collaborative teaching between language teacher and field specialist

General Conclusion

General conclusion

In this research, we have focused on needs analysis and course design as they are two fundamental processes in ESP. Needs analysis has been considered as the first step in designing any course especially ESP courses. Furthermore, NA assist practitioners to identify the students' prospective professional need, the students' needs in terms of language skills and the students' deficiencies in the area of language skills. Only after analysing the students' needs and determining the objectives of the language course, teachers can select a material which meets the needs of learners. Therefore, NA is the foundation on which one can develop curriculum content, teaching materials, and methods which can lead to the increasing of learners' success and motivation. NA is a compulsory step in designing any ESP course in which practitioners have to go through.

In designing any ESP course, practitioners select appropriate syllabi which suit learners' needs. Moreover, any ESP course designer achieves certain learning objectives and analyses the necessary content related to learners' needs. In order to attain the desired learning objectives, practitioners select appropriate materials and aids to present the course effectively. To confirm that learners have grasped and learnt the course, assessment is an ongoing and crucial process done by teachers that could involve learners in peer and self-assessment.

From the obtained results, we have noticed that English is a subordinate module according to Finance learners. Thus, ESP teachers of Finance speciality should raise the awareness of learners towards the English language since it becomes an international language and it has a fundamental position in business nowadays. Moreover, the productive skills (speaking and writing) have a priority according to second year licence Finance students since they need those skills in their future career.

At the end, some recommendations, suggestions and a sample of lesson plan are suggested for ESP teachers which may assist them in designing and presenting their courses effectively.

Appendices

Appendix 01

Questionnaire for Finance Students

This questionnaire is designed for a dissertation of a Master degree. It aims at investigating the needs of Finance students in order to design a course which meets their target needs. Your participation will be of a great help for this research. You are expected to read carefully the questions and to provide us with honest and straightforward answers as possible. Finally, thank you for your collaboration.

Please put a tick in the right box and try to write full statements whenever necessary.

Section one: General information

1 -Age: 2- Gender: Female Male

Section two: interests and importance

1.Do you think that English as a module is important in your speciality?

Yes No

2.How many sessions do you study per week?

One Two

3.Are they sufficient for you?

Yes No

4.How important do you think English is in comparison with other subjects?

More important than many other subjects

As important as other subjects

Less important than other subjects

5.How can you evaluate the English courses that are taught to you?

Satisfying Not satisfying

6.Do the courses taught to you suit your immediate needs?

Extremely

Quite

Somehow

Not at all

7.What do you need English for?

For study

For promotion

To get a job

For travelling

Others

8. According to your point of view, please rank the skills according to their importance?

Writing

Reading

Listening

Speaking

9. In your opinion, select activities that are most appropriate for your speciality?

Real life situations

Workshops

Dialogues

Pair work

Group work

Role play

Others

10. Which materials do you think are more suitable for you?

Handouts

Datashow

Pictures

Books

Others


11. Which method of assessment do you prefer?

Continuous assessment

Formative assessment

Self and peer assessment

Summative assessment

<p>40 Mnts</p>	<p>datashow. The pictures contain vocabulary related to taxes</p>  <p>T reads them aloud and asks his learners to listen carefully and repeat. T explains the meaning of each word to enable learners use the new learnt vocabulary correctly. During listening T gives tasks to Ls Task 1: (written task) I fill in the gaps with the correct word. Task 2: (oral task) I give sentences that contain the new learnt vocabulary. Post listening T asks his Ls to do the following homework. Write a dialogue in which you are a customer who is obliged to pay a tax,and your partner is a worker in</p>	<p>LT</p>	<p>To introduce the new vocab.</p>
<p>30 Mnts</p>	<p>I fill in the gaps with the correct word. Task 2: (oral task) I give sentences that contain the new learnt vocabulary. Post listening T asks his Ls to do the following homework. Write a dialogue in which you are a customer who is obliged to pay a tax,and your partner is a worker in</p>	<p>LT</p>	<p>To check Is understanding</p>
<p>10 Mnts</p>	<p>Write a dialogue in which you are a customer who is obliged to pay a tax,and your partner is a worker in</p>	<p>LT</p>	<p>To consolidate learners understanding</p>

	the administration using the previous learnt vocabulary		
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ملخص

يسعى هذا البحث الى معرفة احتياجات طلبة السنة الثانية تخصص مالية في جامعة قاصدي مرباح ورقلة في العام الدراسي 2018/2019. لقد قمنا باختيار عشوائي لفئة تتكون من 40 طالب يمثلون الثلث من المجموع. من اجل الاجابة على اسئلة البحث استخدمنا المنهج الوصفي البحثي بالإضافة الى توزيع استبيان الى الفئة المذكورة اعلاه كما سعينا لمعرفة اهمية عملية تحليل احتياجات الطلبة في تصميم دروس ملائمة في اللغة الانجليزية. توصلنا من خلال النتائج الى ان تحليل احتياجات الطلبة هي خطوة اساسية في تصميم دروس اللغة الانجليزية لاهداف خاصة. وفي الاخير اقترحنا بعض الارشادات بالإضافة الى درس نموذجي يعتمد على احتياجات الطلبة المستخلصة من الاستبيان الذي بإمكانه مساعدة اساتذة اللغة الانجليزية لاهداف خاصة في تصميم دروس تتلائم مع احتياجات الطلبة.

الكلمات المفتاحية: الانجليزية لاهداف خاصة، تحليل المتطلبات، تصميم الدروس، اللغة الانجليزية للمالية، اللغة الانجليزية للاعمال.

Résumé

Cette recherche vise à connaître les besoins des étudiants de deuxième année en spécialisation financière à l'Université de Qasdi Marbah et à Argla au cours de l'année universitaire 2018/2019. Nous avons sélectionné au hasard une classe de 40 étudiants représentant un tiers du total. Afin de répondre aux questions de recherche, nous avons utilisé la méthodologie de recherche descriptive en plus de la distribution d'un questionnaire à la catégorie ci-dessus, ainsi que de l'importance de l'analyse des besoins des étudiants lors de la conception de leçons appropriées en anglais. Les résultats nous ont montré que l'analyse des besoins des étudiants est une étape clé dans la conception de leçons d'anglais à des fins spécifiques. Dans ce dernier cas, nous avons proposé des lignes directrices ainsi qu'une leçon typique basée sur les besoins des étudiants tirés du questionnaire, ce qui peut aider les professeurs d'anglais à atteindre des objectifs spécifiques lors de la conception de leçons adaptées aux besoins des étudiants.

Mots-clés: Anglais à des fins spécifiques, analyse des besoins, conception de cours, Anglais des finances, Anglais des affaires.